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Muslim and Christian Peer Images in Turkish-German Muslim Children's Human Figure Drawings[1]

Yasemin Güleç[2]

Abstract

In this study, the religious social perceptions and friendship relations of Turkish-German Muslim children between the ages of 7-14 about their religious groups and their host Christian peers were examined. 42 students, including 17 girls and 25 boys, participated in the study. Here children's drawings were benefited as a primary source of information and a diagnostic method in which secondary information (open-ended questions) were directed. The data were analyzed by descriptive qualitative analysis method based on the research questions. In this study, it was seen that religious indicators, signs, and symbols (religious-social images) emerged effectively through the drawing method. Theological semiotic may be used as a diagnostics method in more studies in determining the development of religious concepts in children. The number of religious differences in the drawings increased with age. It was understood that 9-14-year-old children could make religious categorization in interviews about drawings and responses concerning open-ended questions. In-group favoritism and in-group friendship preferences increased with age. At the same time, as age increased, moral reasoning in choosing friendship increased.

Keywords: *Theological semiotic, religious social images, religious social categorization, religious prejudice, interreligious friendships*

Türk-Alman Müslüman Çocukların İnsan Figürü Çizimlerinde
Müslüman ve Hristiyan Akran Görüntüleri

Öz

Bu çalışmada 7-14 yaşları arasındaki Türk-Alman Müslüman çocukların kendi dini grupları ve ev sahibi Hristiyan akranları hakkındaki dini sosyal algıları ve arkadaşlık ilişkileri incelenmiştir. Çalışmaya 17 kız 25 erkek olmak üzere 42 öğrenci katıldı. Çalışmada çocuk çizimleri birincil bilgi kaynağı ve ikincil bilgilerin (açık uçlu sorular) yönlendirildiği bir tanı yöntemi olarak kullanılmıştır. Veriler araştırma sorularına dayalı nitel analiz yöntemi ile analiz edilmiştir. Bu çalışmada, dini göstergelerin, işaretlerin ve sembollerin (dini-sosyal imgeler) çizim yöntemi ile etkili bir şekilde ortaya çıktığı görülmüştür. Teolojik göstergebilim çocuklarda dini kavramların gelişimini belirlemek için daha fazla çalışmada tanı yöntemi olarak kullanılabilir. Çizimlerdeki dini farklılıkların sayısı yaşla birlikte artmıştır. 9-14 yaş arası çocukların resimlerle ilgili görüşmelerde ve açık uçlu sorulara verdikleri cevaplarda dini sınıflandırma yapabildikleri anlaşılmıştır. Grup içi taraftarlık ve grup içi arkadaşlık tercihleri yaşla birlikte artmıştır. Aynı zamanda, yaş arttıkça, arkadaşlık seçimindeki ahlaki akıl yürütme de artmıştır.

Anahtar Kelimeler: *Teolojik göstergebilim, dini sosyal imgeler, dini toplumsal sınıflandırma, dini önyargı, dinler arası arkadaşlıklar*

Introduction

Studies have found that Muslims in the West are very religious (Voas & Fleischmann, 2012) and attach great importance to their religious identity (Verkuyten, 2007a; Verkuyten & Thijs, 2010). This pattern is valid not only for adults but also for the adolescent children of immigrants (de Hoon & van Tubergen, 2014; Güngör, Bornstein, & Phalet, 2012; Jacob & Kalter, 2013), as Muslim parents are very effective in transferring their religion to their children (Soehl, 2017). Consequently, religious Christians or non-religious people mostly live together with religious minority Muslim groups in primarily European countries (Jacob & Kalter, 2013).

Research on religious identity and behavior of immigrant children in Europe has mostly examined Muslim children. Researches show that the Muslim religious identity constitutes an important social group with a sense of group memberships (Ysseldyk, Matheson, & Anisman, 2010), especially among second-generation Turkish immigrants in Europe and that ethnic and religious ties coincide (Güngör et al., 2012; Maliepaard, Lubbers, & Gijsberts, 2010; Verkuyten & Yildiz, 2007) The religiosity and socialization of parents affect the religiosity of children (de Hoon & van Tubergen, 2014; Fleischmann & Phalet, 2011; Jacob & Kalter, 2013), and the religious identity of migrants could be influenced by the ethnic peers in the neighborhood and at the school (de Hoon & van Tubergen, 2014; Van Tubergen, 2007; Verkuyten, Thijs, & Stevens, 2012).

Turkish immigrant workers in Germany come from socio-economically underdeveloped and religious rural areas of Turkish society (Phalet, Güngör, & Brewster Smith, 2009). Turkish immigrant children in Europe are socially disadvantaged and could encounter ethnic and religious prejudice and discrimination (Heath, Rothon, & Kilpi, 2008; Savelkoul, Scheepers, Van der Veld, & Hagendoorn, 2012). Therefore, in this study, it may be considered that Turkish children have a lower social status than German children. Muslims, who make up five percent of the German population, is the most significant religious minority in Germany (Leszczensky & Pink, 2016). Given some anti-Muslim attitudes in Germany (Savelkoul et al., 2012), it is vital to understand the role of religious borders on children and adolescents' social relations.

In this study, our theoretical basis draws upon social development theories within the study of intergroup relations. Generally, studies on ethnic prejudice formed the basis of our hypothesis

because ethnic identity includes "abstract features such as values, and customs" (Quintana, 1998). We benefit from Social Reasoning Developmental Theory (SRD), inspiring by (Rutland, Killen, & Abrams, 2010). The SRD perspective stems from integration "between both developmental psychology and Social Domain Theory" (Turiel, 1983) and "social psychology and SIT" (Tajfel & Turner, 2004). This perspective recommends a more contextualized analysis of intergroup relations and the development of bias than the earlier-offered development theories. Social domain and social identity approaches, which are the basis of this perspective, consider the contradiction between both the early start of prejudice and moral development in childhood. It shows that children can use moral reasoning and group identity at the same time while developing their ability to think about social relations. At the same time, this social reasoning is the basis of peer evaluation in and between groups (Rutland et al., 2010).

Using Children's Drawings in Determining Social Images and Friendship Relations

Based on Vygotsky's thought, children's pictures are used as a diagnostic method in this study. According to Vygotsky, in a completed drawing, there is a simultaneity parallel to the definition of thought. While the image appears as a whole, expressions have a linear and temporal nature (Vygotsky, 1962). Perhaps for children (and for adults), the power of drawing is to represent thought more closely. The continuity of a drawing provides opportunities for an extended dialogue relationship that speech cannot. When children are not sufficient in speaking and writing, drawings provide convenience in communicating, giving meaning, and solving a problem (Brooks, 2003a, 2003b). Besides, questionnaires or oral surveys may be tedious, especially for children. However, most children accept drawing (Driessnack, 2005; Pinto & Bombi, 2008). Drawings are ecological and easy to collect, without linguistic barriers, ideal for cross-cultural comparisons (Golomb, 1992; Krampen, 1991; Pinto & Bombi, 2008).

In the literature, studies are investigating inter-group racial and ethnic social perceptions (Bar-Tal, 1996; Michael & Rajuan, 2009; Teichman, 2001; Teichman & Zafrir, 2003; Yedidia & Lipschitz-Elchawi, 2012) and friendship relationships (Bombi & Pinto, 1994; Laghi et al., 2013, 2014; Pinto & Bombi, 2008; Rabaglietti, Vacirca, Zucchetti, & Ciairano, 2012) in children by drawing pictures. However, very few studies investigate religious differences and inter-religious relations among the children through drawing (Güleç, 2019).

"The request to 'draw a person' allows children to freely choose the age, sex, stance, action, and expression of the figure, which is understood to reflect their deep acquaintance with themselves."(Furth, 1989). In the context of this literature, HFD (Human Figure Drawings) was first proposed as a tool for evaluating social images (Dennis, 1966). Then It was stated that HFD might be systematically rated and applied to assess social representations and friendships relation (Bombi, Cannoni, & Pinto, 2007; Bombi & Pinto, 1994).This method, which is called "Pictorial Assessment of Interpersonal Relationships (PAIR)," was confirmed to be useful in explaining children's friendship descriptions in later studies (Laghi et al., 2013; Rabaglietti et al., 2012). In another study, HFD was further developed by designing a scoring procedure representing different situations of social perceptions' structure and content and providing versatile information about human perception (Teichman, 2001).

In other studies using the HFD method, different aspects of drawings such as picture complexity, drawing quality, size, and the number of colors used were considered (Teichman, 2001). Yet, in this study, the drawings were not examined from artistic aspects such as depth, fiction, and color. The drawings were used as a primary source of information and a diagnostic method in which secondary information (open-ended questions) were directed.

As far as we know, based on the literature review, there is no qualitative study that investigated religious differences, religious, social perception, and friendship relations between religious groups by using the HFD method. This study has some important aspects in terms of the literature. The first is to be among religious groups. Religious in-group and inter-group research is not sufficient in terms of inter-religious relations and friendship relationships. Additionally, almost all studies have been conducted with quantitative methods resulting in most in-group research being based on these studies' perceptions. The second is to analyze the qualitative analysis method's obtained data without using quantitative criteria previously used in studies with the HFD method. Moreover, researching religious group relationships in children is crucial for alleviating religious tensions (Herriot, 2007), developing inter-religious tolerance, and preparing effective intervention programs (Van der Straten Waillet & Roskam, 2013).

Children's Understanding of Religion Differences

According to Social Identity Theory, the individual is connected to a group that contributes to his understanding of the social world by enabling him to define his status in society (Tajfel,

1981). Thus, since the opinions and values are different in each religious group, each group can exhibit a distinct development feature (Takriti, Barrett, & Buchanan-Barrow, 2006). In this sense, in the inter-group contexts in multicultural societies, it is important to identify the development of children's religious social identities from different religious groups and when and how they understand religious differences.

Religious social categorization is that the child is aware of the different religions and understand that this difference is related to various religious beliefs (Van der Straten Waillet & Roskam, 2012a), which may be influenced by socio-cultural factors such as religious group membership, ethnic origin, homogeneity and heterogeneity of school and class, minority or majority group status, parental religious socialization, as well as development factors (Takriti et al., 2006; Van der Straten Waillet & Roskam, 2012a).

A study was conducted on Catholic/majority and Muslim/minority children between 6 and 11 years of age in Belgium. Students attended religiously homogeneous- at least eighty percent Catholic or at least eighty percent Muslim- and heterogeneous -more than 40 percent did not share the same religion- schools. In the study, 6-7-year-olds did not yet make a complete religious categorization. However, all children at the age of 11 gained this ability (Takriti et al., 2006; Van der Straten Waillet & Roskam, 2012a). In a qualitative study of "58 Arab Muslims, Asian Muslims, Christian and Hindu children aged 5-11 living in North London," the findings showed that children's religious identity is exposed to a complex structure of influence that cannot be explained only with age or cognitive differences (Takriti et al., 2006). In the study, qualitative data was evaluated, separating these children into three groups based on age. The younger group did not state the religious groups. Young children mostly mentioned that they did not like out-group members. The Middle group expressed more names of religious groups when asked. However, there were confusions about religion, nation, and languages. They were inclined to say places of worship and religious practices such as "praying or fasting." The old group was more likely to provide more information than younger children. Children mostly named the main religions quickly. In some children, negative emotional reactions to the out-group members continued. But there were more tolerance examples. In another qualitative study investigating Christianity and Christian peer perceptions of Turkish-German Muslim children aged 9-15, the pictures' religious details increased with increasing age. In children's drawings, religious visual icons that contained a literal meaning were seen mostly at the ages of 9-10,

while more detailed indicators containing religious indexes and symbols were drawn by children aged 11-15 (Güleç, 2019).

It was determined that group status and class composition affect religious social categorization in children. It was found that the minority religious group gained religious categorization earlier than the majority group. Although all children in heterogeneous schools understand religious categorization, only 11-year-olds in homogeneous schools reached this stage. The reason for this may be because of their encountering more religious groups in daily life and use their operational skills. Both minority and majority group children aged 6-8 years in heterogeneous schools knew some religious labels. However, they thought that religious categorization was based on skin color features that were not a defining feature of religious connection.The reason for this could be that children under nine years of age do not fully understand the criterion of belief because of cognitive limitations (Van der Straten Waillet & Roskam, 2012a).

Development of Prejudice in the Children

According to the cognitive-developmental perspective, prejudice in children decreases with age (Aboud, 1988; Aboud & Amato, 2001; Bigler & Liben, 2006). However, researchers recently have attracted attention to the cognitive development approach's limitations in explaining prejudice (Nesdale, 2008; Rutland, 2004). Unlike the cognitive-developmental perspective, some research has revealed that stereotypes and prejudices also continue in adolescence and adulthood after childhood (Greenwald, McGhee, & Schwartz, 1998; Rutland, Cameron, Milne, & McGeorge, 2005).

According to the study of van der Straten Waillet and Roskam (2012b), religious discrimination is common in children under 10-year-olds and decreases in pre-adolescence and adolescence, In contrast, no difference was found between pre-adolescence and adolescence in religious prejudice (Van der Straten Waillet & Roskam, 2012b). Similarly, in Takriti and colleagues' (2006) study, first and second grades and third and fourth graders children stated they did not like out-group members. However, although some of the negative emotions persisted in some children in the older age group, examples of religious tolerance frequently emerged. Güleç (2019) found that 51% of students aged 9-11 had religious prejudice, and 24% of 12-15-year-olds had this.

These different results show that not only cognitive-developmental explanations are sufficient in explaining racial, ethnic, and religious prejudices, but also contextual factors may be influential (McGlothlin & Killen, 2005, 2006; Takriti et al., 2006; Van der Straten Waillet & Roskam, 2012a). In this study, group identity, in-group norms and beliefs, and out-groups threat will be discussed as contextual factors related to our research.

Religious Group Identity and In-group Evaluation

According to the social identity development theory (SIDT) proposed based on the social identity theory (SIT), individuals want to have a safe and positive social identity (Nesdale, 2008). The comparison between groups creates a competitive dynamic in which groups try to increase their identity compared to other groups. An attempt to obtain a superior position based on valuable dimensions for the group is an essential cause of intergroup behavior (Tajfel & Turner, 2004). However, this does not infer that people always prejudice against the outgroup. In some cases, in-group preferences could lead to outgroup bias and discrimination (Brewer, 1999; Cameron, Alvarez, Ruble, & Fuligni, 2001). According to SIDT, some children are more think of themselves as a member of the value groups. In this sense, the stronger religious group identity may lead to a better view of their peers in-group and prefer their group. In some cases, this may indirectly cause negative emotions and prejudices toward out-groups. Many studies investigating the bonds between personality characteristics and religious fundamentalism (Altemeyer, 2003; Altemeyer & Hunsberger, 1992; Jackson & Hunsberger, 1999; Saroglou, Delpierre, & Dernelle, 2004) indicated that religious prejudice might occur more among people adhering firmly to religious groups. Altemeyer (2003) found that highly fundamentalist people particularly emphasize their religious group identity during childhood.

In the study of Verkuyten and Thijs (2010), all early adolescent groups who generally had a strong religious group identity had more positive feelings for their group. Muslims had the most positive in-group feelings. Early adolescent Muslims had more religious in-group identity than their Christian peers. Besides, both Christian and Muslim early adolescents with a strong religious identity had more negative feelings towards non-believers than those with a weak religious identity.

Religious ingroup norms and beliefs

According to the social identity development theory (SIDT), outgroup assessments may result from ingroup norms, beliefs, and group identity (Nesdale, 2008). Often, religious belief is a strong driving force of compassion (Schwartz & Huismans, 1995; Seul, 1999), but religious belief is also related to conviction. Indeed, some studies have shown that devout people are directing their kindness to their own or similar religious groups (Dovidio, Gaertner, & Saguy, 2007; Saroglou et al., 2004).

Some studies show that children tend to increase social representations or social discourses from an early age. For example, in a multinational study among 6-year-olds, was found that outgroup attitudes were impressed by their nation's prevalent belief regarding other nations (Bennett et al., 2004). In the context of the Israeli-Arab conflict, Jewish children reflect their feelings of desperation, as well as their feelings of anger and stereotypes about Arabs, violently and deadly to all Arab figures (Michael & Rajuan, 2009; Teichman, 2001; Teichman & Zafrir, 2003; Yedidia & Lipschitz-Elchawi, 2012).

Religious Out-groups and Threat

According to SIDT (Nesdale, 2008), group identification, ingroup norms, and beliefs and out of group threat are influential in instigating children's prejudice. SIDT also identified that under identity threatening conditions, people would try to preserve or restore a positive and different collective identity (Tajfel & Turner, 2004). The threat of identity could cause negative feelings against external groups (Rothgerber & Worchel, 1997). The perceived outgroup threat to the group's symbolic resources could lead to action to preserve their group culture and values (Tajfel & Dawson, 1965) and prejudice against outgroups (Kinder & Sears, 1981; Rothgerber & Worchel, 1997; Tajfel, 1981).

In religious identity threat, perceived difficulties against a religion or religious community may be seen as a threat to "an individual's values, worldview, culture, family, moral community and social group" (Ysseldyk et al., 2010; Ysseldyk, Matheson, & Anisman, 2011). Religion as a way of maintaining traditions for immigrants and their children (Cadge & Ecklund, 2007; Hirschman, 2006) may become a more important social identity for immigrant children in environments where the majority perceives the immigrant minority as a threat (Ysseldyk et al.,

2010). Research on Muslims in Europe shows that the sense of rejection and perceived discrimination of the ethnic and /or religious group to which one belongs is associated with higher ethnic identification and higher immigrant religiosity with their group (Branscombe, Schmitt, & Harvey, 1999; Çelik, 2015; Connor, 2010; Leszczensky, Flache, & Sauter, 2019; Verkuyten & Thijs, 2010).

One study showed that half of the Dutch middle adolescents were open to negative attitudes against Muslims (Velasco González, Verkuyten, Weesie, & Poppe, 2008). In another study, about one-third of Muslim early adolescents openly stated that they had negative feelings for Christians, and one in four stated negative emotions for non-believers. At least one-third of the Christian and non-religious participants had negative feelings against Muslims. These findings are probably a reason for the perception that Muslims within the group undermines Dutch culture and identity (Verkuyten & Thijs, 2010). This means that their religious identity faces a high level of threat for Muslim youth in the Netherlands.

Social Domain Theory and Peer Evaluation

Social domain theory has evaluated prejudice research in childhood from a moral, social-conventional and, psychological perspective (Smetana, 2013; Turiel, 1983). Research using the social domain model has indicated that different contextual factors contribute to various reasoning patterns. It has been found that older children, especially adolescents, reject direct exclusion based on group membership based on gender, race and ethnic origin (Killen & Stangor, 2001; Phinney & Cobb, 1996). Another study found that when moral violations are not related to group membership, children use morality and group membership to objectively evaluate their peers (Abrams, Rutland, Ferrell, & Pelletier, 2008). In a study with Dutch adolescents in the Muslim minority and non-Muslim majority, Muslim children were not tolerant towards those who were offensive to Islam. Non-Muslims were less tolerant of minority rights. These findings suggest that adolescents' group membership influences their social reasoning about moral subjects and the grade of tolerance against others (Verkuyten & Slooter, 2008). Also, in the context of group status, compared to majority children (Enesco, Navarro, Paradela, & Guerrero, 2005; Griffiths & Nesdale, 2006; Kowalski, 2003; Nesdale, Maass, Griffiths, & Durkin, 2003), minority children mostly paid more importance to social justice, empathy and fairness in friendships (Hitti, Mulvey, & Killen, 2017; Killen & Stangor, 2001).

Religious Intergroup Friendships

Studies have shown that intra-group preferences play important roles in formation of friendship ties (Hallinan & Teixeira, 1987; Vermeij, van Duijn, & Baerveldt, 2009). Immigrant children from the preschool period (Leman et al., 2013) to childhood (Verkuyten & Kinket, 2000) and from adolescence to youth (Brüß, 2005; Phinney, Ferguson, & Tate, 1997) tended to show stronger preferences for co-ethnic peers than for inter-ethnic friends.

It is expected that people who share the same religion (religious hemophily) will prefer each other in social relationship and friendship choices, as because this at least points to a broad agreement on their worldviews (Smith, Maas, & van Tubergen, 2014), and it is easier and more satisfying (Cheadle & Schwadel, 2012; Windzio & Wingens, 2014).

Given the strong relationships between ethnic and religious bonds in Turkish immigrants in Europe (Güngör et al., 2012; Maliepaard et al., 2010), the choice of a friend of the same religion leads to friends with the same ethnicity. Recently, religious boundaries between religious groups (especially Christian and Muslim children) have been investigated in school-based friendship networks. Little is known, however, about how religion boundaries affect children and youth friendship preferences in Western Europe. The number of in-group (Windzio & Wingens, 2014) and inter-group (Leszczensky & Pink, 2016; Verkuyten & Thijs, 2010) studies in this field is limited.

In this study conducted using fourth-grade students' (10-year-olds) in-class network data, religious diversity was an important factor in increasing immigrant-native discrimination levels in social networks. In their study, Windzio and Wingens (2014) revealed that Christian children made fewer friends with Muslim children compared to children from other religious groups. Religious diversity can become more important in early adolescence in friendship choices. Because children start to recognize ethnic and religious groups in this period (Ruble et al., 2004), and religious identities become more stable (Lopez, Huynh, & Fuligni, 2011). If religion can maintain friendship formation in early adolescence, this may lead to long-term religious homogeneous networks of friendship in adulthood (Grossetti, 2005).

In comparison to peers from other religious groups, children and early adolescents aged 10-11 are generally reluctant to be friends with Muslim peers (Verkuyten & Thijs, 2010; Windzio & Wingens, 2014). In another study focusing on the friendship networks of adolescents aged 13-14, it was found that Muslim youths preferred to be friends with Muslims, while Christian youths showed no evidence of preference in religious homophily. Higher religiosity for Muslims increased this choice even further. Because Christian and non-religious youth were unwilling to make friends with their Muslim peers (Leszczensky & Pink, 2016), regardless of their individual religiosity regarding inter-group friendships, Muslim children were separated from non-Muslim children.

Method

Participants and Procedure

The purposeful sampling was used for selecting the students to take part in the study. This method focuses on individuals or groups who have experience with a phenomenon (Creswell & Clark, 2011). Participants consist of Turkish-German Sunni Muslim children whose parents are Turkish and emigrated from Turkey to Germany, born in Germany and educating in German public schools.

42 students, from the German school in Pforzheim and its surroundings, including 17 girls and 25 boys, aged between 7 and 14 participated in the study. There are 13 (31%) students in the 7-8 age group, 14 (33%) in the 9-10 age group, 10 (24%) in the 11-12 age group, and 5 (12%) in the 13-14 age group. According to age groups, the distribution of gender was as follows; there were girls 5 in the 7-8 age group, 8 in the 9-10 age group, 4 in the 11-12 age group, 1 in the 13-14 age group. There were boys 8 in the 7-8 age group, six students in the 9-10 age group, six students in the 11-12 age group, four students in the 13-14 age group.

Before starting the research, firstly, the children were asked some questions to see if they recognized the religion and other religious labels to which they belonged. Inspired by the work of Van der Straten Waillet and Roskam (2012a), picture cards depicting people worshiping in different ways at various places of worship were handed out in the children. There were Muslim, Christian, Jewish, Hindu people on these cards. Then the children were asked to write down the features that made people on these cards different and that the names of the religions they knew. Except for 17 children (these children were 5-6 years old), All the children wrote the names of

at least 2 and at most 3 religions. Children who can not write the name of any religion were taken to the free activity room and asked to draw and paint any picture they wanted. At least the children who can distinguish cards related to Islam and Christianity and can say the worship places, and write the names of these religions on the sheet were included in the study. Then, it was investigated whether children understand religious categorization. First, the children were shown cards about Islam and Christianity again. Inspiring by the work of Sani and Bennett, the following questions (Sani & Bennett, 2004) were asked about both religions: "What are people of this religion like?" "What do the people of this religion do?" "How do people of this religion believe?" It was accepted that children who could answer the third question (children who express different beliefs regarding the religious groups) know religious categorization. It was understood that other children knew religious labels without knowing religious categorization. Although the children in the 7-8 age group answered sufficiently to one and the second question, it was thought that they could not make religious categorization because of not answering the third question adequately. Since children 9 years and older were able to provide sufficient and meaningful answers to all three questions, they were considered to have made religious categorization. In order to ensure objectivity, the detailed answers of these questions were evaluated by a Muslim Turkish researcher (this researcher) and a Christian German teacher (a different teacher in each school where the study was conducted) for exploratory purposes.

Moreover, all second-generation Turkish Muslim immigrant children could not identify a Muslim individual as a member of their group (All Muslim children living in Germany are not Turkish Muslims. There are also Muslims from other races and ethnic backgrounds.) In order to clarify the issue, the children were asked the following question: Do a Muslim person to be part of your own religion regardless of race and ethnicity? Children who accepted each Muslim person as one of their religious groups were included in the study (2 students stated that religion does not constitute a sense of belonging a group for themselves.)

The study based on the views of students studying at Schömberg Schule, Nordstadt Schule, Otterstein Schule, and Brötzinger Schule, where the principal researcher was teaching. In order to better reflect Children' own lives and emotions (Hart, 1992), minimize perspectives of researchers (Morrow & Richards, 1996), and the groups they belong to, the study was conducted together by a Muslim Turkish (owner) and a German Christian researcher.

Firstly, students sat in rows (one by one) to prevent them from being influenced by each other. A4 paper, 12 colored crayons boxes, pencils and erasers were distributed to each participant. Then the children were asked to draw "a Muslim and a Christian peer." Drawing time was not limited to enable children to draw freely. This time varied between 15-30 minutes. Afterward, each child was interviewed individually about their drawings. This time ranged from 1-3 minutes. Then open-ended questions were asked about the person they drew. These questions were as follows: i. What is the name of the person you drew? ii. What could be his / her profession? iii. Do person you drew have bad traits. What are these traits? iv. Does drew person have good traits? What are these traits? vi. What are the most remarkable (good or bad) traits of the person you drew? vi. Would you befriend the person you drew? Why? vii. Which religion are the majority of your friends from? viii. How many students are there in your classroom? What religion do these students belong to? Open-ended question time ranged from 7 to 9 minutes. In this study, 20-25 minutes were spent on average for each student.

This research titled "Muslim and Christian Peer Images in Turkish-German Muslim Children's Human Figure Drawings" was approved by Hacı Bektaş Veli University Ethics Committee with the number 08 meeting dated 12.03.2020.

Data Analysis

The following questions have sought the answer in this study. i. What indicators reflect religious differences in students' drawings? Are there religious stereotypes and prejudices in these indicators? What contextual factors do the stereotypes and prejudices stem from in the indicators stem from? Is there any difference in the number and quality of religious indicators used by age and gender? ii. What are the good and bad moral traits attributed to the in-group and the out-group? Is there a difference in attributing these traits by gender and age? What may contextual factors have been influential in attributing these traits? iii. Which criteria did Muslim children base on their friendships? Are there any differences in these choices by age and gender? iv. What contextual factors may have influenced friendship choices?

The data were analyzed by descriptive analysis signs and symbols reflecting religious differences (only religious differences and religious cultural indicators expressed by students as religious differences were coded), good and bad moral traits, and friendship preferences attributed to peers. The themes were then digitized using the maxqda MAXQDA 2018 software

and analyzed according to age and gender variables. Furthermore, direct descriptive quotations have been used to reveal broader contextual factors related to themes.

The purpose of digitizing themes and categories in qualitative data with percentages and frequencies is not to make generalizations and look for a relationship between a limited number of specific variables, and this is not the purpose of qualitative data. There are several primary objectives in the quantification of qualitative data (Yıldırım & Şimşek, 2016). The first is that digitization increases the reliability of qualitative research. The second objective is to reduce subjectivity. It is not meant to objectify qualitative data. Objectivity is a goal that cannot be achieved (Patton, 1987). Numerical analysis of qualitative data is a form of data analysis and could provide a more fair interpretation. Thirdly, quantifying qualitative data to a certain extent could allow some degree of comparison between the themes and categories resulting from the analysis of the data. The fourth objective is to allow a small sample study to be tested on a broader sample through a questionnaire.

Findings

Peer Appearances Reflecting the Religious Differences in the Drawings

Table 1

Muslim and Christian Peer Appearances Reflecting the Religious Differences in the Drawings

	Girl	Boy	7-8-year-olds	9-10-year-olds	11-12-year-olds	13-14-year-olds	Total
Muslim Peers							
Muslim peer appearances reflecting the religious differences							
Headscarve	11	0	2	5	4	0	11
Mosque	2	5	0	5	1	1	7
Prayer rug	1	2	0	0	2	1	3
Prayer bead	1	1	0	0	1	1	2
Cevşen (small prayer pouch worn on necks)	1	0	0	0	0	1	1
Skullcaps	0	2	0	0	1	1	2
Not smoking	0	1	0	0	0	1	1
Not drinking alchol	0	1	0	0	0	1	1
Christian Peers							

Christian peer appearances reflecting the religious differences							
Cross	6	4	1	3	4	2	10
Church	4	4	1	6	1	0	8
Crucifixion	0	2	0	1	1	0	1
Priest outfit	2	0	0	1	0	1	2
Bible	1	0	0	0	0	1	1
Smoking	0	1	0	0	1	0	1
Drinking alcohol	0	3	0	0	2	1	3
Eating pork	0	2	0	1	1	0	1
Using drugs	0	1	0	0	0	1	1
SUM	29 (%161)	29 (%121)	4 (%31)	22 (%157)	19 (%190)	13 (%260)	58
Column percentages based on the number of documents							
N = Documents	18	24	13	14	10	5	42

Table 1 provides indications of religious differences (See also Appendix 1/Figure 1 and 2). The most common indicators of religious appearance included the headscarf and the cross. The second most used indicator is the mosque and the church. Girls used more religious indicators in their drawings than boys. In the 7-8 age group 4, 9-10 age group 22, 11-12 age group 19, 13-14 age group 13 times were used indicators of religious difference.

Moral Characteristics for Muslim Peers by Gender and Age

Table 2

Good Moral Traits Attributed to Muslim Peers by Gender and Age

	Girl	Boy	7-8-year-olds	9-10-year-olds	11-12-year-olds	13-14-year-olds	Total
Muslim Peers							
Moral characteristics							
Good moral traits							
Trustworthy	4	2	0	2	3	1	6
Non-brawler	1	2	1	0	2	0	3
Non-swearer	0	1	1	0	0	0	1
Accuracy and honesty	5	7	2	5	3	2	12
Hardworking	2	1	0	2	1	0	3
Helpful	14	12	5	11	7	3	26
Friendly	2	2	2	0	1	1	4
Sharing	2	0	0	1	1	0	2
Joking	1	0	0	0	1	0	1
Smiling	0	1	0	0	1	0	1
Soft-hearted	1	1	0	2	0	0	2

Fighting for justice	0	2	0	1	1	0	2
SUM	32	31	11	24	21	7	63
Column percentages based on the number of documents	(%178)	(%130)	(%85)	(%171)	(%210)	(%140)	
N = Documents	18	24	13	14	10	5	42

As seen in Table 2, the girls more expressed their Muslim peers' good traits than boys. Also, as age increased, good traits attributed to Muslim peers increased (See "the column percentages based on the number of documents" (Table 2). There is a continual increase in the number of good moral qualities attributed to Muslim peers from 7 to 12 years of age. However, after the age of 12, this steady increase starts to decline. Nevertheless, the 13-14 age group expressed these characteristics more than the 7-8 age group.

Table 3

Bad Moral Traits Attributed to Muslim Peers by Gender and Age

	Girl	Boy	7-8-year-olds	9-10-year-olds	11-12-year- olds	13-14-year- olds	Total
Muslim Peers							
Moral characteristics							
Bad moral traits							
Untrustworthy	2	2	2	0	1	1	4
Brawler	1	4	3	1	1	0	5
Swearer	1	1	1	0	1	0	2
Lying	0	2	1	1	0	0	2
Sometimes lying	3	1	3	1	0	0	4
Lazy	0	1	0	0	0	1	1
Arrogant	1	1	0	1	1	0	2
Heartbreaker	1	1	0	1	1	0	2
Sometimes angry	2	1	2	1	0	0	3
SUM	11	14	12	6	5	2	25
Column percentages based on the number of documents	(%61)	(%58)	(%92)	(%43)	(50)	(%40)	
N = Documents	18	24	13	14	10	5	42

As seen in Table 3, there was no notable difference between girls and boys in the number of attributing good moral traits to their peers (see "the column percentages based on the number of documents" in table 3). From the age of 7 to 10, there was a reduction in bad moral traits to

Muslim peers. Students in the age group of 7-8 expressed their peers' bad moral traits 12 times, while those in the 9-10 age group said these six times. From 10 to 12, the number of bad moral traits attributed to peers continued at similar proportions. However, these traits were less expressed after age 12.

Moral Characteristics for Christian Peers by Gender and Age

Table 4

Good Moral Traits Attributed to Christian Peers by Gender and Age

	Girl	Boy	7-8-year-olds	9-10-year-olds	11-12-year-olds	13-14-year-olds	Total
Christian Peers							
Moral characteristics							
Good moral traits							
Trustworthy	1	1	0	0	1	1	2
Non-brawler	0	2	1	1	0	0	2
Non-swearer	0	1	1	0	0	0	1
Accuracy and honesty	0	4	2	0	0	2	4
Hardworking	1	4	3	2	0	0	5
Helpful	6	10	6	6	3	1	16
Friendly	1	1	2	0	0	0	2
Patient	1	1	1	1	0	0	2
Sharing	1	1	1	0	1	0	2
Joking	2	0	1	0	1	0	2
Smiling	2	1	1	1	0	1	3
SUM	15	26	19	11	6	5	41
Column percentages based on the number of documents	(%83)	(%108)	(%146)	(%79)	(%60)	(%100)	
N = Documents	18	24	13	14	10	5	42

As seen in Table 4, the boys more expressed their Christian peers' good traits than girls (See "the column percentages based on the number of documents" in Table 2). The 7-8 age group mostly attributed good moral traits to their Christian peers. The number of good traits attributed to Christian peers from 7 to 12 years is decreasing. After the age of 12, the data shows a rise in the number of good moral traits attributed.

Table 5

Bad Moral Characteristics Attributed to Christian Peers by Gender and Age

	Girl	Boy	7-8-year-olds	9-10-year-olds	11-12-year-olds	13-14-year-olds	Total
Christian Peers							
Moral characteristics							
Bad moral traits							
Untrusworty	1	3	1	1	2	0	4
Brawler	5	4	4	2	2	1	9
Swearer	0	2	1	0	1	0	2
Lying	5	3	3	3	1	1	8
Sometimes lying	3	4	3	4	0	0	7
Lazy	1	1	0	1	1	0	2
Arrogant	3	0	0	2	1	0	3
Heartbreaker	2	1	0	1	2	0	3
Non-sharing	2	0	1	1	0	0	2
Unsmiling	0	1	0	0	1	0	1
SUM	22	19	13	15	11	2	41
Column percentages based on the number of documents	(%122)	(%79)	(%100)	(%107	(%110)	(%47)	
N = Documents	18	24	13	14	10	5	42

As seen in Table 5, the girls more expressed their Christian peers' bad moral traits than boys (See."the column percentages based on the number of documents" in Table 5). The number of bad moral attributes attributed to Christian peers from 7 to 12 age showed an increase. However, this decreased substantially in the 13-14 age group.

Friendship Choices

Table 6
Friendship Choices by Age and Gender

	I choose everyone (N=12)	Moral reasoning in choosing friendship (N=16)	I choose Christians (N=2)	I choose Muslims (N=12)
Gender: Girl, Number (%)	4 (33.3)	10 (62.5)	0	5 (41.7)
Gender: Boy, Number (%)	8 (66.7)	6 (37.5)	2 (100.0)	7 (58.3)
Age: 7-8-year-olds, Number (%)	9 (75.0)	1 (6.3)	0	3 (25.0)
Age: 9-10-year-olds, Number (%)	3 (25.0)	6 (37.5)	2 (100.0)	4 (33.3)
Age: 11-12 -year- olds, Number (%)	0	6 (37.5)	0	3 (25.0)
Age: 13-14 -year- olds, Number (%)	0	3 (18.8)	0	2 (16.7)
N = Documents	12 (28.6%)	16 (38.1%)	2 (4.8%)	12 (28.6%)

As shown in Table 6, 12 students stated that they were friends with everyone, and among these, 4 were girls, 8 were boys. Nine are 7-8-years-olds, and 3 were 9-10-year-olds. There was no student in the 11-14 age group in this category. Sixteen students were evaluating moral characteristics while choosing a friend. Ten of them were girls, and 6 were boys. One student was 7-8-year-olds, 6 were 9-10-year-olds, and 6 were 11-12-year-olds, and 3 were 13-14-year-olds. Two male students, who were 9-10-year-olds, choose their Christian peers. Whereas 12 students, seven boys and five girls, chose their Muslim peers. Three of them were 7-8-year-olds, 4 were 9-10-year-olds, three were 11-12- year-olds, and 2 were 13-14-year-olds.

Discussion

Peer Appearances Reflecting the Religious Differences in the Drawings by Gender and Age

Twenty students, seven boys and 13 girls, who participated in the study had indications that reflected religious differences (See Appendix I/Figure 1 and 2). The most common headscarf, the cross, church, and mosque in the pictures are the most noticeable differences in social life. "Smoking," "drinking alcohol," "eating pork," and "using the drug" have been explained by some students as Christian religious signs. However, "not smoking and not drinking alcohol" is also described as a religious indicator of Muslims. These habits can't be religious differences between Christians and Muslims. However, due to children's perception this way in the interviews, it is coded as a religious difference. These stereotypes stemmed from groups' norms

and beliefs ascribed to Christian peers rather than religious symbols but are removed from their peers. Alcohol and pork are prohibited in Islam. However, there is no ban on smoking. There are many Muslims and Christians who drink alcohol and use drugs. In our previous research, similarly, similar religious-cultural stereotypes were attributed to Christian peers (Güleç, 2019). For the most typical drawings (See Appendix I/ Figures 1 and 2): Student 37 and Student 34). Student 37: The Muslim person in the drawing is Muhammad. He is a smiling person who works as an imam at the mosque. He is a person who has no morally bad trait, helping everyone and especially the poor. He fulfills his religious duties entirely and does not smoke or drink alcohol. Gandalf, who is Christian, is a peddler. He is a brawler person who has no morally good trait. He smokes, drinks alcohol. Student 34: The Muslim person in the drawing is Muhammad. He is an imam at the mosque, fulfilling his prayers and helping the poor. The Christian person drawn is Thomas. He works as a priest at the church. He treats people from other religions at a distance. He is also prejudiced against Muslims and excludes them.

Generally speaking, the religious social images drawn in this study were portrayed in a peaceful manner where extreme representations of the other were very few. Names attributed to peers drawn were commonly Muslim and Christian names with no negative connotations. There was no noticeable significant social status difference in the professions attributed to peers. There were no signs or symbols such as threats, exclusion or humiliation. In this sense, the positive drawings and depictions of Turkish-German Muslim children about their Christian peers appeared to be promising for immigrant and host children in the context of Germany. Nevertheless, this study wasbased only on the opinions of Muslim children. As a matter of fact, the results of some studies conducted with Jewish and Arab children with HFD (Teichman, 2001; Teichman & Zafrir, 2003; Yedidia & Lipschitz-Elchawi, 2012) revealed clear differences between children's figure drawings. While Jewish children described Arab images with more negative social traits, Arab children described Jewish images with more positive social traits. The active conflict environment between Jews and Arabs leads to very different and extreme representations (Teichman, 2001; Teichman & Zafrir, 2003; Yedidia & Lipschitz-Elchawi, 2012). As a contextual factor, given that there is no active and hostile conflict between the Muslim and Christian groups in Germany, it will be more promising in future research to see that host Christian children portray their Muslim peers with the same moderate religious images.

As previously mentioned in this study, girls used religious indicators more than boys. At the same time, the number of indicators describing religious differences increased with age. The drawings in the age group of the 7-8 age group included the headscarf, the crosses, and churches. In 9-14-year-olds, there were more religious indicators: places of worship (church, mosque), materials of worship (Bible, prayer bead, prayer rug, skullcap), clergymen (imam, priest) and crucifixion (See. The "Column percentages based on the number of documents" in Table 1). In our previous study, the number of religious indicators in children's drawings increased as age increased (Güleç, 2019). Similarly, in some studies with HDF, the number of indicators reflecting ethnic differences in children's pictures increased as they got older (Teichman, 2001; Teichman & Zafrir, 2003).

There was the parallelism between our research on religious labels and religious categories and the answers to open-ended questions. Although this parallelism is not seen in every age group, it is generally seen in the pictures after the age of 9. During the interviews, it was understood that all 7-year-old children were aware of some religious labels. However, some children in 7-8 age groups confused ethnic and religious labels in their drawings. German and Turkish flagged human figures were mostly in this age group. Similarly, in the study of Takriti and colleagues, there was some confusion about religion, nation, and languages in the third and fourth graders. It was understood that all 9-14-year-old children were able to make religious categorization (As stated above, children who express different beliefs regarding the religious groups) in interviews about drawings and responses concerning open-ended questions.

Similarly, in the study of van der Straten Waillet and Roskam (2012a), 7-year-olds did not make religious categorization. However, all children aged 11 years had acquired this ability. Although all children in heterogeneous schools understand religious categorization, 11-year-olds reached this stage in the homogeneous schools. In this study, due to the lack of information from the students, complete information about class composition could not be obtained. The study was conducted with the students at the schools where the author used to teach for 1 year. As a researcher, the author observes that these schools and classes are generally heterogeneous. In fact, in the interviews, many students who can provide information on this subject expressed the heterogeneous structure of their classrooms.

Moral Characteristics Attributed to Muslim and Christian Peers by Gender and Age

In comparison to the boys, the girls were more likely to attribute positive moral traits to their Muslim peers. In comparison to the girls, the boys attributed positive moral traits to their Christian peers more. It could be said that there is more in-group favoritism in girls in this study. However, to say that this in-group favoritism causes out-group prejudice goes beyond the limits of this study. Indeed, in-group favoritism in a study results from a more positive assessment in-group, compared to a less positive or impartial evaluation to the out-group (Verkuyten, 2007b). According to some studies, in-group favoritism in some cases causes out-group prejudice (Brewer, 1999; Cameron et al., 2001). However, there are also studies that reveal that increasing positive attitudes in the in-group does not always lead to out-group prejudice and may even contribute to positive attitudes out-group (Phinney et al., 1997).

In this study, the level of religious commitment of students to their groups is unknown. However, given that the religious identities of Muslim immigrant children in Europe are salient (de Hoon & van Tubergen, 2014; Güngör et al., 2012; Jacob & Kalter, 2013; Verkuyten & Thijs, 2010), it can be thought that this will increase the commitment of children to their groups. Indeed, many studies have revealed that religious prejudice is more common among people who are strongly connected to religious groups (Altemeyer, 2003; Altemeyer & Hunsberger, 1992; Jackson & Hunsberger, 1999; Saroglou et al., 2004).

As age increases, the number of good morale traits attributed to peers within the group also increases, but the number of bad morale traits decreases. 11-12 years old group is a group that attributes at most good moral traits to their peers. Verkuyten and Thijs (2010) found that all early adolescents who had more positive feelings towards their groups had a strong religious group identity. Christian and Muslim early adolescents with a strong religious identity had more negative feelings towards non-believers than those with a weak religious identity (Verkuyten & Thijs, 2010). In this sense, keeping in mind that this research is carried out on a small sample and qualitative research does not aim to draw conclusions, it could be said that the Muslim children and especially the girls who participated in the research have a strong religious group identity.

As the age of the children increases, the good moral traits attributed to Christian peers decrease. However, there is a rise in the number of good moral traits attributed to 12. The 7-8 age group

attributed the best moral qualities to their peers. Even though the bad moral attributes attributed to Christian peers increase from 7 to 12 years, it drops after 12 years. Therefore, in terms of this research, it could be said that the religious prejudice between the ages of 7-12 tends to increase but tends to decrease after age 12. However, as stated above, considering the limited sample size and qualitative nature of this study, this study's results are similar to previous studies on religious prejudice and discrimination (Güleç, 2019; Takriti et al., 2006; Van der Straten Waillet & Roskam, 2012a).

In summary, it is beyond this study's remit to precisely determine why in-group favoritism increases with age. However, it is possible to say that this in-group favoritism was different from children living in countries such as the Netherlands and did not result from outgroup threat and perceived discrimination. This in-group favoritism is more likely to stem from a strong sense of religious group identity among Muslim immigrants and affiliation with Muslim communities' norms and beliefs. In some cases, although there are anti-Muslim thoughts and attitudes in Germany (Çelik, 2015; Savelkoul et al., 2012), this is not on a level that will cause a great threat and discrimination like in the Netherlands. Definitely speaking, the actual causes of in-group favoritism in Muslim children and which socio-cultural and religious situations cause out-group prejudice should be investigated. Future research should include the nature of inter-religious relations in Germany's context and contextual factors (Van der Straten Waillet & Roskam, 2013) like participants' religious-cultural structure and family religious socialization, school composition, classroom composition, and neighborhood composition. In this study, these contextual factors were not included in the study due to the failure to interview parents.

Friendship Choices by Gender and Age

Both girls and boys prefer friends within their group (Muslim peers) rather than outside their group (Christian peers). This result was in line with the studies that reveal Christian and non-religious 10-year-olds (Windzio & Wingens, 2014) and 13-year-olds adolescents (Leszczensky & Pink, 2016) prefer their religious groups or groups that are historically and religiously close to them.

The boys preferred their group more than the girls. Given the strong relationship between ethnic and religious ties (Güngör et al., 2012; Maliepaard et al., 2010), this gender difference in

religious in-group and out-group friendship preferences support studies that reported that boys prefer more social distance (Verkuyten & Kinket, 2000), They like to be friends with ethnically similar peers (Shih, 1998). The girls also choose their groups to a certain extent, but they go beyond group norms and are more likely to make friends based on moral assessment.

Like the previous study (Hitti et al., 2017; Killen & Stangor, 2001), in this sample, minority group Muslim children made their friendship preferences mostly according to moral reasoning (social justice, empathy, and fairness). 7-8 age group is the group that least makes moral reasoning in friendship choices. In the pictures they draw, the moral traits (positive or negative) they attribute to Christian and Muslim peers are similar. This age group often stated that they "are friends with everyone" without considering the group norms or moral traits. Between the ages of 9-12 are the group that considers moral reasoning when making friendship choices. These children misjudged the direct religion-based (religious group norms and values) evaluation and chose friends with moral reasoning. They answered the question of "Which religion do you become friends with most at school?" as follows: 12-year-old female student said: "For me, it is enough that they are a good person. Religion, language, and race are of no importance." This student stated that he was not friends with the Muslim person he drew because of being arrogant. Another 10-year-old female student said: "Religion does not matter for me in friendship. A person who does not lie is enough." The Muslim person drawn by this student is benevolent and sharing; the Christian person is helpful and friendly. For this reason, he stated that he made friendships with both Christian and Muslims. These results are in line with studies that reveal that adolescents refuse exclusion based on gender, group membership, and ethnicity (Killen & Stangor, 2001; Phinney & Cobb, 1996).

It is understood that some students choose their friends according to their religious group norms. The 11-year-old male student said: "I'm more easily friends with Muslims. Christians' living styles and their foods and drinks are not like Muslims." Another 11-year-old student said that she is not friends with Muslims who act in a negative way. For this student, they mentioned that even if a Christian person is a good person, it is difficult to be friends with them particularly if he have a job that goes against Islamic values. This could include owning a gambling house owner (casino) which is considered a sin in Islam.

As seen in some studies (Abrams et al., 2008; Verkuyten & Slooter, 2008), in some cases, children do not judge morality and group membership independently when moral violations are

associated with group membership.This research shows examples of this. The 14-year-old female student said about a priest he drew: "I would never make friends with him because he was biased against Muslims and excluded them." The student did not mention any other traits or good qualities of this person. In other words, she rejected someone who he perceived as not respecting their group norms and values.

Limitations and Future Research Directions

Limitations of this study warrant attention. First, conducting this study with a qualitative methodological procedure does not allow generalization of the findings, the findings are limited to the participants in this study. Second, this study sample was small and cross-sectional, it could not provide precise information about the causal aspects of the relationships between variables. To identify the causal aspects of relationships, there is a need for qualitative and longitudinal international studies in large samples. The third limitation of this study was that it was conducted in a unilateral manner and homogeneous (only German Muslim Turkish Children). According to a dynamic inter-group perspective (Rupert Brown & Zagefka, 2011), in order to better understand the intergroup relations, it is important that the research is carried out intergroup and that the participants have a heterogeneous structure. The majority of the comparative studies in the literature are quantitative. Future research could be carried out in heterogeneous structure samples, using an intergroup and mixed research design. Fourth, since the request to meet parents is not accepted by parents, some contextual factors such as family religiosity levels, socio-economic status, quality of religious education they receive, and whether children participate in religious activities could not be included. As a matter of fact, while doing research with immigrant children, some obstacles and difficulties may occur. These children may and have experienced some difficulties in the new country, at home and at school. These conditions require not only sensitivity for researchers, but also awareness of cultural lenses in which they examine and interpret these experiences (Kirova & Emme, 2007).

Conclusion Recommendations and Applications

In this study, it was seen that religious indicators, signs, and symbols emerged effectively through the drawing method. Drawings depicting religious differences and numbers of religious differences in the drawings increased with age group of the children. In this sense, the art of drawing may be used as a diagnostics method in more studies in determining the development of religious concepts in children. In order to use this method more effectively, individual

discussions about the pictures should be made. Indeed, in some cases, there may be some differences between what is drawn and what is described especially in older children. In addition, it is necessary to reveal the characteristics drawn, by asking separate questions about the people drawn, other than the children's description. Among the people drawn at first glance negative depictions of religious social images were insignificant. However, interviews about the individual drawings and answers to the open-ended questions revealed the difference in the moral traits attributed to their group and the other group.

In the present study, children aged 7-8 could not religious categorization even if they knew some religious labels. It was understood that all 9-14-year-old children were able to make religious categorization in interviews about drawings and responses in relation to open-ended questions. In this sample, in-group favoritism increases steadily between the ages of 9-12 and decreases slightly after the age of 12. It is known that in-group favoritism does not always cause prejudice outside the group. However, based on studies that reveal that religious identities of Muslim immigrant children in Europe and their group norms are salient,   it is possible to say that this in-group favoritism could lead to out-group prejudice. In addition, friendship preferences were at most made according to moral reasoning. Those who made moral evaluation the most were between 9-12-year-olds. Rejecting direct religion-based evaluation (group identity, group norms, and values), these children based their friendships on moral reasoning. These age-related results may be used to reflect educational implications. In this sense, intervention implications before 9 years old may be employed to prevent religious-based prejudice which tends to increase with age. Thus, these types of prejudices developed in childhood may have permanent effects in adulthood. Here, intercultural and religious education is very important. Interreligious education, in parallel with the development of religious belief and religious identity of students, should encourage both teaching their own religious tradition and teaching the theological foundations of other religions. The intercultural religious education curriculum should focus on similarities rather than differences between religions. Religions' central doctrine, despite differences, was accepting and loving others including people who think and act differently. Besides, some studies support the idea that children were potentially prone to tolerance (Killen, Lee-Kim, McGlothlin, & Stangor, 2002; Killen & Stangor, 2001) when contextual factors were excluded. Thus, the inclination to be prejudiced against other religions and their members may be directed to tolerance through moral necessity.

In addition, increasing intergroup contact (Feddes, Noack, & Rutland, 2009; McGlothlin & Killen, 2006; Rutland et al., 2005) could lead to a reduction of prejudices, by directing children to moral reasoning, justice and empathic assessment in peer relationships. Here, the democratic and pluralistic climate created by schools is of critical importance. Hence, schools must create communities based on the common good and empathy that can unite people around integrative social values such as tolerance and "civil respect" (Halstead & McLaughlin, 2005), regardless of which religion persons belong to (Van der Straten Waillet & Roskam, 2013). With the curriculum and course materials, the teacher in the classroom also is an essential source of information and a model for students. If the teachers do not respect the differences and do not show this with their behavior, even an excellent cross-cultural and inter-religious curriculum will not be useful (Abu-Nimer & Smith, 2016).

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Statements of Ethics and Conflict of Interest

"I, as the Corresponding Author, declare and undertake that in the study titled as "*A Contrastive Study on the Generic Structure and Socio-pragmatic Proclivities in Acknowledgements*", scientific, ethical and citation rules were followed; Turkish Online Journal of Qualitative Inquiry Journal Editorial Board has no responsibility for all ethical violations to be encountered, that all responsibility belongs to the author/s and that this study has not been sent to any other academic publication platform for evaluation." This research titled " Muslim and Christian Peer Images in Turkish-German Muslim Children's Human Figure Drawings" was approved by Hacı Bektaş Veli University Ethics Committee with the number 08 meeting dated 12.03.2020. Ethical issues were considered throughout the study. There is no conflict of interest in this study.

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Appendix I
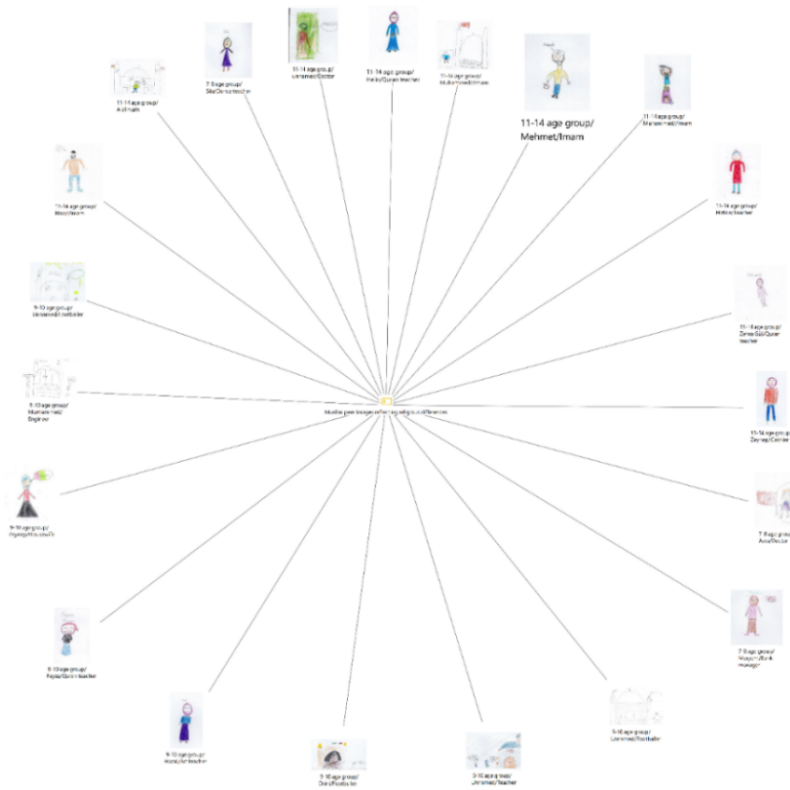
Figure 1. Single-Code Model/ Muslim images reflecting religious differences
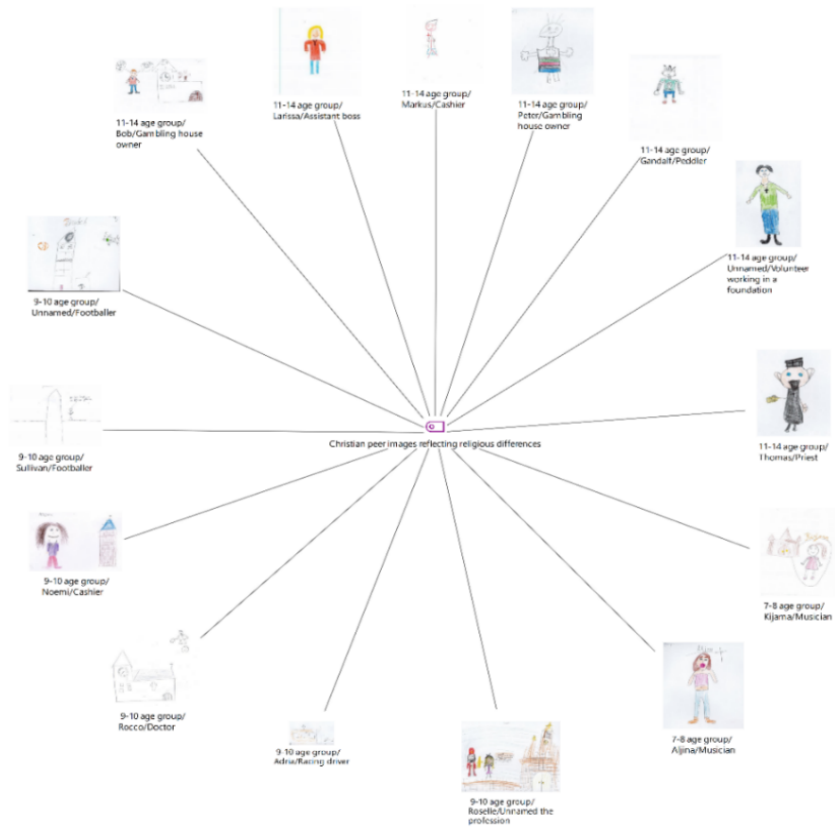
Figure 2. Single-Code Model/ Christian images reflecting religious differences

Research Article

Asynchronous Online Learning Experiences of Students in Pandemic Process: Facilities, Challenges, Suggestions[1]

Mücahit Öztürk [2]

Abstract

This study examined students' experiences in an asynchronous online learning environment. Students evaluated the asynchronous online learning environment in terms of interaction, feedback, academic and technical support, active learning and assessment. The study, which was carried out with a qualitative research approach, was conducted with 28 students studying in faculty of education. During the pandemic, students continued all their courses for 9 weeks with asynchronous distance education. At the end of the semester, the interview form was sent to the students via e-mail. At the end of the study, it can be said that in the process of asynchronous online learning, students experience a lack of face-to-face interaction even if they do not have communication problems with the instructor. Students were able to get support when they needed it. However, they had problems getting instant feedback. It was seen that students had the opportunity to learn flexibly without time and space, to learn independently by doing unlimited repetitions at their own pace and to plan their own learning process. However, it was revealed that they could not do group work with their friends and felt socially isolated. Students objected to the evaluation of their class performances with assignment. Students suggested that live broadcasting activities take place at regular intervals, opening the comments section under the videos, conducting discussion board activities, establishing fast support systems, using alternative evaluation methods such as online testing and online presentations during the asynchronous online learning process.

Keywords: *Distance education, asynchronous online learning, student experiences*

Öğrencilerin Pandemi Sürecinde Asenkron Çevrimiçi Öğrenme Deneyimleri: Kolaylıklar, Güçlükler, Öneriler

Öz

Bu çalışma asenkron çevrimiçi öğrenme ortamında öğrencilerin deneyimlerini incelemiştir. Öğrenciler asenkron çevrimiçi öğrenme ortamını etkileşim, geribildirim, akademik ve teknik destek, aktif öğrenme ve değerlendirme açısından değerlendirmiştir. Çalışma eğitim fakültesinde öğrenim gören 28 öğrenci ile yürütülmüştür. Öğrenciler pandemi döneminde tüm derslere 9 hafta boyunca asenkron uzaktan eğitim ile devam etmiştir. Dönem sonunda öğrencilere görüşme formu e-posta ile gönderilmiştir. Çalışmanın sonunda asenkron çevrimiçi öğrenme sürecinde öğrencilerin öğretim üyesiyle iletişim problemi yaşamasalar da yüz yüze etkileşim eksikliği hissettikleri söylenebilir. Öğrenciler ihtiyaç duyduklarında destek alabilmişlerdir. Ancak anında geribildirim almakta sorun yaşamışlardır. Öğrencileri zaman ve mekan sınırı olmadan esnek öğrenme, kendi hızında sınırsız tekrar yaparak bağımsız öğrenme ve kendi öğrenme sürecini planlama fırsatı buldukları görülmüştür. Ancak arkadaşlarıyla birlikte grup çalışması yapamadıkları ve kendilerini sosyal olarak izole hissettikleri ortaya çıkmıştır. Öğrenciler ders içi performanslarının ödevlerle değerlendirilmesine karşı çıkmıştır. Öğrenciler asenkron çevrimiçi öğrenme sürecinde belirli aralıklarla canlı yayın etkinlikleri yapılmasını, videoların altına yorum bölümünün açılmasını, tartışma board etkinliklerinin yapılmasını, hızlı destek sistemlerinin kurulmasını, çevrimiçi test ve çevrimiçi sunum yapma gibi alternatif değerlendirme yollarının kullanılmasını önermiştir.

Anahtar Sözcükler: Uzaktan eğitim, asenkron çevrimiçi öğrenme, öğrenci deneyimleri

Introduction

Distance education, which started with correspondence course, is carried out online in parallel with the development of information technologies. Higher education institutions have offered online courses and programs at undergraduate and postgraduate level by actively taking advantage of distance education that provides equal opportunities in education (Gibbings, Lidstone & Bruce, 2015). In the countries that started to implement distance education within the framework of a certain strategy, the teaching process was not interrupted during the pandemic process we passed through. In this framework, distance education is seen as an important alternative when traditional education cannot be performed. With the spread of online technologies in distance education, concepts such as e-learning and online learning have gained importance (Sbaffi & Bennett, 2019). Instructors and students actively use online learning environments with the ease of access to the Internet. Online learning environments allow students to access information flexibly, without limits of time and space, to do unlimited repetition and to plan their own learning (Fresen, 2018). On the other hand, there are disadvantages such as staff training, labor costs for preparing course content, students feel lonely and isolated, lack of face-to-face interaction (Muir, Milthorpe, Stone, Dyment, Freeman, & Hopwood, 2019). These disadvantages are tried to be reduced by using the opportunities of internet technologies in the online learning environment. In this framework, synchronous and asynchronous communication ways are used (Beldarrain, 2006). In synchronous online learning, real-time communication is available, while in asynchronous online learning, instructors and students communicate at different times in line with their own planning. Asynchronous online learning is widely preferred (Jiang, 2017). As online learning becomes more common, more attention is paid to student satisfaction and engagement. In this context, students' perceptions and problems experienced should be determined and evaluated (Skelcher, Yang, Trespalacios & Snelson, 2020). Although there are studies about student experiences in the online learning environment, there is a need for continuous research due to the changes in online technologies and student expectations (Shearer, Aldemir, Hitchcock, Resig, Driver & Kohler 2019). In this study, the facilities provided by the asynchronous online learning environment and the challenges faced by the students were examined. Unlike similar researches, suggestions for solutions to challenges faced by students were also evaluated.

Asynchronous Online Learning

There is no real-time communication between instructor and student in asynchronous online learning. The instructor usually shares the course contents such as videos and documents with the students through the learning management system. Students can access these contents at their own time and learn at their own pace by doing unlimited repetitions with the course content (Jiang, 2017). The instructor communicates with students through platforms such as discussion forum and e-mail. While the students take responsibility for their own learning, the instructor provides them with academic support during this process (Majeski, Stover & Ronch, 2016). The instructor can give his students assignment. Students can also upload assignments to the system. Students have the opportunity to reflect on the concepts and facts of the lesson and to learn flexibly (Burns, Holford, & Andronicos, 2020). Asynchronous online learning offers the opportunity to easily receive education to individuals who experience intensity in business and family life (Rose, 2016). Asynchronous online courses are often preferred by higher education institutions because of their flexibility in terms of time and space, and providing independent thinking opportunities for students learning at different speeds (Kim Yoon, Jo, & Branch, 2018). Besides the many advantages of asynchronous online learning, it has some limitations. Lack of real-time and face-to-face interactions can cause students to feel lonely and have problems with commitment to online classes (Jiang, 2017; Strang, 2011). Problems such as lack of a classroom environment, technical support, decreased motivation and less interest in the lesson may arise (Nandi, Hamilton & Harland, 2012; Potts, 2011; Schulte, 2011). Due to the continuous development of technologies used in asynchronous online learning and the changing needs, expectations and interests of students, student experiences in online learning environments attract attention as the subject of continuous study.

Literature Review

When the literature is analyzed, there are different studies about students' experiences in the asynchronous online learning environment. Shearer et al. (2020) examined the views of faculty and students in various online programs on the future of online learning. Focus group meetings were held with instructors and students. Interviews were conducted within the framework of the personal, social and content components of the online learning experience. At the end of the study, the researchers emphasized the need for personalized / adaptable learning systems

in line with the needs and preferences of the students. In this context, the importance of environments where students can choose different types of content, have deep discussions and work with real-life problems has been expressed. Instant feedback and evaluation of their social, cognitive and emotional development have come to the fore in order to ensure the social presence of students. The instructor should give students autonomy, but follow and support them regularly. Future studies can examine students' online learning experience in terms of different dynamics. In addition, working with students studying in different programs at different universities will contribute to the field.

Berry and Hughes (2020) examined the online experiences of graduate students with the qualitative research method by comparing them with traditional face-to-face teaching. In the study, students' online learning experiences were evaluated in the context of work and life balance. It has emerged that online learning has advantages such as flexibility and autonomy against the limitations of isolation and time-lags.

Muir et al. (2019) tried to identify the factors affecting the participation of university students in the online learning environment. Students followed the courses asynchronously for one semester. They also participated in the discussion board and assignment events. During the study, feedback was received from students about their attendance status, and interviews were held with the students at the end of the study. Factors such as assessment, weekly workload, the instructor presence, work-life balance, appropriateness of learning tasks and interaction in the asynchronous online learning environment have been found to affect student participation. Researchers stated that studies to be conducted to determine the factors affecting students' online learning experiences and course participation will contribute to effective learning outcomes.

York, Yamagata-Lynch and Smaldino (2016) examined students' critical thinking ability regarding their own learning in an online instructional technology course. The students participated in asynchronous discussions. At the end of the study, it was revealed that giving students the opportunity to reflect themselves contributed to their thinking about their own learning. The study suggested that examining students' experiences and thoughts in the online environment may be effective in reducing the problems of students who have difficulty in transitioning from traditional to online environment.

Lyons and Evans (2013) investigated the impact of online discussion forum activities on undergraduate students' satisfaction in a blended learning environment. At the end of the study, it was revealed that asynchronous online discussions increased students' satisfaction. Students were able to get support from their peers and give individual feedback via discussion boards. Potts (2011) examined the views of the students on the content creation process for sharing with peers in the online learning environment. Students generally viewed the preparation of materials for online learning positively. However, there are concerns such as workload, evaluation pressure, and difficulty of the material creation process. Careful examination of student-used content, group work and instructor attention can reduce these concerns.

Sullivan and Freishtat (2013) evaluated the experiences of graduate students in participating in online discussions in a blended course. Researchers investigated student-centered learning, group learning, problem-based learning, flexible learning, reflection, and student engagement by examining student experiences. The results of the study revealed that monitoring student experiences continuously will facilitate the course designs of the instructors and contribute to the determination of performance-related factors.

Students' online learning experiences were analyzed periodically through different studies. Researchers recommend continuous studies in this subject at a time when online technologies, students' expectations and interests change (Berry & Hughes, 2020; Gómez-Rey, Barbera & Navarro, 2016; Hambacher, Ginn & Slater, 2018). In this study, differently from similar studies, students evaluated the online learning process, in which all courses were conducted asynchronously and they had not experienced before, within the framework of the theoretical knowledge they received in the Open and distance learning course. The students also suggested solutions to the challenges they expressed while evaluating. With these aspects, this study not only revealed the opportunities and challenges of the asynchronous online learning process, but also offered solutions from the students' perspective for future studies.

Purpose of Study

The aim of this study is to examine the experiences of students in the teaching process carried out with asynchronous online learning. The problems of the research are listed below.
1. What are the facilities of the asynchronous online learning process to students?

2. What are the challenges students face during the asynchronous online learning process?

3. What are the students' suggestions regarding the online learning process?

Methodology

This study is a phenomenological study carried out with a qualitative research approach. Phenomological studies investigate perceptions, reactions and experiences against a particular phenomenon (Fraenkel, Wallen & Hyun, 2012).

Participants

Participants consist of faculty of education English language education, Mathematics education, Music education, Preschool education, Guidance and psychological counseling, Classroom education, Social studies education, Turkish education departments, 28 university students (18-22 ages) studying in the 2nd grade. Participants were students who study the Open and distance learning course from faculty common courses and had not experienced online learning before. Open and distance learning course was took by 32 students. However, 28 students responded to the data collection form. Table 1 shows the number of students who filled the interview form.

Table 1
Participants

Departments	Male	Female
English language education	1	2
Mathematics education	-	1
Music education	3	2
Preschool education,	1	3
Guidance and psychological counseling	2	2
Classroom education	1	2
Social studies education	2	3
Turkish education	2	1
Total	12	16

Data Collection Instruments

An interview form was prepared to determine the students' asynchronous online learning experiences. The questions in the interview form were prepared within the framework of the Common Quality Indicators of Distance Education determined by Chaney et al. (2009) Although the researchers identified 15 indicators for the quality of distance education, different researchers combined some of these indicators and evaluated them (Sorensen & Baylen, 2009; Zaharias & Poylymenakou, 2009). In this context, it is aimed that students make detailed and objective evaluations within the framework of factors commonly used for online environments. In this study students' opinions were taken on the themes of Interaction, Feedback, Academic and Technical Support, Active Learning, Assessment. In the interview form, open-ended questions were asked to the students within the framework of the themes determined. The students wrote opinions about the facilities, challenges encountered and suggestions provided by the asynchronous online learning process under each theme title. For example, the following questions were asked under the theme of interaction. What are the advantages of the asynchronous online learning process in interacting with the instructor? What are the problems you encounter with the instructor in the process of online learning asynchronous? How can instructor and student interaction be achieved in the asynchronous online learning process? The positive and negative evaluations of the students regarding each theme were obtained. However, it was observed that students sometimes left blank if there was no positive or negative opinion in the theme asked.

Data Collection Process

Our world and our country go through a pandemic process. Therefore, distance education has started in our country. All courses have been given by distance education starting from the 6th week at the university where the study was conducted. The students continued their courses with asynchronous distance education for 9 weeks. Participating students also took elective Open and distance learning course this semester. The researcher conducted the Open and distance learning course in this study. The Open and distance learning course includes theoretical information about conceptual and theoretical structure, development, application methods and technologies of distance education. The students were expected to evaluate their

asynchronous online learning experiences within the framework of the theoretical knowledge they learned in this course. Instructors uploaded at least one video lesson (1 lesson duration: 20 min.) and one document to the learning management system every week in all courses. The learning management system enables activities such as discussion forum, online test, assignment as well as video and document activities. The students followed the courses whenever they wanted. The instructor reported and followed the students' activities in the learning management system. Assignment were given to students for midterm and final exams. Some instructors conducted online test and discussion forum activities on the system periodically. At the end of the study, the interview form was sent to the students via e-mail. Students were given one week to fill in the form. After the students filled the form, they sent it to the researcher by e-mail again. The students were asked to fill the form on a voluntary basis. While sending forms to 32 students, feedback was received from 28 students.

Data Analysis

The qualitative data collected at the end of the study were interpreted through descriptive analysis. Descriptive analysis is the evaluation of the data collected during the research by summarizing within the framework of previously determined themes. The descriptive analysis process was carried out in four stages (Yıldırım & Şimşek, 2018).

1. Creating the framework for descriptive analysis: The researcher asked questions about Interaction, Feedback, Academic and Technical Support, Active Learning, Assessment themes in the interview form. The students evaluated the opportunities offered by the asynchronous learning process, the problems they encountered and their solution suggestions regarding each theme. Data analysis was carried out by grouping them under these themes as opportunities, challenges and suggestions.

2. Processing of data according to thematic framework: The data analysis was performed by two experts other than the researcher within the framework of phenomenological analysis principles suggested by Willing (2008). Experts processed the answers given by the students into the data analysis form. Students were coded as S1 ... S28 . The data analysis form was prepared as a table in Microsoft Word program. While the experts

entered the students' statements into the data analysis form, they did not consider the statements they thought were not related to the themes.

3. Description of findings: Experts have transformed students' expressions on themes into easy understandable and readable forms. Later, the experts compared the analysis tables they prepared and finalized the data.

4. Interpretation of the findings: Experts saved the summary information obtained as a result of the analysis and the statements of the students regarding this information on the data analysis form. While the researcher presented the summary knowledge as a table in the findings section within the framework of the problems of the research, he made quotations from the statements of the students.

After the researcher prepared the interview form and data analysis form, he received the opinions of two field experts and one language expert. The forms were finalized by making necessary changes within the framework of expert feedback. In this study, data analysis was performed by two experts in order to reduce researcher bias. The reliability of the data analysis was calculated using the reliability formula of Miles and Huberman (1994) ((reliability = consensus / (consensus + disagreement)). When the data analysis of the experts were compared, it was found that it was 92 % compatible and the data analysis was found to be reliable.

Findings

Facilities Offered by the Asynchronous Online Learning Process

Interaction

It was revealed that the students' interactions with the instructor are provided via e-mail, learning management system and messaging using WhatsApp. It was observed that the students

did not have communication problems with their instructors and friends. S4 expressed this situation as follows:

> *"I asked my questions via e-mail and system to my instructors. In some courses, our instructors contacted us via WhatsApp. Although some of our instructors answered our questions late, we did not have communication problems."*

The students stated that the assignment, discussion board, and online test activities in some courses contributed positively to the interaction between the instructor and each other. S2 and S14 expressed this situation as follows:

> *"Some of our instructors took our ideas about the lesson with the discussion board activity. I answered the questions we asked. We had a quiz in some weeks. I had the opportunity to express myself with these activities."*

> *"I contacted my instructors and friends to complete my assignments. I made voice conversations with my friends while sending e-mail to instructors."*

Table 2 shows the facilities expressed by the students regarding the interactions in the asynchronous online learning environment and the number of students expressing these facilities.

Table 2
Facilities in the Context of Interaction

Facilities	Frequency
Student-student interaction to complete assignments	24
Student-instructor interaction to complete assignments	12
Student-instructor interaction with discussion board activities	10

As shown in Table 2, it was revealed that students interacted with their peers and instructors to complete activities such as assignments and discussion forum. The majority of the students emphasized student-student interaction.

Feedback

Students stated that instructors mostly give feedback via e-mail. In some courses, it was revealed that WhatsApp groups were established and instructors gave feedback to their

students. When they asked instructors questions, it was observed that they received answers, although there were sometimes delays. S13 and S15 explained this situation as follows:

"I mostly sent e-mails to my instructors via the system. I did not have any problems as all my instructors answered my messages. In addition, some of our instructors gave feedback through WhatsApp groups."

"I sent e-mails to the others while asking questions via WhatsApp to my instructors who had contact information. My instructors answered my questions via WhatsApp and e-mail."

Table 3 shows the facilities expressed by students about feedback in an asynchronous online learning environment and the number of students expressing these facilities.

Table 3
Facilities in the Context of Feedback

Facilities	Frequency
Feedback via e-mail	24
Feedback via the learning management system	18
Feedback via WhatsApp	14

Students asked questions to the instructors via e-mail, the learning management system, and WhatsApp. Instructors gave feedback in whatever method the students reached them.

Academic and Technical Support

It was revealed that when students had problems, they got support from their peers first. If they could not solve the problem they faced, it was revealed that they reached the instructors. The students mostly got help from each other about the assignments given. They did not need much technical support for the use of the system. S23 and S28 expressed this situation as follows:

"When I needed help with the course, I mostly got support from my friend. Generally, I asked my instructors about their midterm and final assignments. I did not need technical support".

"I got support from my friends and instructors to complete the assignments. I often asked my instructors about assignments that would replace exams. While doing assignments, I was in constant contact with my friends."

Table 4 shows the facilities expressed by students regarding academic and technical support in an asynchronous online learning environment and the number of students expressing these facilities.

Table 4

Facilities in the Context of Academic and Technical Support

Facilities	Frequency
Getting academic support from peers	24
Getting academic support from instructors	20
Getting technical support from instructors	2

It was determined that the students needed academic support more and they got support from their peers and instructors. It turned out that they needed academic support to complete their assignments.

Active Learning

It was seen that students had the opportunity to study at their own pace and individually in an asynchronous online learning environment. It was revealed that the students were able to take notes comfortably while watching videos, do research about assignment, and study with support from their peers or instructors. S4 and S9 explained this situation as follows:

> *"I took notes while watching videos and watched the places I did not understand again. While preparing assignment, I studied with the help of my friend."*

> *"When I didn't understand the course videos, I had the opportunity to watch them again. Also, having the opportunity to pause while watching videos enabled me to take notes comfortably."*

It was revealed that sharing course notes next to the videos of the instructor supports students' learning and they use these notes while preparing assignment. S26 and S27 explained this situation as follows:

> *"It was very useful to have course notes besides videos. I was reviewed these notes as I prepared the final assignments."*

> *"Having opportunities such as taking notes, following course notes and doing research while watching the courses made it easier for me to learn."*

Asynchronous online learning has been seen to give students the opportunity to develop their own learning strategies. The students stated that it is very advantageous to have the opportunity to access the course content without time and space limits. It gave students the opportunity to flexibly learn, to do limitless repetition and to organize their own learning environment. S10 and S22 explained this situation as follows:

> *"In the videos, I returned to the places I did not understand and watched. I noted the important parts. I watched videos from my phone when I was not at home. When I went to the village, I continued to watch the video courses. Accessing the course contents from anywhere gave us a lot of flexibility."*

> *"Since I could follow the lectures on a computer and mobile phone, I was able to watch videos when I was not at home."*

Table 5 shows the activities that students do within the scope of active learning and the number of students expressing these activities in an asynchronous online learning environment.

Table 5
Facilities in the Context of Active Learning

Facilities	Frequency
Practicing with assignments	20
Learning by watching videos and studying with course notes	17
Flexible learning in terms of time and space	14
Learning at own pace	10
Taking notes easily while watching the course	7

Assessment

Students stated that evaluation in an asynchronous online learning environment is a difficult process. It was seen that assignment, which is the method used in evaluating students, is not sufficient for students.

Challenges Encountered in the Asynchronous Online Learning Process

Interaction

Although most of the students do not have communication problems with instructors, they stated that there is no interaction like face-to-face learning environment and this situation affects them negatively. S9 explained the interaction problems as follows:

> *"Although we were in constant communication with our instructors, I felt the lack of face-to-face interaction. Since I got used to listening courses in a normal classroom environment, listening to courses remotely affected me negatively."*

Some of the students have been unable to follow the courses due to the technical problems they had on the internet connection and had a communication disruption with the instructor. S5 and S19 expressed this situation as follows:

> *"Sometimes I disconnected my internet connection because of my stay in the village. I used the mobile internet to solve this situation, but my internet quota expired very quickly. Therefore, sometimes I could not follow the courses regularly."*

> *"When my computer broke down, I watched the courses on my mobile phone, but I did not get much efficiency and had difficulty understanding the course content."*

Table 6 shows the problems that students express about interactions in an asynchronous online learning environment and the number of students expressing these problems.

Table 6
Challenges in the Context of Interaction

Challenges	Frequency
Lack of face-to-face interaction	22
Not being able to access course content due to technical problems	7

It was determined that students need face-to-face interaction and they lack student-content interaction due to problems such as internet connection and disruption of the devices used.

Feedback

It was revealed that the students complained about the feedback that some instructor responded late. S17 explained this situation as follows: *"All my instructors answered the questions I asked. However, some of my instructors answered late. It would be nice if I had quicker help on the issues I was having problems with"*. Table 7 shows the problems students expressed about feedback in an asynchronous online learning environment and the number of students expressing these problems.

Table 7
Challenges in the Context of Feedback

Challenges	Frequency
Lack of instant feedback	10

While the students stated that they got answers to all the questions they asked, it was determined that some students could not get instant feedback.

Academic and technical support

It was seen that the students had problems with the assignment substitutes for the midterm and final exam. They stated that they had difficulty in preparing some assignment and being away from the instructor and their peers had a negative effect on getting support. S6 and S20 explained this situation as follows:

> *"In preparing to assignment, I needed support on some issues. I couldn't find the necessary information on the internet. I asked my friends or instructors, but there were times when I couldn't solve my problems. I had a hard time preparing and understanding some assignment. If I were in the normal class, I would get help more easily."*

> *"As we were not in the same environment with our instructors, I had difficulty solving my problems in practical courses. Although there are advantages of distance education, I think that being far from each other prevents getting support quickly."*

Table 8 shows the problems students have expressed regarding academic and technical support in an asynchronous online learning environment and the number of students expressing these problems.

Table 8
Challenges in the Context of Academic and Technical Support

Challenges	Frequency
Not getting enough support for assignments	11
Being away from peers and instructors	9

It was revealed that some students had problems while getting support because they were in different environments with their instructors and peers.

Active Learning

It was revealed that the students had planning problems in following the courses regularly, they could not do much group work, they had difficulty focusing on the lesson, and they got bored because of the high duration of the video lessons in some courses. S21 and S25 expressed this situation as follows:

> *"I couldn't watch the lessons on time. There was a comfortable atmosphere at home and this caused my attention to be easily distracted".*

> *"In some courses the videos were long so I got bored quickly. The courses we had the opportunity to work with our friends were very fun. However, we could not find this opportunity in most of the courses".*

It was revealed that the students are distant from each other in the asynchronous online learning environment, making them feel lonely. In addition, some of the students emphasized the negative impact of the pandemic process we went through. S8 explained this situation as follows:

> *"With our transition to distance education, I followed the courses from home. Not being able to be in the same environment with my friends and instructors has affected me badly. I feel lonely. In addition, the pandemic process we went through made me feel worse."*

Table 9 shows the problems that students express about active learning in an asynchronous online learning environment and the number of students expressing these problems.

Table 9
Challenges in the Context of Active Learning

Challenges	Frequency
Not being able to follow the courses regularly	20
Being unable to study in groups	10
Long duration of course videos	9
Feeling lonely	8

While it was determined that most of the students could not follow the course videos regularly, it was revealed that some of the students were dissatisfied with being unable to study with their friends and the duration of the videos was long duration and they felt lonely.

Assessment

It was seen that the students thought that the assignments replacing the midterm and final exams were not very efficient. They expressed problems such as the degree of difficulty of the assignment and the inability to access the materials required for the preparation of these assignment. In addition, students stated that exam performances should not be evaluated only with assignment and that they had problems in preparing assignment in some practical courses. S19 and S24 expressed this situation as follows:

> *"Although evaluation with assignment is appropriate in our situation, I had a hard time preparing some assignment. As a music educator, I do not find it very correct to evaluate practical courses with assignment (Choir, individual instrument etc.)."*

> *"I ran into trouble as there was a lack of resources and support to complete some assignments."*

Table 10 shows the problems that students expressed regarding assessment in an asynchronous online learning environment and the number of students expressing these problems.

Table 10
Challenges in the Context of Assessment

Challenges	Frequency
Difficulty preparing some assignments	10
Evaluation of practical courses with assignments.	5

Suggestions for Asynchronous Online Learning Process

Interaction

Although the students have a lack of face-to-face interaction during the asynchronous online learning process, they stated that this situation is natural but their interactions can be increased. S6 and S23 explained its suggestions for increasing interaction as follows:

> *"If a comment section is added under the videos, we can immediately ask questions about the place we do not understand. Discussion boards that we do in some courses can be done in all courses provided that they are not very frequent."*

> *"If live broadcasts are made at regular intervals, we can interact directly with the instructor, ask questions and get answers immediately. If quizzes done in some courses are done in all courses, this may enable us to see the places we do not understand. "*

Table 11 shows the suggestions expressed by students about interaction in an asynchronous online learning environment and the number of students expressing these suggestions.

Table 11
Suggestions in the Context of Interaction

Suggestions	Frequency
Live broadcast activities should be done.	16
Comments section should be added under videos	11
Discussion board activities should be done.	10
Online test activities should be done.	6

For the most effective interaction in an asynchronous online learning environment, students suggested that mostly live broadcasting activities, adding a comment section under video courses, and doing different activities such as discussion board and online test in all courses.

Feedback

Students brought suggestions that a live chat system can be established or WhatsApp groups can be used in all courses against the problem of not getting instant feedback in some courses. S18 explained this situation as follows: "*Live chat system can be installed to get answers from our instructors faster or communication via WhatsApp can be used in all courses as we did in some courses".* Table 12 shows the suggestions of students about feedback in an asynchronous online learning environment and the number of students expressing these suggestions.

Table 12
Suggestions in the Context of Feedback

Suggestions	Frequency
Live chat system should be established	14
WhatsApp group should be established in all courses	13

Academic and Technical Support

The students stated that they had problems in preparing the assignment given in some courses, they could be given assignment easier and they should get quick support. S5 and S16 expressed this situation as follows:

> *"When we need help with assignment, systems can be established where we can reach our instructors faster. I had a hard time preparing some assignment. Our instructors can give assignments more understandable and easy."*

> *"I had a hard time doing assignment in some classes. I think I will need less support if easier assignments are given in these courses."*

Table 13 shows the suggestions that students express regarding academic and technical support in an asynchronous online learning environment and the number of students expressing these suggestions.

Table 13
Suggestions in the Context of Academic and Technical Support

Suggestions	Frequency
Quick support system should be established	14
Easier assignments should be given	13

Since the students had difficulties in doing their assignment, they suggested establishing a fast support system and assigning them easy tasks.

Active Learning

Students made suggestions about working with more peers in the learning process, shorter duration of videos, and that instructors should make more effective presentations. S1 and S7 listed theirs recommendations for active learning as follows:

> *"My instructors can give assignment that I can work with my friends. Shorter and more effective courses can be prepared instead of very long videos. Audio and video quality were poor in some videos. Our instructors should make videos with better sound and image quality."*

"I was very bored with some of our instructors lecturing. Instructors should present the course more fun and effective and should not make long duration videos.

Some of the students stated that giving an opportunity to present online can increase their motivation and provide more active participation to the course because the asynchronous online learning environment makes them feel lonely. S16 and S25 expressed this situation as follows:

"I felt lonely because we are separate from our friends and instructors in distance education. We made a presentation in one of our courses. It was a great experience for me. In other courses, online presentations can be made."

"I got bored quickly because we were far away from our friends in distance education. For this reason, we can be given the opportunity to make a presentation that will make us feel like in the classroom."

Table 14 shows the suggestions of students about active learning in an asynchronous online learning environment and the number of students expressing these suggestions.

Table 14
Suggestions in the Context of Active Learning

Suggestions	Frequency
Students should be given the opportunity to study with their peers	13
Instructors should create shorter videos	8
Courses should be presented more effectively	8
Students should be given the opportunity to present online	7
Better quality videos should be prepared in terms of sound and image	6

The students made different suggestions for asynchronous online environments such as collaborative work, preparation of short duration and high definition video courses and online presentations.

Assessment

Students emphasized the need to use different assessment tools such as online testing and online presentations in addition to assignments during the asynchronous online learning process. S8 and S17 expressed this situation as follows:

"In some courses, our instructors made online tests. In other courses, online tests can be done and evaluated together with assignment."

"In practical courses, online presentations can be made through live broadcasts, as we do in some courses."

Table 15 shows the suggestions that students express regarding assessment in an asynchronous online learning environment and the number of students expressing these suggestions.

Table 15.
Suggestions in the Context of Assessment

Suggestions	Frequency
Alternative assessment methods should be used	20

Students suggested that the assessment tools should be diversified due to the problems they experienced in order to complete the assignment in some courses.

Discussion and Conclusion

In this study, students shared their experiences on interaction, feedback, academic and technical support, active learning and assessment themes in an asynchronous online learning environment. The interaction of students with instructors and peers was provided through instant messaging and discussion activities in some courses. The assignments assigned to the students increased their interactions with their peers and instructors. Asynchronous online learning has been observed that students can interact with instructors and peers through different platforms and have no communication problems. Muir et al. (2019) found that working together with assignments and discussion boards in the online learning environment increases the interaction and engagement of students with each other. In an asynchronous online learning environment, students and instructors communicate at different times. The students stated that this situation provides flexibility in terms of time and space, but they have limitations in terms of interaction. Although the students did not experience communication problems, they felt the lack of face-to-face interaction. The students considered that performing live broadcasting activities at certain intervals would give an opportunity to interact directly with the instructor. In addition, it has been found that adding comments section to the videos, performing online test and discussion board activities can enable students to see their shortcomings and increase their interaction with their instructors and peers. Some students have

problems such as the disconnection of the internet and the malfunction of the devices they use while accessing the learning management system. The students did not make any suggestions regarding these problems that occurred outside of their own initiative.

Instructors gave feedback to the students via e-mail, learning management system and WhatsApp groups. They answered questions from discussion boards in some courses. It was revealed that the students had no problem in getting feedback. Lyons and Evans (2013) found that discussion boards and individual feedback in asynchronous online learning contributed positively to students' learning experiences and satisfaction. It is seen that students have problems in the timing of feedback. In some courses, it was revealed that students were not able to get instant answers to the questions they asked to their instructors and they were uncomfortable with this situation. Students suggested that live chat systems can be installed or WhatsApp groups can be used in all courses. It turns out that answering the questions asked by students in an asynchronous online learning environment is not enough alone and instant feedback is very important.

It can be said that students mostly got academic support regarding their assignment. Students primarily preferred peer support. If they couldn't solve their problems, they got support from the instructor. Shearer et al. (2020), in his study examining the experiences of students and instructors regarding the future of online learning, revealed the importance of leaving students autonomous in asynchronous online learning, but constantly supporting them and their contribution to their social presence. A small number of students needed technical support from instructors. The ease of use of asynchronous online learning systems ensured that students do not need too much technical support. It was observed that the students had problems about assignment because of being able to get fast and continuous support when they needed and being in a separate environment from the instructors and their peers. Regarding this problem, students suggested that rapid support systems can be established and the assignments that are easy to complete. Students did not need much technical support. It was found out that it is important to set up live support systems for the instructor to give immediate feedback in the asynchronous online learning environment. In this direction, students can quickly solve their problems in practical courses that they need more support.

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Asynchronous online learning environment gave students the opportunity to learn at their own pace, to do limitless repetitions, to organize their own learning environment and to study with assignment, to learn independently from time and space. In addition, students were able to take notes more easily with the start and stop feature while watching videos. In this framework, individual and flexible learning activities can be done. Sullivan and Richard (2013) found that providing students with flexible learning, group working and problem-based learning opportunities is important and will increase student engagement in an asynchronous online learning environment. While the students had difficulty in planning their own learning process, they could not follow the courses regularly. The students' being in a different environment from each other caused them to feel lonely and unable to study together. In addition, it was evaluated that the length of the videos was boring for some students. It has been revealed that students can be given assignment that they can work with their peers, online presentations can be made and video courses can be prepared more interactive and high quality.

It was determined that the students had various problems regarding the assessment process. While the students opposed the evaluation of their performance only by giving assignment, they suggested alternative evaluation methods. Trenholm, Alcock and Robinson (2015) emphasized the use of various tools together in the assessment of students in an asynchronous online learning environment. In the asynchronous online learning environment, it has been revealed that different data collection tools such as online tests and online presentations should be taken into consideration.

As a result, student-student interaction came to the fore in the asynchronous online learning process. On the other hand, although students do not have communication problems, they feel the lack of face-to-face interaction, so live chat activities should be made using online technologies. Since the students mostly preferred e-mail as the communication method, the instructors gave feedback in the same way. While this situation causes students not to receive instant feedback, WhatsApp etc. systems where they can get feedback faster can be used. Students mostly received academic support from each other regarding the tasks assigned to them, but they need more support, especially for practical courses, due to their away from each other. While asynchronous online learning provides students with opportunities such as learning at their own pace, working with different course contents, flexible learning, students have problems such as not being able to make a regular learning program, not being able to

work with their peers and feeling lonely. Students should be given the opportunity to work collaboratively and instructors should present courses more effectively. In addition, students should evaluate not only with assignments but also through alternative means such as online testing and online presentations. This study was conducted in the period when students who continue traditional face-to-face teaching rapidly transition to asynchronous online learning process due to pandemic. Instead of associating asynchronous online learning with the pandemic, the students evaluated it in relation to the technologies used, instructors and course content. In this context, although the students stated that they were physically and psychologically affected by the pandemic, they did not evaluate the positive or negative effect of this situation on the asynchronous online learning process.

Suggestions

In this study, the facilities of the asynchronous online learning process, the challenges faced by the students and their suggestions regarding these problems were evaluated. In future studies, student experiences can be examined in the asynchronous online learning process by making arrangements within the framework of problems and suggestions expressed by students. In addition to the experiences of the students, the opinions of the instructors can also be evaluated together. In this study, the opinions of the students about the asynchronous online learning environment were evaluated with the qualitative data obtained from the interview form. Along with these data, quantitative data regarding the activities of students in the learning management system should also be taken into account. Student experiences regarding synchronous online learning environments should be analyzed and comparisons should be made with asynchronous online learning environment.

Statements of Ethics and Conflict of Interest

"I, as the Corresponding Author, declare and undertake that in the study titled as "*Asynchronous Online Learning Experiences of Students in Pandemic Process: Facilities, Challenges, Suggestions*", scientific, ethical and citation rules were followed; Turkish Online Journal of Qualitative Inquiry Journal Editorial Board has no responsibility for all ethical violations to be encountered, that all responsibility belongs to the author/s and that this study has not been sent to any other academic publication platform for evaluation."

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Research Article

Voices from the Frontliners: The Case of Motivations and Challenges of Mismatched Women Teachers in Public Secondary Schools

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Abstract

Good teaching is obviously significant for education. There is no much definitive empirical evidence that motivational determinants of mismatched teachers keep teaching while they are also challenged by unintended consequences of being mismatched teachers. This case study sought to find out mismatched women teachers' motivations in public secondary schools. The data were collected mainly through semi-structured interviews. All interview data were recorded, transcribed, analyzed, and divided into themes. We followed the stages including: (a) preparing, engaging and immersing ourselves with the interview data, (b) creating preliminary codes, (c) seeking out for themes and sub-themes, (d) looking over or reviewing themes, (e) classifying and identifying themes. Our recursive analysis of the data helped us to conclude three major themes and several sub-themes including interpersonal factors: supportive colleagues and family, social service factors: obligation as educators, and challenges (content knowledge, the non-availability of teaching and learning materials, low salary but not feel dejected). Recommendations and implications are also discussed.

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Öncülerin Sesleri: Devlet Ortaokullarındaki Uyumsuz Kadın Öğretmenlerin Motivasyonları ve Zorlukları Örneği

Öz

İyi öğretim, eğitim için açıkça önemlidir. Uyumsuz öğretmenlerin motivasyonel belirleyicilerinin öğretmeye devam ederken, aynı zamanda uyumsuz öğretmen olmanın istenmeyen sonuçlarıyla karşı karşıya kaldıklarına dair çok kesin ampirik kanıt yoktur. Bu vaka çalışması, devlet ortaokullarında uyumsuz kadın öğretmenlerin motivasyonlarını bulmaya çalıştı. Veriler çoğunlukla yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Tüm görüşme verileri kaydedildi, yazıya döküldü, analiz edildi ve temalara bölündü. Aşağıdakileri içeren aşamaları takip ettik: (a) görüşme verileriyle kendimizi hazırlamak, dahil etmek ve bunlara dalmak, (b) ön kodlar oluşturmak, (c) temalar ve alt temalar aramak, (d) temalara bakmak veya gözden geçirmek, (e) temaları sınıflandırmak ve tanımlamak. Verilerin yinelemeli analizimiz, kişilerarası faktörler dahil olmak üzere üç ana temayı ve birkaç alt temayı sonuçlandırmamıza yardımcı oldu: destekleyici meslektaşlar ve aile, sosyal hizmet faktörleri: eğitimci olarak yükümlülük ve zorluklar (içerik bilgisi, öğretim ve öğrenim materyallerinin bulunmaması , düşük maaş ama üzgün hissetmiyorum). Öneriler ve çıkarımlar da tartışılmıştır.

Anahtar Sözcükler: Eğitim uyumsuzluğu, kişilerarası faktörler, uyumsuz kadın öğretmenler, sosyal hizmet faktörleri

Introduction

It is no secret that today's schools need good teachers. The standard movement in education seems to use teacher quality and background and school quality as the two of the major contributions to educational attainment and student achievement (Azkiyah & Mukminin, 2017; Mukminin et al., 2019). However, dating back to the 1966 release of *Equality of Educational Opportunity, the so-called* the "Coleman Report" concluded that socioeconomic backgrounds (of students were a considerably more influential factor to student performance. Additionally, according to Goldhaber (2002), teachers' qualities such as experience, education level, and certification status only contribute 3 percent of the differences to student achievement. "The remaining 97 percent of their contribution was associated with qualities or behaviors that could not be isolated and identified "(p. 3). Goldhaber (2002) keeps saying that though teacher experience as one of the two qualities (degree and education) is probably extensively investigated as it is easy to gauge, it seems to be only weak evidence that this characteristic consistently and positively controls student learning. Because "the statistically significant positive findings were found in only about 30 percent of the studies" (p.4). This seems to show that the contribution of teacher qualities to student performance is still indecisive and vague.

Another important issue in terms of teacher quality is teacher mismatch. Previous literature dealing with the effect of job-educational mismatch (education mismatch) has been documented (e.g., Allen & Weert, 2007; Allen & Velden, 2001; Carothers et al., 2019; Halim & Meerah, 2002). Skill mismatch explains the gap between the skills supplied and demanded in the society. Cedefop (2010) states that the term of mismatch refers to a person who is engaging in a job apart from the level or field of study. The large percentage of mismatched teachers who are not certified during the past decade has drawn attention to some researchers (Allen & Weert 2007; Allen & Velden, 2001; Carothers et al., 2019; Halim & Meerah, 2002; Medina, 2015; Mkandawire et al., 2016; Senarath & Patabendige, 2014). This phenomenon of "out-of-field teaching" has been postulated to be indicative of a teacher's inadequate subject-matter knowledge which results in a below-standard teaching quality (Darling-Hammond & Ball, 1997). In other words, it will lead to a problem in utilizing the skills that they acquire if they are educationally mismatched. Ironically, based on the recent data from

the Indonesian Ministry of Manpower (2017), 65% Indonesian people have experienced mismatch between their backgrounds and their jobs. Robst (1995) stated that job mismatch is influenced by the quality of the college they have graduated from. However, educational system in university has been geared toward the skills of development (Senarath, 2006). Universities are now seriously offering relevant teaching and learning based on the requirement skills needed in the society. Even so, educational mismatch still exists. Not surprisingly, mismatched teachers occur more often in small schools than in large schools (Ingersoll, 1999). This mismatch is believed to affect productivity, earnings, and work satisfaction.

Due to this disparity, Cadefop (2010) states that educated youth have to find a suitable job based on their qualification or accept any job without considering the qualifications or field of study. It has been observed that Indonesian educational system has been producing graduates that create a mismatch with the needs of the available jobs. This leads to a majority of educated workers with jobs unrelated to what they train for (Sicat, 2008). In previous studies, particularly in the developed countries, the researchers only focus on the effect of job-educational mismatch (education mismatch) (Allen & Weert, 2007; Allen & Velden, 2001; Carothers et al., 2019; Halim & Meerah, 2002; Mkandawire et al., 2016; Medina, 2015; Senarath & Patabendige, 2014). However, there is a limited study discussing about the motivations of these mismatched teachers to keep teaching in their schools. Furthermore, there is still a considerable level of attention that has not been given by the researchers on the dimension of education mismatch in Indonesia. This case study aimed to find out Indonesian mismatch teachers' motivations in secondary schools in Jambi, Indonesia focusing on women voices. To achieve the purpose of the study, one major question guided this study: What are the motivational determinants of mismatched women teachers in public secondary schools to keep teaching in their schools?

Literature Review

Educational Mismatch

There are two types of educational mismatch identified by the European Center for the Development of Vocational Training which are vertical and horizontal mismatches (Cedefop,

2010). Betti, Agostino, and Neri (2007) state that education mismatch refers to the lack of coherence between the required and offered educational level for a given job. Vertical mismatch occurs when the level of education that an individual is having is not suitable for the job. Further, vertical mismatch is divided into two types, over education and under education. Over education happens when one's educational background higher than the job required. On the contrary, under education exits when one's educational background lower than expected for the job. The second type of mismatch, horizontal mismatch, occurs when one's educational background as well as his/her skill is not appropriate for the job qualification. In short, a horizontal mismatched person does a job which is not related to his or her educational background (Robst, 2007). The case of horizontal mismatch is rarely found in the specific field of study which provides their students with specific skills in contrast to general degrees department in social sciences, humanities, arts, etc. (Robst, 2007). However, Kucel and Byrne (2008) suggest that the horizontal mismatch most likely happens because those from broader educational backgrounds are well-informed about their relevant jobs.

There are three logical reasons of vertical and horizontal mismatch that can happen. First, it is because there are limited skilled jobs in the society compared with a large number of skilled workers that exist (Green & McIntosh, 2007). In such situation, Green and McIntosh (2007) suggest to reduce the number of skilled or higher levels of educated youth to make it balance with the need of the society. Second, a logical reason for the existence of vertical and horizontal mismatch is limited information about labor market (Cedefop, 2010). Due to lack of jobs' information, the graduates could not find any suitable jobs related to their qualification which make them use their skills (Green & McIntosh, 2002). The last logical reason of the existence of vertical and horizontal mismatch is that the graduates' skills are heterogeneous with the existing education system. According to Green and McIntosh (2002), this situation makes the graduates consider themselves overeducated for the job in terms of formal or paper qualifications, but when their skills or abilities are concerned they may be suited for the current job.

Teaching Motivations

Motivation leads people to act in order to reach their goals and to make efforts toward their aims. Mifflin (1995) states that the word "motivation" is originated from the Latin word

movers, which mean to move. Thus, it is impossible to identify someone's motivations unless she/he behaves according to desire moves. Similarly, Robins and Coulter (2005) define motivation as willingness to exert high level of inspiration to reach organizational goals, conditioned by the efforts ability to satisfy some individual needs. Teacher motivation could have a major impact on student motivation as Dörnyei (2001) suggests that the most important factor that affects learners' motivations to learn depends on the level of their teachers' enthusiasm and commitment. Thus, teachers' motivation is one among the biggest contributors in optimizing teachers' performance (Filak, 2003). According to Lortie (1975), there were five important factors influencing teachers' motivations to keep teaching such as interpersonal, service, continuation, material benefit, and time compatibility. Interpersonal resources refer to the reasons for people to enter the teaching profession because it involves working and contacting with people, particularly young people in relation to the spread or diffusion of knowledge and skills (Lortie 1975). In short, interpersonal resources focus on the relationship or feeling of relatedness in teaching profession as teachers have to connect with their colleagues and students.

Service factors describe teaching as a respected service of a distinctive moral value (aura of its mission) (Lortie, 1975). People want to become teachers because they see the moral value of teaching. The third attractor is the continuation resource which describes the attachments to education and school, which makes people stay in school by becoming teachers (Lortie 1975). Under this factor, the reasons to be teachers because people want to take part to and continually contribute to educate other people. Material benefit factors exist when one is attracted to choose a teaching profession because of money, prestige, rewards, salaries, social mobility, and employment security (Lortie 1975). The last factor which motivates people to teach is the time and compatibility. People are attracted to enter the teaching profession for the reason that teaching provides compatible work schedules and calendars (Lortie 1975). By this reason, someone wants to be a teacher because he/she is able to arrange his/her time more freely than other occupations. In the purpose of this study, the researchers were guided by these five factors to explore mismatch teachers' motivations to keep teaching regardless having different educational backgrounds.

Methodology

This research was conducted in qualitative research with a case study approach to explore the perceptions and hidden motivations of mismatch teachers' to keep doing their jobs. Qualitative methods and case study were chosen in order to inform a complete understanding of research problems academically (Mukminin et al., 2015; Sulistiyo et al., 2017). According to Creswell (2007), qualitative research is carried out in a natural setting without manipulating the data. In this research, researchers focused on the participants' point of view, explored participants' experiences and finally provided rich narrative descriptions. Furthermore, a qualitative case study focuses on the issue of exploring one or extra cases in bound system (Creswell, 2007). In this research, the researchers focused on finding and exploring the motivations and challenges of mismatched teachers in Jambi, Indonesia, particularly on women voices.

Research Site and Participants

This study was conducted in different secondary schools in Jambi, Indonesia where mismatched women teachers taught. Before conducting the research in the schools, the researchers obtained the permission from the headmaster. Furthermore, participants' names involved in this research were pseudonyms in order to respect the participants' privacy. The participants were chosen using purposive sampling in the voluntary basis (Mukminin, Habibi, & Fridiyanto, 2020; Prasojo et al., 2018; Safitri et al., 2020). Merriam (1998) states that purposive sampling emphasizes on the selection criteria for the chosen participants in which the researchers can discover, understand, and gain more insight on crucial issues for the study. Thus, to gather the data and achieve the goal of this research, 8 mismatched women teachers were willing to get involved in this study. Their ages were between 27 and 38 years old with different teaching experiences as described in the following table.

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Table 1

The demographic information of participants

Initial Names (Pseudonym)	Age	Teaching Experience (Years)	Majors (BA)	Current Teaching Subjects
MT 1	38	15	Accountancy	Art and Culture
MT 2	27	2	English Education	Culture and Tech
MT 3	32	7	Indonesian Literature	Vocational
MT 4	36	11	Science Education	Math and Tech
MT 5	27	2	Math Education	Vocational and Tech
MT 6	30	5	Chemistry Education	Art
MT 7	36	11	Biology Education	Civics
MT 8	27	2	Math Education	Industrial

Data collection and analysis

This research utilized a semi-structured interview as the primary instrument of data collection. The researchers used a semi-structured interview in order to get in-depth data or ideas from participants. Each interview sessions lasted for about 60-75 minutes for each participant to explore their motivations for being mismatched teachers. Each participant was interviewed more than three times which were based on their time and willingness. The interview sessions were carried out by using local language in order to give free spaces for the participants to explore their opinions, and the interviews were recorded with smartphone. For data analysis, the researchers transcribed all interview data with all participants manually. Thus, these activities took a lot of times. Then, transcripts were carefully read line by line, codified, and divided into themes to be presented. In addition, to establish the trustworthiness of the research or to verify the data accuracy, the researchers did member checking through sending back all the data to each participant. Patton (1990) states that member checking exists when all transcripts' data were given back to the participants that have been interviewed to make sure what they said were right. In this study, we followed the stages including: (a) preparing, engaging, and immersing ourselves with the interview data, (b) creating preliminary codes, (c) seeking out for themes and sub-themes, (d) looking over or reviewing themes, (e) classifying and identifying themes, (f) writing the final report. In the first stage, we adapted with the interview data by engaging ourselves with the transcription of data. As soon as the interview data were collected, the data were translated into English as the interview sessions were carried out by using local language. The next stage, we read line by line every text in order to code the data. The process of coding the data were begun with general and specific codes based on the research questions and literature review. Based on the

general and specific codes, we analyzed every code in order to make final codes. Next, we used the final codes to craft major themes and sub-themes related to the research question. The established themes and sub-themes guided us to write our final report as presented and discussed in the following sections.

To deal with the credibility of the inquiry or the trustworthiness (Lincoln & Guba 1985) of our study, we took some steps. First, we did member checking (Creswell, 2007). In this step, we returned all of the interview data and our findings to all participants in order to get their feedback and agreement. This step was taken for making sure that our data were not bias. Second, we had prolonged engagement and repeated interviews with participants (Creswell 1997; Merriam 1998; Mukminin & McMahon, 2013). In this study, we interviewed each participant more than once lasted between 60 and 75 minutes. Additionally, we provided rich and thick descriptions (Merriam, 1998) and narratives of mismatched teachers.

Ethical Considerations

To protect the rights of human participants, the names of participants, places, and research site were masked through the use of pseudonyms. Participants' decision to take part in this study was entirely voluntary as they were provided with an informed consent form.

Findings

Our analysis of the interview data revealed three major themes and sub-themes that mainly motivated mismatched teachers to keep teaching irrelevant subjects with their educational backgrounds. We found three major themes and several sub-themes including interpersonal factors: supportive colleagues and family, social service factors: obligation as educators, and challenges (content knowledge, the non-availability of teaching and learning materials, low salary but not feel dejected).

Interpersonal Factors: Supportive Colleagues and Family

In this theme, our participants were asked about their interpersonal factors associated with their motivations to keep teaching as mismatch teachers in their school. Based on the

interviews, most participants agreed that becoming mismatched teacher was not easy at the beginning. However, they were able to maintain their good motivations because of the support from both their colleagues and family.

> *"...so far there is no bad comment from my colleagues upon my mismatch subject. It is perhaps because the goals of the subject were achieved." (MT 1)*

> *"...I never accept such a bad comment from my colleagues upon my mismatch subject. They are all welcome." (MT 2)*

The data above indicated that as long as the participants achieved teaching goals, it would be fine for being mismatch teachers. Furthermore, all participants' colleagues were welcome to such a mismatch teacher phenomenon. In addition, teachers' job is not only teaching, but also making lesson plans. When it comes for mismatched teachers to write a lesson plan which is not their "truly" background or mismatch with their educational backgrounds, their colleagues were open-handedly to help the participants. Furthermore, the participants were also helped by the subject teachers' association team for creating a proper lesson plan.

> *"...For writing the lesson plan and some teaching stuffs, I am helped by senior teachers. But, I also try to find from some sources such as Google, and my friends in different schools." (MT 7)*

> *"...when it comes to write a lesson plan, I and other teachers [within the same teaching subject] did some discussions to write and teach it properly." (MT 8)*

Beside having supportive colleagues, it is undeniably that family support is also a significant factor which motivates the participants to keep teaching as mismatched teachers. The participants revealed that their family always supported what they did as long as it made them comfortable.

> *"...another factor makes me to keep teaching as mismatch teacher is my family. They always support me." (MT 3)*

> *"...my husband always support me for 100% whatever subject that I teach, no matter it is based on my educational background or not as long as I am fine." (MT 6)*

The data above indicated that the participants' motivations emerged due to the supportive and collaborative colleagues in the school as well as supportive family. By the help and support

from both colleagues and family, the participants reported that they had good confidence in teaching different subjects from their educational backgrounds. However, the participants did hope that they can teach the subject which is relevant to their educational backgrounds.

Social Service Factors: Obligation as Educators

The finding demonstrated that mismatched teachers' motivations came from within. This situation was trigged by their educational backgrounds as educators. Even if they were assigned to teach different subjects from his/her educational backgrounds, the fact that, most of them graduated from education department. The data emerged consistently among the participants.

> *"...my primary motivation to keep teaching as a mismatched teacher is the fact that I graduated from education department. When this subject has been given to me [to teach], it becomes my obligation. Of course, I will teach it." (MT 4)*

> *"In the beginning, it is hard for me to accept [teaching different subjects from educational backgrounds]. But because it is my choice to be a teacher, whatever subject is assigned to me by the school committee, I will accept." (MT 5)*

> *"I will always teach [even as a mismatched teacher] because all my families are teachers and I also graduated from education department." (MT 3)*

Not surprisingly, the primary motivation of the participants in this research was due to the similarity backgrounds as "educators". Furthermore, as educators, the participants believed that teaching is becoming their obligation. Even though it is challenging for them to become mismatched teachers, however, they could not stop teaching their students. It seemed that the participants were attached by teacher occupation. Furthermore, it would be fine for them to learn the new subject from the beginning as long as they still teach in the school.

> *"...I found it challenging for me, but I should not run away. I learn from senior teachers about the subject every day. Now, I get the knowledge [to teach different subjects] from my educational backgrounds, and I think if this is my obligation to teach the students." (MT 2)*

> *"...then I think, this is a new challenge and new knowledge for me as a teacher." (MT 3)*

> *"...then I said [to myself] I can do this. I can show to my students that I am qualified enough for this subject even I have to learn every day." (MT 7)*

> *"...if you ask my motivation to teach different subjects than my educational background, I would say that it increase my knowledge about another subject. I have to learn from the beginning." (MT 4)*

Interestingly, even though getting some difficulties to be mismatched teachers, the participants can handle the problems. They reported that they had to learn the teaching lesson from the beginning to be familiar with the subject before teaching in the classroom. Most of the participants admitted that they did teaching preparation every night. Furthermore, the participants also reported that that even though they had different educational backgrounds from the subject they teach, they could handle it by learning from other teachers and other sources.

Challenges

Various challenges including content knowledge, teaching and learning materials, time management, and students' understanding were faced by mismatched women teachers. They were challenged by the fact that having a different educational background from what they were teaching was not easy to manage; however, they had high motivations to teach the subject.

Content knowledge, this sub-theme was one of the major challenges that our participants faced as mismatched women teachers. Our participants reported in the interview that they had lack of basic content knowledge regarding the subjects that they taught. With regard to this issue, participants reported,

> *"Due to the lack of basic content knowledge as my major in accounting and I teach the subject of environmental education, I have to have strong knowledge about environmental education and various methods and techniques of teaching. Sometimes, I used pictures and videos to attract my students' interest. Teaching environmental education is very difficult for me at first because I have no background about this." (MT1)*

> *"You know my background is Chemistry Education, but I teach arts. It is not easy, sometimes it is very difficult to deliver the content. I feel disappointed with myself in teaching. But I have to teach them and keep encouraging myself in teaching." (MT6)*

Based on the participants' accounts, they might be able to teach some aspects of environmental education, but not all aspects. Our participants considered their weaknesses in

terms of content knowledge that should be delivered to their students in the classroom. We also found another thought-provoking issue as presented in the following sub-theme.

The non-availability of teaching and learning materials, our participants were surprised by the fact that the non-availability of teaching and learning resources was another challenging issue that led their teaching to be sometimes inefficient as expressed by participants,

> *"When I teach local content, I need some instruments to support my teaching process, but I do not have them." (MT6)*

> *"We have no enough teaching materials. It challenges me to teach the subject. So sometimes I am not able to give students all the information about the topic. (MT5)*
> *When I was teaching Art and I need music instruments such guitar, drums, and others, but I did not find such kinds of instruments. Consequently, understanding the concept becomes very difficult for students rather than practices." (MT3)*

The non-availability of teaching and learning materials hindered our participants to teach their students. For them, the availability of teaching and learning materials such as books, art equipment would help them to teach their students although their educational background was different from what they taught. Limited access to up-to-date resources would attribute to reach the goals of the subject unsuccessfully. However, although our participants were challenged by the inadequate teaching materials, none of them resigned from the profession, indicating that they committed to the profession.

Low salary but not feel dejected, although all participants believed that salary was an important aspect to be a teacher, becoming mismatched women teachers led our participants to have a low salary. However, having a low salary did not lead them to feel dejected as they realized that their main reason to teach was to help students and schools as reported by our participants below.

> *"I think teaching and teaching my students at school is my primary reason. My school has limited teachers who can teach the subject that I have now. So, they hire me to teach although they know my background is not related to the subject. My school uses money from their operation funds to pay my salary." (MT1).*

> *"Salary is not my main motive to join my current school as I want to help my students. If you want to be a teacher in this current situation, you should accept whatever you will get." (MT4)*

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"Before joining my current school, I was informed regarding the salary and I accept it and I want to help my school." (MT8)

The transcripts of the interviews revealed that our participants enjoyed their profession despite their low-level salary from the school. Our participants' mission was to help their schools and students in achieving their educational purposes. For example, all participants voiced their main reason, "I want to help my school." The rest of our participants agreed that helping students and schools were important in their situation.

Discussion

The findings of this study are expected to be able to inform educators and policymakers on the motivational determinants of mismatched women teachers in public secondary schools to keep teaching in their schools. Our findings revealed what mismatched women teachers had (available skills) to teach and what their subjects were required. Motivational determinants and challenges of mismatched women teachers in public secondary schools were presented and interpreted from their perspectives. It was challenging to determine what motivational determinants led our participants to keep teaching in their schools and what challenges played a greater role than others as all seemed to be involvedly intertwined. However, the recursive analysis of the data led us to have three major themes and several sub-themes including interpersonal factors: supportive colleagues and family, social service factors: obligation as educators, challenges (content knowledge, the non-availability of teaching and learning materials, low salary but not feel dejected).

The finding of this study indicated that interpersonal factors: supportive colleagues and family contributed to keep our participants to teach the subjects offered to them although the subjects were not similar to their educational backgrounds. Lortie (1975) has written a study that cuts to the heart of the teaching profession found that one of the factors influencing teachers' motivations was interpersonal factors. Our participants reported that they obtained supports both from their colleagues and family. This finding showed that supportive colleagues and family were necessary for maintaining mismatched teachers in teaching. Supportive colleagues were needed when our participants to teach at school while supportive family was required to motivate them to keep teaching though their salary might not enough. We also found that social service factors: obligation as educators led our participants to stay

as mismatched teachers as Lortie (1975) found social service factors as the reasons why people wanted to be teachers. Additionally, research done by Masbirorotni et al. (2020) found that family support was one of the motives that influences someone who wants to be a teacher. Similar to our finding, Muazza et al. (2019) and Mukminin et al. (2019) found that interpersonal attractors were very important to keep teachers teaching. For our participants, even though it is challenging for them to become mismatched teachers, however, they could not stop teaching their students. It seemed that they were attached by teacher occupation. Furthermore, it would be fine for them to learn the new subject from the beginning as long as they still teach in the school. Participants in this study reported that their motivation emerged from their backgrounds as educators. The fact that, most of the participants in the current study graduated from education department. All participants shared their stories that even though they were assigned to teach different subjects than their qualification, it not a big problem, since the participants thought they were educators who had to be able to teach any subjects in the school. This suggested that they were able to manage their profession because they had supports socially and interpersonally, which facilitated them to keep having high motivations to teach.

In this study, we also found that content knowledge, the non-availability of teaching and learning materials, low salary but not feel dejected were challenges for our participants. For the content knowledge, our participants reported that they had to learn and prepare new things before teaching. This suggests that our participants with well-prepared teaching were able to teach their subjects well as Goldhaber (2002) stated that teachers' qualities such as experience, education level, and certification status only contribute 3 percent of the differences to student achievement. "The remaining 97 percent of their contribution was associated with qualities or behaviors that could not be isolated and identified "(p. 3). This finding is similar to what Syaiful et al. (2018 found that teacher candidates were encouraged to be teachers because they wanted to keep updating with their education and knowledge. Our participants in this study felt that although they had different educational backgrounds from what they taught, they wanted to learn something new and shared their knowledge to their students.

Moreover, in this study our finding also indicated that the non-availability of teaching and learning materials were another important challenge however these did not prevent them from

teaching their subjects. The challenges related to the non-availability of teaching and learning materials are similar to the findings found by Habibi et al. (2018), Mukminin et al (2017), Mukminin et al. (2017). They found that the non-availability of teaching and learning materials were the main issues in teaching and teachers should be able to manage these kinds of challenges. In our study, all of our participants reported those issues; however, they still had high motivations to teach regardless of the challenges.

Low salary was also one of our major issues in our study. Several previous studies indicated the same findings. For example, a study done by Mukminin et al. (2017) found that low salary was the main issue for every teacher in their study. Similarly, Killinc et al. (2012) proposed three reasons to be a teacher, "Teaching shall provide me a steady career path," "teaching shall enable me to have a reliable salary" while Kyriacou, Hultgren, and Stephens (1999), Yong (1995), and Lortie (1975) reported that salary/secure job was the initial motive to decide to choose a teacher as a career. Our participants reported that although they were challenged by the fact they had a low salary, they did not quit from their profession, indicating that even though many of the participants were not well paid by the school and the government because their status is not government employees yet, they were still doing their job with high motivations.

The findings of our qualitative study showed that the mismatched women teachers' motives for being a teacher were numerous; the types of motives on their career choice were likely to involve an interaction among interpersonal factors: supportive colleagues and family, social service factors: obligation as educators, and challenges (content knowledge, the non-availability of teaching and learning materials, low salary but not feel dejected) across participants qualitatively.

Conclusions

This case study sought to find out mismatched women teachers' motivations and challenges in public secondary schools. Our study wanted to seek why these mismatched women teachers kept teaching as we all realize that good teaching and teachers are vital for education; it's considerably less evident what makes for a good teacher. Hiring quality teachers in order to improve higher student achievement have been well studied around the

world. However, there is little definitive empirical evidence, particularly in developing countries such as Indonesia that the motivational determinants of mismatched teachers keep teaching while they are also challenged by unintended consequences of being mismatched teachers. Our recursive analysis of the data helped us to conclude three major themes and several sub-themes including interpersonal factors: supportive colleagues and family, social service factors: obligation as educators, challenges (content knowledge, the non-availability of teaching and learning materials, low salary but not feel dejected).

What do these empirical findings imply for policymaking? First, the importance of mismatched teacher quality cannot be underestimated, particularly their status and role in teaching. Policymakers should plan to have educational policies to improve their teaching skills by, for example, providing teacher training (e.g., short trainings or in-service trainings). Second, the existence of mismatched teachers cannot be ignored, particularly in developing countries that have teacher shortage. Instead of replacing them with qualified teachers, their presence should be appreciated by making programs that facilitating to have strong content knowledge on the subjects that they teach. Finally, policymakers should create the compensation structure for mismatched teachers.

Statements of Ethics and Conflict of Interest

"I, as the Corresponding Author, declare and undertake that in the study titled as "*Voices from the Frontliners: The Case of Motivations and Challenges of Mismatched Women Teachers in Public Secondary Schools*", scientific, ethical and citation rules were followed; Turkish Online Journal of Qualitative Inquiry Journal Editorial Board has no responsibility for all ethical violations to be encountered, that all responsibility belongs to the author/s and that this study has not been sent to any other academic publication platform for evaluation."

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Research Article

Metaphoric Perceptions of Pre-service Teachers about the Concepts of "School Principal" and "Education System" [1]

Ceyhun Kavrayıcı[2]

Abstract

The aim of the study was to determine the pre-service teachers' metaphoric perceptions about school principal and education system. The research was a metaphor study designed on the basis of qualitative research paradigm. Metaphors are an important tool in revealing specific characteristics of a situation or an object. The particiapants of the research consisted of 97 pre-service techers studying at Anadolu University in the 2018-2019 academic year. The criterion sampling method was used to determine participants in the study. The criterion in determining the participants was that pre-service teachers had completed the Turkish Education System and School Management course and had experienced the teaching practice courses. In this context, data collection forms were distributed to 115 pre-service teachers who met the criteria. However, 18 forms that did not include metaphor sources were excluded from the analyzing process. Hence, perceptions of 97 participants related to the concept of "school principal" and perceptions of 92 participants on the concpt of "education system" were analyzed. The data in the study were collected using the metaphor form prepared by the researcher. Reliability percentage was calculated in the scope of Miles and Huberman (1994) formula of coding relability. According to the findings, it can be stated that the perceptions of pre-service teachers related to the school principal and the education system were gathered in 9 categories.

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[1] Ethical committee permission is not required in this research since the data were gathered before 2020.

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Öğretmen Adaylarının Okul Müdürü ve Eğitim Sistemi Kavramlarına İlişkin Metaforik Algıları

Öz

Bu araştırmada, öğretmen adaylarının eğitim sistemi ve okul müdürü kavramlarına ilişkin metaforik algılarının belirlenmesi amaçlanmıştır. Araştırma, nitel araştırma paradigması temelinde desenlenmiş bir metafor çalışmasıdır. Metaforların bir duruma ya da nesneye ilişkin belirgin özellikleri ortaya koymada önemli bir araç olduğu ifade edilebilir. Araştırmanın çalışma grubunu 2018-2019 öğretim yılında Anadolu Üniversitesi'nde öğrenim gören 97 öğretmen adayı oluşturmaktadır. Araştırmada çalışma grubunun belirlenmesinde amaçlı örnekleme yöntemlerinden ölçüt örnekleme yöntemi kullanılmıştır. Araştırmadaki ölçüt öğretmen adaylarının Türk Eğitim Sistemi ve Okul Yönetimi dersini almış olmaları ve öğretmenlik uygulamalarını gerçekleştirmiş olmalarıdır. Bu bağlamda, araştırmanın çalışma grubunun oluşturulması için gerekli ölçütü karşılayan 115 öğretmen adayına formlar dağıtılmış ancak metafor kaynağı ve konusu içermeyen 18 form değerlendirme dışı bırakılmıştır. Bu nedenle okul müdürüne yönelik algılar için 97, eğitim sistemine yönelik algılar içinse 92 katılımcının görüşleri değerlendirmeye alınmıştır. Araştırmada veriler araştırmacı tarafından hazırlanan metafor formu ile toplanmıştır. Verilerin analizinde Miles ve Huberman'ın (1994) uyuşum yüzdesi formülü kullanılmıştır. Araştırma sonucunda öğretmen adaylarının okul müdürüne ve eğitim sistemine yönelik algılarının 9 kategoride toplandığı ifade edilebilir.

Anahtar Sözcükler: Öğretmen adayları, metafor, okul müdürü, eğitim sistemi

Introduction

Educational organizations, which are defined as interactive systems that live by receiving input from their environment, process these inputs through learning and teaching practicess, and receive feedback by presenting outputs to their environment, are handled within the framework of the system approach. Educational organizations, examined within the framework of the system approach, have been under restruction in recent years. It is observed that there are uncertainties in the restructuring processes of the Turkish Education System. (Örücü, 2014). It is important to manage educational organizations successfully in eliminating the uncertainties in the Turkish Education System. The concept of management, which is as an old discipline as the history of humanity and which is important for educational organizations as well as all the organizations, coincided with the middle of the 20th century. Management is the process of reaching organizations to their goals by employing human and material resources in an effective, efficient and coordinated manner. It emphasized that effective and efficient use of human and material resources in the organization will keep organizations alive in line with their goals (Bursalıoğlu, 2019). As educational administrators, school principals are expected to have some competence in coordinating school resources in line with the goals of the school, by motivating and leading the teachers and all the satkeholders of the school (Akçay, 2003). School principals' competencies, behaviors, the structure of the education system and the transformations it contains, are followed and interpreted by stakeholders and relevant individuals. It is possible to make sense of the perceptions about school principals and the education system with throughout metaphors. Metaphors are tools of revealing and expressing meanings that occur in mental processes. (Morgan, 2006). As a tool of perception, metaphors (Arnett, 1999) function as instruments in identifying and reconstructing images in educational researches and interpreting the needs of educational environments (Çelikten, 2006). In this context, it can be stated that metaphors are functional in revealing the perceptions of individuals, who interact with educational organizations, towards school principals and the education system. In the related literature, it is easy realize that there are metaphor studies on the concepts of school principal and the education system. (Akan, Yalçın & Yıldırım, 2014; Aslan, Bilgili & Kaya, 2018; Cerit, 2010; Korkmaz & Çevik, 2018; Özdemir & Orhan, 2019; Turhan & Yaraş, 2013). However, there are very few studies examining the metaphorical perceptions of teacher candidates for the concepts of school principal and the education system.

(Çobanoğlu & Gökalp, 2015; Kasapoğlu, 2016; Örücü, 2014; Turan, Yıldırım & Tıkman, 2016).

Everyone acknowledges the importance of schools in the education system, which plays a key role in the historical process of moving and transferring societies. Schools, where education activities are structured in formal and informal ways, contribute directly and indirectly to the functioning of human sources (Ada & Baysal, 2010). School principals are responsible for the management and operation of schools and they are the leaders who are responsible for the implementation of school's goals (Bursalıoğlu, 1976). Education system and education administaration process in Turkey has been in the process of continual restructuring. As a result of the paradigmatic transformations, it is possible to state that the problems of the Turkish Education System have become increasingly complex and the concepts such as; system, school and school administration are being questioned. (Örücü, 2014). For this reason, it is not difficult to claim that studies involving pre-service teachers' views on the concepts of education system and school principal intertwined with each other are considered important. The pre-service teachers' perceptions of the education system and the concept of school principal give clues about the system and their views towards the stakeholders about the system (Gözler, 2017). Their ideas they got as a result of observations and experiences are regardd as important for the education system (Kasapoğlu, 2016).

The scarcity of studies aimed to determine pre-service teachers' metaphorical perceptions for the education system and school management in the literature and the absence of a similar study conducted in Eskişehir province emphasize the importance and originality of this study. With in this contex, the study aimed to determine the metaphorical perceptions of pre-service teachers about the concepts of education system and school principal. In line with this general aim, answers to the following questions were sought in the study:

1. What are the metaphors produced by pre-service teachers for concept of school principal?
2. What are the categories of the metaphors produced by pre-service teachers for concept of school principal?
3. What are the metaphors produced by pre-service teachers for concept of education system?
4. What are the categories of the metaphors produced by pre-service teachers for concept of education system?

Method

Research Model

The research is a metaphor study designed on the basis of qualitative research paradigm. According to Patton (2002, p.505), metaphors are an important tool in revealing specific characteristics of a situation or an object. Leary (1994, p.4), on the other hand, defines metaphor as "giving something a name or a definition that belongs to traditions on the basics of some similarities. Metaphors enable individuals to understand their surroundings, infer meanings from objective realities with certain interpretations. (Yıldırım & Şimşek, 2008, p. 208).

Participants

The participants of the study consists of 97 pre-service teachers enrolled in Anadolu University in the 2018-2019 academic year. Criterion sampling method, one of the purposeful sampling methods, was used to determine the participants. The basic tenet in criterion sampling is to examine situations that meet a predetermined set of criteria (Yıldırım & Şimşek, 2008, p.112).. Pre-service teachers who have taken the Turkish Education System-School Management course and have experienced the teaching practicum and school observation lesssons consittuted the criterion. Pre-service teachers who took the Turkish Education System-School Management course and experienced the teaching practicum and school observation courses are thougth to have reflected their views on the school principal and the education system more effectively. Hence, it was decided that the study group would be composed of pre-service teachers who met this criterion. Forms were distributed to 115 pre-service teachers who met the criteria for forming the study group of the research. However, 18 forms that did not contain metaphor source and subject were excluded from the evaluation. Therefore, the opinions of 97 participants were evaluated. Since it was determined that 5 of the participants did not state meaningful reasons in the metaphors realted to the education system, among these 97 forms, the views of 92 participants who produced valid metaphors for the concept of education system were evaluated. The characteristics of the participants were displayed in Table 1.

Table 1
The Characteristics of the Participants

	Variable	f	%
Gender	Female	60	61.85
	Male	37	38.14
Department	Computer Education and Instructional Technology	8	8.24
	Engllish Language Teaching	15	15.46
	Primary School Mathematics Teaching	16	16.49
	Pre-school Education	7	7.21
	Special Education	9	9.27
	Arts and Crafts Education	9	9.27
	Primary School Education	14	14.43
	Social Science Education	19	19.58
Total		97	100

As indicated in Table 1, 60 (61.85%) of the pre-service teachers participating in the study were women and 37 (38.14%) of them were men. Among the participants of the study, those who were enrolled in Social Science Education had the highest percentage with 19 (19.58%) pariticpants, while those studying in the Preschool Education Program had the lowest percentage with 7 (7.21%.).

Data Collection

The data in the study were collected via metaphor form prepared by the researcher. In the first part of the form, there were questions about determining the personal characteristics of the participants, and in the second part, there were two gap-filling sentences created to reveal their perceptions about the concepts of the school principal and the education system. Accordingly, pre-service teachers were asked to complete the following sentences in order to determine the metaphors that they produced.

"School principal is like …………………. Because…………………………………………"

"Edaucation system is like………………... Because…………………………………………"

The concept of "like" in studies using metaphors, is used to evoke the connection between the metaphor subject and the source related to the metaphor more clearly. The concept of "because"

is also used to provide a logical basis for the produced metaphors (Saban, 2008, p. 428). The method was used in order to enable teacher candidates to establish a connection between the metaphors related to the concepts of the school principal and the education system and the source of the metaphors. The research data collected in paper format were transferred to the computer and prepared for the analysis.

Data Analysis

Qualitative content analysis technique was used in the analysis of the data of the research. İçerik analizi, belli bir durumu veya olguyu tanımlamak için görsel, yazılı ya da sözel verilerden çıkarımlar yapmak amacıyla nesnel ve sistematik yollar sunan bir araştırma yöntemidir Content analysis is a research technique that offers objective and systematic ways to identify a certain situation or phenomenon to by using visual, written or verbal data (Downe-Wamboldt, 1992: p.314). The aim of content analysis is to reach the concepts and the relationships between the concepts. In the content analysis technique, where similar themes and concepts are brought together, these concepts and themes are arranged and interpreted in an understandable manner. (Yıldırım & Şimşek, 2008, p.227). Within this context, the metaphors of teacher candidates regarding the concepts of school principal and education were analyzed on the basis of naming, elimination and classification, category development, ensuring validity and reliability, and interpretation of the data. (Kahyaoğlu, 2015; Saban, 2008).

Naming phase: At this stage, the metaphors produced by the teacher candidates were listed alphabetically and loaded to the computer

Elimination and Classification Phase: Eleme ve tasnif aşamasında öğretmen adaylarının ürettiği metaforlar yeniden gözden geçirilmiş, metafor niteliği olmayan ve metafor ile gerekçesi uyuşmayan metafor ifadeleri araştırmadan çıkarılmıştır. During the elimination and classification phase, the metaphors produced by the teacher candidates were revised, and the metaphor expressions that did not include metaphors and that did not match with its explanation were excluded from the study.

Category Development: At this phase, 97 valid metaphors about the concept of school principal produced by pre-service teachers and 92 metaphors about the concept of the education system were listed alphabetically. Then, the metaphors produced regarding the concepts of the school principal and the education system were classified according to their common characteristics.

Validity and Reliability Phase: In researches implemented based on qualitative research paradigm, validity and reliability approaches differ from quantiative researches. In qualitative researches the concepts of "credibility", "transferability", "dependability", "confirmability" are used instead of "internal validity", "external validity", "reliability" ve "objectivity" concepts (Lincoln & Guba, 1985, pp. 289-331; Merriam, 2009, p. 211). Credibility in qualitative research is the correct interpretation and expression of individuals' experiences. In this study, peer debriefing and member checking, among the suggested strategies (Lincoln & Guba, 1985), were used to ensure credibility. In order to prevent the prejudices of the researcher, discover the meanings objectively and clarify the interpretations, a researcher from outside of the field were consulted to increase and the credibility as a part of peer debriefing strategy during the data analysis. In addition, a collective member checking session was held with a group of 10 pre-service teachers, who were among the participants of the study. These 10 participants, who had common ideas about the conceptual categories, were invited to a simultaneous discussion session on the data. They are requested to comment on the categories and they stated that findings and interpretations were consistent with their own ideas. Transferability is the adoption of the research findings in other contexts (Lincoln & Guba, 1985). Thick description, as a strategy recommended to ensure transferability (Erlandson vd., 1993; Lincoln & Guba, 1985), was applied in this study by decribinig the process in detail. In order to make the process and conclusions transferable to other settings and people, explanations related to the data collection tool, characteristics of the study group and the scope of the research were depicted in detail.

Dependability in qualitative research shows that the research is reliable and repeatable. Inquiry audit is one of the strategies proposed to ensure dependability (Lincoln & Guba, 1985). The data analysis process in the study was audited by another researcher, who was employed in the Department of Educational Administration and used qualitative research method in her doctoral thesis, and the consistency betwen the results and the data set was examined. In this dependability analysis process, the basic criterion was the consensus among the coders. Coding

of the auditer and the researcher were compared. Then, similarities and differences between the two codings were determined. There was a disagreement on 8 of the 97 metaphors produced about the school principal. There were also different ideas on 5 of the 92 metaphors produced regarding the education system. In this context, Miles and Huberman's (1994) formula for percentage of agreement was used for the reliability of the study. According to their reliability percentage formula (Reliability Percentage=Agreement/(Total Agreement + Disagreement), the intercoder realiability of the "school princicpal" dimension was .91, (Reliability = 89/89+8= .91). On the other hand, intercoder realiability of the "education system" dimension was .94, (Reliability = 87/87+5= .94). Since the acceptable value for intra- and/or intercoder agreement sould be above 85% for reliablity (Miles, Huberman & Saldana, 2020, p. 79), the results of the research can be considered as reliable.

Data Interpretation Phase: During the interpretation phase, the metaphors produced by the participants were displayed and interpreted in the form of categories and tables.

Findings

Metaphors Produced by Preservice Teachers Regarding the Concept of School Principal

According to findings of the study, participants produced 97 valid metaphors regarding the concept of school principal. In Figure 1, metaphors produced by pre-service teachers are presented in the form of a word cloud according to their density.

Figure 1. Metaphors related to the concept of School Principal

Figure 1 explains that 10 out of 97 metaphors (Father, Brain, Dictator, Battalion Commander, Coach, Compass, Building Columns, Leader, Puppet, Machinist) were developed by more pre-service teachers than the other metaphors.

Distribution of the Metaphors Related to the Concept of School Principal in terms of the Categories

The metaphors produced by pre-service teachers for the concept of school principal were grouped under 9 categories. These categories were; "School Principal as an Administrator", "School Principal as a Leader", "School Principal as a Source of Information", "School Principal as a Pressure Figure", "School Principal as a Financial Figure", "School Principal as a Power Agent", " School Principal as Protection and Care Figure"," School Principal as an Ineffective Figure"," School Principal as a Figure of Contingency". Within this context, it was found that 30 (%30.92) of the participants described school principal as "administaror", 14 (%14.43) of the participants described school principal as "leader", 13 (%13.4) of the participants described school principal as "figure of protection and care", 11 (%11.34) of

participants described school principal as "ineffective figure", 10 (%10.3) participants described school principal as "pressure figure", 9 (%9.27) participants described school principal as "figure of contingency", 5 (%5.25) participants described school principal as "source of information" 3 (%3.09) of them described as "source of power" and 2 (%2.06) of them described as "financial figure".

Findings Regarding the Category of "School Principal as Administrator"

This category, in which school principal was expressed as an administrator, 24 different metaphors were produced by 31 (31.95%) pre-service teachers. Metaphors prodeuced in this category were; brain (6), building column (2), coach (2), base of the building (1), ship captain (1), base of the school (1), heart (1), factory owner (1), ant (1), businessperson (1), jockey (1), captain (1), commander (1), engineer (1), organizer (1), orchestra leader (1), boss (1), president (1), fire (1), foundation stone of a house (1), landlord (1), factory production manager (1), wheel of the ferris wheel (1), pilot (1).

Pre-service teachers produced most of the metaphors in this category. Examples of the metaphors are as follows:

> *School principal is like a pilot. Because it takes students to their goals with the arrangements and plannings that, he implemented in school environment. (P 31).*
> *School principal is like a boss. Because s/he manages and keeps up the school (P. 59).*
> *School principal is like an organizer. Because s/he orgizes everything in the school (P 63).*
> *School principal is like an engineer. Because s/he cannot solve problems in the school without producing projects and studies related to the system and management process. (P 2).*
> *School principal is like an orchestra leader. Because her/his is duty to manage the whole school and education-training system in a coordinated manner and follow the operational process (P 40).*
> *School principal is like a coach. Because s/he should do her/his best to use the possibilities s/he has and reach the best result with them. (P 3).*
> *School principal is like an ant. Because s/he constantly work for the school management (P 20).*
> *School principal is like a businessperson. Because s/he glorifies the school, s/he manages with herself/himself. (P 44).*

School principal is like a wheel of the ferris wheel. Because s/he creates a whole by bringing all the students and teachers around her/him. (P 17).
School principal is like a landlord. Because requirements and management of the school are under her/his responsibility (P 38).

Findings Regarding the Category of "School Principal as a Leader"

This category, in which school principal was expressed as a leader, 11 different metaphors were produced by 14 (%14.43) pre-service teachers. Metaphors produced in this category were; leader (2), machinist (2), compass (2), light (1), civil engineer (1), construction master (1), locomotive (1), pilot (1), chief (1), president (1), role model (1). Examples of the metaphors are as follows:

School principal is like a light. Because s/he enlightens the path of her/his staff withher/his knowledge and experience (P 51).
School principal is like a construction master. Because, if s/he does not provide opportunities for foundation of knowledge, the efforts spent to the students will be wasted (P 46).
School principal is like a leader. Because s/he leads everybody in the school with her/his charisma (P 56).
School principal is like a locomotive. Because s/he goes ahead in education and guides the others as if they were wagons. (P 29).
The school principal is like a machinist. Because the better a machinist operates, the lower the accident rate and the passengers will reach the point they need to reach safely. (P 12).

Findings Regarding the Category of "School Principal as Protection and Care Figure"

This category, in which school principal was expressed as protection and care figure, 8 different metaphors were produced by 13 (%13.4) pre-service teachers. Metaphors produced in this category were; father (6), family man (1), mother (1), shoes (1), gardener (1), parent (1), house pillar (1), psychologist (1). Examples of the metaphors are as follows:

School principal is like a father. Because students are his children. Like some fathers, he is the one who guide us with whom we can consult everything. (P 34). .
School principal is like shoes. Because s/he enables us to walk on solid roads by taking precautions in advance. S/he is a proctection against the bumps that may come ahead of us (P 30).
School principal is like a gardener. If the principal does not take care of the school, the school becomes unavailable. (P 52).

> *School principal is like parents. Because if the school is a house, it is the parents who decide for the best of the house and always strive for it (P 9).*

Findings Regarding the Category of "School Principal as an Ineffective Figure"

This category, in which school principal was expressed as ineffective figure, 10 different metaphors were produced by 11 (%11.34) pre-service teachers. Metaphors produced in this category were; puppet (2), scarecrow (1), tong (1), parrot (1), shadow (1), ghost (1), mediator (1), machine (1), distant village (1), push-button cell phone (1). Examples of the metaphors are as follows:

> *School principal is like a push-button cell phone. Because s/he cannot renew hersel/himself (P 95).*
> *School principal is like a distant village. Because s/he is there, whether we go or not see (P 66).*
> *School principal is like a shadow. Because her/his existence and absence are the same (P 73).*
> *School principal is like a ghost. Because s/he sometimes becomes visible (P 91).*
> *School principal is like a puppet. Because s/he applies the orders, s/he received without any question. (P 86).*
> *School principal is like a scarecrow. Because even though s/he seems effective at first galance, s/he just stands there without any benefit. (K 90).*

Findings Regarding the Category of "School Principal as a Pressure Figure"

This category, in which school principal was expressed as a pressure figure, 6 different metaphors were produced by 10 (%10.3) pre-service teachers. Metaphors produced in this category were; dictator (4), commander of the battalion (2), sultan (1), prison guardian (1), night guard (1), government (1). Examples of the metaphors are as follows:

> *School principal is like a dictator. Because s/he represents pressure and authority (P 82).*
> *School principal is like a commander of the battalion. Because all the strings are in her/his hands (P 96).*
> *School principal is like a sultan. Because s/he impose her/his idea on students (P 69).*
> *School principal is like a prison guardian. Because s/he tries to keep everybody under control (P 84).*

School principal is like a night guard. Because s/he always watches and supervises teachers and students (P 53).

Findings Regarding the Category of "School Principal as a Figure of Contingency"

This category, in which school principal was expressed as a contingency figure, 9 different metaphors were produced by 9 (%9.27) pre-service teachers. Metaphors produced in this category were; cloud (1), bomb (1), peanut (1), air (1), hairpin (1), technology (1), distant relative (1), guest room (1), lace (1). Examples of the metaphors are as follows:

School principal is like a lace. Because s/he only appears in special occasions (P 76).
School principal is like a guest room. Because we only remember her/him in special days (P 65).
School principal is like a hairpin. Because s/he is sometimes tight and s/he is loose when necessary (P 22).
School principal is like air. Because sometimes s/he is sunny and sometimes cloudy. (P 80).

Findings Regarding the Category of "School Principal as a Source of Information"

This category, in which school principal was expressed as a source of information, 5 different metaphors were produced by 5 (%5.25) pre-service teachers. Metaphors produced in this category were; fruit tree (1), pencil (1), pencil box (1), root of a tree (1), farmer (1). Examples of the metaphors are as follows:

School principal is like a fruit tree. Because thanks to her/his knowledge, experience and experiences, we can benefit from many features like fruit trees. (P 28).
School principal is like a pencil. Because s/he writes, directs and shapes the story of the educational life of students and teachers. (P 48).
School principal is like a root of a tree. Because if the root of a tree is sufficient and strong, tree will be more green and strong. Moreover, if the knowledge and competence of the principal sufficient, school will be strong and successful (P 21).

Findings Regarding the Category of "School Principal as a Power Agent"

This category, in which school principal was expressed as a power agent, 3 different metaphors were produced by 3 (%3.09) pre-service teachers. Metaphors produced in this category were; lion (1), gavel (1), last step of a ladder (1). Examples of the metaphors are as follows:

> *School principal is like a lion. Because s/he is the strongest in school (P 97).*
> *School principal is like a gavel. Because s/he is the authority of approval for the decisions made in school (P 14).*
> *School principal is like a last step of a ladder. Because all the previous steps have been passed and s/he has arrived the last step which gives her/him all the power (P 7).*

Findings Regarding the Category of "School Principal as a Financial Figure"

This category, in which school principal was expressed as a financial figure 2 different metaphors were produced by 2 (%2.06) pre-service teachers. Metaphors produced in this category were; apartment manager (1), central bank (1). Examples of the metaphors are as follows:

> *School principal is like an apartment manager. Because s/he organizes meeting with school parents union and demands financial support (P 68).*
> *School principal is like a central bank. Because all the dues are collected by her/him (P 79).*

Metaphors Produced by Preservice Teachers Regarding the Concept of Education System

According to findings of the study, participants produced 92 valid metaphors regarding the concept of education system. In Figure 2, metaphors produced by pre-service teachers are presented in the form of a word cloud according to their density.

Figure 2. Metaphors related to the concept of Education System

Figure 2 explains that 13 out of 92 metaphors (Trash, Puzzle, Tree, Mirror, Chameleon, Horse Race, Swamp, Brain, Seed, Mine, Clock Gear, Machine, Factory) were developed by more pre-service teachers than the other metaphors.

Distribution of the Metaphors Related to the Concept of Education System in terms of the Categories

The metaphors produced by pre-service teachers for the concept of education system were grouped under 9 categories. These categories were; "Education System as an Inefficient Structure", "Education System as a Developer / Guiding Structure", "Education System as an Unsteady Structure", "Education System as a Chaotic and Ambiguous Structure", "Education System as a Competitive Structure", "Education System as a Whole of Systems", "Education System as a Political Structure", "Education System as an Organism", "Education System as an Important Fact". Within this context, it was found that 25 (%27.17) of the participants described education system as "whole of systems", 21 (%22.82) of the participants described as "chaotic and ambiguous structure", 19 (%20.65) of the participants described as "important

fact", 8 (%8.69) of the participants described as "inefficient structure", 6 (%6.52) of the participants described as "unsteady structure", 5 (% 5.43) of the participants described as "organism", 4 (%4.34) of the participants described as "developer / guiding structure", 2 (%2.17) of the participants described education system as "political", 2 (%2.17) of them described as "competitive".

Findings Regarding the Category of "Education System as a Whole of Systems"

This category, in which education system was expressed as a whole of systems 19 different metaphors were produced by 25 (%27.17) pre-service teachers. Metaphors produced in this category were; puzzle (4), factory (2), clock gear (2), machine (2), clock (1), time bomb (1) spider web (1), organism (1), motor gear (1), jenga game (1), dominoes (1), a working machine gear (1), wheel (1), gear system (1), clock wheel (1), vehicle engine and car wheel (1), liner (1), brain (1), concept maps (1). Pre-service teachers produced most of the metaphors on the concept of education system in this category. Examples of the metaphors are as follows:

> *Education system is like a clock. Because it has a certain order and time in itself (P 36).*
> *Education system is like a clock gear. Because each element affects each other and the whole system. (P 31).*
> *Education system is like a puzzle. Because, if you install all the pieces in place then it will be a whole (P 32).*
> *Education system is like a spider web. Because they are all connected gradually. If one part of it is not knitted, the other parts of the web cannot be formed. (P 23).*
> *Education system is like a machine. Because it works neatly with the help of many parts (P 29).*
> *Education system is like the game jenga. Because carelessness that will occur in lower levels can cause destruction by affecting all levels (P 43).*
> *Education system is like dominoes. Because if one of the dominoes is affected, it affects all the others and moves them (P 9).*
> *Education system is like a factory. Because, if a small problem cannot be fixed, the system goes bankruptcy (P 35).*

Findings Regarding the Category of "Education System as a Chaotic and Ambiguous Structure"

This category, in which education system was expressed as a chaotic and ambiguous structure 18 different metaphors were produced by 21 (%22.82) pre-service teachers. Metaphors produced in this category were; dustbin (3), swamp (2), balloon (1), elevator (1), garbage dump (1), rainbow (1), Gemini person (1), well (1), rubber wheel (1), mine (1), ivy (1), hotchpotch (1), outer space (1), utopia (1), ocean (1), car (1), long road (1), long journey (1). Examples of the metaphors are as follows:

> *Education system is like a dustbin. Because everything exists and it is messy (P 82).*
> *Education system is like a swamp. Because the more you try to get out, the more you sink (P 61).*
> *The education system is like a Gemini person. Because it is inconsistent (P 87).*
> *Education system is like an elevator. Because some systems take students to the 28th floor, while some systems get students lower until to the basement. (P 7).*
> *Education system is like a well. Because it constantly draws you in (P 80).*
> *Education system is like a rubber wheel. Because it can explode at any time (P 88).*
> *Education system is like a mine. Because it is hard to understand when it gets deeper (P 70).*

Findings Regarding the Category of "Education System as an Important Fact"

This category, in which education system was expressed as an important fact 18 different metaphors were produced by 19 (%20.65) pre-service teachers. Metaphors produced in this category were; tree (2), mirror (1), moon (1), building column (1), brain (1), construction base (1), internet (1), skeleton (1), harbor (1), locomotive (1)), mine (1), civilization (1), season (1), deed (1), water (1), basic stone (1), construction stone (1), comrade (1). Examples of the metaphors are as follows:

> *Education system is like a construction stone. Because our feature is a kind of construction and we owe our future to education (P 38).*
> *Education system is like a comrade. Because it goes along with people (P 73).*
> *Education system is like water. Because it is one of the basic need of human nature (P 17).*

Education system is like internet. Because education can find an answer for any questions (P 27).
Education system is like a skeleton. Because just as our skeletal system keeps our body upright, the education system keeps us alive (P 34).
Education system is like a moon. Because it illuminates the darkness of ignorance (P 57).
Education system is like a brain. Because it is the center of all components (K 60).

Findings Regarding the Category of "Education System as an Inefficient Structure"

This category, in which education system was expressed as an important fact 8 different metaphors were produced by 8 (%8.69) pre-service teachers. Metaphors produced in this category were; justice system (1), chronically injured football player (1), parrot (1), flat tire (1), boring book (1), phone update (1), rotten building (1), periodic table (1). Examples of the metaphors are as follows:

Education system is like the justice system. Because it only has a name (P 83).
Education system is like a parrot. Because the same things keep repeating (P 92).
Education system is like a periodic table. Because it is based on only memorization (P 94).
Education system is like a boring book. Because, when you want to quit, you cannot quit it since you are at the middle (P 69).
Education system is like a chronically injured football player. Because it never yields (P 84).
Education system is like a phone update. Because with every new update you think, it will improve but the situation gets worse (K 28).

Findings Regarding the Category of "Education System as an Unsteady Structure"

This category, in which education system was expressed as an unsteady structure 5 different metaphors were produced by 6 (%6.52) pre-service teachers. Metaphors produced in this category were; chameleon (2), practice board (1), seasons (1), dollar rate (1), tempera set (1). Examples of the metaphors are as follows:

Education system is like a chameleon. Because it changes constantly (P 97).
Education system is like a practice board. Because by making continuous changes, different results are expected (P 53).

Education system is like a dollar rate. Because it's constantly changing (P 54).
Education system is like a tempera set. Because it adds color to our lives with its changes (P 96).

Findings Regarding the Category of "Education System as an Organism"

This category, in which education system was expressed as an organism 5 different metaphors were produced by 5 (% 5.43) pre-service teachers. Metaphors produced in this category were; sports (1), living creature (1), garden's ivy (1), tree (1), seed (1). Examples of the metaphors are as follows:

Education system is like sports. Because without exercising, working out, training cannot be efficient. (P 2).
Education system is like a living creature. Because, like every living creature, it has needs as well. It requires regular maintenance and must adapt to changes in order to survive (P 5).
Education system is like a tree. Because, if you care about it, it grows up and gets stronger (P 10)
Education system is like a garden's ivy. Because it needs care. When it gets care, it will be more beautiful (P 6).
Education system is like a seed. If you take good care of the seed, it will sprout and the sprouts will produce fresh fruits. (P 20).

Findings Regarding the Category of "Education System as a Developer / Guiding Structure"

This category, in which education system was expressed as a developer/guiding structure, 4 different metaphors were produced by 4 (%4.34) pre-service teachers. Metaphors produced in this category were; light (1), mirror (1), plaster mold (1), tour guide (1). Examples of the metaphors are as follows:

Education system is like a light. Because it guides for the future (P 89).
Education system is like a tour guide. Because it guides individuals' lives like a tour guide (P 45).
Education system is like a mirror. Because it reflects students as itself. If it is qualified enough, students will be qualified in the future (P 41).
Education system is like a plaster mold. Because students are shaped in just like the shape of mold (P 64).

Findings Regarding the Category of "Education System as a Political Structure"

This category, in which education system was expressed as a political structure, 2 different metaphors were produced by 2 (%2.17) pre-service teachers. Metaphors produced in this category were; politics (1) and government (1). Examples of the metaphors are as follows:

> *Education system is like politics. Because it changes when the political power changes (P 22).*
> *Education system is like government. Because change it changes ideologically, as governments change (P 72).*

Findings Regarding the Category of "Education System as a Competitive Structure"

This category, in which the education system is expressed as a competitive structure, 1 metaphor was produced by 2 (%2.17) pre-service teachers. Metaphor produced in this category was; horse race (2). Horse race metaphor developed in this category is presented in two different quotation:

> *Education system is like a horse race. Because people are educated like horses preparing for a race (P 74).*
> *Education system is like a horse race. Because people are always running (P 93).*

Discussion, Conclusion and Recommendations

The findings of the study reveled that pre-service teachers produced 97 valid metaphors for the concept of school principal and 92 valid metaphors for the concept of education system.

Participants of the study perceived school principal as administrator, leader, ineffective figure, protection and care figure, power agent, source of information, pressure figure, contingency figure and financial figure. On the other hand, they perceived education system as developer and guiding structure, chaotic and ambiguous structure, competitive structure, political structure, whole of systems, organism and important fact. It was found that most of the 97 metaphors developed for the concept of school principal focused on the school principal's duties and responsibilities. 31 pre-service teachers produced 24 metaphors focusing on the role

of principal while 14 pre-service teachers produced 11 metaphors focusing on the leadership role. 3 pre-service teachers produced 3 different metaphors in the category where principal is expressed as a power in school. These findings expressed that pre-service teachers' perceptions for school principal related with managing the school effectively and efficiently in line with organizational goals. According to perceptions of pre-service teachers, it is possible to assert that school principal is the most important person in the decision-making, planning and coordination processes within the school. As the leader of an educational organization, the principal should guide and play a leading role for all stakeholders of the school. Except for the categories that describe the duties and responsibilities of the school principal, the categories in which the principal is described positively and negatively were among the findings of the study. 5 metaphors were produced by 5 pre-service teachers produced 5 metaphors in the category in which school principal is expressed a source of information, while 13 pre-service teachers produced 8 metaphors in the category of care and protection figure. It is remarkable that here were few metaphors in the categories in which the principal is perceived as positive. Describing school principals as a source of information by participants through few metaphors can be interpreted, as school principals do not provide a high level of information reliability to pre-service teachers. The reason why a small number of pre-service teachers perceived school principal as a source of information may be the non-meritocratic appointment system of school principals. The fact that some pre-service teachers express school principal as protective may be due to their perception of the school as a family and center of care. Description of school principal with concepts based on care and protection such as father, mother, gardener and psychologist is an indicator of the perception of school principals as trusted and protective individuals. The negative perceptions of pre-service teachers regarding the concept of principal were grouped under the categories of school principal as an ineffective figure, financial provider, pressure figure and contingency figure.

27 metaphors expressing negative perception and gathered under 4 categories were produced by 32 pre-service teachers. School principals' necessity to collect donations for the budget management processes of schools may be the reason why participants matched school principal with the concept of money. It is possible to state that school principals sometimes show authoritarian tendencies in order to provide discipline in school management processes. Stakeholders of schools may perceive these tendencies as anti-democratic and a component of pressure. Some of the participants described the presence of school principal as a person who

appears on special occasions. They expressed through metaphors that school principal is only visible at ceremonies. The reason for this perception may be that school principals are mostly present in their rooms during school management processes, and they are not seen much in the corridors and classrooms of the school. In the metaphorical perceptions of some of the participants, school principals were depicted as an ineffective figure. It can be interpreted that pre-service teachers perceived school principals as employees who follow the orders and instructions from the central organization without any question. Central decision-making structure of the education system that restricts school principals in administrative processes might be the reason for this perception. Findings of the study revealed similarities with the findings of some studies in the literature. Akan, Yalçın, and Yıldırım (2014) examined teachers' metaphorical perceptions of school principals in their study and concluded that the metaphors developed by teachers were mostly related to school principals' roles of administration and source of knowledge. Similarly, Özdemir and Orhan (2018) stated that teachers' metaphorical perceptions of school principal were focused in the categories of leadership and figure of support. In the study on examining perceptions of pre-service preschool teachers on school principal Zembat, Tunçeli and Akşin (2015) found that metaphoric perceptions on school principal were expressed as being a director, organizer and protector. In a study investigating teachers' metaphorical perceptions on the concept of principal, Korkmaz and Çevik (2018) categorized the metaphors mostly as; a guide and leader, school principal as a management focus, school principal as a protective and reassuring person, and school principal as a unifying and balancing figure.

On the other hand, 92 metaphors produced for the concept of education system expressed negative perceptions mostly. Although the whole of systems category was the largest one with 19 different metaphors produced by 25 pre-service teachers, the explanations of the metaphors in the whole systems category were structured within the framework of the definition of objective reality rather than indicating a positive or negative perception of the system. Similarly, in 5 metaphors which were gathered under the category of "education system as an organism", perceptions were formed as defining a living organism. Therefore, metaphors in these two categories do not contain positive or negative perceptions about the education system. These findings proved that pre-service teachers perceived the education system as a vital element and as a systemic whole associated with many systems in life. Positive metaphoric perceptions on education system were gathered in the categories of "education system as an

important fact" and "education system as a developer/guiding structure". 23 pre-service teachers produced 22 metaphors indicating that education system is a fact for development and vitally important. The fact that education systems are the basis of the cultural and economic development of societies may be the reason for the perceptions of the participants. On the other hand, the categories in which education system were defined as something negative were; education system as "chaotic and ambiguous structure", "inefficient structure", "unsteady structure", "political structure" and "competitive structure". 39 pre-service teachers produced 34 metaphors in these 5 categories. The metaphors underlined negative sides such as; considerable amount of unplanned changes, chaotic structure and political agenda of the education system. Unplanned and continuous changes in the education system have frequently caught pre-service teachers unprepared and have caused plenty of problems. Negative perceptions of pre-service teachers towards the education system may stem from the chaotic structure caused by the instant changes in education, which has a permanent political agenda. The findings of the study were similar to the findings of few studies in the literature. According to Kasapoğlu (2016), perceptions of pre-service teachers on education system were gathered under the categories of "unsteady structure (%25.5)" and "complex structure (%24.5)". Similarly, Örücü (2014) found that metaphorical perceptions of pre-service teachers regarding the education system were gathered under chaos, uncertainty, competition, puzzle board, being political, inefficiency, and barrier for freedoms. Based on these findings, it is possible to state that pre-service teachers' perceptions of the education system were grouped under negative categories other than functional descriptions, and they focused on the irregularity, instability, ineffectiveness and chaotic structure of the education system. Findings of the study proved that metaphors are important tools in revealing perceptions related to the concepts of education system and school principal. Reasons for the positive and negative perceptions of pre-service teachers about school principal and education system should be investigated in thoroughly. It may be suggested to avoid sudden and unplanned changes that direct the perceptions of stakeholders in education, and to address changes in the education system with the participation of stakeholders. It would be important to avoid sudden and unplanned changes that direct perceptions of stakeholders in education. Policy makers are required to consider participation of stakeholders to decision-making process. During the pre-service education period content of Turkish Education System and School Management lesson can be improved. School experience and teaching practice courses might be carried out more effectively. Within this context, it may be suggested that cooperation between the Ministry of National Education and

universities should be established more efficiently in order to get pre-service teachers observe the administrators in public schools. Thus, the interaction of pre-service teachers with the practice can be further increased. Pre-service teachers' perceptions of the concept of school principal and education system can be investigated in different samples by using same or different research methods. It can be stated that pre-service teachers' perceptions of the concept of school principal and education system should be investigated in different samples on the basis of different research paradigms.

Statements of Ethics and Conflict of Interest

"I, as the Corresponding Author, declare and undertake that in the study titled as "*Metaphoric Perceptions of Pre-service Teachers about the Concepts of "School Principal" and "Education System"*", scientific, ethical and citation rules were followed; Turkish Online Journal of Qualitative Inquiry Journal Editorial Board has no responsibility for all ethical violations to be encountered, that all responsibility belongs to the author/s and that this study has not been sent to any other academic publication platform for evaluation."

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An Evaluation on the Change of the Basic Principles of Turkish National Education in the Context of Sociopolitical Paradigms

Research Article

An Evaluation on the Change of the Basic Principles of Turkish National Education in the Context of Sociopolitical Paradigms[1]

Turan Akman Erkılıç[2]

Abstract

Various variables in social, economic and political dimensions affect the administration of education systems of countries. Turkish education system is fundamentally based on the principles manifested in the Basic Law of National Education. In Turkey, education has always been under the influence of such social and political movements as socialist, liberal, social-democratic groups and Kemalism, conservative and political Islamic groups and Turkish nationalism. The main purpose of this study is to reveal how and under which principles of the basic principles of national education have changed in the historical developmental process. The study is a document review type of research. Thematic analysis was used combined with interpretivist approach in the process of analyzing and interpreting data obtained from the document review. As a result, these findings have been reached: The change in the basic principles generally happens during the social, economic and political turbulent periods of the country. The academic and scientific view on educational problems remains weak compared to the philosophical, political and belief-based views. The principles have been interpreted based on philosophical, belief, ethnic and political views increasing in Turkish society. It is recommended to investigate the basic principles and the researches and the articles which have been written on basic principles from different perspectives at historical, social, economic and politic dimensions. Also, it is recommended to compare the basic laws and principles of education in other countries to Turkish equivalents.

Keywords: *Education system, ideologies, paradigms, basic principles, change.*

Turan Akman Erkılıç

Sosyopolitik Paradigmalar Bağlamında
Türk Milli Eğitimin Temel İlkelerinin Değişimi Üzerine Bir Değerlendirme

Öz

Sosyal, ekonomik ve politik boyutlu değişkenler, ülkelerin eğitim sistemlerinin yönetimini etkilerler. Türk eğitim sistemi, Milli Eğitim Temel Kanununda belirtilen ilkelere dayanmaktadır. Türkiye'de eğitim; sosyalist, liberal, sosyal demokrat, Kemalism, muhafazakâr ve siyasal İslamcı gruplar ile Türk milliyetçiliği gibi akımların etkisi altındadır. Araştırmanın temel amacı, tarihsel gelişim süreci içerisinde Milli Eğitimin temel ilkelerinden hangilerinin nasıl değişim gösterdiğini belirlemektir. Çalışma, doküman analizi türünde bir araştırmadır. Doküman analizi ile toplanan verilerin analizi ve yorumlanması sürecinde yorumsamacı yaklaşımla birlikte tema analizi kullanılmıştır. Sonuç olarak şu bulgulara erişilmiştir: Temel ilkelerde değişikler genel olarak ülkenin sosyal, ekonomik ve politik çatışma dönemlerinde gerçekleşmiştir. Eğitim sorunları üzerine akademik ve bilimsel görüşler; felsefi, politik ve inanç odaklı görüşlerle karşılaştırıldığında alanda daha az yer almaktadırlar. İlkeler, Türk toplumunda daha çok yükselen felsefi, inanç, etnik ve politik odaklı görüşlere göre yorumlanmaktadır. Temel ilkeler ve ilkelerle ilgili yapılmış araştırma ve makalelerin tarihsel, sosyal, ekonomik ve politik açılardan araştırılması önerilmektedir. Ayrıca temel kanun ve ilkelerin diğer ülkelerdeki temel kanun ve ilkelerle karşılaştırılması da bir başka öneri olarak önerilmiştir.

Anahtar Sözcükler: *Eğitim sistemi, ideolojiler, paradigmalar, temel ilkeler, değişim.*

An Evaluation on the Change of the Basic Principles of Turkish National Education in the Context of Sociopolitical Paradigms

Introduction

Various variables in social, economic and political dimensions affect the administration of education systems of countries. Legal regulations constitute a part of social, economic and political factors. Written legal arrangements are strong administrative texts in that they are both written and supported by state authority through tangible sanctions (Akıntürk, 2008). The Turkish education system is also supported by various types of legal texts such as the Constitution, legislation, decree law (DL), Presidential decrees (PD), regulations, and statutes.

It is possible to list the written legal sources affecting the Turkish education system in different ways in terms of their importance and effects. However, the Turkish National Education Basic Law No. 1739 has a different importance. As stated in its name, the law numbered 1739 forms the basis of the Turkish education system in a sense and is regarded as the constitution of the system. The basic principles of Turkish national education in the Basic Law are of the essence in terms of determining what qualifications the education system will have and how it will be managed both on the basis of general content and principles. It is an important topic of discussion and study on what changes have been made since 1973, when the basic law came into force in these principles, and what processes and factors affected the aforesaid changes in terms of social, economic and political aspects.

In general, the education system itself implies the intellectual perspective and raising the certain type individuals. In fact, in Turkey various political currents such as socialism, liberalism, political Islamism, social democracy, conservatism, progressiveness and Kemalism have different opinions on the education system and its practices. According to some opinions, the system has constantly been under the influence of anti-secularist movements and relative secular gains have been lost (İnal, 2008; Aybek, 2015). In another aspect, the system has an imperious, political tutelage and totalitarian essence; It needs liberalization and normalization. It is emphasized that the New Turkey needs an educational mentality which is open to competition and civilian trends; and enables new ideas to be included in education (Başdemir, 2015). In a sense, the essence of many issues discussed

such as equality of opinions-chances, democracy, secularism, Ataturk's principles and co-education are found in the basic law and they should be discussed and addressed.

Considering Education in Turkey based on social, economic and political terms, present approaches can be grouped into five main sub-titles. They are socialist and micro nationalist movements, liberal views, social democrat and Kemalist thought groups, conservative and political Islamist groups and Turkish nationalist views. These different views have direct or indirect oppositions, supports, positive and negative opinions about the basic principles expressed in the Basic Law (BL).

Considering **socialist movements**, the following views come to the fore: According to socialists, politics is a product of the class struggle and education functions to convey the ideology of the existing economic system (Macionis, 2013). Socialists' opinions on the education in Turkey are interpreted in this perspective. Socialists clpurpose that the secularism in Turkey is not of universal nature, the compulsory religion classes are not democratic and tend to assimilate different faith groups. The governments shape education with a "reactionary" approach according to their own ideologies (Gezgin, 2017). In addition, education in the mother tongue is a necessity in terms of democracy and pedagogy according to some trends in this group (Çiftyürek, 2006). The educational guidance and placement function found in the laws is insufficient due to the fact that education is an institutional superstructure (Tezcan, 1993). Although they may be examined separately from the Socialists movements, opinions of some Kurdish nationalists on the education can be summarized as follows: According to this groups, the Kurdish problem is the leading among the dynamics which will give acceleration to Turkey democratization movement; One of the most important indicators is that "education in the mother tongue" is demanded (Ekinci, 2014; Kızılok, 2013). It is observed that these groups emphasize such issues as equality, justice, education in the mother tongue and equality of opinions-chances.

Liberalism is defined as an ideology which purposes the freedom of thought and belief and the free market economy. Liberal movements in Turkey view the education system in Turkey as status quo and political tutelage supporter in general. These trends, which criticize the Republican era, do not consider Kemalism as an initiative whose purpose is "democracy" and "pluralism" (Hanioğlu, 2017). A significant majority of the liberals are of the opinion that the

new republic is not a libertarian and democratic model. There are also criticism at the reforms with the argument that a person who embrace liberal view cannot have a centralist and planner view; cannot adopt a policy which purposes to design and perform social engineering (İlkaya, 2014). Liberals have a more marketist, libertarian view which seeks that state is "blind" and at equal distance to all classes and social strata. This approach is viewed as originally "dogmatic" liberalism and tends to join conservative line in Turkey example.

The **social democratic** worldview is originally a Marxist socioeconomic and political view. Social democracy is defined as the political ideology that purposes to reduce the inequality and injustices which are created by capitalism to an acceptable level in the democratic system (Sarica, 2017). However, it is partly intertwined with Kemalist vision in Turkey. The opinions of the social democrats in Turkey show many similarities with the views of groups which are generally defined as the Kemalists "left." Therefore, in Turkey, the views of social democrats about education show parallelism with those of Kemalists. Social democrats highlight the role of education for equality, justice, the rule of law productive; and social balancing functions for modern society (Aybek, 2015). It can be suggested that the Social Democrat view in Turkey is partly intertwined with "left Kemalism" and partly turns to the original social democratic principles which are "independent" from Kemalism.

Kemalism, as widely accepted, is an example of the struggle to reach modern civilization in Anatolia. Kemalism is the establishment of an independent Republic from an Islamic country which was not able to make the industrial revolution; was semi-colonized and under occupation; with an anti-imperialist approach against the West (Kongar, 2016). Kemalism was inspired from liberalism with the principles of nationalism, republicanism and secularism; and by socialism with the principles of statism, populism and revolutionism (Kışlalı, 2010). According to the Kemalist understanding of education, it should be rational, scientific, work-based, secular and purpose to raise producers (Tezcan, 2011). Aytaç (2001) adds the principles of national unity, eradication of ignorance and discipline to the aforesaid. Kemalism is in a sense a revolutionary quality that destroys the old and establishes the new with the alphabet, language, history and cultural revolutions and (Akyüz, 2010). In summary, the Kemalist education system aimed to raise people with a rational, scientific and secular understanding based on the positivist philosophy. However, it is the kind of secularism which aimed to solve the problem of secularism by combining religion and state affairs rather than

separating them (Baloğlu, 1990). It can be discussed that Atatürk's education notion displays prennialist, reconstructive, progressive and polytechnicist characteristics in terms of the elements of the education program (Toprakçı, 2011). It is possible to say that the Kemalist line sometimes has tides between the center-right and sometimes center-left, and it has the quality which unites a large citizen community with a common denominator.

Conservatism is based on an understanding that adopts a social solidarity way of life together with protectionist, traditionalist, marketist economic structure. Some of the principles of conservatism are the cautious limitation of power and human passion; private property, prudent life, and the continuation of a moral order (Kirk, 1993). In Turkey, it appears as a political organization preference which aims at protecting social and economic structures; and traditions by putting religious elements. Conservatives oppose the new model created by the republic based on their economic, social and life styles. The opposition to the current principle of secularism aims to change the system thoroughly in the context of creating religious generation models. Some examples of conservative demands in Turkey may be given as applications for strengthening the family, advocacy of tradition, working for the protection of historical texture in cities, placing an emphasis on religious education in educational institutions and the efforts towards the development of Turkish-Islamic culture (Özçelik, 2016). However, conservatism experiences the problems with secularization of society as the welfare level increases (Edge, 2015). Conservative views in Turkey example are observed at the center-right political parties in practice. In addition to this, it can be stated that conservatism has taken a new vision and mission in Turkey starting from the second half of 1990s. New conservatism is regarded as a political view that does not reject innovation, advocates a modest change without fundamentalism, protects historical heritage and tradition, supports the free market economy rather than the statist economy model, advocates individual rights but opposes unlimited freedoms and defends family life. (Özçelik, 2016). It is increasingly expressed that this movement is becoming more radical and is against the secularism and modernization which were achieved with the Republic of 1923. It is also voiced as another reality that this movement has built a conservative education which focuses on religion.

Nationalism may imply many different views such as being a nation or defending a certain self-based on a race / tribe. Different meanings were attributed to nationalism before and after

the French Revolution; before and after the first and second world wars (Kışlalı, 2016). Nationalism is a social and political organization which is based on the organization of human groups as large, centrally educated, culturally homogeneous units (Batur, 2016). Undoubtedly, it is impossible to place nationalist **socialist** views on a single ideological pattern. However, in today's Turkey, nationalist socialist movement aims to raise generations who are loyal to customs and traditions and formed by Turkish-Islamic synthesis. Within this context, it can be discussed that the conservatism is dominant in the policies of nationalist socialist approach regarding secularism, democracy and economy. The views of this movement on education exhibit traditionalist, essentialist and structure-protecting qualities.

The importance of the study can be expressed as follows. First of all, studies on the subject matter is quite limited. One of the rare studies on the subject matter is the study named "Evaluation of General Objectives and Basic Principles of the Turkish National Education System" performed by İçer (1997). Apart from this study, the studies performed by Erdogan, 2017; Açıkgöz, 2015; Başdemir, 2015; Çeltikçi, 2014; Coşkun, 2012; Bee, 2008; Çiftyürek, 2006 are the ones which were published in the publications and reports of different philosophical and political paradigm-focused newspapers, general culture-based unions, associations and similar institutions. With this study, it is aimed to add a scientific dimension to the discussions on the basic principles of national education. The study is expected to be able to present an academic perspective to the basic principles rather than a "biased ideological" political perspective. In this regard, the legal dimension, which is one of the basic foundations of education, will be able to be discussed with an academic vision.

Considering all of the aforesaid considerations and reasons, the general purpose of the study is to reveal and evaluate how and based on which criteria the basic principles of national education have changed within the scope of historical development. In line with this general purpose, answers to the following questions are sought.

1) Which principles were included and how were they distributed when the basic principles of national education became effective?
2) How have the basic principles of national education changed?
3) How is the change in question evaluated in terms of social, economic and political aspects?

Methodology

The study is a document review. Document reviews study concepts, events and opinions by analyzing documents and records. It is important that the information obtained in the document review is able to reflect the context (McMillan, 2004). The study consists of textbooks, researches, documents, reports, newspapers and similar items in terms of data sources (Ekiz,2009). The documents of the study consist of scientific articles and books on the Turkish National Education Basic Law. In the process of analyzing and interpreting the data resulting from the document review, thematic analysis was used with an interpretive approach (Glesne, 2012). Accordingly, the following thematic analysis steps of Braun and Clark (2006) are used:

1. Familiarization with qualitative data
2. The First coding
3. Searching for themes
4. Reviewing themes
5. Defining and naming themes
6. Reporting

Following the steps of Braun and Clark, at first, the documents subject to the analysis were accessed both in print and on the internet. The original sources of the documents and the ones which were accessed on the internet were examined by three educational science experts; it was observed that there was no difference; and then comparative and repeated readings were performed in order to become familiar with the data. As a result of the first and second codings, it was revealed that the changes were made in 1983, 1997 and 2009, the years mentioned in the formation of the first level themes, and the principles affected by the changes in the creation of second level themes, respectively, were grounded on. While coding, sentence paragraphs, in other words, the items in which principles are expressed, were chosen as the unit of analysis. The findings obtained from the data which were analyzed in line with the interpretive paradigm were also reported in the same paradigm.

Findings

The first sub-aim of the research is formed as "What principles were included when the basic principles of national education became effective and how was the distribution of these principles?" Considering the basic principles of national education in the context of text, it can be observed that fourteen articles were included as it was first adopted in the National Education Basic Law on 14 June 1973 (Official Gazette, 1973, pp. 1-2). When the principles in the basic law are reviewed within the context of the general content, the following views can be expressed for the themes: it can be claimed that the sociological protective function is achieved via the principles of Atatürk's Revolutions and Turkish Nationalism (article 10), democracy education (article 11) and the cooperation between the school and the family (article 17). On the other hand, the principles of generality and equality (item 4), the right to education (item 7), equality of opportunity and opportunity (item 8), continuity (item 9), secularism (item 12), and scientific (item 13) can be interpreted as a positivist and democratic.

In the context of the content of the article on democracy education, the relevant principle is highly criticized because of the "prohibition of indoctrinization contrary to Turkish nationalism, which is expressed in the Constitution". As a matter of fact, this understanding is expressed by Açıkgöz (2015) as follows: "When we look at the content of the law and its applications briefly, it will be seen immediately that Atatürk nationalism is taken as the basis, that Turkishness and national values constitute the general framework, and that strained national" definitions are preferred instead of universal definitions of secularism and science." The founding will defend this situation as a necessity for the indivisible integrity and protection of the country and the state, while the opposing views argue that it contradicts with "freedom of thought" which is one of the fundamental principles of democracy. As stated by Akın and Arslan (2014), this can be evaluated as a reflection of the influence of the dominant ideology depending on the social, economic and political structure in determining the purpose and content in education.

The effect of the social, economic and political situation of the period cannot be denied in determining the law and basic principles. The aforesaid period was the time in which the discussions on democracy, economic model and political system are concentrated.

Democracy experience in the country was weak and economy and politics centered "passive" conflicts among different social groups and youth movements were on the agenda. Those were the days when political lines such as secularism, socialism, nationalism and communism were discussed and social turmoil occurred (Öztürk, 2016). Important demographic changes were witnessed such as internal and external migration (Dursun, 2003) Under these circumstances, the military intervention of March 12, 1971 was made, and the parliament was suspended relatively. The basic law was passed by the governments which were established after the military intervention. In general, it is not difficult to sense classical constitutive ideology "settings" in both the basic law and the basic principles. I can be suggested that the classical positivist and classical Kemalist line is dominant in the basic principles.

The second sub-aim of the study is to determine which principles undergo what changes in which periods. In this context, it is observed that the basic principles were changed three times in 1983, 1997 and 2009. Accordingly, the findings of the research based on this sub-purpose were examined under three subtitles as **Changes in 1983, 1997 and 2009**. **The Changes First Made in 1983** are given in Table 1.

An Evaluation on the Change of the Basic Principles of Turkish National Education in the Context of Sociopolitical Paradigms

Table 1

The Changes Made in 1983

	1973	1983
Atatürk Revolutions and Turkish/ Atatürk Nationalism	Based on Atatürk Revolutions and **Turkish nationalism**… At every level of education of Turkish language… … enrichment of ….modern language of education and science …	**Ministry of National Education and Atatürk Cultural Language and History Institution** take necessary actions to ensure**…**Basing on Atatürk Revolutions and Atatürk nationalism… Turkish Language at all levels of education… modern language of education and science…
Democracy Education	Democracy awareness, social responsibility, respect for spiritual values, political views against **Turkish nationalism,** which is expressed in the Constitution…	Democracy awareness, social responsibility, respect for spiritual values, political views against **Atatürk nationalism,** which is expressed in the Constitution…
Secularism	…Secularism is essential… Religious education… is given **upon request** …	… Secularism is essential. Religious culture and moral knowledge ... are among the **compulsory** courses

As can be seen in Table 1, the following differences are observed between the first text in 1973 and the regulations made in 1983: First of all, the changes are in the dimensions of nationalism, democracy and secularism. In other words, instead of the concept of "**nationalism**" in the text of 1973, the concept of "**Atatürk nationalism**" was used. It can be said that the aforesaid amendment was a reaction to the nationalist socialist camp which was a fact for youth and public before 1980. As a matter of fact, hard struggles and conflicts between the nationalist front governments and the left, socialist and revolutionary political lines in general were intense in the mentioned period. The discussions on "nationalism" and "patriotism" caused severe political polarization in the society. The main reason for including and trying to impose the "**Atatürk nationalism**" approach is the tendency to be "reconciling". Assigning the preservation mission about language and culture to the Ministry of National Education (MNE) and Atatürk Cultural Language and History Institution (ACLHI) is also the outcome of the political conflict. The criticism of the Turkish Language Association (TLA) and Turkish Historical Society (THS), which were relatively more autonomous regarding the use of language and cultural preferences before the military government was

intense (Aydın and Taşkın, 2016). This can be interpreted as the result of attitude of military government, differentiation of administration through new higher organizations and the efforts to find a middle ground for stability. In addition, it can be argued that education was ascribed the missions of integration, protection and social auditing. ng function and social control task are loaded into education. This can be interpreted as a "pedernalist", or "fatherly" (Yayla, 2019) with its definition in political science. Especially the Atatürk Revolutions and the Turkish / Atatürk Nationalism dimension were criticized frequently by different political views and were found as "doctrinarian". It was frequently stated that people who adopted different views besides Kemalism might also have patriotic feelings (Arı, 2008).

The change within the context of secularism is as follows: Secularism was taken as the "**basis**" in both periods. On the other hand, in the 1983 amendment, the religious culture and moral education became the **compulsory** lesson in primary schools, high schools and equivalent schools. This is highly criticized by different political lines (Coşkun, 2012) Analyzing the reasons of the amendments, it is observed that the religion and ethnic origin conflict tendency are the main concerns. "Conflicts can be prevented if individuals are trained in a single point of view" is the logical basis for the amendments. It is possible to see this basic concept in the whole of the 12 September military administration. In fact, in this period, it is the central tendency to impose a "synthesist, intermediate but monistic" approach as an anti-thesis between conflicting approaches. However, the subject of "secularism", particularly compulsory religion lessons, has been constantly discussed since then. Especially citizens of different religions and different faith groups within the Islamic religion have constantly opposed the concept of "compulsory religion lesson.

The effects of the social, economic and political situation before the military intervention on 12 September 1980 in the amendments made in 1983 are obvious. Namely, in the aforesaid period, weak governments, different social segments which were polarized based on social, class, belief, and political context were experiencing an escalating internal conflict process, and the politics in the parliament was blocked, and the political authorities did not have the foresight to stop the anarchy and terrorist events (Ruscuklu, 2008). Parliament was not able to elect the president; it was stated by the highest level officials that social awakening was faster than economic development (Hür, 2015; İnce, 2017). In fact, this confirms that the amendments focused on ideology and religious education.

The basic principles after the amendments which were made in 1997, is given in Table 2.

Table 2

The Amendment Made in 1997

	1973	1997
Guidance	… are directed considering their interest and ability… …is arranged in such a way as to realize this educational guidance in all aspects. … educational guidance services and objective assessment and evaluation methods are used	… They are directed and raised according to their interest and ability. To serve this purpose, **preparatory classes** can be opened in secondary education institutions in accordance with the objectives of the education programs. … objective assessment and evaluation methods are utilized…

The amendment made in 1997 on the basic principles of national education is the article about **educational guidance**. In this dimension, the regulations in 1973 and 1997 were based on the objective understanding of assessment and evaluation, and directing individuals to various programs or schools in the context of and in line with their interests and abilities throughout their educational life. However, in 1997, it was decided to add "**preparatory classes**" to the same article. This can be interpreted as an improvement attempt against criticism and some problems which occurred in practice. Moreover, it is open to some comments as a problem related to the secularism.

The amendment can be interpreted as the outcome of the unitary understanding of secularism, which has been formed since the Early Republic and aimed at social control of religion. In this period, information and communication technologies developed rapidly; It was a period when examples of real socialism such as Russia and Eastern Europe were destroyed. It is a period when political Islam gained power with such examples as Afghanistan and Iran. In general, the period between 1930s and 2000s is the time when the views against the basic qualities of the Early Republic began to gain strength with the constitutional amendments of 1946, 1961, 1982 and some other changes in the 1990s (Bölügiray, 1999). The opposing view, on the other hand, interprets the opposing actions which were directed towards the

existing power as opposition to the guardianship and struggle for normalization (Erdoğan, 2000). Although it is another topic of discussion to view the educational guidance as correct or not in terms of "pedagogy" and "positivist" philosophy, the consideration that the educational guidance is basically about "imam hatip high schools" has always been relevant.

The basic principles after the amendments which were made in 2009, is given in Table 3.

Table 3

The Amendment Made in 2009

	1973	2009
Education Campuses and Cooperation of the Family with Schools	… Cooperation between school and family is ensured. .. school-family associations can accept all kinds of aid and donations to be allocated to the needs of sister schools……	In the same site… education campuses can be established and the campus management can be organized to meet their common needs… … School-family unions are established. School-family associations can… accept donations in cash and kind, make financial contributions… organize events and campaigns… donations and aids from inheritance and gift tax…

Analyzing Table 3, it can be observed that the principle which was formed as "Cooperation of the Family with the School" was changed as "**Education Campuses and / Cooperation of the Family with the School**" with the amendments made in the basic principles in 2009. Deviation from traditional school-family cooperation in schools is clearly observed in this amendment. Although traditional school-family cooperation is relatively maintained, a tendency for associations to work effectively and efficiently is observed. It can be interpreted as a synthesis of market-based operation and social traditions that school-family unions can organize social and cultural activities and campaigns in order to gain financial contribution and can accept donations in-kind and cash. Adding establishment of education campus managements to this principle can be interpreted as a more holistic and "commercial" approach to schools. This can be viewed as a tendency towards the "entrepreneur school" approach which is increasingly decentralized and creates its own economic power instead of the school which is funded by the "state budget" (Erdoğan, 2017). This can also be

interpreted as a reflection of free market economy, competition and entrepreneurship (Doğan, 2004), which are the basic demands and expectations of globalization.

The situation that occurred in the aforementioned period can be summarized as follows: Relatively civil governments come to power after military governments which were formed due to a socially turbulent period. After the coalitions, the long-term single party is in power. However, the single party period suggests dissenting theses on the issues of "secularism, democracy, parliamentary system" which have been discussed continuously in previous years. Severe, serious criticism and reconstructivist conservative actions towards the traditional Republican structure formed since the Early Republic exist. Moreover, "national unity" encounters ethnic debate and conflict (Şahin, 2006). At this point, constitutional arrangements are made for the transition to the presidential system and for the union of powers. In a sense, it is a conflicting and debating period on the secularism and national unity which are among the traditions of the republic formed in eighty years.

Discussion and Conclusion

When looked at the effects of change in historical developmental process, these results can be concluded: Social change heavily effects secularism. Political change heavily affects the dimensions of nationalism, secularism, family and school cooperation. Also, the change in the economic dimension is effective on secularism and family-school cooperation. These facts can be seen at Figure 1:
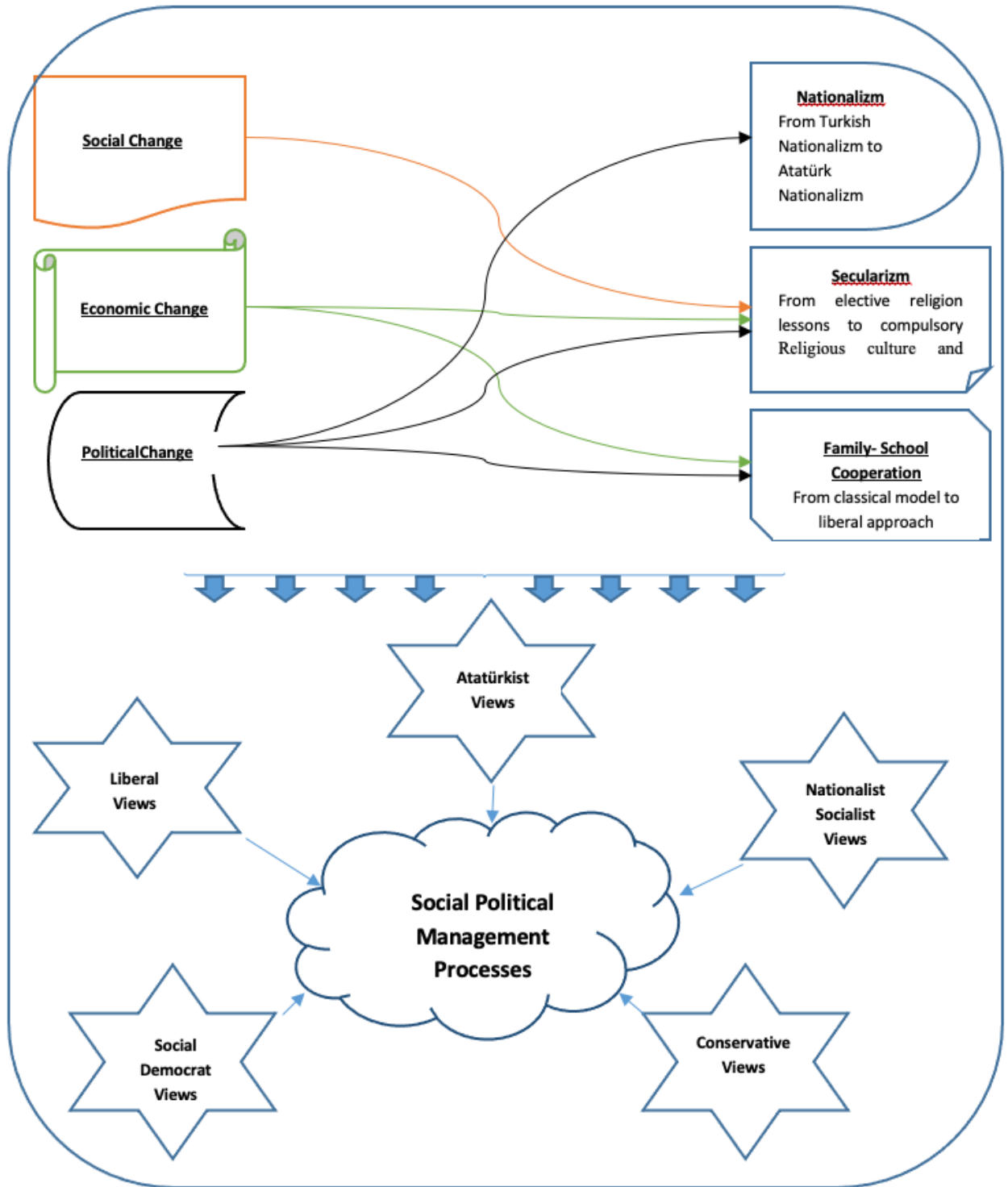
Figure 1. The Dimensions of change and effects of basic principles

The basic principles have been changed three times since its first entry into force. Turkey was in depressed and conflicting periods based on economic and socio-political problems when the basic principles were first promulgated in 1973 and then amended in 1983, 1997 and

2009. Each change was made in the periods in which Turkey was experiencing social, economic and political turbulent. This is a historical example in terms of explaining the relationship and interaction between politics and education. In a sense, whenever a political conflict occurs, it can be claimed that an arrangement in education according to the political course becomes a current issue. It is not a coincidence. The first two were the period of military intervention, and the 2009 amendment coincides with the post-2007 period, which was interpreted as the period of significant transformation of the first republic by new conservatives. In conclusion, amendments to the basic principles are made in the periods when Turkey experience social and political changes.

Another finding regarding the change of the basic principles is that changes are made in the "much debated" issues in social, economic and political contexts. Topics for which changes are made are Ataturk reforms and Turkish nationalism, secularism, educational guidance, education of democracy and the cooperation of the school and the family. These issues are generally discussed by the Turkish public and politics. These issues are also related to issues of globalization, democratization and privatization, which have been discussed extensively since the last quarter of the twentieth century.

Considering Atatürk nationalism among the topics discussed, the following points come to the forefront: In this context, approaches can be divided into two different groups. In general, in the context of "Atatürk nationalism", the conservative and political Islamist wing expresses harsh criticism. Liberal lines also join these criticisms at some points. For example, it is argued that the Kemalist ideology on which everyone agrees do not really exist and it is ideological to include it in such official documents as the basic principles and the it is not democratic (Çaha, 2013). While similar criticisms are sometimes directed by socialist groups, some of the socialist groups emphasize that Atatürk is an "important" revolutionist.

Secularism is another one of the basic principles which are subject to change and discussed intensively. Discussions on secularism can be examined in two different groups. The first group is generally a conservative and nationalist socialist group, and supports the necessity of compulsory religious classes and opposes the amendment of this article. In contrast, socialist movements, liberal views, social democrat and Kemalist view groups are against the compulsory religious classes. The common ground of these views is that, according to

secularism, the state should be equidistant to all religious and belief groups. It is against secularism to teach a religious lesson in which only Islamic religion and even Sunni belief is taught.

The change in educational guidance was made in 1997. The real debate on this issue is the question of how and to which school the primary and post-secondary students will be directed. The issue of educational guidance has emerged from debates on pedagogical guidance and gained an ideological form in the progress of time and been discussed in the context of imam hatip high schools. The real problem, however, is a "pedagogical" problem about how to guide students about their careers.

The criticism towards the principle regarding the dimension of democracy education is the lack of tolerance of political views contrary to **Turkish nationalism,** which is enshrined in the constitution, and which is expressed as **Atatürk nationalism** in the next regulation. However, the political system should be open to all views based on general understanding of democracy, (Erdoğan, 2000). The shift from Turkish nationalism to **Atatürk nationalism** can be interpreted as a reaction to the events before September 1980. Indeed, the same attitude was reflected in the 1982 Constitution Act and the constitution evolved into a strict, regulatory (casuistic) form (Teziç, 2017). However, it is widely discussed that a significant erosion and breakdown has been observed starting from 2010 in the principles which bear the traces of the positivist and progressive philosophies such as Atatürk nationalism, mixed education, scientific and secularism (Çeltikçi, 2014).

It can be suggested that an addition to and renewal with **Education Campuses and / School and Family Cooperation** within the context of Education Campuses**.** The change can be interpreted in two ways considering the understanding of Education Campuses. The first group interprets the aforesaid view change as a preparation for privatization. According to this view, the withdrawal of the state from all public areas step by step after 1980s is seen as a step towards privatization in the field of education. As a matter of fact, news about the transfer of new campus areas, school buildings, gardens and lands in the city center to the private sector is frequently mentioned. The second opposing group is indecisive about this situation. If it is implemented well, the practice of education campuses will give desired results (Erdoğan, 2017).

In conclusion, the following views come to the fore as a result: The change in basic principles mainly correspond to the social, economic and political turbulent periods of the country. Views on change differ according to philosophical view, political preferences and beliefs. The academic and scientific consideration of educational problems remains weak compared to the philosophical, political and belief-based interpretations. In Turkish society, it is the increasing tendency to consider problems according to philosophical, belief, ethnic and political views.

Suggestions

- The basic principles which are subject matter of the research can be studied quantitatively and qualitatively in order to determine the views of different human resources such as teachers, administrators, unionists, students and parents who are directly affected by education or directly affect education.

- Oral education history researches can be conducted on the reasons for the change in the basic principles consulting the opinions of the experts who lived at that time.

- Based on the fact that the basic principles have been changed, qualitative research based on receiving opinion can be conducted to reveal how the contents of the amended articles are interpreted by academics, teachers and parents.

- This study is a national level assessment. Thus, studies on comparing the basic laws or basic principles of education in other countries can be conducted.

Statements of Ethics and Conflict of Interest

"I, as the Corresponding Author, declare and undertake that in the study titled as "*An Evaluation on the Change of the Basic Principles of Turkish National Education in the Context of Sociopolitical Paradigms*", scientific, ethical and citation rules were followed; Turkish Online Journal of Qualitative Inquiry Journal Editorial Board has no responsibility for all ethical violations to be encountered, that all responsibility belongs to the author/s and that this study has not been sent to any other academic publication platform for evaluation."

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Research Article

"I want to have their research culture": Challenges and Strategies among Indonesian Doctoral Students at Overseas Universities

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Abstract

The purpose of the study was to explore the challenges and strategies through meaningful experiences from their narratives of four Indonesian doctoral students studied at overseas universities. The main focus was to explore four Indonesian doctoral students' lived experiences overseas in several aspects such as personal, social, and academic life. This study also described the students' challenges in conducting their research overseas as well as the strategies they used to face the challenges and the supports they received during their study. This study employed a narrative inquiry method with three-dimensional narrative inquiry space; interaction, continuity, and situation to better understand lived experiences and research journey of each individual in an educational context. The main source of data was an in-depth-interview series developed by Seidman (2006). The interviews were analyzed by using thematic analysis developed by Braun and Clark (2006). The findings showed that several themes emerged from the interviews. They were an adaptation to a new environment, research topic and research problem, relationship with supervisors, access to research facilities, and supports from universities.

Keywords: *Indonesian doctoral students, narrative inquiry, lived experiences*

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"Araştırma kültürlerine sahip olmak istiyorum": Denizaşırı Üniversitelerdeki Endonezyalı Doktora Öğrencileri Arasındaki Zorluklar ve Stratejiler

Öz

Çalışmanın amacı, denizaşırı üniversitelerde okuyan dört Endonezyalı doktora öğrencisinin anlatılarından anlamlı deneyimler yoluyla zorlukları ve stratejileri keşfetmekti. Ana odak noktası, dört Endonezyalı doktora öğrencisinin yurtdışında yaşadıkları deneyimleri kişisel, sosyal ve akademik yaşam gibi çeşitli açılardan keşfetmekti. Bu çalışma aynı zamanda öğrencilerin yurtdışında araştırmalarını yürütürken karşılaştıkları zorlukların yanı sıra zorluklarla yüzleşmek için kullandıkları stratejileri ve çalışmaları sırasında aldıkları destekleri açıkladı. Bu çalışmada, üç boyutlu anlatı sorgulama alanı olan bir anlatı sorgulama yöntemi kullanılmıştır; eğitim bağlamında her bireyin yaşanmış deneyimlerini ve araştırma yolculuğunu daha iyi anlamak için etkileşim, süreklilik ve durum. Ana veri kaynağı, Seidman (2006) tarafından geliştirilen derinlemesine görüşme serisidir. Görüşmeler, Braun ve Clark (2006) tarafından geliştirilen tematik analiz kullanılarak analiz edilmiştir. Bulgular, görüşmelerden birkaç temanın ortaya çıktığını gösterdi. Yeni bir ortama uyum, araştırma konusu ve araştırma problemi, danışmanlarla ilişki, araştırma tesislerine erişim ve üniversitelerden gelen desteklerdi.

Anahtar Sözcükler: *Endonezyalı doktora öğrencileri, anlatı araştırması, yaşanmış deneyimler*

"I want to have their research culture": Challenges and Strategies among Indonesian Doctoral Students in Overseas Universities

Introduction

There are more than 35,000 Indonesian studying overseas every year. Indonesia makes up 1% of international students in the world. Australia has become the number one destination for Indonesian students followed by the USA, Malaysia, Germany, and Japan (DGHE, 2017). The number of international students overseas increases every year because more countries offer full scholarships for students who want to study in their country. The Indonesian government has also provided more scholarships for Indonesian students especially for lecturers who want to study doctorate. According to the Directorate General of Higher Education (DGHE), in 2017 there were about 237,837 Indonesian lecturers; only 18% (around 21,872 lecturers) of them hold doctorate degrees. These numbers are still far from the target of the Ministry of Education and Culture which determines that at least 30 % of Indonesian lecturers hold doctorate degrees. Susanto (2012) points out that there are several reasons why studying overseas becomes more popular. One of the reasons is that studying overseas will open someone's mind and will see the world from a different paradigm. Studying overseas will also benefit in terms of excellent access to the knowledge provided by world-class universities.

Several studies on Indonesian students studied overseas have been conducted. Hasanah's (1997) study focused on learning-teaching experiences and social-cultural experiences of 26 Indonesian postgraduate students who studied at the University of Adelaide, Flinders Universities, and the University of South Australia. Twelve of them were Ph.D. students and 14 were masters. Nine were government employees and 17 were lecturers. Hasanah's (1997) study used an open-ended questionnaire and interviews for her data collection. It revealed that Indonesian postgraduate students had various motivations in learning because of the employment background in Indonesia. The result of the study also found that those who had experience studying overseas before had no problem in academic adjustment. Language difficulties were considered as the main challenges for most participants. However, this study did not mention if participants' previous employment influenced their study in Australia.

Another study by Kiley (1999) involved 33 Indonesian postgraduate students studying in South Australian universities. She explored the impact of expectations and experiences on students' lives and their research. This was a longitudinal study. Kiley used survey and interview methods in her research. The result showed that the changes in expectations and experiences

of the students were influenced by their age, previous academic experience, the award being undertaken, and their employment in Indonesia and to some extent, the students' English proficiency. Additionally, Novera (2004) investigated the adjustment experiences of 25 Indonesian postgraduate students studying in Victoria, Australia. Novera (2004) used an open-ended questionnaire as a method of collecting his data. It concluded that the adjustment process of Indonesian students was influenced by cultural issues specifically concerning classroom interaction and student-teacher relationships. This study recommended that there is a need for improvements in pre-departure training programs. Kiley's (1999) study might provide some insight into Indonesian students' lived experiences studying in Australia, however, in twenty years many things have changed. The number of Indonesian students studying in Australia has increased dramatically since 2000 after the economic crisis hit Indonesia in 1998 when Suharto's regime fell. The reform era in Indonesia has made a big difference in many country strategic policies including the Indonesian policy on higher education (Brodjonegoro, 2002). Mukminin (2012) conducted a phenomenological study of Indonesian graduate students' experiences on the acculturation process at an American public research university. He collected the data by using surveys, interviews, and focus group discussions with 13 students. The result revealed that four themes emerged in the students' experiences in the acculturation process. They were academic shock, adjustment, crisis, and resolution. Mukminin (2019) conducted another study on 24 Indonesian master's students studied in the Netherlands. Data were gathered through surveys and interviews. The result was there were four common issues experienced by the students. They were unanticipated educational stressors, unimagined social stressors, language issues, and loneliness/isolation.

Most of the research discusses the problems, adaptation to the new cultures and new language (Hasanah, 1997; Kiley, 1999; Novera, 2004). However, only a few studies on the challenges and strategies on Indonesian doctoral students studied overseas and look at the impact on their life after studying overseas. This current study is trying to address the challenges, the strategies, and the impacts of the long journey of Indonesian doctoral students on their life after finishing their study by telling stories of their lived experiences and research journey. This current study aims to explore the challenges and strategies through meaningful experiences from their narratives of four Indonesian doctoral students studied at overseas universities. The research questions are formulated as: (1) What are the narratives of Indonesian doctoral students studied in overseas universities? (2) What were the challenges the Indonesian doctoral students face

when they were studying overseas? (3) What were the strategies the Indonesian doctoral students employ in facing the challenges? (4) What kind of knowledge, skills, and attitude did Indonesian doctoral students believe to be critical to complete their research? (5) What were the impacts of studying overseas for Indonesian doctoral students on their life and their career?

Conceptual Framework

A conceptual framework affects the entire research process from formulating research questions to data analysis (Ravitch & Rigan, 2012, Anfara & Mertz, 2006). This study is developed from a framework of research paradigm, research method, theories, and literature regarding the topic. The theoretical perspective that suits our view of the world as a researcher and this study is the *Interpretivist* paradigm because the process of this research is constructed and influenced by us as researchers and the former Indonesian doctoral students as participants. We want to see the world from the participants' views. Our main goal of the research is to understand the lived experiences and research journey of four Indonesian students who studied overseas from their perspectives.

The research questions of the study are aimed to explore the lived experiences of Indonesian doctoral students both their research journey and their reflections on professional and personal life. Therefore, this study adopted the theoretical perspective of *social constructivism* in which "The central assumption of this paradigm is that reality is socially constructed, that individuals develop subjective meanings of their personal experience, and that this gives way to multiple meanings" (Bloomberg & Volpe, 2012). As can be seen in table 1, that *social constructivism* believes that reality or knowledge is co-constructed between the inquirer and the participants. This belief fits this study.

Table 1

Interpretive Framework: Social Constructivism

Ontology Beliefs (the nature of reality)	Multiple realities constructed through our lived experiences and interactions with others
Epistemological Beliefs (how reality is known)	Reality is co-constructed between the researcher and the researched and shaped by individual experiences
Axiology Beliefs (role of values)	Individual values are honored and are negotiated among individuals
Methodological Beliefs (approach to inquiry)	Use more of a literary style of writing. Use of an inductive method of emergent ideas (through consensus) obtained through methods such as interviewing, observing, and analysis of texts

Source: Adapted from Creswell (2013, p. 26)

Narrative Inquiry Framework

Three common places differentiate narrative inquiry from other methodologies; temporality, sociality, and place. These three common places enable researchers to investigate the complexity of the participants' lived experiences (Clandinin & Connelly, 2000). From the three commonplaces above, Clandinin and Connelly (2000) developed a framework which is called "a three-dimensional narrative inquiry space framework." The three main dimensions are *interaction, continuity*, and *situation.* These three dimensions have four directions; *inward, outward, backward, and forward.* The following outline is the three-dimensional narrative inquiry space framework by Clandinin and Connelly (2000):

I.   Interaction

      a.   Personal – look inward to the internal conditions, such as feelings, hopes, aesthetic reactions, and moral dispositions

      b.   Social – look outward to the existential conditions, that is, the environment.

II.   Continuity

      a.   Past – look backward to the past experiences

      b.   Present – current stories

      c.   Future – look forward to implied and possible stories.

III.   Situation

      a.   Place – look at the context time and place situated in a physical landscape with others' intentions (Clandinin & Connelly, 2000, p.49-51)

Experiential Learning Theory

According to Kolb (2015), knowledge is continuously gained through both personal and environmental experiences. Kolb states that to gain genuine knowledge from an experience, the learner must have four abilities: First, the learner must be willing to be actively involved in the experience; second, the learner must be able to reflect on the experience; third, the learner must possess and use analytical skills to conceptualize the experience; and the fourth, the learner must possess decision making and problem-solving skills to use the new ideas gained from the experience.

Adult Learning Theory (Andragogy)

Knowles (2014) points out that adults have different ways from children in gaining knowledge. He proposed several characteristics of adult learners. These characteristics are considered as the strength that adult learners have compared to children. The use of adult learning theory also helps this current study find its root. This theory was used in developing research questions and interview questions of this study. Knowles's theory of andragogy identified six assumptions on adult learners. The first assumption is *the need to know* – adults need to know why they have to learn before they decide to learn something. The second is *Self-Concept* – adults have their concept about themselves which makes them different from children in learning something. The third is *Past Learning Experience* – adults have some experiences in their previous phase of life which helps them understand more about their purpose of learning things. The fourth is *Readiness to Learn* – Adults understand the importance of education in their life. This understanding allows them to be serious and focus on the learning process. The fifth *is Practical Reasons to Learn* – adults have certain reasons to return to their education because of practical reasons. The sixth is *driven by Internal Motivation* – Adults' motivation to learn is coming from their internal factors not external like children (Knowles, 2014). All of the assumptions above can be seen from all the participants in this study.

Methodology

According to Creswell et al. (2007), an interview is the most common instrument for data collection in narrative inquiry. Therefore, for the study, we employed an interview in collecting data from the participants. To collect the data, we interviewed the four participants regarding their research journey, lived experiences, and reflections on their research journey as postgraduate research students overseas. In-depth interviewing was the primary source of the data because it fitted with the research questions. In-depth interviewing can be defined as a conversation between the researcher and participants to get detailed perceptions from the participants about their life and experiences (Mishler, 1986). For this study, we employed semi-structured interviews in which the main issues are from the research questions (Minichiello et al., 2000). We prepared a list of topics that were focused on our research questions. To add information on the participants, we also observed the participants' profiles from the internet. We found several documents about the participants through news, university website, participants' blogs, Facebook, and journal articles.

Design of the Study

Creswell (2013) mentions two approaches that can investigate participants' lived experiences; phenomenology and narrative inquiry. We explored the lived experiences of Indonesian postgraduate students. However, we did not reduce the experiences of each student and focus on what all students have in common as the basic purpose of phenomenology. The experiences of each participant were unique and enriched the findings. Therefore, we employed a narrative inquiry. The narrative inquiry also suits our research questions. Narrative inquiry enabled us to answer our research questions because our research questions are focused on the life experiences of one or more individuals (Creswell, 2013).

Research Site and Access

The site of this current study was at one of the public universities in Jambi province, Indonesia. There were 1088 lecturers at this university, and 267 of them had doctoral degrees (dss.unja.ac.id, 2020). But, only a few of them graduated from overseas. We approached our participants personally. After they agreed, we gave them invitation letters for participating in our research and asked for their agreement.

Sampling Procedure and Participants

Four Indonesian doctoral students were participating in this study. The participants are permanent lecturers in Indonesia. The participants were selected by using purposive sampling. In purposive sampling, all participants are selected based on certain criteria predetermined by the researcher (Bloomberg & Volpe, 2012). The criteria that we used ; (a) they studied postgraduate degrees in overseas universities within the last ten years, (b) they are permanent lecturers in Indonesian universities, (c) they have taught in Indonesian universities in the last five years after finishing their doctoral degree.

Data Collection Procedures

A convenient time and place for the interviewees were chosen for conducting the interview. We used open questions to gain as much information as possible (Brinkmann & Kvale, 2015). Each participant was interviewed three times in obtaining detailed information (Seidman, 1998). A framework from Clandinin and Connelly (2000) was used in the interviews. We introduced a question that generated a story to be told (Thomas et al., 2014). Therefore, the

areas that were discussed in the interviews were generated from the interviews themselves (Foddy, 1993). We did not follow a list of specific questions to be answered during the interview (Rubin and Rubin, 2012)

After finishing the first interview, we transcribed them and then discussed them with the participants before the next interviews. If there was a change, we discussed it with the participants. If everything was fine, we continued to the next interview. The length of each interview was around forty minutes for each interview. All interviews were conducted in Bahasa Indonesia (Indonesian language). It was easier for the participants and us to communicate in our mother tongue. By using the Indonesian language they should feel more comfortable telling their stories without thinking of grammar mistakes or vocabularies (Mann, 2016). It also avoids misunderstandings or not telling particular things just because of language barriers (Birks et al, 2007). All interviews were recorded and translated into English. After transcribing the interview, we stored the data into computer files to be analysed.

Trustworthiness and Limitations

Creswell (2013) points out that there are various ways of ensuring trustworthiness in qualitative research. He calls them trustworthiness strategies. We employed several strategies of Creswell regarding trustworthiness in the process of this study. The first strategy is called *prolonged engagement* (Creswell, 2013). This means we built trust with participants during the research process especially during collecting the data. The second strategy is called *an external audit* (Creswell, 2013). In this strategy, we invited an external person who is not involved in this research to verify the data that we collected included the translation. The third strategy is *member checking* in which we asked each participant to check the interview's result (Creswell, 2013). The fourth strategy is *a rich and thick description* in which we provided information in detail (Creswell, 2013). The fifth strategy is *clarifying researcher bias* (Creswell, 2013). In this strategy, we gave comments on our own stories, biases, and prejudices that might influence our interpretation of the research process. Therefore, we acted as a participant-observer. This is very important since we share some similarities with the participants. We speak the same language, similar culture, and we were also overseas students; however, our lived experiences as overseas students are probably not the same as the participants'. The strategies we just mentioned are an attempt to reduce the biases in this study (Miles et al, 2014). There are some limitations to this study. The findings of this study are not aimed to be generalized to all of the

doctoral students studied overseas. The stories from participants of this study do not represent the views of all of the doctoral students studied overseas. We are also aware that the participants may not be willing to share their problems with us in the interview sessions.

Data Analysis

To analyze the data, we used the thematic analysis informed by Braun and Clark (2006) and Thomas et al. (2014). We also employed the framework from Clandinin and Connelly (2000) to guide us in analyzing the data. Therefore, the themes are based on the participants' personal and social experiences in the past, present, future in temporary places (Indonesia and overseas). According to a thematic analysis by Braun and Clark (2006), there are six phases in analysing the data. The first phase is familiarisation with the data. We read and re-read the data to familiar with its content. The second phase is coding. We made coding by identifying and labelling the important features of the interviews that might answer our research questions (Saldana, 2016). In the third phase, we examined the codes and started to make some potential themes. In the fourth phase, we checked the temporary themes and reviewed them by comparing them to the research questions. We made sure that the themes have answered our research questions and generated convincing stories (Silverman, 2010). Then, in the fifth phase, we defined and named the themes. The themes were arranged into chronological order. Finally, in the last phase, we wrote the report by considering the research questions and the literature (Oliver, 2012).

Ethical considerations

Participants' involvement in this study was voluntary. We provided them with an informed consent form. We also masked the names of participants to protect them.

Findings

The main theme that emerges from this research question was the adaptation to a new environment. This theme is consistent with Kolb's theory of experiential learning (2015) that learning is a holistic process of adaptation. Two participants had experienced studied overseas before (Fandy in Australia and John in Thailand). However, from their stories, we can conclude that they still need to adapt to the new environment. They still had a kind of cultural shock even if for a very short time. Evan and Mardy, need more time to adapt that was because they never had any experience studied overseas before. All of the participants admitted that the first

sixth months of their research journey and lived experiences were the biggest challenges. For Evan, language, food, weather, and culture were the real challenges. He said:

> *(My biggest challenge was to adapt to a new environment… a new language, a new academic system, new people, new culture. Everything was new to me. The first challenge was language. However, it lasted only for a few weeks. When I got used to it, everything became easier. The second challenge was food. At first, I didn't know how to find Asian food, so I just shopped in the Australian mini market. There were only potato, bread, meat, and chicken. But I didn't know whether they were halal or not. As a Muslim, I had to be careful. For some time, the only things I could consume at that time were eggs, bread, and milk.*
>
> *The third biggest challenge was how to adapt to western people. The social lifestyle. It was very hard for me to understand. I still stayed in the dorm at that time. Most of my neighbors were western people. They brought their girlfriends to their home and stayed there. At night, they were noisy which made me stay up until late at night. Sometimes, I couldn't study at night because of their sounds. It took more than seven months until my family arrived. Some of the students there also consumed drugs. It was very common and nobody cared about that.)*

For Fandy, learning a new language was the biggest challenge. He had to learn German for daily conversation with people in Germany. He followed a German course both in Indonesia and in Germany for six months.

> *(After I was awarded the scholarship, I started to follow some steps. First of all, I had to join a course in Germany. Even though the university that I studied use English as language instruction, foreign students still need to understand German for daily life purposes. I had no ideas about German at all. So, I had a German course for two months in Jakarta and four months. German is a very complicated language, I think. It is different from English. In that year I just finished my study in Australia where I used a lot of English. Then, I had to learn German. That was very struggling. I remembered when I entered German, I was very confused about using English and German. I preferred to use English in Germany when I talked to friends from other countries. Even when I talked to my German friends or supervisors, I still used English. However, when I bought things in the supermarket or talked to bus drivers, I had to use German. But, in general, I think I had no problem with language.)*

The weather was another challenge for Fandy. He found it quite hard in the wintertime.

> *Another big challenge was the weather. In Australia, the weather was not a problem. I could still face it. But not in Germany, it was very hard to adapt. Can you imagine that in winter it reached minus seven or minus eight? That was just very cold. It was hard for the first week's winter there.*

Like Fandy, John had the advantage that he had experience studying overseas before. So, he had no difficulties in adapting to a new environment. However, as an Indonesian government scholarship awardee, he did not get any pre-departure training about living in Australia. He did

not get information that nobody would pick him up at the airport and he had to find his temporary home by himself. He took things for granted.

> *(I had experienced studying overseas before in Thailand so I thought the life of foreign students in Bangkok and Australia would be the same. But I was wrong. I was very surprised when I arrived. Nobody picked me up and took me to the dormitory. I was so confused at that time. So, I talked to the language center officer about my problem. She was very helpful. She contacted someone and finally, I got a landlord. He picked me up from university and took me to his rented house. So, I was saved by the bell. Finally, I stayed at his house.)*

John also had another problem. He found it hard to get food.

> *(Another problem came. I did not prepare anything for my meal. I asked the landlord to find a place to buy rice. I cannot cook. For the first three days in Australia, I hadn't eaten rice. I only ate kebabs because that was the only thing that I could find. After three days, I met an Indonesian friend. He helped me find Asian food. Then, the problem is solved.)*

Just like the other three participants, Mardy found the biggest challenge was the adaptation to food. He could not cook by himself. However, it did not last long.

> *(Another biggest challenge was food. Living alone by myself was not easy. My wife usually prepared everything for me. But that did not last long. Finally, I met a friend who could cook so we shared and problem solved.)*

Challenges for the Research

According to Wisker (2008), one of the hardest things for many doctoral students is determining the topic for their research. This problem was also the biggest challenge for Evan. He even did not decide yet what kind of methodology that he was going to do for his dissertation. His knowledge of his topic was also very limited. As a result, his supervisor asked him to take a methodology research class. He joined the class together with some other masters' students.

> *(The first six months were a very difficult time for me. My first discussion with my supervisors was about the topic of my research. I told them that I was very interested in inquiry-based learning. The implementation of this model of learning in Indonesia was not right. I believed there was something wrong. And after telling them my research problem, they asked me the methodology that I was going to use. I just could not answer that question because honestly, I had no idea. After that first meeting, I read a few dissertations and tried to understand the research methods used in those dissertations. I also read some instruments used in research and how they would fit my research. I was very lucky because my supervisors did not ask me for the first draft of my research proposal because I didn't have it.)*

Just like Evan, Fandy also found for his first six months writing his dissertation. However, in my opinion, Fandy seemed more confident in everything he did during their first six months in Germany. He knew what should he did to find support. He built good communication with his supervisors and his Ph.D. students' friends. He used the university's facilities. His experiences of studying in Australia helped him a lot in adapting to a new environment (Kolb, 2014).

(When I arrived in Germany, the first six months were the time when I had to discuss very intensively with my supervisors regarding my research proposal. We needed to find out where this proposal would focus on. We did not have any particular schedule that we should follow. The meetings between me and my supervisors were based on the progress of my proposal. So, if I thought I found something new in my progress, I contacted them for asking them for their availability. I worked alone. I read a lot, browsed a lot, and wrote a lot. I had to send reports about what I had read.)

(Another big challenge was the adaptation with my supervisor. That was quite hard for me, especially for the first few weeks. I still lived in the dormitory. It was around three kilometers from campus. I had to go to campus on foot because the bus didn't the dormitory. At that time, I had to do everything by myself such as cooking, washing, and everything. I did not get used to everything yet. As a result, I often came late to the meetings with my supervisors. I think it was just a matter of a different culture. However, I believe that was the real problem when Indonesian students studied overseas. Culture shock. Not only in daily life but also in academic life.)

John:

(My biggest challenge was to select the topic that I believed suit my interest and would have maximum benefits for my career later in Indonesia. However, my main supervisor had a different point of view in looking at the topic. He tended to see the weight of the research for a doctoral degree.)

Mardy:

(In academic life, the first six months were the most difficult ones. To determine a topic that I wanted to develop was the toughest one. And then the study plan, something that I did not recognize before. I was really confused. I made a study plan and then suddenly I changed it. It happened several times. I kept reading some journal articles to make myself understand what I was going to do in my research plan. And then I made another study plan and then revised it again and again.)

Strategies in Facing Challenges Overseas

The role of supervisors is very important in doctoral students' research journey (Delany, 2009; Wisker, 2012). The relationship between doctoral students and their supervisors will affect the

time to completion of the dissertation (Delany, 2009). Evan also reported that his supervisors helped him in every step of his research journey including giving him access to observation in a Senior High School in Australia.

(My main supervisor asked me to take an Educational Research subject that semester. He said that it would help me understand the research method very clearly. So, I took that subject. I joined the class together with the masters' students. The class was held twice a week. I got a lot of things to do as assignments. I was asked to write a 5000 words essay. The essay was about how I used a research instrument in my dissertation. One of the instruments was an observation. To write the assignment, I needed to do an observation. So, I asked my supervisor if I could do an observation in high school. Then, he introduced me to his friend who taught in a senior high school in Australia. And one of my great journeys started.)

Support from the university is always helpful for doctoral students whose first language is not English. Any pieces of training provided by the university have a big impact on students in completing their dissertation. Evan felt very lucky that he had not had to worry too much about writing an essay or dissertation in English because he could find support from the university. It means that he just focused on the content of his research.

(The second semester was writing a dissertation. That was another challenge for me. I am from science. I never wrote any proposal in English before. I didn't understand types of writing, terms like cohesion, phrases, compound sentences, etc. I struggled with academic writing but I learned a lot. The great thing was that you always can find help with any problem with your research. I joined the academic writing training which was provided by the university.)

Fandy:

(One of the biggest supports that I had was in writing my reports and my dissertation. We had a group of several Ph.D. students. Each group was supported by several native speakers from Australia or the US. The native speakers were also Ph.D. students. We discussed it regularly. I think our university should adopt this kind of support. We can form a support group in writing or research method.)

Fandy had a unique learning doctoral system. He had a group of doctoral students from the same department who had a regular meeting to discuss their research. There were two or three English native speakers in that group. Their job was to help other international students dealing with their English. The native students also got help with the content of their research. Fandy said that it was very helpful for him and some doctoral students. The way Fandy solved his challenges was to avoid isolation. He used the group discussion as a way to the solution for his research (Phillips and Pugh, 2010).

> *(The unique thing was that my writing had to pass several steps before submitting it to my supervisors. The first step was checking grammar and diction by my native friends. The second step was evaluating the content of my research by some of my friends in the postdoctoral program. Then, after both steps, I met my supervisors to submit and then they add and reduce the here and there, correct things, and gave it back to me to fix or to go on with the next step of my research. This kind of system worked for many international students like me and some friends. It was very effective so I could finish my Ph.D. on time. I could focus on my research only. After a year, I completed my proposal and also several optional subjects. Then I had a seminar about my proposal. I received some suggestions from the reviewers and several audiences.)*

John found similar things. He received full supports from the university. He also got support from his friends from many different countries. Joining with his friends helped him a lot in conducting his research.

John:

> *(During my research, I did not find any serious problem, especially in literature because my university had unlimited access to many journals. Even if I had a problem finding certain journal articles, my university helped me by giving me access to other universities that had access. So, that was something we should apply here at this university.*
>
> *Another support that I got during my research journey was from the other doctoral students from different countries. I loved to join them because I believed I got many things to share and made me focus on my research. If I chose to hang out with my Indonesian friends, I would get a little feedback or nothing at all because mostly we talked about something else rather than research. Besides, I could practise my English more with my international friends.)*

For Mardy, supports also came from his supervisor and his universities both in Australia and in Indonesia when he researched Indonesia.

Mardy:

> *(It took one year for me to write a proposal for my Ph.D. research. Then, I had an informal proposal seminar. Then, my status changed. I became a doctoral candidate. The next step was to collect data. So, I had to go to Indonesia. My research involved many parties; lecturers, students, alumni, and also schools. I collected various data; quantitative and qualitative. I distributed questionnaires, conduct several interviews and some group discussions. I was very lucky that during collecting the data for my research I received full supports from campus in Indonesia. I believe this kind of support is very important for a researcher.)*

Critical Knowledge, Skills, and Attitude to Completing Doctoral Research

The role of knowledge, skills, and attitudes in completing doctoral research is another important thing for the participants. They admitted that they needed to learn a lot about their field of study. Reading books, journal articles, and joining some pieces of training helped them to understand their field of study better. Meeting different people from different countries developed their skills in dealing with people. Having positive attitudes during their research journey and lived experiences were also very crucial in completing their research. Evan believed that one of the biggest lessons he got from his research journey was being tolerant of other people. He admitted he could see things from a different point of view. That was the result of his experience living in a dormitory for the first six months and contacting many students from around the world during his research journey.

Evan:

> *(There are many lessons that I can learn from my lived experiences and research journey in one of the public universities in Australia. In the first lesson, in daily life, we need to be tolerant. For me, this is the biggest lesson. I once lived in a dormitory where students from Europe, Asia, Africa, the USA, and Australia itself can live in harmony. We appreciated each other. We helped each other. I had a habit in Australia that I preferred to have friends from international students. I aimed to expand my understanding of other people's cultures as well as to maximize my use of English. This also expands my point of view in looking at the world.*
>
> *The second lesson is that in doing research, we need to make it clear what we are looking for. This is important in my opinion. Most students just do not understand what they are looking for in conducting their research. They just do step by step of the research process without knowing the main purpose of the research itself.*
>
> *The third lesson was that many people are ready for us to help only if we ask them for help. If you had a problem, just admit it and ask for help. My research was a journey of many bits of help from many different people. I just could not do it by myself.)*

Fandy also had a similar point of view to Evan. Fandy found that his habit of joining international students made him realize the importance of communication skills. Regarding knowledge, Fandy also realized that there were many things that he did not know about his field, agriculture. He used to take things for granted. The more he read about agriculture, the more he believed there would be more he needed to learn about his field of study.

Fandy:

> *(For me, the most significant skill is communication skills. If you want to succeed in your studies in Germany, I believe you need to develop your communication*

skills with your new friends, supervisors and other people who often you meet with. Another skill is the research method skill because we use it the whole time during our study.

A positive mind, unselfishness, persistence, and understanding are very important attitudes to be successful in life and also in studying Ph.D. overseas. We met a lot of people from many different cultures. That was not easy. We must be aware that different cultures see things differently. However, there were several common things for humans to be able to live in harmony. For example, all humans are happy to be respected and to be treated fairly. My experiences lived in Australia had helped me deal with culture shock in Germany.

The main thing is to prepare everything in academics or knowledge of your field. Read everything regarding your topic. This is important. Unfortunately, many doctoral students ignored this before they studied overseas. I was one of them. The language was not a problem anymore if you studied overseas. As long as you passed the minimum score of English at your university, you'll be okay.)

Interestingly, John admitted that he always preferred to get involved in international students' events. They taught him many lessons, especially regarding his research.

Implications to Doctoral Life and Career

Evan reported that his doctoral research journey has given him a personal impact and also for his career as a lecturer. Six years after finishing his doctoral degree, he has had registered five patents in his field. He is also a journal reviewer for two international journals and has published several articles in some international reputable journals. He has also had a clear framework in supervising his students doing their research. We noticed that when we had an interview. He scheduled Saturday morning as a time when he was available for supervising. This never happened before. We think this is one of the impacts of studying overseas. Evan also found that his study overseas makes him more tolerant of people who have a different cultural background from him. He always tries to see things from other people's perspective and understand it.

Fandy admitted that his experiences in Australia and Germany changed his way of thinking and his effort to do something new in his field, agriculture. After finishing his studies in Germany, Fandy built a community of learning in his university. We searched on his social media and also from news about him. He had succeeded in building a new system of planting vegetables by using new technology. He had also collaborated with some farmers in developing the new technology. He was awarded by his current university for his innovation projects.

(Currently, I am developing smart planting technology. This is a kind of agriculture that uses the Internet of Things as a basis. We have produced vegetables which are already available in a supermarket. We are in collaboration with some potential investors so that the products can be produced on a bigger scale.

These are some of the things that I can do for my university, and my community. I believe that is the impact that I told you about. Knowledge developed in universities should be able to reach all of the community levels and can give benefits to as many people as possible.)

When we asked John about the impact of studying overseas for him, he mentioned three effects. For his mind, as a person, he admitted that studying overseas has given him a new way of looking at things. He always believes that if he does something, he will do it in the best way that he can. Just like what he has seen overseas. This can be applied in daily life or academic life. Another impact is that he has made a big difference for his institution when he was appointed head of an institution. He has developed something that has never been done before. He also mentioned that his English has helped him in keeping updating on any development of new technology in the world.

(There are two biggest impacts of my experiences and research journey as Indonesian doctoral students studied overseas. First of all, the way I am thinking of academicians. The second is the way I see how we organize an institution. I have seen many excellent implementations in a world-class university so I can see what we can do better to achieve our goal and mission as a good institution. I always think that if we do something, we should do it in the best way.

So far, I have done my part since I graduated from my overseas university. I had implemented several things that I got from overseas in improving my teaching, my job as the head of the computer laboratory, etc.)

The reflection of his studying overseas for Mardy was the way he saw the relationship between supervisor and students. He believed that was the key factor to success in conducting research. That changed his way treated his students. He also emphasized the support system in an overseas university. That was also an important factor in the completion of doctoral research overseas. Talking about the impact of studying overseas, Mardy has had published several articles in some international journals.

(In my opinion, the support system is the most important thing in a university. From facilities, supervisions, training for research skills, and language assistance for international students. I think we need this system at our university now. It's just impossible to let our research students do their research by themselves without supports from the university. When I conducted my doctoral research, I just focused on it. Everything was arranged for me. Writing workshops, statistics

training, references, journal articles were available and could be accessed very easily.)

Discussion in Relation to Conceptual Framework

The conceptual framework of this study is developed from the research paradigm, research approach, theories used to guide the research, literature, and previous studies. After analyzing the data, we found that there were five common themes in the participants' stories:

1. Adaptation to a new environment

This theme is consistent with Kolb's theory of experiential learning (2015) that learning is a holistic process of adaptation. Two participants had experienced studied overseas before (Fandy in Australia and John in Thailand). However, from their stories, we can conclude that they still need to adapt to the new environment. They still had a kind of cultural shock even if for a very short time. Evan and Mardy, need more time to adapt that was because they never had any experience studied overseas before.

2. Research topic and research problems

As Wisker (2008) mentioned that the biggest challenge for doctoral students was to determine the research topic and the research problems. It took longer than many students thought. This was what happened to all the participants. All of their topics were changed after discussing them with the supervisors. Some need one to two months to find the fixed topic for their research. The other need longer. This varied depended on their understanding of their topic and their basic knowledge about the topic. John, for example, admitted that his background knowledge for his previous studies in masters and bachelor's degree had influenced his decision in determining the fixed topic. This fact is consistent with the adult learning theory of Knowles (2014) which points out that previous learning experience will influence the current understanding of adult learning.

3. Relationship with supervisors

All the participants admitted that their relationship with their supervisors is one of the key factors of their success in their doctoral study. A good supervisor will determine students' points of view of their research (Wisker, 2012). Students' satisfaction with their research is also determined by their supervisors. John admitted that there was something that he regretted about his first supervisor. He gave John too much power in controlling the topic while John

said that he wished that his supervisor interfered more on the topic because John's background knowledge of the topic was not enough. However, in general, John found that his supervisors were very helpful.

4. Access to research facilities and subjects

This theme is consistent with several pieces of literature that we reviewed in chapter two. Wisker (2008) mentioned that access to research facilities and research subjects is very important and to some doctoral students became a big problem. Evan, Fandy, And Mardy conducted their research in Indonesia. They found relatively easy access both to facilities and to subjects. They received a lot of supports from their university in Indonesia. John didn't do any field study. He just used the library as his main source of research. He was looking for answering questions through a mathematical formula. His research involved particular tools and equipment, not humans.

5. Supports from universities

This theme is a big concern of all of the participants in this current study. All of them concluded that the facilities played a very important role in their research process. They wished that if there was a possibility that their university where they are teaching now had those facilities. They believed that facilities are one of the significant factors in helping doctoral students studied well. This statement is also consistent with the literature (Wisker, 2008).

Discussion in Relation to Research Questions

All the five research questions mentioned earlier above have been answered through the stories of four participants. The first question was answered by the story through a three-dimensional narrative inquiry space framework developed by Clandinin and Connelly (2000). All four stories were based on the personal and social experiences of participants (interaction dimension). The stories were also told in chronological order from past, present, and future. The stories were also based on the context of time and place. The second research question was answered through the challenges that participants faced and how they coped with the challenges. All of them received full supports from universities, other doctoral students, friends, and their family members who joined them overseas. The third question was answered through different contexts. The participants used different strategies in facing different challenges. They used their previous experiences to learn new knowledge. They used four

abilities as strategies in facing the challenges as mentioned by Kolb (2014) in experiential learning theory. In answering the fourth research questions, all participants believed that knowledge, skill, and attitude which critical to complete their research are:

- Understanding their field (Evan, Fandy, John, & Mardy)

- Reading a lot of things related to the field (Evan, Fandy, John, & Mardy)

- Good communication skill with different people from a different culture (Evan, Fandy, & John)

- Positive thinking, persistent, and tolerant (Evan, Fandy, & John)

All participants also believed that their study overseas contributed to their career as academicians in their institutions in Indonesia. What they are doing now in their current university is a reflection of their previous doctoral study experiences. Fandy has developed a great innovation based on current technology in agriculture. John has developed many new computer systems in his university. Evan has four copyrights for his findings in the model of learning. Mardy has produced several papers in international reputable journals.

Discussion in Relation to Previous Research

Compared to previous studies, the finding of this research is different in a way that language is not a barrier for the participants. Unlike studies by Hasanah: 1997, Kiley: 1999, Novera: 2004 which found that language was the main problem for Indonesian students studied overseas. However, this current study support previous research on how Asian students struggle in a new environment and face culture shock even if some of the participants already had experience studied overseas (Turcic: 2008, Zeng:2010, Mukminin: 2013, Vu: 2013). The finding of this study is also consistent with previous research regarding how international students coped with their problems. They tended to find the solution by getting supports from their peers, supervisors, and universities (Sonari: 1994), Poyrazli et al: 2001, Poh: 2006, Mujtaba: 2008).

Conclusions, Suggestions, and Implications

This study is aimed to explore the lived experiences and research journey of Indonesian doctoral students studied overseas. The stories of the participants through narrative inquiry have revealed five common themes. Although the participants went to four different

universities overseas, they faced several common problems as mentioned by Wisker (2008). As adult learners, the participants had their ways to cope with the problems (Knowles, 2014). They realized that the strategies they used were based on previous experiences they had in the past (Kolb, 2015). Several suggestions can be addressed to future students who plan to continue their doctoral degrees overseas. The first and most important one is that those who planned to study overseas should understand very well the topic of their research. Not only have enough knowledge on the topic but also have enough understanding of how to formulate research questions, purposes of the study, and the significance of the study. The second is that if doctoral students planned to conduct their research in Indonesia, they should consider the supports that they might have.

For further researchers, this study only focused on four participants who studied in Australia and Germany. Doing similar research but using participants who studied from other countries would give various insights on study overseas for Indonesian doctoral students. The implication for the scholarship provider, three of four participants studied overseas by using DIKTI scholarship. They admitted that the management of the scholarship provider was not satisfied. There was no sufficient pre-departure training, therefore, many students who never studied overseas before finding several difficulties especially in their first six months of study. Everything had to be handled by themselves without any supports from the scholarship provider. All the participants had to work because of the lateness of the money transfer from the provider. The scholarship provider should also consider the length of the study. Doctoral programs from different universities have a different policies on the length of the study. The scholarship provider cannot limit to three years only and give an option of extension with several conditions. For Jambi University, where all the participants work as lecturers, one participant complained about the lack of support from the university when he needed a special letter for bringing his family overseas, he did not get it. It delayed his family to arrive in the destination country for six months. For supervisors, one participant in this study reported that his supervisor gave him too much authority so that he was confused with the work he was doing. He wished that his supervisor could interfere a little bit more. He believed he could do better in his research if his supervisor guided him more than he received during his study.

Statements of Ethics and Conflict of Interest

"I, as the Corresponding Author, declare and undertake that in the study titled as "*I want to have their research culture": Challenges and Strategies among Indonesian Doctoral Students at Overseas Universities*", scientific, ethical and citation rules were followed; Turkish Online Journal of Qualitative Inquiry Journal Editorial Board has no responsibility for all ethical violations to be encountered, that all responsibility belongs to the author/s and that this study has not been sent to any other academic publication platform for evaluation."

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Research Article

Undesired Behaviors of School Principals and the Effects of These Behaviors on Teachers[1]

Ender Kazak[2], Suzan Çiner[3]

Abstract

In this research, it was aimed to determine the undesired behaviors of school principals and to identify the effects of these behaviors on teachers. This research study was designed in qualitative research design. Study group was consisted of the teachers working in primary, secondary, and high schools in Düzce city center, in the academic year of 2019-2020. The data was gathered through semi-structured interviews, and the interviews were conducted via video calls due to the pandemic effective in Turkey and world-wide. It has been analyzed with descriptive analysis method that the data collected from fourteen teachers with the maximum variation sampling method. The teachers were asked questions about the undesired behaviors of school principals, the effects of these behaviors, and their opinions about how to prevent these behaviors. According to the results of the research, some topics becomes prominent such concepts as administrative skills, unqualified administratorship, psychological violence at workplace, disequilibrium and inequality. The most emphasized negative personal characteristics are discriminatory behaviours, ride roughshod over and behave egoistically. Teachers verbalized that the school principals are lack of deficiency in administrative skills and due to their negative personal characteristics; teachers have difficulty such as loss of motivation, downheartedness, explode with anger. Regarding the organizational effects of unwanted behaviors of school principals, loyalty to the institution, loss of trust, lack of belonging, not being able to focus on jobs, being productive and cynicism have come to the fore.

Keywords: *Undesired behaviours, mistreatment, mobbing, school principal, teacher.*

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Okul Müdürlerinin İstenmeyen Davranışları ve Bu Davranışların Öğretmenler Üzerindeki Etkileri

Öz

Bu araştırma ile okul müdürlerinin istenmeyen davranışlarının belirlenmesi ve bu davranışların öğretmenler üzerindeki etkilerinin tespit edilmesi amaçlanmıştır. Araştırma, temel nitel araştırma yönteminde tasarlanmıştır. Araştırmanın çalışma grubunu, 2019-2020 eğitim öğretim yılında, Düzce il merkezinde bulunan ilkokul, ortaokul ve liselerde çalışan öğretmenler oluşturmaktadır. Veriler, yarı yapılandırılmış sorular aracılığıyla ve tüm dünyada ve Türkiye'de etkili olan pandemi nedeniyle görüntülü görüşme yöntemiyle elde edilmiştir. Maksimum çeşitlilik örnekleme yöntemi ile on dört öğretmenden toplanan veriler betimsel analiz yöntemiyle analiz edilmiştir. Öğretmenlere, okul müdürlerinin istenmeyen davranışları, bu davranışların etkileri ve önlenmesine ilişkin görüşleri sorulmuştur. Araştırmadan elde edilen sonuçlara göre, öğretmenlerin okul müdürlerinin istenmeyen davranışlarından en çok yönetimsel becerileri ve kişilik özellikleri üzerine görüş belirttikleri görülmüştür. Yönetimsel becerilerde; yöneticilik vasfının olmaması, mobbing, eşitsizlik ve adaletsizlik kavramları öne çıkmıştır. Olumsuz kişisel özelliklerde ise en çok vurgulanan; ayrımcı davranmak, egoistçe ve saygısız davranmak özellikleri öne çıkmıştır. Öğretmenler, okul müdürlerinin yönetimsel becerilerdeki eksiklikleri ve olumsuz kişisel özellikleri nedeniyle motivasyon kaybı, stres, ümidini yitirmek, mutsuzluk, öfkelenmek, gibi sorunlar yaşadıklarını ifade etmişlerdir. Okul müdürlerinin istenmeyen davranışlarının örgütsel etkileri ile ilgili olarak, kuruma olan bağlılıkta kayıp, güven kaybı, aidiyet hissedememe, işlere odaklanamama, verimli olamama ve sinizm görüşleri öne çıkmıştır.

Anahtar Sözcükler: İstenmeyen davranış, kötü muamele, mobbing, okul müdürü, öğretmen

Introduction

Schools are social open systems. The effectiveness of this system requires coordination of the all variables constituting this system. School principals are primarily in charge of providing this coordination in the micro level. School principals' management styles, personalities, professional qualifications, and human relations reflect on and affect school management. The school management affects all the processes, from the learning environment to the outcomes. Teachers are the ones who are among the firstly affected by school principals' attitudes and behaviors. When it comes to undesired behavior, students are the first to come to mind. However, undesired behavior is not a phenomenon concerning students. A teacher's spending his/her time and energy struggling with the undesired behaviors of both students and school administrators negatively affects school processes and goals. In the related literature, there is not a term available regarding the undesired behaviors of school principals. Instead of this term, terms such as psychological violence/intimidation/abuse, unethical practices, discourtesy/rudeness, bullying, favoritism, discrimination accepted as more specific mistreatment and different dimensions of mistreatment are used. In this research study, the undesired behaviors of school principals will be discussed including all these terms even in a more specific sense. In other words, in addition to the terms such as mistreatment, psychological violence, discourtesy, discrimination, favoritism; many schools principals' characteristics including not being self-sacrificing, unsociability, not taking initiative, and not accepting criticism will be discussed within undesired behaviors. This study can contribute to the literature and practice by conceptualizing school principals' undesired behaviors.

Schools are places where social life is active. School principals' and teachers' being professionally successful is significantly influenced by their competences of interaction and communication. As especially school principals are the leaders of their institutions, their human competences, one of the significant competences, are highly important. Katz (1956) classified administrator competences in three groups which are technical, human, and organizational (conceptual) competences (as cited in Bursalıoğlu, 1981). Human competence includes features such as communication with people, communication skills and their effective use; planned work, teamwork, motivating and rewarding employees, and cooperating (Ağaoğlu, Altınkurt, Yılmaz, & Karaköse, 2012). The human competence of school principals is of great

importance for a positive school climate. School principals have to establish good relations with teachers, students, parents and other stakeholders, and ensure democratic management by meeting their expectations. Achieving this is closely related to the achievement of the school goals, and the personality and behavioral characteristics of the employees. Therefore, principals with good personality traits and relationships are vital for schools (Akbaba & Örs, 2015). The success of a school principal can only be achieved by aligning the expectations of the staff with the goals of the school, creating a positive school climate and having effective communication skills. Schools with a positive school climate have a higher rate of reaching the defined goals (Getmez, 2018). The behaviors of school principals affect the morale of the employees, their job satisfaction and consequently the quality of the teaching and learning environment (Waller, 2016). Wrong attitudes and behaviors of school principals may undermine employees' trust in their superiors, as well as negatively affect their commitment to the organization, their job performance and professional satisfaction (Aslanargun & Bozkurt, 2012). Studies show that almost every individual in the workplace is a victim of workplace discourteousness as an undesirable behavior (Abid, Khan, Rafiq, & Ahmed, 2015).

Blase and Blase (2002) states that there are no empirical studies that systematically examine the dark side of school leadership, especially the mistreatment of teachers and the extremely harmful consequences of such leadership styles on life in schools (as cited in Huffman, 2015). Mistreatment in the workplace is a comprehensive term that refers to the various abuses and insults that employees are exposed to. It includes discrimination, discourteousness, disrespect, abuse, irrational behaviors, aggressive management practices and processes (Ahmad, 2019). Misbehavior describes behaviors that offend a person, and the range or extent of these disturbing situations is not defined. It can be minor or severe. Also, the same behaviors may not be perceived as mistreatment by different people, as they depend on the perspective of the receiver (Huffman, 2015). Abuse in work environments, which can be addressed within the context of mistreatment, leads to various harmful consequences for an individual's physical well-being, psychological/emotional well-being, job performance, and social relationships (Blase & Blase, 2006; De Vos & Kirsten, 2015). There are many reasons for school principals to mistreat teachers. Studies show that teachers are abused depending on their age, behavior, race or ethnic origin, their professional association (union) affiliation and gender, or because of personal and professional jealousy (Orange, 2018). Mistreatment and abuse in the workplace are manifested through a wide range of non-verbal and verbal behaviors. Examples of

nonverbal behaviors include aggressive eye contact, ignoring, physical acts such as throwing objects and bumping them. Examples for verbal behaviors may be given as sexual abuse, outbursts of anger, shouting, humiliating, threats of dismissal, excessive or unfair criticism, accusation, exclusion or isolation, initiating malicious rumors and gossip, hiding resources or blocking opportunities, favoritism, denying an individual's feelings or thoughts, hostile behaviors (Blase & Blase, 2006).

Bullying is a common problem in schools. Studies show that teachers experience a wide variety of bullying behaviors both inside and outside the school (Kruger, 2011). Although "bullying" and "mistreatment" are different terms by definition, they are often used interchangeably in the literature (Huffman, 2015). Ahmad (2019) addressed the concept of mistreatment in the workplace as workplace mobbing and workplace discourteousness. Beswick and Palferman (2006) used the concepts of mobbing, bullying, harassment, physical mistreatment, emotional abuse, mistreatment, rude behavior, aggression, hostile behavior, unacceptable behaviors and deterrent behaviors in order to define the behaviors including bullying in the workplace (as cited in Sabancı & Şekerci, 2014). A dysfunctional leadership style and dysfunctional organizational culture resulting from this leadership style are the situational factors that contribute most to workplace bullying. Managers' relationships with staff and their misbehavior in organizational management often lead to a work culture that allows bullying in the workplace (De Vos & Kirsten, 2015). School principals' mistreatment may not only be due to a tendency to protect and show their strength, but they may also display undesired mistreatment because of personality disorder, job stress, and learned violence (Ebeid, Kaul, Neumann & Shane, 2003).

School principals' management behaviors are observed and interpreted by teachers within the school structure (Kösterelioğlu, 2014). The democratic attitudes and behaviors of the school principals positively affect the motivation of teachers, thus contributing significantly to the increase of their productivity, the realization of the school goals and the increase of student success (Özan, Türkoğlu & Şener, 2010). School principals' behaviors give an idea about the school management process and style. These behaviors have positive and negative effects on teachers. For instance, these behaviors are highly influential in teachers' performance and school's success. An effective school principal affects the school's climate and environment by increasing the teacher's motivation, commitment and professional development. When teachers

believe that school principals are fair and objective, respect themselves, think positively about themselves, and they support universal values such as honesty, respect, tolerance, love, democracy, etc., they feel safe (Yalçın, 2017). School principals should pay attention to the attitudes and behaviors they display in their relationships; they should adopt a democratic management approach and take the individual differences into account. They should encourage the expression of ideas freely and be careful in observing different opinions (Çimen & Karadağ, 2019). Some studies show that the misbehavior of school principals damages their reputation in the eyes of teachers. A reputable school principal is a person who is impartial, fair, respectful, disciplined, friendly, tolerant, and respectable. The effective communication of the principal with stakeholders positively affects his reputation, but his favoritism affects his reputation negatively (Yıldırım, 2017). The teacher, who is the most strategic element of the learning-teaching process, has important roles such as educating students and raising them as individuals socially beneficial. However, teachers' morale should be high while fulfilling these roles. School principals' attitudes and behaviors are important in terms of motivation within the school (Kocabaş & Karaköse, 2005). School principals are one of the powerful factors in teachers' liking and embracing their work, and their high motivation and morale. A manager who gives employees the opportunity to express their feelings and thoughts will have positive effects on their performance and motivation (Argon, 2015). If the ethical codes are not clear in an organization, their effects may be reflected on employees in different ways. This situation may also lead to bad behaviors of organizational managers or leaders. In other words, the lack of ethical principles or not implementing them may increase the tendency to deviate from ethical principles. It can be said that the climate will be negatively affected in such an organization. Therefore, the most effective way against ethical erosion and deviations is to raise awareness against it (Thompson, Thach & Morelli, 2010). One of the most effective tools to raise this awareness is school principals who display ethical leadership behaviors because ethical leaders can influence individuals with their spiritual intelligence and are effective in developing positive spiritual values (Sama & Shoaf, 2007).

Emotional abuse/violence is perhaps the cruellest of all inhumane acts by superiors. For fear of being fired, employees are forced to accept mistreatment, such as abuse, criticism, and humiliation, in return for holding onto their jobs. Many employers are aware of this and regularly force their employees to do as much work as possible (Ebeid, Kaul, Neumann & Shane, 2003). However, it is difficult to say that the management behaviors displayed by school

principals without considering the psychological, emotional and spiritual aspects of the teachers will increase the success of the school. The lack of leadership qualities of the school principal, the weakness of his administration or the use of his authority to threaten people are negative manager profiles encountered in the literature (Batur, 2004). Teachers' perceptions about their principals' negative behaviors cause some reactions in themselves and in the institution. If school principals are authoritarian and traditionalist, and are not open to change, teachers' motivation will decrease, their negative behaviors will increase, the feelings of self-worthlessness, unhappiness, negligence, and insecurity towards the institution will increase (Negiş-Işık & Paşa, 2017). The negative behaviors of school principals will cause cynicism in the organization. Cynicism manifests itself as dislike and feeling ashamed of the organization, being angry, doubting everything, and criticizing everything. Organizational cynicism reduces the organizational commitment of the employee, causes burnout, and negatively affects the relationships between employees and the employee's and the organization's performance (Akın, 2015).

In summary, school principals' management behaviors, which take teachers' psychological, emotional and mental states into account, ensure that teachers are happy and peaceful at school. Thus, teachers' motivation increases, they see themselves as a valuable member of the school, and they do their work fondly. In addition, the positive behaviors of school principals enable teachers to make an effort to achieve the goals of the school and to unite around common goals. The culture of the school is very effective on the working life in the school, the performance of the employees and their commitment to the school. This situation ensures that the school environment is peaceful and efficient. The undesired behaviors of school principals can be defined as a broader term which includes violence, maltreatment, mobbing, unethical behaviors, and bullying. In the light of the statements above, the undesired behaviors of school principals result in a lot of negative consequences such as the decrease of teacher motivation, low spirits, the decline in teachers' commitment and the desire for professional development, reducing the feeling of confidence, affecting school climate negatively, reducing performance and efficiency, arising self-depreciation, unhappiness, negligence, and cynicism. Taken into account that these negative consequences prevent the school from reaching its aims and goals or slow down this process, it is highly important to reveal the general profile of the undesired behaviors of school principals, draw attention to these issues, and raise awareness in terms of school principals and teachers. There are a few studies dealing with the undesired behaviors of

school principals in the conceptual level. This study may contribute to the literature by revealing that they are not the only students who have undesired behaviors, but also some other shareholders may display undesired behaviors at schools. Additionally, it may have a contribution in terms of providing a foresight through the data, which may help other researchers study on the undesired behaviors of school principals by conducting quantitative research. In this study, the undesired behaviors of school principals, the effects of these behaviors on teachers and what can be done to prevent undesired behaviors were tried to be determined according to teachers' opinions. It is hoped that the determination of these behavioral problems will contribute to the reduction of the negative effects on teachers, thus achieving instructional goals indirectly. For this purpose, answers were sought to the following questions.

According to teachers' opinions:

1. What are the undesired behaviors of school principals?

2. What are the negative effects of these behaviors on teachers?

3. What are the suggestions for the prevention of school principals' undesired behaviors?

Methodology

Research Design

Basic qualitative research method was used in this study which was conducted to determine the undesired behaviors of school principals and the negative effects of these behaviors according to teachers' opinions. The qualitative research design, used by many different disciplines, aims to figure out how people interpret their lives, how they live, and how they make their experiences meaningful. With this purpose, in qualitative research design, the researcher focuses on the personal meaning of the phenomenon (Merriam, 2013). The rationale behind the preference of this research design was to describe how the undesired behaviors of school principals are understood and interpreted, through teachers' experiences and opinions.

Participants

The study group of this research consists of 14 teachers working in primary, secondary, and high schools in Düzce city center in the 2019-2020 academic years. Purposeful sampling

method was used in the study. In the purposeful sampling method, information-rich situations are selected in order to conduct the research in depth, and the focus is on deep understanding rather than generalization (Patton, 2014). The maximum variation sampling method, one of the purposeful sampling methods, was used in the study. The aim of the maximum variation sampling is to create a relatively small sample and to reflect the diversity of individuals who may be a party to the phenomenon in this sample at the maximum level. The purpose of providing variation is not to make generalizations, but to determine whether there are common facts or differences between different situations and to reveal the different dimensions of the problem according to variation (Yıldırım & Şimşek, 2018). To that end, interviews were held with teachers at different levels, different branches, and with different genders in order to include different perspectives. Participants were determined on a voluntary basis and interviews were held on the days and at times decided by the participants. Codes were used to protect the privacy of the participants. In the coding process, T1P stands for the first teacher working at a primary school; T4P stands for the fourth teacher working at a primary school; T1S stands for the first teacher working at a secondary school; T4S stands for the fourth teacher working at a secondary school; T1H and T6H represent the first and the sixth teachers working at a high school. There are 14 participants, 8 are female and 6 are male. 4 of the participants work in primary school, 4 in secondary school, 6 in secondary school, and their experience in their professions vary between 5 and 24 years. The descriptive characteristics of the participants are presented in Table 1.

Table 1
The Descriptive Characteristics of the Teachers

School Type	Participants*	Branch	Gender	Years of Experience
Primary School	T1P	Classroom Teacher	Female	21
	T2P	Classroom Teacher	Female	17
	T3P	Classroom Teacher	Male	15
	T4P	Classroom Teacher	Male	5
Secondary School	T1S	Maths	Female	15
	T2S	Science	Female	6
	T3S	English	Female	14
	T4S	Social Sciences	Male	23
High School	T1H	Child Development	Female	20
	T2H	Art and Craft	Female	24
	T3H	Maths	Male	18
	T4H	Turkish Language and Literature	Male	20
	T5H	Accounting	Male	17
	T6H	Public Relations	Female	5

*The codes were used for the privacy of the participants.

Data Collection Instruments

Before the interview forms were prepared, the first draft of the form was made by reading the literature about the school principals' undesired behaviors, unethical practices, bullying, violence, and mobbing. The opinions of a professor as an educational expert were consulted to after the first draft was made. Following the expert opinion, the number of questions is limited to three. There were seven questions in the semi-structured form, four of these questions were formed to determine the demographic characteristics of the teachers, and three of them were formulated to capture teachers' opinions about the undesired behaviors of school principals, the effects of these behaviors, and their suggestions about preventing those behaviors. Afterwards, two teachers were interviewed as pre-interviews. After this process, it was seen that there was no problem in the comprehensibility of the questions in the form. The approval of the research study was taken from Düzce University-Scientific Research and Publication Ethics Committee. Research data were collected from the teachers who work in the city center of Düzce, in the spring term of 2019-2020 academic year. Due to the Covid-19 epidemic, which affected the whole world, teachers could not be interviewed face to face, and the data were obtained through semi-structured questions in video interviews. The teachers were interviewed on a voluntary basis. For this purpose, the lists of primary, secondary and high schools in the city center were made. First of all, some of the administrators of these schools were contacted and some information was given about the subject, purpose and method of data collection. Afterwards, the phone numbers of the teachers who agreed to participate in the study were taken by getting into contact again with the school principals, and random selections were made among the teachers in schools with a high number of teachers. Teachers who accepted to participate in the study were called and some of them were interviewed at the relevant day and time by making an appointment with some of them. During the interviews, video calls were made, it was stated that voice recording would be made on a second phone, and the permission of the teachers was obtained. The purpose of the study was explained to the interviewed teachers and assurance was given that the obtained data would not be shared with the third parties. Teachers were informed that their names would not be revealed and the codes would be used, instead. The interviews lasted between 20-30 minutes. After these interviews, eight volunteer teachers were recalled and asked the same questions. By this way, participant approval was provided, and additional information was gathered.

The ethical committee approval numbered 2020/149 was obtained from Düzce University Ethics Committee on 09.07.2020

Data Analysis

Descriptive analysis method was used in the analysis of the data. The data obtained in the descriptive analysis are summarized and interpreted according to previously determined themes. In descriptive analysis, direct quotations are frequently used to reflect the views of the interviewed or observed individuals in an impressive way. The purpose of descriptive analysis is to present the findings to the reader in an organized and interpreted form. To that end, the collected data are firstly described systematically and clearly. Later, descriptions are explained and interpreted; some conclusions are made by examining cause and effect relationships (Yıldırım & Şimşek, 2018). For this purpose, codes were determined by reading the obtained data. After the data were coded, sub-themes were created and similar codes were collected under the relevant sub-theme. The determined sub-themes were grouped under the themes created in the context of the questions. In the process of interpreting the data, biases and assumptions were avoided, and the participants' opinions were quoted directly in the research. In the process of coding the data, the consistency of the sub-themes and codes was tried to be ensured. In order to increase the reliability of the study, the opinions of a faculty member were obtained in order to confirm the reliability of those codes and sub-themes. Specified codes and sub-themes were calculated with the formula of Number of consensus ÷ (Agreement + Disagreement) x 100 developed by Miles and Huberman (1994). The results of the calculations showed that the reliability ratio was .88 for the first question, .93 for the second question, and .89 for the third question.

Trustworthiness and Transferability

In order to increase the credibility (internal validity) of the research, related literature was read while developing the interview form. During the preparation of the research questions, the opinions of a faculty member were consulted and the determined questions were pre-applied with the participation of two teachers. The interviews were recorded, and expressions that might have been misunderstood were prevented by comparing with the notes transferred to Word. Before the interview, credibility was tried to be ensured by informing the participants

that the final version of the interview data would be written and submitted to their approval. After the interviews are transcribed into word documents, participant approval was consulted to. The data were transferred to the study through direct quotations. In order to increase the consistency of the research, namely its internal reliability, the obtained sub-themes and codes were compared with an expert opinion and their compliance was controlled. The research period was explained in a detailed way in order to ensure the transmissibility (external validity) of the research. For this purpose, the design of the research, study group, data collection tools, data collection period, and the analysis of the data were clarified elaboratively. In order to ensure the consistency (internal reliability) of the research, findings were reported without interpretation, and participants' opinions were supported by direct quotations. Additionally, expert opinion was referred so as to prepare semi-structured interview form and compare the consistency among the codes.

Findings

Teachers' opinions within the context of research questions were analyzed under three themes, which are undesired behaviors of school principals, the effects of school principals' undesired behaviors on teachers, and suggestions for preventing undesired behaviors of school principals.

Principals' Undesired Behaviors According to Teachers' Opinions

Regarding the first question, undesired behaviors of school principals were grouped under three sub-themes and forty-three (43) codes. Related sub-themes and codes were presented in Table 2.

Table 2

Data Regarding the Undesired Behaviors of School Principals

Theme	Sub-themes	Codes
The Undesired Behaviors of School Principals	Personality Related Undesired Behaviors	Behaving egoistically Behaving opinionatedly Not being open to criticism Behaving unconcernedly Indifference Not being able to be prescient Self-righteousness
	Managerial Undesired Behaviors	Uncertainty about managerial issues Behaving discriminatorily Not protecting the school values Not being innovative Trying to suppress Not having managerial qualities Lack of interest and giving free vein Not being supportive Favoritism Not taking risks The requests occurring or changing suddenly Arriving to school late and leaving early The behaviors not complying with the seriousness of the position Not listening to new opinions and appropriation High expectation Nonequal treatment Mobbing Over increasing the work load of the employees Not admiring Unfair practices Taking advantage of the position Mistrusting employees Not taking initiative Lack of knowledge about legislation Not being a role model Looking as if he/she gave importance to teachers Not guiding Not following technological and current innovations Not informing about the received documents Lack of vision
	Communication Related Undesired Behaviors	Behaving disrespectfully/rudely Insufficient communication skills Addressing teachers informally Reprimanding loudly Hard to communicate/Unsociability Poor human relations

In the theme of school principals' undesired behaviors (Table 2), teachers have emphasized mostly the managerial undesired behavior sub-theme, then the personality-related undesired behavior sub-theme, and then the communication related undesired behavior sub-theme. Among the codes, behaving discriminatorily, trying to suppress and unfair practices were emphasized the most in the sub-theme of managerial undesired behavior. In addition, the codes

of uncertainty about managerial issues, not being supportive and mobbing are the codes that were emphasized in the second degree in this sub-theme. In the sub-theme of personality related undesired behaviors, teachers emphasized the codes of behaving egoistically, behaving opinionatedly, not being open to criticism, behaving unconcernedly, indifference and self-righteousness. In the sub-theme of communication related undesired behavior, the codes insufficient communication skills, addressing teachers informally, reprimanding loudly, hard to communicate/unsociability and poor human relations were highlighted. In this sub-theme, the code of behaving disrespectfully and rudely became prominent. Some of the teachers' opinions about the undesired behaviors of school principals are as follows, in their own expressions:

> *"Our school principal's uncertainty about managerial matters, his inability to reach a result, his self-righteousness as an authoritarian power, and his disrespectful behaviors are his behaviors that affect me negatively..."* (T1P)

> *"... It bothers me when she speaks loudly and scolds me as if she was talking to a student ... I don't like it when she addresses me informally."* (T2P)

> *"The behaviors that make me feel uncomfortable are our principal's efforts to suppress me by using her power, her unfair behaviors in designing the schedules or other tasks at school, and her indifference to school problems..."* (T1S)

> *"Unconcerned and biased approaches, not realizing our wishes, while assigning a task having expectations from the same teacher as that teacher will do it anyway, that is, not treating everyone equally, mobbing with a poor schedule, guard duty or errands..."* (T1H)

> *"...If we do not do what he wants, he does mobbing, he does not take the ideas of the teachers into account, and appropriates the ideas he takes into account... Being egoistic, not appreciating the work done, discriminating the staff, forcing his own ideas..."* (T2H)

> *"The principal's prioritization of personal relationships, her inability to maintain her neutrality, not being open to communication ...Her vision being too shallow and her lack of foresight affect me quite negatively..."* (T6H)

As seen in Table 2, teachers are exposed to undesired behavior mostly related to management and then personality traits of school principals.

The Effects of School Principals' Undesired Behaviors on Teachers

Regarding the second question, the effects of school principals' undesired behaviors on teachers were grouped under two sub-themes and twenty-three (23) codes. Related sub-themes and codes are shown in Table 3.

Table 3
The Effects of Principals' Undesired Behaviors on Teachers

Theme	Sub-themes	Codes
The effects of principals' undesired behaviors on teachers	Individual Effects	Stress
		Motivation loss
		Disappointment
		Becoming desperate
		Getting into panic
		Unhappiness
		Getting angry
		Worrying
		The feeling of deadlock
		Fatigue
		Poor performance
		Lack of self-confidence
		Distrust/loss of confidence
		Anxiety and nervousness
	Organizational Effects	Lack of belief in profession
		The feeling of neglect
		Keeping silence
		Lack of dedication to the institution
		Loss of trust
		Not having a sense of belonging
		Lack of focus on work
		Inefficiency
		Cynism

In the theme of the effects of school principals' undesired behaviors on teachers (Table 3), teachers emphasized mostly the sub-theme of individual effects, then the sub-theme of organizational effects. Among the codes, motivation loss, stress, poor performance and distrust/loss of confidence were emphasized the most. Additionally, the codes of disappointment, becoming desperate, panicking, unhappiness, getting angry, worrying, the feeling of deadlock, fatigue, lack of self-confidence, and anxiety and nervousness were also emphasized in this sub-theme. In the sub-theme of organizational effects, teachers mostly emphasized the codes of lack of dedication to the institution, the feeling of neglect, lack of belief in the profession. Moreover, the codes of keeping silence, loss of trust, not having a sense of belonging, lack of focus on work, inefficiency and cynism were emphasized.

Teachers' opinions about the effects of school principals' undesired behaviors on teachers are as follows in their own words:

> "...I feel stressed when the principal makes me think that I am losing my self-confidence. Actually he is responsible for this. ...Problems I face with decreases my motivation." (T1P)

> "The school principals' disrespectful behavior makes me feels desperate. I feel hopeless, distrustful. I think all the humiliating behaviors reflect on the whole institution." (T2P)

> "The school principal suppresses me, or he treats unfairly, and this makes me feel stressed. When I am on duty, sometimes I get panicked and make mistakes because I am under pressure. ...I cannot find solutions to the problems I face with." (T1S)

> "My motivation decreases during the lessons, I have no faith in the profession ... I lose my trust in my principal and the people around me, most of all, I am sorry that I'm losing my trust." (T1H)

> "Being mobbed and being faced with egoistic behaviors affects my motivation extremely negatively... You do not want to go to work, you cannot work efficiently, you are unhappy. You live on your nerves when lecturing or doing the tasks..." (T2H)

> "What can I say? The fact that my manager uses his position as a threat causes me to remain unresponsive in the institution. As my dedication to my institution decreases, I feel stressed while doing my job. My confidence in my manager is decreasing ...As a result of all these, I think I cannot show my performance sufficiently." (T5H)

Teachers' Suggestions for Preventing School Principals' Undesired Behaviors

Regarding the third question, teacher suggestions for preventing undesired behaviors of school principals are grouped under three sub-themes and forty (40) codes. Related sub-themes and codes are shown in Table 4.

Table 4

Suggestions on How to Fix the Undesired Behaviors of School Principals

Theme	Sub-themes	Codes
Suggestions for Preventing Undesired Behaviors	Human Competences Should Be Improved	Being able to develop empathy Should have humanistic behaviors Should give importance to values Respect, love Honesty Should behave equally, fairly, in other words righteously Should have forgiveness Should have a positive attitude Apologizing if necessary Should deal with wording problems Should not do mobbing Should have communication skills Should be open to interaction Should be away from ego Should not be affected by politics Should have anger management Should appreciate success Should be patient
	Conceptual Competences Should Be Improved	Should be solution oriented Should be innovative Should work in harmony and cooperation Should distinguish between the hard workers and the lazy Should be a sharing leader Should have a vision Should increase commitment to institution Should create a mission Should be able to guide people
	Technical Competences Should Be Improved	Should have managerial qualifications Should be easy to get into contact with Should be accountable Should not discriminate Should get his staff's opinions Should be able to provide supportive guidance Should have a master's degree Should innovate himself Should have a teacher-centered approach Should behave exemplarily Should create organizational culture Should ensure participation in decisions Should be a good administrator

In the theme of suggestions on how to correct the undesired behaviors of school principals (Table 4), teachers emphasized the sub-theme of "human competences should be improved" at most, then "conceptual competences should be increased", and lastly "technical competences should be increased" Among the codes, they emphasized the codes of "should

behave equally, fairly, in other words righteously", "should have communication skills" in the sub-theme of increasing human competences. Later, the codes of "being able to develop empathy", "respect, love", "should be open to interaction" and "should be away from ego" were emphasized. In the sub-theme of "technical competences should be improved", emphasis was placed on the codes of "should have managerial qualifications", "should be accountable", "should have a teacher-centered approach" and "should ensure participation in decisions". Other codes emphasized under this sub-theme were "should be easy to get into contact with", "should not discriminate", "should get his staff's opinions", "should be able to provide supportive guidance", "should have a master's degree", "should innovate himself", "should behave exemplarily", "should create organizational culture", "should ensure participation in decisions", and "should be a good administrator" .

The most emphasized code in the sub-theme of "conceptual competences should be improved" was the code of "should work in harmony and cooperation". Then, the codes of "should be solution-oriented", "should be innovative", "should distinguish between the hard workers and the lazy", "should be a sharing leader", "should have a vision", "should increase commitment to institution", "should create a mission", and "should be able to guide people" were emphasized. Teachers' opinions on how to correct the undesired behaviors of school principals are as follows with their own expressions:

> *"Regardless of the institution where they work as principals, I suggest empathizing and being managerial and humane."* (T1P)

> *"A principal must be fair, honest, control his anger, have forgiveness, patient and guiding ...He must be accessible, accountable, and able to apologize when necessary…"* (T2P)

> *"Principals should be able to provide collaborative and supportive guidance ... They should internalize the concept of empathy. I think they should take communication courses and it is crucial that they should be away from their ego."* (T3P)

> *"My advice to all school administrators is not to do this job if they cannot have the real quality of being an administrator ...When I want help about a certain problem; I want him to deal with the issue with a solution-oriented approach."* (T1S)

> *"School principals should read a lot and be in the search of more information. They should be open to interaction and cooperation. I suggest them behaving sincerely,*

equally, and fairly... They should solve their problems about wording, maybe they can be trained about that issue." (T2S)

"...I think supervision should be stricter and better. They do not care about accountability because they have good connections with their superiors." (T4S)

"...The most important factors that I would recommend are caring about justice, not discriminating between the staff, not doing mobbing on the schedule, respecting personal rights, and taking the opinions of the staff." (T2H)

Discussion and Conclusion

In this study, the undesired behaviors of school principals and the effects of these behaviors on teachers were tried to be determined. The research was conducted through three semi-structured questions, the questions were handled as a theme, and codes and sub-themes were created through descriptive analysis.

The Undesired Behaviors of School Principals According to Teachers' Opinions

The first question of the study is formed to determine the undesired behaviors of school principals. In the first theme, teachers emphasized managerial undesired behaviors of school principals. In this sub-theme, the opinions of behaving discriminatorily, trying to suppress, and unfair practices became prominent. In addition, indecision in administrative matters, not providing support, not listening to and appropriating new ideas, not behaving equally and mobbing are other prominent opinions. In the sub-theme of undesired behaviors related to personality, the opinions of behaving egoistically, behaving prejudicially, not being open to criticism, behaving neglectfully, indifference, behaving disrespectfully and thinking himself superior were emphasized. In the sub-theme of communicative misbehavior, disrespectful and rude behavior came to the fore. In this sub-theme, the emphasized opinions were insufficient communication skills, addressing informally, reprimanding loudly, not being open to communication / being asocial and having poor human relations. Without effective communication between employees; relationships at school will not serve anyone's needs (Bolarinwa & Olorunfemi, 2009). For this reason, it is important to keep individual and organizational variables under control that prevent the effectiveness of communication. Yalçın (2017) stated in his study that among the undesirable behaviors of school principals, teachers mostly stated that school principals lack leadership skills. In addition, teachers expressed

mostly the views such as the lack of problem-solving skills of school principals, poor management, insufficient communication skills, and avoidance of responsibility. It is possible to state that principals abuse their authority in various ways in order to victimize a teacher.

Often over-monitoring of teachers' work, controlling and restricting the communication flow between staff; often over-criticizing victims' work and repeating the work rather than helping to correct obvious mistakes; issues such as heavier workload or too little work assignment can be cited as examples of undesired manager behaviors in the literature (De Vos & Kirsten, 2015). It can be said that school principals should take on more transformational leadership roles because leadership functions are wider and go beyond the job description of any position in a school. A management-oriented management cannot go beyond the status quo when there is a need for change. Thus, transformational leadership roles towards the change and improvement of the basic tasks of schools (teaching and learning) as well as their organizational development are likely to be more effective. In the decision-making process, participation increases effectiveness. Participation functions as a means of achieving and enhancing effectiveness as it facilitates the commitment of those involved in any action as a legitimacy mechanism built on democratic principles. When participation is implemented to promote democratic principles and empower teachers, it should lead to a distributed leadership among school staff (Bolívar & Moreno, 2006). In Can and Can's (2019) study, principals' were found to display unethical behaviors towards teachers such as favoritism, bias, shouting/reprimanding, influencing the opposite sex through status, watching with cameras, not giving greetings; political, trade union and religious discrimination, applying psychological pressure, strict control, requesting changes in student grades, and making personal requests outside of their duties. Based on these results, it can be said that school principals' undesired behaviors may negatively affect their reputation in the eyes of teachers.

Effective and open communication at school improves the trust factor in principal-teacher relationships. Being able to trust gives teachers greater meaning and confidence in their ability to effectively guide their students for academic success. When there is a high level of trust in the school, teachers are more willing to work together, and more collaboration occurs. When teachers trust each other, they feel more comfortable discussing issues related to the organization's climate, culture, and general professionalism (Waller, 2016). Some studies (De Vos & Kirsten, 2015) showed that male school principals exhibit more bullying behaviors.

Men in patriarchal cultures may be more prone to display rude behavior in the workplace due to a lower threshold for disrespectful behavior, and women may sustain their victimization by tolerating rude behaviors and encouraging perpetrators without being aware of it (Ghosh, 2017).

All these results show that school principals display a large number of undesired behaviors. However, in the school environment, undesired behaviors have negative effects regardless of whom they are directed to. For this reason, it is important to increase the activities and practices aimed at raising awareness in schools.

The Effects of School Principals' Undesired Behaviors on Teachers

The second question of the study is about determining the effects of school principals' undesired behaviors on teachers. In this theme, teachers mostly emphasized the individual aspect of the effects of school principals' undesired behaviors on teachers. In the sub-theme related to the individual effects of school principals' undesired behaviors on teachers, the opinions of motivation loss, stress, poor performance and insecurity/loss of confidence were emphasized. Additionally, the codes of disappointment, loss of hope, panic, unhappiness, anger, worry, lack of solution, fatigue, loss of self-esteem, and anxiety and nervousness were other opinions emphasized in this sub-theme. In the sub-theme related to the organizational effects of the undesired behaviors of school principals on teachers, the opinions of loss of commitment to the institution, feeling of neglect, loss of faith in the profession came to the fore. Besides, keeping silence, loss of trust, inability to feel belonging, inability to focus on work, inefficiency and cynicism were other prominent opinions.

Studies show that some attitudes and behaviors of school principals affect the quality of education directly or indirectly (Balyer, 2013). Some of the effects mentioned in the literature are that mistreatment in the workplace (rudeness, abuse, mobbing) negatively affects the performance of employees (Ahmad, 2019); the stress experienced as a result of mistreatment reduces the emotional attachment of employees to the institution (Demirel & Akça, 2008), and teachers experience various health problems due to the mistreatment they are exposed to (Huffman, 2015). Many of the results mentioned in the research overlap with the results of the research available in the literature. Blase and Blase (2004) studies show that teachers who are

mistreated by their principals, experiences lack of motivation, depression; psychological/ emotional problems such as strong anger and feelings of rage. Research also shows that teachers refuse to participate in social and professional activities voluntarily, if possible, and do not participate when they have to participate in certain activities in order to avoid mistreatment. In terms of physical and physiological problems, depending on whether teachers are exposed to mistreatment for a long time or not, chronic sleep disorders, chronic fatigue, stomach aches, nausea, weight gain or loss, neck and back pain, and headache or migraine are the findings of some other research. Examples of other serious physical/ physiological problems experienced by teachers include diarrhea, high blood pressure, blurred vision, nausea or vomiting, respiratory tract infections, hives, heart palpitations, gum disease, hearing impairment, panic attacks and chest pains (Blase & Blase, 2004). The harmful consequences of abusive behavior on job performance include decreased performance and commitment, decreased satisfaction and morale, and absenteeism. As a social impact, isolation and loss of friendship are other effects of mistreatment (Blase & Blase, 2006). Teacher burnout, less participation in the teaching-learning process, boredom, and perhaps a decrease in interest in teaching as a profession can be accepted as the effects of school principals' undesired behaviors on teachers (De Vos & Kirsten, 2015). Another finding of the research is that teachers who are faced with favoritism will feel sad, discontented and excluded, feel anger, lose their trust, and feel worthless. The organizational consequences of all these psychological effects may appear as a decrease in productivity, an unsafe and peaceless school environment, and a negative impact on education (Demirtaş & Demirbilek, 2019). In the study conducted by Karabağ Köse, Taş, Küçükçene and Karataş (2015), regarding the characteristics of the managers that reduce the motivation of teachers; incompetent administrators, ignoring success, lack of communication, having ego, and reflecting the school principal's family problems were determined. Effective communication with teachers and involving teachers in the decision-making process enable teachers to express their feelings. The satisfaction experienced as a result of this will bring happiness to school (Argon, 2015).

According to the findings of the research, undesired behaviors of school principals were mostly grouped under managerial undesired behavior sub-theme. However, it was observed that the negative effects of managerial misbehavior had the greatest effect on the individual aspect.

Teachers' Suggestions for Preventing School Principals' Undesired Behaviors

The third question of the study is about teachers' suggestions for preventing the undesired behaviors of school principals. In this theme, teachers expressed their opinions mostly on the sub-theme of "human competences should be increased" to prevent the undesired behaviors of school principals.

In the sub-theme of increasing human competences, the opinions of "should behave equally/fairly", "should have communication skills", "should be able to empathize", "respect/love", "should be open to communication", and "should stay away from their egos" became prominent. In addition, other prominent opinions were "should display humanistic behaviors", "should care about values", "should be honest", "should forgive mistakes", "should behave positively", "know how to apologize when necessary", "should solve problems about", "should not do mobbing", "should not be affected by politics", "be able to control anger", "should appreciate success", and "should be patient". In this sub-theme, it was seen that communication competences are expressed predominantly.

The communication environment in an organization is of great importance as it contributes to the effectiveness and success of the organization. The communication environment can affect the atmosphere that encourages or hinders horizontal, upward or downward communication between employees within the organization. In organizations with a defensive climate, employees tend to avoid communicating their needs and are very cautious in speaking out. However, organizations with supportive environments encourage active participation, good information exchange, and constructive conflict. Achieving a collaborative communication climate in an organization is only possible with effective management of conflicts (Nordin, Sivapalan, Bhattacharyya, Wan Ahmad & Abdullah, 2014). It depends on the dose and frequency of the undesired behaviors of the school principal, but teachers in a defensive climate will not be able to express their views and provide information exchange. For this reason, it is of great importance to prevent undesired behaviors that block communication channels in schools.

In the sub-theme related to increasing the conceptual competences, the opinion of "should work in harmony and cooperation" became prominent. In addition, the opinions of "should be

solution-oriented", "should be innovative", "should distinguish between the hard workers and the lazy", "should be a sharing leader", "should have a vision", "should increase organizational commitment", "should create a mission", and "be able to guide" were prominent. In the sub-theme related to increasing technical competences, the opinions of "should have managerial qualifications", "should be accountable", "should behave in a teacher-centered manner and ensure participation in decisions" were emphasized. Additionally, the opinions of "should be accessible", "should not discriminate", "should take the opinion of their staff", "should be able to provide supportive guidance", "should have a master's degree", "should innovate themselves", "show guiding behavior", "establish organizational culture", and "be a good administrator" were other prominent opinions. Managerial competence refers to what is expected from managers to ensure organizational effectiveness. Technology use, communication and leadership competences are some of them. School principals' ability to manage schools effectively and efficiently requires them to have some competences. In countries that consider school management as a professional field, some competences have been defined in the appointment of school principals and those with these competences have been appointed. Considering that there are not any qualification criterion sought in the appointment of school principals in Turkey (Ağaoglu, Altınkurt, Yılmaz & Karaköse, 2012), it is inevitable that some problems related to these competence areas are experienced. Therefore, in the appointment of managers, the defined competence areas of managers should also be taken into account.

The first step into establishing and maintaining a good organization is to develop a written "intolerance" plan to deal with all forms of discrimination and workplace abuse. This policy should be committed by the top officials of an organization as part of the vision and strategic human resource planning. It is absolutely essential that top management support such a policy, which will make a difference in employees' perceptions of how serious the organization is in maintaining a good work environment (Ebeid, Kaul, Neumann & Shane, 2003). School principals should display leadership behaviors based on cooperation and take the opinions of teachers into consideration when making decisions (Çimen & Karadağ, 2019). School principals' self-improvement (Yıldırım, 2017) and their improvement of verbal communication skills will positively affect teacher motivation (Özgan & Aslan, 2008).

Suggestions

In order to minimize the individual and organizational effects of the undesired behaviors of school principals on teachers, intolerance, accountability and transparency policies can be developed for the undesired behaviors. By keeping the issue updated, positive examples can be rewarded, and negative examples can be reduced with appropriate enforcements. Selection methods that emphasize communication and human relation skills can be used in the appointment of school principals.

In this research, data were not collected through face-to-face interviews because of pandemic of Covid 19, and this is one of the limitations of the study. Apart from this, the collected data were limited to the study group and semi-structured three questions. For this reason, it may be possible to obtain deeper data by interviews. In further research, the relation between the undesired behaviors of school principals and variables such as years of experience, school type, and gender can be investigated. School principals can be the object as well as the subject of undesired behaviors. In a study to be conducted, school principals' exposure to the undesired behaviors or mistreatment by top management can be discussed.

Statements of Ethics and Conflict of Interest

"I, as the Corresponding Author, declare and undertake that in the study titled as "*Undesired Behaviors of School Principals and the Effects of These Behaviors on Teachers*", scientific, ethical and citation rules were followed; Turkish Online Journal of Qualitative Inquiry Journal Editorial Board has no responsibility for all ethical violations to be encountered, that all responsibility belongs to the author/s and that this study has not been sent to any other academic publication platform for evaluation."

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Research Article

Understanding the Multiple Effects of Historical Empathy: A Study Explanatory Mixed Method[1,2]

Sezgin Elbay[3], Erdoğan Kaya[4]

Abstract

The aim of this research is "Understanding the effects of historical empathy model on academic achievement and attitudes towards the lesson of Turkish Republic (T.R.) Revolution History and Kemalism". To realize the research aim, explanatory mixed method design was administered. Within that context, firstly, quantitative method was used. Next, qualitative method was employed in order to explain quantitative data. In the quantitative stage, academic achievement test and attitudes towards the lesson scale were used as data collection tools; in qualitative stage video camera and semi-structured interview form were administered. Quantitative data of the research were analyzed via T tests, Manova and One-Way Covariance Analysis whilst qualitative data were solved via thematic analysis. Analysis of quantitative data revealed that historical empathy model had statistically significant ($p < 0,5$) effect on students' academic achievement levels and their mean scores in attitudes towards the lesson. It was detected that historical empathy contributed to academic achievement by developing multiple literacies and motivated them to take historical context into account; since the method unveiled a range of emotional reactions, it was useful to help them develop positive attitudes towards the lesson.

Keywords: *T.R. Revolution History and Kemalism lesson, historical empathy, explanatory mixed method.*

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Tarihsel Empatinin Çoklu Etkilerini Anlamak: Bir Açıklayıcı Karma Yöntem Çalışması

Öz

Bu araştırmanın amacı, "Türkiye Cumhuriyeti (T.C.) İnkılap Tarihi ve Atatürkçülük dersinde, tarihsel empati modelinin, akademik başarı ile derse yönelik tutum üzerindeki etkilerini anlamak"tır. Araştırmanın amaçlarını gerçekleştirmek için açıklayıcı karma yöntem deseni işe koşulmuştur. Bu bağlamda öncelikle nicel; ardından nicel verileri açıklamak için nitel yöntem kullanılmıştır. Araştırmanın nicel aşamasında veri toplama araçları olarak, akademik başarı testi ile derse yönelik tutum ölçeği; nitel aşamasında video kamera ve yarı yapılandırılmış görüşme formu işe koşulmuştur. Araştırmanın nicel verileri, t testleri, Manova ve Tek Yönlü Kovaryans Analizi ile nitel verileri ise tematik analizle çözümlenmiştir. Nicel verilerin analizi sonucunda, tarihsel empati modelinin öğrencilerin akademik başarı düzeylerine istatistiksel olarak anlamlı ($p < 0,5$) bir etkisinin olduğu ve derse yönelik tutum ortalamalarını arttırdığı saptanmıştır. Tarihsel empatinin, öğrencilerin, çoklu okuryazarlıklar geliştirme ve tarihsel bağlamı dikkate almalarını sağlayarak akademik başarılarını olumlu olarak etkilediği; çeşitli duygusal tepkilerini açığa çıkardığı için de derse yönelik olumlu tutumlar geliştirmelerini sağladığı tespit edilmiştir.

Anahtar Sözcükler: *T.C. İnkılap Tarihi ve Atatürkçülük dersi, tarihsel empati, açıklayıcı karma yöntem.*

Introduction

Historical empathy stems from a viewpoint that theoretical perspectives, value, belief and norms of the past differ from theoretical perspectives, value, belief and norms of present day. In this regard it can be argued that historical empathy is an attempt focusing on understanding the past with respect to its own circumstances. An attempt to understand the events could demand making historical comments according to the conditions of its age. In addition, that could also demand engaging in historical criticism and questioning (Foster, 2001). It can also be claimed that during its conceptual change process, historical empathy was used to meet a range of other objectives.

At the onset of 1970s, historical empathy was integrated into British Education system in a manner to involve historical criticism and questioning (Dillenburg, 2017). That new approach fueled opposition among those who advocated Perennialist and Fundamentalist educational ideologies in history teaching because according to them, cultural values of the past should be transferred to next generations with no changes (Yılmaz, 2011). Opponents argued that historical empathy was a futile work and they criticized teaching historical empathy during history lessons which were already given in limited periods. Main focus of the criticism involved analysis of past values and interrogation of historical personalities. In subsequent decades (end of 1970s) history teachers began to employ historical empathy by blending it with psychological empathy and sympathy (Bartelds, Savenije and Boxtel, 2020).

Historical empathy was utilized by history teachers within an emotional context. In subsequent years that situation was criticized by those who actually conceptualized historical empathy in person. Critiques pointed out that historical empathy was neither psychological empathy nor sympathy. In this regard Shemilt in 1984 and Ashby and Lee in 1987 introduced to the field the very first theoretical frames that excluded emotions from historical empathy (Elbay, 2020b). Finally it can be argued that conceptual confusion in that field and incorrect use of historical empathy enabled to develop theoretical frames and these theoretical frames helped to identify historical empathy levels that consisted of cognitive dimension. Formed by cognitive dimension, principles of historical empathy were conceptualized by Foster (2001). In recent studies however; Barton and Levstik (2004) reported that in the past, emotions were

misused and historical empathy should in fact entail a kind of interest -also known as "caring"- towards historical events and personalities. In that way the role of emotions in historical empathy became a hot topic that initiated relevant researches. As a result of such researches, it has now become an accepted norm that historical empathy is a concept consisting of two dimensions as cognitive and affective. Affective dimension of historical empathy included over-sensation, identification, sympathy and empathy since they cover unique connections formed with an event or person and focus on time contextually (Jun, 2020). In fact affective dimension is analyzed in accordance with other factors like not belittling historical personalities and caring, paying value to their legacy. In this regard Endacott and Brooks (2013) also stated that emotions should be accounted together with cognitive dimension and they supported dual dimension of historical empathy. Within this framework it is safe to argue that historical empathy studies were conducted to examine several situations.

In conducted studies it was revealed that historical empathy was unrelated with psychological empathy (Dillenburg, 2017). In addition, effects of various strategies throughout historical empathy process were investigated and it became apparent that first and third person singular narration on the historical events experienced by historical personalities were influential in instilling historical empathy (Brooks, 2008; De Leur, Boxtel and Wilschut, 2017). Added to that, in the studies by Bryant and Clark (2006) and Metzger (2012) it was detected that a dramatic movie; a museum in Savenije and De Bruijn (2017) research had a positive effect on historical empathy. Moreover in the studies by Kosti, Kondoyianni and Tsiaras (2015) and Güneş (2019) drama was reported to play role in instilling historical empathy. In scale development trial by Çalışkan and Demir (2019) it was detected that historical empathy was formed of two dimensions (factors); cognitive and affective. In this regard Elbay's (2020b) study highlighted that affective and cognitive learning activities caused dissimilar effects. Although a great number of studies have discussed employed strategies in gaining historical empathy and reflections of these strategies, only a very small number of researches focused on the effect of historical empathy in academic achievement and attitude (Çorapçı, 2019). In these rare studies, it was seen that effect of teaching via historical empathy model developed by Endacott and Brooks (2013) on academic achievement and attitude was not investigated. Also, the kind of factors that molded students' academic achievement and attitudes towards the lesson during historical empathy process were left untreated. In sum it can be claimed that in literature there is emergent need for updated researches on the effect of historical empathy. It was also

witnessed that in those studies there was a uniform tendency in method part. That being said, it can be argued that in those studies most common methods were qualitative method and case study. In another saying, there are very few studies with quantitative and mixed methods.

In Middle School T. R. Revolution History and Kemalism lesson, effects of historical empathy model on academic achievement and attitudes towards the lesson as well as relevant causes could be unveiled in researches with mixed method. Hence, multiple effects of the model could be learnt. Moreover, presenting the experiences of students undergoing historical empathy process could be useful in developing the model and could motivate the students to analyze past and present events according to prevailing circumstances. Accordingly, the aim of this research is teaching of history topics in accordance with historical empathy model that was developed by Endacott and Brooks (2013). Next, it is aimed to identify the effects of this model on the academic achievement in Middle School T.R. Revolution History and Kemalism lesson and attitude while also revealing relevant causes. Sub-questions developed in that line are such:

1. Between test group where lessons are offered in historical empathy model and control group in which lessons are offered in traditional teaching;
    a. With respect to academic achievement; Is there a significant difference between pretest and posttest mean scores?
    b. With respect to attitude towards Middle School T.R. Revolution History and Kemalism lesson; Is there a significant difference between pretest and posttest mean scores?
2. What are the views of 8th grade students about historical empathy process?
3. How can the qualitative data obtained from 8th grade students in Middle School T.R. Revolution History and Kemalism lesson be useful in understanding the results of experimental procedure aimed at testing the effect of historical empathy model on academic achievement and attitudes towards the lesson?

Methodology

In answering research questions, explanatory mixed method design was harnessed. In this design firstly quantitative data are collected; next qualitative data are obtained in order to explain quantitative data (Creswell and Plano Clark, 2018). This research also integrated

hypotheses of explanatory design and in this design the aim is to combine quantitative and qualitative methods as staged during many of the phases so as to guide the process of connecting data collection, time of the analysis and findings. Figure 1 displays the workflow in the research.

Research process:

Pre, during and post process screenings (with 50 participants)

Key target areas

Academic achievement and attitude towards the lesson

Students' reactions and views on historical empathy process

Outputs:

Item and factor analyses

QUANTITATIVE Data collection (pretest)

Pretest-Posttest Equalized Control Grouped Emprical Design

Test group

Control group

Historical empathy model

Traditional teaching

QUANTITATIVE Data collection (posttest)

To understand historical empathy model's multiple effect on T.R. Revolution History and Kemalism lesson, forming a connection between quantitative findings and qualitative findings

Qualitative process:

Getting field notes, conducting qualitative work with test group, semistructured interview and open ended interview

Qualitative review stages in the assessment of outputs

Outputs: Thematic analysis

Preparing draft report and organizing feedbacks on the report

Finalizing the draft report in line with received feedbacks

Figure 1. Explanatory mixed method design used in the research

As Figure 1 is examined it is detected that in this research both quantitative and qualitative data were collected, analyzed and were collectively blended in the last stage.

Study Group

The study group participated in the research voluntarily. In this context, the students were given a "Voluntary Participation Form", and the students and their families signed it after reading it.

Research's study group included 8th graders from two different sections during 2019-2020 academic year (7 October 2019 / 12 January 2020) in a public middle school from Ferizli district of Sakarya city. Within the scope of the study, research permission no. 29065503-E.18609769 was obtained. The research was carried out in a rural area of Sakarya, which is a large-scale city according to population criteria close to the Black Sea coast. In this region, there is a primary school and a health center, electricity and drinking water networks, fixed telephone and ADSL connection; however, there are no infrastructure services such as post office and sewerage network. In addition, transportation is provided by asphalt road. The majority of Bulgarian immigrants and people coming from the Black Sea region live in the region.

Total number of participants is 54 but since two students from test and control groups each failed to attend lessons due to different reasons, they were excluded from the research. Participants within experimental procedure were designated according to multi-level mixed method sampling approach. In multi-level mixed method sampling approach, more than one stage can be followed to identify study group or sampling and in each stage qualitative or quantitative data can be utilized (Teddlie and Yu, 2007). In this research too, a list of stages were followed to detect test and control groups and in every stage qualitative or quantitative data were harnessed. After receiving required approvals from Anadolu University Social and Human Sciences Research and Publication Ethics Board and Sakarya Provincial Directorate of National Education, the middle school to conduct the experimental procedure was designated. To that end at first middle schools with minimum two sections and a minimum of 20 students in every section were determined. Besides, classes in which number of girl and boy students are balanced and students who could manage to submit the activities and tasks regularly and timely were selected. When all these criteria were taken into account, a middle school with a school library that contained several primary and secondary sources and testimonies was selected as the research site since this school also had two sections and 25 students in each section. Upon detecting school and classes for the research practice, next step was determining test and control groups. Test and control groups could not be randomly assigned since school management already assigned the classes. Therefore, the research was administered among given groups; yet in experimental researches if random assignment is infeasible what matters is equalizing test and control groups with respect to some critical variables. Some of the demographic features belonging to study group are as shown in Table 1.

Table 1

Demographic Features of Students in Test and Control Groups

Demographic features		Test group		Control group	
		f	%	f	%
Gender	Girl	14	56	15	60
	Boy	11	44	10	40
	Total	25	100	25	100
	13	5	20	8	32
Age	14	20	80	16	64
	15	-	-	1	4
	Total	25	100	25	100
	Below 2020 TL	1	4	6	24
	2020 TL	3	12	4	16
	Between 2020-2500 TL	6	24	4	16
Monthly income level	Between 2501-3000 TL	12	48	3	12
of the family	Between 3001-3500 TL	-	-	2	8
	Between 3501-4000 TL	1	4	2	8
	4001 TL and above	2	8	4	16
	Total	25	100	25	100

Quantitative Stage

Since the aim was to analyze independent variable's (historical empathy model) effect on dependent variable (Academic achievement and attitude towards Middle School T.R. Revolution History and Kemalism lesson) there was need for quantitative method. To that end, an experimental setup was formed. To collect quantitative data, academic achievement test and attitude scale towards Middle School T.R. Revolution History and Kemalism lesson was developed. Thus, collected data could be statistically analyzed so as to perform a comparison between groups. Research's quantitative stage was performed in accordance with pretest-posttest equalized control grouped experimental design.

Quantitative Data Collection Tools

To answer questions in the quantitative stage of research; attitude scale developed towards academic achievement test and Middle School T.R. Revolution History and Kemalism lesson was utilized.

Academic achievement test

In the research achievement test developed by Elbay (2020a) for Unit 2: "National Awakening: Steps taken towards Independence" in Middle School T.R. Revolution History and Kemalism lesson was used. KR20 reliability coefficient of the test was measured as 0,771; mean index of distinctiveness was 0,461 and difficulty index was 0,542. Within the scope of reliability and validity, achievement test developed according to these results is taken to be in acceptable level.

Attitude scale

In the research, attitude scale developed by Elbay and Kaya (2020) towards Middle School T.R. Revolution History and Kemalism lesson was harnessed. To identify factor structure of the scale, exploratory and confirmatory factor analyses were made; next reliability and item analysis were conducted and in the end it was detected that the scale had a factor structure consisting of 22 items and 4 dimensions. For instance, Cronbach's Alpha value for all items was measured as ,939; first factor in its subdimensions as ,927; second factor as ,839; third factor as ,786 and fourth factor as ,655.

Experimental procedure

Experimental procedure was conducted in Middle School T.R. Revolution History and Kemalism lesson Unit 2; "National Awakening: Steps taken towards Independence". Experimental procedure was administered in line with historical empathy model. Lessons were instructed in line with specified stages and in every stage students were guided to engage in varied learning activities that match stages of historical empathy model. Stages in historical empathy model used in experimental procedure and activities conducted in these stages are as below:

i. Introduction stage: In general, the lesson started by asking open-ended questions (have you ever had to make a tough decision? If yes what made this decision tough?). By these questions it was aimed to help students realize that a historical event could have taken place under difficult circumstances and students were directed to associate their previous experiences with the historical event to explore. Lastly, significance of a

historical event was emphasized and it was aimed to fuel motivation (Why do we have to find out the underlying causes behind the WWI?).

ii.   Investigation stage: In line with related acquisition, lessons in this stage were taught in first and second hand sources. Various documents about the acquisitions (for example, 'First World War in Ottoman Documents 2' retrieved from Ottoman achieve) were analyzed by students under the observation of teacher/researcher. Next, various documentaries were played (such as, 'First World War from the Eyes of Arabs'). Hence students could be able to develop hypotheses on a historical event and comprehend this event within the scope of a historical context. Later, students' questions were directed to other students to fuel an in-class discussion. To help students understand the role of historical personalities, various memoirs (such as, Independence War memoirs of Kazım Karabekir Pasha) were reviewed. In this stage since language style of the memoirs was difficult to understand, teacher/researcher distributed to the students simplified versions of these narratives.

iii. Display stage: In this stage, students were asked to display their learnings and it was attempted to make the final product to reflect learning performances of students. Later, the product was assessed via grading scales. To that end, students performed an application according to historical context towards historical events at the focus of acquisitions, multiple perspectives and emotional factors (such as writing a historical narrative on what has been learnt).Thus it was possible to see what kind of a relationship students formed between evidences and sources, how they evaluated historical events and how they reflected them onto their historical comments.

iv. Reflection stage: In this stage, the aim was to find out if students changed their thoughts and emotions in Introduction stage. In that sense, a historical event (for instance causes behind First World War and developments leading to the war) was discussed; then researcher/teacher asked questions that connected the past with present day (such as, do you think there are still some societies or regions undergoing the same conditions, is that some kind of a conflict of interest?).

Quantitative Data Analysis

In order to answer clause (a) of research's first question One-Way Covariance Analysis (Ancova) was used. This analysis was chosen since, by eliminating uncontrollable destructive

factors via linear regression analysis, it could unveil the factual effect of experimental procedure. Besides, for the effect size of experimental procedure, partial eta square (η2) value was computed and its effect was reported. In order to answer clause (b) of research's first question Multi-variant Anova (Manova) was harnessed. In sum, when experimental procedure ended Manova was administered to detect if a significant difference existed between posttest attitude scores of test and control groups. This analysis was chosen to test if a significant difference existed with respect to sub-factors of attitude scale of test and control groups.

Qualitative Stage

In the second stage of research it was aimed to explain effects of historical empathy process on academic achievement and attitude. To that end it was aimed to unveil the way historical empathy process molded students' reactions and views. That is an evidence of the fact that second stage of the research was performed according to heuristic design. This design that lacks a directive structure could be suitable to examine a phenomenon (historical empathy process) since it started as qualitative.

Qualitative Data Collection Tools

To answer research's second question lessons conducted in test group were video recorded and a semi-structured interview form was designed.

Video camera

While teaching the "National Awakening: Steps Taken Towards Independence" unit, the lectures were recorded on video camera. In this research one 64 GB flash disk, and a video camera with 4K feature and 1080p resolution were utilized. Videos were shot in two main halls; classroom and library. So as to record student reactions in the widest perspective as possible, camera was mounted and fixed on top of the smart board. Video records saved in flash disk were regularly transferred to computer database every night after the shooting (at 7:00 p.m in general). Video recording took place between 24 Oct-12 Dec. 2019 during 7 class hours at approximately 245 minutes. Before the lessons were recorded on video camera, "the Parent

and Student Consent Forms for Video Recording and Photographing" were read by the students and parents and these forms were signed by them.

Semi-structured interview form

Interview questions were concocted on the basis of semi-structured interviews observed in historical empathy literature and studies on historical empathy. These questions were then reviewed by 2 specialists in the fields of social sciences and history education and 1 social sciences teacher, in accordance with views and suggestions of experts, required corrections and changes were made on the questions. In the interview form 8 open-ended questions and 2 final questions with no directives were listed. Designed questions were administered as pilot study among 5 8th graders. So as to clarify incomprehensible points during interview process to students, the form also included alternative items. After these interviews questions were revalued and a semi-structured interview form that integrated a total of 7 open-ended questions was designed. Semi-structured interview questions are as follows:

1. What do you understand when you say historical empathy?
2. What does historical figure remind you?
3. Do you think you have historical empathy? If yes, with which person (s) did you do that?
4. Did lessons taught with historical empathy help you understand historical events? If yes, how?
5. How were the lessons taught with historical empathy in your opinion?
6. Were the lessons taught with historical empathy different from those taught by other methods? If so, what were they?
7. What would you recommend to others in interpreting a historical figure or event?

Qualitative Data Analysis

Data collected to answer research's second question was analyzed via thematic analysis. Thematic analysis can call for a circular process in which data are gathered to direct data collection as well as analysis and in which analysis takes place concurrently (Merriam, 2009). In this regard thematic analysis was used to explain existing qualitative data since there was not a pre-designated theme or dimensions. Thus the aim was to reveal novel concepts and

themes that were absent in pre-designated headings. While student views were examined, exceptional points in the views were noted and specific words and phrases were highlighted in red. In addition personal citations (in vivo) were saved in Excel program and this pre-analysis was an early preparation to code the views line by line. Line decodings done in the pre-analysis of interviews were compared with data retrieved from video camera; codes were then classified under specific categories. 127 codes and 28 categories attained in the first decoding tour were tabulated. That was in line with Merriam's (2009) view that; themes attained when first analyses are complete have preliminary features and it is yet impossible to exactly know under which categories these codes could be classified. That reality enabled to internalize multiple data set and in order to reveal differences and similarities in codes, it allowed to neutrally review the categories (Bogdan and Biklen, 2007). In the second analysis stage, to the end of showing bigger formations within data set, similar codes were united and 33 key codes were thus designed. Next, they were reduced to categories. In that case 28 categories emerging at the start were reduced to 13 in line with class division of codes. Therefore, during decoding process, redundant data were extracted. In the third stage categories were degraded into 3 main themes and for these themes pieces of evidence were searched within data set (word and word groups).

Validity and Reliability (Trustworthiness)

Trustworthiness stands for the value and credibility of findings (Lincoln and Guba, 1985). One way to secure credibility is conducting long-term observation and maintaining constant interaction with participants until the researcher fully grasps the investigated phenomenon (Glesne, 2015). That is to say in the research site, long-term observation (around 6 months) was conducted on the examined social phenomenon (reactions and views molded throughout historical empathy process) constant interaction with participants was maintained throughout the process. Peer review (Glesne, 2015) is one of the ways to attain credibility. Peer review mandates constant communication with colleagues and/or experts as the research continues and taking their opinions and evaluations into account. In this regard during the research there was continuous exchange of information on the procedural steps with 2 field experts and school principal in the middle school where the research was conducted; their opinions, suggestions and evaluations were reflected in the research process. In addition data diversification was

achieved since more than one data collection tool was utilized in the research. Lastly, reliability between coders was computed. In that sense reliability formula (Reliability = Consensus/(Consensus+Dissensus)) suggested by Miles and Huberman (1994) was used. To that end a total of 3 people -one researcher and two social sciences field experts- independently coded interviews and video-record scripts. At the end of decoding, first coder 127, second coder 140, third coder 130 key codes were attained. First and second codes had consensus on 127 codes, dissensus on 13 codes (compatibility 91%), first and third coders had consensus on 127 codes, dissensus on 3 codes (compatibility 98%), second and third coders had consensus on 130 codes, dissensus on 10 codes (compatibility 94%). Disputed codes were not included into the analyses.

Findings

Quantitative Findings

Academic achievement

To detect if a significant difference existed between pretest and posttest mean scores with respect to test and control groups' academic achievement, One-Way Ancova (Covariance) Analysis was utilized and in Table 2 outputs of this analysis have been listed.

Table 2

Ancova Analysis of Posttest Scores Corrected According to Academic Achievement Pretest Scores

Variance source	Sum of squares	sd.	Mean of squares	F	p	Partial η2	Effect size[b]
Corrected model	2800,520[a]	2	1400,260	11,996	,000	,338	,993
Pretest	952,200	1	952,200	8,157	,006	,148	,799
Group	1274,630	1	1274,630	10,920	,002	,189	,899
Error	5486,200	47	116,728				
Total	105792,000	50					
Corrected sum	8286,720	49					

Table 2 displays that with respect to academic achievement pretest scores of test and control groups there is 05 level of significant difference between corrected posttest scores (F1-47=10,920; p<.05). In another saying it became apparent that historical empathy model academic achievement in a statistically significant degree.

Attitude

To detect if with respect to subdimensions (factors) of test and control groups' attitude scale towards Middle school T.R. Revolution History and Kemalism lesson significant difference persisted between pretest and posttest mean scores, one-factor Manova was applied. Results of Manova Analysis are as shown in Table 3 and 4.

Table 3

Manova Results of Test and Control Groups' Attitude Scale Factor Scores

Effect		Value	F	Hypothesis sd	Error sd	p.
Education-axle division	Pillai's Trace	,980	41,584	8,000	40,000	,000
	Wilks' Lambda	,020	41,584	8,000	40,000	,000
	Hotelling's Trace	8,317	41,584	8,000	40,000	,000
	Roy's Largest Root	8,317	41,584	8,000	40,000	,000
Group	Pillai's Trace	,242	,594	8,000	40,000	,158
	Wilks' Lambda	,758	,594	8,000	40,000	,158
	Hotelling's Trace	,319	,594	8,000	40,000	,158
	Roy's Largest Root	,319	,594	8,000	40,000	,158

Table 3 evidences that there is not a significant difference between mean scores attained by test and control groups' attitude scale towards T.R. Revolution History and Kemalism lesson (Wilks' Lambda=0,758, F(8,40)=0,594, p>0,05). This finding reveals that with respect to mean scores received from entire scale there was not ,05 level of significant difference. Mean and standard deviation values related to scale's 4 factor and one-factor Anova results on the basis of factor are as illustrated in Table 4.

Table 4

Mean and Standard Deviation Values and One-Factor Anova Results Test and Control Groups'
Attitude Scale Factor Scores

Subdimensions	Group	N	X	ss.	sd.	F	p
Rest	Test	24	72,6917	19,59680	1-47	2,621	,112
	Control	25	64,0640	17,69508			
Value	Test	24	77,2933	17,16781	1-47	2,099	,154
	Control	25	69,8016	18,94008			
Motivation	Test	24	77,6875	23,29574	1-47	6,997	,011
	Control	25	58,9600	26,11390			
Benefit	Test	24	70,1250	20,20829	1-47	,152	,698
	Control	25	67,7600	22,15529			

Table 4 reveals that between motivation mean scores of test and control groups there was ,05
level of significant difference (F (1-47)=6,997, p<0,05), however in terms of other dimensions
there was no significant difference(p>0,05).

Qualitative Findings

Students' views towards historical empathy process are displayed in Table 5.

Table 5

Students' Views Towards Historical Empathy Process

Theme	Category	Code	n
Demonstrating multiple literacies	Presenting historical thinking skills	Making historical questioning	6
		Making historical criticism	5
	Using information and communication technologies	Multidimensional effect by the Videos	12
		Multidimensional effect by worksheets	8
		Multidimensional effect by visual tools	4
	Demonstrating interpersonal and group skills	Engaging in group discussions	12
		Engaging in constructive group	6
Taking historical context into account	Having awareness on historical period	Interpreting historical conditions based on period	13
			9
		Arguing that periods differ from each other	9
	Having multiple points of view	Dual perspective towards historical events	5
		Neutral perspective towards history	
Emotional reaction	Forming attitude	Forming positive attitude towards the course	13
		Forming negative attitude towards the course	3
	Making negative associations	Difficulty and toughness of lessons taught in historical empathy	1
		Lack of need for historical empathy	1

Theme 1: Developing multiple literacies

Demonstrating historical thinking skills: It was observed that many of the students demonstrated multidimensional historical thinking skills. In this regard, it was stated that students demonstrated historical questioning (Emrullah, Eser, Rukiye, Müslüme, Sıdıka, Özcan) and criticism (Emrullah, Eser, Okan, Selime, Ali).

Some of the students argued that thanks to historical empathy, they could perform historical questioning. For instance Eser-coded student stated specific topics to illustrate how he could engage in historical questioning:

> *"Historical empathy allows me to question in class. It helped me indeed. Like Kuvâyı Milliye (Nationalist Forces). Why did Kuvâyı Milliye fight? Because there was no army in that time and these forces did not want to lose as a nation. They were not pessimistic, it was a fight. Coursebook on its own could not teach me that much. I think about those ages and reflect on my own."*

Rukiye-coded student stated that lessons taught in historical empathy helped her historical questioning but other methods had no such benefit and that in other lessons mostly teachers performed questioning:

> *"We engage in questioning with historical empathy. Why did this man do all of them, what was his motive? In other methods it is only the teacher questioning because s/he talks from own point of view. We cannot express our own viewpoint. Teacher talks from own perspective, which is perhaps not true for me. When I add my thoughts and comments, it is more effective indeed."*

Using information and communication technologies: It was identified that a vast majority of students benefited multidimensionally from information and communication technologies. In this regard we can argue that students were affected by video (Emrullah, Hasan, Hamiyet, Kadir, Rukiye, Behzat, Ecrin, Mehtap, Müslüme, Soner, Özcan, Ali), visual tool (Emrullah, Kadir, Rukiye, Mehtap) and worksheets (Kadir, Şengül, Ecrin, Mehtap, Müslüme, Sıdıka, Özcan, Ali) in a multidimensional aspect.

Many students attested that videos from old periods were particularly useful in storing in their minds. In the same vein Emrullah-coded student said, *"Videos etc. helped me a lot to*

remember. Videos and other things stay in my mind longer." Rukiye- coded student said videos grabbed their attention and that was probably related to background music in the videos.

> *"For me one thing was noticeable in video; background music. That music turns the video into a majestic piece and you immediately focus on the story. Even if you have no desire to watch, it draws you in and you cannot stop looking at it. In line with the excitement there, the background music is passionate, depending on the gloom background music becomes emotional and squeaky. It just takes my attention. I feel like I am inside the story and I try to picture myself in there. If I were there could they have done them to me? How would I react? I position myself right into the video as one of the actors."*

Rukiye-coded student employed 'a tree with many branches' metaphor and stated that visual tools helped more than texts. Here are her views:

> *"They were all schematized. They all were like many branches rising above a tree. Like a tree and you make a generic tree from the branches of this tree and that tree draws your attention. Branches transform it into an adorable tree. It is beautiful just because of that but when some texts are too long, they become boring. If there are only words it is unbearable but if it is divided into branches, schematized, there are lines, and a map is put then it is much better. Maps are great visual aids. But if there is even a text, there should be a diagram and text boxes; they are really much better but if it is only text if there is no visual it is just boring."*

Demonstrating interpersonal and group skills: A great number of students stated that they demonstrated interpersonal and group skills. In this regard students said they engaged in group discussions (Hamiyet, Kadir, Şengül, Ecrin, Rukiye, Mehtap, Müslüme, Zülal, Soner, Sıdıka, Özcan, and Ali) and formed constructive group interactions (Emrullah, Hamiyet, Rukiye, Behzat, Mehtap, and Okan).

Students generally stated that discussions provided dialectic effect. In this regard Müslüme-coded student remarked that:

> *"Discussions are great, I believe. Maybe I think incorrectly about a topic or my friends think wrongly. This is how I coded that topic on my mind. The more I discuss with my classmates I can draw more logical conclusions and construct better sentences. Topics then become much clearer."*

On the other hand Zülal-coded student stated that even without taking part in discussions, topics could still be well understood, *"In my opinion discussions were great because they reached a decision at the end of discussions; and thanks to these discussions I could understand the topics."* Furthermore, some students stated to have formed a constructive group interaction. For example Hamiyet-coded student shared her views such; *"teamwork was great. At least you have a chance to hear everyone's opinion."* thus emphasizing the democratic aspect of group works. Rukiye-coded student agreed that group works were useful in taking different points of views and solving the disagreements in a constructive way:

> *"Teamwork was good. We write on our own. We jot down our personal views and view the events from our perspective. Even more, that allows us to find out others' thoughts and their perspectives towards the events. If there are incorrect ways in their approach, we can correct them too. If I am wrong in terms of some aspects, they can also correct my wrong ways."*

Theme 2: Taking historical context into account

Having awareness on historical period: It became apparent that most of the students thought as per historical circumstances in that period. Hence it can be claimed that students tried to interpret historical personalities and events according to existing historical period (Raziye, Hasan, Hamiyet, Şengül, Rukiye, Okan, Zülal, Soner, Ali, Esma, Özcan, Sakine, Eser, Ecrin) and argued that historical periods had their own differences (Esma, Emrullah, Raziye, Eser, Hamiyet, Rukiye, Zülal, Salih, Özcan) .

It was identified that most of the students attempted to interpret historical events and personalities with respect to its historical period. For instance Şengül-coded student stated that,

> *"Vahdettin is not a traitor because he was already the Sultan so why would he ever want to destroy his own nation? In fact he signed Mondros Treaty to put an end to the war. He wanted to save himself too. He did not sell his country; however his aspiration was not independence whatsoever. He wanted to live under the mandate and guardianship of Entente Powers."*

Her statement is a clear example of interpreting a historical event (Mondros Treaty) from the viewpoint of a historical character (Sultan Vahidettin) ("He wanted to save himself too. He did not sell his country; however his aspiration was not independence whatsoever. He wanted to

live under the mandate and guardianship of Entente Powers"). In addition to all it was detected that some of the students argued that historical periods differed from each other. In this regard Esma-coded student shared her views as such:

> "It is most important to be aware of the existing conditions then; what was happening during that time? Since we learnt about those times we already know them in our age. Those were the last ages of Ottoman State; we should be able to think like people living in those times. Our age and their age are totally different."

Having multiple points of view: Students were observed to analyze historical events from two aspects (Raziye, Kadir, Rukiye, Behzat, Ecrin, Zülal, Soner, Özcan, Ali) and tried to judge history neutrally (Raziye, Hasan, Şengül, Rukiye, Müslüme). Some of them stated the need to analyze historical events from two aspects. In addition some students remarked the need to judge history from a neutral perspective. That being said Raziye-coded student stated the need to judge history in light of evidences from a neutral perspective:

> "If only we could travel in time so that we could see the facts first handedly. We could understand truly and one hundred percent. If we take a look at the Turkish and American newspapers in that age in America Americans defend their nation and in here Turks defend themselves while blaming Americans. This is why our minds are blurred a little. Let's say Americans have some issues with Turks. Not to put themselves into criminal position they of course blame Turks but then how would Turks react? That would damage their pride, even if there is something faulty, Turks would criticize America not themselves... It is not just U.S-Turkey problem. There are other states too. We have to learn from the things we read because we do that to unveil the evidences and interpret on our own; but we should stay away from mixing our own emotions and thoughts: We can't say 'This is what made me sorry most" but instead comment like that; 'This is a clear sign that the nation was in trouble as seen in that time'.

Theme 3: Emotional reaction

Forming attitude: It was seen that most of the students shared various attitude and value expressions towards T.R. Revolution History and Kemalism lesson. In this regard it was detected that students had positive (Emrullah, Eser, Hasan, Sakine, Rukiye, Mehtap, Müslüme, Soner, Sıdıka, Şengül, Özcan, Zehra, Esma, Zülal) and also negative attitudes (Cemile, Mehtap, Hamiyet) towards T.R. Revolution History and Kemalism lesson.

A vast majority of students claimed that thanks to historical empathy they developed positive attitudes towards T.R. Revolution History and Kemalism lesson. Sıdıka-coded student however stated that at the start she was not keen on history but thanks to historical empathy, she started to enjoy the course:

> *"The truth is if we just read from course book it wouldn't be possible for us to visualize many of the events told. But with historical empathy I can visualize them and I think it is fun. Just reading an ordinary text is not that much interesting for our classmates. That is true for all the other lessons too. Take Kadir, for example, normally he has no interest for history but he likes this lesson. Normally I don't like either. When the lesson is based on course book it doesn't attract me but once we have such varied contexts I do love it. I am more attached to it. I used to dislike History and I never watched history movies but as we watch these videos in class, I am much more fond of it now. I didn't like it before, I thought it was very boring but once I managed to understand the events, it intrigued me even more."*

Making negative associations: Some students complained that lessons in historical empathy were difficult and tiring in essence (Raziye) and that forming historical empathy was a futile attempt (Ali). Raziye-coded student claimed that, *"I think studying lesson in that way is really hard and tiring."* illustrating the challenging and difficult nature of lessons in historical empathy while Ali-coded student stated that *"I think it was futile"* as a way to demonstrate his belief in the futility of historical empathy.

Combining Quantitative and Qualitative Findings: Employing Qualitative Data to Understand the Results of Experimental Procedure Implemented to Test the Effect on Academic Achievement and Attitudes towards the Lesson

Final results obtained via blending quantitative and qualitative findings are as demonstrated in Table 7.

Table 7

Blending the Findings Obtained from Quantitative Data Collection Tools and Findings from Qualitative Data Collection Tools

Quantitative finding	Qualitative finding	Quant⟶ qualit.= results
Effect on Academic Achievement		
Compared to students in control group where the lessons were taught in traditional teaching, there was a statistically significant increase in the academic achievement levels of students in test group where the lessons were taught in historical empathy model (F1-47=10,920; p<,01).	During historical empathy process it was observed that students; • Reviewed various and different types of first and second hand documents (resource and evidence), • They could initiate discussions , • They could continue discussions and • They could ask questions. It was detected that the reflections of historical empathy process on students' views are; • Multiple literacies and • Taking historical context into account.	Potential reasons that explain how historical empathy model would elevate academic achievement: In historical-empathy modeled lessons, it might be easier to understand the topics and participate in class discussions. In this regard it can be argued that listening-focused activities (discussion, video, photos, various documents etc.) would facilitate following the unit contents.
Limitations with the Acquisitions: **Difficulty of some students (n=5) in understanding historical events**		
Effect on the attitudes towards the lesson		
Compared to students in control group where the lessons were narrated in traditional teaching, there was not a significant difference in the mean scores from attitude scale obtained by students in test group where historical empathy model was followed in lessons (Wilks' Lambda=0,758, F(8,40)=0,594, p>0,05). However; • In relation to motivation subfactor mean scores of the scale, there was ,05 l significant difference between test and control groups(F(1-47)=6,997, p<0,05). In addition compared to students in control group students in test group obtained higher posttest mean attitude scores from subdimensions such as; Rest, Value and Benefit.	In historical empathy process students' reactions were observed such; • Excitement , • Rage, and • Boredom. Historical empathy was reflected on students' views in such way; emotional reactions (forming positive and negative attitudes towards the lesson).	It was monitored that in historical empathy process students took part in the lesson enthusiastically, viewed a historical event and personalities in rage, motivated for the lesson, felt joyful in lesson, developed a feeling of love and respect for historical personalities hence all in all they have adopted positive attitudes towards T.R. Revolution History and Kemalism lesson. Despite that some students were bored in class hours (n=3) and considered forming historical empathy as a futile attempt (n=1) thus they have adopted negative attitudes towards the lesson.

Discussion and Conclusion

At the end of the research it was observed that historical empathy model followed in T.R. Revolution History and Kemalism lesson elevated academic achievement of students in a significant level. In the same vein studies conducted by Çorapçı (2019) and Demir (2019) among 7th graders demonstrated that thanks to activities performed within the context of historical empathy among middle school students, there was significant rise in their academic achievement. In parallel with these studies a research by Hartmann and Hasselhorn (2008) proved that students who exhibited high level of contextualization, as one aspect of historical empathy, managed to get high grades in history lesson.

In the research it also became apparent that historical empathy model followed in T.R. Revolution History and Kemalism lesson failed to increase students' attitudes towards the lesson in a significant level; however it was also detected that posttest attitude mean scores of students in test group that followed historical empathy model were, compared to control group in which traditional teaching was applied, significantly higher. Likewise a study by Çorapçı (2019) proved that historical empathy had not any significant effect on 7th graders' attitude towards social studies lesson; on the other hand it was also manifested that compared to control group students, students in test group where activities were based on historical empathy, mean scores obtained from posttest in social sciences lesson were higher. In accordance Savaş and Aslan (2014) in their study detected that by means of history based films played in middle school T.R. Revolution History and Kemalism, students were able to develop historical empathy and as a consequence they developed positive views towards the lesson.

In the research it was revealed that students agreed that historical empathy offered various contributions to develop multiple literacies. It can be argued that via historical questioning and criticism, students shared their views that aligned with their historical thinking skills. In that sense Gürsoylar (2019) and Doğan (2019) in their research reported that history teaching based on historical empathy improved historical thinking skills of 8th graders. Echoing these results a vast number of studies proved that historical empathy offered immense benefits for historical criticism and questioning which were sub-skills of historical thinking (Endacott and Brooks, 2013; Levstik and Barton, 2001).

It was revealed in the research that the views of students have reflected their attention to historical context. Within that scope students expressed various views related to historical period perception and multiple points of view. It can this be argued that students viewed historical conditions and personalities, cognitive factors at most, with a higher level of awareness and tried to analyze historical events multidimensionally. Further to that, it is viable to form a connection between quantitative test results of student and adopting multiple perspectives. According to quantitative test results compared to control group students that were educated in traditional teaching model, students in test group that followed historical empathy model were more successful in acquisition-focused (comprehension, analysis and evaluation based test) achievement test and this can be seen as a sign that students were able to make historical comments and therefore adopting multiple perspectives. That is because as argued by Demircioğlu (2010) students who reach to historical analysis and interpretation level can demonstrate multiple perspectives. On the other hand students' ability to detail conditions in the past can allow them to take into account concrete samples in forming new data (Beishuizen, Asscher, Prinsen and Elshout-Mohr, 2003). In that sense it was detected that students provided concrete samples from the past (making bread from peanut shells etc.)

It was detected that students expressed emotional statements towards the lesson. In this regard students at first reported that via historical empathy they were more interested and motivated for the course. In the same vein relevant studies showed that thanks to the activities related to historical empathy students adopted positive attitudes (Çorapçı, 2019; Savaş and Aslan, 2014), developed greater interest towards the lesson (Gürsoylar, 2019), felt motivated, joyful in class (Doğan, 2019) and the lesson turned out to be fun and enjoyable (Kaygısız, 2019). Besides it was detected in the research that some students considered the lesson to be dull and felt bored in the lesson. As a consequence it is expected that this is why some of the students considered engaging in historical empathy to be a futile attempt.

Suggestions

- In order to elevate academic achievement in T.R. Revolution History and Kemalism lesson it is suggested to employ by social studies teachers historical empathy model.
- Since the T.R. History of Revolution and Kemalism lesson is taught in the last year of middle school (8th grade) in Turkey, there are 10 questions from this course representing

social sciences in the High School Entrance Exam. This situation shows that the lesson is in an effective position in guiding students for the future. Therefore, methods, techniques and tools used in the historical empathy model (such as historical narratives, group discussions, character sketches about historical personalities) can be used to increase academic achievement in both process-based cognitive learning and result-based examinations.

- In the T.R. Revolution History and Kemalism lesson, it is suggested to employ by social studies teachers historical empathy model by considering motivators to help students' better learning (historical film, music, documentaries and discussions).

- Practitioners can benefit from historical empathy in the acquisition of many skills (such as decision-making, collaboration, critical thinking, using evidence and resources) and value (such as scientificity, love, respect).

- By means of historical empathy model, teaching could be performed on the basis of individual differences and it could hone skills such as adopting historical period approach and having multiple points of view. Thus practitioners could employ historical empathy model to integrate students more efficiently into teaching and learning process and also to adapt their lessons in a way to better match with history teaching concepts.

- In the teaching of historical subjects, studies designed according to a real and / or quasi-experimental pattern can be carried out for the effect of the historical empathy model on the permanence of students' academic achievement.

- It is also suggested to investigate the reasons of having difficulty in understanding historical events for some students and accordingly action-based studies could be implemented to correct this deficit.

Statements of Ethics and Conflict of Interest

"I, as the Corresponding Author, declare and undertake that in the study titled as "*Understanding the Multiple Effects of Historical Empathy: A Study Explanatory Mixed Method*", scientific, ethical and citation rules were followed; Turkish Online Journal of Qualitative Inquiry Journal Editorial Board has no responsibility for all ethical violations to be

encountered, that all responsibility belongs to the author/s and that this study has not been sent to any other academic publication platform for evaluation."

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Research Article

A Contrastive Study on the Generic Structure and Socio-pragmatic Proclivities in Acknowledgements[1]

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Abstract

The present study aimed to investigate the rhetorical organization of acknowledgements accompanying Doctor of Philosophy (PhD) dissertations written in English by native speakers of English and Turkish, and gain insights into the underlying socio-pragmatic proclivities. To this end, the macro-textual analysis of 136 PhD dissertations was conducted in light of Hyland and Tse's (2004) coding scheme. The findings revealed that more than half of PhD dissertation acknowledgements in both corpora consisted of only thanking move while the most commonly used step was thanking for academic assistance, followed by thanking for moral support. Moreover, the findings of the study also revealed that the acknowledgement section in PhD dissertations goes beyond being merely a part of a given dissertation and reflects social and cultural characteristics as well. The findings were discussed, and the implications were made.

Keywords: *Acknowledgements, thanking, PhD dissertations, academic discourse, sociopragmatic variation*

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Doktora Tezi Teşekkür Bölümlerinin Organizasyonel Yapısı ve Sosyo-pragmatik Eğilimler Üzerine Karşılaştırmalı Bir Çalışma

Öz

Bu çalışma, anadili İngilizce ve Türkçe olan araştırmacılar tarafından İngilizce olarak yazılan doktora tezlerinin teşekkür bölümünün retorik organizasyonunu incelemeyi ve mevcut organizasyona sebep olabilecek sosyo-pragmatik eğilimleri anlamayı amaçlamaktadır. Bu amaçla, bu nitel araştırmada, 136 doktora tezinin makro-metin analizi, Hyland ve Tse'nin (2004) geliştirdiği kodlama şeması ışığında gerçekleştirildi. Bulgular, her iki bütüncedeki doktora tezlerinin yarısından fazlasının sadece teşekkür etme altsözcesinden oluştuğunu, en sık kullanılan yapıların ise akademik yardım için teşekkür etme ve manevi destek için teşekkür etme olduğunu ortaya koydu. Ayrıca, incelenen teşekkür bölümlerinde Hyland ve Tse'de (2004) bulunmayan iki farklı adıma rastlanmıştır. Genel olarak, çalışmanın bulguları, doktora tezlerinde yer alan teşekkür bölümünün bir tezin parçası olmanın ötesinde çeşitli sosyal ve kültürel özellikleri de yansıttığını ortaya koymuştur.

Anahtar Sözcükler: *Teşekkür bölümü, teşekkür etme, doktora tezleri, akademik söylem, sosyopragmatik varyasyon*

Introduction

Given its importance in scholarly practices, the organizational patterns of an academically valued piece of writing have gained increasing attention in the academic discourse community. There is now a large volume of studies in English investigating the patterns utilized in specific parts of primary genres such as research articles, journal and conference abstracts, review articles, dissertations and other academic texts (Swales, 1996). Besides their prevailing academic conventions, a very important consideration in producing such types of written texts is that language does not exist in isolation, but is an interactional phenomenon used for social purposes. Hyland (2004) underlines this fact by stating that academic genres "are not purely informational but often rely on accomplishing audience-sensitive tone for their success" (p. 303). One genre type whereby writers have the opportunity to reflect both their scholarly and socio-cultural identity and that has received scant interest within the research agenda is dissertation acknowledgement.

Despite their non-obligatory status, doctor of philosophy dissertation acknowledgements (henceforth PhDAs) are becoming more pervasive. As Cronin (1995) notes, "the voluntary nature of acknowledgement is de facto evidence of its perceived usefulness within this discourse community" (p.81). Such pervasiveness signifies that the function of this interstitial genre extends beyond merely providing a list of gratitude (Swales, 2004). Thus, PDAs constitute the intertwining of the intricacies involved in scholarly communication and tactical choices made by post-graduate students. The rhetorical complexity of this undertaking and motivational factors behind their construction make acknowledgements the objective of further studies to be conducted by genre analysts and practitioners who are interested in English for Specific Purposes (ESP). Such scholarly investigations carried out within the field of ESP might stem from practical needs since it could be useful to present researchers appropriate models of academic texts (Bhatia, 1993; Toprak, 2011).

Several studies have shed light on the rhetorical structure of acknowledgements in academic texts, particularly the ones taken from theses and dissertation as well as the patterns and communicative functions of conveying gratitude in these types of texts (e.g., Al-Ali, 2010; Hyland, 2003, 2004; Hyland & Tse, 2004; Giannoni, 2002; Nguyen, 2017). However, to the best knowledge of the researchers, far too little attention has been paid to understand the generic

structure of PhD dissertation acknowledgements in particular in the Turkish context. Hence, the present study intends to contribute to this line of research, a scholarly endeavour that has been called for by a number of researchers in the field of genre analysis (e.g., Hyland, 20003, 2004; Giannoni, 2002; Al-Ali, 2010; Nguyen, 2017). To this end, in the light of the content-based framework proposed by Hyland and Tse (2004), the main objective of this research is to explore the rhetorical choices and possible socio-pragmatic motives appearing in the acknowledgement sections of dissertations based on an English corpus of 136 PhD dissertations written by native speakers of American English and Turkish in three fields (i.e., Linguistics, Applied Linguistics and English Language Teaching).

In this regard, the present study aims to compare and contrast the rhetorical organization of acknowledgements accompanying PhD dissertations written in English by post-graduate native speakers of English and Turkish. In this study, we pose a comparative approach to the analysis of the corpora not only to investigate the lexico-grammatical elements used for the expression of gratitude in PhDAs but also to understand the underlying socio-pragmatic proclivities that could vary across both corpora.

Literature Review

Previous Studies on Dissertation Acknowledgements

As emphasised by Jordan (1997), the significance of maintaining a formal style lies at the heart of academic writing. This manifests itself at a number of stages such as a stylistic shift to a more formal tone, the choice of vocabulary items, personal pronouns and construction of sentence structures. With its distinctive features, one specific part of scholarly writing, that is, acknowledgements reflect not only certain academic writing conventions but also a socio-culturally significant repertoire of authors. Given the pervasiveness of acknowledgements especially in dissertations, it is possible to note that their communicative functions as well as textual construction continue to constitute the focus of genre studies.

The majority of studies on acknowledgements in dissertations make reference to the ones conducted by Hyland (2003, 2004) and Hyland and Tse (2004), which aimed to explore the social and cultural elements represented by the expressions of gratitude and rhetorical roles of

acknowledgement sections. The researchers analysed 240 Master's theses and PhD dissertations written by non-native speakers of English in six academic disciplines and interviewed postgraduate writers. Both the quantitative and qualitative findings unravelled not only the regular patterns by means of which acknowledgements were textualized but also how masters and doctoral students utilized this type of genre to project a professional stance and disciplinary allegiance.

In another study, Afful and Mwinlaaru (2010) investigated how multiple identities can be enacted through the linguistic choices used in an MA thesis which was written at a public university in Ghana. Similar to Hyland (2003, 2004), Afful and Mwinlaaru (2010) followed a rhetoric move analysis. The results of the study identified two moves, namely gratitude to various people and reflecting on the support provided by them. It was also revealed that while constructing his identities (e.g., academic, social and personal), the postgraduate student recurrently made use of linguistic resources at several layers including lexis, grammar and discourse. Differing relationships with the acknowledged ones were found to be reflected by a hybrid discourse which entailed a combination of formal, semi-formal and informal features. Cheng (2012), on the other hand, set out to explore the thanking patterns which appeared in Master's acknowledgements written in English by Taiwanese and North American students. The researcher concluded that norms of the academic discourse community to which the student writers belonged, and socio-cultural values led to variation in the use of thanking patterns, lexical realization and the order in which the addressees were thanked. It was also highlighted that the position of addresses had an influence upon the choice of gratitude expressions. Likewise, Mohammadi (2013) analysed 80 Persian and 80 English PDAs written by the native speakers of Persian and native speakers English respectively. The two data sets were examined within the framework of the three-tier structure proposed by Hyland (2004), namely the Reflective – Thanking – Announcing Move structure. One additional move, that is, "Thanking God" was reported in 80% of the Persian PDAs and 4% of the English corpus. As Devitt (2004) notes, the emergence of this new move suggests that genres are inclined to contextual changes and uses of a given language.

Another contrastive study in literature was conducted by Afip, Ustati and Dahan (2013), who aimed to explore the structure of acknowledgements written in Malay and Chinese as well as the linguistic elements employed in performing the act of gratitude in post-graduate theses. To

this end, the researchers reviewed 40 acknowledgements written by Malay and Chinese MA students. The findings of the study revealed that Hyland's three-tier generic structure of expressing gratitude was observed in both corpora. However, differences were still identified. When compared to the Malay corpora, the acknowledgement sections accompanying the Chinese post-graduate theses were observed to contain a higher number of adjectives and adverbs in conveying their debt of gratitude for academic assistance and resources. Moreover, the sub-move of divine appreciation (i.e., Thanking God) was included in 55% of Malay acknowledgers. This result was in support of Al-Ali (2010) and Mohammadi (2013) in that both studies refer to the influence of religious orientation on gratitude expressions realised by mentioning the word Allah (God).

In the context of the current study, thesis and dissertation acknowledgements have been addressed merely by Karakaş (2010). On analysing 144 acknowledgement sections written in English by the native speakers of Turkish (NST; N=72) and the native speakers of American English (NSAE; N=72), respectively, Karakaş (2010) found out that hedging and formal forms of thanking were more frequently employed in the Turkish corpus. Furthermore, it was observed that the NSAE tended to give more place to reflect on their own research experience when compared to the NST, who refrained from utilizing a self-enhancement communication style.

Method

The Corpus

The corpus used in the present study consisted of 136 PhD dissertation acknowledgements written by English-speaking authors and Turkish authors in English. 77 acknowledgements belonged to English-speaking authors while the number of acknowledgements written by Turkish authors was 59. These acknowledgements were taken from the PhD dissertations written in the fields of Applied Linguistics and English Language Teaching between the years of 2000-2015 with the intention of creating a more homogenous pool of PhD acknowledgements that covers a substantial period of time rather than targeting a limited time span. The dissertations were drawn from two different databases by using keywords such as "applied linguistics", "English language teaching", and "English language education". English-

speaking authors' dissertations were drawn from ProQuest's dissertation database. These keywords were selected on purpose to limit the scope of the research to the studies conducted within the fields of applied linguistics, language education and English language teaching. The corpus was restricted to dissertations completed at US-based universities to render the analyses more manageable. On the other hand, Turkish authors' acknowledgements were retrieved from the Turkish Higher Education Council's dissertation database which can be accessed via https://tez.yok.gov.tr/UlusalTezMerkezi/giris.jsp. These dissertations were completed at the Turkish universities. For the sake of consistency, the terms American acknowledgements and Turkish acknowledgements are used throughout the article to refer to the two corpora (US based English-speaking authors' dissertations and Turkish authors' dissertations) used for the analysis.

Data Analysis

Data analysis was conducted by using the move analysis technique. Move analysis can be defined as an approach to discourse analysis utilised in the research and teaching of genres and is rooted in Swales' genre theory, which concentrates on communicative purposes referred to as moves and steps (Cotos, 2018). Dudley-Evans and St. John (1998, p. 89) present a concise definition of a move and a step when they put forward "a move is a unit that relates both to writer's purpose and to the content that she/he wishes to communicate. A step, on the other hand, is a lower-level text unit than the move, providing a detailed perspective on the options open to the writer in setting out the moves." As can be understood from the definition, a move is a functional unit that is pertinent to the purpose of the writer to fulfil her/his communicative purposes within a text. In this study, these two-layered units of analysis were employed to examine the organizational structure of the acknowledgments. Each acknowledgement was examined repeatedly by the two researchers and a segment of an acknowledgement whose communicative function could not be determined was noted down to be examined and discussed later. To conduct the analyses, linguistics elements such as lexical items and discourse markers were also paid specific attention in addition to grasping general purpose and propositional meaning of the segments. There were cases in which a segment fulfilled more than one communicative function. In such cases, the most salient purpose of the segment was identified.

The analyses were conducted based on the taxonomy developed by Hyland and Tse (2004) (See Table 1). Initially, a pilot study was conducted on 30 acknowledgements (15 American and 15 Turkish acknowledgements) to test whether the taxonomy of interest functioned effectively. After it was decided that the taxonomy functioned effectively, the rest of the corpus was analysed using a slightly modified version of Hyland and Tse (2004) (See Table 1). A significant modification was the inclusion of another step in the taxonomy, both for American and Turkish acknowledgements. Table 1 presents the taxonomy at the move and step level used for conducting analysis along with exemplar extracts taken from the English and Turkish corpus. Note that the asterisks indicate the steps that were originally not included in Hyland and Tse (2004) but were later added to the modified version based on our pilot analysis. Moreover, personal names mentioned in these segments have been masked in order to ensure confidentiality and privacy. The abbreviations TC and AC, used throughout the paper, refer to the "Turkish Corpus" and "American Corpus", respectively. Each dissertation is given a number; thus, for instance, TC-48 refers to the dissertation numbered 48 in the Turkish corpus.

A Contrastive Study on the Generic Structure and Socio-pragmatic Proclivities in Acknowledgements

Table 1

Move Structure of The PhD Dissertations (Hyland & Tse, 2004)

Moves/Steps	Explanation	Examples
1. Reflecting Move	This move is used to offer insights into the author's research and dissertation writing experience and process.	1. "The writing of this dissertation has been the most significant challenge I have had so far in my academic career." (TC-48). 1. "Writing this dissertation has been a long and oft times isolating endeavor, yet my entire doctoral journey was one that I did not make on my own, nor could I have. This experience of pursuing a doctorate is one of paradox. It is a strange feeling to spend so much time in isolated thought knowing that the outcome is dependent only on my work and yet to know at the same time that just outside of the thought world is an entire community supporting me. It has been a very humbling and at the same time emboldening experience." (AC-6)
2. Thanking Move 2.1.Presenting participants, introducing those to be thanked 2.2. Thanking for academic assistance 2.3. Thanking for resources 2.4. Thanking for moral support 2.5.a. Thanking everyone* (TC)/ 2.5.b. Thanking God (EC)*	This move is used to map credit to individuals and institutions.	2.1. "This work would not exist without the help of a great number of great people. I am grateful to my students, teachers, and colleagues for partnering with me along the way." (AC-49). 2.2. "First and foremost I would like to thank [name], my dissertation advisor, who has guided me almost from the outset of this research project. Her knowledge of statistics and research methodology, coupled with her work ethic ensured that the project was able to keep momentum, and also always headed in the right direction. She has taught me so much as a researcher, particularly with the use of Hierarchical Linear Modeling, and I really feel that having worked closely with her for several years has enabled me to grow and develop professionally. I believe that the things she has taught me will help me for the rest of my career in this field." (AC-42) 2.3. "Lastly, I am grateful to various institutions for their financial and academic support to me during my PhD journey. TUBITAK (The Scientific and Technological Research Council of Turkey) supported me with its scholarship programs 2211-A (Graduate Scholarship Programme), 2224 (International Winter School) and 2214-A (International Research Fellowship Programme). I wish to thank the TUBITAK for its support of this research and all the support to me. In addition, I thank the U.S. Embassy English Language Office (ELO) for giving me invaluable online e-learning experiences and The National Agency (UA) for giving me a teaching experience in England. All institutions gave me chance of increasing my academic and pedagogical subject-knowledge." (TC-40). 2.4. "Last but not least, I would like to express my whole hearted feelings to my family. I am especially indebted to my son [name] whose presence has been the reason for my enthusiasm for life and has been a moral support throughout the dissertation process. I am also grateful to my husband, [name], for sharing my highs and lows through his love and patience, and for his endless support throughout this study." (TC-46). 2.5.a. "Therefore, I wish to extend my thanks to all who contributed to this study no matter how little. Thank you all…"(TC-25). 2.5.b. "I would like to give glory and honor to my Lord and Savior for gracing me with the physical, emotionally and spiritual strength to persevere and complete this research project." (ACA-7).
3. Announcing Move 3.1. Accepting responsibility 3.2. Dedicating thesis to an individual	This move is used to make statements to delineate responsibility and inspiration.	3.1. I confirm that it is me myself who is responsible for the inconveniences and shortcomings of this dissertation, if any. (TC-13). 3.2. "And last, but certainly not least, I wish to thank my dear wife, [name], without whose love, patience, and support I might never have started down this road to begin with. Her years as my loyal life partner have provided me with the constant encouragement I needed at the most difficult moments and have helped me find the determination required to finish. This dissertation is dedicated to her." (AC-47).

Results

This section presents results about the move structure patterns and move/steps found in Turkish and American acknowledgements.

Move Patterns

Below, Table 2 displays the results of the analysis conducted to detect the move patterns in Turkish and American acknowledgements. Five distinct move patterns were detected in the Turkish corpus. The majority of the acknowledgements (68%) consisted of only M2, Thanking move. The second frequently used move pattern was M1+M2 (17%), in which authors used Reflecting and Thanking moves consecutively.

Table 2
Move Patterns in the Turkish PhD Acknowledgements

Move pattern	Frequency	Percentage
M2 (Thanking)	40	68%
M1+M2 (Reflecting + Thanking)	8	17%
M2+M1+M2 (Thanking + Reflecting + Announcing)	5	8%
M2+M3 (Thanking + Announcing)	3	4%
M1+M2+M3 (Reflecting + Thanking + Announcing)	2	3%
TOTAL	58	100

Results pertaining to the American acknowledgements are presented in Table 3. Eight different move patterns were detected in the American acknowledgements, which exhibited more variety than the Turkish acknowledgements.

Table 3

Move Patterns in the American PhD Acknowledgements

Move pattern	Frequency	Percentage
M2 (Thanking)	47	63%
M1+M2 (Reflecting + Thanking)	11	15%
M2+M3 (Thanking + Announcing)	5	7%
M2+M1 (Thanking + Reflecting)	5	7%
M1+M2+M1 (Reflecting + Thanking + Announcing)	3	4%
M2+M3+M2 (Thanking + Announcing + Thanking)	2	2%
M3+M2+M1+M2+M3+M2 (Announcing + Thanking + Reflecting + Thanking + Announcing + Thanking)	1	1%
M1+M2+M3+M2 (Reflecting + Thanking + Announcing + Thanking)	1	1%
TOTAL	75	100%

Similar to the case observed in the Turkish acknowledgements, the majority of the American acknowledgements consisted of M2, Thanking (63%). The second frequently used move pattern was M1+M2 (15%), followed by M2+M3 (%7) and M2+M1 (%7). When compared to the Turkish acknowledgements, American acknowledgements also exhibited a greater degree of cyclicity in terms of move patterns, a situation which is reflected in M1+M2+M1 (4%), M2+M3+M2 (2%), M3+M2+M1+M2+M3+M2 (1%) and M1+M2+M3+M2 (1%).

Frequency of Moves and Steps

Overall, the number of step structures used in the Turkish acknowledgements was 372, including the frequency of M1, which did not include any steps. On average, six different steps were used per acknowledgement. Below, Table 4 presents the frequency of these structures and their corresponding percentages.

Table 4

Moves and Steps in the Turkish PhD Acknowledgements

Label	Frequency	Percentage
M2S2 (Thanking for academic assistance)	124	33%
M2S4 (Thanking for moral support)	115	31%
M2S3 (Thanking for resources)	74	20%
M2S1 (Introducing those to be thanked)	26	7%
M2S5 (Thanking everyone)	14	4%
M1 (Reflecting)	14	4%
M3S2 (Dedicating thesis to an individual)	5	1%
M3S1 (Accepting responsibility)	1	Less than 1%
TOTAL	373	100%

As Table 4 reveals, the most frequently used step was M2S2, thanking for academic assistance occurring 124 times (33%), followed by M2S4 thanking for moral support occurring 115 times (31%) and M2S3 thanking for resources occurring 74 times (20%). One interesting communicative function expressed in the Turkish acknowledgements was M2S5, thanking everyone, which was used to express thanks to everyone involved without mentioning any specific parties being thanked, or indicating the motivation behind thanking. This function was not detected in the American acknowledgements but was frequently used in the Turkish acknowledgements, generally as a wrap-up at the end of the acknowledgements.

Regarding the American acknowledgements, the number of step structures used in these sections was 341, including the frequency of M1, which did not include any steps. On average, five different steps were used per acknowledgement. Below, Table 5 presents the frequency of these structures and their corresponding percentages.

Table 5

Moves and Steps in the American PhD Acknowledgements

Label	Frequency	Percentage
M2S2 (Thanking for academic assistance)	101	30%
M2S4 (Thanking for moral support)	93	27%
M2S3 (Thanking for resources)	64	19%
M2S1 (Introducing those to be thanked)	38	11%
M1 (Reflecting)	25	7%
M2S5 (Thanking everyone)	9	3%
M3S1 (Accepting responsibility)	6	2%
M3S2 (Dedicating thesis to an individual)	5	1%
TOTAL	341	100

Although the number of their occurrences was higher in the Turkish acknowledgements, M2S2 thanking for academic assistance (30%), M2S4 thanking for moral support (27%) and M2S3 thanking for resources (17%) were also the most frequently used steps in the American acknowledgements, used in 101, 93 and 64 instances respectively. One communicative function that was not detected in the Turkish acknowledgements but observed in the American acknowledgements was thanking God, labelled as M2S5. This step was used to express gratitude to God to thank him for the strength that he gave dissertation authors to complete their PhD journey. In a similar vein, the Turkish acknowledgements included an undetected step in the American corpus, "Thanking everyone", which was used to present thanks to individuals without giving specific details.

Discussions and Conclusions

The current study set out to unravel the component rhetorical structure of the PhD acknowledgements by English-speaking authors and Turkish authors in English. To this end, the macro-textual analysis of 136 PhD dissertations were conducted in light of Hyland and Tse (2004) coding scheme by referring to the frequency of each move and step. Additionally, in

order to discern the motive underlying the component moves which mirror the authors' communicative intentions, these moves, and lexico-grammatical choices were analysed from a socio-pragmatic perspective. The most frequent move across both corpora was Move 2 (Thanking) while the most frequent step M2S2 was (Thanking for academic assistance) followed by M2S4 (Thanking for moral support) and M2S3 (Thanking for resources).

The results reveal that while writing their PhDAs, both American English and Turkish authors tend to conform to the three-tier structure proposed by Hyland and Tse (2004) (i.e., Reflecting Move, Thanking Move and Announcing Move). Although the present corpus accommodates well with Hyland and Tse's (2004) model, a new step categorized under the Thanking Move was identified in acknowledgements written by Turkish authors, namely thanking everyone as in "*Approximately 900 people contributed to this dissertation. I would like to thank all of them.* (TC-49)". In another case, thanking everyone was used as:

> "*Lastly, I offer my regards and blessings to all of those who supported me in any respect during the completion of this dissertation. (TC-1)" and "Thanks to everyone whose names I might have forgotten for their support, cooperation and help to make this study a reality.* (TC-13)."

The occurrence of this move merely in the Turkish acknowledgements may be rooted in Turkish culture where, as Zeyrek (2001, p. 48) points out, interpersonal relationships are supposed to be "close, intimate and warm enhancing supportiveness and generosity." As noted earlier, aside from functioning as a wrap up at the end of the acknowledgement section, this move helps acknowledgers to avoid rapport-neglecting orientation to anyone whom they have interacted thus far, which reverberates the viewpoint put forward by Zeyrek (2001). Based on the above-mentioned explanation, it can be argued that by thanking everyone, the authors tend to expand the scope of their gratitude in that it not only involves their professional identity but also relational identity. To put it differently, while writing the dissertation acknowledgement section texts, authors are inclined to position themselves within their professional communities who had provided feedback alongside intellectual and moral support. Furthermore, it is significant to stress that through this step the Turkish acknowledgers chose to express their appreciation to all the addressees and project self in relationship with others (i.e., their relational identity), which is meant to cover the whole spectrum of interpersonal interactions.

The role of socio-cultural context should also be noted here since as rules of politeness and facework guiding interactions are established by social institutions (Fraser & Nolen 1981), including religious institutions. To illustrate, the severity of the offence variable of Brown and Levinson's (1987) paradigm might be influenced by the interlocutor's culture, as what is seen as offensive in one society might be seen as appropriate behaviour in another. Hence, religious motivations in particular are expected to affect the formulation of gratitude expressions. Unlike the Turkish corpus, the analysis of the American PhDAs corroborate this argument through the step Thanking God as in:

> "*I would like to give glory and honor to my Lord and Savior for gracing me with the physical, emotionally and spiritual strength to persevere and complete this research project.*" (AC-7).

Although the word Allah (Turkish equivalent of the word God) and expressions that have a religious content are widely uttered on a daily basis for a great number of purposes, no reference to God was made in the Turkish acknowledgements.

An interesting finding is the fact that move cycling occurred in both sets of PhDAs. Cyclicity in move patterns has previously been detected in what are generally lengthy texts, for instance in PhD thesis introductions (Bunton, 2005) as well as results and discussion sections in dissertations (Hopkins & Dudley-Evans, 1988). In light of the data analysis, it is worth noting that move cycling may not be confined to the aforementioned sections of academic texts. A likely explanation for the recurrence of cyclic patterns (e.g., M1+M2+M1, M2+M3+M2, M3+M2+M1+M2+M3+M2 and M1+M2+M3+M2) in the present corpora suggests that the authors intend to convey the meaning of their acknowledgements and present their gratitude in a rhetorically effective way by adding more stylistic variations.

Another important finding was the lack of M3S1 (Acknowledging responsibility) in the American and more strikingly in the Turkish corpus. This step was used to delineate responsibility as in "*Of course, any shortcomings or limitations in the study are my own. (AC-15)*". This step was used only once in the Turkish corpus, while it was used six times in the American corpus. The scarcity of this step which helps researchers to make statements to delineate responsibility for their research seems to be interesting. The lack of M3S1, "acknowledging responsibility" might have something to do with the need to protect the researcher's quality face (Spencer-Oatey, 2002), namely the value attributed to the researcher

within the academic community. The authors can choose not to utilize "acknowledging responsibility" in their dissertation acknowledgements to avoid public loss of quality face in the academia and fulfil the "desire to be liked, approved of, respected, appreciated by others" (Thomas, 1995, p. 169).

Likewise, M3S2, dedicating thesis to an individual was found to be rather scarce, occurring only five times both in the Turkish and American corpus. This step featured a formal dedication of the thesis work to an individual or individuals as in:

> "I dedicate this thesis to adult English language learners in the U.S. I hope that in some way my work contributes to increasing their English language skills and the betterment of their lives in the U.S. (AC-3)".

A further examination revealed that 31 out of 77 American dissertations featured a separate dedication page in which the authors bestowed a high honour on a person or a group of people, who on most occasions, were found to be family members. On the other hand, merely five out of 59 Turkish dissertations included a separate dedication page. The scarcity of this particular step in the American corpus can be attributed to the presence of a separate dedication page, on which the authors were able to express their friendly connections and thanks. However, this was not case in the Turkish corpus, since dedications were found to be highly limited both as a step and a separate section. This situation might have to do with the nature of dedications, which tend to be private and could have a special meaning for dedicators and dedicatees. The Turkish authors might have refrained from openly revealing private information about the people to which thesis work was dedicated.

Overall, the findings unravel that the acknowledgement section goes beyond being merely a part of a given dissertation. Thus, its construction mirrors "social and cultural characteristics" (Hyland, 2003, p. 242). Additionally, it appears that dissertation acknowledgements, which are laden with graduate students' humble, sincere, and warm-hearted proclamation, differ from book or research article acknowledgements in which academic credibility comes more to the forefront. In this study, the choice of thanking strategies as well as addresses and linguistic realizations features thesis acknowledgements as a socialized yet personally and emotionally engaged genre.

Although previous research has revealed that thanking is a universal speech act used by speakers of different languages, the way this speech act is realised seems to differ considerably across speech communities due to cultural differences (e.g., Apte, 1974; Cheng, 2005; Eisenstein & Bodman, 1986; Naito, Wangwan, & Tani, 2005; Pishghadam, & Zarei, 2012; Wang, 2011). In one of the earliest studies on the speech act of thanking, Apte (1974) found that there were considerable variations between American English gratitude expressions and South Asian gratitude expressions in Marathi and Hindi. While the American gave thanks for gifts, services and favours, the speakers of Marathi and Hindi offered their thanks to close friends and family members with whom they had special bonds. In another study by Wang (2011), while English speakers regarded everybody as equal and expressed their gratitude on each occasion they were helped, the Chinese mostly thanked people who helped them many times. In our case, the speakers of both languages thanked mostly for academic assistance, moral support, and resources. However, the findings also revealed that several American authors thanked God while some Turkish authors thanked everybody involved without mentioning a specific name. Moreover, the Turkish authors scarcely featured a dedication section in their dissertations and seemingly refrained from openly sharing private information about the people to which their dissertations were dedicated.

Insights elicited from the current study may also inform pedagogical decisions to provide postgraduate students with training in constructing acknowledgements. As an interactive text, the forms of thanking employed in the genre assume a significant role in the maintenance of the face of the addressee and the self. Thus, it is crucial that non-native speakers are trained in such contexts of thanking so that they can become more aware of the pragmatic functions of acknowledgements Additionally, as Hyland (2004) argues, since acknowledgements reflect authors' academic and social identity, teachers should train students in writing acknowledgements. Finally, it would be of interest for further research to compare acknowledgements in different contexts, such as the use of thanking strategies and their linguistic realizations in oral and written genres at both rhetorical and pragmatic interfaces.

Statements of Ethics and Conflict of Interest

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Research Article

A Study of Early Career Principals' Perceptions of Their Induction Program[1]

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Abstract

Due to the dramatic changes in the roles and responsibilities of principals in the 21st century, there has been a need for professional development training and support for novice principals. In response to this need, a school district in a northern state in the USA started offering a Principal Induction Program (PIP) to the early career principals in the district in 2018. Regarding the program, there is a need to gain an understanding of the perceptions of the applications and the impact of the program. For that purpose, this study investigated the perceptions of new principles participating in the PIP. The study adopted a single case research design using qualitative data collected through semi-structured interviews with eight early-career principals and two mentors participating in the principal induction program. The qualitative data were subjected to content analysis. The results indicate that new principals have gained more knowledge about key components of effective practice and felt better equipped to carry out their role as school leaders, to establish positive learning environments in their buildings for all students, and to navigate the range of challenges associated with being a new principal. Based on the findings, recommendations were offered for future professional development programs designed for new principals.

Yeni Müdürlere Verilen İşe Başlama Eğitiminin Etkileri

Öz

21. yüzyılda müdürlerin rol ve sorumluluklarında gerçekleşen önemli değişiklikler nedeniyle, mesleğe yeni başlayan müdürler, mesleki gelişimleri için eğitimine ve desteğe ihtiyaç duymaktadır. Bu ihtiyacı gidermek için, ABD'nin kuzey eyaletinden birindeki bir okul bölgesi, 2018 yılında bölgelerinde mesleğe yeni başlayan müdürlere İşe Başlama Eğitimi (İBE) vermeye başlamıştır. Fakat bu eğitimin etkinliğiyle ilgili yeterli veri bulunmamaktadır. Bu amaçla bu çalışma, ABD'nin bu eyaletinde mesleğe yeni başlayan müdürlerin katıldıkları İşe Başlama Eğitimi hakkındaki algılarını araştırmıştır. Çalışma, nitel verilerin kullanıldığı tek vaka araştırma tasarımını benimsemiştir. Veriler mesleğe yeni başlayan sekiz müdürden ve onlara mentorluk yapan iki koçtan, yarı yapılandırılmış görüşmeler yöntemiyle toplanmıştır. Sonuçlar, programa devam eden yeni müdürlerin etkili uygula için gerekli temel unsurlar hakkında daha fazla bilgili olduklarını göstermektedir. Ayrıca veriler, okul lideri rollerini yerine getirmekte, okullarında tüm öğrenciler için olumlu bir öğrenme ortamı oluşturmakta ve karşılaştıkları zorluklarla başa çıkma konusunda kendilerini daha donanımlı hissettiklerini göstermektedir. Bulgulara dayanarak, mesleğe yeni başlayan müdürlerin mesleki gelişimleri için tasarlanacak programlara yönelik öneriler sunulmuştur.

Introduction

Research shows that school principals with strong leadership qualities have a considerable effect on student achievement (Marzano, 2003). However, improving principals' leadership abilities does not happen immediately. It requires time and effort to develop (Levin & Fullan, 2008). Although it is well known that effective leadership can make a major contribution to student learning and success, the professional development supports provided to new principals remain surprisingly limited (Watkins, 2003).

The expectations from the principals of the 21st century are numerous. According to the report of the Institute for Educational Leadership (2005), principles are expected to serve not only as instructional leaders but also as a community and visionary leaders. These high leadership expectations, which are difficult for experienced principals, are far more challenging for early career principals. The increased expectations of school principals necessitate the provision of quality professional development opportunities and induction support for beginning principals (Aycock, 2006; Daresh, 2001; Hallinger & Murphy, 1985; Villani, 2006; Wardlow, 2008).

In a northern state of the USA, where the study was conducted, a mandatory principal induction program was started in 2018 to provide support for early-career principals. The program aimed to attend to the increased demands of principals' leadership skills and to enhance student achievement. By developing the leadership skills of principals, it was believed that the gaps in achievement, teaching, and participation would be filled. The participants of the induction program were early-career principals working in the school district for five years or less. As the program addresses the limited supports provided for school leaders, it is a great contribution to the research of the professional development of early-career principal skills. However, it was the first year of the program implementation; thus, there is a need to reveal the perceptions of the participants regarding the effectiveness and application of the program. In other words, this qualitative case study aims to examine if the new principal induction has had the intended effects on principals' practice and skill development. This study intends to contribute to the literature by adding to what we know about the professional development of early-career principals.

Research on leadership has revealed that school leadership has an important effect on school effectiveness (Hallinger & Heck, 1996; Marzano, Waters, & McNulty, 2003). This thought was further supported by Edmonds (1979), who claimed that the most significant element in school success is the strong leadership of the school principal.

Further studies by Edmonds in 1981 suggested that principals have important roles in their schools' improvement and student achievement as principals with strong leadership pay attention to the worth of instruction, make the instructional focus clear, create a safe and encouraging climate for teaching and learning, raise the expectation that all students can be successful.

In addition, Gentilucci and Muto's study (2007) showed that interactive principals who are genuinely interested in students and their learning are influential instructional leaders making a significant effect on student achievement. Similarly, another scholar, Archer (2004), claimed that a combination of direct and indirect instructional leadership skills leads to improved student learning. The direct instructional leadership qualities are being able to lead pedagogical change, encourage learning, and building instructional skills with teachers. The indirect instructional leadership skills required from a principal are knowing the teachers' understanding of their subjects and the gap between their understanding and the vision of the school for the subject to fill the gap between the two by planning learning experiences for groups of teachers (Robinson, 2006).

Regarding the instructional leadership skills expected from effective 21st-century school leaders, the National Association for Secondary School Leaders (NASSP, 2010) conducted a longitudinal research study. The study revealed ten skills related to four areas: educational leadership, resolving complex problems, communication, and developing self and others. These ten skills are listed as "(a) setting instructional direction, (b) teamwork, (c) sensitivity, (d) judgment, (e) results orientation, (f) organizational ability, (g) oral communication, (h) written communication, (i) developing others, and (j) understanding your own strengths and weaknesses" (p. 1). In brief, as available research highlights, principals with effective instructional leadership skills have a positive effect on student achievement (Andrews, Basom, & Basom, 1991; Elmore, 2000; Gentilucci & Muto, 2007; Murphy, 1990).

Professional Development for Early Career Principals

The role of a principal is complex and diverse as it covers paying attention to different domains such as managerial, instructional, transformational, and political (Spillane & Lee, 2013; Cuban, 1988). On a typical day, a principal may need to switch between different tasks like addressing situations and managing the school, evaluating staff, and studying for student learning improvements (Duke, 1988; Burkhart, Hough, & McDonald, 2007; Spillane et al., 2013; Peterson, 1982). All of these challenging demands may cause a principal to suffer from stress, lack of confidence, burnout, which may even lead a principal to leave the position early in the career (Friedman, 2002; Whitaker, 1996).

When new principals start their position as educational leaders of schools, they experience difficulty in managing the multiple tasks expected of them as well as more procedural tasks such as planing the budget and controlling the school building (Spillane & Lee, 2013). As a result, they often face feelings of fatigue, reality shock, isolation, and frustration (Duke, 1987). Such negative feelings decrease the new principal's effectiveness.

To handle different challenges and to prioritize and manage various tasks, new principals can be offered induction programs. As Aiken (2002) claimed, induction programs can help new principals to deal with inconsistency by offering them leadership practice and chances for collaborative and reflective learning. Duke (1987) stated that the first year of their leadership is so important for principals that it shapes their future performance as a leader. Induction support given to early-career principals enables them to acquire the skills, knowledge, and confidence necessary to serve as effective instructional leaders (Killeavy, 2006; Rhodes, 2012; Wise & Hammack, 2011).

Characteristics of Effective New Principal Induction

Several researchers claimed that effective induction programs are the ones which are designed to help new principals handle the challenges they encounter in the early years of their profession (Burkhart, 2007; Lashway, 2003; Rooney, 2000; Villani, 2006; Walker & Qian, 2006). Working on principal induction, Aiken (2002) mentioned five important qualities that principal induction programs should have to be effective. These are "1) Finding one's voice

and vision, 2) Forming networks and relationships, 3) Developing a leadership personality, 4) Finding a balance between maintenance and innovation, and 5) Making connections with the community at large" (p. 45).

Another researcher, Daresh (2001), asserted that inducing principals to their new careers does not happen by simply providing information to new principals. Instead, it requires shaping experiences that "require considerable skill in the area of effective human relations," (Daresh, 2001, p. 47) with some knowledge of adult learning principles. According to Daresh (2001), effective induction and mentoring should involve some principles. These are "1) The learning activities are relevant to the learner, 2) The learning is related to personal and professional goals, 3) The learner receives usable feedback about progress, 4) The learner experiences success and 5) Motivation comes from within the learner" (p. 498).

In a similar way, Lashway (2003) studied the nature and quality of the experiences provided to new principals in effective induction practices and he defined three characteristics of good induction programs: "(1) Technical survival skills should be a part of new principal induction, (2) Effective induction needs to involve more than one-on-one mentoring; it should also involve principal networking, professional development, and finding ways to connect with the larger professional community, (3) Effective induction is most powerful when embedded in the actual work of the district, not tacking on irrelevant extra activities" (p. 3).

The literature review outlined the skills required to be a successful school leader, the impact of effective principals on student achievement, the change in the role of principals from a traditional manager to instructional leaders, the need for professional development practices provided for new principals and characteristics of effective principal induction programs.

Previous Research on Teacher Induction

The limited research on early career principal induction mainly focused on the satisfaction levels of principals. To illustrate, Correll (2010) studied a national database of new principals who had participated in different components of induction and their satisfaction levels. He found out that the principals, especially the ones who received mentoring support and were involved in a network with other principals, had high satisfaction levels. In a similar way,

Kingham (2009) studied the principal induction program in Louisiana and claimed that participants who took part in mentoring and in networking with other principals were content with these supports. Another researcher, Hudson (2009), investigated the early career principal induction program used in South Carolina. The program had four components, which were technical support, instructional leadership, effective school research and mentoring. His study revealed that participating principals were very satisfied with all of these components. Martin (2016) examined the principal induction programs offered to the new principals working in elementary schools in Kansas. At the end of his study, Martin could not find a significant relationship between the size of a school district and the level of principal satisfaction, which meant that principals from both small and large districts were satisfied with the support they received.

Principal Requirement in the District

In the district where the study was conducted, the hiring of principals is conducted by the school district. There are some minimum qualifications in order to apply for the principal positions. For example, a candidate should have a master's degree in educational administration or related field, evidence that s/he is eligible to be certified by the Department of Public Instruction as Principal PreK-12 and three years of successful teaching experience. The candidates should have the training, experience, and expertise in working within an instructional team, standards-based instruction and assessment, culturally relevant and differentiated instruction, and technology skills to enhance professional learning and instruction. They are required to demonstrate alignment to the vision and core values of the district as well. The selection panels in the district hold interviews with all the candidates. The candidates are examined thoroughly by the selection panels before a decision is reached.

The Principal Induction Program

The Principal Induction Program was developed in 2018 by a school district in the northern state of the USA. The program was based on the idea that principals are essential for creating the conditions for effective teaching and learning inside schools. Principals are most successful when they are provided regular opportunities for reflection, access to mentors, early

remediation and support, intermediate support for typical challenges, and progressive support over time. Having this philosophy, the main focus of this program is to foster the leadership skills of new principals that they need to improve student achievement, instruction, and participation.

The development of the program was based on best practices in the field and co-constructed, drawing on the expertise of researchers and practitioners. Recognizing that induction, mentoring, and mentoring as embedded practices are important, the school district sought to establish induction and mentoring processes for new principals that are most likely to enhance their professional growth and capacity, providing them with opportunities for reflective practice. Through this program, experienced district principals mentored new school principals. The principal induction work focused on enhancing new principals' capacity to lead high-performing teams and to lead for equity.

The Principal Induction program included four learning academies per year for new principals. These leadership academies were co-planned and facilitated by the Faculty of Education in the district and the school district faculty and staff. It also included mentorship of new principals by experienced principals and weekly mentoring for ten principals new to the role.

The program was designed for new principals having five years or less leadership experience to help them develop their ability to "create a school culture where every student is fully engaged, educated, and accepted." This program deals with the restricted supports currently available for educational leaders' development and enhances the knowledge and skills of new principals based on best practice and current research (Villani, 2006). The program aimed to contribute to the professional development of early-career principals' skills; however, the effectiveness of the program has not been investigated yet. Thus, there is a need for research to find out if the induction supports have had the intended effects on principals' practice and skill development.

Accordingly, the purpose of the study is to understand the perceived impacts of principal induction to reflect the stated goals of the program. Namely, in order to show that principal induction has had an impact on practice, new principals need to perceive that the induction support has helped provide them with the relevant skills and understanding they need and that

their self-efficacy in key areas of practice has increased. In addition, if the induction supports have had the intended effects on principals' practice and skill development, principals and their mentors should report and describe specific changes and enhancements that have been made in key areas of their practice. The following research questions guided the research study:

1. What are the principals' perceptions of the induction activities and their effectiveness?
2. What are the challenges and facilitating factors reported by principals in implementing this program and its specific components?
3. What is the principals' perception of the changes in their practice in response to the induction support?

Based upon the data collected from the program stakeholders, this study aims to contribute to the body of research on early career principal professional development. It is expected that the findings of the study will provide the necessary information that program providers need to assess and continually strengthen the way the program operates to achieve its objectives and develop participants' skills, knowledge and capabilities. In addition, the results are expected to serve as guidelines for the design of professional support services that aim to add to the learning of new principals.

Methodology

Design

The study adopted a single case qualitative research design to examine the perceived effect of the principal induction program. According to Yin (2009), case study research is the study of a "contemporary phenomenon in depth and within its real-life context" (p. 18) and mentioned explanation, description, illustration, and enlightenment as the four foundations for using the case study methodology. In that respect, this study aligns with the definition of case study methodology and the rationale description as the participants' perceptions of the program was not yet known and the purpose was to describe the perceptions of the program.

Participants

The participants were the eight principals attending the Principal Induction Program and two principal mentors. All of the participants were within the first five years of their careers and they had three years of teaching experience before they became principals. Four of the participants were female, while the other four were male. Their age ranged from 25 to 32. The schools of the participants included three elementary schools, three middle schools, and two high schools. The mentors were both females. They were above 40 years and had both teaching and leadership experience before they became principal mentors.

Table 1

Demographic Information about the Principals Participating in the Study

Principals	Gender	Age	Experience	School Type
P1	M	31	3 years	High S.
P2	M	25	1 year	Elementary S.
P3	F	28	2 years	Elementary S.
P4	F	30	2 years	Elementary S.
P5	F	32	5 years	High S.
P6	M	27	1 year	Middle S.
P7	F	26	1 year	Middle S.
P8	M	29	2 year	Middle S.

Data Collection and Procedures

The researcher developed the interview guides, which were informed by literature on topics including principal induction and professional development for school leaders as well as the documents of the principal induction program. Two experts on educational leadership provided feedback on draft interview questions. The questions in the interview protocol involved open-ended questions with follow-up probes so that further conversation would be facilitated and more clarification on specific aspects of the program would be received.

The researcher contacted the program directors and gave information about the research. Following the initial introduction, the researcher arranged in-person interview times with individual principals and their mentors and a quiet and private room was provided by the school administrations, which facilitated the confidentiality of the interviews without any interruptions.

Most of the interviews were conducted in person at the interviewees' school or at district offices in June 2019. Interviewers used digital recorders to record the interviews, with the consent of interviewees, for transcription purposes. The verbatim transcription of the audio recordings was done for the following qualitative analyses. Prior to the participation of the interviewees in the interview process, they all provided written informed consent.

All participants were informed that their responses would be treated as confidential and that no individuals or schools would be identified in the results. To help protect confidentiality in reporting the findings here, all pronoun references have been changed to "he" and "him" regardless of the respondent's gender.

The Researcher's Role

The researcher's role in this qualitative research is critical, as she collected data and implemented analysis. The researcher's role in this study was that of an external evaluator who could bring objectivity, accountability, and perspective to the evaluation. However, as the researcher was the main data collection and analysis instrument and she analyzed the data by finding the right codes and themes, there is the potential for bias on the researcher's part, which could impact the result of the study. To minimize the bias, the researcher kept a research journal to record her own thoughts and details of the research process throughout the research process, which was used to further document the relationship she had with the data and analysis. In addition, another expert in qualitative data analysis checked the data analysis and emerging codes and themes.

Data Analysis

The data collected through semi-structured interviews with principals were transcribed to review and gain a general idea of the participants' perception of the program (Creswell, 2003). In other words, the researcher immersed in the details and got a sense of the participants' responses before the actual coding (Agar, 1980; Creswell, 2013). After reading the transcripts several times and gaining a firm foundation of the participants' responses, the data were

analyzed using inductive content analysis. The interview data were coded in light of the sub-objectives of this study. Subthemes and themes were developed, and all themes and sub-themes were reviewed and those associated with each other were combined. Cites and codes in the sub-themes and codes were read to check their suitability for the codes, sub-themes and themes. Then, findings were defined and interpreted. For reliability purposes, an expert on qualitative research checked the emerging codes and themes. These codes and themes were given in figures after reaching an agreement.

Trustworthiness

Trustworthiness in this qualitative study was assured, as suggested by Lincoln and Guba (1985). To ensure the credibility of the study, member checking was used (Lincoln & Guba, 1985). The findings were sent to the participants and they were asked to check the transcribed and coded data for accuracy. The participants checked for the inaccuracies and the minor revisions suggested by the participants were done. In addition to this, the content analysis made by the researcher (codes and themes) was checked by another expert in qualitative research. In this way, the trustworthiness of the study was supported by the peer debriefing method suggested by Miles and Huberman (1984). Lastly, to ensure the transferability of the findings, the researcher gave sufficient contextual information about the program by providing thick descriptions of the program so the audience can judge how to transfer the findings to their context, as suggested by Lincoln and Guba (1985).

Limitations of the Study

The findings of the research regarding the principal induction program were based on the perceptions of the participants. To illustrate, the findings about the effectiveness of the program were deduced from the perception of participating principals about the changes in their professional growth; however, the data collected from the teachers working at the same school with these principals would reveal more objective results about the program. Moreover, the study is a single case study, so the results may not be generalizable to other programs. However, the results will add to the professional development of early-career principals. The results are expected to serve as guidelines for the design of professional support services that aim to add to the learning of new principals.

Findings

The interviews captured a range of specific topics and were designed to address each of the evaluation questions pertaining to principal induction, as described above. The findings are organized into four sections: (1) overall perceptions of principal induction; (2) challenges and facilitating factors in implementing principal induction and (3) perceived impacts of principal induction.

Overall Perceptions of Principal Induction

New principals, in general, were very satisfied with their principal leadership mentoring experiences and with how specific mentors were matched to their individual needs. This finding of the study complies with the previous research finding that principals participating in an induction program were satisfied with the support they received (Correll, 2010; Hudson, 2009; Kingham, 2009; Martin, 2016). New principals reported that their mentors effectively supported them in various ways, including reflecting on their own practice, developing staff, building a positive school climate and culture, and tending to their own emotional needs. Some principals indicated that their mentors also helped them complete more practical duties, such as creating a master schedule, completing budget allocations, developing school improvement plans, and planning curriculum and instruction. The principals noted that while some of these parts of their job could be straightforward, they also could be very time-consuming, thereby diverting principals' efforts away from other more pressing responsibilities. Principals also expressed a desire for more planning and advance notice of when these key technical projects needed to be completed, such as a calendar of key tasks and deadlines, so that they could better plan to complete these duties. Mentors who were skilled at this aspect of the job typically notified new principals in advance of key deadlines, such as budget allocation and school improvement plans, and worked together over time with new principals to complete these tasks. As one principal noted, "Learning those technical details that are district-specific is probably one of the more time-consuming things, and I felt like I really needed someone that you could call easily."

Many new principals reflected on a theme common to leadership roles—that it's lonely at the top and often feels isolating—and reported that regular discussions with their mentors provided them emotional support and validation for the work they were carrying out. New principals expressed gratitude at how readily available their mentors were, especially during challenges and crises. Further, leadership mentoring enforced time in new principals' busy schedules to slow down and reflect on the successes and challenges of their practice. This reflection time also allowed principals to be less reactionary in addressing concerns brought to their attention. One principal described the value of reflection as follows:

"The pace can be really intense, and I think the part of leadership mentoring that helped really was, make sure I'm answering the right question if I'm not. The aspect of mentoring was powerful just to come back to things, and revisit things and building in that reflective time and the calendar and having that with the mentor… Just having that set time built in the calendar and making sure we prioritize our reflection really supported my development as a leader."

New principals especially appreciated the support of their mentors in building relationships with and developing staff. While many new principals felt confident in their capacity to address difficult issues such as staff remediation and release from employment, they appreciated having a more experienced principal as a sounding board and as a person to provide advice based in experience. This was all the more so for principals who came from outside the district and needed to understand how tasks and challenges are handled within the school district. New principals also indicated mentoring was especially helpful in improving their practice around educator effectiveness (e.g., staff evaluation) and building walk-throughs, including how best to communicate about evaluation, how to implement it, and how to lead at a building level based on what has been learned from evaluation findings. As one principal described it:

"When I was assistant principal, the principle that I worked with wasn't as committed to instructional rounds or walk-throughs or some of those places like fidelity of scheduling and some of those aspects of things that my mentor was way more skilled and experienced in. So I would say that that really helped me to hone my skills and thinking around the messaging for teachers about what a walk-through is and what the purpose of that is versus like an educator effectiveness

evaluation or… observation. Then just the scheduling and what to do with that information and leadership on those things."

With regard to principal leadership academies, many of the principals interviewed felt that the leadership academy speaker was inspirational and that the topics presented helped provide context to what they were experiencing in their building. All of the new principals interviewed indicated that they found peer learning useful and valued space to reflect on how to apply what was learned with peers. As one principal stated, "I think hearing from your peers was useful. Hearing that people are going through similar circumstances and having that time to step back and reflect, bigger picture wise." Similarly, another principal shared that the academies were "really helpful, to really key in on those things that I know are problem practices in my building. Let me get some feedback from what's going on from principals in their buildings and how to support each other." Specifically, they valued the opportunity to build relationships with other principals, which helped to normalize what they were experiencing in their first year and helped to alleviate the isolation they felt in their role as leaders. One principal declared, "It was heaven-sent because coming in those are individuals that you develop, I feel have very strong relationships with because we came in together; even right now we lean on one another." Several principals perceived the academies as a place where they learned the importance of reflecting and utilizing their strengths in their role as a leader. One principal described the process they used:

> *"Building relationships and working with people is one of my strengths and it's also really important when we work on developing groups that we be very strategic. I mean I think I can rely on my strengths, but I really learned the importance of reflecting on that and how to take that to the next level. Then again aligning specific leadership modes that for one team might look different than another team."*

When asked to reflect on what aspects of the academies could be improved, some principals felt that the topics that were chosen for the academies were a repeat of what they had learned in school and in some instances, took them away from their building at crucial times with

limited gain. These principals felt that the topics should be more aligned with the priorities for the school year. For example, as one principal described:

> *"I think the breadth and the scope of the work as an administrator is immense, and I think it's important that we be able to… make sure we're focusing our time on our priorities. I think that would have been some really great learning about how to use our time more wisely as administrators and how to make sure we were accomplishing our goals."*

Another principal suggested that the leadership academy organizers work closely with principal mentors to extend the learning from the academies and therefore allow principals more time to plan strategies, apply them, and discuss what they learned. He stated, "Some of the technical pieces, like scheduling our budget, could have been sessions for everyone because we all needed it. Our mentors could have followed up or supported within that too. Instead of some of the bigger picture stuff." Similarly, some principals felt that the structure of the academies was focused too much on big picture topics and therefore lacked a cohesive flow across the year (e.g., topics that build on each other and focus on specific skill sets). As one principal explained, "It didn't feel like a cohesive thing across the year, I guess. So we come in, not really knowing what we're going to talk about, and there was interesting stuff around our leadership style… but I didn't feel like I got necessarily what I wanted."

A majority of the new principals interviewed highly valued the professional learning program (PLP) that was an element of the principal induction activities. Specifically, principals noted that the PLP helped them address several types of challenges or problems of practice during their first year, including building scheduling, effectively structuring planning time, providing instructional leadership by mentoring teachers around issues related to equity, adopting culturally and linguistically responsive practices, engaging in activities that fostered improved parent involvement and fostering a cohesive school improvement team. When principals discussed how the PLP supported them in making changes in their own leadership practices, their answers aligned with what research shows as the prevailing leadership roles effective principals play: setting direction, developing people (i.e., teachers), leading instruction, and redesigning organizations. More specifically, new principals noted that they learned from peers and PLP facilitators about the following: effective strategies for observing and mentoring

teachers to use strategies to improve engagement of some students, ways to maximize their conversations with teachers to improve student outcomes, how to effectively talk to building staff about ways the school should support the district vision and build buy-in, and methods to effectively tie feedback on equity practice into the teacher evaluation process.

Furthermore, a number of other resources or initiatives in the district lent support to the value of the PLPs for new principals. Several principals noted that the district's use of improvement partners really allowed them the opportunity to explore and use what they learned about leading school improvement in the PLP. Principals shared that the PLP allowed them to share equity-focused practices with school leadership teams and teachers and really gave them fuel to keep conversations in the building focused on equity and made it possible to make the equity vision come alive. The only criticism of PLPs offered by principals was the amount of time they were expected to be out of their school in order to participate in the PLP.

Principal Perceptions of the Program

of the coaches

of the principal leadership academies

of the peer learning

professional support

emotional support

communication support

-reflecting on their own practice
-developing staff
-building a positive school climate and culture
-meeting the key deadlines
-creating a master schedule
-completing budget allocations
-developing school improvement plans
-planning curriculum and instruction

- validating their work
-being readily available during challenges and crises
-reminding them to slow down and reflect on the successes and challenges of their practice

- giving advice about staff remediation and release from employment
-improving practice about educator effectiveness (e.g., staff evaluation)
-building walk-throughs to communicate about evaluation findings

-inspirational speakers
-real-life/context-relevant topics

*Negative:
-topics were a repeat of what they had learned in school
-took them away from their building at crucial times with limited gain
-structure was focused too much on big picture topics and therefore lacked a cohesive flow across the year

- reflect on how to apply what was learned with peers
-build relationships with other principals
-normalize what they were experiencing in their first year
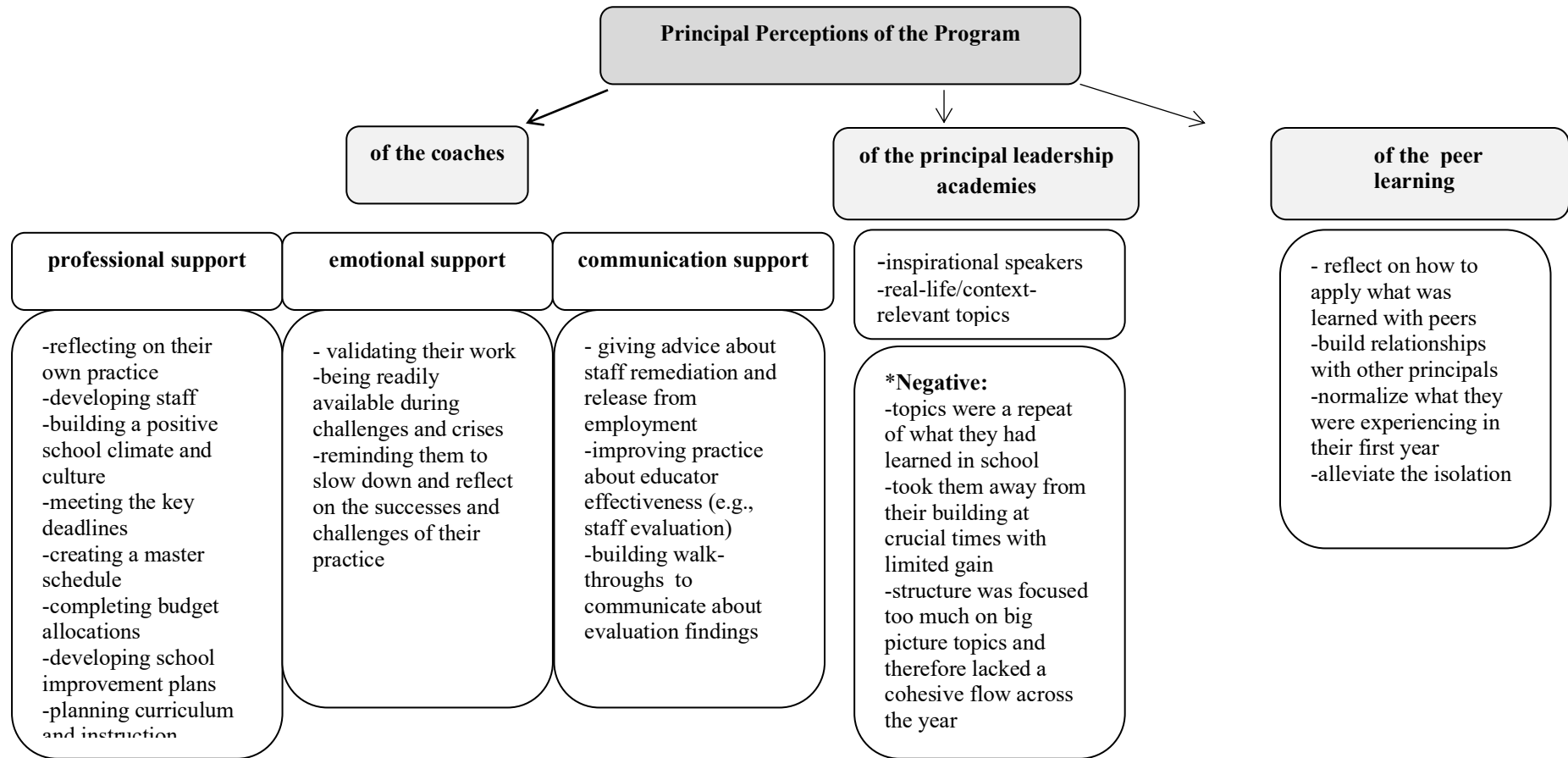-alleviate the isolation

Figure 1. Perceptions of the principals of the induction program

Challenges and Facilitating Factors Reported by Educators in Implementing Principal Induction

Respondents shared a couple of challenges and mentioned several facilitating factors with regard to implementing principal induction support. With regard to challenges, respondents generally agreed that a lack of time to meet and interruptions to principals' planned schedules interfered with their ability to participate more fully in mentoring activities. As for facilitating factors, several principals mentioned mentors' consistent availability to address problems of practice, as well as confidentiality and openness to raise any questions or concerns as key to building trust. For example, as one principal noted, "Right off the bat, him letting me know that things that happen between us are going to be confidential; reach out and ask whatever questions; you can call whenever, and email; and text whenever… the confidentiality makes you feel like there is no question too small to ask."

Challenges in implementing principal induction	Facilitating factors in implementing principal induction
-lack of time (to meet interruptions to principals' planned schedules interfere with their ability to participate)more fully in coaching activities)	-coaches' consistent availability to address problems of practice -confidentiality and an openness to raise any questions or concerns

Figure 2. Challenges and the facilitating factors for the induction program

Perceived Impacts of Principal Induction

When asked to provide specific examples of changes they made as a result of what they learned through the induction support, the principals overwhelmingly described changes in the area of self-reflection. More than one principal indicated that the support helped them become a more proactive leader, rather than simply "responding to one fire after another." They felt that reflection led them to plan better and more often, which in turn allowed them to take more effective action. With regard to the leadership academy in particular, one principal explained,

"I wouldn't say practice changes, but more mindset changes, especially kind of the self-reflective piece. That was a strong aspect of the seminar. We looked at ourselves quite a bit and compared what type of styles of leadership we were using and what we would choose to do differently." Other principals took this question a bit further by describing the ways in which they applied self-reflection to problems of practice in their buildings. For example, one principal described how the support helped him develop and lead high-performing teams:

> *"It just gave me the time to kind of reflect, so then having that reflection, it was 'OK what do we do to take this team even further?' So it influenced like, what are the pieces that I put into place? Some of it was just like being more present with that team during grade level team meetings and then also being in their classrooms more to observe to make sure that those changes were being implemented in the classroom. So I was able to reflect on that."*

Principals noted several specific impacts and changes in their professional practice as a result of their induction experiences, such as becoming more effective at using systems (e.g., budgeting, scheduling, and communication) and using multiple sources of data to inform improvement decisions. Moreover, one principal described efforts to tie culturally responsive practices to the teacher evaluation process by including equity in mentoring and feedback to teachers. "I had takeaways from both content covered on the evaluation system and on culturally responsive strategies, and now I'm trying to tie things together into the feedback that I'm giving to teachers." Another principal noted personally using routine reflection on practice and described how that influenced his efforts to create a culture of reflection in the building: "

> *"Through reflection I got the importance of being clear and connecting the dots of all that we're doing and why we're doing it in all my work with staff in the building. Clear about my belief in students, ALL the students and their families. And making sure that I call on all staff to serve all our students."*

Finally, several principals made a clear connection between their participation in the induction activities and their capacity to achieve building-level goals. Several noted that they added an equity focus to a number of building goals, and others highlighted how induction supports really kept the focus on their role in driving school improvement. Specifically, the expectation of routine reflection helped them better support their school leadership teams in changing course if they were not making progress on school improvement goals.

New principals noted that a majority of the changes in practice that resulted from the induction support were related to equity. They found many ways in which the induction supports shaped and shifted their thinking about their role as steward and champion for issues of equity. Changes in practice included adding an equity focus to school improvement goals and infusing the teacher evaluation process with conversations about using equity-focused strategies. Principals also examined disaggregated data to understand differences in academic and behavioral results by student subgroup. They also shifted the school culture to one where all educators are focused on improving the climate for and engagement of all students. Principals discussed changes in equity-focused practice in the following ways:

> *"I think a lot of the equity issues we're having here is holding all adults accountable for our students. So that's really the focus I'm shifting to. Making sure all adults are helping all students reach their full potential. All of them. Not just picking and choosing. Not accepting a practice of ignoring the ones that are difficult. We have to provide them, even when they have challenges we have to be willing to provide them what they need."*

Being very specific about having conversations about what is happening around academics and around behavior. Checking some of our standing beliefs at the door and looking with fresh eyes at the issues.

> *"I got partway through the year [and realized] that I need to clearly communicate expectations for all students and to all teachers. I don't think anyone wants to do harm to our students but it's important that I make clear what I expect and why and how many things are about equity."*

New principals expressed mixed findings as to how mentoring addressed educational equity and opportunity gaps within their schools. Some new principals indicated they were provided examples of how to address equity concerns as well as support thinking through how to measure efforts toward educational equity and closure of opportunity gaps at the building level. Others felt that equity issues were not dealt with in-depth or collaboratively and that mentoring around equity was more a presentation of information that new principals were to take back and implement in their own school. Finally, some principals interviewed noted that the local communities that schools served and the principals themselves were at different stages in their

readiness and capacity to address equity-based concerns and that new principals might be better served by accounting for this variability as part of their mentoring. In addition, it was suggested that mentors should assess principals' readiness and capacity to address equity issues when embarking on their mentoring.

When asked about how the academies helped new principals in leading around the issue of equity, the principals struggled to offer specific examples. However, some principals valued the conversations they had with peers during the academies around issues of equity. One principal shared: "I think having some conversations with colleagues at the academies were helpful… The big leadership institutes have been invaluable, but I would say the smaller meetings for new principal induction were not."
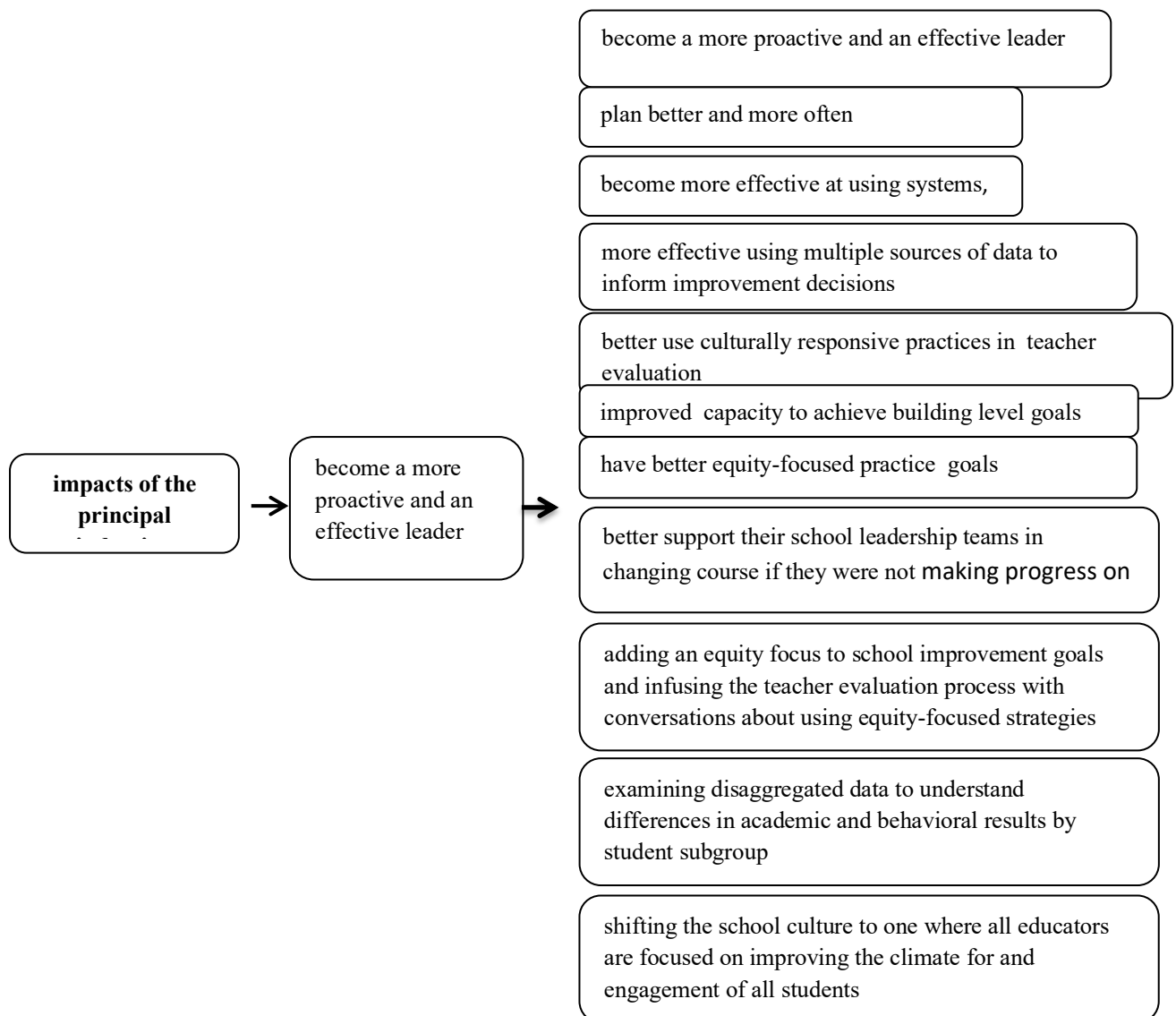

Figure 3. The perceived impacts of the induction program

Recommendations and Conclusions

The purpose of this study was to identify early-career principals' perceptions of the impact of the Principal Induction Program and determine necessary improvements for the future. Below, several recommendations were offered by the researcher to help address potential challenges in implementing the principal induction program in the future.

First of all, it is recommended that the leadership academies should be modified to include more intentional planning of academy topics. The schedule of topics needs to be aligned to leader priorities throughout the year. The same idea was suggested in previous research as well. In his study, Daresh (2001) claimed that effective induction and mentoring should incorporate learning activities that are relevant to the personal and professional goals of the principals. In addition, based on the research findings, it is suggested that there should be a partnership with the mentors to extend learning from the academies in mentoring sessions, and time should be added to follow up on prior topics. Based on the claims made by new principals, it was clear that the leadership academies were a valuable venue that provided time to collaborate with peers and advance one's skills in developing strategies to address commonly encountered problems of practice. This characteristic of the specific principal induction program should be kept as it is since it is one of the qualities of effective induction programs that Aiken (2002) described.

It is also recommended that a combination of more intentional planning, building in opportunities for principals to provide feedback after each session, and using the feedback to inform future sessions would help enhance an already effective component of new principal induction support. Principals would be especially appreciative of more opportunities for principals to share how they applied strategies discussed and reflect on how successful their strategy was (or was not) in addressing problems of practice. As one principal shared, "We didn't come back to the table say next time we met and asked 'how did that go?' To be able to really pressure test how did that go for you. What do you need to do differently?" Daresh (2001)

described a similar principle about effective induction and mentoring. He claimed that the learner receives usable feedback about progress and experiences success.

Additionally, community building among new principals as well as between new and veteran principals should be fostered, as Aiken (2002) suggested for effective induction programs. Several principal induction components, including mentoring, leadership seminars, and PLPs provided opportunities for principals to reflect together and solve problems related to their practice. Equally important was the sense of social support and the reduction in isolation that principals reported as a result of these induction activities. Educators felt that social support opportunities such as these helped prevent burnout and had the potential to retain professionals in the field for longer durations.

It is also advisable to continue to capitalize on the knowledge and experience veteran principals can share with new principals. A similar point was highlighted by Lashway (2003). He claimed that effective induction is most powerful when based on in the actual work of the principals, not tacking on irrelevant extra activities. Several new principals noted the significant time and effort required in learning operational tasks such as budget allocation and building a master schedule. Being able to learn from veteran principals' experience saved these new principals valuable time and energy that could instead be invested in other activities, including instructional leadership and staff development.

Finally, the new principal support components need to be coordinated in order to develop a seamless set of supports that further extends and deepens principals' knowledge and skills while maximizing resources. As noted similarly with respect to teacher induction, it is recommended that aligning academy content with principals' requested professional development needs and/or significant principal milestones (e.g., educator effectiveness evaluations), as well as aligning mentoring support with the content covered in academies to help consolidate learning and better support practice change. According to Daresh (2001), effective induction and mentoring should include topics relevant to principals' professional needs.

Recommendations for Further Research

The current research was conducted at the end of the one-year induction program. The researcher recommends that further research that may study the impact of the program on the participants after the program ends would provide data on the sustainability of these educational leaders if the program participants are still in the field of education, how they practice what they have learned in the program and if this has an effect on student achievement. If we know about the effects of these programs we will guide the design and implementation of induction programs for principals. Also, as the program is aimed at increasing student achievement, future research will study if there is any change in the achievement of students of the early career principals attending the program.

Statements of Ethics and Conflict of Interest

"I, as the Corresponding Author, declare and undertake that in the study titled as "*A Study of Early Career Principals' Perceptions of Their Induction Program*", scientific, ethical and citation rules were followed; Turkish Online Journal of Qualitative Inquiry Journal Editorial Board has no responsibility for all ethical violations to be encountered, that all responsibility belongs to the author/s and that this study has not been sent to any other academic publication platform for evaluation."

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Review Article

Educational Journey of Refugee Students: Suggestions for Practitioners[1]

Dilara Özel[2], Hilal Altunay-Yılmaz[3]

Abstract

There are 79.5 million people, including children, left their home countries forcibly. Besides, the duration of exile for people who forcibly displaced their countries becomes 17 years. During the time refugees stay in the host countries, they try to learn the host country's culture, traditions, and values to adapt and survive. Schools are the key components to develop cultural competency. Within this study, it is aimed to review articles that include examples of good practice for school counselors and teachers working with refugee students. In this review, meta-analysis is utilized to examine the qualitative studies about the educational process of refugee students. Forty-one studies included in this meta-analysis. These 41 studies divided into four main themes; refugees' adaptation, school experiences, policies, and refugee health. Best practices for teachers and school counselors who are working at refugee- receiving schools were presented.

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Eğitim Sürecinde Mülteci Öğrenciler: Uzmanlar için Öneriler

Öz

Çocuklar dahil olmak üzere zorla yerinden edilen 79,5 milyon kişi bulunmaktadır. Zorla yerinden edilen kişilerin ev sahibi ülkede kalma süresi 17 yılı bulmuştur. Ev sahibi ülkede kaldıkları süre boyunca mülteciler uyum sağlamak ve hayatlarını devam ettirebilmek için ev sahibi ülkenin kültürünü, geleneklerini ve değerlerini öğrenmeye çalışmaktadırlar. Okullar kültürel yeterliliği geliştirmede kilit bir rol üstlenmektedirler. Bu çalışma ile birlikte mülteci öğrenciler ile çalışan okul psikolojik danışman ve öğretmenler için iyi uygulama örneklerinin derlenmesi amaçlanmıştır. Bu derleme çalışmasında mülteci öğrencilerin eğitim süreçleri hakkındaki nitel çalışmaların incelenmesinde meta-analiz yöntemi kullanılmıştır. Bu meta-analiz çalışmasına 41 çalışma dahil edilmiştir. Bu 41 çalışma, dört tema altında incelenmiştir; mülteci uyumu, okul deneyimleri, politikalar ve mülteci sağlığı. Mülteci alan okullarda çalışan okul psikolojik danışmanları ve öğretmenler için iyi uygulama örnekleri sunulmuştur.

Anahtar Sözcükler: *Mülteciler, mülteci eğitimi, psikososyal yaklaşım, uygulayıcılar*

Introduction

United Nations signed the Geneva Convention in 1951 and 1967 Protocol, which provides international rights to refugees as a result of historical circumstances. United Nations used the definition of the 1951 Geneva Convention relating to the status of refugees in its 1967 Protocol which is;

"Refugee is a person who, owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership in a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who not having a nationality and being outside the country of his former habitual residence, is unable or, owing to such fear, is unwilling to return to it." (Convention and Protocol, 1951/ 1996).

Around the world, approximately 79.5 million people left their home countries forcibly, and 26 million of them, which includes around 13 million children who obtained refugee status (UNHRC, 2020). People gain some basic rights with the refugee status such as rights for education and health in the host country. The world is dealing with the refugee crisis. After the Cold War, irregular conflicts and wars have changed their nature. There are two main characteristics of these conflicts and their consequences (Dryden- Peterson, 2014). First, contemporary conflicts have more disastrous consequences, particularly for children (Save the Children, 2013). As a result of those conflicts, children are more likely to become refugees, and they need to learn the host country's culture, language, plus customs and practices while developing their identity. Children need their parents to meet their basic needs, both psychologically and physically. Thus, parents' mainly primary caregivers' emotional reactions towards war and conflict situations affect children's development (Barbara, 2006).

Parents as primary caregivers are affected with the conflict situations more than expected, since contemporary conflicts have a longer duration than expected. Even though the refugees desire to return to their home countries, the average period of displacement for refugees is 17 years (International Displacement Monitoring Center, 2014). Many conflicts that recently ended lasted for decades, such as in Afghanistan (33 years), the Democratic Republic of the Congo

(19 years), and Somalia (23 years) (Center for Systemic Peace, 2017). Therefore, even the refugees desire to go back to their home countries; it takes a while to develop the conditions. Throughout the time refugees stay in the host countries, they attempt to learn the host country's culture, traditions, and values to adapt and survive. Considering schools are the places, not just places to teach, write, and read but also to raise citizens who can maintain the culture of society, they are the fundamental components to promote cultural competency. In this review, meta-synthesis analysis is conducted to examine the qualitative studies about the educational process of refugee students. Hence, it is aimed to assemble best practices to guide the teachers and the school counselors that work at refugee- receiving schools.

Literature Review

Conflicts and traumatic experiences influence everyone unquestionably. On the other hand, children are the ones who are affected most from all traumatic experiences. The principal reason is that children need their primary caregivers for their both developmental and emotional needs (Barbara, 2006). Furthermore, war and conflict situations harm children's social life more than adults. Most of the children may have to immigrate to a new country without getting any education in their country of origin. Those children who began their life in refugee camps cannot reach their education right most of the time (Barbara, 2006). Consequently, it is hard for children to adapt to a new school, home, and country after staying at refugee camps for years and without getting psychological help. Therefore, school has a vital role in terms of this adaptation process. Schools help refugee children to introduce the host country's culture, build friendship with local peers and learn the host country's language.

While schools have the primary importance for refugee children during the adaptation process, attending a school in a different country brings some adaptation issues as well. Every component of the school comes with its own culture and history in the classroom. Students' families and siblings may form the communication that students create with their peers and teachers. On the other hand, refugee students' experiences might be different than local students. Refugee students' migration paths, reasons for settling down to a specific city, and their experiences during the settlement are unique and have an impact on the classroom environment (Dryden- Peterson, 2014). Therefore, uniqueness of children should be considered in every step of the adaptation process.

Schools may become the most influential agent for the adaptation process of refugee children since they are the key components to develop cultural competency (Gardner, 1995). They are a crucial tool for refugee students to communicate and adapt to the host country (Saldana, 2013). Schools support refugee students to understand the host country, gain social support, develop trusting relationships, and feel belonging to the host country. Schools are the reflections of society by teaching the customs and traditions of society. Therefore, they do not just show how to read and write, but also, they help to maintain the culture of society. Hence, schools have a notable role for refugee students in their acculturation and adaptation process to the host country (Peterson, Meehan, Ali & Durrant, 2017). This important role of the schools should demonstrate itself in the context of Turkey as well.

Since the refugees in Turkey started to increase day by day, the government in Turkey started to take measures for the adaptation process. However, there are historical restrictions for Turkey to implement some changes. Turkey signed the Geneva Convention in 1951 with restrictions about 'time' and 'geographical limitation.' In 1967, Turkey removed the 'time' restriction but preserved the 'geographical limitation.' This restriction indicates that Turkey can give the 'refugee' status only for the people who come from European countries to Turkey. Thus, people came from Syria considered as 'asylum- seekers' and could not benefit from the rights of 'refugee' status.

Turkey started to receive people from Syria in 2011. In the first place, Turkey conducted an 'open door' policy and accepted all the people who came from Syria with their self- declaration. Since the war in Syria was considered as a temporary situation, temporary precautions were carried out by the governmental institutions in Turkey. Turkey started the adaptation process for the first time with law number 6458 that was introduced in 2013. The Department of Harmonization and Communications was founded to start the adaptation process of people under temporary protection and work with the universities, NGOs, and governmental institutions (Law on Foreigners and International Protection, 2013).

Language becomes the hierarching theme of all the problems that refugee children encounter during their education in Turkey (Özel, 2018; Sarmini, Topcu & Scharbrodt, 2020). Since most of the teachers cannot speak Arabic with their Syrian students, They are asking other students

or inviting adults who can speak Arabic for the translation (Sarmini et al., 2020). Özel (2018) revealed in their interviews with school counselors that the school counselors are using others for the translation process which is not ethical for the counseling services. Thus, it is stated that school counselors cannot discuss the private matters such as students' trauma and family issues since they cannot ensure confidentiality.

Furthermore, trauma is a high prevalent issue among Syrian refugees in Turkey (Acartürk et al., 2020). In their study, they have collected data among Syrian refugees by using Hopkins Symptoms Checklist to measure depression, anxiety and posttraumatic stress disorder (PTSD). As a result, they found that the prevalence of depression, anxiety and PTSD among the refugees are 36.1%, 34.7% and 19.6% respectively. As it is indicated with these numbers, the prevalence of mental disorders is very high among the refugees. Furthermore, they have found that comorbidity is a vital issue in addition to the mental disorders. They have stated some comorbid issues such as being a female, having economical difficulties, lack of social support and safety. Family violence and child labor issues can be added to this comorbidity list as well (Sahin, Dagli, Acartürk & Sahin Dagli, 2020).

The literature is rife with studies about the role of education during psychosocial development of refugee students (Kaya & Kıraç, 2016; Mercan Uzun & Bütün, 2016; Özel, 2018; Özer, Komşuoğlu & Ateşok, 2016; Sakız, 2016). Although there are many need analysis conducted with teachers and school counselors who are working at refugee- receiving schools, it is noticed that the problems inside the refugee- receiving school still continue (Balkar, Şahin & Işıklı Babahan, 2016; Doğutaş, 2014; Dorman, 2014; Ereş, 2016; İstanbul Bilgi University Children's Studies Unit, 2015; Şeker & Sirkeci, 2015). Yet, there is an urgent need for studies that focus on the problems faced by refugees, which may nurture teachers and school counselors in dealing with issues. In this study, studies and good practices for teachers and school counselors who are working with refugee students are compiled. Consequently, it is aimed to guide teachers and school counselors who are working at refugee- receiving schools.

Methodology

In this study, a meta-synthesis procedure is used to evaluate the studies about refugees' educational process and integrate the results of qualitative studies systematically (Lachal,

Revah- Levy, Orri & Moro, 2017). The qualitative meta-synthesis analysis is a crucial tool to understand participants' experiences, the meaning that they ascribe to those experiences, and their viewpoints. This method enables us to evaluate qualitative research in a comprehensive and detailed way. Therefore, it may be considered as the most useful tool to determine the points that need to be developed and recommend further applications (Tong, Flemming, McInnes, Oliver & Craig, 2012). Meta-synthesis is considered as the best method for this study due to the reasons indicated above.

Electronic search is conducted in the following databases, including both English and Turkish language: Academic Search Complete, PsychINFO, Education Source, Social Sciences Citation Index, ERIC, ScienceDirect. The key search terms as "refugee," "education of refugee," "psychosocial," and "application" are used. The last search is conducted on 21.06.2019 by using the key search terms indicated above. There are 66 studies found by using "refugee" & "education of refugee" & "psychosocial" terms and 83 pieces of research found by using "refugee" & "education of refugee" & "application" terms before assigned the criteria. The following criteria are included in this meta-synthesis;

Criteria 1: Since the impacts of war in Syria started to influence Turkey in 2011, studies conducted in 2011 and after 2011 are included in the present research.

Criteria 2: The studies included in this research are written in English and/ or Turkish language.

Criteria 3: The studies included in this research are published in peer-reviewed journals.

Criteria 4: The studies included in this research are in accordance with the aim of this research.

Obtained studies by searching at the databases stated above on the occasion of adopting the relevant key terms indicated above and applying the specified criteria are indicated in Table 1.

Table 1

Number of obtained international articles after the stated criteria

Key Terms	Database*	The Number of Studies Obtained after Determined Criteria
	Academic Search Complete	12
	PsychINFO	10
	Education Source	9
Refugee and education of refugees and psychosocial	Social Sciences Citation Index	4
	ERIC	3
	ScienceDirect	1
	Total	25*
	Academic Search Complete	12
	PsychINFO	4
	Education Source	12
Refugee and adaptation and application	Social Sciences Citation Index	8
	ERIC	7
	ScienceDirect	1
	Total	27*

* As a result of the search, exact duplicates in the databases were excluded from the total numbers given.

After applying the stated criteria, it attained 52 studies. The elimination process is given in Figure 1 and 2.

| Number of research results obtained after the first search: 66 | → | Limitation by years (Criteria 1): 43 | → | Limitation according to the language of the research (Criteria 2): 42 |

| Published in peer-reviewed journals (Criteria 3): 39 | → | Suitable for the purpose of the study (Criteria 4): 18 |
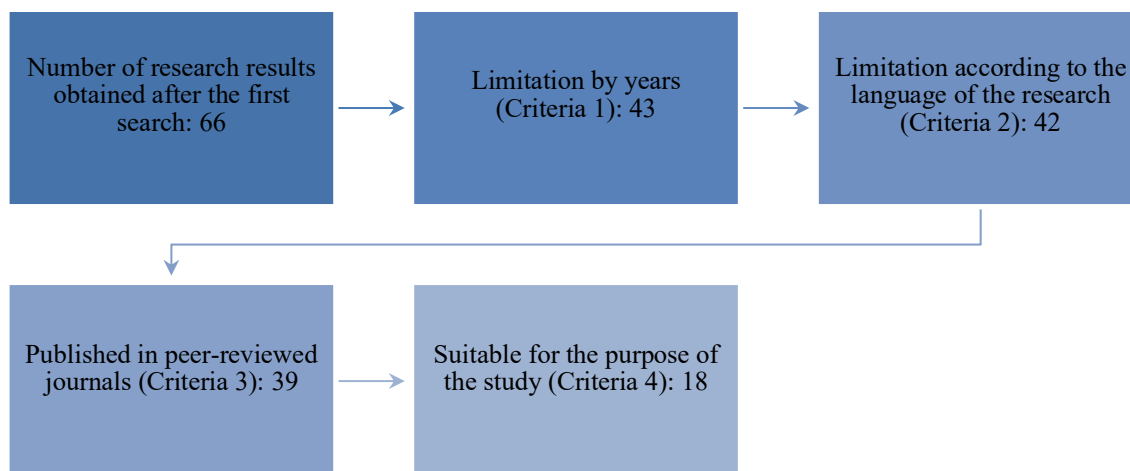
Figure 1. Including key terms of "refugee" & "education of refugee" & "psychosocial" into the present meta-synthesis

Sixty-six relevant studies found as a result of the first search by using the key terms about the refugee students' psychosocial adaptation during the educational process (see Figure 1). After that, 43 studies are obtained by restricting according to the relevant years (criteria 1). Forty-two studies are acquired after restricting the language (criteria 2), 39 studies after including just peer-reviewed journals (criteria 3), and, ultimately, 18 studies after considering the aim of this study (criteria 4). As a result, the number of studies included in this meta-synthesis about the psychosocial adaptation of refugee students in the educational process is determined as 18.

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┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│ Number of research  │      │ Limitation by years │      │ Limitation according│
│ results obtained    │ ───▶ │ (Criteria 1): 52    │ ───▶ │ to the language of  │
│ after the first     │      │                     │      │ the research        │
│ search: 83          │      │                     │      │ (Criteria 2): 44    │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘

┌─────────────────────┐      ┌─────────────────────┐
│ Published in peer-  │      │ Suitable for the    │
│ reviewed journals   │ ───▶ │ purpose of the      │
│ (Criteria 3): 39    │      │ study (Criteria 4): │
│                     │      │ 23                  │
└─────────────────────┘      └─────────────────────┘
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Figure 2. Including key terms of "refugee" & "education of refugee" & "adaptation" into the present meta-synthesis

Eighty-three relevant studies are found as a result of the first search by using the key terms about the refugee students' adaptation during the educational process (see Figure 2). After that, 52 studies are obtained by restricting according to the relevant years (criteria 1). It acquired 44 studies after restricting the language (criteria 2), 39 studies after including just peer-reviewed journals (criteria 3), and, ultimately, 23 studies after considering the aim of this study (criteria 4). As a result, the number of studies included in this meta-synthesis about the psychosocial adaptation of refugee students in the educational process is determined as 23.
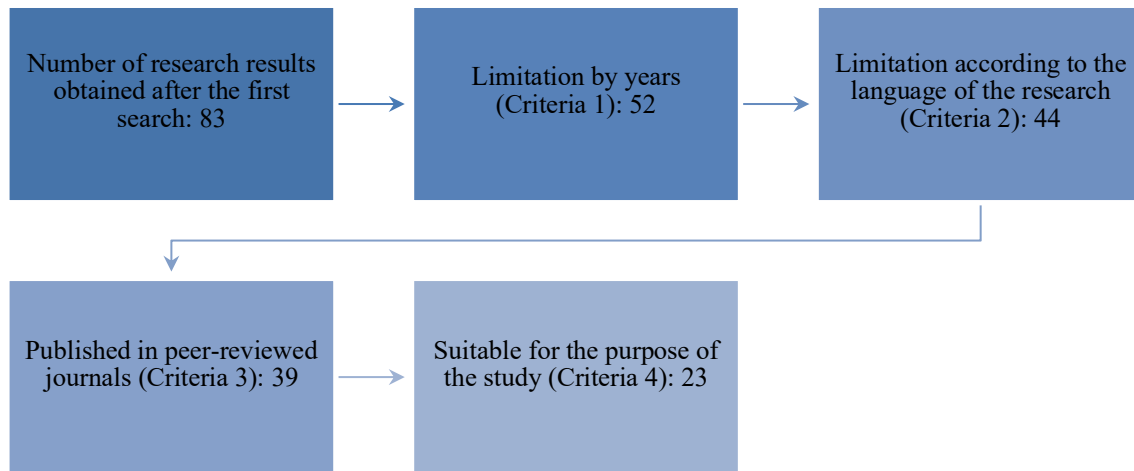
Transferability of Research

Triangulation procedure, which provides transferability and trustworthiness in qualitative research, includes multiple sources and/or multiple analysts for the analysis of the data to provide an in-depth understanding of the data. Triangulation offers the opportunity to handle the data from different perspectives and understand the data from different ways rather than reaching a consensus (Creswell, 1998).

Meta-synthesis does not include a usual coding process of the data. It depends on the researchers' judgments, insights, basically their subjective interpretation of the selected qualitative studies. Collaborative working assists in improving the reflexivity of the research as well (Barry, Britten, Barber, Bradley & Stevenson, 1999; Denzin & Patton, 1999).

In this research, the analyst triangulation method was used to improve the trustworthiness of the study. Researchers carefully read all the selected studies and identify, organize, and compare these studies with the other ones. Two researchers grouped and categorized all the themes across the articles and matched each theme with other similar themes from different articles. The list of themes is described by two different researchers. At the end of the data analysis, researchers compared their list of themes and generated analytical themes, which includes researchers' insights and subjective judgments. Themes prepared by the different researchers and the researchers of this article resembled each other. Thus, consensus has been reached. This process helps researchers to go beyond descriptive synthesis and develop a more conceptual argument (Thomas & Harden, 2008).

Findings

In this study, it is aimed to make a synthesis of good practices for teachers and school counselors who are working at refugee- receiving schools. Thereby, the purpose of this study is to pave the way for a successful and productive adaptation process inside the schools for both refugee and local people. There are 41 studies included in this meta-synthesis. In this section, the information about the studies included in this meta-synthesis is given. Examined studies about refugees' adaptation process divided into four main themes; refugees' adaptation, school experiences, policies, and refugee health. Table 2 contains general information about the included studies within each separate theme.

Table 2

Characteristics of the selected articles about the refugee's psychosocial adaptation during the educational process

Author(s)	Year	Type of Study	Participants	Research Design	Topic of the Study
Brenner & Kia-Keating	2016	Article	Review	Descriptive	Review
Busch, Bihler, Lembcke, Buchmüller, Diers & Leyendecker	2018	Article	28 preschool teacher and 96 teachers	Qualitative	Interview
Crea	2016	Article	122 refugee students	Quantitative	Interview
Çeri, Nasıroğlu, Ceri & Çetin	2018	Article	117 refugee children	Qualitative	Review
de Wal Pastoor	2015	Article	40 young refugees, 14 teachers, 8 school counselors and 3 school principals	Qualitative	Review
Fegert, Diehl, Leyendecker, Hahlweg & Prayon-Blum	2018	Article	Review	Descriptive	Interview
Hayes & Endale	2018	Article	18 young refugees	Qualitative	Review
Horlings & Hein	2018	Article	Review	Descriptive	Interview
Kok, Lee & Low	2017	Article	115 adolescent refugees	Mixed Research	Review
Kovinthan	2016	Article	1 teacher	Qualitative	Descriptive
Mola Okoko	2011	Article	2 school principles	Qualitative	Interview
Nakeyar, Esses & Reid	2018	Article	Review	Descriptive	Interview
Ndengeyingoma, Montigny & Miron	2014	Article	12 young refugees	Qualitative	Review
Özcan	2019	Article	30 refugee students	Quantitative	Comparison
Pastoor	2017	Article	40 refugee students, 25 school employees and 40 social workers	Qualitative	Review
Siah, Lee & Goh	2015	Article	89 refugee students	Qualitative	Review
Stewart	2012	Article	51 young refugees	Qualitative	Review

Tanaka	2013	Article	175 preschool teachers	Quantitative	Interview
Alpaydın	2017	Article	Review	Descriptive	Review
Betancourt, Yudron, Wheaton, W., & Smith-Fawzi	2012	Article	153 adolescent refugees	Quantitative	Application
Campion	2018	Article	Review	Descriptive	Review
Çelik & İçduygu	2018	Article	14 Syrian family and 6 teachers	Qualitative	Interview
Dogutas	2016	Article	14 refugee students	Quantitative	Application
Dundar	2019	Article	50 physical education teachers	Quantitative	Interview
Fruja Amthor	2017	Article	10 adult refugees	Qualitative	Interview
Harris & Marlowe	2011	Article	20 students and 10 teachers	Qualitative	Interview
Hastings	2012	Article	6 refugee students	Qualitative	Interview
Keri & Sleiman	2017	Article	124 adult refugees	Qualitative	Interview
Koyama	2013	Article	15 school principals, 25 recruitment manager, 16 adult refugees	Ethnographic/ Qualitative	Interview
Koyama	2015	Article	15 school principals, 8 recruitment managers, 31 adult refugees	Ethnographic/ Qualitative	Interview
Li & Grineva	2016	Article	6 refugee students	Qualitative	Interview
Nwosu & Barnes	2014	Article	5 adult refugees	Qualitative	Interview
Prior & Niesz	2013	Report	3 preschool students	Qualitative	Interview
Roxas & Roy	2012	Article	6 high school students	Ethnographic/ Qualitative	Interview
Sheikh & Anderson	2018	Article	Review	Descriptive	Review
Şan & Koçlu	2018	Article	152 adult refugees	Quantitative	Interview
Toker Gökçe & Acar	2018	Article	4 school principals and 6 teachers	Qualitative	Interview
Woolis	2017	Article	Model Suggestion	Descriptive	Suggestions

Yemini	2017	Article	Review	Descriptive	Review
Yüksek	2018	Article	24 refugee students	Quantitative	Application
Marshall, Butler, Roche, Cumming, & Taknint	2016	Article	Review	Descriptive	Review

As it is stated at Table 2, there are 21 studies defined as interviews, 12 studies indicated as review, three studies labeled as application, one descriptive study, one comparison and one suggestion study. The studies included in this study are conducted between 2011 and 2019. Furthermore, only one study is written in a report type. Other 40 studies are articles. In terms of their research design, there are 21studies used qualitative research design and 3 of them conducted with ethnographic research design, ten studies used descriptive, 9 studies used quantitative and one study conducted by using mixed- research design.

Refugee Adaptation

The refugee adaptation theme includes studies that examine the refugee adaptation process from different perspectives, such as political and psychosocial issues. First of all, Hayes and Endale (2018) assert that language problems after the migration causes academic difficulties and cultural conflicts between local and refugee students. Personal factors, interpersonal factors, and environmental factors affect refugee children's personality development (Ndengeyingoma, Montigny & Miron, 2014). These conflicts may affect refugee students' identity development, as well. As a result of these conflicts, Syrian refugee children in Turkey may have experiences that impact their psychosocial adaptation, academic and social performance negatively (Çeri, Nasıroğlu, Ceri & Çetin, 2018). Therefore, learning the language and the cultural codes of the host countries pave the way for the adaptation of refugee students and increase their academic success (Pastoor, 2017).

Some of the studies reveal that the interventions intended to promote refugee children's psychosocial adaptation should provide family involvement besides basic security and social support factors (Horlings & Hein, 2018; Kok, Lee & Low, 2017). Therefore, psychosocial adaptation programs inside schools should involve parents and inform them about the psychosocial adaptation process, as well. Social support received from families, teachers,

friends, and other communication networks has a crucial role in the psychosocial adaptation of refugee adolescents (Kok et al. 2017) and has a positive effect on refugee students' psychosocial adaptation (Özcan, 2019). Hence, while handling stressful life events, refugee students should get support from their families, peers, and teachers as well.

Prejudices of teachers who are working with refugee students prevent them from contributing cultural diversity and meeting refugee students' educational needs (Kovinthan, 2016). Teachers' judgments about refugees and their biases may influence the classroom environment as well. Thus, while working with refugee students, the systems that may affect them should be considered, and the culturally sensitive intervention programs should be developed (Stewart, 2012).

School Experiences

School experiences theme emerged from the study about the experiences of school components that are working with refugee students. As a result of this study, Mola Okoko (2011) states that school principals should create an environment where all of the school components (teachers, students, and families) can share responsibilities in any situation and spread their culture. Accordingly, refugee students may start to feel that they belong to the school and the city as well.

Tanaka (2013) indicates that preschool education has a positive effect, especially for children who live in refugee camps to interact with their peers, realize their positive feelings, and promote their psychosocial development. Consequently, preschool education paves the way for a better psychosocial adaptation of refugee students during their educational process. As it is indicated above, refugee students' school experience plays a vital role in the learning process and adaptation to the host country (Çelik & İçduygu, 2018; Sheikh & Anderson, 2018). Schools meet the need for refugee students to belong, helping them to adapt and feel safe in the first days of migration (Hastings, 2012; Prior & Niesz, 2013). According to Doğutaş (2016), refugees who learn Turkish, begin to communicate with their peers and feel that they belong to the host country.

Furthermore, adult refugees who go to language courses have difficulties in adapting and finding jobs since they miss employment opportunities (Koyama, 2013). On the other hand, learning a new language, adapting to a new culture, and having high expectations by their communities put pressure on refugee children (Harris & Marlowe, 2011; Yüksek, 2018). Considering children become the socializing agent inside their society because of their language proficiency, children start to be the ones who provide communication with the people from the host country.

Educational policies and cultural differences affect the relationship of refugee students with their local peers as well (Li & Grineva, 2016). Consequently, multicultural education and training programs facilitate the academic adaptation of refugees (Nwosu & Barnes, 2014; Toker Gökçe & Acar, 2018). As Dündar (2019) stated, physical education courses are instrumental in the adaptation process of school-age Syrian students. Thus, it can be said that courses and programs that do not require language proficiency may help both refugees and local students to get to know each other.

Policies

Theme named policies indicate the effect of different policies on refugees' psychosocial adaptation process. First of all, cultural and language differences that refugee students and families encounter prevent them from expressing their educational needs (Brenner & Kia-Keating, 2016; Busch, Bihler, Lembcke, Buchmüller, Diers & Leyendecker, 2018). The different cultural backgrounds of refugee students may lead to conflicts inside the school, and because of this issue, refugee students may be exposed to peer bullying (Nakeyar, Esses & Reid, 2018).

Therefore, schools need systematic and sufficient psychosocial programs that support and represent refugee children inside the school (de Wal Pastoor, 2015). Refugee families and professionals, including teachers who are working with refugees, need the training to facilitate refugees' psychosocial adaptation. Furthermore, refugee students' access to educational and health services should be promoted (Fegert, Diehl, Leyendecker, Hahlweg & Prayon-Blum, 2018; de Wal Pastoor, 2015). These pieces of training should be systematic and cover refugee students' needs inside the school.

Obtaining parents' support during the educational process and determining the clear and satisfiable boundaries empower teachers' beliefs on their self- sufficiency (Busch et al., 2018). Thus, every component of the school, including parents, teachers, principals, and students should be educated during the psychosocial adaptation process inside the schools. When refugee students have access to education and their fathers are working, they have a good life quality (Siah, Lee & Goh, 2015). Family components are vital and need training as well to help refugee students access education.

In the context of refugees, higher education facilitates refugees' psychosocial adaptation as well as support their access to education (Crea, 2016). Accordingly, higher education institutes should be considered as well in the case of psychosocial adaptation during the educational process. Higher education facilities such as social clubs, gyms, and libraries help refugee students to adapt to their new environment and socialize with their peers.

Policies theme covers the policies about refugee students' adaptation process to their new social environment. School and educational policies have a notable impact on the education of refugees undoubtedly (Alpaydın, 2017). On the other hand, policies about the economic independence of refugee people influence education as well. As a result of the limited financial assistance granted by the host country, refugee students have difficulties in continuing to school. Therefore, they prefer to work to support their families (Roxas & Roy, 2012). Consequently, many refugee students may need to work rather than going to school and getting an education.

The policies of the host countries on the language learning and adaptation of refugees affect the refugees' employment status (Campion, 2018; Şan & Koçlu, 2018; Yemini, 2017). Refugees should improve their language proficiency in the host country to find a job and sustain their life in a new environment. Financial assistance for refugee people may be inadequate after a while. Thus, during the adaptation process, refugees' employment skills, as well as language skills, should be developed and supported by sustainable policies (Koyama, 2015; Woolis, 2017). In the adaptation process, refugees need to recognize their identity (Fruja Amthor, 2017) and find a job to sustain their life.

Refugee Health

Refugees' health is the fourth theme, which indicates the adaptation process related to refugees' physiological and psychological health. Considering the difficulties, they experienced before, during and after immigration, it is not surprising that the refugee group has problems in terms of mental health; it is stated that refugees show compliance, perseverance and psychological flexibility against these difficulties (Marshall, Butler, Roche, Cumming, & Taknint, 2016). The stress levels and behaviors of primary caregivers during the relocation process affect the mental health of adolescents and children (Betancourt, Yudron, Wheaton, W., & Smith-Fawzi, 2012). However, there are some protective factors for refugee people to avoid unhealthful effects of the migration process. The vital protective factor is religious motifs that help refugees feel emotionally well (Keri & Sleiman, 2017).

Discussion and Conclusion

This meta-analysis study aims to review articles that include examples of good practice for school counselors and teachers working with refugee students. Within this aim, a total of 41 studies were included in this review. Among 41 of these studies, 18 of them covered the psychosocial adjustment of the refugee students in the education process, and 23 of them explained the general adjustment process of the refugee students in the education process. In this meta-analysis study, 40 studies were presented in the article format, and one research was written in the report format. Based on the results obtained in the light of literature, under this section, practical recommendations for school counselors and teachers working with refugee students are provided.

This study aims to analyze the studies related to the refugees' adaptation process inside their educational process. Therefore, it is aimed to present good practices for teachers and school counselors who are working at refugee- receiving schools. In light of analyzing these 41 studies about the refugees' adaptation process, holistic adaptation programs for refugee students may be developed. These 41 studies divided into four main themes; refugees' adaptation, school experiences, policies, and refugee health.

The first theme represented refugees' adaptation, comparison studies explained the refugees' adaptation process from different dimensions. Refugees' adaptation process has an influence on their biological and psychological health besides their educational needs. Furthermore, this adaptation process also affects local students and families as well. Therefore, they should be considered during the adaptation process of refugee students.

The theme named school experiences represent the fact that school experiences of refugee students have an indispensable impact on their learning process and their adaptation to the host country. Schools provide language proficiency and the customs of society. Moreover, refugee students may start to feel belonging to their host country via school experiences. Students who learn the language and attain the activities that do not require language proficiency start to develop healthier relationships with their local peers and teachers. It can be said that schools are the places where refugee students commence their adaptation process.

Policies theme demonstrate the fact that the policies of the host country are also a significant dimension for the adaptation process of refugees. Employment and language policies of the host country are the most indicative ones of the adaptation process. Furthermore, cultural and language proficiency differences are mentioned in these studies. The last theme, called refugee health, represents the studies about refugees' physiological and psychological health.

As it is indicated, the studies included schools that need more integrated and holistic programs for the adaptation of refugee students. These holistic programs should consider every component of the school, such as local students and families, teachers, administration, and the institutions related to the schools such as NGOs and MoNE. These holistic school programs help to create a whole school response to the refugee adaptation process (Peterson et al., 2017). Schools are the places where refugee students face with both discrimination and belonging. On the other hand, holistic school programs can help refugee children to reduce prejudice and increase the belonging to their new environment (Gibson & Rojas, 2006). As Pinson and Arnot (2010) stated in their study, the adaptation of refugee students is not just an educational issue. Practitioners who are working with refugee students should holistically consider the matter. As a result of the studies included in this meta-synthesis, there are some recommendations for school counselors and teachers who are working with refugee students to assist in creating holistic school programs.

Suggestions

Recommendations for School Counselors

School counselors are particularly significant in the adaptation process of refugee students to school. The school counselors are familiar with all the components of the school, especially with local and refugee families, students, administrators, and other employees. School counselors are, therefore, fundamental for ensuring communication between school stakeholders during the adaptation of local and refugee students. Recommendations for school counselors working with refugee students are given in this section.

First of all, school counselors should first recognize the culture of refugee students. There may be differences between the educational experience that the students are accustomed to and the education and teacher behaviors delivered in the host country. Therefore, school counselors should first learn about the culture, education system, and teacher behaviors of refugee students in their country of origin and share the differences and similarities with the teachers working with refugee students.

School counselors should consider the migration paths of the refugee children as well. The migration routes used by refugee students and their families on their way to the host country can give information to the school counselors about the psychological condition of the students and their families. Information such as whether the student arrives in our country by plane or car, how they crossed the border and how they reached the border, may inform school counselors about the challenging life events encountered by the refugee student. Consequently, learning about the migration paths used by refugee students or their families will help the school counselors to understand the conditions that refugee students or their families are trying to cope with.

It should not be forgotten that the stressful life events experienced by refugee students are unique and unusual. For this reason, school counselors should obtain information about the economic status, family condition, losses with whom the refugee student came to the host country (mother, father, relative, or neighbor) and education backgrounds of refugee students in addition to the migration path used. Furthermore, it is usual for refugee students to have

difficulties in communicating and providing the required information to school counselors while they try to reach them. It should be kept in mind that for refugee students, trust and supportive relationships emerge as primary needs before discipline and education. Refugee students who have been subjected to severe life events should be given time to express themselves.

Since there are unexpected compelling life events, they are exposed to, and refugee students may show signs of trauma and exhibit inappropriate behaviors in the classroom. The existing behavioral structure of the school and classroom may change, and therefore, the parents and teachers may consult the school counselor with negative feedback. To prevent these situations, school counselors should inform local students, teachers, and parents about the cultures, traumas, and losses of refugee students and should involve refugee students in the activities they organize. Activities such as anger control, emotion expression, empathy skills, orientation, and intercultural dialogue can be conducted, including refugee and local students. In this challenging adaptation process, school counselors should inform all stakeholders of the school and involve them in the adaptation process.

In addition to all these, many refugee students learn the host country's language before their parents and act as mediators between the family and the school. At the same time, refugee students adapt to their new environment earlier than their families. In many cases, refugee families have difficulties in adapting to the host country and may show signs of depression and anxiety. Therefore, school counselors should provide the support that can help refugee students balancing their responsibilities in school and family (Stewart, 2011).

Recommendations for Teachers

Refugee students encounter numerous psychosocial difficulties in which teachers feel inadequate in classroom management. It is known that teachers can play a crucial role in supporting the education process of refugee students. Teachers need to pay attention to the psychosocial well-being and academic development of refugee students to facilitate the adaptation of refugee students. Refugee students may have psychosocial problems that require follow-up by their teachers. An increase in the number of refugee students in the education system also requires teachers to play a supportive role in the students' mental health. In other

words, that change in teachers' roles requires teachers to monitor the mental health of refugee students and to refer refugee students to receive professional support. Teachers have the competencies to help refugee students improve their psychosocial adjustment and thus protect their mental health.

Hamilton and Moore (2004) offered recommendations for teachers with refugee students in their classes. First of all, teachers should keep in mind that refugee students may show trauma, loss, and mourning reactions in the classroom. Teachers should approach sensitive and delicate to these reactions. In addition to this, it can sometimes be challenging to determine whether refugee students need additional support. Teachers should participate in appropriate training where they can learn about the reactions of refugee students against challenging life events and, thus, gain insight into how these reactions can be observed in the classroom. Those training can also be provided by psychological counselors in the form of seminars or information meetings.

Increasing the adaptation of refugee students to schools requires both additional resources and support of teachers' knowledge and expertise in this field. Creating support groups can help teachers to develop an understanding of working with refugee students, and also, they can find the opportunity to share their concerns about working with refugee students. Furthermore, he highest priority of refugee students is to feel safe. Frequently used practices to help refugee students feel safe at school and in the classroom include the implementation of activities and projects that promote small-group activities and intercultural dialogue. Small group activities help students to learn from each other while also helping to create a supportive environment for students. Intercultural activities and projects in which refugee students can share their traditional dances, songs, stories, or food will help refugee students feel important and valuable as they improve understanding, acceptance, and mutual respect throughout the school.

Communication with refugee students and their parents will also help to support students' adaptation to educational processes and mental health, reducing their sense of exclusion and paving the way for them to succeed. One of the problems that teachers frequently face in the education of refugee students is the difficulties they face when teaching the host country's language as a second language. Given the stressful life events that refugee students have experienced during and after their migration to the host country, it is clear that refugee students

are not involved in the educational process with optimal effort. In other words, the school readiness for learning may not be at the desired level because of the adverse life events that refugee students are exposed to before they settle in a new country. Given these barriers to refugee students' learning a second language, it is essential to consider good practice examples that will make it easier for schools to teach the host country's language as a second foreign language to refugee students.

Limitations and Suggestions for Future Research

There are several limitations associated with this study. Studies included in this meta-synthesis use different indicators to measure the well-being and adaptation of refugee children who continue their education. Although there are some similarities among the measures that were used for the adaptation of refugee children, the effect of subjective measures are ignored. Future studies can focus on both objective educational outcomes (such as the academic success of refugee children) and subjective educational outcomes (such as how refugee children are treated at home and at school, how refugee children perceive their educational experiences?) to provide a complete picture of the issue. Children's own experiences of education and the contribution of education to their adaptation process should be investigated. Additionally, while exploring the role of education in the adaptation process of refugee students, the role of the school principals, teachers, and students' families should not be forgotten. Therefore, future research should explore the thoughts of these actors.

Besides, studies included in this study were of above moderate quality. In an attempt to include the studies that meet this study's criterias, all of the studies were published in peer-reviewed journals. Therefore, the themes identified in this article are limited by articles that are eligible to this study (Sandelowski, Docherty, & Emden, 1997). Another limitation is that each study does not contribute equally to each theme. Therefore, the results and recommendations of this study may only reflect the researchers' perspective. Yet the triangulation method was used to minimize this effect. Each researcher read carefully the data and the emerged themes were highly salient and grounded in the data.

Statements of Ethics and Conflict of Interest

"I, as the Corresponding Author, declare and undertake that in the study titled as "*Educational Journey of Refugee Students: Suggestions for Practitioners*", scientific, ethical and citation rules were followed; Turkish Online Journal of Qualitative Inquiry Journal Editorial Board has no responsibility for all ethical violations to be encountered, that all responsibility belongs to the author/s and that this study has not been sent to any other academic publication platform for evaluation."

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Appendix 1

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