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ABOUT

Turkish Journal of Applied Social Work is an international refereed journal. The journal started its publication life in 2018. The present scientific journal is published in December and June, with two issues per year. The working languages of the journal are English and German. *Turkish Journal of Applied Social Work* is meeting the academic community with the first issue in December, 2018 and the processes required to be screened in many indexes have already started. Our journal, which is the first academic Social Work Journal in Turkey operating in foreign languages (English and German), is planning to have a new lease on social work and expects the support of the authors.

Any publications which can contribute to the development of the social work academic field and the related areas are welcome to our journal.

AIM

Turkish Journal of Applied Social Work started its publication life in 2018. This journal has embarked on the Open Access Policy with the idea that scientific information produced by academics, professionals, and others can be accessed by anyone, both locally and internationally, without any limitation.

SCOPE

Any publications which can contribute to the development of the social work academic field and the related areas are welcome to our journal. Academic studies which were carried out by academicians from social work field, social workers, social work undergraduate and graduate students, professionals from different professions working in the field of social work, and other academic units with social work on mind are the scope of this journal.

PUBLICATION POLICIES

Turkish Journal of Applied Social Work is an international refereed journal that adopts double-blind peer-review process. Editorial board of our journal follows Editorial Policy of the Council of Scientific Committee.

PUBLICATION PERIOD

Our journal is published twice a year in June and December.

Publications are made from the following areas, which will contribute to the development of social work discipline and contribute to the literature:

Other disciplines assessed in relation to Social Work, Sociology, Medicine, Psychology, Psychological Counseling and Guidance, Human Rights, Social Policy, Philosophy, Law, Economics, Health Management, Nursing, Physiotherapy, Gerontology, Geriatrics, Child Development, Special Education.

EDİTÖRDEN

TR *Türk Uygulamalı Sosyal Hizmet Dergisinin bu ikinci sayısında sizlerle buluşmaktan dolayı büyük onur ve gurur yaşıyoruz. Dergimizin ilk sayısında yurt içi ve yurt dışındaki akademik çevrelerden olumlu geri dönüşler aldık. Kare kod uygulaması ve braille alfabesi baskılı dergimiz aynı zamanda bilim camiasında engelsiz bir dergi olabilmeyi başarmıştır. Dergimizin sizlerle paylaşmaktan sevinç duyduğumuz bu ikinci sayısında Özel Gereksinimli Çocuğa Sahip Ebeveynlerin Duygusal Yapıları ve Aile Eğitiminde Temel Dinamikler, Öğretmenlerin Kaynaştırmaya İlişkin Algıları (Sakarya İli Alan Taraması Örneği), Toplumsal Bir Sorun Olarak Boşanma ve Nedenleri: Aile Makemesi İncelemeleri İle Karabük İli Örneği, Okul Ortamında Multidisipliner Ekibin Bir Üyesi Olarak Okul Sosyal Hizmet Uzmanı, Çocuklarda Akran Zorbalığının Benlik Saygısı Düzeyiyle İlişkisi: Bir Alan Araştırması isimli üç araştırma ve iki derleme makalesi olmak üzere toplam beş makaleye yer verilmiştir. Bu sayının sizlerle paylaşılmasında emeği geçen Editör Kurulu, Yayın Kurulu ve Danışma Kurulumuz olmak üzere herkese en içten teşekkürlerimi sunarım.*

PROF. DR. MEHMET ZAFER DANIŞ

FROM THE EDITOR IN CHIEF

EN *We are proud to present you the second issue of Turkish Journal of Applied Social Work. The first issue of our journal has received positive feedback from academic circles both in Turkey and abroad. The journal managed to become overcome barriers to reach the people with disabilities thanks to QR-code application and braille alphabet printing. The second issue of our journal includes three research and two review articles as follows: Emotional Structures of Parents with Special Needed Children and Basic Dynamics in Family Education; The Perceptions of Teachers about Inclusion: (A Field Research of Sakarya Province); Divorce as a Social Problem and Its Causes: Family Court Examinations From Karabük Sample; Social Worker as a Member of a Multidisciplinary Team in a School Setting, The Relationship Between the Peer Oppression in Children and Their Self-Esteem Level: A field research.*

I would like to express my most sincere gratitude to all academics and in particular to Editorial Board, Publication Board and Advisory Board who kindly contributed to the journal.

PROF. DR. MEHMET ZAFER DANIŞ (Ph. D.)

ANMERKUNG DES HERAUSGEBERS

DE *Wir freuen uns, Ihnen die zweite Ausgabe des Turkish Journal of Applied Social Work präsentieren zu dürfen. Die erste Ausgabe unseres Journals erhielt positive Rückmeldungen von Wissenschaftlern sowohl in der Türkei, als auch im Ausland. Die Einführung der QR-Code-Applikation für Menschen mit Hörbehinderungen und die Braille-Alphabet-Druck-Ausgabe der Zusammenfassungen für Sehbehinderte fanden grossen Anklang. Die zweite Ausgabe unseres Journals enthält drei Forschungsartikel und zwei Übersichtsartikel: Dir emotionale Struktur der Eltern von Kindern mit besonderen Bedürfnissen und die Grunddynamik in der Familienerziehung; die Wahrnehmung von Lehrern über die Inklusion: (Forschungsgebiet Sakarya); die Scheidung als soziales Problem und ihre Ursachen. Familiengerichtsanalysen -Stichprobe: Karabuk; Sozialarbeiter als Mitglied eines multidisziplinären Teams in einem schulischen Umfeld, das Verhältnis zwischen der Peer-Mobbing und ihrem Selbstwertgefühl (Wissenschaftliche Forschung). Ich möchte allen Wissenschaftlern, insbesondere der Redaktion und dem Beirat für die Mitwirkung bei der Herausgabe unserer Zeitschrift, einen grossen Dank aussprechen.*

PROF. DR. (Phil.) MEHMET ZAFER DANIŞ

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ABSTRACT

Having a disabled child is one of the biggest shocks parents can experienced in life, and it leads to the emergence of many different moods. Parents are struggling to fight against life at first because of the emotional destruction caused by having a disabled child and they are working hard to rearrange their family lives according to the reality of disabled children. One of the most problematic points in this situation is the fight against the emotional trauma they experience as well as the concern about how their children will hold on to life. The training processes, which will guide the families towards the solution and will make them gain information, skills and attitudes to facilitate their lives, is a priority. The priority should be the strengthening and foregrounding the family, which should have strong psychological condition. Along with these, every kind of discrimination against the disabled people should be fought, the law-makers should take action, and putting community-based rehabilitation process into action should be a priority.

Keywords: Disability, Parents, Emotional Trauma, Family Training

ÖZ

Engelli bir çocuğa sahip olmak anne babaların hayatlarında yaşadığı en büyük şoklardan biri olup beraberinde birçok farklı duygu durum halinin ortaya çıkmasına neden olan bir unsurdur. Anne babalar engelli bir çocuğa sahip olmanın ortaya çıkardığı duygusal yıkım nedeniyle ilk başta hayata karşı mücadelede zorlanmakta ve aile yaşamlarını engelli çocuk gerçeğine göre yeniden düzenlemek için yoğun çaba içerisine girmektedirler. Burada karşılarına çıkan en problemli noktalardan biri yaşadıkları duygusal travmalarla mücadele etmenin yanı sıra çocuklarının hayata nasıl tutunacaklarına dair kaygı halleridir. Tüm bu durumlardan yola çıkarak ailelerin yaşadığı bu durumların temel çözümünde ailelere yol gösterecek ve yaşamlarının kolaylaşması noktasında bilgi, beceri ve tutum kazandıracak olan eğitim süreçlerinden geçmesi öncelikli olmaktadır. Burada önemli olan husus öncelikli olarak sağlam bir psikolojik yapıya sahip olması gereken ailenin güçlendirilmesi ve ön plana çıkarılmasıdır. Bu durumun sağlanması ile beraber engelli bireylere yönelik olan her türlü ayrımcılık ile mücadele edilmeli, bu noktada kanun koyucular harekete geçmeli, toplum temelli rehabilitasyon süreçlerinin devreye sokulması öncelikli olmalıdır.

Anahtar Sözcükler: Engellilik, Ebeveyn, Duygusal Travma, Aile Eğitimi

INTRODUCTION

Becoming a parent is one of the most important events and emotions in the life of humans. The birth of a child leads to radical and structural changes in the life of parents; it changes the outlook on life and perception of parents. It leads to the realization that the realities one knows for sure are actually unreal, and vice versa. Apart from these, another important aspect of the problem is the difficult processes of the family with the disabled children face in psychological, sociological and other similar situations. Parents experience many different and complicated moods after the birth of the disabled children and this leads to a challenging profile of mood states. The mood structure of these individuals is complex (Akkök, 2003: 121-142).

The disabilities and the retardations in some of the abilities of the baby compared to her/his peers may cause shock, denial, and acceptance after a certain period of time on thefamily (Heiman, 2002; Kandel and Merrick, 2007; Varol, 2010; Ergün and Ethem, 2012; Hatun et al., 2016; Gören, 2016; Gül et al., 2017; Çelik and Ekşi, 2018).The disability, undetectable in any way during the pregnancy, emerges during or after the birth and the joy of birth family experiences is suddenly replaced by deep sadness.

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As the parents are not ready for a child with disabilities, and they don't have physical and especially the psychological strength which is necessary for enduring the disability of the child. This situation paves the way for the formation of serious traumatic events.

Furthermore, the first reaction against this shock process is the question "what will we do now?". Because the families with children who are disabled and in need of special attention have to face problems, which the families with normal children would not deal with, and they have to take serious responsibilities (Karaçengel, 2007).

With the birth of the disabled children, the perceptions and expectations of parents towards the life will change. These changes occur radically and suddenly, because no family and parent feel ready or prepare for this role.

While the reactions of parents against these situations can be explained with different models, "process model" explains the acceptance and adaptation the parents reach after different processes, following the birth of the disabled child. Process model is consisted of three processes. In the first process, the parents experience shock, grief, denial, which leads to the psychopathological conditions such as depression and anxiety. In the second stage, the individual feels resentment against life, and experience mixed feelings. In this stage, individual experiences guilt and shame. In the last stage, individual passes through the acceptance and adaptation processes about the disabled child, and turn towards the treatment and rehabilitation services (Ataman, 2003: 9-50).

The families with a child with special needs are severely affected socially, psychologically and financially. Parents have difficulty in catering for their own daily needs due to the stress they experience. As the disability of the child will not change in time and it is continuous, the fight of the parents in the process becomes also become continuous, which is tiresome for the parents. In particular, if the disability of the child is severe to the extent that she/he lacks self-care skills, the family members have to take care of the child and make time for the child. At the same time, the problems in the adaptive behavior of the child, which makes it difficult to live together, deteriorates the process (Verep, 2005).

Parents want their children to be in the best state possible, both physically, mentally and spiritually. However, some children are born with special needs and their parents exert intensive effort so the children don't come across with any problem situations through out their lives (Ravindranadan and Raju, 2007: 137-141).

The parents experience a major shock with the birth of the disabled children, and all their dreams for their children are shattered. Furthermore, their structure of ego is threatened, and parents start to threaten each other in time. Having a child with special needs may be a cause of embarrassment for parents and may be an indication of deficiencies in one or both of the parents (Varol, 2009: 353-377).

The normal lives of the parents change with the birth of the child with special needs. Families don't know what to do, what to say, or how to solve the problems and these lead to their confusion (Mowbray et al. 2000).

The causes of this anxiety may be questions and concerns such as how the disabled child will adapt to the society and how the child will live independently (Prime Ministry Report, 1995).

The resulting concerns cause radical changes in the quality understanding of family and affect the family from psychosocial aspects. How the parents will handle the disability is a serious question. In addition, the future problems, as well as seeing themselves as faulty for the disability reveal their inadequacies of social support. The mothers are the ones who give serious reactions in the face of difficult situations. There actions of mothers arise as the anxiety processes; this anxiety arise due to the fact that mothers assume full responsibility for the child (Başgül et al., 2013).

The studies conducted on the parents of the disabled children revealed that the disabled children cause a traumatic situation in the family. Psychological breakdown reveals itself as inability to concentrate, forgetfulness, hallucinates and crying with unknown causes. At the same time, negative physical problems also emerge in parents. Parents suffer especially from stomach problems, muscle tension, headaches and blood pressure in the long term. Considered in terms of gender, the studies on the mothers have revealed that especially the mothers feel shame, despair, guilt and burnout (Keskin et al., 2010; Bilge et al., 2010).

** These Centers provide that; protective, preventive, supportive, developmental services and guidance and counseling services to children, young people, women, men, disabled people, elderly people, martyrs, veterans and their families.

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Models about the Emotional Responses of Families

Different models have been introduced to explain the emotional reactions of the families with disabled children. These models are categorized as "process model", "continuous model of grief", "personal structuring model", and lastly "despair - powerlessness and insignificance model".

- Process Model

Family goes through various stages until it accepts the situation (Darıca et al., 2000).

Shock: This is the first reaction the family gives when parents learn about the disability of the child. It generally emerges as crying, unresponsiveness or despair. The shock may take a few hours or a few days (Campbell et al., 1999).

Denial: Families are unwilling to accept the disability of their children. They even think that the diagnosis of the physicians is wrong. This is a typical denial state. They try to find evidence by assuming that their own thoughts are true. They visit different physicians and try to prove that their child is not disabled (Baltaş and Baltaş, 2002).

Anger - Depression: When parents have a child with special needs, they feel angry at the physician who diagnosed the disability, or the physician who is inefficient in the treatment process of the child. However, the important detail here is the fact that the anger is actually oriented towards the disabled child. This anger mood reveal itself with thoughts such as "Why could not you be like normal kids?", "Do you have to be disabled?" etc. In some families, parents show anger both to themselves and to their spouses. This situation can be interpreted as the inability of both the parents to have a normal child. This anger of the parents may turn into depression and it may last a lifetime in some families (Lerner, 1997).

Guilt: Generally, the mothers are more likely to feel guilty. In addition, the mothers usually carry thoughts beginning with "I wish" in their head (Kurt, 2001).

Indecision: While parents easily adapt to the disability of their children, for some parents this process takes a lot of time. The indecision about acceptance of the disability of the child stems from the accusations of family members towards each other and from the negligence they show.

Shame: Parents regard their children as a copy or a different version of themselves before they are born. However, they see the disability of the child as their own fault or they see the disability as originating from themselves, and they don't want to be with their children. They think that the people will mock them, which leads to shame (Akkök, 2003).

Bargaining: The family does not accept that the child is disabled, and the families who accept the disability try to eliminate this adverse situation of their children. In order to achieve this, they bargain with the teacher, with the physician, and even with the God, if the parents are believers (Duran, 2018).

Adaption or acceptance: At this stage, the most important point for the family is the beginning of the treatment process of child. The family accepts the disability of the child and the tendency to gather information and create solution about the problem gain importance (Doğan, 2001).

- Continous Grief Model

According to this model, the families live in a state of continuous grief due to the social influence and situation. This is a natural phenomenon for the parents which arise in the natural process; thus a psycho pathological condition shouldn't be sought in these types of situations. Parents may feel enormous grief as well as they may struggle for their children (Akkök, 2003).

- Personal structuring model

This model gives importance to the mental processes and perceptional processes rather than their emotional processes. Parents, who experience some intense emotional states after the birth of their disabled children, enter into the re-framing and configuration process both for themselves and their children, in the subsequent process (Akkök, 2003).

- Despair - Powerlessness and Insignificance Model

This model has a more pessimistic viewpoint for the parents. Disabled children cause a trauma in the family, together with the influence of social circles. Desperation- powerlessness and insignificance is a situation all parents may experience under normal conditions, but with thein fluence and reaction of the social circles, these emotions (despair, powerlessness and insignificance) may be felt drastically (Doğan, 2001).

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Behavior and Attitudes of the Parents Towards the Disabled Children

Attitude, as a concept, expresses the emotions, thought and behavior tendencies of an individual towards an object, an event or phenomenon. It prepares individual to show any behavior (Kağıtçıbaşı, 2008).

The attitudes of the parents towards their children arise generally in four different styles. These are generally expressed as democratic, authoritarian, overly protective and indifferent. While the attitudes of parents considerably influence the personality development of their children, parents may exhibit different attitudes towards their children after learning about her/his disability (Özgür and Zan, 2004). These attitudes can be analyzed as follows:

- Overly protective attitude of parents towards the children with special needs

The main purpose of overly protective structures the parents of children with special needs build is to have their children to live in a safe environment and to allow them to fulfill their needs independently. Children may be condemned, ridiculed or humiliated by other people. Thus, this type of parents tends to keep their children indoors. Parents stay with children in her/his all kinds of needs. This situation causes the children to be dependent on the family in her/his later life (Aral and Gürsoy, 2012).

- Privileged attitude of parents towards the children with special needs

The disability of the children has made her/him the privileged children in the family. This may lead the family to neglect other children, who don't have any disability (Duran, 2018).

- Overly interested attitude of parents towards the children with special needs

Parents exceed their normal living standards because fulfilling the needs of the disabled children becomes their priority. All attention is given to the disabled child. Sacrificing for the disabled child in the house is important for all family members.

- Denying attitude of parents towards the children with special needs

The acceptance of the disability of children is very hard for the family. The family and their social circles want to get rid of this child. According to family child is healthy. Thus, in order to prove this, the parents collect evidence from the physicians, etc. (Canarslan, 2014; Özşenol et al., 2003).

- Parents' attitude of benefiting from the disabled children

The aim is to get help for the child from others. In order to achieve this, they try to make others pity the disabled children.

- Normal attitude of parents towards the disabled children

Parents with normal attitudes accept the disability of their children. They benefit from all the opportunities their children can be provided and they contribute to the development of their children (İçmeli et al., 2008).

The Stress Sources Emerging in the Family with the Birth of Disabled Children

1. The dreams of parents are shattered with the birth of disabled children; they experience problems and difficulties in accepting the children and overcoming the emotional crises (Güllüpınar, 2013).
2. The problems parents face when explaining the disability of the children.
3. Lack of information and inconsistent behaviors of parents in the disabled child's rehabilitation, care and other issues.
4. The financial and emotional needs emerging with the birth of disabled child, the parents' inability to pay attention to each other and other members of the family.
5. Social pressure from the external environment directed to the disabled child, establishing social distance.
6. Problems in finding experts with skills and information oriented towards the disabled individuals.
7. Efforts in the minds of the parents for providing the children with healthy education.
8. The concern of the children for the future (Neely-Barnes and Dia, 2008; Akçamete, 2009; Gülşen and Gök-Özer, 2009).

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The View of Siblings on Disabled Children

Perceptions of siblings towards the disabled children have parallels with the reactions of the parents; namely, the reactions of siblings are shaped by the reactions of parents. Identically to the reactions of the parents, the siblings also feel joy with the birth of baby, but with the disability, this joy is replaced with sadness and complex emotions (Sarı, 2007). The reactions of the siblings after the birth of the children with special needs are as follows:

Ignoring, not realizing: This is a natural situation arising with the birth of a sibling with special needs. At the same time, as both parents exert a lot of effort to fulfill the needs of the disabled children, and the pressure of environment becomes visible, this mood emerges (Sarı, 2007).

Jealousy and ill-treatment: The fact that the attention and love of the parents, to some extent, go to the disabled child, the siblings may experience jealousy. The child may show various behavioral problems in order to regain the parents' attention, which is switched to the disabled sibling. The most common form of these behavioral problems is aggression or in difference towards the disabled sibling (Ahmetoğlu, 2004).

Fear: Individual may fear that the same problems may occur in her/his own future family. Besides, after realizing the disability of her/his sibling, the child may pity the disabled sibling, try to protect and take care of her/him (Yavuz and Coşkun, 2014).

Shame, embarrassment: Feeling ashamed of the disabled sibling, not mentioning about the sibling in the friend circle and restricting the social relations are the reactions the siblings may give (Ahmetoğlu and Aral, 2008).

On the other hand, there are positive emotions and experiences arising from having a disabled sibling. Increased susceptibility to human relationships and differences, being more tolerant, and having a higher sense of responsibility are among these positive experiences (Özsoy et al., 2006).

Possible Trainings for the Families
- Psychological Consultation

While working with families of the children with special needs, making sure that family members think about future and have positive expectations may indicate that their complex and pessimistic views and thoughts have made advance towards positivity. The main objective of the psychological counseling session is providing support to families for achieving the aforementioned advance. Here, the aim is to re-frame the mental schema of the family members. Besides, in the psychological counseling based sessions, the determined goal-directed behaviors constitute a starting point in order to develop the desired and positive behaviors especially in the mother, who assumes the primary responsibility for the disabled child. Psychological counseling can be organized individually or as in groups. 8 to 12 people can participate in the group counseling. Parents and siblings continue the process with the guidance of a specialist (Voltan-Acar, 2001).

- Participation of the Families and the Features of Family Training

Families go through the psycho-mediation by means of psychological counseling as well as training processes. In particular, the movement from basic to complicated, from small steps to bigger steps, which is among the basic principles in the education process, is a good evidence of strong training processes.

The education and training process of an individual with special needs is shaped by some basic principles. One of these is the principle that teachers, students, administrators and parents all participate in this process. The main objective is transporting the skills, knowledge and gains of students learnt in the school environment to the house environment and reinforcing them. Here, emphasis should be given to the consistency between house and school (Keskin et al., 2010).

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The main reasons for the participation of families to the education and training processes of their children with special needs can be summarized as follows;

1. First and foremost, as the parents concern most about their children, they need to know their children very well. This is why the education and training processes proceed best when the parents participate in (Neely-Barnes and Dia, 2008).

2. Mothers are usually the closest individuals with their children in the house environment. The most important issue concerning mothers is the fact that females usually receive less education than males. Hence, mothers should be taken to the forefront in the education and training processes of their children and they should actively participate in these processes (Ersoy Quadır and Temiz, 2018).

3. Another important point in the participation of the family in the education and training processes is the fact that this situation gives the family the opportunity to know the school better; and family feels as a part of the school, which makes it easier for school to ask for funds from the parents. Thus the academic performance of the disabled individual will improve and her/his living standards will increase (Cavkaytar et al., 2012).

4. The participation of family in the education and training environment contributes to laying the ground for the formation of a common culture.

5. Thus families find the most efficient and best way for the development of their children (Mohsin et al., 2011).

6. The participation of family in the education process contributes both to the parents and the children.

7. The children have a successful personality development. As a result, the academic success and social skills improve, thus there is a positive increase in the emotional development. At the same time, teachers take advantage of this process and they meet the educational needs of their students more easily (Cavkaytar et al., 2012).

8. Families may develop a positive attitude perception for both school and education and training process (Kanık, 1993).

9. At the same time, the participation of families in the education and training process also increases the quality of the education. In this way, the multifaceted development of children is achieved and positive developments may ocur (Cavkaytar et al., 2012).

10. The participation of families in the education and training process has made it easier for the school to support children in the house. For the education to be permanent in the children, it must be supported by parents in the house (Törster, 2001; Turan, 2013; Doğan, 2015; Ertürk Mustul et al., 2016).

Considering all these reasons, other contributions of the participation of family in the education processes can be summarized as follows: holding face to face meetings with families, creating an environment for the discussion of education programs, creating opportunities for the development of various academic skills and communication skills by preparing various programs for house.

Characteristics of Effective Family Training

- The family members of the disabled children are interested in and concerned about the education, development and education methods of the children.
- The parents may have different backgrounds, skills and characteristics.
- It is necessary to prepare creative and flexible programs which are suitable for the needs of the family. Family expectations, roles and responsibilities should not be ignored.
- Parents should be able to share their views, thoughts and experiences with teachers.
- In addition, the relationship between children and parents should be taken into account in the education and training process. Programs should be shaped accordingly. In particular, the attitudes of democratic, overprotective or indifferent parents should not be overlooked.
- The family should have an active role as decision-makers in the process. In addition, the opinions of parents should be taken into consideration in making decisions about the children. Apart from these, parents should be more solution-oriented, rather than emphasizing the problems (Sen and Yurtseven, 2007; Konuk and Doğru, 2012; Özel and Zelyurt, 2016; Doğan, 2015).

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The most important limitation about the education and training programs is drawing the attention of family to this type of environment. Families may not want to participate in these types of activities, by making excuses. The reasons for this type of behavior can be listed as follows:

- Not being able to find time for participation
- The situations arising due to their emotional nature
- Problems with their self-confidence
- Inability to fully understand the importance of family training (Türkdoğan et al., 1998; Kaytez et al., 2015; Çamlıbel Çakmak, 2010).

Fundamental Aims in the Family Training
- Informing and guiding families in fundamental subjects
- Drafting realistic expectations about the disabled children
- Crystallizing the place of children within the family
- Developing basic skills in children
- Evaluating the interaction between parents and children
- Making parents recognize the changes that may arise in the behaviors of children (Tezel Şahin and Özbey, 2007; Öztop and Yılmaz, 2015; Cömert and Güleç, 2004).

a)Informing and guiding families in fundamental subjects
- This process begins with medical and educational diagnosis of the children.
- First of all, parents should be informed about the disability of the children. This is because the parents may feel anxious if they don't know about the effects of disability on the life and development of their children. The disability should be explained in a way that parents can understand and perceive, that leaves no questions in their minds. The possible effects of disability on the development of children should be explained.
- In the second step, the families should be informed about the education institution which is suitable for the characteristics of children and constitutes a priority for the needs of children. The families should be insistently directed to these institutions without wasting time (Özyürek, 2015; Özdemir, 2010).

b)Drafting realistic expectations about the disabled children
- It is not a right thing to expect the realization of realistic expectations about the children. Families should be first prepared psychologically for this situation.
- Families expect fast developments and changes in their children and may experience disappointment when these changes don't occur, which leads them to leave all their efforts aside.
- Even the minor changes in the children should be explained to parents with positive examples and they should be made recognize these changes (Canbeldek and Işıkoğlu Erdoğan, 2016).

c)Crystallizing the place of children within the family
- Parents may neglect both themselves and other individuals in the family after the birth of children with special needs. Therefore, the siblings may be seriously troubled by this change. Thus, the siblings should be informed on the status their sibling with special needs.
- The responsibilities of parents may be heavy; however, they still have to behave equally towards their children (Bedel, 2017).

d)Developing basic skills in children
- The needs of children should be determined and the works which are needed most should be taught to parents. Then, the parents should implement what they have learned on their children with special needs.
- The acquisition of basic skills should be demonstrated to parents by the specialists during the training and parents should be asked to continue this process in the house (Yavuz Konokman and Yokuş, 2016; Cömert and Güleç, 2004).

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e)Evaluating the interaction between parents and children

• During the evaluation of the family interaction, the steps should be taken to maximize the comfort and satisfaction both for parents and children, and to minimize the anxiety (Bağçeli Kahraman et al., 2017; Tezel Şahin and Cevher Kalburan, 2009).

f)Making parents recognize the changes that may arise in the behaviors of children

• One of the most common situations faced in the education of individuals with special needs is tha ttheir development progress is low and the changes may be hard to perceive compared to their peers (Tezel Şahin and Cevher Kalburan, 2009; Bağçeli Kahraman et al., 2017, Özyürek et al., 2015).

• Thus, the morale and motivation of families should be kept at the highest level during the education process of children with special needs. Even the minor changes in the children should be explained to the family, and they should be made recognize these changes (Yıldırım and Conk, 2005).

Resilience in the Families of Disabled Individuals

Resilience is a concept gaining importance in the academic studies. Resilience is the process of individuals' adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress-physiological problems or psychological-based depression or tensions. Individual can adapt and cope with negative conditions. For example, an unexpected death of a family member may cause psychological imbalance, and the fact that family members recover quickly with minimal influence against this imbalance can be viewed as a healthy reaction and as an example of resilience. The risk factor facing the individual and the protective factors that seek to eliminate it are very important in the resilience. Risk is vital in the development of the resilience in the individuals. However, at the same time, risk can be defined as the fusion of the factors leading to negative situation with conditions that would make the situation worse. On the other hand, the protective factors may reduce the negative consequences of the risk, or even eliminate them (Öz and Yılmaz, 2009).

Resilience is a characteristic of individual, protecting her/him from the environmental risk factors. Acquired attitudes and skills allow the reduction of environmental risk factors and introduction of protective factors. The protective process consists of four stages in the resilience. These are;

• The ones lowering the risk exposure and the risk impact,
• The ones lowering the negative conditions after the negative experiences,
• The ones increasing the self-esteem with performance,
• The positive interactions mediating the needs in the life.

The aim of individual to have a successful and efficient life in the future is the most important motivational tool. At the same time, resilience helps the individual in keeping the hope alive (Oktan, 2012: 1691-1693).

The literature review reveals that families of the children with special needs feel serious concerns about their children. They may give negative first reactions due to their concern for the disability of the children and they may continue this situation in the future. Within the process, after a certain cycle, families may overcome this situation and may be involved in the process of affirmation. The families of children with special needs face more risk situations which create more stress, compared to other families. Thus, positive adaptation and supportive external programs should be activated in order to increase the resilience and robustness of the families when they face this type of situations (Keskin et al, 2010).

The families of the handicapped individuals face more risk situation which creates stress, compared to families with non-handicapped children. The future of their children and what will happen to their children when the parents are not with them exemplify these risk situations. Therefore, when families face this type of situations, they should put themselves into the positive adaptation process and the supportive programs for families can positively affect this process (Heiman, 2002).

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DISCUSSION AND CONCLUSION

Disabled people consists 12% of population in Turkey. This ratio equals to 9.5 million people. The family lives different moods with birth of children with disabilities. The most important wishes of the parents is that his/her child stay on his/her own two feet, be a well regarded citizen in the future; in other words, parents want their children to be able to "earn his/her life" alone (Danış 2009: 92). They usually feel anxious about what will happen to their children after their own death. Measures should be taken as state policy and should be implemented with continuity in order to relieve this anxiety. As a first step, increasing the health services before, during and after the pregnancy will partially decrease the number of people with disabilities. Counseling and awareness services for women who are pregnant may be taken to forefront. In order to decrease the disability risk after the birth, the pregnant women should be given education, provided with preventive health care (about the importance of vaccines), and explained about intervention channels in case of risky situations that may occur during this period.

Families have usually difficulty in accepting the disability of their children. In this respect, the earliest intervention of families towards their children depends on the early medical diagnosis. The duties of the state in this respect are providing the needs of the families, and helping the families financially so that they can apply to the health and educational institutions. These can be achieved after the health screening are given priority in the early diagnosis, the family medicine system proceeds efficiently and home health care and social care services towards the disabled children and their family members taking care of the children are activated without wasting time.

Other important services for the disabled people are the development of educational possibilities and vocational training opportunities. Disabled people are often perceived as mere consumers and not producers, which creates problems their educational possibilities. The thoughts prevailing in the society such as "disabled people will work futile even when they study", "they need no school, they don't understand anything", "what good will happen when they study?" hinder the disabled people from beginning to work.

Considering all of the aforementioned situations, improvements should be made in order to eliminate the negative mood of the families of disabled individuals. In order to achieve these, the family training should be given priority. Above all, the disabled people should be considered as a part of the society and they shouldn't be marginalized. Discrimination against people with disabilities should be eliminated completely; their exclusion should be ended.

In this context; it is necessary to create contemporary social policies for the improvement of social perceptions and attitudes towards people with disabilities, to provide equal opportunities for disabled people, to improve education and employment opportunities, to develop family education programs for disabled families.

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PERCEPTION OF THE TEACHERS REGARDING THE MAINSTREAMING (A SAMPLE REGARDING AREA SCANNING ON THE CITY OF SAKARYA)

ÖĞRETMENLERİN KAYNAŞTIRMAYA İLİŞKİN ALGILARI (SAKARYA İLİ ALAN TARAMASI ÖRNEĞİ)

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ABSTRACT

In this research; the research subject is the perception of special education, thoughts and necessary equipment of the teachers that work in primary and secondary schools and having students with special needs in their classrooms in the city of Sakarya. The area of the subject of the research is consisting of teachers who are working in primary and secondary schools in the city of Sakarya and having students with special needs in their classrooms. The sample group is consisting of 1174 teachers. The model of this research is descriptive survey model. In this research, Perception and Competency Scale for Special Education was being developed. Along with the scale for Validity and Reliability, a personal information form of three questions was being used. Perception and Competency Scale for Special Education is a quintet of Likert scale and it is subject to scale construction and visual validity works. The application of the scale is conducted in the virtual environment by the teachers in accordance with the provided instructions. In accordance with the answers of the teachers for the total of 15 questions in Perception and Competency Scale for Special Education and 3 questions that has been stated in the interview form; it was determined that whether the sample group had mainstream students and their perception and qualification levels on special education along with their gender, years in the occupation and whether is there any significant relationship between the perception and qualification levels. It has been determined that a significant relationship was found between the perception and qualifications levels of the teachers regarding the special education that is experienced between 15 to 20 years and more on the profession of being a teacher. The group with the least perception and qualification levels is the group that just have been started in the profession.

Keywords: Mainstreaming, mainstream education, special needs student, teacher, qualification, scale

ÖZ

Bu çalışmada; Sakarya İlinde ilk ve orta derece okullarda görev yapan ve sınıfında özel gereksinimli öğrencisi olan öğretmenlerin özel eğitim ile ilgili algıları, düşünceleri ve gerekli donanıma sahip olup olmadıkları araştırılmaktadır. Çalışmanın evrenini Sakarya ilinde ilk ve orta derece okullarda görev yapan ve sınıfında özel gereksinimli öğrencisi olan öğretmenler oluşturmaktadır. Örneklem grubu 1174 öğretmenden oluşmaktadır. Araştırmanın modeli betimsel tarama modelidir. Bu araştırmada Özel Eğitime İlişkin Algı ve Yeterlilik Ölçeği geliştirilmiştir. Geçerlilik ve Güvenilirlik Çalışması yapılan ölçekle beraber 3 soruluk kişisel bilgi formu kullanılmıştır. Özel Eğitime İlişkin Algı ve Yeterlilik Ölçeği beşli Likert tipi olup ölçek yapı ve görünüş geçerliliği çalışmalarına tabi tutulmuştur. Ölçeğin uygulanması verilen yönergeler doğrultusunda öğretmenler tarafından sanal ortamda yapılmıştır. Özel Eğitime İlişkin Algı ve Yeterlilik Ölçeği'ndeki toplam 15 soru ve görüşme formunda yapılandırılmış 3 soruya öğretmenlerin verdiği cevaplar; örneklem grubunu özel eğitim algı ve yeterlilik düzeyleri ile cinsiyet, meslekte geçirdiği yıllar ve daha önce kaynaştırma öğrencisi olup olmadığı ile özel eğitime ilişkin algı ve yeterlilik düzeyleri arasında anlamlı bir ilişki olmadığı, öğretmenlik mesleğinde 15-20 ve üzeri kıdemi olan öğretmenlerin özel eğitime ilişkin algı ve yeterlilik düzeyleri arasında anlamlı bir ilişki tespit edilmiştir. En az algı ve yeterliliği olan grup ise mesleğe yeni başlayan gruptur.

Anahtar Kelimeler: Kaynaştırma, kaynaştırma eğitimi, özel gereksinimli öğrenci, öğretmen, yeterlik, ölçek

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INTRODUCTION

Mainstreaming is an application aimed in recent years as for the students from various disability groups in Turkey and their peers significantly expanding rapidly be channelled into the education process of these students differ. The successful implementation of inclusion is the purpose of each school that carries out the mainstreaming practice.

Mainstreaming is a type of application that has become popular in the recent years in a quick manner for the students from various disability groups in Turkey which is different in a significant manner from its peers which targets the channelization of these students to the education process. The successful implementation of the mainstreaming is the purpose of each school that carries out the mainstreaming application.

Mainstreaming works are being carried out in many ways both in quantitative and qualitative manners and its implementation was tried to be shaped based on the opinions of the teachers upon various students. Besides, education based on the mainstreaming in Turkey started to have a new approach. All new applications based on the mainstreaming shall focus on the easier integration of the students with special needs to the social life(Batu,1998).

Mainstreaming applications have various benefits and the most important benefit is regarding the children with special needs. Mainstream enables students with special needs to observe peers and adults around them and shape their behaviours and to obtain applicable behaviour in accordance with the expectations of the society as they are with other people in the social life (Eripek,1986; Göksu and Çevik, 2004;Cavkaytar, 1999). Mainstreaming environment which provides inclusion creates significantopportunities for the children with special needs to gain social skills and to learn behaviour that is accepted by the society(Hepler, 1994, cited inSahbaz, 2003).

Mainstreaming processes have positive effects on students with special needs as well as students with normal levels of development. These applications provide awareness to students with normal development to how to approach individuals with special needs in the following years(Wolfensberger, 1972, cited inEripek, 1986). In addition, mainstreaming provides a sense of responsibility and sensitivity to individuals with special needs (Vuran, 2007). Children with normal development skills,develop further skills of cooperation and contribution with group and peer workshops to be held (Kırcaali-İftar, 1998). At the same time, qualification areas of the teacherscan be listed as a positive approach, positive expectations and professional qualifications (Sucuoğlu and Kargın, 2006, cited inTurhan, 2007). In addition, in accordance with the research that has been conducted by Bailey and Winton (1987) mainstream applications provide the following to the form teachers: (a)having realistic expectations and developing positive attitudes towards the mainstreaming (b) obtaining additional educational training in the qualification that may be beneficial to all students that may increase the social interaction, (c) to become happy to help the children with different characteristics (d) to develop new relationships by cooperating with experts from different science areas (Bailey and Winton 1987, cited inTurhan, 2007).

It is thought that the elements necessary for the success of the mainstreaming practices in which students with special needs benefit from the least restrictive education environment are the family factor in the press. Because it is a successful teamwork, where co-operation and cooperation climate prevails. Therefore, it is important to know the knowledge levels of teachers about the mainstreaming practices in order to conduct the integration practices applied in schools in a healthy way.

It is thought thatthe leading element that is required for success in the mainstreaming applications that provide benefit for students with special requirements in the best manner in the least restrictive education environment is the family factor. Because mainstreaming is a successful teamwork, such cooperation is essential. Therefore, it is important to know the knowledge levels of teachers about the mainstreaming applications in order to conduct the integration practices applied in schools in a healthy way.

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EQUIPMENT AND METHOD

In this part of the research, the model, subject area, sample, data collection tool, the scales used in data collection and the validity and reliability studies of these scales, the manner in which the data were collected and the techniques used in the analysis of these data were included.

1. Model of Research

The model of this research is descriptive survey model. The descriptive model defines a certain given situation as careful and precise as possible. In the educational field researches, the most common descriptive model is scanning research. Because researchers summarize the characteristics (abilities, interests, values, preferences, behaviours, etc.) of individuals, groups or physical environments. Examples of descriptive studies in the field of education may be identifying the success of various student groups and identifying the behaviour of teachers, managers or consultants.In this research, it is aimed to determine whether there is a gender, year of service and inclusion student in the sample group, and to try to determine the meaningful differences between them and the scale developed accordingly.The situation that enables our research as a descriptive model is to determine the following aspects of the teachers: gender, year of service and whether they have been mainstreaming students and to determine meaningful differences between them and the scale that has been developed in accordance with previous matters.

2. The Area of Subject and Samples

The area of subject of the research consists of teachers working in the city of Sakaryathat havestudents with special needs in their classrooms. The sample group consisted of 1174 teachers who have participated in the application of measurement instruments.

Table 1.Characteristics of theTeachersWhoCreatedtheSample

		N	%	CumulativePercentage
Gender	Female	559	47,6	47,6
	Male	615	52,4	100
Proffesional Year	0-5 Years	308	26,2	26,2
	5-10 Years	281	23,9	50,2
	10-15 Years	236	20,1	70,3
	15-20 Years	179	15,2	85,5
	20 Years and Up	170	14,5	100,0
He/shehada mainstreamingstudentbefore	Yes	848	72,2	72,2
	No	326	27,8	100

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Table.2. The Distribution of theTeachers of theSamplebyDistrict

Adapazarı		Akyazı		Arifiye		Erenler		Ferizli		Geyve		Hendek		Karapürçek	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
282	24,1	87	7,43	105	8,97	106	9,05	30	2,56	87	7,43	37	3,16	32	2,73

Karasu		Kaynarca		Kocaali		Pamukova		Sapanca		Serdivan		Söğütlü		Taraklı	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
68	5,81	40	3,41	71	6,06	33	2,82	33	2,82	121	10,3	17	1,45	18	1,53

3. Data Collection Tools

In this research Perception and Competency Scale for Special Education that has been developed by the researcher applied for the data collection tools. In addition, a personal information form regarding the participants was used by the researcher for the participants.

- Personal Information Form

In this form that has been prepared by the researcher, a total of 3 questions were asked to sample group in order to determine the gender, years of experience in the profession and whether they had mainstreaming students with special needs before.

- Perception and Competency Scale for Special Education Validity and Reliability Studies

Comprehensive literatureresearch was conducted while developing "Perception and Competency Scale for Special Education" by the researches. An item pool was generated by both Turkish and foreign literature. In addition to the literature research, scales that are measuring similar qualifications were also included in this repository. The generated item pool includes 3 (three) Special Education Expert, 1 (one) Psychological Counseling and Guidance Expert, 1 (one) Education Program Expert, 1 (one) Assessment and Evaluation Expert, in order to determine whether it is appropriate in terms of language and meaning. 1 (one) Turkish Language Expert; as a total of 7 individuals in the field were consulted in this research and further redactions.

The item pool of 15 items was applied to 1174 form teachers working in the districts of the city of Sakarya in a virtual environment.

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The scale which was developed by the research is a quintet Likert type and the teachers which are consisting the sample group had been requested to mark one of the following answers:1 (I don't agree), 2 (PartiallyI don't agree), 3 (Undecisive) 4 (PartiallyI agree) and 5 (I agree). All items of the scale are consisting of basic items and scoring was executed in accordance with the results of the statistical analysis, during this process no reversal of any item was not required.

Validity and Reliability Studies

Validity Studies
Validity studies for "Perception and Competency Scale for Special Education" were examined under the titles of structure and appearance validity.

Structure Validity
When analyzing the structure validity of "Perception and Competency Scale for Special Education" data analysis had started by factor analysis. In this research, subscales of the scale, factory loads of the items and the correlation between subdimensions were examined with exploratory factor analysis.

In order to determine whether data are subject to factor analysis in the "Exploratory Factor Analysis" ("EFA"), KMO (Kaiser-Meyer-Olkin) and Barlett tests were applied. The general KMO value of the scale was found to be, 953 and since this value is close to 1.00; it has been determined that the value meets the criteria (sig. ,000).

During the research of the dimensions of the scale, these dimensions with the same content were named by the researcher. As a result of the exploratory factor analysis, a single factor structure emerged on a 15-item scale.

Table.3. "Special EducationPerceptionandCompetenceScale"Factor Analysis Information andFactorLoads

ItemNumber	FactorLoad	ItemNumber	FactorLoad
i.n.1	,590	i.n.9	,798
i.n.2	,752	i.n.10	,767
i.n.3	,736	i.n.11	,794
i.n.4	,753	i.n.12	,801
i.n.5	,764	i.n.13	,678
i.n.6	,781	i.n.14	,813
i.n.7	,779	i.n.15	,808
i.n.8	,803		
Total VarianceExplained: % 58,246			

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Appearance Validity

In the research regarding the appearance validity of "Perception and Competency Scale for Special Education", expert opinions were consulted. Following the completion of the statistical studies that are required for the scale items (factor analysis, factor loads and reliability coefficients) the experts have been consulted on the visual (face) measurement of the items were subject to the determination whether they meet the desired element. In accordance with the information that has been obtained by the experts, factor analysis was conducted and as a result of the analysis, it has been determined that all items are located applicable to the factors that are included in terms of content.

Reliability Studies

During the calculation of reliability of the scale, Cronbach Alpha internal consistency coefficients were evaluated and for the analysis of the items, total correlation coefficients of the 15 test items were subject to evaluation.

Table.4. "Special EducationPerceptionandCompetenceScale"Item Test CorrelationCoefficients

ItemNumber	r	ItemNumber	r	ItemNumber	r
1	0,600	6	0,777	11	0,790
2	0,756	7	0,776	12	0,799
3	0,741	8	0,802	13	0,684
4	0,754	9	0,796	14	0,810
5	0,764	10	0,765	15	0,803

In Table-4, the correlation coefficient between the points for items that are remaining after removing some of the items from the scale as a result of the factory analysis and points that have been removed from the entire scale has been included. As can be seen, there is a positive correlation between the scores that have been obtained from the item and the points that have been obtained from the scale. In other words, as the total score from the scale increases, the points obtained from the items are also increasing.

Internal Consistency Reliability

For the scale of "Perception and Competency Scale for Special Education", internal consistency coefficients were found to be .948 for the whole scale.

Rating and Interpretation of the Scale

"Perception and Competency Scale for Special Education" is a quintet of Likert scale consisting of 15 items. The highest score that can be obtained from the scale is 75 points and the lowest score is 15 points. As the total score decreases it can be seen that the perception and competence levels of the teachers are not sufficient and as the total score increases it can be seen that the perception and competence levels of the teachers are sufficient. "Perception and Competency Scale for Special Education" scale have been evaluated by the researcher in three different categories. From the scale the following results can be obtained; Teachers with a score of 35 and under have low sufficiency on special education perception and competency, teachers with a score between 35 to 55 have medium sufficiency on special education perception and competency,teachers with a score of 55 and above have high sufficiency on special education perception and competency,

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4.Operation Path of the Research

In the academic years of 2015 – 2018, a total of 1174 teachers working in various primary and secondary schools in the city of Sakarya were subject to Perception and Competency Scale for Special Education. In addition, the sample group had filled a personal information form that has been prepared by the researcher in order to determine the gender, years of experience in the profession and whether they had any mainstreaming student before. The application was conducted on a virtual environment and before starting the application in the virtual environment, the researcher had provided the necessary explanations and the participants were asked to complete the scales with sincerity and truthfulness.

5.Data Analysis Techniques that are Used in Research

Data obtained from the sample group were coded by the researcher and analyzed by transferring to SPSS 16.00 Windows Package program. With the data obtained from the sample group, it has been tried to be determined that whether special education perception and competency levels of the students vary on in accordance with the gender, year of the profession and whether they had mainstreaming student before.

Before starting the data analysis of the research, validity and reliability studies of the Perception and Competency Scale for Special Education was developed by the researcher. For validity studies, structure and appearance validity of the Perception and Competency Scale for Special Education was evaluated. For structure validity, exploratory factor analysis was executed to determine the factor structure for the scale and subscales. For reliability analysis, item-total correlations were examined for internal consistency item analysis. Test-retest reliability research was conducted on 1174 teachers working in the city of Sakarya.

While the appropriate data analysis was selected in the research, t-test was also evaluated to determine whether there was a significant difference between two variables (first, gender; there are two variables as man and woman variable) within the special education perception and competency levels of the sample group for the special education and in addition, f test was conducted to evaluate to determine if the sample group had a significant difference in the levels of perception and competency levels for the special education with three or more variables (the second one is the years of experience in the profession). In addition, Pearson's product-moment correlation coefficient was examined in order to look at the level of relationship between the sub-dimensions of the scale and to determine what kind of (positive-negative) relationship is present.

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FINDINGS

In this part of the research, statistical results were included regarding the sample groups that have participated in the research, their special education perception and competency levels and gender, the years they spent in the profession and whether there was an inclusion student before, and their answers to the options of each item.

1. Findings on the Evaluation of the Special Education Perception and Competency Level in terms of Gender Variable of the Sample Group Participants of the Research

T-test technique was used for the relevance test on the determination of the difference between two means on the evaluation of the differences between the samples of female and male teachers that have participated in the research in terms of Special Education Perception and Competency levels. N numbers, arithmetic averages, standard deviations and t-test results of the Perception and Competency Scale for Special Education in accordance with the genders of the sample group teachers that have participated in the research are provided in Table-5.

Table.5. Comparison of Teachers' Special Education Perception and Qualification Levels by Gender

	Gender	N	X	S	Sd	T	P
Levels of Teachers' Special Education Perception and Qualification	**Female**	559	56,04	13,34	1172	1,263	,208
	Male	615	57,07	14,48			

As it is shown in Table-5, N numbers, arithmetic averages, standard deviations in accordance with the genders of the teachers that constitute the sample group of this research have been provided and the difference between the final score of these teachers on Perception and Competency Scale for Special Education with such data has been evaluated with the T-test in accordance with the gender variable. According to these results, the arithmetic average of the scores of female teachers from Perception and Competency Scale for Special Education is 56,04; The average score of the male teachers in Perception and Competency Scale for Special Education is 57,07. The difference between the scores of these two groups was not found as statistically significant (t(1172)=,208 p<.01). In short, special education perception and competencylevels of teachers does not indicate any significant difference according to their gender.

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2. Findings Regarding Special Education Perception and Competency in Accordance with the Years of Professional Experience of the Sample Group Participants of the Research

The findings obtained from ANOVA results that have been conducted to determine whether the special education perception and competency levels of the sample groups that have participated in the research were significantly different depending on their years of Professional experience is stated in Table-6 and Table-7.

Table.6. Level Averages, N Numbers and Standard Deviations of Special Education Perception and Competency Levels of the Professional Years of the Sample Participated in theStudy

		N	Mean	Standarddeviation
Professional Year	**0 - 5 Years**	308	54,5130	14,60009
	5 - 10 Years	281	55,0071	14,56243
	10 - 15 Years	236	56,5085	13,09458
	15 - 20 Years	179	59,0503	12,16288
	20 YearsandUp	170	60,4765	13,60526
	Total	1174	56,5877	13,95445

One-way variance analysis was used to determine whether there is any significant difference between the groups were evaluated and stated in Table-7.

Table.7. The Results of Variance Analysis Regarding the Effects of the Professional Years of Teachers on Special Education Perception and Competency Levels

	Source of Variance	Total of squares	df	Average of Squares	F	p
Professional Year	**BetweenGroups**	5685,593	4	1421,398	7,460	,000
	In-group	222728,870	1169	190,529		
	Total	228414,463	1173			

N numbers, averages, standard deviations and the results of tone way analysis of the variance applied to these values of the teachers that are consisting of the sample groups are stated in the Table-6 and Table-7. As a result of the variance analysis that has been conducted to determine the difference between the years of professional experience of the teachers that are consisting the sample group on Perception and Competency Scale for Special Education points difference, a statistically significant difference was found in terms of average scores of Perception and Competency Scale for Special Education of the

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teachers (f0,05:4-1169:,000, p<0,05). In order to determine the extent of this difference in the Professional years of experience of the teacher "LSD Multiple Comparison Test" was conducted. As a result, a significant difference was found between those with the professional years of experience between 0 to 5 years to 15 – 20 years and 20 years and more.

3. Findings Regarding Evaluation on whether Sample Group Participants of the Research had Mainstreaming Students in accordance with the Special Education Perception and Competency Levels

T-test technique was used to determine the difference between two means in the evaluation of the difference between the sample group participating in the research in terms of Special Education Perception and Competency Levels and whether they had previously a mainstreaming student or not. N numbers, arithmetic means, standard deviations and t-test results of the Perception and Competency Scale for Special Education were stated in Table-8 according to the sample group's previous experience on whether they had mainstreaming students.

Table.8. Comparing Special Education Perception and Competency Levels of Teachers According to have Main streaming Students or Non-Main streaming Students

Levels of Teachers' Special Education Perception and Qualification	Had Main streaming Students before	N	X	S	Sd	T	P
	Yes	848	57,45	13,70	1172	3,47	,083

As it is stated in Table-8, N numbers, arithmetic averages of the obtained numbers and the standard deviations has been provided whether the teachers of the sample group of the research had been mainstreaming students before and the difference between the scores that are obtained from these teachers from Perception and Competency Scale for Special Education was examined with t-test, based on the variable of whether they had a mainstreaming student before. According to these results, the arithmetic average of the scores of the teachers who have had mainstreaming students before the Perception and Competency Scale for Special Education are 57,45 and the average score of the teachers who did not have mainstreaming students before are 54,31. The difference between the scores of these two groups was not statistically significant (t(1172)=,083 p<.01). In short, special education perception and competency levels of teachers do not state any significant difference according to whether they had a mainstreaming student previously.

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4.Descriptive Statistics of the Scale Items

The numbers and ratios (statistics) of the options of the 15-items that constitute Perception and Competency Scale for Special Education are provided in the tables below.

Table.9:1. Item, I prepare my lesson plan considering the student with special needs

		Frequency	*Percentages*	*CumulativePercentage*
ITEM:1	*I do not agree*	*69*	*5,9*	*5,9*
	PartiallyDisagree	*84*	*7,2*	*13,0*
	Undecided	*54*	*4,6*	*17,6*
	PartiallyAgree	*356*	*30,3*	*48,0*
	Agree	*611*	*52,0*	*100,0*
	Total	*1174*	*100,0*	

Upon examining the answers of the sample group participating in the research on item 1, the ratio of those who statistically selected one of the I don't agree, Partially I don't agree and Undecisive answers are cumulatively 17,6%. From this point of view, the majority of the teachers (around 80%) have answered in "I agree" type of answers in this item.

Table10:2. Item, I know what kind of legal work I will do for students with special needs (how many students will be in class, related commissions, course passing system)

		Frequency	*Percentages*	*CumulativePercentage*
ITEM:2	*I do not agree*	*101*	*8,6*	*8,6*
	PartiallyDisagree	*94*	*8,0*	*16,6*
	Undecided	*132*	*11,2*	*27,9*
	PartiallyAgree	*424*	*36,1*	*64,0*
	Agree	*423*	*36,0*	*100,0*
	Total	*1174*	*100,0*	

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Upon examining the answers of the sample group participating in the research on item 2, the ratio of those who statistically selected one of the I don't agree, Partially I don't agree and Undecisive answers are cumulatively 27,9%. From this point of view, the majority of the teachers (around 70%) have answered in "I agree" type of answers in this item.

Table11:3. Item, I know what to do about the orientation/diagnosis of a student with special needs (Medical diagnostics)

		Frequency	*Percentages*	*CumulativePercentage*
ITEM:3	*I do not agree*	*130*	*11,1*	*11,1*
	PartiallyDisagree	*107*	*9,1*	*20,2*
	Undecided	*160*	*13,6*	*33,8*
	PartiallyAgree	*427*	*36,4*	*70,2*
	Agree	*350*	*29,8*	*100,0*
	Total	*1174*	*100,0*	

Upon examining the answers of the sample group participating in the research on item 3, the ratio of those who statistically selected one of the I don't agree, Partially I don't agree and Undecisive answers are cumulatively 33,8%. From this point of view, the majority of the teachers (around 70%) have answered in "I agree" type of answers in this item.

Table12:4. Item, I know which way I will follow for guidance to Guidance Research Centers (GRC)

		Frequency	*Percentages*	*CumulativePercentage*
ITEM:4	*I do not agree*	*86*	*7,3*	*7,3*
	PartiallyDisagree	*81*	*6,9*	*14,2*
	Undecided	*99*	*8,4*	*22,7*
	PartiallyAgree	*379*	*32,3*	*54,9*
	Agree	*529*	*45,1*	*100,0*
	Total	*1174*	*100,0*	

Upon examining the answers of the sample group participating in the research on item 4, the ratio of those who statistically selected one of the I don't agree, Partially I don't agree and Undecisive answers are cumulatively [22,7%]. From this point of view, the majority of the teachers (around [80%]) have answered in "I agree" type of answers in this item.

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Table13:5. Item, I know how to benefit from Guidance Research Centers (GRC) if I have a student with special needs

		Frequency	Percentages	CumulativePercentage
ITEM:5	I do not agree	99	8,4	8,4
	PartiallyDisagree	84	7,2	15,6
	Undecided	139	11,8	27,4
	PartiallyAgree	421	35,9	63,3
	Agree	431	36,7	100,0
	Total	1174	100,0	

Upon examining the answers of the sample group participating in the research on item 5, the ratio of those who statistically selected one of the I don't agree, Partially I don't agree and Undecisive answers are cumulatively 27,4%. From this point of view, the majority of the teachers (around 70%) have answered in "I agree" type of answers in this item.

Table 14: 6. Item, I know how toact on the behaviour of the student with special needs in class (incompatible with classrules)

		Frequency	Percentages	CumulativePercentage
ITEM:6	I do not agree	61	5,2	5,2
	PartiallyDisagree	82	7,0	12,2
	Undecided	136	11,6	23,8
	PartiallyAgree	487	41,5	65,2
	Agree	408	34,8	100,0
	Total	1174	100,0	5,2

Upon examining the answers of the sample group participating in the research on item 6, the ratio of those who statistically selected one of the I don't agree, Partially I don't agree and Undecisive answers are cumulatively 23,8%. From this point of view, the majority of the teachers (around 75%) have answered in "I agree" type of answers in this item.

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Table15:7. Item, I have sufficient knowledge about special education methods, techniques and methods

		Frequency	Percentages	CumulativePercentage
ITEM:7	I do not agree	140	11,9	11,9
	PartiallyDisagree	125	10,6	22,6
	Undecided	230	19,6	42,2
	PartiallyAgree	484	41,2	83,4
	Agree	195	16,6	100,0
	Total	1174	100,0	

Upon examining the answers of the sample group participating in the research on item 7, the ratio of those who statistically selected one of the I don't agree, Partially I don't agree and Undecisive answers are cumulatively 42,2%. From this point of view, the majority of the teachers (around 60%) have answered in "I agree" type of answers in this item.

Table 16: 8. Item, I have enough knowledge about the function and function of the Individual Education Plan Commission

		Frequency	Percentages	CumulativePercentage
ITEM:8	I do not agree	148	12,6	12,6
	PartiallyDisagree	140	11,9	24,5
	Undecided	208	17,7	42,2
	PartiallyAgree	443	37,7	80,0
	Agree	235	20,0	100,0
	Total	1174	100,0	

Upon examining the answers of the sample group participating in the research on item 8, the ratio of those who statistically selected one of the I don't agree, Partially I don't agree and Undecisive answers are cumulatively 42,2%. From this point of view, the majority of the teachers (around 60%) have answered in "I agree" type of answers in this item.

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Table 17: 9.Item, I know what forms of special education are like an Individual Education Plan, Individualized Education Plan etc.

		Frequency	Percentages	CumulativePercentage
ITEM:9	I do not agree	116	9,9	9,9
	PartiallyDisagree	118	10,1	19,9
	Undecided	184	15,7	35,6
	PartiallyAgree	452	38,5	74,1
	Agree	304	25,9	100,0
	Total	1174	100,0	

Upon examining the answers of the sample group participating in the research on item 9, the ratio of those who statistically selected one of the I don't agree, Partially I don't agree and Undecisive answers are cumulatively 35,6%. From this point of view, the majority of the teachers (around 65%) have answered in "I agree" type of answers in this item.

Table 18: 10. Item, I use special education forms like Individual Education Plan, Individualized Education Plan etc. if I have students with special needs

		Frequency	Percentages	CumulativePercentage
ITEM:10	I do not agree	84	7,2	7,2
	PartiallyDisagree	84	7,2	14,3
	Undecided	112	9,5	23,9
	PartiallyAgree	397	33,8	57,7
	Agree	497	42,3	100,0
	Total	1174	100,0	

Upon examining the answers of the sample group participating in the research on item 10, the ratio of those who statistically selected one of the I don't agree, Partially I don't agree and Undecisive answers are cumulatively 23,9%. From this point of view, the majority of the teachers (around 70%) have answered in "I agree" type of answers in this item.

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Table 19: 11. Item, I know how to work with school guidance service for students with special needs

		Frequency	Percentages	CumulativePercentage
ITEM:11	I do not agree	72	6,1	6,1
	PartiallyDisagree	91	7,8	13,9
	Undecided	118	10,1	23,9
	PartiallyAgree	390	33,2	57,2
	Agree	503	42,8	100,0
	Total	1174	100,0	

Upon examining the answers of the sample group participating in the research on item 11, the ratio of those who statistically selected one of the I don't agree, Partially I don't agree and Undecisive answers are cumulatively 23,9%. From this point of view, the majority of the teachers (around 70%) have answered in "I agree" type of answers in this item.

Table20:12. Item, I know exactly what is the difference between Full-time Mainstreaming, Part-Time Mainstreaming, Special Education Class and Special Education Schools

		Frequency	Percentages	CumulativePercentage
ITEM:12	I do not agree	115	9,8	9,8
	PartiallyDisagree	102	8,7	18,5
	Undecided	179	15,2	33,7
	PartiallyAgree	424	36,1	69,8
	Agree	354	30,2	100,0
	Total	1174	100,0	

Upon examining the answers of the sample group participating in the research on item 12, the ratio of those who statistically selected one of the I don't agree, Partially I don't agree and Undecisive answers are cumulatively 33,7%. From this point of view, the majority of the teachers (around 70%) have answered in "I agree" type of answers in this item.

Table 21: 13. Item, The school administration in forms and guides me about special education and Mainstreaming

		Frequency	Percentages	CumulativePercentage
ITEM:13	I do not agree	103	8,8	8,8
	PartiallyDisagree	101	8,6	17,4
	Undecided	157	13,4	30,7
	PartiallyAgree	394	33,6	64,3
	Agree	419	35,7	100,0
	Total	1174	100,0	

Upon examining the answers of the sample group participating in the research on item 13, the ratio of those who statistically selected one of the I don't agree, Partially I don't agree and Undecisive answers are cumulatively 30,7%. From this point of view, the majority of the teachers (around 70%) have answered in "I agree" type of answers in this item.

Table 22: 14. Item, I have enough knowledge about how toapply Full-Time Mainstreaming/ Part Time Mainstreaming education for students with special needs

		Frequency	Percentages	CumulativePercentage
ITEM:14	I do not agree	123	10,5	10,5
	PartiallyDisagree	122	10,4	20,9
	Undecided	197	16,8	37,6
	PartiallyAgree	461	39,3	76,9
	Agree	271	23,1	100,0
	Total	1174	100,0	

Upon examining the answers of the sample group participating in the research on item 14, the ratio of those who statistically selected one of the I don't agree, Partially I don't agree and Undecisive answers are cumulatively 37,6%. From this point of view, the majority of the teachers (around 65%) have answered in "I agree" type of answers in this item.

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Table 23: 15. Item, I know how to be have about the psychological structures and character traits of families with children with special needs

		Frequency	Percentages	CumulativePercentage
ITEM:15	**I do not agree**	88	7,5	7,5
	PartiallyDisagree	96	8,2	15,7
	Undecided	173	14,7	30,4
	PartiallyAgree	448	38,2	68,6
	Agree	369	31,4	100,0
	Total	1174	100,0	

Upon examining the answers of the sample group participating in the research on item 15, the ratio of those who statistically selected one of the I don't agree, Partially I don't agree and Undecisive answers are cumulatively 30,4%. From this point of view, the majority of the teachers (around 70%) have answered in "I agree" type of answers in this item.
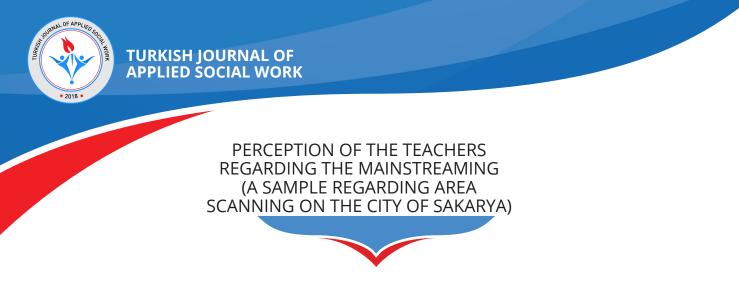
DISCUSSION, RESULTS AND SUGGESTIONS

In this research, the target of this course to describe the perceptions, thoughts and competency with regards to Special Education and to learn, prepare and determine the thoughts and feeling regarding the preparation and application of BEP (Individualized Education Program) between students with special education needs and special education teachers that are in direct and indirect relationships with these students and form teachers. As a result of the information gathered from the teachers, there are different results in some items with regards to the perceptions, thoughts and competency of the teachers regarding the Special Education, preparation and application of the BEP. In general, it has been concluded that the teachers generally considered themselves to be competent in special education.From this point of view, the results that have been obtained are consistent with the researches of Batu and Kırcaali-İftar (2005) and Battal (2007).

In accordance with the results of the research, it has been observed that the perceptions and competency of the teachers towards special education did not change by the gender variable. Responses of the male and female teachers did not differentiate for the scale items and they have resulted as parallel to each other. This result eliminated the perception that female teachers are more adequate for special education that is expressed in society as an external reflection. According to the results and average perception and competency level, male teachers obtained better results than female teachers. The results that have been obtained are consistent with the researches of Öncül (2003) and Yigen (2008).

The other most important result that has been obtained by this research is the group of teachers who have the highest professional experience for 20 years or more. In accordance with this result, the fact that the teachers feel the most adequate when their professional experience years are increasing. The group with the least perception and competency is the group that just started in the profession.

The other result of the research is the findings regarding the mainstreaming students. In accordance with this result, perception and competency regarding the special education do not change whether there were mainstreaming students previously. Whether there is a mainstreaming student in the classroom of a teacher does not change the perception and competency of the special education.

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In accordance with the results of the scale items that have been applied to the teachers; teachers think that they are sufficient about 70% in special education in preparing BEP plan, cooperating with RAM's (Guidance Research Centers) and using tools and equipment. The results that have been obtained are consistent with the researches of Yıkmış and Gözün (2003) and Karamanlı (1998).

The accuracy of the results in terms of development and progress of the special education in our country for the last decade has been controversial. It is still uncertain that how the special education classes that are included in a limited manner the educational programs of the education faculties of the universities on 2005 and before to be included in the educational programs and to be transferred to the students of the educational faculties in a functional manner. In addition, in case of need to examine this situation in terms of National Education, the number of classrooms which are suitable for special education students for their studies are limited in the available or newly constructed schools. Even if the classrooms are available, it is difficult to find and appoint a teacher who is an expert in special education. Suggestions to be made regarding the findings of the research and the special education can be listed as follows;

Studies must be conducted to make RAM (which is included in the regulation of special education services) to become more functional in subjects such as RAM's operation and service delivery. Follow-up for BEP's should be conducted by the expert teams. BEP team members should participate in the BEP meetings and continuation of their participation must be ensured and Ministry of National Education should take necessary measures to ensure the implementation of the decisions that have been taken by the team.

By providing the parents of the students who need the special education to be informed about the subject of BEP, contribution to the process shall be achieved by encouraging the families to participate in BEP meetings and participation for their children to develop their BEP's.

Parents with the children with special need to have more awareness levels and the fact that the main shortcomings and obstacles are the neglect of the education services which should be offered to the children with special needs in schools. This fact must be grasped by the parents of children with special needs and requirements. It is thought that the parents who are aware of this issue could be able to contribute more to the development of their children with special needs.

Teachers with the students with special needs to have information regarding the legal regulations and legislation on this manner and to provide necessary cooperation with the relevant individuals and units in the process shall enable the special education process in schools and classrooms to be able to function much healthily and efficiently.

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DIVORCE AS A SOCIAL PROBLEM AND IT'S CAUSES: FAMILY COURT EXAMINATIONS FROM KARABUK SAMPLE
TOPLUMSAL BİR SORUN OLARAK BOŞANMA VE NEDENLERİ: AİLE MAKEMESİ İNCELEMELERİ İLE KARABÜK İLİ ÖRNEĞİ

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ABSTRACT

Divorce is a complex process that can be viewed from different perspectives. It may unsettle couples economically, abuse mentally and affect their status in society. The negative impact of divorce on children reveals very complex problems. Thus, divorce causes social, psychological and economic destruction not only on divorced couples, both also all family members. Divorce emerges as an important social problem leading to disintegration of families raising healthy and happy individuals in future. Therefore, this study was designed to investigate the reasons of the divorce. This research was conducted in Karabuk. The total 519 (2013:213; 2014:306) files of divorce suit resolved between 2013-2014 and brought for divorce were investigated in Karabuk courthouse in the 1st and the 2nd Court of First Instance entitled as "Family Court". In the light of information obtained from these files, it was received that usually 0-4 years of married couples divorce rate (30.4%) is higher than the others and the couples married compromisingly are divorced at the rate of 54.7% and "severe incompatibility" exists in the first place with 43.5% among the causes of divorce. In addition, it was figured out that the results are not different according to 2013 and 2014. The results of this research have significant implications for policymakers' educators and family counselors in their search of strategies for improving to strengthen the family.

Keywords: divorce, divorce reasons, divorce files

ÖZ

Boşanma, farklı açılardan bakılabilecek karmaşık bir süreçtir. Çiftleri ekonomik yönden sarsan, ruhsal yönden örseleyen, toplumdaki durumlarını etkileyen bir olaydır. Çocuklar üzerindeki olumsuz etkisi ise çok karmaşık sorunlar ortaya koymaktadır. Dolayısıyla sadece boşanan çiftler açısından değil, tüm aile bireyleri üzerinde de sosyal, psikolojik ve ekonomik yıkımlara sebep olmaktadır. Geleceğin sağlıklı, mutlu bireylerini yetiştirecek olan ailelerin parçalanmasına yol açan önemli bir toplumsal sorun olarak karşımıza çıkmaktadır. Bu nedenle bu çalışma yaşanan boşanma olaylarının nedenlerini araştırmak amacıyla planlanmıştır. Araştırma Karabük ilinde yürütülmüştür. Karabük ili Adliyesinde "Aile Mahkemesi" sıfatıyla 1. ve 2. Asliye Hukuk Mahkemelerinde boşanmak amacıyla açılan ve 2013 – 2014 yıllarında karara bağlanan toplam 519 (2013:213; 2014:306) boşanma davasının dosyaları incelenmiştir. Bu dosyalardan elde edilen bilgiler ışığında, genellikle 0 – 4 yıllık evli çiftlerin boşanma oranının (%30.4) diğerlerine göre yüksek olduğu, görüşerek, anlaşarak evlenen çiftlerin %54.7'sinin boşandığı ve boşanma nedenleri arasında "şiddetli geçimsizliğin" (%43.5) ilk sırada yer aldığı belirlenmiştir. Ayrıca sonuçların 2013 ve 2014 yılına göre farklılık göstermediği bulunmuştur. Bu çalışmadan elde edilen bulgular, politika yapıcılarına, eğitimcilere ve aile danışmanlarına aileyi güçlendirmeye yönelik stratejilerin geliştirilmesinde önemli katkılar sunacaktır.

Anahtar Kelimler: boşanma, boşanma nedenleri, boşanma dosyaları

INTRODUCTION

Family is a social milieu that individual is born into and provides all the necessary care and support to the individual in order to maintain his/her life henceforth birth (Özmen Kaymak, 2004). Family, as one of the basic institutions, contributes to the protection of individuals from every aspect and raises the quality of life of its members within a qualified economic, social and psychological support system. (Hanson et. al.1983). In terms of structure and processes of the institution of family, there are differences from country to country, and from society to society. The existence of so-called transfer of functions of

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family members, due to the reason of not being able to be fulfilled, continues to have importance (AGDED, 2013). However, owing to the rapid changes in the process of developing new social conditions affecting the family institution deeply, it leads to the emergence of a variety of changes in the structure. The family is not a static institution. In recent decades, marriage rates have fallen down, divorce rates have risen, and the defining characteristics of marriage have changed (Stevenson and Wolfers, 2007). The participation of family in the decision-making mechanisms concerning the child's care and development, and evolving around the communication between the husband and wife became the reason of the emergence of variations in attitudes caused unconditionally with the relations during marriage or divorce (Sucu, 2007).

Continuing marriages which do not go well despite all efforts; that is to say, "no matter what happens" is an idea that always causes more damage to family members. The existence of children is expected to be insufficient to continue a marriage (Arikan, 1996: 10). From this perspective, family that individuals gain positive behaviours and features developed, although there is a possibility to expand into a source of tension and conflict during the time of the major affective disorders. Divorce, as an outcome of the emotional disturbances occurring within the family, emerges as a result of tension and conflict. In this sense, as one of the most controversial social problem of family law, divorce attracts the attention of the public, it is a matter of examination undoubtedly of great importance and timeliness (Keskin, 2007).

While divorced spouses are still alive, based on the reasons foreseen in the law, the last decision of the case lies in the authority of the judge who decides whether or not to put an end to the marriage. At the same time, as a court divorce decree dissolves a valid marriage and allows both partners to remarry (Arıkan, 1996:25; Garrett, 1982:323). Divorce is a relevant act in the legal matter, it reveals the alienation of couple in the emotional perspective, however economically it concerns about money and possessions, as both, social and psychological aspect it reveals facts such as gaining social and re-independence associated with changes in friendships, once gaining those liberties the individual comes across the issues of self-discovery, which ultimately has the psychological aspect. (Bohannon 1970: 37). Almost all the societies describe divorce as a negative thing which is also a major source of stress in human life. As one of the most traumatic events experienced by adults, one can create pressures that led to the crisis (Garrett, 1982: 324).

Statistical data in a way certainly prove that there is a serious social problem of divorce. Divorce, which is observed with increasing frequency, constitutes one of the crises of modern life in our country as well as in Western societies and continues to maintain its role as a social problem. Therefore, the issues such as divorce, divorce causes, divorce process, its impact on individuals, post-divorce life harmony and so on are placed under the examination of many disciplines (Uçan, 2007; Sucu, 2007, Arıkan, 1996:33; Keskin, 2007; Garrett, 1982:323; Amato and Previti, 2003; Wolcott and Hughes, 1999). Considering the literature related with divorce, it is observed that social, cultural and individualistic features play significant roles. Attitudes towards divorce and divorce rates also vary from culture to culture (Uçan, 2007).

The rapid increase in divorce rates is remarkable in the last 40 years, especially for today's developed societies (Bedart & Deschenes, 2003 Seitz, 1999: 2). The average divorce rate in the European Union member states stands for approximately 40%. An analysis of statistics on divorce in the EU reveals; the highest crude divorce rates in 2012 were recorded in Latvia (3.6 divorces per 1 000 inhabitants) and Lithuania (3.5), ahead of Denmark (2.8). The lowest crude divorce rate in 2012 was recorded in Ireland (0.6 divorces per 1 000 inhabitants). Italy (0.9 divorces per 1 000 inhabitants, 2011 data), Malta (1.1), Greece (1.2, 2010 data), Slovenia (1.2) and Croatia (1.3) also recorded relatively low crude divorce rates (Eurostat, 2014). The world's highest divorce rate is reported in the United States where every two marriage ends with a divorce (Engel, 2014).

In Turkey, one of the harsh demographic indicators which was examined in the last twenty years revealed that the occurrences of divorce had a constant structure until 1996, from 1997 to 2000 though it a reduction was registered, however after the year 2000 it again appears to be an increase (Uçan, 2007). In our country, it can be argued that the rates of divorce gradually increase with the urbanization and improved economic structure due to the new possibilities for women in the workforce, which leads to a certain economic freedom. (TSI, 2014). Between 2002 and 2004, the rate of divorce has significantly increased, although there is a decline now. According to the data obtained from Turkish Institute for Statistics, the number of couples who divorced in 10 years in Turkey has increased approximately with 38% from 91 022 to 125 305 in 2013. However, in the same period there was a decreasing trend of marriage of 2.5%. In 2004, the number of married couples has decreased from 615 357 to 600 138 in 2013 (TSI, 2014).

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Divorce causes have a strong relationship with a given country's customs and traditions, showing significant differences according to their level of development. Numerous studies have identified multiple factors associated with the divorce. The following factors have become increasingly important cases: all social and cultural changes and their reflections on families, the increased rate of urbanization, the complexity of the daily life, communication technology and the spread of mass media, changes in consumer culture, individualization trends, the economic independence of the spouses, the social structure differences, the traditional role expectations, occupational and income levels change in divorce cases, the individual, the community and the family. On the other hand, religion, belief and racial differences are among the major causes of divorce. Acceleration of social life, as well as relocation, has allowance of random marriages such as between different religions or races and or different social classes. Ultimately, the marriages without love are not long-lasting ones. Especially families which were created eventually after a short period of time when partners got to know to each other, or the ones created despite the rejection from the part of relatives, or without their approval, face with major obstacles and are not also long-lasting marriages (Kurdek 1993; Karney and Bradbury 1995; Ono 1998; Van Widenfelt et al. 1997; Uçan, 2007; Amato and Previti, 2003; Wolcott and Hughes, 1999, Sucu, 2007, Yılmaz and Fidan, 2006). Furthermore, the increase of divorce is a negative effects on young generations. It has been revealed by statistics that the children of divorced individuals carry out a high rate of divorce in their marriages too. In such marriages, at the time of even the slightest disagreements between children and their parents, the easiest solution they are going to find is eventually a separation (Yörükoğlu, 1994: 104).

In recent years, almost all societies have experienced significant increases in divorce rates, as a result of the changes in family structure in parallel with the development of the technological, social and economic areas. Located between situational crises of contemporary life, the situation of divorce started to be frequently seen in our country and it is also increasing as in the Western societies (Uçan, 2007). Therefore, in order to examine the causes of divorce in this study, the planned study overall was to examine the country statistics in the correct proportion with the causes of the divorce rate of Karabük province in order to be able to find if the obtained results are in accordance with current recommendations.

METHOD

In the process of modernization and urbanization in Karabük province, the changes experienced in the socio-economic structure within the framework of marriage and divorce rates were the significant changes which were revealed by statistical data. According to the statistics of 2015 presented by the Turkish Statistical Institute in province of Karabük, the ratio of marriages has increased between 2002 and 2005, while a significant decline was recorded between 2006 and 2011. In 2002, the speed of marriage rate was recorded while being 8.83 in one thousand declined down to 6.86. The same statistical data, between 2002 and 2006, there was a decrease in the divorce rate. But there was a significant increase of divorce during the period between 2007 and 2011.

If the rate of divorce per one thousand was 1.27 in 2002, it significantly increased up to 1.79 (TSI, 2015). In this study, the causes of divorce in Karabük province were investigated through the analysis of 569 court cases. The Court from Karabük has officially taken the necessary permits from the Judges of the Civil Court of First Instance. The target of this study constitutes the divorce cases taken from the Judges of the Civil Court of First Instance from Karabük. The divorce cases from 2013 and 2014 were examined within the framework of official permission from the Judges of the Civil Court of First Instance from Karabük. In the first civil court of first instance and in the second civil court of first instance, between 2013-2014, there were 645 total amount of cases sued and 519 of cases whose results were determined (Table 1).

Table 1. The number of divorce cases in 2013-2014

Year	Opened Divorce Case Number	Examined Divorce Cases
2013	261	213
2014	359	306
Total	620	519

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According to 2013, there were 38 cases, and as of 2014, approximately 53 cases could not be reached for several reasons (lack of files in place, the absence in the archives etc.). By looking at the divorce petitions presented to the court in the divorce file together with decision taken by court, we can observe several reasons for divorce. Within the divorce petitions and involved decisions, things such as the marriage type, year of marriage, number of children are considered.

Research data, which was using the method of the tally sticks on the forms prepared by the researchers, were collected between January 18 and 22, 2015. The investigation related to why couples divorce in 2013 and 2014 was created based on cross tables.

RESULTS

According to the obtained results from the research, the couples applying to the court for divorce were averagely determined to be of 10.75 (SE= 8.92) years of marriage. As of 2013, the average duration of marriage was 10.33 (SE= 8.20) years, on the other hand, it was found to be 11.05 (SE= 9:39) for 2014. While years of marriage of a couple for 2013 were determined between 1 and 40 years, it varied between 1 and 46 years for 2014.

According to the age of the divorced couples examined in Table 2, the duration of marriages is displayed. Also, the examined cases reveal that the divorce usually takes place in the first year of marriage (30.6%), and it is possible to say that divorce rates are going down with a longer duration of marriage. The proportion of couples who divorced in the early years of the marriage does not differ according to 2013 and 2014 (2013: 30.5%; 2014: 30.7%). The result of chi-square analysis showed that there was no significant relationship between duration of marriage and number of cases during the period (X^2 =3.020; sd=5; p>0.05)   (Table 2).

Table 2. Duration of marriage according to age of the divorced couples

Duration of Marriage	2013		2014		Total	
	F	%	F	%	F	%
0 – 4 years married	65	30.5	94	30.7	159	30.6
5 – 9 years married	58	27.2	70	22.9	128	24.7
10 – 14 years married	35	16.4	54	17.6	89	17.1
15 – 19 years married	26	12.2	44	14.4	70	13.5
20 – 24 years married	14	6.6	15	4.9	29	5.6
25 years and more married	15	7.0	29	9.5	44	8.5
Total	213	100.0	306	100.0	519	100.0
X^2 =3.020; sd=5; p>0.05						

In divorce cases, 54.7% of the divorced couples stated that they had married with consultation, agreeing to marry, 38.9% had married with arranged marriage. The rate of the forced marriages was only 6.4%. Consultation, agreeing to marry rate was also high both for 2013 – 2014 compared to other forms of marriage (2013: 51.6%; 2014: 56.9%). There was no statistical relationship between marriage forms and cases years (X^2 =1.423; sd=2; p>0.05) (Table 3).

Table 3. Marriage Forms of the divorced couples on the basis of the years

Marriage Forms	2013		2014		Total	
	F	%	F	%	F	%
Arranged marriage	88	41.3	114	37.3	202	38.9
Consultation, agreeing to marry	110	51.6	174	56.9	284	54.7
Forced marriage	15	7.0	18	5.9	33	6.4
Total	213	100.0	306	100.0	519	100.0
X^2 =1.423; sd=2; p>0.05						

By looking at the number of children that the divorced couples have: The ratio of non-child pairs is 32.4%, with one child 27.7%, while 26.6% of them have two children. The number of five or more children is the lowest (2.1%). The obtained results do not alter by this year. It includes the couples who divorced in 2014. In 2013, both have high rates of non-child (2013: 37.1%; 2014: 29.1%). The couples with no children in divorce rates based on these results are higher than the couples with children (X^2 =5.035; sd=5; p>0.05) (Table 4).

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Table 4. Number of Children of the divorced couples on the basis of years

Number of Children	2013		2014		Total	
	F	%	F	%	F	%
No children	79	37.1	89	29.1	168	32.4
1	57	26.8	87	28.4	144	27.7
2	54	25.4	84	27.5	138	26.6
3	15	7.0	31	10.1	46	8.9
4	5	2.3	7	2.3	12	2.3
5 and more	3	1.4	8	2.6	11	2.1
Total	213	100.0	306	100.0	519	100.0
$X^2 = 5.035$; sd=5; p>0.05						

As a reason for divorce in the divorce cases of "incompatibility of temperament" indicators come forefront (43.5%). Apart from this "spiritually incompatible" (40.7%), "family members and non-fulfilment of their responsibilities towards home" (35.8%), "violence of the wife" (29.9%), and "the love between spouses" and "the end of respect" (25.2%) the ratio of those reasons is also high. Among the data of 2013 "incompatibility of temperament" (44.1%) being on the top, while "spiritually incompatible" follows with the rate of (40.7%) and "family members and non-fulfilment of their responsibilities towards home" (35.8%). Data for 2014 include "incompatibility of temperament" (39.9%) cause, equal proportions (38.2%) "Spiritually incompatible" and "violence from husband" follows. According to the chi-square analyses, the relationship between case year and "failure to fulfil responsibilities against to family members and home ($X^2 = 3.939$; sd=1; p<0.05)", "the end of love and respect ($X^2 = 4.022$; sd=1; p<0.05)", "irretrievable breakdown of marriage ($X^2 = 4.098$; sd=1; p<0.05)", "violence ($X^2 = 24.939$; sd=1; p<0.05)", "Financial distress ($X^2 = 16.710$; sd=1; p<0.05)" are significant (Table 5).

Table 5. Reasons of divorce on the basis of years

Reasons of Divorce	2013 (n=213)		2014 (n=306)		Total (n=519)		Chi-Square Test
	F	%	F	%	F	%	
Spiritual disagreements	94	44.1	117	38.2	211	40.7	$X^2 = 1.810$; sd=1; p>0.05
Failure to fulfill responsibilities towards family members and home	87	40.8	99	32.4	186	35.8	$X^2 = 3.939$; sd=1; p<0.05
The end of love and respect	44	20.7	87	28.4	131	25.2	$X^2 = 4.022$; sd=1; p<0.05
Irretrievable breakdown of marriage	104	48.8	122	39.9	226	43.5	$X^2 = 4.098$; sd=1; p<0.05
The bad habits of partners such as alcohol, drug addiction, gambling, etc.)	11	5.2	28	9.2	39	7.5	$X^2 = 2.871$; sd=1; p>0.05
The absence of vigorous debate and insult	60	28.2	71	23.2	131	25.2	$X^2 = 1.642$; sd=1; p>0.05
Violence	38	17.8	117	38.2	155	29.9	$X^2 = 24.939$; sd=1; p<0.05
Family older members' interference to the relationships of couples	28	13.1	39	12.7	67	12.9	$X^2 = 0.018$; sd=1; p>0.05
Psychological problems of one of the spouses	11	5.2	13	4.2	24	4.6	$X^2 = 0.239$; sd=1; p>0.05
Financial distress	31	14.6	92	30.1	123	23.7	$X^2 = 16.710$; sd=1; p<0.05
Adultery	28	13.1	42	13.7	70	13.5	$X^2 = 0.036$; sd=1; p>0.05
Spouse is in prison	2	0.9	1	0.3	3	0.6	$X^2 = 3.020$; sd=1; p>0.05

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DISCUSSION AND RECOMMENDATION

Divorce is a complex process that can be viewed from different perspectives. The current study shows that the causes of divorce depend on how individuals are linked to socioeconomic level (Amato and Previti, 2003). According to Kitson (1992), the socio-economic level of individuals is the reason for high divorce rate; moreover, the following factors are reported as the causes of divorce: lack of communication, conflicts of interests, conflict of individuals with low socio-economic level; more physical or emotional abuse, domestic problems, responsibility sharing, economic problems, husband's turn to alcohol and gambling cases.

In the last 50 years, a lot of research from different approaches by different disciplines was conducted in almost all countries in the world. Most of these studies conclude that psychological, physical and socioeconomic well-being indicators were destructive for those who has experienced divorce compared to those who did not experience divorce (Härkönen, 2013). With this study, in the province of Karabük, there was a need to evaluate the causes of divorce and divorce rates that resulted in the reduction of institutions, organizations, and nongovernmental organizations. The study was conducted to suggest the current recommendations. For this purpose, the 1st and the 2nd Criminal Court of First Instance put forward the reasons for divorce in 2013 and 2014, totally 519 divorce cases were investigated in both courts.

According to the results obtained from the study, the reasons such as incompatibility of temperament, spiritual incompatibility, violence from husband, failure to fulfil responsibilities against to family members and home were found to be the highest and most significant causes. This situation is in line with the literature (Karney and Bradbury 1995; Ono 1998; Härkönen, 2013; Van Widenfelt et al., 1997; Flying, 2007, Amato and Previti, 2003; Wolcott and Hughes, 1999, Crime, 2007, Yilmaz and Saplings, 2006, Flying, 2007) .

In order to succeed socially, the establishment of the family and society helps the development of healthy and balanced individuals: There is a need for formal and non-formal education of individuals who are getting married because marriage is like life. It is effective in the formation of healthy families; therefore, several training programs on different topics should be planned. So as to strengthen the families to raise awareness of young people, seminars concerning '"marriage and family life" 'panels, symposiums and training programs should be organized by both institutions and organizations as well as by universities. A study should be carried out to ensure the unity and solidarity of the family, revealing the importance of sharing family responsibilities. The education programs concerning marriage and family life should be prepared in various ways (within the family, school, adult education centres, mass media, etc.) which would be helpful to convey to young people. In every community, the importance of marriage and family life is extremely high, hence, there should be clearly demonstrated the policies created within the political field and along with the effective implementation. Within the creation of the necessary political infrastructure, mass media and social media as information technologies should create appropriate programs whose content would promote family values in order to prevent divorce. The establishment of responsible institutions and organizations, which can provide continuous service for both individual and family counselling centres, is primordial as well as the creation of Premarital Counselling Centres providing the consultation on necessary laws and regulations being established in each province. For the divorced couples, seminars should be given which would provide psychological support, particularly for mother and for father in order to assure care for children by minimizing the psychological pressure. Furthermore, if the need to divorce will occur despite the professional help, it will be useful for family members in the adaptation of new situations, but in case the marriage continues, it will eventually lead to a new restructuring of the marriage.

leads to a challenging profile of mood states. Themoodstructure of theseindividuals is complex (Akkök, 2003: 121-142).

The disabilities and the retardations in some of the abilities of the baby compared to her/his peers may cause shock, denial, and acceptance after a certain period of time on thefamily(Heiman, 2002; KandelandMerrick, 2007; Varol, 2010; Ergün and Ethem,2012; Hatun et al., 2016; Gören, 2016; Gül et al., 2017; Çelik and Ekşi, 2018).

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SOCIAL WORKER AS A MEMBER OF A MULTIDISCIPLINARY TEAM IN A SCHOOL SETTING
OKUL ORTAMINDA MULTİDİSİPLİNER EKİBİN BİR ÜYESİ OLARAK OKUL SOSYAL HİZMET UZMANI

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ABSTRACT

Schools are the systems that are open to society. It is impossible to solve the problems of students in school setting with reference to only students. It is clear that most of these problems are based on external factors such as family system and peer groups. School social service appeared in the US in 1906. One can see plenty of problems necessitating social service at schools, which are migration, child workers, the handicaps for the access to education and etc. School social service, which appeared as a result of a social need, adapts ecological theoretical view and empowerment approach as theoretical framework. School social service involves the interventions carried out in school setting. The organization and processes of each school are different. In this regard, the problems causing educational inequality in relation to the type of school, climate and culture will be different and school social service interventions will not be homogeneous. A school social service worker works as a part of a multidisciplinary team consisting of the principal, deputy principal, teachers, nurses, clerks and etc. Also, school social workers work under the principal at schools and they are supposed to apply 20-60-20 theory of school change so as to increase students' academic success. With the efforts of school social service workers, the climate and academic culture of a school will improve in a positive way. Revealing school social service workers' affairs with the other workers and laying out their duties and responsibilities together with their ethical rules are the main purposes of the current paper. In order to realize the aforementioned purposes, both international and local literature related to social work were reviewed. Today, school social service workers have not been assigned to work at schools in Turkey yet. There is a need for school social workers to minimize the internal, external and social behavioral problems of students. Education as a social equalizer undertakes important tasks. To this end, the tasks of school social service workers are crucial in order students to have equal opportunities at schools.

Keywords: School Social Service Worker, Multidisciplinary Team, Equality in Opportunities, Social Work

ÖZ

Okullar topluma açık sistemlerdir. Okul ortamında öğrencilerin yaşadıkları problemleri sadece öğrencilerden hareket ederek çözemeyiz. Birçok problemin aile sistemi, arkadaş sistemi gibi öğrenci dışı kaynaklı olduğunu görmekteyiz. Okul sosyal hizmeti 1906 yılında Amerika'da ortaya çıkmıştır. Okul sosyal hizmetinin ortaya çıkmasını gerektiren göç, çocuk işçiler, eğitime erişim engelleri vb. birçok problemin var olduğunu görmekteyiz. Toplumsal bir gerekliliğin sonucu olarak ortaya çıkan okul sosyal hizmeti, ekolojik teorik bakış açısı ve güçlendirme yaklaşımını, kuramsal çerçeve olarak benimsemektedir. Okul sosyal hizmeti okul ortamında gerçekleştirilen sosyal hizmet müdahaleleridir. Her okulun organizasyonları ve süreçleri birbirinden farklıdır. Bu açıdan okulun türü, iklimi ve kültürüne bağlı olarak eğitimsel fırsat eşitsizliğine neden olan problemler farklılaşacak ve okul sosyal hizmeti müdahaleleri de türdeş olmayacaktır. Okul sosyal hizmet uzmanı okul ortamında okul müdürü, müdür yardımcısı, öğretmen, hemşire, memur vb. multidisipliner bir ekibin üyesi olarak çalışmaktadır. Aynı zamanda, okul sosyal hizmet uzmanı okul ortamında müdürün emri altında çalışır. Okul sosyal hizmet uzmanı, öğrencilerin akademik başarılarının artması için 20-60-20 Okul Değişim Kuramını başarılı bir şekilde uygulayabilmelidir. Okul sosyal hizmet uzmanının yapacağı çalışmalarla okulun kültürü ve iklimi olumlu yönde gelişecektir. Okul sosyal hizmet uzmanının diğer çalışanlarla olan ilişkilerini, görev ve

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sorumluluklarını, etik kurallarını ortaya çıkartmak bu çalışmanın amacıdır. Çalışmanın bu amacını gerçekleştirmek için yerli ve yabancı okul sosyal hizmeti literatürü taranmıştır. Günümüzde, Türkiye'de okul sosyal hizmet uzmanları hala okullarda görevlendirilmemiştir. Öğrencilerin içsel, dışsal ve sosyal davranış problemlerinin en aza indirilmesi için okul sosyal hizmet uzmanlarına gereksinim vardır. Toplumsal eşitleyici olarak eğitim önemli görevler üstlenmektedir. Öğrencilerin okulda eşit imkânlara sahip olabilmesi için okul sosyal hizmet uzmanlarının üstleneceği görevler önemlidir.

Anahtar Kelimeler: Okul Sosyal Hizmet Uzmanı, Multidisipliner Ekip, Fırsat Eşitliği, Sosyal Hizmet

INTRODUCTION

While educational institutions are usually open to every individual, due to some reasons such as the geographical structure of some regions are unfavorable, demographic structure and differences between regions, everyone cannot benefit equally from the state institutions (Gül, 2018: 3). As nation states have their own educational and school systems, there appear different philosophical foundations on which these systems are based. States have their own education systems that are unique, also the insights and applications related to education differ from one state to the other one (Şişman, 2012: 84). Nowadays education institutions in all countries, especially in secondary school level, are categorized into different groups based on the education type they provide. The present differentiation ends up with the result that students compete with each other in different tracks. Studying at higher education institutions for the graduates of Science High Schools and Vocational-Technical Anatolian High Schools changes depending on the factors that are about a student's physical and intellectual surrounding.

As a part of occupational responsibility, since the day it was founded, social work has participated in setting up social policies that have influence on well-being and prosperity of the people in need (Danış, 2007: 52). Hence, social work is an area where interaction tension is high and stress level is very intense (Işıkhan, 2018: 28). School social service, as a branch of social work, appeared as a solution to internal and external social problems arising at educational context.

School social service is an applied branch of social work which focuses on behavioral problems of students originating from various factors and academic success. (Dağ, 2018: 23). School social service workers fulfil their duties in very vulnerable regions related to students; therefore, their duties might be quite complex (Costable, 2008). Social workers serving in the school environment undertake important roles and responsibilities in helping students' mental health and behavioral problems, together with contributing to the mental health of children positively. Social workers embracing ecological theoretical approach carry out research at district, school, home and society levels by examining students in terms of their natural systems (Kılıç and Özkan, 2015: 166). School social service workers are significant members of training team in a school setting. They organize activities so as to improve external, internal, social and special-education specific development of students in cooperation with teachers, administrators, school counselors, psychologists and families (Özbesler and Duyan, 2009: 21). The literature review indicates that school social service workers have various roles and duties at schools (Wettenstein, 2013: 21). School social workers conduct teamwork that makes consultation possible with other staff at schools, and undertake different roles in direct services, exchange of views and program development processes **(**Constable and Alvarez**,** pp. 124**;** Poppy, 2012: 18). If principals, deputy principals, school counselors, assistant staff and school social service workers work in harmony in a school setting, more efficient services can be given for the benefit of students.

The purpose of this study is to reveal the connection between the culture and climate of a school and the interaction among the school principal, deputy principals, school counselors, teachers and school social service workers, as members of a multidisciplinary team, in the renewal activities. In every single school, decision-making process in favor of students is influenced by school culture and climate. In this regard, the position of a school social service worker, as a member of a multidisciplinary team in the decisions in favor of students, is discussed and it is be argued how a school social service worker can get the support of the principal, deputy principals and teachers in order to change the culture and climate of a school.

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1. ORGANIZATION STRUCTURE OF SCHOOL

Today, in the management approach, both strong organizational culture and open organizational climate are of great importance. Efficient and trust-based school climate and culture are directly related to the outputs of school activities. There is not a magic stick to change the climate and culture of a school quickly and easily; on the contrary, this change requires a continuous process in a long-term (Uysal, 2015: 81). The climate and culture of a school is a structure which is affected from many factors such as the environment of school, the expectations of students and their families, the academic success of school, absence and dropout rates of students.

Education, teaching and learning process is a complex task with many inputs and outputs. There are many different factors that affect these processes (Doğan, 2004: 84). In today's school systems, students are categorized in a range of different tracks and skills. The most promising high schools put their students in college preparatory courses, the others continue their training with basic or occupational classes (Zastrow, 2014: 470). The organization and processes of schools aiming to train students towards different skill groups are different from each other. The knowledge of organization and processes of a school, in terms of school social service, will lead to more accurate and faster activities in favor of students (Dağ, 2017: 74). With reference to the philosophy of social justice and social equality, the effective functioning of a school's organization and processes will contribute positively to school culture and climate.

Nowadays, the most important problem that principals and school social service workers encounter is to change the culture and climate of a school when they slow down the progress of a school. There are some basic factors which are effective while identifying the culture and climate of schools (Dupper, 2013: 22). A school social worker should be informed about the different climates of schools. It is very difficult to make effective interventions without the knowledge of the school's cult ure and climate. A social worker should be well-acknowledged about formal and informal power sources at school and its neighborhood. School is not a process which is made up by the interaction between students and teachers (Dağ, 2018: 34-39). Conversely, school is an open system to the environment. Both it is affected by the environment and it affects the environment. The culture and climate of schools are affected by lots of factors such as academic success of students, their absence rate and their behavioral disorders.

1.1 School Culture

Schools have a very important and indispensable place in teaching the cultural heritage of societies to future generations and accomplishing the students' to realize their social and economic roles successfully. While it is not possible to imagine schools separately from the social environments in which they are located, schools are also expected to renew the culture (Karadağ and Özdemir, 2015: 261). In this respect, it is necessary to adopt a school culture where knowledge is seen and produced as the main value and everyone shares their experiences and learns mutually. It can be advocated that such kind of a school culture might exist in a management philosophy called "learning organization" (Terzi, 2011: 79). The adoption of a positive school culture will enable the education to reach its goals more easily. Besides, it will increase the satisfaction of workers, students and parents.

The 60th article of the regulation on primary education institutions and the 5th article of the regulation on high schools by Turkish Ministry of Education clearly point out that "a principal runs a school" For this reason, a principal must also run school culture with different administration activities (Özdemir, 2006: 418). Additionally, both teachers and administrators are supposed to act in harmony with organization values in a positive school culture (Şahin-Fırat, 2010: 75). A possible disorder between school officials and organizational values will lead to management problems.

While improving school culture, the first duty of a school administrator is to make contribution to the emergence of an efficient school culture. As a consequence of this situation, formal and non-formal dimensions of a given educational institution will be integrated with each other. Administrators, teachers and students are naturally proud of their schools. Likewise, the parents of these students sometimes feel a kind of similar proud. Shared emotions facilitate adaptation and intimacy among administrators, teachers, students and their parents (Özdemir, 2006: 418). Undoubtedly, Schools cannot be separated from their surroundings and positive school climate will facilitate the integration with the environment. The essential elements of a strong school culture whose formal and non-formal structures such as staff, students and parents are integrated are listed below.

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Table 1. The Essential Elements of a Strong School Culture

a. *Shared values of school*	*Shared common values in a school setting are open to stakeholders and spread into all activities of school. Shared common values are often uncodified and these values usually appear in the planned activities of school. Shared values drive administrators, teachers and students in lots of different activities such as lesson plans, teaching / learning methods, time planning and rewarding.*
b. *Humor and Joy*	*The degree of joy in a school is directly connected to a strong school culture. Humor and happiness are an expression of the experience of individuals at school in the face of difficulties.*
c. *Shared Stories*	*There are some old stories in every institution, including educational institutions. The stories which have been told for a long time are related to school culture. These stories, which are described as legend, reflect the historical face of the school. These stories not only entertain, but also motivate workers, students and parents. Moreover, stories and urban legends play a binding and unifying role among the stakeholders.*
d. *Social Communication Networks*	*Schools have a communication network aiming to let people know "What is going on at the school?"*
e. *Commemorate and Celebration Ceremonies*	*The rituals of a school are school activities. Celebration ceremonies aim to commemorate heroes and legends, together with important events in the school's past.*
f. *The Relations between the Stakeholders*	*Teachers, who have positive communication with their colleagues, will help each other and share their professional experience. Constructive social relations in an educational institution will lead to success.*

Source: Özdemir, 2006: 415-416 (as cited in Pawlas, 1997)

Table 1 displays the essential elements which are necessary to unveil a strong school culture. School culture is an important factor affecting the behavior of students, teachers and parents. From this point of view, the culture of a school should be used in the activities to be carried out in the school. In order for the changes in a given school to be successful, the values preventing the change should be eliminated and the values providing change should be placed (Doğan, 2004: 89). In the schools where culture is strong and cooperation, supporting and success are focal points, school culture is expected to increase academic success of the students; on the other hand, the school cultures having negative features are expected to decrease their academic success (Demirtaş, 2010: 6). School social service workers who are present at school and members of a multidisciplinary team are aware of what needs to be done in order to establish a strong school culture. They are initially supposed to detect some negative factors having a negative impact on school culture such as absence, dropout, behavioral problems and etc., then transfer professional knowledge and competences of social work into school setting.

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1.2 School Climate

Today, educational institutions should have an effective learning perspective in the emergence of the student profile who has a self-confidence, believes in the benefit of cooperation, has the capacity to nominate his / her thoughts and ideas to the future of the society, questions his / her environment and aims at the multi-faceted development in general. For this target, a positive learning and school climate must be created at schools first (Karadağ, İşçi, Öztekin and Anar, 2016: 112). It can be noted that the school climate positively impacts social relationships between teachers, school administrators and stakeholders as well as students (Çalık, Kurt and Çalık, 2011: 80). In other words, the climate of a school appears as an organizational feature which affects and influences every stakeholder, including teachers, students, school administrators and parents (Çalık and Kurt, 2010: 167). As educational institutions, schools bear significant duties in both transferring social values, as a part of educational mission, to students who are the future of a given country and teaching universal accumulation of knowledge, as a part of teaching mission. The school climate influences the success of schools in fulfilling their duties in the society (Şenel and Buluç, 2016: 2). The positive school climate will enable the education to fulfill its targets more easily and functionally.

From the perspective of school social service, school climate is vital since it has impact on general operation of school; that is to say, positive school climate means less problems and higher academic success level. In negative school climate, students are usually expected to have more problems and lower academic success (Dağ, 2017: 80). Today, the school climate of qualified high schools and the ones accepting students according to their locations differ from each other. The most visible indicators of a positive school climate are higher academic success expectation, less behavioral problems and minimum absence rates to classes. Besides, positive school climate will enable staff, students and parents to embrace their institution.

2. 20-60-20 THEORY

Schools offer a formative experience for children. Depending on the child's experience, school can become a paradise or a terrible place (Openshaw, 2008). One way of making systematic change in favor of vulnerable student groups in school setting is to use the 20-60-20 theory of school change (Dupper, 2013: 26). This theoretical approach provides convenience to social workers for the activities to be carried out for the sake of students in school setting. According to this approach, the staff working in school setting are basically categorized into three groups. In the first group, there are blockers, the second group, which is majority, consists of regular folks and third group contains people who are volunteer to the activities in favor of students, namely mediators for change.

Table 2. The Ration and Behavior Patterns among School Workers

Blockers 20%	*"They actively try to sabotage any attempted change in school policy and programs, they also try to discredit people who want to make a change, including social workers."*
Regular Folks 60%	*"They usually adopt a "wait and see" attitude against any proposed changes. They remain neutral until the change is proven to be beneficial"*
Mediators of Change 20%	*"This group will be the main support group for social workers to make systematic changes in a school."*

Source: Dupper, 2013: 26-27.

When Table 2 is examined, it is explicitly seen that the staff working in a school setting is basically categorized into three groups. The staff included in the group of "blockers" try to hinder any possible enterprises. It is really difficult to convince this kind of people. These people usually resist to the decisions to be given for the advantage of students since they believe that it is unnecessary to take steps for enterprise. Hence, school social service workers must try to convince regular folks, the teachers who are neutral in this context, in order to realize the change (Dağ, 2017: 85). Due to the fact that school social service workers cannot alter blockers, they must organize activities for the advantage of students by pulling regular folks and mediators for change towards their side.

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Table 3. The Application of 20-60-20 Theory

"Mr. Soner, who works in a secondary school as a school social service worker, put on the table that some students bullied their peers at the school and questioned possible solutions to prevent this problem in the meeting of branch teachers in the 2nd academic term. He pointed out the significance of the issue when he talked about the problem with the principal before the meeting, managed to put the problem as an agenda topic in the meeting and received the support of the principal. In the meeting, the "blockers" stated "this problem takes place everywhere that humans live and it cannot be prevented". The school social service worker, Mr. Soner, convinced "mediators of change" on the issue that bullying needed to be taught to the students conceptually and some seminars needed to be given about what must be done while facing any bullying actions. Besides, he tried to inform what the principal and "mediators of change" could do in order to enable "regular folks", who stand for 60% in the given category, to participate in the activities to be organized against bullying actions. Mediators of change and regular folks prepared "Anti-bullying School" posters under the leadership of Mr. Soner and caught the attention of the students towards the issue. Also these people organized a contest of drawing about bullying and shared the best picture describing bullying with all of the students. Moreover, Mr. Soner conducted seminars to the parents about "Anti Bullying School" slogan and enlightened the parents about bullying."

Source: Dağ, 2017: 86.

Table 3 reveals how a school social service worker uses 20-60-20 theory of school change effectively in a school setting. 20-60-20 theory of school change guides and enables school social service workers in the activities they want to realize.

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CONCLUSION

Regarding that schools are the systems which are open to society, the behavioral problems arising at schools are originated from family systems of students or their peer systems. School social work is the social work interventions carried out in school environment by acting in an ecological theoretical perspective. Educational institutions are important social equalizers in the society enabling horizontal and vertical mobility.   All states plan a formal education system which is suitable for all students. A standardized education system may be disadvantageous owing to the reasons arising from the individual situation of some students. To this end, school social service appeared in the US in 1906.

School social service takes place in the institutions whose aim is education. In a school,   the principal, deputy principal, psychologist, school counselor, classroom teachers and school social service workers work as team members. A school social service worker works under the direction of the principal in a school setting as a member of a multidisciplinary team.

Academic success of a school changes in accordance with the climate and culture of the school based on the rates of absence, disciplinary punishments, the value given to the school by the parents and performances of teachers. In this regard, in a positive school culture and school climate, academic achievement will increase, teachers and students will have more sense of belonging, and behavioral problems will decrease.

School social service workers must be able to effectively apply 20-60-20 theory of school change in school board meetings and short meetings so as to make decisions in favor of students and put these decisions into practice. Since school social workers cannot change "blockers", they plan activities in favor of students by pulling "mediators of change" and "regular folks" towards their side.

School social service workers are the members of a multidisciplinary team; in other words, they are the professionals who make positive contributions to the culture and climate of a school by applying 20-60-20 theory of school change via convincing the principal. It is an undeniable fact that school social service workers are significant parts of the team working for the aim of increasing academic success of students (the principal, deputy principal, psychologist, class teachers, school counselor and school social service worker).   In Turkey, school social service needs to be in practice for the adaptation of the students to the environment in terms of ecological system approach and empowering school counseling services. The establishment of school social services and the employment of school social service workers will help to reduce the social problems experienced by students in the school setting.

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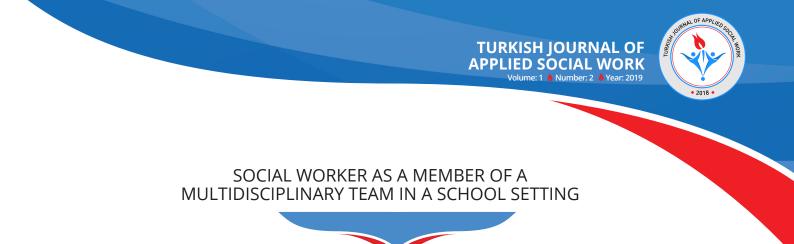## MULTIDISCIPLINARY TEAM IN A SCHOOL SETTING

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ZUSAMMENHANG ZWISCHEN GEWALT UNTER GLEICHALTRIGEN UND DEM GRAD AN SELBSTWERTGEFÜHL BEI KINDERN: EINE FELDSTUDIE

ÇOCUKLARDA AKRAN ZORBALIĞININ BENLİK SAYGISI DÜZEYİYLE İLİŞKİSİ: BİR ALAN ARAŞTIRMASI

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ZUSAMMENFASSUNG

Diese Arbeit wurde mit dem Ziel durchgeführt, den Zusammenhang zwischen der Gewalt unter Gleichaltrigen und dem Grad an Selbstwertgefühl zu erforschen. Die Studie fand im Zeitraum zwischen dem 24. April und 11. Mai 2018 an einer Mittelschule im Stadtteil Kuştepe, Kreis Şişli, mit 112 freiwilligen Schülern statt. Im Rahmen der Studie wurden der Fragebogen „Gewalt unter Gleichaltrigen, Fragebogen zur Selbsteinschätzung" und die „Selbstwertgefühl-Skala nach Coopersmith, Kurzformblatt" angewandt. Die Analyse der Daten erfolgte unter Zuhilfenahme des Statistikprogramms SPSS 20. Bei der Auswertung der Daten wurde auf die Verwendung von Häufigkeitstabelle, Chi-Quadrat-Test sowie One Way Anova-Test zurück gegriffen. Die Ergebnisse der Untersuchung wiesen eine statistisch signifikante Dispariät zwischen Gewalt unter Gleichaltrigen und Selbstwertgefühl auf. Es konnte gezeigt werden, dass die Gruppe mit dem höchsten Wert beim Selbstwertgefühl der Gruppe entsprach, die in keiner Weise in Gewalt unter Gleichaltrigen involviert war. Eine deutliche Abweichung im Vergleich zwischen der Gewalt unter Gleichaltrigen und dem Geschlecht sowie dem Leistungsniveau konnte nicht festgestellt. Die Ergebnisse zeigen einmal mehr die Wichtigkeit und Notwendigkeit schulischer Angebote, die sich bei Gewaltprävention und Steigerung des Selbstwertgefühls und Leistungsniveaus die Berücksichtigung des Einzelnen in seinem Umfeld zur Aufgabe machen.

Schlüsselwörter: Gewalt unter Gleichaltrigen, Selbstwertgefühl, schulische Sozialarbeit

ÖZ

Bu çalışma akran zorbalığının benlik saygı düzeyiyle ilişkisinin araştırılması amacı ile yapılmıştır. Araştırma 24 Nisan-11 Mayıs 2018 tarihleri arasında Şişli semti Kuştepe mahallesinde bulunan bir ortaokulda gönüllü 112 öğrenci ile gerçekleştirilmiştir. Araştırmada "Akran Zorbalığı Ölçeği Kendini Bildirim Formu" ve "Coopersmith Benlik Saygısı Ölçeği Kısa Formu" kullanılmıştır. Araştırma verileri Spss 20 İstatistik programı ile analiz edilmiştir. Değerlendirmelerde frekans tablosu Ki-Kare Testi, One Way Anova Testi kullanılmıştır. Araştırma sonuçlarına göre akran zorbalığı ve benlik saygısı arasında istatistiksel olarak anlamlı bir farklılık bulunmaktadır. En yüksek benlik saygısı puanına sahip grubun hiçbir şekilde akran zorbalığına karışmayan grup olduğu tespit edilmiştir. Akran zorbalığı ile cinsiyet ve başarı düzeyi arasında anlamlı bir farklılık tespit edilememiştir. Tüm bu sonuçlar akran zorbalığının önlenmesi, benlik saygısının ve okul başarısının arttırılması noktasında bireyi çevresi içinde ele alan okul hizmetinin önemini ve gerekliliğini bir kez daha göstermektedir.

Anahtar Kelimeler: Akran Zorbalığı, Benlik Saygısı, Okul Sosyal Hizmeti.

EINFÜHRUNG

Seit den 1970er Jahren ist Gewalt unter Gleichaltrigen ein Thema, über das in unterschiedlichen Ländern in Nordamerika, Europa, im fernen Osten usw. geforscht wird. Es wurde beobachtet, dass die Exposition gegenüber Gewalt unter Gleichaltrigen im schulischen Umfeld in allen Altersgruppen verbreitet war und die Prävalenzrate zwischen 10 und 20% schwankte (Uludağlı und Uçanok, 2005). Gemäß einer Studie zur Täter/Opfer-Beziehung mit mehr als 130.000 norwegischen Schülern waren 15% (84.000) der 7- bis 16-jährigen entweder Opfer oder Täter. Dabei wurden ungefähr 9% (52.000) der Schüler als Opfer und 7% (41.000) als Täter definiert. 9.000 Schüler waren sowohl Opfer als auch Täter. 5% aller Schüler sind mindestens einmal pro Woche als Täter, Opfer oder Täter/Opfer an gewalttätigem Verhalten beteiligt (Olweus, 1997).

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Gewalt wird definiert als ständiges, bewusstes und gewolltes Schädigen oder Stören einer Person durch das Ausüben physischer, verbaler oder psychischer Macht durch eine oder mehrere Personen. (Bayraktar, 2012). Ein über einen langen Zeitraum auftretendes, ständiges und regelmäßiges negatives Verhalten eines Schülers gegenüber einem anderen Schüler, bei dem eine Täter-Opfer-Beziehung entsteht, nennt man Peer-Mobbing oder Gewalt unter Gleichaltrigen (Olweus, 1997). Nach Uludağlı und Uçanok (2005) bezeichnet man Gewalt unter Gleichaltrigen als andauernden physischen, verbalen oder psychischen Druck, der bewusst durch ein oder mehrere Kinder auf ein anderes Kind ausgeübt wird. Während man unter physischer Gewalt Schlagen, Treten, Schubsen, das Wegnehmen persönlicher Dinge oder ähnliches Verhalten versteht, kann man beispielhaft für verbale Gewalt das Benutzen beleidigender Spitznamen und Bedrohungen anführen (Bayraktar, 2006; Yıldırım, 2012). Yurdal und Cenkseven (2007) haben in ihrer Studie herausgefunden, dass die verbreitetste Form der Gewalt die verbale Gewalt darstellt. Unter psychischer Gewalt versteht man beispielsweise Ausgrenzung, Vereinzelung und die Verbreitung von Gerüchten (Bayraktar, 2006, Yıldırım, 2012). „Missbrauch/Gewalt ausübende Personen werden im allgemeinen als Gewalttäter (bully), die davon betroffenen Personen als Opfer (victim) bezeichnet. Eine andere Gruppe von Kindern weist zeitweise Gewaltverhalten auf, kann aber zeitweise auch Gewalt ausgesetzt sein." (Kapcı, 2004). Einige Untersuchungen wiesen darauf hin, dass Opfer und Gewalttäter nicht in vollkommen voneinander unabhängigen Kategorien anzusiedeln sind, und dass ungefähr die Hälfte der Gewalttäter gleichzeitig auch Opfer sind. (Kapcı, 2004). Ergebnisse von Studien, die sich mit der Gruppe der sogenannten Opfer-Täter (aggressive victim) beschäftigte, zeigten, dass die gewalttätigen Opfer sowohl eine hohe Gewaltbereitschaft aufweisen als auch in hohem Maß von Depressionen betroffen sind. In den Bereichen schulische Kompetenz, positives Sozialverhalten, Selbstkontrolle, soziale Akzeptanz und Selbstwertgefühl weist diese Gruppe eine niedrige Punktzahl auf (Bayraktar, 2006).

Die wichtigsten Ursachen für Gewalt lassen sich nach Ünalmış und Şahin (2012) wie folgt angeben:

- Die Kinder lernen von dem im häuslichen Umfeld erlebten Gewaltverhalten und nehmen sich mit der Zeit diese Verhaltensweise als Vorbild.
- Die schwachen Verbindung innerhalb der Familie führen mit der Zeit dazu, dass das Kind negatives Verhalten gegenüber Gleichaltrigen und anderen Erwachsenen entwickelt.
- Kinder, die in ihrer Familie negative Einstellungen und Verhaltensweisen sowie Zurückweisung erfahren, können mit der Zeit negative Verhaltensweisen zeigen und gegenüber anderen Kindern Gewalt ausüben.
- Kinder, die ein geringes Selbstwertgefühl aufweisen, können mit der Zeit gewalttätige Verhaltensweisen zeigen, um Aufmerksamkeit zu erregen oder sich selbst stark zu fühlen.

Im Hinblick auf Studien zur geschlechtsspezifischen Gewalt unter Gleichaltrigen können folgende Aussagen getroffen werden: In einer Studie von Yurtal und Cenkseven (2007) mit Grundschülern konnte beobachtet werden, dass Jungen im Verhältnis zu Mädchen häufiger von Gewalt betroffen sind und dass Jungen häufiger Gewaltverhalten zeigen. Die Arbeit von Alkaya und Avşar (2017) weist darauf hin, dass sich geschlechtsspezifische Unterschiede bezüglich der Opfer- oder Gewalttäterrolle finden lassen. In ähnlicher Weise zeigt die Studie von Ayas und Pişkin (2011), dass das Geschlecht eine wichtige Komponente bei der Gewalt gegenüber Gleichaltrigen darstellt. Im Gegensatz zu den genannten Beispielen konnte in der Untersuchung von Uludağlı und Uçanok (2005) festgestellt werden, dass in Bezug auf eine Exposition gegenüber Gewalt keine geschlechtsspezifischen Unterschiede erkennbar waren. Auch Külcü (2015) stellte in seiner Arbeit fest, dass es keinen deutlichen Einfluss des Geschlechts auf gewalttätiges Verhalten gegenüber Gleichaltrigen gibt.

In Bezug auf Studien, die sich der Beziehung zwischen Leistungsniveau und Gewalt unter Gleichaltrigen widmen, kann man feststellen, dass es hier zu unterschiedlichen Ergebnissen kam. So hat beispielsweise die Untersuchung von Kılıç (2009) einen deutlichen Bezug ermittelt und trifft die Aussage, dass je höher das schulische Leistungsniveau steigt, das Gewaltverhalten desto weniger wird. Ayas und Pişkin (2011) haben in ihrer Studie festgestellt, dass die geringste Gewaltbereitschaft und die geringste Betroffenheit von Gewalt in der Gruppe der Schüler, die in Anadolu Gymnasien unterrichtet werden, anzutreffen ist. Im Gegensatz dazu haben Uludağlı und Uçanok (2005) herausgefunden, dass das Leistungsniveau der Kinder, die Gewalttäter oder Opfer sind, nicht niedriger ist als das anderer Kinder. Nach den Ergebnissen einer anderen Studie zur Gewalt unter Gleichaltrigen kommt es sowohl in öffentlichen als auch in privaten Schulen zu Mobbing, wobei das Mobbing jedoch in unterschiedlichem Maße stattfindet (Al-Raggad u A. 2017).

Bei Kindern, die in ihrer Schulzeit Gewalt durch Gleichaltrige ausgesetzt waren, treten sowohl kurz- als auch langfristig vielfältige Folgen auf. Bei gewalttätigen Schülern wurde festgestellt, dass sie Aufmerksamkeitsdefizite, ein niedriges Selbstwertgefühl, Verhaltensauffälligkeiten und schlechte schulische Leistungen aufweisen und langfristig im Verhältnis zu nicht gewalttätigen

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Schülern häufiger zu kriminellem Verhalten, Drogensucht und Selbstmordgedanken neigen. Bei den Opfern hingegen lassen sich physische Kraftlosigkeit, Depressionen, ein niedriges Selbstwertgefühl, Verschlossenheit, schlechte schulische Leistungen, intensive Angstgefühle und Schulangst nachweisen. Wenn diese Opfer später Eltern werden, kann es dazu kommen, dass sie das in der Vergangenheit erlebte Gewaltverhalten mit dem Verhalten ihrer Kinder in Verbindung bringen und dazu neigen, im Umgang mit ihren Kindern unverhältnismäßig zu reagieren. Zudem können sie als Eltern, die ihre Kinder zu sehr beschützen wollen, die Entwicklung ihrer Kinder bezüglich der Problemlösungskompetenz behindern, ihre Kinder in eine Passivität drängen und so mit ihrer Erziehung für die Entstehung zukünftiger Opfer und somit für die Fortsetzung des Täter-Opfer-Teufelskreises sorgen (Gökler, 2009; Yurtal und Cenkseven, 2007).

Das Selbstwertgefühl, das sowohl die Quelle als auch das Ergebnis von Gewalt unter Gleichaltrigen darstellt, ist Ausdruck der subjektiven Bewertung der eigenen Person und ihrer Zufriedenheit. Ob das Selbstwertgefühl hoch oder niedrig ist, hängt mit den Gefühlen und Verhaltensweisen einer Person zusammen. Während Menschen, deren Selbstwertgefühl hoch sind, sich selbst wertvoll finden und mit sich selbst zufrieden sind, sich respektieren und von anderen akzeptiert werden, haben Menschen mit niedrigem Selbstwertgefühl Probleme, ihre eigenen Fähigkeiten zu erkennen, und setzen sich Ziele unterhalb dessen, was sie eigentlich leisten könnten. Sie leben in ständiger Angst vor Ablehnung und zeigen eine starke Neigung, die Aufmerksamkeit anderer zu erregen (Oktan und Şahin, 2010). „Daneben gibt es sehr viele Studien, die die Beziehung zwischen niedrigem Selbstwertgefühl und Essstörungen, Drogensucht, depressiven Verstimmungen, negativem Lebensgefühl und einer generell fehlenden postiven Lebenseinstellung sowie einer Neigung zum Selbstmord aufzeigen." (übersetztes Zitat: Oktan und Şahin, 2010).

Zusammenfassend kann gesagt werden, dass es sich bei der Gewalt unter Gleichaltrigen um einen Tatbestand handelt, der sich auf die Gewalttäter, Opfer und auch auf die Opfer-Täter in psychologischer, physischer und sozialer Hinsicht negativ auswirkt und dessen Folgen langfristig wirksam bleiben. Aus diesem Grund hat sich Gewalt unter Gleichaltrigen bei den im Rahmen der schulischen Sozialarbeit relevanten, auf die Erfassung des Individuums in seinem Umfeld und auf die Sicherung seiner biopsychosozialen Zufriedenheit ausgerichteten sozialen Berufen zu einem sehr wichtigen Thema entwickelt. Das Ziel der vorliegenden Untersuchung ist es, den Zusammenhang zwischen der Gewalt unter Gleichaltrigen und dem Grad an Selbstwertgefühl zu ermitteln, das Thema aus der Perspektive der Sozialarbeit zu bewerten und daraus Vorschläge zu entwickeln, um einen Beitrag zur Lösung des Problems zu leisten.

METHODIK

Bei der Untersuchung verwendete Modelle

Bei der Untersuchung wurde als qualitative Untersuchungsmethode eine Querschnittsstudie durchgeführt. Bei diesem Modell wird untersucht, ob zwischen mehreren Variablen Beziehungen bestehen. In der vorliegenden Studie wurde das Vorhandensein einer Beziehung zwischen Gewalt unter Gleichaltrigen und dem Selbstwertgefühl untersucht.

Befragung im Rahmen der Untersuchung und Zeitraum der Datenerhebung

Die Studie wurde zwischen dem 24. April und dem 11. Mai 2018 mit 112 Freiwilligen in einer Sekundarschule im Stadtteil Kuştepe im Kreis Şişli durchgeführt. An der Befragung beteiligten sich Schüler der 6., 7. und 8. Klasse. Jede Klasse war in sich in A-, B-, C-, D-Gruppen unterteilt. Bezüglich der Verteilung der Schüler in Gruppen wurde sowohl mit der Schulleitung als auch mit den Lehrern Gespräche durchgeführt. Es stellte sich heraus, dass sich unter den Schülern der Gruppe A die Schüler mit den meisten Leistungsbescheinigungen (Anerkennung für besondere Leistung, Dank für vorbildliches Verhalten) befanden.

Instrumentarien zur Datenerhebung

Im Rahmen der Untersuchung wurden zwei unteschiedliche Skalen benutzt. Bei der einen handelt es sich um die von Kutlu und Aydın (2010) entwickelte „Peer-Mobbing-Skala, Selbsteinschätzungsformular". Diese Skala besteht aus 45 Items, die dazu dienen, Täter und Opfer voneinander abzugrenzen. Hierbei handelt es sich um eine fünfstufige Likert-Skala, die sich aus den 3 Merkmalen Täter, Opfer und Außenstehende/Füller (Dolgu??) zusammensetzt. Die Items 36, 24, 38, 42, 26, 32, 29, 20, 44, 18, 2, 14, 6, 9, 15 und 27 bilden die Unterskala Opfer; die Items 21, 33, 45, 30, 23, 41, 12, 4, 35, 3, 8, 39 und 17 die Unterskala Täter. Innerhalb der Unterskalen wurden die Werte addiert, und daraus wurde der Mittelwert gebildet. Oberhalb des jeweiligen Mittelwerts +1 erfolgte die Identifikation als Täter bzw. Opfer, Teilnehmer, die in beiden Unterskalen einen hohen Wert erhielten, wurden der Untergruppe Opfer-Täter zugeordnet. Mithilfe der Chronbachs-Alpha-Abfolge wurde die

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Werte .86 für Opfer, .83 für Gewalttäter und .70 für Außenstehende/Füller errechnet.

Um den Grad an Selbstwertgefühl der Teilnehmer festzustellen, wurde die "Selbstwertgefühl-Skala nach Coopersmith, Kurzformblatt" benutzt. Die von Stanley Coopersmith entwickelte und in der Türkei von Turan und Tufan (1987) auf ihre Allgemeingültigkeit und Zuverlässigkeit getestete Skala misst das allgemeine Selbstwertgefühl von Jugendlichen hinsichtlich gleichrangiger Beziehungen, Beziehungen zu den Eltern, zur Schule und persönlicher Interessen. Die Zuverlässigkeit der Skala wird mit 0.76 angegeben. Die Skala besteht aus 25 Items, bei denen jeweils „entspricht mir" oder „entspricht mir nicht" angekreuzt werden können. Erwartete Antworten erhalten 1 Punkt, unerwartete Antworten 0 Punkte. Die Gesamtpunktzahl mit 4 multipliziert bildet die Punktzahl für das Selbstwertgefühl. Die höchste zu erreichende Punktezahl ist 100 Punkte (Aydoğan, 2016).

Datenanalyse

Die Daten wurden mit dem Package-Programm SPSS 20 Statistics analysiert. Bei der Auswertung der kategorialen Variablen wurden absolute Zahlen und Prozentwerte verwendet. Um das Gewaltverhalten unter Gleichaltrigen gemäß der demographischen Merkmale der Teilnehmer zu erklären, fand der der Chi-Quadrat-Test Anwendung. Der Grad des Selbstwertgefühls in Beziehung zum Gewaltverhalten unter Gleichaltrigen wurde aufgrund der Normalverteilung der Variablen Selbstwertgefühl ($p=0{,}106$) nach dem Shapiro-Wilk-Test mithilfe des One-Way-Anova-Tests ermittelt.

Einschränkungen

Die wichtigste Einschränkung der Studie ergab sich aus der hohen Zahl an Fehltagen der teilnehmenden Schüler. Aufgrund der unregelmäßigen Schulbesuche reduzierte sich die Teilnehmerzahl an der Studie. Eine weitere wichtige Einschränkung bestand darin, dass Schüler mit geringem schulischen Leistungsniveau Schwierigkeiten hatten, die Fragen zu verstehen. Einige Teilnehmer gaben an, dass sie die Tests aufgrund zu vieler Fragen nicht fortsetzen wollten.

Ergebnisse

Insgesamt akzeptierten 112 Schüler die Teilnahme an der Studie. Tabelle 1 zeigt die demographischen Merkmale der Teilnehmer.

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_Tabelle 1. Die demographischen Merkmale der Teilnehmer

		N	%
Geschlecht	weiblich	51	45.5
	männlich	61	54.5
Alter	11	2	1.8
	12	21	18.8
	13	30	26.8
	14	48	42.9
	15	11	9.8
Klasse	6	24	21.4
	7	27	24.1
	8	61	54.5
Gruppe	A	35	31.3
	B	35	31.3
	C	24	21.4
	D	18	16.1

_Tabelle 2. Allgemeine Auswertung hinsichtlich der Gewalt unter Gleichaltrigen

	N	%
Opfer	17	15.2
Täter	11	9.8
Opfer und Täter	31	27.7
Unbeteiligt	53	47.3
Gesamt	112	100.0

Laut Tabelle 2 sehen sich 17 Teilnahmer als Opfer, 11 als Täter, 31 sowohl als Opfer als auch als Täter und 53 empfinden sich als unbeteiligt, also weder als Opfer noch als Täter.

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_Tabelle 3. Gewalt unter Gleichaltrigen nach Geschlecht

			Opfer	Täter	Täter u. Opfer	Unbeteiligt	Total	X^2	p
Ge-schlecht	Weibl.	Anzahl	8	5	12	26	51		
		%	15,70	9,80	23,50	51,00	100	0,863	0.834
	Männl.	Anzahl	9	6	19	27	61		
		%	14,80	9,80	31,10	44,30	100		

Wertet man die Gewalt unter Gleichaltrigen entsprechend dem Geschlecht der Schüler aus, so gibt es keinen statistisch relevanten Unterschied zwischen den Geschlechtern. (X^2 = 0,863; df = 3; p = 0,834). Das Gewaltverhalten ist bezogen auf das Geschlecht ähnlich (Tabelle 3). Während 51% (n=26) der weiblichen Schüler und 44,3% (n=27) der männlichen Schüler angeben, sich gegenüber Gleichaltrigen nicht gewalttätig zu verhalten, geben 23,5% (n=12) der weiblichen Schüler und 31,1% (n=19) der männlichen Schüler an, sowohl Opfer- als auch Täterverhalten aufzuweisen.

_Tabelle 4. Gewalt unter Gleichaltrigen nach Klassenstufe

			Opfer	Täter	Täter u. Opfer	Unbeteiligt	Total	X^2	p		
Klasse	6	Anzahl	6	2	5	11	24				
		%	25	8,3	20,8	45,8	100				
	7	Anzahl	2	4	8	13	27	4,043	0,671		
		%	7,4	14,8	29,6	48,1	100				
	8	Anzahl	9	5	18	29	61				
		%	14,8	8,2	29,5	47,5	100				

Nimmt man eine Auswertung der Gewalt unter Gleichaltrigen im Bezug zur Klassenstufe vor, zeigt sich dass sich hier keine statistisch relevanten Abweichungen finden lassen (X^2 = 4,043; df = 6; p = 0,671). Doch auch wenn sich keine statistisch relevanten Unterschiede ergeben haben, ist doch auffällig, dass sich unter den Schülern der 6. Klasse eine große Mehrheit als Opfer bezeichnet. Die große Mehrheit der Schüler der 7. und 8. Klasse (entsprechend der Reihenfolge: 29,6% und 29,5%) hingegen gibt an, sowohl Opfer- als auch Täterverhalten aufzuweisen. (Tabelle 4)

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_Tabelle 5. Gewalt unter Gleichaltrigen nach Leistungsgruppen

			Opfer	Täter	Täter u. Opfer	Unbe-teiligt	Total	X²		p
Gruppe	A	Anzahl	8	2	5	20	35	4,043		0,671
		%	22,9	5,7	14,3	51,10	100			
	B	Anzahl	5	4	9	17	35			
		%	14,3	11,4	27,7	48,60	100			
	C	Anzahl	1	3	10	10	24			
		%	4,2	12,5	41,7	41,7	100			
	D	Anzahl	3	2	7	6	18			
		%	16,7	11,1	38,9	33,3	100			

Eine Bewertung der Gewalt unter Gleichaltrigen in Bezug auf die leistungsbezogene Gruppenzuordnung der Schüler ergibt, dass sich zwischen dem Verhalten der Schüler in den unterschiedlichen Leistungsgruppen kein statistisch relevanter Unterschied feststellen lässt. (X^2 = 10,683; df = 9, p = 0,298). Das Verhalten von Schülern bezüglich der Gewalt unter Gleichaltrigen unterschiedlicher Leistungsgruppen ist vergleichbar (Tabelle 5).

_Tabelle 6. Gewalt unter Gleichaltrigen in Bezug auf das Selbstwertgefühl

		Selbstwertgefühl			
		Anzahl	Mittelwert ± Standardabweichung	F	p
	Opfer	17	46,59±16,73	8,947	0,0001
	Täter	11	60,73±16,95		
	Täter und Opfer	31	48,38±15,64		
	Unbeteiligt	53	63,47±14,80		
	Gesamt	112	56,46±17,13		

Anmerkung: Da die Variable Selbstwertgefühl bei der Verwendung des Shapiro-Wilk Tests eine Normalverteilung zeigte, wurde das Verhältnis von Gewalt unter Gleichaltrigen und dem Grad an Selbstwertgefühl anhand des One-Way-Anova Tests dargestellt.

Werden die Punkte für Gewalt unter Gleichaltrigen ins Verhältnis zu denen für das Selbstwertgefühl gesetzt, ist ein statistisch relevanter Unterschied festzustellen (F = 8,947; df = 3; p = 0,0001). Es konnte eine statistisch deutliche Ungleichheit im Grad des Selbstwertgefühls zwischen Schülern, die sich selbst als Unbeteiligte, also weder als Opfer noch als Täter, bezeichneten und Schülern, die sich als Opfer bzw. sowohl als Opfer als auch als Täter bezeichneten, festgestellt werden (der Reihenfolge nach p = 0,001; p = 0,0001). Die Punkte für das Selbstwertgefühl waren bei Schülern, die sich weder als Opfer noch als Täter sahen, höher (Tabelle 6).

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DISKUSSION UND SCHLUSSFOLGERUNG

Entsprechend der Forschungsergebnisse waren 57,2% der Teilnehmer als Opfer, Täter oder gleichzeitig als Opfer und Täter an Gewalt unter Gleichaltrigen beteiligt. Während der Anteil an der von Gewalt unter Gleichaltrigen beteiligten Schüler in der Studie von Uludağlı und Uçanok (2005) bei 23,3% lag, so wurde dieser Anteil in der Studie von Kapcı (2004) mit 40% angegeben. Hinsichtlich dieses Umfangs an Gewaltbeteiligung kann man die Aussage treffen, dass Gewalt unter Gleichaltrigen in der Schule allgemein als ziemlich häufig einzuschätzen ist. Darüber hinaus zeigen die qualitativen Daten einer in Kuştepe mit Schülern einer Mittelschule durchgeführten Studie von Arıcı et al. (2017), dass Gewalt unter Gleichaltrigen in dieser Gegend ein sehr verbreitetes Verhalten darstellt. Derselben Studie zufolge leben in diesem Viertel überwiegend Familien mit niedrigem sozioökonomischem Status, die ihr Einkommen hauptsächlich aus der Arbeit im Blumenhandel und im Wandergewerbe beziehen. Die Forschungsarbeit von Özkan und Çiftçi (2010) stellte diesbezüglich den sozioökonomischen Status als wirksamen Faktor für die Exposition gegenüber Gewalt heraus. In einer Studie von Schäfer und Albrecht (2004) konnte gezeigt werden, dass der wirtschaftliche Faktor einer der wichtigsten Faktoren bei Gewalt gegen Gleichaltrige ist, und zwar sowohl auf der Täter- als auch auf der Opferseite.

Ziel der vorliegenden Studie war es, den Zusammenhang zwischen der Gewalt unter Gleichaltrigen und dem Grad an Selbstwertgefühl festzustellen. Die Ergebnisse der Studie konnten einen statistisch signifikanten Unterschied in den Werten für Gewalt unter Gleichaltrigen und Selbstwertgefühl herausstellen. Die Bewertung des Selbstwertgefühls fiel bei Schülern, die angaben, weder Opfer noch Täter zu sein, am höchsten aus (Tabelle 6). Die Arbeit von Kandemir und Özbay (2009) zeigt ein ähnliches Ergebnis. Auch die Studien von Çetinkaya et al. (2009), Hesapçıoğlu et al. (2018) und Külcü (2015) konnten eine bedeutsame Disparität zwischen der Gewalt unter Gleichaltrigen und dem Selbstwertgefühl belegen. Hanewinkel und Knaack (1997) fanden in ihrer Studie heraus, dass das Selbstwertgefühl derer, die angaben, Gewalt von Gleichaltrigen ausgesetzt zu sein, niedriger war.

Ein statistisch signifikanter Unterschied zwischen der Gewalt unter Gleichaltrigen und dem Geschlecht der Teilnehmer konnte nach den Ergebnissen der Studie nicht festgestellt werden. Auch Uludağlı und Uçanok (2005) sowie Külcü (2015) haben in ihren Studien ähnliche Ergebnisse erzielt. Wolke und Schulz (2001) zeigten dagegen, dass es einen signifikanten Unterschied zwischen Männern und Frauen bei der Gewalt unter Gleichaltrigen gibt. Es wurde festgestellt, dass Männer körperlich und verbal stärker der Gewalt ausgesetzt sind.

Ein weiteres Ergebnis der Studie ist die Feststellung, dass es keinen signifikanten Unterschied zwischen der Gewalt unter Gleichaltrigen und dem Leistungsniveau gibt. Uludağlı und Uçanok (2005) trafen in ihrer Studie die Aussage, dass es hinsichtlich des Leistungsniveaus keinen Unterschied macht, ob der betreffende Schüler Opfer oder Täter ist.

Neben der Beeinflussung der schulischen Leistungen hat Gewalt unter Gleichaltrigen im Schulumfeld einen negativen Einfluss auf die biopsychosoziale Entwicklung von Schülern. Die Schule ist nach dem familiären Umfeld der Ort, an dem Schüler den Großteil ihres Tages verbringen und an dem sich ihre Sozialisierung vollzieht. Dabei sind vor allem Sicherheit in der Schule und ein moderates Schulklima von großer Wichtigkeit. In Hinblick auf Gewaltprävention an Schulen, Verbesserung schulischer Leistungen, ökonomische und soziale Unterstützung von Familien und auf die Intervention bei familiären Problemen zur Verhinderung der Entwicklung eines negativen Selbstwertgefühls von Kindern sind schulische Sozialdienste heutzutage eine gesellschaftliche Notwendigkeit geworden. Darüber hinaus zeigen Studien den großen Erfolg der an Schulen durchgeführten Anti-Mobbing-Programme (Ttofi & Farrington; 2009: 23) und die Notwendigkeit, die Entwicklung solcher Programme unter dem Gesichtspunkt der Gewaltreduktion zu bewerten.

Die Ergebnisse der vorliegenden Studie zeigen, dass das Eingreifen in die vorhandenen Probleme an Schulen für die Kinder und in diesem Zusammenhang die Zukunft unserer Gesellschaft von großer Bedeutung ist.

ZUSAMMENHANG ZWISCHEN GEWALT UNTER GLEICHALTRIGEN UND DEM GRAD AN SELBSTWERTGEFÜHL BEI KINDERN: EINE FELDSTUDIE

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