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Contact Address:
Prof. Dr. Aytekin İŞMAN
TOJNED, Editor in Chief
Sakarya-Turkey

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I am always honored to be the editor in chief of TOJNED. Many persons gave their valuable contributions for this issue.

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April 01, 2023

Editor,
Prof. Dr. Aytekin İŞMAN
Sakarya University

Editorial Board

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A REVIEW ON AUDIT DIMENSION OF SCHOOL-BASED MANAGEMENT INITIATIVES

Ayşegül TÜMER
Mersin Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Yönetimi ABD
Orcid no: 0000-0001-8985-6419
tumer.aysegul@gmail.com 2001020571011@mersin.edu.tr

ABSTRACT
Control mechanisms in education differ according to countries and are constantly updated with new structures. This research was carried out to reveal how teachers in our country perceive and evaluate the evaluation with "governance", which is implemented under the supervision of teachers in many parts of the world. In this study, which aims to learn in detail their thoughts on school-based management and their supervision, the opinions of teachers in Turkey were tried to be revealed in line with the answers to the questions created by the researcher. It is target to understand the positive and negative consequences of all schools stakeholders participation in audit from teachers' perspectives.
Keywords: schoolbasedmanagment, governance, educationsupervision, decentralization

1.INTRODUCTION

1.1 Problem Statement

Heraclitus BC. He expressed that change cannot be denied with the saying *"The only thing that does not change is change itself"*. Changes are experienced in every field and our education system is also affected by these changes. There is a need for innovations in the management approach in schools. This study deals with school-based management with the dimension of "supervision".

Studies on the applicability of the "School-Based Management" approach have been examined, with the concept of governance gaining importance as a result of the idea that the needs of each school are different, and moving away from the central administration in line with the understanding towards the increase of democracy and autonomy in schools. It is expected that the school-based management approach will move away from the traditional understanding and adopt a participatory and transparent management approach in educational institutions that raise qualified people, will improve learning and discipline, create an environment that will increase competition by reducing differences of opinion, and an increase in the success of students, whose responsibilities have been taken at the center by all stakeholders of the organization.

The concept of "governance" comes to the fore, as school-based management aims to move away from the public administration approach and to manage schools with the logic of the private sector. It is expected that competition and entrepreneurship will increase and learning will improve as all participants of the organization have a voice and share responsibilities.

For a strong, (2020) effective school-based management, it is necessary to define the mission clearly, to make all stakeholders aware of their responsibilities, to organize the targeted activities in a planned way, to allocate enough time to create changes and to consult expert opinion, and to increase student success and performance. He stated that this management approach, which is the main goal of realization, should set education policies by forming school administrative boards, and combine curricula and programs by supporting and helping schools with regional education administrators who have visionary and transformational leadership characteristics. Increasing authority and responsibilities will bring together many positive and negative factors for all members of the organization. In classical supervision, the supervision carried out by experts is left to the school administrator in school-based administration. As a result of the implementation of the programs determined by the central government in all schools, it is not possible to meet the specific needs and demands of each school and it becomes difficult to eliminate the existing problems (Özmen & Hozatlı, 2008).

Erdoğan (2000) states that in order to increase the effectiveness of schools, many scientists state that it is necessary to switch to school-based administration based on decentralized and local administration approach in line with the returns of the age, in order for schools to take their own decisions and intervene in a timely manner. Similarly, Balcı (2000) states that it will be difficult to meet the needs of today's needs with a centralized management that has a stable organization in raising individuals who can adapt to changes and developments.

In education, school-based management was inspired by the industry sector, especially in recent years, it has started to be popular both in the USA and in many European Union countries, and as a result of the data obtained that job satisfaction and productivity increase thanks to the participation of all stakeholders in the decision stage, similar approaches have been implemented in educational organizations. enabled (Holloway, 2000). There is a school board that undertakes school-based management responsibilities together with the school principal and does the consulting work, and these boards may vary by country and region. Representatives consist of teachers, school principal, parents, students, school personnel, business people from different sectors (David, 1996).

Holloway (2000) explains the characteristics of school-based management as leaving the responsibility to the schools locally, being a decision mechanism in which the school committee includes all the stakeholders of the school, and adopting the understanding of facilitating leadership. David (1996) stated that joint decision making is the most important point in increasing the effectiveness of the school and accordingly student success in school-based administration, but it is challenging for those who do not have experience in the fields of education and supervision to make decisions together, and for this reason, school committees should focus on student success, increase teachers' belonging, facilitate facilitation. states that it is extremely important to ensure that leadership is kept at the forefront.

Brigs and Wahlstetter (1999) concluded that it was ineffective in some studies on school-based management, but on the contrary, in many studies; They stated that by developing instructional programs, students made progress in their learning. Machiavelli (2000) points out that school-based administration should have the right to measure and evaluate their own educational norms in terms of both decentralization and the principle of democracy, and that all stakeholders should be actively involved in the work in order to achieve the targeted success. Aytaç (2000) emphasizes that the school has an extremely important role in creating a unique identity by making use of its innovative, equalizing and directing the society feature. In addition, Balcı (2000) states that when the different socio-economic levels of local communities are taken into account, it is a necessity of the modern age to organize with the understanding of decentralization in schools.

In this study, it is aimed to learn the opinions of school administrators and teachers about the dimension of supervision in school-based administration.

1.2. Purpose of The Research

It is aimed to obtain opinions on how the evaluation of teachers is perceived by the teachers, with the supervision of the school-based management approach by the school administrators.

1.3. Problem Statement

What are your views on the supervision of teachers by school principals in school-based administration?

1.4. Sub-problems

What are the problems that may cause teachers to be supervised according to the school-based management approach and scored by other teachers?

What are the problems that can be caused by the supervision of teachers according to the school-based management approach and their scoring by the parents?

What are the problems that can be caused by the fact that teachers are supervised according to the school-based management approach and scored by the students?

1.5. Importance of Research

In this study, it is aimed to reveal how the school-based management supervision is done by all the stakeholders of the school (school principal, teachers, students, parents) by the teachers, and to what extent the results obtained in the previous researches are similar or different in line with the interviews. Since it is a qualitative research and open-ended questions are directed to the participants, it is possible to obtain detailed data, it is believed that it will contribute to the literature.

1.6. Definitions

Governance: It is the interaction between individuals and organizations in the management process and the effective management of informal people, groups and organizations (Yüksel, 2000).

Decentralization: It is giving up the administration from a single center and also giving authority to the local administration (Smith, 1985).

2. RESOURCES RESEARCH

2.1. Control from Past to Present

In classical supervision, the supervision carried out by experts in the field was transferred to the school administrator in school-based administration. As a result of the implementation of the programs created by the central administration in every school, it is not possible to meet the unique needs of the school and it becomes difficult to solve the existing problems in the school (Özmen & Hozatlı, 2008).

Reshaping the performance of teachers in school-based management constitutes an important part of educational innovation initiatives. School-based management, which is an important part of the education reform movement, has a great influence on the Community-School link. (Each school aims to reach a consensus by asking the opinions of all the school's stakeholders (administrator, teacher, student, staff, etc.) on the necessary plans, programs, budgets, etc., in line with their own goals, and making decisions jointly. The state is only a regulator, and the outputs are determinative as in classical administration. It is aimed to be effective and efficient by allowing each school to be managed with decentralization by getting rid of its and controlling features.Due to today's competitive conditions, school-based management is making a transition in many countries in the world and it is stated that positive developments have been achieved in most of the related studies. Arrangements are made to carry out administrative practices.

Walker (1907) emphasizes the importance of schools having self-management in order to be a self-governing society by getting rid of the forced style in schools. Erdoğan (2000) states that it is necessary for our national education system to switch to school-based administration based on a decentralization approach.

2.2. How to Achieve Success in School-Based Management?

In order to be an effective school and increase student success, joint decision making is stated as the most important point of school-based management. At this point, it is difficult for people who do not have experience to make decisions together. It is necessary to have certain qualifications in order to form school committees that can produce productive works. These; well-calculated committee structure, focusing on student success, collaborative leadership, focusing on teacher development, providing guidance and learning opportunities (David, 1996).

2.3. Reflections of Changes in Management on Audit

Approaches that are effective in the current state of management science; has shown a tendency from classical to behaviorism and then to a systemic approach. First of all, from the understanding that accepts management as a part of public law (1887-1927) to the traditional understanding that examines management in technical terms (1909-1945), then to the behaviorist approach that deals with the people in the organization from different aspects (1930-1945), and then the management is not only behavioral but also environmental. There is a management approach that changes from the understanding that sees management as a structure that interacts with (1946-1958) and evaluates management as a system (Dierkes and Preston, 1977). Gewirtz and Ball (2000) describe the localization dimension of interactions with educational administration as a transition to school-based administration as a result of changes in economic-based administration processes.

3. METHOD

The research model, study group, data collection tool, process and analysis are explained.

3.1. Research Model

This study, which aims to learn how school-based management reflects on the dimension of supervision, is a qualitative research by asking teachers open-ended questions.

3.2. Working group

There are a limited number of participants in the study group, which consists of teachers working in the primary school in Yenişehir district of Mersin.

3.3. Data Collection Techniques and Tools

Since the qualitative research model was used in the research, the data were obtained with the answers given to the open-ended questions.

3.4. Data Collection and Analysis

Open-ended questions were determined to be asked in the interview and face-to-face interviews were conducted with the participants. Some of the data obtained are indicated by direct quotations.

4. RESULTS

The findings obtained in line with the purpose of the research are presented, where necessary, supported by direct quotations from the participant's views.

4.1. School Principal's Evaluation of Teachers' Performances

The question "What are your views on the supervision of teachers by school principals in school-based administration?" was asked to the teachers who participated in the research. Many of the teachers stated that it is very important for the administrator who will make observations to have knowledge about their own branches and that it would be better to have information about the content and scope of the course so that they can make a healthy assessment. One participant's views on the subject are as follows;

"I think it would be better if the principal who is observing the lesson is someone who has knowledge about the lesson, in terms of understanding the lesson management and dominance of the teacher. My major is English, if the manager doesn't speak English, how appropriate are the methods I use, how much can he know whether my lecture is according to the level or not. (S5)."

Teachers also state that it would be more appropriate to inform them in advance that they will be observed and that it is not pleasant to create a feeling of dominance without any information. The opinion of a participant regarding this situation is as follows:

"I don't think it's right that the observations are not given prior notice. Every teacher is always ready to come to their lessons and is obliged to do what is necessary in accordance with the curriculum. I think the administration should announce to the teachers in advance which week will be the observation week, even if guests come to the lessons and do not tell the time of day, so that they can lecture in a way that will be more motivated (T2)."

In addition, teachers underline that the number of inspections of their courses should be equal and that it is important to be informed beforehand when it will be held. One of the participants expressed this issue as follows:

"In terms of the frequency of these observations, I believe that it is sufficient to make them once a year or once in a semester. Otherwise, I think that doing it frequently will put pressure on teachers (T3)."

In addition, they expressed the opinion that teachers should not be compared with their colleagues. Any application made by another teacher after observation or inspection, etc. They emphasize that the comparisons made about their situation demotivate them. One of the teachers described the situation regarding this as follows:

"Just as we should not forget the fact that each individual is unique, we must also forget that each teacher's teaching style, methods and methods are unique. Sometimes I am asked to use a format in my course whose content or application does not fit my course at all. However, the student will have difficulties in this situation and I will have difficulties. Without taking this into consideration, an approach such as why did you not use it in your lesson is extremely wrong (T6)."

One of the participants expressed the opinion that it would be beneficial to get the opinions of the school principal through the teacher evaluation form and the students' surveys, in addition to the lesson observations of the school principal.

"Except for the course inspections of our administrator, the evaluations made by distributing the teacher evaluation form to the students in the guidance lessons with the questionnaire method at certain intervals will be useful for the administration to have an idea about the teaching. In order for the evaluation process to reflect full supervision, students' opinions should also be taken (T1)."

The views of a participant who defended the idea that the practices in the classical management approach are more suitable for the philosophy of teaching in the field of education, since the observations made by the inspectors previously assigned by the Ministry of National Education could not be much more objective and interest-oriented, are as follows:

"Teachers may feel obliged to keep in close dialogue in order to constantly please the administration and ensure their relationships. This will cause character wear after a while. In the inspections carried out by the inspector assigned by the center, we did not know them, they did not know us. There would be no worry that personal issues would cause trouble in between. In fact, it is not correct for a person who has been appointed to the position to be graded by the school principal after interviews before appointments, trainee teaching and candidate teaching, and the abolition of candidacy. If the only authority under the supervision of the teacher is the school principal, it seems to me that everyone can guess that it will cause problems. (S10)."

It is understood that the teacher who expressed this opinion is concerned about the problems that may occur in the localization and the control dimension of the school. In addition, there are many participants who believe that school administrators should be experts in their fields and should be chosen from among educators who have specialized in the field of management and supervision. They also state that the leadership styles of principals are of great importance. One participant expressed his ideas as follows:

“My principal can come and watch my lesson whenever he wants. I don't mind his criticism either. The important thing here is the moral upbringing of your manager. I think that an evaluation without sacrificing moral honesty and without abuse can shed light on the teacher's self-development. The teacher's point of view is also important here. Because he/she must have the mental competence to evaluate the criticism in a good way (T4).

Some of the teachers expressed that it is motivating that their efforts related to their projects, studies and extracurricular activities are also motivating and that these should be taken into account in performance evaluations with the following statements:

“How right would it be to come once or twice a year and sit in the back of the class and listen and express some opinions? We spend a lot of effort outside of working hours for the events revealed. Considering these as evaluation criteria will encourage teachers to work more efficiently (T7).

Most of the participants shared about the importance and necessity of self-control. A teacher's thoughts on the subject are as follows:

"First of all, am I doing my job properly, is my conscience clear? I think that's the real question. Even if an inspector or even a minister comes and evaluates a teacher who does not have self-control, if he does not have self-control, whether he meets the demands or expectations is not very valuable in my eyes (T2).

It is understood that the teacher who uses these expressions has high intrinsic motivation and is very sensitive about work ethics. One participant, who stated that he was concerned about whether objective evaluations were made regarding the school principal's role as supervisor, described the situation as follows:

“I think it is okay for the principal to come to the class and observe, but the teacher should know within the framework of which criteria they are evaluated. For the situation to be objective on behalf of both parties. Of course, a pre-prepared evaluation scale is only evaluated in written situations. This situation may blunt the creativity of the teacher, perhaps he will shape himself according to the scale. Relying only on a certain template can be a disadvantage. (T9).”

One of the participants stated that the school principal did not attend his class to observe the lesson during the year and that they had an opinion about the teachers in line with the student behaviors, academic developments and feedback from the parents, and that he did not feel the need to inspect the lesson. Here's what they said about it:

“Normally, the principal is expected to go to the back of the classroom to fill in the lesson observation form by checking the annual lesson plan by observing the lesson at least once a year, looking at the materials you use in the lesson, etc., what is your dialogue with the students, etc. But this is not always done. No one has come to my class for years. If you have any trouble, the student or parent will immediately reflect it to the administration. I think this is why it is not emphasized (T2).”

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to my class for years. If you have any trouble, the student or parent will immediately reflect it to the administration. I think this is why it is not emphasized (T20)."

All of the participants, the course, the curriculum and so on. They stated that it is not healthy for students and parents who do not have information about the situation to evaluate. They have stated that they are completely against this idea. The statement made by one of the participants is as follows:

"How objective can the student or parent be, or how accurately can they perceive and reason? Even I don't have to comment on the way or style of a lecturer from another branch. I don't find it right to even interfere with the work of my own coterie friends. Everyone should know their duty. At school, a student is a learner, nothing more. When the parents have a request or discomfort, they come and explain the situation to the administration without any hesitation, and they make a lot of comments about the teachers. But in the case of scoring, all kinds of relationships in the school will be damaged in y opinion (T22)

5. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Most of the participants think that the participation of all school stakeholders in the control mechanism will have negative consequences for the functioning of the school and work motivation. A small number of participants, on the other hand, argue that they will not pose any personal or organizational problems.

In line with the data obtained, they believe that the negative reflections of the teachers over the middle age, especially the evaluations made based on the opinions of the parents and students, will be high. On the other hand, younger teachers seem to approach the situation more moderately. It is understood that it is very important to inform teachers in a transparent manner during the planning and program stages of evaluation and supervision and to take measures so that they do not feel uneasy at this point.

In addition, it is seen that it would be beneficial to take some preventive measures against situations that would reduce the motivation of the participants or damage their sense of belonging. As most of the participants stated, it is understood that it is of great importance to act in line with the necessary precautions at the point where personal views and bilateral relations can harm the school climate.

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CHALLENGES THAT LIBYAN PRIMARY SCHOOL TEACHERS FACED IN MANAGING VIRTUAL CLASSES

Khadija Abdallah Abubaker*
Nour.algoary@gmail.com
Cyprus international university
North Cyprus

ABSTRACT
Managing classrooms remotely requires effort and the use of specific strategies. Some teachers face difficulties in managing their virtual classes, especially those without experience. Therefore, this study was conducted to investigate these difficulties and determine what strategies teachers use to overcome these difficulties. The study employed a qualitative case study with the thematic analysis of the data obtained through Semi-structured interviews with ten teachers giving online classes in November 2021 in a Libyan primary school. The results of the study revealed the fact that the teachers experienced many challenges with the Management of their virtual classes, such as the student's reluctance to participate in the virtual classes, the noises surrounding the students, internet connection issues, student's lack of motivation, some strict rules conducted by the school's principles that affect some teachers negatively in managing their virtual classes. The teachers used some strategies as solutions to overcome these challenges. For managing virtual classes, an initial education plan must contain sufficient solutions to overcome all these difficulties.
Keywords: Virtual Classroom, Management, and Challenges.

1.1. INTRODUCTION

An online learning environment is a virtual classroom containing all required course materials. The rapid and sudden appearance of coved 19 pandemic made governments impose social divergence. The educational system radically changed from public to virtual education, so education became online. Infrastructural preparation, including technology and internet access capabilities, as well as backing and cooperation from all relevant parties, including the government, schools, teachers, and parents, as well as the readiness/planning abilities of teachers, all played a role in the success of online learning in West Java during the Covid-19 pandemic. Moreover, conduct online learning activities (Mutqinah & Hidayatullah, 2020).

Online courses are referred to as being taught in a "virtual classroom." It is an educational setting within a system of computer-mediated communication. It is a procedure in which teachers and students collaborate actively to design and carry out learning activities with one another, such as group discussions, collaborative projects, and debates, and share answers to homework issues through emails, message boards, chat rooms, and conferences. It consists of a variety of group communication and work areas and facilities that go beyond those of the traditional classroom (Sufeng, Y., & Song, R.2013). One of the most recent developments in education is the virtual classroom, and teachers are adjusting to it to remove obstacles to teaching and learning. A virtual classroom is a collection of teaching-learning resources designed to enhance student's educational experiences using various technology tools (Biswas &Nandi, 2020).

The challenge of lifelong learning is thinking about ways to enable people to engage in engaging learning experiences at any time in upper secondary school, higher education, and vocational training. In our globalized and linked culture, it is increasingly harder and harder to be expected to be present at one central point. Additionally, as the student body evolves, finding a balance between studies, employment, and family obligations becomes more important. Therefore, it is crucial to promote flexibility within the learning trajectory and make education less dependent on place and time (Lakhal, De Sherbrooke, & Bateman, 2017). A fantastic resource for organizations looking to develop high-quality online learning is The Realities of Online Teaching (Palloff, R. M., & Pratt, K. 2013). The remote learning environment has undergone substantial changes as a result of recent technology advancements, giving students more options and flexibility in how, when, and where they learn (Falloon, G. 2011). Online learning and its implementation have impacted learning activities in schools and classrooms. These changes need rapid adaptation from both educators and pupils. The virtual classroom requires both teachers and students to participate in learning activities. What is a virtual classroom? Learning that is facilitated by portable technology, including smartphones, tablets, and laptops, which allows access to knowledge anywhere, anytime (Gikas & Grant, 2013). The virtual classroom offers students a live, contextual, and interactive environment while delivering course materials. Additionally, teachers have the same level of control over the teaching and learning process in a typical classroom (Yang & Liu, 2007).

Everything a teacher does to arrange pupils, classrooms, schedules, and resources to facilitate learning for children (Wong & Wong, 2005, p. 84). "A virtual learning environment with the necessary course materials (Rufai et al., 2015, p. 27).

A separate strategy known as virtual pedagogy is needed for a virtual classroom. Students who employ virtual learning pedagogical frameworks improve higher-order learning skills and critical thinking. These qualities may be attained via reflection and group work as well as examinations using online resources like chat rooms, discussion forums, online classes, and conference rooms are also available.

Comprehensive training, well-designed mentorship programs, and new teachers' attitudes, feelings of efficacy, and teaching abilities all increase retention rates for new teachers. Classroom management has been listed as one of the obstacles for starting teachers (Headden, S 2014). Many empirical studies examine how teachers manage their physical classrooms, but many fewer look at how they manage their virtual classrooms. In a traditional classroom, lessons are often taught using textbooks, in front of the class, with students seated in rows and practicing activities (Setyowati 2017).

(Mardiani, & Azhar, 2021) Claim that the instructor used a mix of democratic and lax classroom management techniques. They also suggest Maye's Conceptualization Model as a novel method for managing virtual classrooms. From the viewpoints of the instructor and the student, Virtual learning environments can present both internal/subjective and external/objective challenges. An obstacle is a difficulty in creating study materials that are appropriate for the method of education (for instance, making vernacular-language virtual learning materials) (Biswas, R. A., & Nandi, S. (2020).

During the Corona pandemic, education in Libyan schools changed from face-to-face education to virtual education without prior notice. This was the first experience for most teachers and students; they faced many difficulties and challenges that hindered the educational benefit. Among these challenges and the most important of which is how to manage virtual classrooms to provide a suitable learning environment for the student, therefore, This study's objective is to find out the challenges that Libyan primary school teachers face in managing their virtual classes and what are the solutions they are following to overcome these difficulties, so this study presents a clear picture for the researchers, teachers and those interested about the difficulties that teachers faced in managing virtual classrooms and what are the solutions to overcome these difficulties.

1.2. THE RESEARCH QUESTIONS ARE:

Q1-what is the main challenges Libyan primary school teachers face in managing their virtual classes?
Q2-How teachers overcome the difficulties of managing virtual classrooms?

2. METHODOLOGY

The methodology that this study used is a qualitative case study design to comprehend ideas, views, or experiences better; the collection and evaluation of non-numerical data are necessary for qualitative research (such as text, video, or audio). It may be used to learn comprehensive information about a subject or generate original research ideas (Mesias, J. C. M 2022). Data were collected from ten teachers working at a Libyan primary school. The semi-structured interview technique was by the teachers who have to teach online experience. The semi-structured interview is an exploratory interview most frequently used in the social sciences to obtain data for qualitative research or medical purposes. Although it typically follows a guide or strategy prepared before the interview and is focused on a key problem to give a basic framework, the semi-structured interview allows for exploration with room to pursue thematic trajectories as the discussion unfolds (Magaldi & Berler, 2020). The teachers were between the ages of 29 to 45, 6 males and four females with at least one year of experience, each teacher was interviewed individually, and the interview time was around 30-40min. The information was gathered via the interview questions. The teachers' codes were created for all teachers to reflex a good finding explanation for all the participants' answers, they were ten codes related to 10 teachers as T1, T2…. T10. Using codes will make it easy to interpret the findings related to each teacher. Content analysis technique was used to analyze the research data according to Miles and Huberman (1994); it has used to interpret the findings written by using codes related to the participants.

3. FINDINGS

The findings were collected from ten teachers by interview questions to find answers to the following two research questions.

Q1-what are the main challenges that teachers face in managing their virtual classes?
Q2-How to overcome difficulties in the Management of virtual classrooms?

3.1. Virtual classroom management challenges:

Some students do not participate in virtual classrooms as much as in a live classroom because they feel invisible. Therefore, they do not participate in discussing and answering the lesson exercises. In this case, the lesson becomes boring without the participation of students in discussing topics, and all the burden remains on the teacher without the students; activities. (T-1).

Because students are living with their families, there is occasional noise in the area around the students. Alternatively, the noise from the students themselves because they lack the rules to participate during the online lesson, such as asking permission to participate by raising their hand at the bottom of the screen. (T-2)

Some students live in houses with no Wi-Fi or, at most, spotty coverage. Alternatively, with a weak connection, some do not have their own computer, so they share the class with one of their classmates, they will not be comfortable using one computer with two or more students during the lesson. Moreover, frequent power outages are one of the challenges that impede virtual class management. (T-3)

The challenge of identifying the students who have a weak concentration in online learning environments, students concentrating is an important matter of understanding, participation and discipline. Moreover, it helps to manage the virtual classroom well. (T-4)

The problem of indiscipline among some students some students move a lot, like eating and drinking during the lesson, and some are busy with their phones, not focusing on the computer screen. (T-5)

Students' attendance and commencement of the virtual lesson sometimes take much time because of many inputs, such as students' readiness for the lesson, turning on the devices, opening communication links and poor network connection; all of this makes it difficult to manage virtual classes time. (T-6)

Students' lack of motivation, one of the challenges that make virtual class management more difficult is the students feeling bored during the lesson because they do not feel the active student like the traditional classes. (T-7)

The control rules the school principal imposes that every teacher must follow, such as student evaluation, mandatory attendance, lesson time, the number of classes imposed, and the curriculum, negatively affect my class management. The coordinators mostly dictate to me to be on the fixed syllabus they have created, but mentors should apply during a semester, so the pressure becomes too much on me (T-8).

I find it difficult to manage students' behavior in a virtual setting, especially if students are not physically in the same location; managing students' behavior remotely is difficult. (T-9)

I find it challenging to manage a crowded virtual classroom with students. The number of students in one class reaches 30, so the noise and gossip increase; it is difficult for me as a teacher to communicate with all the students to participate in the lesson's activities because that takes a lot of effort and time (T-10).

3.2. OVERCOMING THE CHALLENGES OF VIRTUAL CLASSROOM MANAGEMENT

As an experienced online teacher, to solve non-interactive students' problems, at the beginning of the class, explain to students that participation is expected and essential for their learning, and have online video conferencing classes to create a chance of face-to-face interaction between learners and the teacher and motivate them to follow me and call the students by name and ask questions and told all of them to switch on their cameras except the ones who genuinely had technical problems(T-1)

To control the calmness of my virtual classes, at the beginning of the class, I explain to students the importance of maintaining a calm and respectful environment, with the need to take permission before speaking, and establish consequences for disruptive behavior, So Students joining my class are to use a headphone that filters/prevent noise within a specific range. Moreover, during the lecture, students are advised to stay in a room with no other individuals.

Also, I mute all student microphones and unmute the microphones when they have made an indication to speak using the google meet button(T-2).

To solve technical problems, I would record each teaching session for my students to share for whom they are absent or may face a poor connection and provide alternative assignments or activities that students can complete offline if they cannot participate. Many virtual learning platforms offer data-saving options in the virtual class that can help reduce the amount of data needed to participate in the class. So, I always encourage my students to use these options if they have limited data (T-3).

To overcome the problem of students not concentrating during the lesson, I engage my students in interactive activities and start the lesson by asking a question to catch students' attention. Such as discussions, group projects, and breakout rooms, to keep them actively involved in the learning process, and sometimes show them educative and exciting videos to gain and retain their attention. I also sometimes promised to give them gifts if they performed well in the class (T-4).

To maintain student discipline in the classroom during the lesson, at the beginning of the class, I explain to my students the importance of respecting others and following the rules. Moreover, establishing consequences for disruptive behavior and ensuring students understand the expectations. I always encourage my students to use the "raise hand" function if they need to speak or ask a question rather than interrupt the class. I announce a set of rules on the teacher-student platform that all the students abide by during the online lectures. Failure to abide by these rules can result in students being penalized or reported to the school disciplinary committee.

Moreover, by setting some reinforcement and punishment to make them punctual, organized and motivated. Moreover, I use cold-calling, randomly calling on a student to answer a question or participate in a discussion. This is an excellent approach to get everyone in the class involved and cut down on disruptive behavior. (T-5).

To solve managing time problem, I tried to get prepared ahead of the lesson time in case of any eventuality and sent the google meet link 15 minutes prior to the commencement of the lecture, and encouraged my students to turn on their devices and connect to the internet before the start of the class to minimize delays. (T-6).

To increase my student's motivation, I simplify the concept in the lecture as much as possible by using various teaching aid such as online google forms, graphic tablets, graphs, and charts, as well as sharing pdf and using power points documents. I also use animated cartoons using the Doodle platform as well as 3D animations to encourage my learners to learn English with less difficulty and consider offering incentives, such as extra credit or rewards, for good attendance and participation in class discussions or group activities. (T-7).

To overcome any adverse effects of controls imposed by the school principal, I sought help by contacting them to discuss my concerns and brainstorm solutions. While it may not be possible to change the controls imposed by the principal, I work within these guidelines to find creative solutions that meet my needs and my students' needs. Moreover, consider finding ways to adapt my teaching style or lesson plans to fit better the virtual classroom setting and the controls imposed by the principal (T-8).

To solve and Manage students' behavior difficulties, I set clear expectations for student behavior, establish consequences for misbehavior, and create a sense of community by using virtual icebreakers and encouraging students to participate in online discussions and activities. Moreover, virtual office hours and one-on-one sessions provide individualized support for students needing extra help. Furthermore, I use assessment techniques like quizzes, projects, and papers to assess my students' progress in a virtual setting (T-9).

To manage the crowded virtual classes, I keep the students busy and actively participating by asking a question at the beginning of the class to get their attention and keep order in the classroom. If the classes are more than 30, I divide the crowded class into two classes during the day, thus, there will be a limited number of students in the classes, thus facilitating the process of managing and controlling these classes (T-10).

4. DISCUSSION

The study investigated the challenges Libyan primary school teachers face in managing virtual classrooms. The results of an interview with ten teachers with at least one year of online teaching experience showed that Libyan primary school teachers faced many challenges and difficulties during their virtual classroom management. These difficulties are Technical difficulties: Teachers and students may encounter issues with their devices, internet connectivity, or software; limited engagement: It can be challenging to engage students in a virtual setting, especially if they are not physically present in the exact location, Time management: Managing a virtual class requires careful planning and organization to ensure that all students have access to the necessary materials and support, Limited resources: There is a chance that teachers might not have access to the same tools and assistance that they would in a typical classroom. It can be challenging to manage student behavior in a virtual setting, especially if students are not physically present in the exact location; maintaining a sense of community: Virtual classes can feel isolating for both teachers and students, and it can be challenging to create a sense of community and connection, Providing adequate support: It can be challenging to provide individualized support and accommodations for students in a virtual setting, and assessing student progress: It can be challenging to assess student progress in a virtual setting, especially if teachers do not have access to the same tools and resources that they would have in a conventional classroom. As a comparison, this study's results align with the results of the study conducted by Mardiani and Azhar (2021). This study was carried out as a case study in a vocational school in the West Bandung area of West Java, Indonesia. One English instructor and a class of 27 pupils were chosen as the research participant. The study aimed to ascertain teachers' difficulties in managing a virtual classroom. The findings showed that the teacher faced numerous difficulties in the virtual classroom, including the students' lack of readiness to participate, an unstable internet connection, a time limit that forced the teacher to teach the essentials right away, students who turned off the camera and the sound, inattentive learning, a lack of interaction, and ineffective class management.

There are several strategies that teachers used to overcome these difficulties of managing virtual classrooms, including: Ensuring technical readiness: Before starting a virtual class, teachers should ensure that all students have the necessary equipment and technical skills to participate, Engaging students actively: To engage students in a virtual setting, teachers can use interactive activities, such as group discussions and collaborative projects, to keep students actively involved in the learning process, Creating a schedule and structure: Providing a clear schedule and structure for virtual classes can help students stay on track and ensure that all necessary materials and assignments are covered, Utilizing available resources: Teachers can use online resources, such as videos, podcasts, and interactive games, to supplement traditional teaching methods and keep students engaged, Managing student behavior: Teachers can set clear expectations for student behavior and establish consequences for misbehavior, Building a sense of community: Teachers can create a sense of community by using virtual icebreakers and encouraging students to participate in online discussions and activities, Providing individualized support: Teachers can use tools such as virtual office hours and one-on-one sessions to provide individualized support for students who may need extra help, and assessing student progress: Teachers can evaluate student progress in a virtual environment using a range of assessment methods, including tests, projects, and papers.

6. RECOMMENDATIONS OF THIS STUDY:

There are several strategies teachers can use to overcome the difficulties of managing virtual classrooms, including:

- Ensuring technical readiness: Before starting a virtual class, teachers should ensure all students have the necessary equipment and technical skills to participate.
- Engaging students actively: To engage students in a virtual setting, teachers can use interactive activities, such as group discussions and collaborative projects, to keep students actively involved in the learning process.
- Creating a schedule and structure: Providing a clear schedule and structure for virtual classes can help students stay on track and ensure that all necessary materials and assignments are covered.
- Utilizing available resources: Teachers can use online resources, such as videos, podcasts, and interactive games, to supplement traditional teaching methods and keep students engaged.
- Managing student behavior: Teachers can set clear expectations for student behavior and establish consequences for misbehavior.
- Building a sense of community: Teachers can create a sense of community by using virtual icebreakers and encouraging students to participate in online discussions and activities.
- Providing individualized support: Teachers can use virtual office hours and one-on-one sessions to provide individualized support for students needing extra help.
- Assessing student progress: Teachers can evaluate student progress in a virtual environment using various assessment methods, including tests, projects, and papers.

5. CONCLUSION

Managing a virtual classroom has many challenges, and this paper tried to find out the challenges that Libyan primary school teachers faced in managing their virtual classes and what solutions teachers followed to overcome these challenges. The common challenges teachers faced were related to the internet and technical issues. The challenges related to the students like weak interaction in the virtual classes, difficulty concentrating and indiscipline among some students, and student's lack of motivation, also the noise from the environment surrounding the students constitutes an obstacle for the teacher to manage the virtual classes, some teachers have a difficulty to manage their virtual classes time and the rules imposed by the school principal effect some teachers to managing their virtual classes negatively and the solutions that teachers used to overcome these challenges were to Use online resources, such as videos, podcasts, and interactive games, to supplement traditional teaching methods and keep students engaged, set clear expectations for student behavior and establish consequences for misbehavior. Create a sense of community by using virtual icebreakers and encouraging students to participate in online discussions and activities. Provide individualized support for students who may need extra help.

Moreover, the teacher Provides a clear schedule for the virtual class, including start and end times. At the beginning of the class, the teacher gave the students some advice for maintaining a calm, educational environment, like Using the "raise hand" function if they need to speak or ask a question rather than interrupting the class and using headphones or earbuds to reduce distractions and improve focus. These solutions will help the teachers control and manage their virtual classes well and help the students understand more.

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APPENDIX

The interview questions are:

Q1- Some students are not interactive in the virtual classes because they think they are invisible, unlike in the physical classroom. How do you manage your class to overcome this problem?

Q2- students are living with their families, and sometimes there is noise emanating from the environment surrounding the students, how do you control the calmness of your virtual classroom?

Q3- Some students live in homes without Wi-Fi or limited access at best; how do you overcome this problem to share the lesson with all students?

Q4-The problem of distinguishing students who have difficulty concentrating is not only in regular classes but also in virtual classes. What is the best teaching method (s) you follow to attract students' attention in the virtual class?

Q5- The problem of indiscipline among some students, how do you maintain discipline in the virtual classroom?

Q6- Students' attendance and commencement of the virtual lesson may take much time because of many inputs such as turning on the devices, opening communication links and poor network connection; how do you manage your virtual class time to overcome all these problems?

Q7- Is students' lack of motivation a challenge that makes virtual class management more difficult? If yes, how do you motivate your students to overcome this problem?

Q8- Virtual classes associated with schools have specific controls that every teacher must follow, such as student evaluation, mandatory attendance, lessons' time, the number of classes imposed, and the curriculum. Do the controls imposed by the top school affect you in managing your virtual class positively or negatively? If negative, how can you overcome this problem?

Q9- Do you have other difficulties or challenges in your virtual class management experience? If yes, what are these, and what immediate steps could you take to overcome these difficulties and challenges?

CLASSROOM MANAGEMENT PROBLEMS FACING EFL TEACHERS: A CASE OF LIBYAN EDUCATIONAL SCHOOL IN NORTH CYPRUS

Sarah Mohammed Alsanousi Alssayah AHMED
Department, English Language Teaching, Cyprus International University TRNC
Sarahalsayah85@gmail.com
Sahmed@ciu.edu.tr

ABSTRACT
One of the most important but difficult aspects of becoming a teacher is classroom management. EFL teachers may face particular classroom management difficulties while teaching in a language-learning environment where a foreign language is employed as both the medium and the subject matter (Linse& Nunan, 2005). In this context, Libyan educational school instructors in North Cyprus encounter classroom management problems as one of their most urgent issues. The study aims to explore the perception of teachers and classroom managers in regard to problems facing EFL Libyan teachers in school. The investigation involves an exploratory survey and sets to use interview questions adopted from (Sumaia & al., 2020) for data collection. The participants of the study are 6 teachers (4 Females and 2 Males) and 3 Managers of Libyan educational schools in North Cyprus. This study comprises a qualitative theory of Creswell (2012) for the data organization, data editing, data coding, and commonality of the participants. The finding indicates that teachers and managers are confronted with classroom challenges. Furthermore, the study intends to suggest some appropriate strategies to address the problems facing teachers and managers in school sectors.
Keywords: Classroom management, Language-learning environment, appropriate strategies. Teachers and classroom managers.

Introduction

Classroom management refers to the action or planning that teachers should follow to control the classroom. Also, it is a process or step for execution as an assessment for carrying out learning and the emotional well-being of the students in classroom situations (Borg, S (Ed), 2015). It is believed that students' misbehavior makes teachers adopt measures to control and manage the classroom. Classroom management refers to the wide variety of skills and techniques that teachers use to keep students well organized and orderly in order to focus attentively on class tasks and academic performance during class hours. Hence, teachers are expected to come out with laudable strategies to reduce as much as possible the misconduct of the students that obstruct teaching and teaching (Schleicher, A (2016). Classroom management is the action teachers take to maintain discipline, control, and motivate teaching and learning. Another important duty of teachers and school managers is to focus extensively on the useful aspects of the school rules that teachers can emphasize to make students observe school regulations. Moreover, the responsibility on teachers' shoulders is to see to it that students' commitment to attendance and departure regarding school and home is maintained (Campana, J. 2014). Teachers are responsible for the sitting arrangement of their students in a way that helps them to follow the direction of the teachers and listen carefully to explanations during teaching and learning. Teachers' profession intends to prove all means available to facilitate explanation and improve students' performance during class interactions. The term classroom management is a conceptual umbrella that is often used interchangeably with discipline but is also seen as distinct from classroom instruction. (Egeberg et al., 2016).

The literature lays emphasis on previous research related to the paper. Research in the 1980s, however, argued that teachers' management and instruction are not separate, but are inextricably interwoven and complex. "Classroom management is certainly concerned with behavior, but it can also be defined more broadly as involving the planning, organization, and control of learners. Thus, the learning process and the classroom environment must maintain an effective teaching and learning experience (Doyle, 1986). Conflicts and misunderstandings can lead to disagreements and problems between school administrators and instructors. According to Uchendu et al. (2013), disagreements and battles inside intuitions are caused by a variety of viewpoints and have their own unique operating principles. As a result, the contacts and connections between school administrators and teachers spark contentious disagreements in their academic endeavors. When there is a lack of agreement between the school manager and his teachers over the method of assessing activities and task implementation and achievement, there is a mismatch of duties. According to reports, this ground for disputes frequently arises in settings for teaching and learning that include both individual teachers and the school as a place of employment. As a result, these disputes may introduce a variety of differences among the stakeholders in the school system, from the top down, in terms of hatred, arrogance, pride, sloth, carelessness, irresponsibility, and discrimination. In this regard, the authors Bano et al. (2013) infer that inadequate conflict management is to blame for the deeply ingrained causes and effects of conflict. Thus, insufficient supplies of teaching and learning resources, teacher uncertainty, a lack of motivation, the practice of autonomy, and unmet human needs are also included. According to the authors, conflicts in organizations and schools occur at various stages and involve a variety of factors, including rules and regulations pertaining to work and workloads, individual differences in ethics, conduct, and this situation brings pressure due to a lack of resources, and a lack of promotion. Therefore, interactions and connections between school administrators and teachers may result in contentious situations during educational activities. The various groups may refer to one another in this context as enemies and so disdain any authority and order tasks that have been imposed on them for observation (Ramani & Zhimin, 2010). Intergroup conflicts can also arise, particularly if different groups start to compete with one another for departmental interests, positions, commitments, and allegiance. In light of the vote of no confidence, the level of unity, love, caring, and friendship may completely decline. This means that disagreement, mistrust, and hostility may lead to conflict resolutions in schools that become more intense (Borg, 2015c). According to the authors, managing employees is a continuous task that should affect both the school manager and the teachers in order to resolve conflicts. In order to maintain law and order and create sustainable settings, both the school manager and the instructors must improve their leadership skills (Makaye & Ndofirepi, 2012). It is necessary to empower workers for professional growth and sustainability rather than merely hiring a large number of people. Therefore, mechanisms for encouraging and preserving the welfare of the administration and teaching staff must be put in place. Additionally, as this method of upgrading has an impact on the professional development and promotion of individual instructors as well as the school heads to avoid conflicts, the capacity building of the teaching staff has become essential (Kipruto & Kipkemboi, 2013).Teachers should therefore be encouraged to perform their jobs successfully and appropriately, and this may be accomplished by giving them improved working conditions, such as a fair salary structure, in-service training, and opportunities for creativity and professional growth (Barmao, 2012). It's vital to note that unresolved disputes can result in a variety of problematic situations, such as non-attendance, unjustifiable and unexplained absences, and unreachable instructional goals. To resolve conflicts and disagreements, it is necessary to use situational negotiation, cooperative bargaining, fair arbitration, and collective intercession as part of the conceptual framework of conflict resolution. According to this interpretation, Mapolisa & Tshabala, (2013) confirm that conflict management resolution must be handled amicably via a forum for group decision-making. As a result, agreement among interested parties in the school is required for decision-making and dispute. As a result, fighting and conflicts become a regular element of school management and the educational process. As a result, school administrators and instructors must develop the abilities or competencies necessary to handle conflicts successfully and constructively. For school administrators and teachers alike, professional development programs have become crucial in this situation. These activities involve strengthening teachers' professional motivation, dedication, knowledge, technical know-how, and professional competencies. They also include improving teaching and learning performance (Darling-Hammond, Hyler, and Gardner, 2017). As a result, it is believed that these professional development activities are important for encouraging teachers and school managers to comprehend and abide by the laws and morals that govern the school, its administration, and the society to which it belongs.

Research Questions

1. What is the perception of teachers on problems pertaining to classroom management?

2. What is the role of school managers in regard to classroom management?

Aim of the Study

The purpose of the study is:

To explore teachers' perceptions of challenges related to classroom management.

To examine the impact of school managers in classroom management.

Method

A qualitative case study methodology was used in this study in order to examine the EFL classroom management of Libyan educational school teachers in North Cyprus. According to Creswell (2012), case studies are often carried out to investigate situated phenomena in natural environments. The current study examined educational school teachers' EFL classroom management, including issues and coping strategies in a Libyan school in North Cyprus. The design under the methodology comprises the instrument, participants, data collection procedure, and data analysis. This study includes problems and coping strategies such as asking others for help, taking responsibility for the situation, participating in problem-solving, challenging past beliefs, trying to change what is stressing you, and staying away from what is stressing you (Creswell, 2012; Elliott, 2005; Johnson & Christensen, 2008; Miles, Huberman, & Saldaña, 2013; O'Donoghue & Punch, 2003).

Instrument

The interview guide questions are conducted to collect data for this study. The interview guide questions are composed into different parts: part 1 represents the demographic information of teachers and managers. This includes background information such as the level of education and teaching experience of both teachers and school managers. Part 2 of the study instrument is categorized into sections. Section 1 concerns "teachers' perception regarding students' problems and management of classroom". For example: How can you as a teacher deal with the behavioral problem of students in classroom management? Section 2 for the 3 school managers contains the "opinion of school challenges regarding classroom management. For example, how can you as a manager employ unqualified teachers? The study adopts this instrument for reasons of validity and reliability and also for the fact of being related to the subject matter. Thus, the instrument has been tested and has obtained reliable results. Consequently, the interview guides for this study include open-ended questions that allow the teacher participants to freely give their viewpoints on the perception of teachers' professional development.

Participants

The population for this study involves EFL teachers working at private schools in North Cyprus. It includes 6 EFL teachers (2 Males and 4 Females) who volunteered to participate in this study. The school is Libyan Unit A educational school. The study also involves 1 school manager and 2 assistant managers.

Data collection Procedure

Classroom Management Interview Question guides are used to collect the data. They comprise two parts: The first part is classroom management problems and the second part concerns the strategies for classroom management. In addition, the ethics for permission and date fixing for data collection have been established to seek official permissions from one teaching school namely (Unit A) in North Cyprus. The first section of the interview has been administered to 6 teachers (2 Males and 4 Females) under the permission of the school manager. The second section of the interview has been conducted with the 3 managers (1 main manager and 2 assistant managers) at the same time. The time allotted for the interview has been between 15 to 30 minutes for each person. The interview guide questions have been used as open-ended questions and follow-up questions to ascertain hidden and reliable information from the respondents.

Analysis of data.

The qualitative method is used in this study. For descriptive analysis, the data is sorted and coded. For instance, 6 teachers (2 Males and 4 Females) are represented by the following acronyms. For example, the two (2) male teachers represent the following acronyms (MT1, MT2), and the four (4) female teachers also are related to the acronyms (FT1, FT2, FT3, FT4). In addition, the main manager represents the acronym (M1) and the two assistant managers represent (M2, and M3).

Analysis of the items related to the interview guide questions based on the qualitative theory of Creswell (2012) which also takes into account data coding participant prototypes. The analysis is segmented into three (3) finding sections: (finding section 1, finding section 2, and finding section 3). The first section of the analysis covers the description of the demographic information of the participants comprising educational backgrounds and years of teaching experience of the participating EFL teachers and school managers. The perception of EFL teachers on classroom management is highlighted in the descriptive analysis of the second section and also related to research question 1 "What is the perception of teachers on problems pertaining to classroom management?". The third section of the analysis covers the opinion of school managers on effective school management related to research question 2 "What is the role of school managers in regard to classroom management?" The interview questions are sectioned into 8 themes. For example, for EFL class teachers, they are: (Theme A, Theme B, and Theme C). Also, for the school managers, the interview guide questions are coded to the following themes: (Theme D, Theme E, Theme F)

Finding

The finding is elaborated on in three different sections. Section 1 presents the finding on the educational backgrounds and years of teaching experience of the participating EFL teachers and school managers, section 2 presents findings on the perception of teachers on problems pertaining to classroom management, and section 3 presents findings on the role of school managers in regards to classroom management.

Finding section 1 indicates that, out of the 6 EFL teachers who participated in the interview, all 6 have bachelor's degrees. The results imply that the majority of EFL teachers in Libyan educational schools in North Cyprus have bachelor's degrees. The interview results about the academic backgrounds of school managers revealed that the main school manager has a master's degree and the two assistant managers also have bachelor's degrees. According to the data acquired during the interview on teachers' years of teaching experience, four (4) of the 6 EFL teachers have (1-3) years of teaching experience and 2 EFL teachers have between (1-4) years of teaching experience. The interview results on the working experience of school managers disclose that just one (1) school manager has 1–5 years of experience and the two assistant managers claim to have teaching experience of 2-4 years. This finding determines that both classroom teachers and school managers have more years of professional experience and greater levels of education in the EFL context.

Finding section 2 comprises the result of **(**Theme A. Theme B and Theme C). It concerns the responses of the 6 teachers (MT1, MT2, FT1, FT2, FT3, FT4).

Theme A refers to Libyan EFL instructors on "why do they believe the behavioral problems of students can disrupt the teaching and learning processes?" The classroom teachers 'responses indicate that all 6 teachers gave their opinions on the misbehavior of students in the classroom during the teaching and learning section on how students' behavior can disrupt the teaching positive objective and the classroom centration. For example, for teachers (MT1), disturbances can cause negative performances of the children. Also, the teacher (FT2) indicates the inability of controlling class noises can generate indiscipline in school rules. Moreover, teacher FT3 agree with the point of view of MT2 and they infer that the behavioral problems of students disrupt class activities and prevent active learning.

Theme B refers to classroom teachers' opinions on "how they can deal with behavioral problems of students in classroom management". All 6 classroom teachers have responded to this question. For example, the teacher (FT4) explains that the population of the classroom must be reduced to a reasonable number for the classroom teacher to pay thorough attention to the number of students in class. Teacher FT3 circulates that it is advisable to deal with problems by occupying students with a series of teaching and learning activities.

Theme C speaks about "reasons for students' lack of attention in classroom management". The finding shows that all 6 classroom teachers give answers to the above questions. For example, the teacher (FT1) elaborates that, at the time some of the students get bored with certain traditional methods of teaching such as abstract teaching where no concrete teaching materials are used to motivate the students. For the teacher FT3, inappropriate classroom sitting arrangements for the students can be a factor to take students' attention from classroom instruction and learning. Also, teacher MT1 states that students are mostly attracted to things they see, hear and touch. Thus, the location of the school close to noisy industrial areas and animal farms can take students' attention from the classroom.

Finding section 3 comprises the result of (Theme D, Theme E, and Theme F). It concerns the responses of the main manager (M1) and the two assistant managers (M2, M3).

Theme D indicates the result on "failure of sharing experiences and discussing classroom issues with other teachers, can affect classroom management". The main manager (M1) and the assistant managers (M2 and M3) give their opinions on the question above. For example, Manager (M1) ascertains that issues with teachers' inexperience depend on many factors and one is the inability of organizing orientation programs for experienced and newly recruited teachers. In another development, the assistant manager (M2) claims that the failure to sponsor teachers to take part in the professional seminar has a negative effect on teachers' professional development as well as teaching experience. Moreover, the assistant manager (M3) explains that the lack of workshops for upgrading classroom teachers' knowledge can be a cause to negatively affect classroom management.

Theme E shows finding on an issue related to **the** "employment of unqualified teachers that can cause a problem to school management?" The three managers have made their points on issues concerning unqualified teachers'. For example, the main manager (M1) conceives of not accepting the idea of recruiting unqualified teachers. To the manager (M1), unqualified teachers handle classroom situations unprofessionally and don't handle classroom children with care. The response of the assistant manager (M2), lays emphasis on unprofessional methods of teaching and learning that can generate failure and incompetency in the lives of the school children. According to the assistant manager (M2), the recruitment of unqualified teachers can be a problem for the entire school since they cannot sometimes understand to effectively handle some difficult topics before the students.

Theme F presents finding on "inadequate supply of teaching and learning materials that can be a problem to school management". The three managers have responded to the issue concerning the lack of teaching and learning materials. The manager (M1) upholds that a lack of teaching materials in a classroom situation can cause students to lose consistent concentration on things taught in the class. Thus, they have nothing to refer to for recovery since they did not observe anything concrete from the teacher during instruction hours. The assistant manager (M2), accepts, it is a fact to cause a problem in classroom management without the supply of school aids such as textbooks, and writing materials, because the school children need to enhance the four language skills such as hearing, speaking, reading, and writing. Furthermore, the assistant manager (M3) raises a concern about facilities apart from teaching and learning materials. He transmits that, a lack of a library, language laboratory, science laboratory, computer laboratory, and playground can retrogress the competency of the school children since they have no access to these facilities. They will be getting bored and fed up with the aspect of theory teaching without practical.

Discussion

According to the interpretation of the finding, classroom management resolution must be handled amicably via a forum for classroom decision-making. As a result, the resolution at the schoolroom level requires agreement from all relevant parties including the school teachers and managers (Mapolisa & Tshabala, 2013). Consequently, it is necessary to take into account the professional development of teachers in classroom crucial matters. Therefore, school managers must pay attention to everyday operations in school administration and the school lifecycle in order to aid teachers in acquiring the essential skills or competencies. This attention will go a long way to give the opportunity to teachers to deal with issues in a fruitful and useful manner in the classroom. Activities and schedules must be prioritized in this situation in order to support professional growth and improve students' learning capabilities. Even if school managers read for updates, they have not yet made a flawless conclusion regarding comparing and updating the teaching theories of EFL teachers. Updates to EFL teaching theories, according to the responses from the managers, will go a long way toward resolving some confusion on the part of unqualified teachers and incompetence surrounding teachers' concerning "outdated teaching theories". Also, the responses of school managers demonstrate that they don't hold professional programs to assist teachers in classroom difficult situations. It is important to exchange experience with coworkers to uphold professional ethics and prevent hostility between staff members and school managers. It is crucial to remember that poorly handled teaching settings can result in a variety of problematic elements, such as non-attendance, unjustified and intangible absenteeism, and unrealistic teaching goals. The author elaborates in his study on how crucial it is to use teachers' forums and classroom inquiries to enhance teaching and learning activities from this point of view (Altinyelken, H. K. (2010). To resolve disagreements and shortcomings it is necessary to use situational negotiation, dialogue, fair arbitration, and collective intercession as part of the conceptual framework for classroom management. According to the opinion of the linguist, teachers must be involved in the planning of the school's curriculum. For the linguist, improving teacher professional development programs is essential for fostering interactive learning in classroom settings (Outsell,2016). For (Darling-Hammond, Hyler, and Gardner, 2017), the fact remains that professional programs or improvements in teaching and learning effectiveness comprise motivational incentives, dedication to obligations and rewards, knowledge of technical know-how, and on professional conferences as well as motivational incentives must be part of classroom management policies. Thus, teachers and school managers are crucial players in the achievement of the school's aims and objectives. As a result, it is believed that these professional development activities are important for encouraging teachers and school administrators to comprehend and abide by the laws and morals that govern the school, its administration, and the society to which it belongs. The findings show that teachers' opinions of professional development are compelling concerns to address because school managers confess they don't allow enough time for sharing classroom experiences with the classroom teachers. According to Altinyelken, H. K. (2010), teachers must be involved in the planning of the school's curriculum. In a related event, school managers claim that the school must provide textbooks and other school facilities and equipment for effective teaching and learning. For the linguist, improving teacher professional development programs is essential for fostering interactive learning in classroom settings (Outsell,2016).

Conclusion

In light of the study's findings and conclusions, it is critical to note that EFL instructor participants are subconsciously aware of the importance of professionalism in fostering students' language proficiency and communicative competence. The interview questions about efforts to advance and maintain teachers' professional development show that school managers are somewhat aware of the advancement of EFL classroom teachers' professional development and students' language proficiency. Misunderstandings and interpersonal disputes cannot stop occurring in educational settings; they are inevitable in educational settings. However, since it is one of the essential steps to establishing professionalism in teaching and learning contexts, innovation for its sustainability has become vital to harmony between EFL teachers and school managers (Galaczi, 2015). Therefore, policies to improve the professional development of EFL instructors must be developed in conjunction with the views, forums, and experiences of teachers. The stakeholders of the communities that the schools are located in include school administrators, instructors, students, and parents. In this regard, it's critical to recognize the variety of approaches this study suggests. This report also encourages EFL teaching and learning institutions to set up useful platforms for both cooperative and individual development, praising the improvement of instructors' professional development. It is also essential for school leaders and teachers to establish innovative connections. In order for teaching and learning environments to move toward sustainable development, it is essential that school administrative policies for schools take into account creativity, harmony, and tolerance. The school's management must ensure that its instructors have access to conferences, workshops, and seminars that will assist them to progress their careers.

Implication

The pedagogical significance of this study emphasizes the need for school administrators to support EFL teachers' professional growth and especially in classroom management. The goal of this effort is to close the communication gap between school managers and classroom teachers so that they can share professional input. Additionally, in order for EFL teachers to learn about cutting-edge professional approaches to teaching and learning, they must frequently have the chance to attend professional conferences at both the local and global levels. Giving EFL teachers exposure to the latest scientific research and technology is important in order to make teaching and learning exciting and participatory in environmentally friendly settings. In this perspective, school administrators and instructors are viewed as professionals and key players in the effective implementation of academic programs and extracurricular activities. Additionally, it is important and advisable for school administrators to take on the duty of finding solutions to teachers' problems, including poor working conditions, a lack of basic amenities, unequal resource distribution, a lack of teaching aids and reference materials, and, most importantly, inadequate pay and advancement opportunities.

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Appendix

DEMOGRAPHIC INFORMATION

Section 1: For both School teachers and school managers.

Educational Level of EFL Teachers

Levels of Education
Bachelor degree
Master Degree
Not mentioned

Educational Level of School Managers

Levels of Education
Bachelor degree
Master Degree
Not mentioned

Teaching Experience of EFL Teachers

Length of Teaching Experience
1-5 years
6-10 years
11-15 years
Not mentioned

Teaching Experience of School Managers

Length of Teaching Experience
1-5 years
6-10 years
11-15 years
Not mentioned

PART 1 Level of Education of EFL teachers, school managers and their years of teaching and working experience

PART 2

INTERVIEW GUIDE QUESTIONS

Section 1: For school teachers

Teacher' Perception regarding students' problems in management classroom

1. Why do you believe the behavioral problems of students can disrupt the
Teaching and learning processes?

1. How can you deal with behavior problems of students in classroom management?

3-Give reasons for students' lack of attention in classroom management?

Section2: For School Managers

Opinion of school managers regarding challenges in management classroom

5. To what extent do you believe that failure of Sharing experiences and discussing classroom issues with other teachers affect classroom management?
6. To what extent employment of unqualified teachers can cause a problem to school management?
7. To what extent inadequate supply of teaching and learning materials can be a problem to school management?

CONCERNED CONDITIONS IN AFGHAN PUBLIC UNIVERSITIES AND LOW ACADEMIC OUTCOMES; AN OBSERVATION OF MANAGEMENT AND LECTURERS

Baseer Ahmad Yaad
Roll No: 11227368

ABSTRACT
The aim of the research was to find and point out the reasons for low academic outcomes and apprehensive conditions in Afghan public universities. This study has a qualitative research methodology. The participants of the study are 20 lecturers and 4 deans of different faculties. Data was collected through online interview questions and email. The collected data was analyzed throughout the project with the content analyzed method and divided into four sub-themes in the finding section. The result of the study figures out the causes and roots that have a strong influence on the phenomena of the concerned condition and low academic outcomes of Afghan public universities. These are the lack of professional development, lack of supervision and proper leadership, problems in work life, curriculum, and textbook issues.
Keywords: Afghan public universities, academic, management, lecturers, curriculum, leadership, supervision, and low outcome.

INTRODUCTION
Lecturers play a key role in a higher education system. In order to improve the quality of national life and the character of the Afghan people, as well as to foster their mastery of science, technology, and the arts in order to achieve prosperity, justice, and morale for all. Higher education has long been recognized as being essential to the advancement of civilization Mustard (1998). According to Muhammed et al. (2011), the emergence of knowledge-based economies and globalization has increased the importance of higher education, and in particular, the quality of education is essential to the success of a country Garwe, E. C. (2014).

National education must fulfill the points, duties, and responsibilities. Lecturers and professors play the main role in determining the standard of higher education's curriculum and graduates. Also, the structure of management is providing direction and guidance to a group of individuals with the aim of achieving organizational goals and actual objectives even in the education system. But honestly, with the long historical background of more than a century continuum of higher education, Afghanistan's educational system hasn't generated many qualified workers because of the lack of evaluation and better performance. “There are many results in modern organizations that are subjected to performance evaluations, and they are widely used in most organizations.” (Burkhalter & Buford, 1989; Davis, 2001; DeNisi, 1996; Wanguri, 1995).

Also, if effective communication skills are developed in universities, then interpersonal interactions will be upheld and undoubtedly have an impact on an employee's satisfaction with their job. Additionally, career development plays a significant part in raising the standard of workplace conditions in Afghan universities. Institutions of higher learning are a producer of quality human resources that will serve as the foundation for the implementation of national development Lian, B., & Eddy, S. (2021, July). It is important to offer lecturers the freedom they need to advance their careers. Generally, regarding the practitioners and researchers, lecturers are needed in these three areas of competence: academic, personal, and pedagogical. Thus Afghan instructors and lecturers of public universities need more focus and development in these revealed areas. All of those skills affected their professionalism. Also, the manager or administrator of the educational center should be able to set the institution up for success in the globalization period while maintaining its cultural identity. Higher education has long been recognized as being essential to the advancement of civilization Mustard. (1998). According to Muhammed et al. (2011), the emergence of knowledge-based economies and globalization has increased the importance of higher education, and in particular, the quality of education is essential to the success of a country Garwe, E. C. (2014).

There is no management issue in the class if the students act in accordance with the roles they are intended to play. However, it might be argued that there is a serious issue with classroom management if a teacher frequently observes student activities that interfere with the learning-teaching environment and produce an unfavorable mood in the classroom. In addition to having a negative impact on the learning process, the students' troublesome actions also result in a huge loss of time. The student's educational career is ultimately put to a stop as a result of the observed student behaviors, such as breaking the rules, skipping class, cheating on examinations, and joining gangs. Demir, S. (2009). Thus, the most important factor in a country's growth and prosperity is higher education. It gives people the fortitude and adaptability they need to meet the shifting demands of the moment. All national aspirations are built on a foundation of education. It has the ability to change people into human resources. Without the growth of our human resources, which is largely dependent on the strength and vitality of higher education, we cannot create a stable and wealthy country.

According to Susilowati (2009: 3), the degree to which an individual is satisfied with the values that apply to him will vary widely from one person to the next. However, according to Armstrong (2006: 264), job satisfaction refers to an individual's views and sentiments toward their work. According to the above-mentioned understanding of job satisfaction, both happy and unpleasant sentiments are related to someone's sense of well-being at work Hamidi, H., Jufri, A. W., & Karta, W. (2019). A system of offering education with possibilities for all students with disabilities who also have the potential intelligence and/or exceptional talents to attend education or learn in the educational environment alongside students, in general, is known as inclusive education. Every student has the right to take part in inclusive education of particular educational units according to their needs and capacities, regardless of their physical, emotional, mental, social, or potential intelligence and/or exceptional capabilities.

Rokhman (2012: 1135) implies that all parts of the organization have a responsibility to provide an excellent workplace. The concept of "quality of work life" encompasses a wide range of factors that can affect an organization's overall success at work Hamidi, H., Jufri, A. W., & Karta, W. (2019). Accordingly, the importance of branding in educational institutions has increased. It is one of the most crucial components of an educational institution's product and adds value to it. Therefore, it made sense that educational institutions would likewise need to have a strong brand identity in order to keep their current clientele and draw in new ones. Mundiri, A. (2017). Higher education institution success is largely dependent on leadership, which is also essential to maintaining and raising universities' standards of excellence and performance. In order to maintain standards and the caliber of educational offerings, university administrators must be able to successfully restructure and grasp emerging issues that affect quality delivery, such as the new regulatory requirements implemented by quality assurance organizations Garwe, E. C. (2014).

Problems arise in every organization, including academic centers. One of the critical areas for observation and improvement is teacher work satisfaction. Enhancing the quality of work life is one strategy that can be used to increase teacher job satisfaction in schools. According to Jofreh's research, employee job satisfaction in the company is positively impacted by the quality of work life (2012: 2513). Having a good job is quite beneficial when performing the work. The quality of the work will improve if the person doing the job enjoys what they are doing. The workplace atmosphere is just one of the many factors that can make employment satisfying. According to Mulyanto (2009: 4), the workplace environment has a significant impact on employees' job satisfaction, which makes the workplace one of the key components in accomplishing organizational objectives Hamidi, H., Jufri, A. W., & Karta, W. (2019).

Research Questions

1. What are the fundamental reasons for the low academic outcome of education in Afghanistan?
2. What should be the duty of the government, administrative management, and lecturers to sort out the low academic outcome of public universities in Afghanistan?

METHODOLOGY

The interview approach is one of the qualitative research strategies used in this paper. Research that focuses on meanings, experiences, and definitions and that enables the researcher to lead a qualitative process in discovering the circumstances and perceptions honestly and thoroughly in their natural surroundings is rightly referred to as qualitative research. “Qualitative research enables the researcher to collect information qualitatively by means of observation, interview, and document analysis Demir, S. (2009, P 585).” "A research approach that expresses a particular social situation by describing reality correctly, formed by words based on data collection techniques and analysis of relevant data obtained from natural situations" (Satori & Komariah, 2010).” This study used a semi-structured interview technique to collect the data for this article. The goal of the study and the format of the form has been carefully described in preparation for the interviews. The average length of an online interview is 15 to 20 minutes. The data gathered from the interviews have been documented using the note-taking approach.

Participants

Participants in the sample of this research study were 24 lecturers who hold academic positions at various universities located in various provinces. Among them, there are four deans of faculties. In this research article, it is argued that the degree of expertise, seniority, and experience in various branches, as well as the various levels and locations of the universities lecturers and deans of faculties they work in, all have enough influence to enable this variability. These lecturers and deans of faculties were from different Afghan Public universities. They are currently teaching and managing in the Language and Literature, Political Science, Agriculture, Economics, and Journalism Faculties.

Data Collection
Two steps for data collection, interviews, and analysis of the data were used throughout the project. As part of the study's initial phase, interviews were conducted in order to identify the main causes of poor and low academic performance in public universities' education systems. The interviews took place online with the participants through WhatsApp calls, and also through email. In order to address the research questions, the semi-structured interview technique was used in which data was gathered with the use of pre-planned interview questions (Karasar, 1998). This method of interviewing allows the researcher to combine both an organized approach and a one-on-one manner. For the interviews, a detailed description of the study's objective and how the form would be filled out has been prepared. Typically, an interview lasts between 15 to 20 minutes. The note-taking method has been used to record the information obtained from the interviews.

FINDING
The finding of this qualitative research is based on two main questions and the main theme, a concerned condition in Afghan Public Universities with low academic outcomes. The researcher analyzed the data and divided it into four sub-themes:

Theme One: ***Lack of Lecturers' Professional Development***
The lecturers have five to nine years of teaching experience in different departments. They mentioned during those years, they didn't have workshops or short and long-term fellowships for professional development. All 20 Lecturers and deans say: "It can be frustrating and demoralizing to feel that one's professional development is being neglected or overlooked. Lecturers may feel that they are not being given the support they need to grow and improve in their fields." According to studies, supervisors can have a favorable impact on a teacher education program's strategy for handling applicants by giving university-based supervisors active leadership (e.g. Heafner, Petty & Hartshorne, 2012; Meegan, Dunning, Belton & Woods, 2013) McCormack, B., Baecher, L. H., & Cuenca, A. (2019). Thus, the researcher found that there are no research centers of the science and art departments for practices and improvement, to update the specific knowledge regarding the fields. This can be particularly difficult for people who want to grow in their careers or switch to a different field of expertise. It is the responsibility of the administration and government to conduct professional seminars, workshops, and provides short and long-term fellowships to improve academic professionals.

Theme Two: ***Low Quality of Work Life of Lecturers***
Public examination and training institutes, like other sectors, have also experienced a variety of management issues that have had an impact on their growth. Salary management is one of the major issues Jia, M., & Wang, D. (2022). All the Lecturers and deans claim that government pays less salaries which causes many difficulties in life, they used to work in other organizations or even labor jobs to survive. Also, they don't have time to work on their research and promotion requirements. There are many orders and acts to follow for promotions that need expenses and budget, but it is impossible to continuum them with the wage government pays to lecturers. Also, most of the universities do not provide living rooms or houses to lecturers, therefor the lecturers do not have life satisfaction and psychologically they are under stress which has many effects on their work environment, academic development, and being updated. At least the government should rise the salary of lecturers. According to Jofreh's research, employee job satisfaction in the company is positively impacted by the quality of work life (2012: 2513). Thus, there is an imbalance between work life and their personal life the consequence is a low academic outcome. The staff's ability to balance work and personal life has a big impact on how well organizations succeed. This is due to the difficulties and stress-related concerns that employees experience, which have a negative impact on their performance at work and the performance of the firm as a whole Adebayo, A. (2016).

Theme Three*: Lack of Strong Supervision and Leadership*
All the lecturers and deans of faculties agree and have the same notion that evaluation and assessment processes are not suitable for Afghan public universities to get appropriate results. Performance evaluations are a major factor in many decisions made by modern businesses, and they are employed extensively in most of them Burkhalter & Buford, (1989); Davis, (2001); DeNisi, (1996); Wanguri, (1995). Consequently, due to poor evaluation and minor performance, Afghanistan's educational system hasn't produced many skilled workers and this is the result of weak supervision and leadership. There is no fair administration and leadership to support the academic staff and also the communication of leadership with lecturers and other academic employees are not respectable even though some of the lecturers left the public universities and joined other organizations. The highest position of a university or college, the Office of the President, is referred to as leadership. To make the assessment process effective, there must be strong leadership support Cintrón, R., & Flaniken, F. (2011).

Theme four*: Curriculum and Text Book Issues*
This is an obvious and recognized objective of this research paper. Afghan public university works under the central government's higher education ministry and since 2016 the ministry promised to develop the curriculum considered by stakeholders, but only a few departments got a new curriculum with no books and study materials. A single textbook is utilized in many countries around the world, and up until quite recently, Pakistan and China were also using this method Mahmood, K. (2010). D1, D3, and D4 mentioned new government wants to review the curriculum again and still has many problems regarding study materials. L2, L5, L7, L6, L9, L13, L15, and L19 mentioned they are using the curriculum and materials of the 1990s and 2000s written by elder professors of public universities in Afghanistan which has negative effects on learning outcomes. They need much work to update and develop them considering the needs of stakeholders. It is commonly established that learning outcomes enhance the educational process, but if used excessively, they may also have unfavorable consequences Maher, A. (2004).

DISCUSSION
This research exposes that the fundamental tool for development and transformation, aside from basic and secondary education, is higher education. And the crucial task of higher education is to develop leaders for various spheres of life, including social, political, economic, cultural, scientific, and technological. Institutions of higher learning have a moral obligation to foster the values, awareness, and knowledge required to build a just and sustainable future Cortese, A. D. (2003). In the modern academic and knowledge society, which both directly and indirectly increases a nation's wealth, higher education has a specific value. The relevance of higher education has increased due to the emergence of knowledge-based economies and globalization, and in particular, the quality of education is crucial to a nation's prosperity Garwe, E. C. (2014).

The findings show that the administration and Afghan public universities need to take further and additional steps to enhance the quality of higher education. They require standard and reliable administration with a strong management system for assessment and improvement to decrease low academic outcomes. The assessment process needs to have strong leadership support in order to be successful Cintrón, R., & Flaniken, F. (2011). As the lecturers mentioned in the finding section of this study, there is a niche and gap between the lecturers, management, and leadership that gives a stream to discouragement among the lecturers and has a profound effect on higher education systems. The same idea was traced in Pakistan too. Teachers are treated as inferiors and slaves, and supervisors behave like kings. Teachers experience discouragement and mistrust as a result of this behavior while they are there. Teachers are unable to receive constructive criticism because supervisors and principals choose dictatorial leadership styles rather than democratic ones Parveen, K., & Tran, P. Q. B. (2020).

Practitioners and scholars think the curriculum is ongoing and needs an update considering stakeholders' necessities and the participants of this study clearly have the same idea in the finding of this study. The process of establishing a curriculum does not come to an end before entering classrooms, and it does not continue after entering classrooms. The process of creating and changing is ongoing. It involves constant construction and modification. This procedure is supported by a number of groups, including the government, publishers, parents, teachers, and students Lau, D. C. M. (2001). Consequently, Afghan public universities' curriculum desires immediate development and update. It would be an essential step for the internationalization, prosperity, and development of the Afghan nation. The core curriculum equips students with the skills they need to thrive in the workforce and contribute to a dynamic global environment Matus Cánovas, C., & Talburt, S. (2015).

It is a solid thought that national building, prosperity, and development are related to higher education in a country. As mentioned by Arbo, P., & Benneworth, P. (2007) that higher education has been closely linked to the idea of progress at both an individual and societal level in a country. Humans live in a world in which education systems are always searching for innovative approaches and techniques to boost operational technology performance, acquire a competitive advantage, and enhance teaching and learning. However, Afghan public universities are in opposite idea and have many challenges ahead to reach and remove the distance between them and globalization. Only those who are endowed with the knowledge, skills, talents, and rights necessary to seek their fundamental means of subsistence may contribute to and profit from globalization Bakhtiari, S., & Shajar, H. (2006).

CONCLUSION
It is clear that higher education is a continuum phenomenon and plays an important role in the development of the country. But unfortunately Afghan public universities prerequisite more attempts to fulfill mentioned idea of development and prosperity in Afghanistan. The government must work on the gaps stated in the finding section of this research study. The finding part of this study figures out the bases and roots of the lower outcomes and concerned conditions of Afghan public universities. Lack of professional development, low quality of work life of the lecturers, lack of strong supervision, and issues of curriculum and textbooks are the themes found in this study.

Still, there is some strong dictatorship behavior among the leaders and administrators which increases discouragement and decreases the performance of lecturers and academic staff. Nearly every field of life has its own problems and challenges, it is the responsibility of every single person to think about the solution. The participants of this study clearly illustrated point-by-point issues and concerns they had related the higher education and inferior outcomes of the universities.

IMPLICATIONS

This research study highlighted the causes and sources of concerned conditions and low academic outcomes of Afghan public universities. Researchers can profoundly work on every theme of this study individually to find a way how to fix them and give solid solutions.

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CONVERSATIONAL ANALYSIS OF THE SHORT STORY "TA- NA -E -KA" FROM THE PERSPECTIVE OF THE COOPERATIVE PRINCIPLE

Eyman Mosbah Ali Mohammed
Cyprus International University
North Cyprus
EymanMohammed@outlook.com

ABSTRACT
This research aims to analyse examples of the cooperative principle followed in the short story " Ta- Na- E- Ka", focusing on some ways of flouting and violating maxims of conversation. The analysis of the story will allow the reader to better understand the events of the story clearly by highlighting the principles of cooperation, followed by the characters, as well as how they are flouted or violated and what their distinctive effects are. To analyze the data, a qualitative method was employed. The researcher applies a detailed textual analysis through frequent reading and analysis to find out profound and adequate data. The researcher read the entire story multi-times. The primary reading was to identify the conversational maxims that were followed, as well as to identify flouting and violating the cooperative principle in the story. An extensive reading was held to optimize the accuracy of the preceding highlights, as the researcher supported the reasons for selecting the Gricean maxims highlighted in the story analysis based on the key reference of the cooperative theory. Based on the analysis, the characters follow all four maxims to communicate successfully, which facilitates the comprehension of the dialogue and reduces misunderstandings. When the cooperative principle is flouted, the interlocutors are expected to work out the implied meaning hidden in language expressions. In the case of violating the maxims, speakers are not cooperative. Only two examples are found about the violation of the quality maxim.
Keywords: Cooperative principle, conversational maxim, flouting, violating, short story.

INTRODUCTION
As human beings we use language to interact and communicate since it allows us to express and share our feelings, thoughts, and emotions. As we use language in order to establish mutual understanding between the speaker and the listener. "So, in order for the communication process between speaker and hearer to become smooth and effective, both of them have to be cooperative" (Zebua, Rukmini & Saleh, 2017). It implies that both interlocutors have to comprehend what they are saying in order for the conversation to proceed.

Thus, the American philosopher "Paul Grice" (1975) came up with the Cooperative Principle theory to explain how people cooperate in conversation. He has proposed four conversational maxims that undergo this principle, which are the maxim of quality, the maxim of quantity, the maxim of relation(relevance) and the maxim of manner. According to Grice, the cooperative principle is the presumption that those who are speaking in a conversation will typically try to be clear, relevant, and truthful. In other words, this means that each participant is responsible for contributing to the conversation as required. However, these four conversational maxims are not fixed rules, which can be easily flouted or violated in many situations. It happens when people disregard conversational maxims, regardless of which or how many there are (Risdianto, 2011).

These maxims are frequently used to analyse everyday individual conversations. Regarding literary works, drama is the only work that is written in a conversational style. Thus, it is possible to analyse the conversation between characters in a drama from the perspective of cooperative principle as well as to clarify how these maxims can be broken by characters in some occasions.

Many studies have examined the use of the cooperative principle in different literary works, for instance, Sari and Afriana (2020) have analysed the conversations in the Time movie based on the cooperative principle by observing the utterances between the characters. The results showed that all four maxims of conversation are followed in the movie and the most frequently followed maxims are the maxim of quantity and maxim of relation. While the maxim of manner is found least followed.

Another research was conducted by Riyanti and Sofwan (2016) to investigate the use of flouting and violating with the aim to analyze the speech acts and Grice's maxims non-observance in the World Magazine Advertisements. The findings revealed that the maxim of quality is most frequently flouted among the four maxims.

However, in this analytical research, many aims of the researcher are firstly to be in quest of finding the cooperative principles followed in the selected story " Ta- Na- E- Ka" by Mary Whitebird. Additionally, the maxims are broken in literary texts to produce various rhetorical strategies and metaphorical language. The second study goal is to examine some ways in which literary text flouts and violates Grice's cooperative principle maxims and the distinctive effects that do so.

THEORETICAL FRAMEWORK

GRICE'S COOPERATIVE PRINCIPLE

Grice considers the four conversational maxims that undergo his Cooperative principle theory, are the ground rules that we follow while speaking and interpreting statements in regular circumstances (Black, 2006, p. 23). It is crucial to recognize these maxims since they are implicit presumptions we make in conversation. These four conversational maxims and their sub-maxims make the cooperative concept more understandable.

Maxim of quantity is to be as informative as possible when contributing and do not provide more information in your contribution than is necessary (Black,2006, p. 23). By providing too few details, speakers risk making their listeners incapable of understanding what they are talking about. On the other hand, giving the audience more information than they require runs the risk of boring them. According to this adage, the statement is the most convincing or informative one that may be made throughout the conversation.

Maxim of quality is to make an effort to provide a contribution that is accurate (Benton, 2016). Speaker should refrain from saying anything he/she knows to be false. In addition. The speaker should not assert anything for which he/she lacks sufficient support. Accordingly, the speaker should tell the truth by being genuine.

Maxim of relation (relevance) is to be relevant, which states that speakers are considered to be making a point that is related to what has already been expressed or talked about (Guo & Li, 2017). Maxim of manners, on the other hand, is to be perspicuous, which states that speakers should be succinct and orderly while avoiding vagueness and ambiguity (Black,2006).

When communicating with others, however, these maxims are not occasionally followed by people. For a variety of reasons, they deviate from the fundamentals and violate the maxims when expressing their ideas. For the purposes of achieving their goals, the speakers in this case disregard and violate the maxims.

FLOUTING AND VIOLATING

A maxim is flouted when someone purposefully disregards it in order to get their listener to understand the underlying meaning. According to Grundy(2000), flouting a maxim is a particularly subtle approach to get the other person to make assumptions and then come up with an implicature. Flouting can be found in common forms such as "Tautology, metaphor, overstatement, understatement, rhetorical question, and irony"(Zebua, Rukmini & Saleh, 2017). Speakers deliberately flout the cooperative maxim with the intention of being understood by their listeners. In other words, they wilfully violate the maxim with the intention that their listeners are aware of it.

While violation of the maxim occurs when the speaker deliberately misleads or manipulates the hearer. The hearer incorrectly assumes that the speaker is cooperating when they purposefully provide insufficient information or says anything that is dishonest, irrelevant, or confusing (Mael, Septiana & Retnani, 2018).

RESEARCH METHODOLOGY

To achieve the aims of this research, a qualitative method has been employed since it is considered the most suitable investigation method in this case. According to Hancock, Ockleford & Windridge (2001), the goal of qualitative research is to create an explanation for the phenomena. Therefore, the researcher has applied a detailed textual analysis through frequent reading and analysis to find out profound and adequate data. First of all, the researcher has read the whole story to identify the conversational maxims which have been followed, as well as to identify the flouting and violating of the cooperative principle in the story. That has made it easier for the researcher to determine which types have been followed and which have not. A second read employing have taken place in order to optimize the accuracy of the earlier highlights. Then, using the cooperative principal theory existing from the aforementioned key reference, the researcher has corroborated his reasons for choosing the highlighted Gricean maxims as these findings have been discussed in two main sub-sections in the analysis part.

THE ANALYSIS OF THE STORY

The selected story is analysed into two main sub-sections according to their sequence of events in terms of the employed cooperative principle as well as the flouting and the violating of the maxims.

THE EMPLOYED COOPERATIVE PRINCIPLE

Example 1.

"It's not a crime to borrow money, Mary. ***But how can you pay it back?"***
"I'll baby-sit for you ten times."

In the above dialogue, Mrs Richardson asked Mary how to pay the money back. Obviously, Mary replied that she would babysit for her ten times. There are two possible maxims of this answer. The first maxim is quantity when Mary's answer is as informative as required. She did not say too much nor too little. The second maxim represents in Mary's reply which is specifically perspicuous and concise. As she avoided the ambiguity. It means that the maxim of manner is followed in this dialogue.

Example 2.

"Which side do you want?" Roger asked.
"I'll go toward the river, if it's okay with you," I(Marry) said.
"Sure," Roger answered.

In this conversation above, Roger asked Mary about the way that she wanted to go with and Marry answered accordingly that she would go toward the river. In this regard, there are also two possibilities for the maxims. Firstly, Mary's answer is relevant to roger's question about which side she wants to walk by, there is relevancy in the conversation, it indicates the maxims of relation. Secondly, Mary's answer is as informative as necessary, which reveals the maxim of quantity.

Example 3.

Another conversation happened when Mary found a restaurant on the shore and she decided to order food because she was hungry. The man on the counter asked her what she wanted, as it is reported in the following dialogue:
He asked me what I wanted. "A hamburger and a milkshake," I said*, holding the five-dollar bill in my hand so he'd know I had money.*

The answer of Marry is as informative as needed to the man's question, which indicates that the maxim of quantity is followed. Since it dictates that those participating in a discussion provide as much information as is necessary, but no more (Black, 2006).

Example 4.

Do they have a phone?"
"Yes, yes," I answered. "But don't call them."

When Mary was asked in the aforementioned conversation whether her folks had a phone or not. She followed the maxim of relation by giving a relevant answer to the speaker's question. Mary confirmed that they had by answering "Yes, yes" and then she asked the man not to call them because she later would explain the reason to him.

Example 5.

Finally, my grandfather asked, "What did you eat to keep you so well?"
I sucked in my breath and blurted out the truth: "Hamburgers and milk shakes."

In this conversation, when Mary came back home after spending five days in the wilderness to accomplish the rite, she looked well. Her grandfather strangely wondered what she had been eating to keep well. Mary mustered her courage to tell him the truth. In this sense, there are two maxims followed. The first followed maxim is the maxim of quality, which is found in Mary's reply. Her answer is in accordance with the rule of the maxim of quality. She answered with the truth that she believed was true. The second is a maxim of quantity. Mary's answer is as informative as necessary, as she did not hide any needed information. This is in accordance with the maxim of quantity rules.

SOME WAYS OF FLOUTING AND VIOLATING

FLOUTING

Example 6.

"What happened if you couldn't make it?" Roger asked.
"Many didn't return," Grandfather said. "Only the strongest and shrewdest. Mothers were not allowed to weep over those who didn't return. If a Kaw couldn't survive, he or she wasn't worth weeping over. It was our way."

In this conversation, Roger asked his grandfather about what if one could not survive of that experience, and his grandfather flouts the quantity of maxim by being verbose and giving too much information. The grandfather answered that many did not return. He added that only the cleverest and the strongest managed to survive, and he also said if a Kaw was not able to survive, mothers were not permitted to cry for their children who did not return. He concluded that a Kaw was not worth crying for if he or she could not survive according to their tradition. The grandfather ceased following the maxims to convince his grandchildren to infer the hidden meaning behind his answer, that they had to struggle to survive. In other words, the speaker uses implicature (Levinson, 1983 as cited in Khosravizadeh, & Sadehvandi, 2011).

Example 7.
"Mrs. Richardson," I said, "would you lend me five dollars?"
"Five dollars!" she exclaimed. "What for?"
"You remember the ceremony I talked about?"
In this conversation, when Marry asked Mrs. Richardson to lend her five dollars. Mrs Richardson exclaimed and immediately replied by asking a question about what the five dollars were for. She avoided answering Mary's question in this conversation. Mrs Richardson broke the rule of relevance by abruptly changing the topic of the question, which means flouting the maxim of relation.

Example 8.
"I'll probably laugh about this when I'm an accountant," Roger said, trembling.
"Are you trembling?" I asked.
"What do you think?".
Roger had been asked if he was trembling, however, he did not answer relevantly. Instead, he asked another question, which clarifies the flouting the maxim of relation. Such flouting can take the form of abruptly shifting the subject, particularly when a speaker asks a question that is often unrelated to the issue at hand, or when the speaker fails to address the topic directly (Thomas, 1995, as cited in Muslah, 2015).

Example 9.
"What the heck are you doing here, kid?
"Hold it, kid. I just wanna know what you're doing here. You lost? You must be from the reservation. Your folks must be worried sick about you. Do they have a phone?"
In this excerpt, the owner of the restaurant surprised by finding Marry sleeping in his place, he bombarded her with a lot of questions wondered whether she may be lost. The man flouts the maxim of quality since he asked a series of questions to know the reason behind her sleeping in his place. According to Brown and Levinson(1978) making rhetorical questions is one of the aspects of flouting the maxim of quality.

VIOLATING
Example 10.
"Why do you keep holding your head?" Roger asked.
"Oh, nothing. Just nervous," I told him.
In this conversation, Mary lied on Roger when he asked her about the reason of keeping holding her head. Intentionally, Mary violated the maxim of quality because she told a lie to deny the reality of being afraid to lose the five-dollar bill which was hidden there. The act of lying is frequently done with the goal to deceive or mislead the listener deliberately(Black,2006).

Example 11.
"That's a pretty heavy breakfast, honey," he murmured.
"That's what I always have for breakfast," I lied.
When Marry ordered the food, the man at the counter told her that the meal is heavy for breakfast. Marry lied that she was used to have it for breakfast. Mary's reply was not truthful, which indicates that she violates the maxim of quality.

CONCLUSION

From the analysis part of the story, it revealed that all conversational maxims of the cooperative principle theory were followed in the story. The characters flouted three conversational maxims which were the maxim of quality, the maxim of quantity and the maxim of relation. Contrary to flouting, the maxim of quality was the only rule which was violated in this analysed story.

The cooperative principles presented in this short story were followed for many reasons: to run smooth and cooperative dialogue between the characters, to make it simple for us to understand the dialogue or conversation in a literary text, as well as to reduce misunderstandings between the reader and author. However, the maxims are not always followed, and there are various ways that this can occur such as flouting and violating. In the context of the story, some characters flouted the maxims to get the listeners and reader to guess the implied meaning underlying the words, while the main character (Marry) purposefully stopped using the maxims to mislead the listener and achieve her own goals by violating the maxim of quality.

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DIFFICULTIES ENCOUNTERED BY PRE-SERVICE TEACHERS IN CLASSROOMS: THE STUDY OF PUBLIC HIGH SCHOOLS IN ZINTAN CITY, LIBYA

Sami Mohammed A Alsadi, Asst. Prof. Dr. Fatoş Silman
Cyprus International University

ABSTRACT
Classroom management is among the most critical challenges that pre-service teachers encounter. This research utilised a qualitative research design to reveal problems associated with classroom management and coping strategies. Ten Libyan pre-service teachers from secondary schools in Zintan city took part in the research. Participants were picked randomly and asked to participate in online semi-structured interviews. The data analysis revealed some primary categories of classroom issues for teaching, including mixed-ability classes with high-class numbers and seating arrangements. In addition, the research revealed that all pre-service teachers agreed that behavioural issues might interfere with the teaching and learning process. Further, all pre-service teachers agreed that having a large class size influences their instruction effectiveness and assessment. In addition, the course book design needs revisiting and modifications to suit all levels of students in the classroom. Finally, various coping mechanisms were elicited to address each issue mentioned.
Keywords: Management, Pre-service teachers, Classroom, Challenges, Libya

1.0 Introduction

Teachers may regulate what occurs in their classrooms to govern their students' learning. The phrase "classroom management" encompasses all the processes that instructors and students engage with one another. Preparing the teaching and learning procedure in the classroom involves organising the resources, decorating the space, setting expectations, and establishing and enforcing routines and norms (Korpershoek et al., 2014). The phrase may also be used to describe measures used to stop students' disruptive conduct. Because administrators usually believe that effective teachers can control their troublesome students, pre-service teachers commonly consider the word "classroom management" as identical to "student behaviour management." (Huong & Tung, 2019)

Teachers must develop their control over maintaining order in the classroom if they want to stop disruptive conduct. One of the fundamental issues pre-service teachers might encounter is how teachers control the order in the classroom. Because the classroom is a location where students and teachers engage with one another, the pre-service teachers' classroom management style will affect how their students behave.

Meijer et al. (2020) state that the limited learning opportunities provided to students and the incorrect skills students acquire may all contribute to behavioural issues. However, most pre-service teachers' concerns about classroom management are restricted to dealing with student conduct or enforcing classroom rules. Therefore, when discussing the behavioural issues that pre-service teachers might face in the classroom, it is crucial to develop ways to resolve them while raising their awareness of classroom management techniques. The goal of carrying out this research is to identify the challenges facing pre-service teachers when having classroom sessions. Moreover, identifying any coping, controlling and managing techniques which pre-service teachers may use. The findings of this research will not only indicate the behavioural issues and management techniques used by pre-service teachers in their classrooms, but they should also demonstrate the value of classroom management instruction throughout undergraduate teaching education programs.

1.1 The Meaning of Classroom Administration

The technique of maintaining a regulated atmosphere in a classroom to improve learning is known as classroom management (CM). According to Evmenova (2018), CM includes educators' choices to enhance learning and provide students with the best possible learning opportunities. According to Saleem et al. (2022), a physically designed atmosphere that produces positive results helps to promote learning and teaching and encourages student engagement in class.

1.2 Challenges in Classroom sessions

Problems with student conduct in the classroom can affect instruction because they hinder a teacher's ability to maintain order. Burden (2020) explains that all types of actions that stop learning are referred to as undesired behaviours in his research "Classroom management." Misbehaviours in the classroom disrupt the learning environment, the teaching process, and the goals of both students and teachers. They also cause issues with time management. Cassar et al. (2019) adds that when teachers do not address incorrect behaviour, it disrupts the classroom, leaves essential material out of lessons, undermines their authority, and, most importantly, lowers students' chances of learning. For new and experienced teachers, discipline issues in the classroom are the leading cause of stress. These behavioural issues do have an impact on how students learn and teachers educate.

Large classes are another issue for high school teachers. Teaching big classrooms is challenging, particularly for pre-service teachers who may confront several issues. Large classes take much work to manage. Some teachers feel uneasy with large classes. Additionally, a big class's noise impacts instruction and nearby courses. Karataş & Tuncer (2020) assert that owing to class size; instructors cannot offer every student an opportunity to speak and partake. Therefore, high school instructors and teachers face various challenges while teaching big-size courses.
Burden (2020) says classroom design is vital for classroom management. Teachers arrange classroom tables, seats, and other objects to encourage active learning. This aspect of classroom management, despite its relevance for students' educational and social development, should be covered in teacher education programs. As a result, ergonomic chairs help workers stay focused and reduce distractions. Organising a classroom includes making decisions about how to use the available space. Examine whether or not classrooms are set up in a way that promotes learning and interaction among students.

Today's educators face additional challenges from the mixed-ability classroom. Kotob & Abadi (2019) said that a mixed-ability class has pupils with diverse learning capacities and different learning preferences and styles which may influence the overall performance of the teachers. In addition, a student's outlook, motivation, and self-discipline, among other factors, may fluctuate, creating multiple challenges for pre-service teachers to run their classrooms successfully. Therefore, this makes it challenging for teachers to develop informed plans. In addition, students with varying degrees of learning abilities, interests, and talents make up a mixed-ability class. According to high school teachers, this has become one of the most critical factors that inevitably influences the quality of instruction and comprehension the students get over time.

1.3 The Importance of Effective Classroom Management
The teachers may engage with students in a thriving learning environment by managing the classroom efficiently. Duong et al. (2019) assert that delivering successful educational results depends on teachers' capacity to regulate student conduct and arrange classrooms. Behaviour management that works will not guarantee a good education, but it will set the stage for learning to take place. Unfortunately, the effects of even the best training on student behaviour in the classroom are limited. Teachers reportedly say that classroom organisation and behaviour control skills are taught in their preparation programs. However, evidence shows that these abilities must be adequately covered or supervised in actual classroom settings (Jackson et al., 2013). It is noted that the absence of steady professional development and learning in the essential competencies of classroom organisation and instructional techniques has substantial adverse effects on the effectiveness of many teachers, particularly new ones. In summary, classroom management techniques support the development of a well-organised learning environment.

1.4 Classroom rules and routines
Hamrick et al. (2021) mention that a practical, preventative element of management and organisation strategies in the classroom is the application of rules. Rules form the behavioural framework of the classroom by laying out the expectations for student conduct, the actions that will be rewarded, and the penalties for improper behaviour. Behaviour problems may be avoided more easily if regulations are presented or written in a way that favourably describes the desired conduct. Therefore, rules should be in line with the school's conduct policy (Wandasari et al., 2019). Accordingly, there are four classroom management guidelines which Laslett & Smith (2002) elicited; the first strategy is to "get them in," which refers to how teachers conduct their classes. This regulation consists of bowing, taking a seat, and beginning. The second guideline is to "get them out," which refers to how teachers adjourn a gathering or a lesson. The two parts of this regulation are dismissing and concluding. The third guideline is to "get on with it," which refers to the lesson's central point, nature, and presentation. The fourth rule is to "get on with them," which refers to instructors building strong interpersonal relationships with their pupils. Geng et al. (2019) assert that classroom regulations help create a positive learning atmosphere. Effective instructors utilise rules to include students in various challenging and practical tasks. Hence, the students' feeling of collaboration grows as a result of this.

1.5 The aim of the research
The current study aims to assist teachers in improving classroom management, identify problems with classroom management at secondary schools as observed by the pre-service teachers, and suggest solutions for those problems.

1.6 The research questions

The research attempts to respond to the following queries:

1. What challenges do Pre-service English teachers face while teaching?

2. What type of problem-solving techniques Pre-service English teachers would use to help in classroom management?

2.0 Methodology

2.1 Design of the Research

The study is qualitative in nature. Qualitative research mainly collects verbal rather than numerical data Elliott & Timulak (2005). After the data have been collected, an interpretive descriptive analysis is carried out. In this particular kind of research, the data were gathered via online meetings with the participants using the google meet platform.

2.2 Participants and Settings

Ten high school pre-service teachers were the participants; they were chosen at random. Specifically, a simple random sampling technique was implemented since it is well-known that it is one of the most suitable and easy-to-conduct techniques (Thompson, 2012). Interview sessions were organised and initiated using the online google meet platform.

2.3 Collection of Data

In the current study, semi-structured interviews were employed in order to gather the necessary information based on pre-determined questions (Karsar, 1998, as cited in Silman et al., 2021). Semi-structured interviews involve a set of predetermined questions that guide the conversation, but also allow the participant to share their own thoughts and experiences. Interview questions were composed of two parts: The main part addresses issues with classroom management. In contrast, the second part was, in fact, only one question providing the teachers with the space to speak out their opinions and perceptions about how to control the class and maintain order.

2.4 Ethical consideration

During the study, the investigator considered ethical considerations. All school principal and participants' information have been kept confidential. The principals' authorisation was requested in English and Arabic written forms.

3.0 Findings

3.1 Findings and analysis of difficulties facing pre-service teachers in the classrooms

1. Behaviour issues may interfere with teaching and learning, significantly affect the teacher's career, and require extra time.

Participants argued that behaviour issues might hinder the teaching and learning process.

Also, all pre-service teachers felt that behaviour issues affect their profession and consume extra time. ***T03:*** "*Inappropriate behaviour in the classroom is difficult and time-consuming for us".* Therefore, managing class time is the key to successful content delivery.

2. Large classes affect teaching as well as lesson evaluation.

All respondents acknowledged that big class sizes are a significant barrier to effective English language teaching. ***T08:*** *"I have one class where I teach 45 students all at one class, it is tiresome and I can't finish everything on time".*

3. In a class with students of all different abilities, my high-level students may feel distracted and bored.

All pre-service teachers mentioned that it is almost impossible for different ability students to learn equally in mixed-ability classes and gain the same learning and teaching benefits.

4. It is challenging to design a lesson that accommodates every student, given their range of abilities.

Unanimously, all pre-service teachers in this study concurred that they face some challenges in designing the lessons and providing extra materials that accommodate all students' varying levels of ability.

5. Many of my students are at wildly different ability levels from one another, and the activities in the course materials do not cater to that.

Most pre-service teachers agree that the course book design only caters to some students' levels. They stated that the course materials do not adequately accommodate the wide range of ability levels among their students. As a result, these materials may only effectively engage only some students, rather than the entire class.

***6. The seating arrangement influences student and teacher interactions in the classroom*.**
Most of the pre-service teachers felt that sitting arrangement affects the relationship between the student and the teacher; however, only two disagreed.

3.2 Teachers' ideas for classroom management and control

1- Give the students clear instructions and compliments for adhering to the classroom rules.
Most instructors agreed that students need clear teaching and positive reinforcement to obey class rules, whereas only one disagreed. Instruction affects learning; a class or activity fails when pupils do not grasp what to do. Clear classroom instructions improve teaching and learning. Feedback includes explaining what learners are doing well and wrong.

2- Asking questions for the sake of getting the students' attention.
An excellent way to capture students' attention and encourage engagement, thinking, and learning is to ask them questions. A conducive listening environment is a foundation for learning and comprehension. The key to effective learning is supporting students in their efforts to cultivate excellent attention. Thus, one of the most successful tactics teachers may employ in the classroom to address the lack of attention is to involve the learners in a question-and-answer interaction.

3- ***To keep a big class under control, employing eye contact, vocal control, and distance management.***
All pre-service teachers employed voice recognition and distance management to govern big classes. Furthermore, they indicated that eye contact and facial expressions have a disciplinary role and assist them in managing their classrooms. Teachers' direct eye contact and tone of voice in the classroom teach students to pay attention and verify everyone's focus, encouraging contributions while eliciting ideas, retaining students' attention and maintaining control.

4- Fostering a welcoming environment when instructing a large class.
Among the most efficient method used by pre-service teachers to improve student learning is to create a pleasant classroom environment in which students feel comfortable studying and participating.

5- Creating and implementing engaging lessons that cater to a wide range of student abilities.
Educators of the English language are tasked with using methods and materials accessible to students of varying linguistic backgrounds and proficiency levels. Teachers use a wide array of strategies and tools to guarantee that all students learn the same amount.

4.0 Discussion
Based on the findings of the current study, behavioral issues in the classroom can have a range of negative consequences for students and teachers. When one student engages in disruptive behavior, it can interfere with the learning and development of their peers. Similarly, a study published in the Journal of Educational Psychology found that students who were exposed to disruptive behavior in the classroom had lower academic achievement compared to students in classrooms with less disruptive behavior (Katsiyannis et al., 2013). Moreover, such disruptive behaviour can make it difficult for the teacher to effectively manage the class and maintain a positive learning environment (smith et al., 2015). The disruptive behavior of one student can also encourage other students to engage in similar behavior, which can further undermine the teacher's authority and contribute to a chaotic classroom environment. Additionally, some students may have difficulty following the teacher's instructions and may struggle to cooperate with their teachers, which can also disrupt the classroom and make it difficult for the teacher to maintain order. Overall, addressing and managing behavioral issues is an important aspect of effective classroom management, as it helps to create a stable and consistent educational environment for all students.

This study also revealed that lesson monitoring and evaluation also suffer when classes have large number of students. Large number of students within classes necessitate more time spent on non-academic tasks like organising and administering paperwork and maintaining order. As class sizes grow, pre-service teachers highlighted that they are becoming less and less able to cover the material at the requisite speed, depth, and breadth because fewer learning opportunities are available to them. Schanzenbach (2014) revealed that students in smaller classes had higher achievement, higher grades, and were more likely to pass their courses compared to their peers in larger classes who suffered more. Additionally, teachers of large class sizes discover that it is challenging to keep track of their pupils' academic progress and provide comments since it becomes more difficult due to over increased class population. In addition, most teachers say their students need more attention since they feel unfocused and sometimes distracted because of the number of students. Learning requires concentration, which may be difficult in big classes. As a result, large-class teachers typically need help to hold students' focus and concentration.

Furthermore, the current study found out that mixed-ability classrooms include individuals with varying skill levels, motivations, needs, passions, academic backgrounds, learning styles, anxieties, and experiences require massive effort and attention by the pre-service teachers. Mixed-ability courses contain a variety of accomplishment and learning levels. These students' strengths, limitations, and learning styles vary. Thus, it poses a great deal of physical and mental stress on pre-service teachers to focus on all different levels of students at once. Similar results were found in different studies, one of which is Eisenbeiss (2018) who found that teachers who taught mixed-ability classrooms had higher levels of stress and burnout compared to teachers who taught similar ability-grouped classrooms. Besides, most teachers believe that students with high intellectual abilities find the teaching pace a bit monotonous and repetitive since teachers spend most of the time explaining the lesson to weaker students. As a result, teachers spent much time preparing extra and outside materials to help facilitate the learning and teaching process. In addition to that, coursebook should help teachers educate various levels of learners and it should offer a range of learning tools (Anders & Evans, 2019). However, pre-service teachers reported that most of the exercises and language used in the course book are complicated and need some modifications since it only matches some of the levels of the students. There are similar studies which have also found that the use of course materials that are not appropriately matched to the abilities and needs of students can be challenging for teachers. El Motabit (2020) has found that students tend to have a relatively limited vocabulary of about 1317-word families, indicating a discrepancy between their actual vocabulary knowledge and the vocabulary demands of their textbooks. Hence, teachers' job would become more difficult in order to successfully close the gap between the textbook design and students' actual proficiency level.

Finally, in accordance with the pre-service teachers' brief experience dealing with such issues while teaching their classes. They have developed various techniques and strategies to maintain order in the classroom and ensure the teaching process continues smoothly. Their techniques and strategies were: "*to give the students clear instructions and compliments for adhering to the classroom rules", "asking questions for the sake of getting the students' attention", "to keep a big class under control, employing eye contact, vocal control, and distance management", "fostering a welcoming environment when instructing a large class" and "creating and implementing engaging lessons that cater to a wide range of student abilities".* When reviewing the literature, there have been numerous studies found on effective strategies for maintaining classroom discipline and promoting student engagement which they support what the pre-service teachers mentioned in the current study as in (Knaack, 2016; Hattie & Yates, 2014; Jones & Jones, 2012; Kohn, 2013).

4.0 Conclusion

Classroom management, including issues pre-service teachers face and their coping mechanisms, was the main focus of the current study. Different forms of management issues in the classroom have been observed and registered. It is important to address and manage behavioral issues in the classroom, as they can have negative consequences for both students and teachers.

Disruptive behavior can interfere with the learning and development of other students, and can make it difficult for the teacher to effectively manage the class and maintain a positive learning environment. In addition, large class sizes can make it more challenging for teachers to cover material at the required speed and depth, and can make it difficult to track students' academic progress and provide individualized feedback. Moreover, teaching mixed-ability classrooms, with students of varying skill levels, can also be challenging for teachers, as it requires a great deal of effort and attention to meet the needs of all students. To help address these challenges, teachers can use various strategies, such as providing clear instructions, using nonverbal communication, fostering a welcoming classroom environment, and designing engaging lessons that cater to a range of student abilities. Additionally, using course materials that offer a range of learning tools and modifying them as needed can help teachers effectively teach mixed-ability classrooms.

Overall, effectively managing the classroom and addressing issues such as disruptive behavior and large class sizes is important for creating a stable and consistent educational environment for all students. The findings of this study provide educators with the knowledge needed to effectively address disruptive behaviors and academic issues through improved classroom management strategies.

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Appendix

Interview Questions

1. To what extent does students' behaviour in class interfere with/interrupt the learning and teaching process?

2. To what extent does the number of students in a given class affect teaching regarding monitoring and evaluation? Explain?

3. To what extent do different levels of students' abilities affect learning and teaching in the classroom?

4. To what extent is it challenging to plan a lesson that suits different students learning abilities?

5. Does the coursebook provide detailed and well-coordinated activities that suit various learners? Why? Why not?

6. Does the classroom setting affect the teacher and student interaction at a given time? Why? Why not?

7. What teaching strategies would help other teachers correctly manage their classrooms? Explain?

EXAMINING THE PSYCHOLOGICAL PROBLEMS EXPERIENCED BY OPERATING ROOM NURSES

Demet KARAKARTAL
Faculty Of Education
American University Of Cyprus
d.karakartal@auc.edu.tr
Orcid:0000-0001-7890-8340

ABSTRACT
Nursing can be a profession that can be at the center of the field of health and affect people's quality of life in every aspect. In addition to the fact that nurses, whose main purpose is to provide care, serve in an area with a high margin of error, the conditions of the environment in which they work can also affect nurses' perspectives on the profession and can be effective in increasing or decreasing the margin of error in the nursing profession. In particular, operating room nurses have to work overtime due to the area they work and the surgeries they perform, suffer from insomnia, irregular and heavy working conditions, care for patients suffering from fatigue, pain and distress, time pressure, communication problems with the team, shift working conditions, working environment, under stress. They may encounter factors that negatively affect their quality of life, such as working in a closed environment and working in the same position. These factors mentioned are; It can negatively affect the working life of operating room nurses and cause them to experience psychological problems. Therefore, in this study, it was aimed to examine the psychological problems experienced by operating room nurses.

INTRODUCTION
Nursing can be defined as a profession that can be at the center of the health field and can affect the quality of life of individuals in every aspect. It can be a special nursing field that can meet the care and needs of both pre- and post-operative patients, where surgery and other interventions are applied in line with the standards set for the operating room and the physical and psychological needs of the patient (Kaymakçı, 2015). The operating room environment can be a risky and stressful environment where a wide variety of surgical techniques can be applied, advanced technology operating room instruments can be used, and the right decisions can be taken quickly (Yıldız, 2009). It can cause psychological problems (İncesesli, 2005; Özdemir, Yılmaz, & İnanır, 2011). As a result of a research on this subject; It has been revealed that due to the high workload of the operating room nurses and the conditions of the operating room environment, they experience stress, anxiety, burnout, decreased job satisfaction and sleep problems, and their social lives are adversely affected due to these problems (Özbayır, 2009). In addition, they may face factors that negatively affect their quality of life, such as overtime, insomnia, irregular and heavy working conditions, fatigue, caring for distressed and stressed patients, working in a closed environment, working in the same environment. (Alkan and Ayar, 2017). In addition, communication problems within the team can negatively affect the occupational satisfaction and work motivation of the operating room nurses (İnce, 2014). Therefore, in this study, it was aimed to examine the psychological problems experienced by operating room nurses.

OPERATING ROOM ENVIRONMENT
Although operating room environments can be defined as specialized service units aiming at the recovery of patients by surgery, operating rooms where surgical interventions for diagnosis and treatment are performed; There may be isolated areas from other units in hospitals (Morgül, 2016).Operating room environments can be both stressful and risky environments where surgical applications can be performed, as well as very different surgical techniques can be applied, high-tech tools and equipment can be used, and it is important to make the right decisions quickly (Aydın, Kaya ve Yılmaz, 2021) due to the fact that they contain many risk factors. In addition to being dynamic and exciting environments that require many professional skills such as knowledge, experience, communication and time management, they are also accepted as environments that may require technical knowledge (Öğün and Çuhruk, 2021).At the same time, operating room environments; Hospitals are considered to be among the application areas where occupational stress is high due to factors such as being able to compete with time and being in a closed environment for a long time (Yoosefian, Charkhat, Rezvani, & Shahrakipoor, 2015).

OPERATING ROOM NURSING
operating room nursing; Within the framework of the standards set for the operating room, surgery and other interventions can be applied in line with the physical and psychological needs of the patients, who can meet the care and needs of the patients both before and during the operation and after the operation, and who can be the person primarily responsible for the safety of the patients, have both the necessary knowledge and It can also be defined as a special nursing field that has the skills to manage the operating room environment (Kaymakçı, 2015).

The American Nurses Association (ANA) is; He defines operating room nursing as "a professional nurse who determines, gives care and coordinates care by using the nursing process in order to meet the identified psychological, physiological, socio-cultural and spiritual needs of patients whose potential protective reflexes and self-care power are compromised due to surgery" (Kanan, 2011).

PSYCHOLOGICAL PROBLEMS EXPERIENCED BY OPERATING ROOM NURSE

Operating rooms are considered to be among the application areas where occupational stress is high and job satisfaction is low due to factors such as the critical importance of hospitals, rapid movement, medical disputes, use of complex equipment and being in a closed environment for a long time, and these factors are also on the operating room nurses. may cause them to feel pressure (Yoosefian, Charkhat, Rezvani, & Shahrakipoor, 2015). Şahin, (1999); Due to the high stress level of the profession, operating room nurses can experience a sense of worthlessness and also state that it can cause substance addiction. It is revealed that they show obsessive behaviors where their working efficiency decreases and they experience substance addiction, anxiety and depression. Aslan and Öntürk (2011); They state that operating room nurses experience burnout due to regular working hours, heavy working conditions, stressful and isolated environment of the operating room, being in a monotonous work environment, unbalanced diet, working in shifts, working overtime and having too many responsibilities.

The results of the experimental study conducted by Bölükbaş, Karabulut, and Özer (1998) on "Examination of the level of anxiety created by the operating room environment on the working team" reveal that the mean scores of both state and trait anxiety of operating room nurses are high. On the other hand, Alkan and Ayar (2017), states that the operating room environment affects the quality of life of operating room nurses negatively, reduces their psychological resilience and causes burnout in their job satisfaction. states that operating room nurses are more affected by stress factors than nurses working in other units.

Koraş (2011), states that the operating room environment is a closed and isolated environment and operating room nurses working in isolation in this environment cause intense stress. When all these research results are evaluated; In this stressful environment where the operating room environment is a stressful environment; It is clearly seen that it causes negative psychological consequences in nurses. In addition, the fact that the operating room nurses are constantly confronted with patients who are suffering due to their working conditions and witnessing the loss of patients without treatment can cause them to feel psychologically under pressure, and especially after long working hours, both their social life and mental health can be adversely affected. In addition, exposure to physical and psychological violence by both the patient and their relatives can also cause them to feel worthless (İri, 2019). However, operating room nurses; exposure to abuse by both the patient and their relatives; It can cause them to feel worthless, develop low self-esteem, decrease their productivity at work, experience fear and depression, decrease their self-esteem, negatively affect their family life and experience disappointment (Çelik ve Karaca, 2017).

CONCLUSION

Nursing can be a profession that can be at the center of the health field and affect people's quality of life in every aspect. In addition to the fact that nurses, whose main purpose is to provide care, serve in an area with a high margin of error, the conditions of the environment in which they work can also affect nurses' perspectives on the profession and can be effective in increasing or decreasing the margin of error in the nursing profession. In particular, operating room nurses work overtime due to the area they work and the surgeries they perform, suffer from insomnia, irregular and heavy working conditions, care for patients suffering from fatigue, pain and distress, working in a closed environment under stress with the working environment, working in a closed environment, working in the same position all the time. They may encounter factors that negatively affect their quality of life, such as These factors are; the harassment of the operating room nurses by both the patients and their relatives and negatively affecting the working life; It can cause them to feel worthless, develop low self-esteem, decrease their productivity at work, experience fear and depression, decrease their self-esteem, negatively affect their family life and experience disappointment. In addition, the high stress level of the profession may cause the operating room nurses to experience a sense of worthlessness, decrease in their psychological resilience and burnout in their job satisfaction.

SUGGESTIONS

In line with the results of the research, the following recommendations are included:

Training seminars can be organized on the methods of coping with stress by evaluating the stress situations of the operating room nurses from time to time.

Studies can be conducted to help operating room nurses cope with feelings of worthlessness.

Studies can be conducted on how operating room nurses can cope with feelings of worthlessness.

Studies can be carried out to increase the work motivation of operating room nurses.

Studies can be conducted to help operating room nurses cope with feelings of worthlessness.

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PERCEPTIONS OF LIBYAN SECONDARY SCHOOL TEACHERS AND MANAGERS ON PROFESSIONAL DEVELOPMENT IN EFL CONTEXT

Ayman Riheel Alnaas Taha*
Cyprus international university (TRNC)
aimanraheel2020@yahoo.co.uk

ABSTRACT:
It is important for the school management to see to it that teachers acquire the right teaching skills and experience to aim at improving the competence of their students in sustainable environments. Hence, the professional development needs for EFL teachers must be considered as paramount to the principles of teaching procedures to raise students' standard regarding the four language skills in English language teaching and learning. In this context, the purpose of the study aims at examining the perceptions of EFL teachers on professional development during school situations between school managers and teachers at Libyan Secondary Schools. The investigation involves an exploratory survey and intends to use interview questions adopted from (Sri Rachmajanti & al., 2020) for data collection. The participants in this study involve 15 teachers and 3 school managers from three different Secondary Schools ((Unit A ; Unit B; and Unit C) in Libya. Each Unit comprises five (5) teacher respondents and one (1) manager or head teacher. The analysis comprises a qualitative theory of Creswell (2012) for the data organization, data editing, data coding and commonality of the participants. The finding reveals that school managers are not up to date in establishing sustainable environments for effective conflict resolution and for teachers' professional development. The study suggests depicting the effective professional development programmes in EFL context. The suggestions are indispensable to be incorporated in educational management system. Thus, it is important to overcome conflicts and challenges by establishing effective conflict resolution grounds for sustainable environment in classroom settings.
Keywords: Sustainable environment, Teaching skills, Professional development, school managers and teachers, Libyan secondary schools, School management.

Introduction

Professional development for teachers aims to bring innovative strategies to enhance the competence of both the teachers and the learners. The important stake holders involving teaching and learning in a community comprise school managers or school heads, schoolteachers and students and parents. Given this, the study focuses on the issues regarding professional development for EFL teachers in Libya and the concerns raised concerning the school managers. As it is bound to happen, schoolteachers are expected to be effectively involved in implementing the rules and regulations of their schools as their workplace (Campana, 2014). In this concept, EFL Libyan school managers and teachers are also called upon to observe the code of conduct regarding the teaching profession and making a progress in the field of teaching and learning in their professional field. However, teachers face challenges during their managers as well as their employers who should encourage and support them to professionally develop themselves in the field of teaching and learning (Ambler, 2016). Thus, teacher professional development referrers to different sorts of on-going educational programmes that seem significant for educationists and learners. It is an educational framework for teachers to update their present skills and teaching competence to help students enhance knowledge and technical- knowhow and new tools for survival in social context. In this concept, teaching and learning can be done in formal and informal settings. In the formal sector, teaching and learning take place by organizing classroom activities, courses or programmes, conferences, workshops, seminars, or sessions. The informal sector consists of a framework that gives opportunities for teacher professional development involving independent research, group teaching and learning initiatives, discussion and dialogues and individual basis. These formal and informal settings are crucial and considered as teachers' professional grounds for innovations and modernisation (Calvert, 2016). Teaching and learning experiences are complex elements involving knowledge, understanding, behaviour and commitment. In this sense, teacher's professional development is extremely significant to improve upon educational performances as well as enhancing teachers' capacity and ability in the field of teaching and learning (Beltran and Percy, 2014). Hence, another characteristic of professional development of EFL teacher has been the updating of one's knowledge and skills to initiate the practice of the updated curriculum and correlated teaching and learning materials in regard to contemporary issues. It is noticeable that excellent teachers look better at teaching their students effectively any time they have access to professional development resources. This means that the teachers must be well equipped to help their learners enhance the four language skills. This is to say that EFL students' progress and success in learning should be effective and attractive regarding Libyan EFL teacher professional development programmes. Additionally, as it is bound to happen in human sectors, fights and conflicts may not entirely cease to occur as they form parts of the fundamental issues in human routines and evolution. Similarly, conflicts exist in the teaching and learning environments comprising primary schools, secondary schools, colleges and universities (Bissonnette and Caprino, 2015). Hence, conflicts manifest in day-to-day activities between school managers and teachers due to misunderstanding and numerous interpersonal relationships that arise in the school milieus or settings. Therefore, apart from these plights mentioned, the school managers' responsibility includes the initiatory steps for enhancing their teachers' professional development.

Misunderstanding and conflicts can create opposition and difficulties among school managers and teachers. For Uchendu et al. (2013) fights and clashes in intuitions are generated on diverse opinions and have their inimitable working policies. Hence, school managers and teachers' interactions and relationships bring controversial conflicts in their school activities. Mismatching of responsibilities arises when there is an absence of consent between the school manager and his teachers vis-à-vis the path of assessing activities and tasks implementation and achievement. This basis of conflicts is said to be recurrent in teaching and learning settings that involve the school itself as a working place, school managers as well as individual teachers. Thus, these conflicts, may transport into the school system, from top to bottom, a lot of differences in terms of hatred, arrogance, pride, laziness, carelessness, irresponsibility, and discrimination among the school stake holders.

In this sense, the writers Bano et al. (2013), infer that the profound entrenched of conflicts causes and consequences are due to incompetency in conflict management. It also includes unsatisfied human needs, insecurity of teachers, lack of motivation, practice of autonomy and insufficient supply of teaching and learning materials. The perception of the authors asserts that conflicts in institutions as well as schools, arise at different stages comprising several roles in terms of rules and regulations related to work and workloads, individual variances on ethics, conducts and needs, pressure on insufficient resources, lack of promotion and motivations (Kipruto & Kipkemboi, 2013). Hence, school managers and teachers' interactions and relationships might bring controversial conflicts during school activities. In this context, the various groups may describe one another as enemies and hence disrespect any authority and order duties imposed on them for observation (Ramani & Zhimin, 2010). Also, intergroup conflicts may occur specially when individual groups rise against one another in terms of departmental interest, position, commitment, decision making and loyalty. Thus, the level of solidarity, love, care, and friendship may entirely decrease to the vote of no confidence. This is to say that the outcomes of school conflicts may escalate in terms of intensity due to disagreement, mistrust, and hatred (Borg, 2015c). The authors claim that accomplishing management functions is a non-stop responsibility that must concern both the school manager and the schoolteachers for conflict resolution. Therefore, both the school manager and teachers must enhance the leadership competence to maintain peace and order for sustainable environments (Makaye & Ndofirepi, 2012). It is not enough to recruit numerous personnel, but to empower them for professional development and sustainability. Thus, mechanism must be put in place for motivating and maintaining the welfare of the administrators and the teaching staff. Along with that, the capacity building of teaching staff has become necessary since this system of upgrading has an influence in developing and promoting the professional status of individual teachers as well as the school heads to reduce conflicts (Kipruto & Kipkemboi, 2013).

Aim of the study

The study aims.

1. To examine the perception of Libyan EFL teachers on professional development during school conflicts
2. To investigate the attempts made by the Libyan School Managers or Heads for Enhancing Teachers' Professional Development?

Problem statement

The study sets to raise concern about the plights confronting Libyan EFL teachers' professional development since they are not endowed with their professional privileges by the school managers. They are confronted with unfavourable working atmosphere, insufficient basic amenities, biased distribution of resources, inadequate supply of teaching aids, reference books and above all unsatisfactory salary structures and increment. Thus, the school managers are not up to date in establishing sustainable environments for effective conflict resolution and for teachers' professional development.

Research Questions

The Research Questions are two in this study:

1. What is the perception of EFL Teachers on Professional Development?
2. What attempts have the Libyan School Managers or Heads made for Enhancing Teachers' Professional Development?

Methodology

Overall Design of the Study

Data collection Procedure

The ethics for permission and date fixing for data collection have been established to seek official permissions from the three teaching institutions namely (Unit A; Unit B and Unit C) in Libya.

The first section of the interview has been administered to 15 EFL teachers under the permission of the school managers and other administrative personnel. The second section of the interview has been conducted to the 3 School managers on separate occasions. Time allotted for the interview has been between 30 to 45mns for each person. The interview guide questions have been used as open-ended questions and follow up questions to ascertain hidden and reliable information from the respondents.

Instrument

The interview guide questions constitute the instrument for this study and comprise the level of education and years of teaching experience of both the EFL teacher participants and school managers. Hence, the interview guides used for conducting the investigation is adopted from the authors (Sri Rachmajanti & al., 2020) who researched into "Professional Development as viewed by EFL Teachers at Lower Secondary Schools". The study adopts this instrument for reasons of validity and reliability and for the fact of being related to the subject matter. Thus, the instrument has been tested and has obtained reliable results. Consequently, the interview guides for this study include open ended questions that allow the teacher participants to freely give their viewpoints on the perception of professional development. The instrument has been developed to three (3) parts. Part 1 seeks the level of education of both Libyan EFL teachers and managers. Part 2 forms the interview guides of EFL teachers' perception on professional development. While part 3 includes the interview guides on managers or head teachers about the attempts made for enhancing teachers' professional development. The interview guide questions comprise the level of education of both EFL teacher participants and school managers. The data after being taken, has been put into coding for qualitative analysis. However, the first part of the data analysis is done on the educational level of both the school managers and teachers, and it takes the form of descriptive statistical analysis using a frequency interpretation of the participants.

Participants

The participants for this paper include 15 EFL teachers teaching in Libyan public secondary schools. The public schools are Libyan Unit A, Libyan Unit B and Libyan Unit C public secondary schools. In addition, out of the 15 teachers already mentioned, 5 EFL teachers represent each secondary school. The study also involves 3 school managers or school heads. Also, each of the teacher respondents represents one of the said Libyan public secondary schools mentioned above in this study.

Data Analysis

The study intends to use qualitative method analysis. For example, the data collected is grouped and coded for descriptive analysis. The analysis is done in reference to the items regarding the interview guide questions. For Creswell (2012) the qualitative theory includes data organization, data editing, data coding and prototypes of the participants. The first section of the analysis addresses the description on the educational backgrounds of the EFL teacher participants and the school managers and about the years of their teaching experience. The second part of the descriptive analysis lays emphasis on the perception of EFL teachers regarding professional development. The affiliated schools of the EFL teachers are Unit A secondary school, Unit B secondary school, and Unit C secondary school. In this part of analysis, the EFL teacher respondents are grouped in three categories that comprise Category A; Category B and Category C; to indicating the affiliation to their schools. For example, the acronyms represent: TA1, TA2 TA3, TA4, TA5 are teacher participants of Unit A secondary school. The acronyms: TB1, TB2, TB3, TB4, TB5 represent EFL Libyan teachers from Unit B secondary school. While the acronyms TC1, TC2, TC3, TC4, TC5 represent EFL Libyan teachers of Unit C secondary school. Furthermore, the third analysis, seeks to analyse the attempts school managers make for the enhancement of professional development of EFL teachers. Also, the acronyms related to the 3 managers are the following: MA. MB and MC representing their schools respectively: MA for Unit A school; MB for Unit B school and MC for Unit C school.

Nevertheless, the interview guide questions are in two folds (Section A and Section B). Section A comprises 5 interview questions for the EFL teachers and section B also of 5 interview questions for school mangers. The interview questions are sectioned into themes. For example, for EFL teachers, they are: (Theme 1, Theme 2, Theme 3, Theme 4, Theme 5). Also, for the school mangers the interview guide questions are coded to the following themes: (Theme 6, Theme 7, Theme 8, Theme 9 Theme 10)

Findings

Data on Level of Education of EFL teachers from the interview indicates that out of 15 EFL teacher participants, 9 are holders of bachelor's degree, 5 are master degree holders and one teacher has decided not to mention his level of education for his personal reason The implication of the results indicates that the majority of the EFL teachers in Libyan public secondary schools are of bachelor degree and only few are masters' holders. The interview result concerning academic qualification of School managers, has shown that, out of 3 school managers, 2 are masters holders and the remaining one is a bachelor's degree holder. Information gathered during the interview regarding teachers' years of teaching experience also indicates that, out of 15 EFL teachers, three (3) have 1- 5 years of teaching experience, also seven (7) EFL teachers have stated of working between 6 -10 years and the remaining 5 teachers have revealed of teaching for 11- 15 years. This result shows that most of the school managers have higher academic qualification and more years of working experience than their subordinates EFL teachers. The interview result concerning school managers' working experience, shows that only one (1) school manager has 1-5 years of working experience, while one also states of having more teaching experience of 6-10 years and the remaining one reveals having 11-15years of teaching experience.

The discussion on (Theme 1, Theme2, Theme 3, Theme 4, and Theme 5) refers to research question 1 **"What is the perceptions of EFL Teachers on Professional Development**?" The Libyan EFL teacher respondents are grouped in three categories. Category A, B and C) to indicate the affiliation to their schools. For example: TA1, TA2 TA3, TA4, TA5 are affiliated to Unit A secondary school. Also, TB1, TB2, TB3, TB4, TB5 affiliated to Unit B secondary school. While TC1, TC2, TC3, TC4, TC5 affiliated to Unit C secondary school. The interview questions are sectioned into themes. They are (Theme1, Theme 2, Theme 3, Theme 4, Theme 5) and the participants involved are 15 EFL Libyan teachers.

Theme 1 seeks the perception of Libyan EFL teachers on "**Making students master the English skill**s". All the EFL teacher participants respond to this perception. For example, 6 EFL teachers: (TA2, TA5, TB1, TB4, TC3, TC5) share similar views by stressing that, their professional objective must be student-cantered when dealing with teaching and learning. For example, EFL teacher (TB5) affirms that all kinds of assistantship and remedial classes should be given to students to enhance all the four language skills including hearing skill, speaking skill, reading skills and wring skills. Teacher (TC4) also states that language learning must include activities such as roleplay debate and essay writing competitions to help students develop communicative skills. **Theme 2** refers to EFL teachers' opinions of "**Being able to transfer knowledge and skills to students**". Out of 15 EFL teacher respondents,10 teachers (TA2, TA3, TB4, TB1, TA4, TA5, TB3, TC2, TC4and TC1) contribute to this question. For example, EFL Libyan teacher (, TB4), infers that one of the ethics of teachers 'professionalism is a transfer of knowledge to learners in order to acquire knowledge for their individual and professional development as well as communities and other social environments. Some Libyan EFL teachers (TA4, TA5, TB3, TC2 and TC4) make a similar submission on the necessity and the importance of knowledge transfer to learners. For example, to teacher (TA5), teachers' knowledge transfer serves to the learners as a source of reference for making critical analysis and for intellectual development. Also, teacher TB3 elaborates that, teachers should not under any circumstance undermine and deny their students of knowledge acquisition for sustainable development. **Theme 3** touches on Libyan EFL teachers' ability of "**Being creative and innovative in designing classroom activities**" as one of the teachers' perceptions for professional development. According to the data taken, only 5 teachers (TA2, TA3, TB2, TB3 and TC5) give their opinion on teachers' creativities in classroom context. For example, TB2 explains that the objective of teaching and learning must be thoroughly designed to suit the learners' level of understanding, thinking, and reasoning. Teacher (TB1) also adds that, it is important for teachers to adapt appropriate teaching methods for three essential reasons: 1) For making the teaching and learning simple and attractive. 2). For making logistics and theories simple and understandable. 3) For making students achieve their educational goals further development. **Theme4** raises issues concerning EFL teachers' mode of **"Teaching by using suitable strategies and methods"** This question draws the attention of 12 Libyan EFL teachers (TA2 TA3, TA4, TA5, TA1, TB1 TB2, TB3, TC2, TC3, TC4 and TC5). For example, (TA2) shares the same view on this theme and upholds that the fact of using suitable strategies and methods for teaching and learning is tantamount to excellent teaching and learning. Thus, teaching strategies must suitability be given a paramount priority in teaching plans because, it is a step in the right direction to meet both the psychological and cognitive needs of the learners. To the EFL teacher (TB1), these strategies help to determine the preparedness and readiness of the child to learn under a conducive environment effectively and happily. Some teachers (TA3, TB1, TA5 and TC3) also emphasize on the teaching methods and teacher (TC3) for example, describes the issue as a guide or stage to proceed in teaching till the end of the lesson. Thus, teaching methods are very indispensable in Leeson plans of the teachers. Moreover, these teachers stipulate that, suitable strategies and methods are innovative to attract interactive learning for example, TA4) construes that suitable strategies and methods are important to deal with peculiars problems confronting students learning competence. Thus, academic challenges need explicit solutions. **Theme 5** underlines issues about the act of "**Recognizing students' characters" by teachers.** The findings reveal that out of 15 EFL teacher respondents, only 9 EFL teachers (TA3, TA4, TA5, TB2, TB3,TB4, TC1, TC2 and TC3) conjecture on this perception. For example, teacher (TC2) maintains that the skill of positive observation must form part of the teachers' professional skills, since it is the duty of the teacher to determine the attitude or the behaviour of the students. By this perception, teacher (TB3) proclaims that character-check of students by teachers in teaching and learning environments serves as appropriate measure and strategy to maintain discipline in the teaching fields. For that matter, teacher TB4 ventures that, teachers must do well to check, control and condemn the negative characters that are contrary to the codes and conducts governing the teaching institutions. Another teacher (TA3) objectively transmits that it is the duty of the teacher to observe the characters of students regarding their attendance, student-student relation, student-teacher relation, and academic performance. Thus, the norms and values of professionalism must not be taken for granted. Thus, teachers must give reliable and evidence-based report about students' true characters and Schleicher, A (2016) lays emphasis on teaching excellence through professional learning.

Findings on (Theme 6, Theme7, Theme 8, Theme 9, Theme 10) refers to research question 2.
"What attempts have the School Managers or Heads made for Enhancing Teachers' Professional Development?"
The interview questions concerning the school managers are sectioned into themes. They are (Theme 6, Theme7, Theme 8, Theme9 and Theme10). The participants involved are 3school managers and are represented by the following acronyms: MA. MB and MC representing their schools respectively: MA for Unit A school; MB for Unit B school and MC for Unit C school.

Theme 6 concerns the investigation on issues regarding "**Reading current updates of ELT theories" as an attempt for enhancing EFL teachers' professional development.** The data reveals all the 3 managers (MA. MB and MC) give responses to the issue, For example, manager MA conceives that, it is laudable to open into reading current updates concerning EFL teachers in order to acquaint oneself with contemporary and reliable information on EFL teachers for observation and implementation along the school curriculum activities. **Theme 7** refers to school manager's attempt of "Joining workshop, seminars, and conferences" The data shows that all the 3 managers respond to the question. For example, manager MA, confirms of taking part in these academic gatherings (workshop, seminars, and conference) but not on regular basis for updating. Also, manager MB assumes of attending some of these academic gatherings and cannot be frequent due to problems of proximities and sponsorship. The third manager MC confirms of not giving enough attention to these social and academic gatherings for himself and his EFL teachers due to the busy schedules and time factor of his school and inadequate funds for transportation and registration. **Theme 8** raises issue on school managers **"Joining Teachers Forum**". The findings indicate all the 3 managers present their opinions. For example, manager MA declares of not joining forum organized by teachers. He elaborates of undermining teachers' forum because he believes that all meetings concerning his school staff. Should only be presided over by the school manager. **Theme 9** addresses issue on "**Sharing experiences and discussing classroom issues with other teachers**" Result shows that all the 3 managers reveal their opinions on the subject matter. Manager MA admits of not sharing enough experience with his staff members. To him discussion on classroom issues has not been considered among the top priorities of the school curriculum. **Theme 10** refers to school managers "**Watching English movies/ listening to English radio and mother sources such as internet to improve English proficiency"** The data indicates that all the 3 managers respond to the question at stake as an attempt for EFL teachers' professional development. For example, manager MA maintains, there has not been a special time allotted on school timetable to continuously watch English movies for proficiency purpose.

Discussion
Subsequently, teachers are supposed to be motivated to effectively carry out their duties appropriately and could be smoothly managed by providing them with better working conditions. These working conditions must include reasonable structure of maximum wages, in-service training, creating of opportunities for innovations and professional development (Barmao, 2012). It is important to notice that unmanaged teaching situations, may lead to conflicting factors including, non-attendance, unreasonable and intangible absenteeism, and unachievable teaching objective. The manager MC giving his point of view explains of not joining teacher's forums regularly forum, but occasionally listens to their opinions. In this perspective, the author elaborates in his study to importantly use teachers' forum and classroom inquiries to improve upon teaching and learning activities. Concerning conceptual framework of conflict resolution, strategies and mechanism must be put in place for situational negotiation, cooperative bargaining, fair arbitration, and collective intercession, all to solve disputes and differences. In this perception, (Mapolisa& Tshabala,2013) confirm that conflict management resolution, must be amicably addressed through a collective decision-making platform. Thus, there must be a consensus among school stake holders in school decision-making and conflict resolution. Consequently, disagreement and oversight on important issues must be taken into consideration. Hence, daily routines in school management and school

lifecycle must be given attention by school managers in order to help schoolteachers acquire the necessary skills or competencies to manage challenges fruitfully and constructively in classroom situations. In this context, the activities and agendas must be paramount to promote professional development and to enhance students learning competence. Thus, the school mangers and teachers have become essential stakeholders to achieve the goals and the objective of the school. These activities include improvement in teaching and learning performance, efficiency for enhancing teachers' professional development, motivational incentives, commitment to duties and rewards , knowledge on, technical-know-how and professional conferences (Darling-Hammond,,Hyler, and Gardner, 2017).Thus, these professional development activities are said to be significant to constructively urge both the school managers and teachers to understand and observe the rules and ethics governing the school, the administration and the community the school belongs to. The results indicate that the perceptions of schoolteachers on professional development are persuasive issues to address since school managers admit of not allotting enough time for reading stipulated current updates regarding teachers' development and welfare. For manager MB, though he reads for updating but has not come out with a perfect decision of comparing and updating EFL teachers teaching theories. Manager MC confines that, updating of EFL teaching theories will go a long way of solving some misunderstanding and incompetency regarding teachers 'outmoded teaching theories. The response of the manager MB also shows that he does not attend teacher's forum unless it is organised by him the manager. He adds that he disregards forum initiated by his teachers and has no viable information to take from there. There is the need to share experience with colleague staff members to maintain professional ethics and avoid antagonism among staff members and school administrators. The school manager MB also mentions that school discussion happens only once at the beginning of the semester but for Altinyelken, H K (2010), teachers must be included in designing the school curriculum activities. In another development, manager MB states due to lack of audio-visual equipment, the school has not been able to sustain moving for watching activities and listening to radio programmes. For the linguist, upgrading programs for teacher professional development are crucial for promoting interactive learning in teaching environments (Outsell,2016).

Conclusion

Regarding the findings and discussion of this paper, it is important to state that EFL teacher participants are sub-consciously alert of teacher's professionalism as an important key for enhancing student's language skills and communicative competence. The interview questions on attempts for enhancing and sustaining professional development of teachers indicate that school managers have some grounds of awareness for the enhancement of EFL teachers' professional development and students' language skills. As it is bound to happen, misunderstanding and situational conflicts cannot cease to exist in teaching institutions. However, the innovation for sustainability of professionalism in teaching and learning environments has become necessary since it forms one of the integral measures to establish peace among the school managers and EFL teachers (Galaczi, 2015). Hence, measures for enhancing professional development of EFL teachers must be established in consultation with teachers' opinions, forums, and experiences. The schools are planted in the environment where the stake holders of the communities include, school managers, teachers, students as well as parents. In this sense, it is important to acknowledge the diversity on attempts suggested by this paper. Also, the enhancement of teachers' professional development is commendable by this paper and urges EFL teaching and learning institutions to establish constructive platforms for cooperative and individual development. It is also essential to establish innovative relationship among school managers and schoolteachers. The fact remains that, harmony, tolerance, and creativity must form parts of school administrative policies to expedite progress for sustainable development in teaching and learning environments. It is also important for the school management to endow their teachers with programmes on workshops, seminars, and conferences for developing teachers' professionalism.

Pedagogical Implication

The pedagogical implication of this study lays emphasis on the school managers enhancing EFL teachers' professional development. This initiative is to bridge the gap between the school managers and teachers to gather professional feedback from one another. Besides, EFL teachers must be given the opportunity to frequently attend professional conferences at local and international levels to discover innovative professional methods of teaching and learning. It is relevant to give exposure to EFL teachers to keep abreast with technology and modern scientific experiments to make teaching and learning very interactive and attractive in sustainable environments. In this sense, the school managers and teachers are regarded as professional personnel and stake holders to efficiently implement the school curriculum and extra curriculum activities. Also, it is important and advisable for school managers to accept the responsibility of finding solution to teachers' plights such as unfavourable working atmosphere, insufficient basic amenities, biased distribution of resources, inadequate supply of teaching aids, reference books and above all unsatisfactory salary structures and increment.

For further research, the paper recommends research on major factors causing conflicts among school managers and teachers. The next important one is on strategies for conflict resolution among school managers and EFL teachers.

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Sri Sri Rachmajanti, Gunadi Harry Sulistyo, · Fika Megawati· Ayu Alif Nur Maharani

Akba (2020): Professional development as viewed by EFL teachers at lower secondary school, 1English Department, Universitas Negeri Malang, Indonesia, 2English Langauge Education.

Appendix

Interview Guided Questions

Part 1

Educational Level of EFL Teachers

Levels of Education	No of respondents	(%)
Bachelor degree	9	
Master Degree	5	
Not mentioned	1	

Educational Level of School Managers

Levels of Education	No of respondents	(%)
Bachelor degree	1	
Master Degree	2	
Not mentioned	0	

Teaching Experience of EFL Teachers

Length of Teaching Experience	No of respondents
1-5 years	3
6-10 years	7
11-15 years	5
Not mentioned	0

Teaching Experience of School Managers

Length of Teaching Experience	No of respondents
1-5 years	1
6-10 years	1
11-15 years	1
Not mentioned	0

Part 2

Interview Guide Questions

1. What is the perception of Libyan EFL Teachers on Professional Development?

1. What is your perception of teachers' professional development by making students master the English language skills?
2. To what extent do teachers' professional development help to transfer knowledge and technical skill to students?
3. To what extent do teachers develop their profession by being creative and innovative in designing classroom activities?
4. To what extent do you develop your profession when using suitable strategies and methods for teaching?
5. What is your perception of recognizing students' characters in regards to teachers' professional development

Research question2 :What attempts have you made for enhancing EFL Teachers Professional development?

Interview Guide Questions for School Managers

6. To what extent do you help your teachers to improve upon their courses such as updating of EFL theories for the enhancement of teachers' professional development?
7. To what extent do you organize in-service training such as workshop, seminars or conferences for your teachers?
8. What is your perception of joining Teachers Forum for the enhancement of teachers' professional development?
9. What is your perception of sharing experience and discussing classroom issues with other teachers in regards to teachers' professional development?
10. What opportunities do you or your school offer for teachers to improve members' proficiency knowledge such as watching English movies and internet programs of presentation?

REFLECTING ON PEDAGOGY: LESSONS LEARNED FROM THE PANDEMIC

Dr. Beatrice Darden-Woody
Associate Professor, Department of Health, Physical Education & Exercise Science, School of Education, Norfolk State University, 146 Bozeman Education Bldg. 700 Park Avenue Norfolk, VA 23504
bdarden-woody@nsu.edu

ABSTRACT
The COVID-19 pandemic has had a lasting impact on pedagogical approaches utilized in education. Pedagogical approaches typically refer to the methods, practices and strategies of an instructor used to engage students in course activities to promote student learning. The purpose of this paper is to reflect on the challenges in pedagogical approaches experienced by college and university faculty and the lessons learned while emergency remote teaching during the COVID-19 pandemic. The most overarching challenges faced by instructors included unpreparedness, difficulty in course design, delivery, and assessments, and maintaining student interaction and engagement within the course. Instructors in academia were not prepared to redesign non-traditional virtual courses that utilized the best pedagogical practices for online teaching. Faculty were unaware of the most effective pedagogical practices and technology tools for teaching online. Lack of student interaction and engagement negatively impacted teaching and students' performance. Findings indicate the continuous need for research and professional development and training for instructors on effective pedagogical approaches and educational technologies that allow students to interact with the content, activities, instructors, and other students in online learning spaces.
Keywords: Pedagogical approaches, COVID-19, faculty, instructor, student, online learning

INTRODUCTION
The COVID-19 pandemic was a challenging time for both faculty and students as colleges and universities quickly transitioned from a face-to-face traditional environment to an online learning environment. Almost all faculty/instructors had to modify their pedagogy in Spring 2020, which is the quickest transition in education encountered. Pedagogical approaches are understood as teaching practices that encourage the process, and student learning results. Pedagogy consists of a wide range of components in curriculum, assessments, activities, instructions, and strategies that instructors use to orchestrate student learning. When designing or implementing pedagogical approaches, there are numerous factors that instructors need to be cognizant of regarding their learners. Some factors include student's educational goals and objectives, age range, maturity levels, topics and concepts, level of understanding, comprehensive skills and abilities, communal abilities, personal attributes, and other needs of the students. Pedagogical approaches guide learners in their acquisition of knowledge and understanding as learners interact and engage with the content and activities. The instructors' pedagogical approaches must be embedded with enriching interactive teaching strategies, engaging activities, and appropriate assessments that is relevant to students to achieve the desired goals and specific learning outcomes (Armour-Thomas, E., & Gordon, E.W., 2013; 2013; Gleason, B., 2020; Kapur, 2020; Kerzˇič, D., Alex, J.K., Alvarado, R.P., Bezerra DdS., Cheraghi M., Dobrowolska B., et al., 2021; Nambiar, 2020; Sahrah, A., & Dewi, R., 2021). Close relations, high levels of engagement, and active learning techniques are valued by both faculty and students especially at undergraduate institutions (Kerzic et al, 2021; Nambiar, 2020; Sahrah, 2021).

Faculty had varying levels of experience teaching online and understanding and applying suitable pedagogical practices for online learning particular during the time of emergency remote teaching (ERT) (Colclasure, B.C., Marlier, A.M., Durham, M.F., Brooks, T.D., & Kerr, M., 2021; Chierichetti, M., & Backer, P. 2021; Johnson, N., Veletsianos, G.; & Seaman, J., 2020; Hollander, A., Vavasseur, C.B. & Robicheaux, H., 2020). The rapid transition to online learning meant that instructors had to quickly revamp their pedagogical approaches for traditional face-to-face learning environments to suit the needs of learners in an online learning environment. However, currently, this forced transition has provided an opportunity for faculty to reflect on pedagogical approaches used during this abrupt transition as well as ponder on how this will affect education going forward. The purpose of this paper is to reflect on the challenges in pedagogical approaches experienced by college and university faculty and the lessons learned while emergency remote teaching during the COVID-19 pandemic.

UNPREPAREDNESS
Pedagogical approaches typically refer to the methods, practices and strategies of an instructor that allow students to gain a deeper understanding of course content, ability to make content relevant to students and applicable to real life situations. Instructional design and learning design processes determines how instructors approach teaching and learning using strategies to meet specific learning outcomes (Olufemi, 2008; Kapur, 2020; Muir, T., Wang, I., Trimble, A.; Mainsbridge, C., & Douglas, T., 2022; Rapanta et al, 2020). The increase in virtual learning has compelled a shift in pedagogical approaches; however, an understanding of effective online approaches must be acquired by course instructors. Historically, without appropriate professional development of best pedagogical

approaches for the online environment, instructors are apt to utilize existing traditional course design and pedagogical practices that are not as effective in online learning spaces (Muir, 2022; Patra, S.K., Sundaray, B.K., & Mahapatra, D.M., 2021).

The research study conducted by Surendran, S., Hopkins, S., Aji, A., Abubakar, S., Clayton, T., et al, 2021) investigated teaching instructors in bioscience perspectives of teaching during the pandemic lockdown. Instructors have been at the forefront of adapting and transitioning from traditional face-to face learning environments to non-traditional online learning environments. The emergency remote teaching (ERT) resulted in abrupt changes into the new learning environment can be described as rushed with little prior training (Conclasure, et. al, 2021; Chierritti et al, 2021; Damsa, C., Langford, M., Uehara, & D., Scherer, R., 2021; Egarter, S., Mutschler A., & Brass, K., 2021; Hollander, 2021; Pressley, 2021; Rapanta, C., Botturi, L., Goodyear, P., Guardia, L., & Koole, M., 2020; Surendran et al, 2021). Instructors faced the pressure of increased workload and pile ups, meeting fast approaching deadlines, in addition to the lack of appropriate online teaching training (Chierritti et al, 2021). Hollander et al (2020) research indicated that instructors felt incompetent and perturbed as they transitioned their courses due to apparent lack of preparation to teach online and utilize educational technology.

Surendran et al (2021) research methodology adopted a descriptive multiple case study based on the experience of the academic in their institution. One case study in Georgia revealed that although e-learning systems existed, they were not included in the curriculum. Research has indicated that although online learning systems were available at various institutions, many were not utilized optimally prior to the COVID-19 pandemic (Chierritti et al, 2021; Conclasure et. al, 2021; Damsa, 2021; Hollander, 2021; Patra, 2021; Pressley, 2021; Surendran et. al, 2021).

Sahu (2020) research study investigating universities' closure during COVID-19 indicated that instructors faced the perplexing task of modifying and applying traditional assessments from courses designed for face-to-face learning to the online teaching environment without proper instructions and training. Many instructors were unprepared and unfamiliar with procedures for organizing and managing outstanding assignments, projects, and other continuous assessments. Instructors had to quickly modify assessments to make them appropriate for use in the online learning mode.

The unpreparedness of instructors caused challenges for learners globally. Educators' purpose is to serve our students through teaching. Educators are to help students learn and obtain their academic goals by imparting knowledge to them and creating learning environments and situations in which students can and will learn effectively. Students enrolled in college during this devastating time of COVID-19 faced higher risks of low performance in comparison to pre-COVID-19 times. During this pandemic, even the well-prepared-for-college students struggle to maintain their level of motivation and keep up their GPAs (Grade Point Average). For already underprepared students in traditional learning environments, it is exceedingly critically to teach using the most current and best pedagogical practices while also attending to individual needs and providing individualized feedback in a timely manner. Quality of teaching significantly impacted learners and approaches to teaching, especially for students with special needs and those with learning disabilities. Online teaching is different from the traditional teaching environment and requires competence and proficiency in the use of technology (Chierrati et al, 2021).

COURSE DESIGN AND DELIVERY

The teaching methods and practices have been severely impacted on how content and course information was delivered to students during the pandemic. Sahrah et al (2021) research indicated that it is much easier to deliver some teaching material and content in a face-to-face environment versus online. Visual cues that gave instructors insight on students' comprehension were eliminated in the online learning environment. Faculty contact time with students also diminished. The student-teacher interaction was limited during the COVID-19 pandemic when all courses were taught online (Kerzic et al, 2021; Nambiar, 2020; Sahrah, 2021).

Research suggest that instructors must utilize a variety of methods of online delivery and different platforms, design approaches (synchronous, asynchronous, online, offline) and e-learning systems to better present varying course content and materials to meet learners needs and specific learning outcomes (Rapanta et al, 2020; Surendran et. al, 2021). Course content and activities should be explained, communicated clearly and accurately to the students, extend students' previous knowledge, possess an adequate level of difficulty, and be purposeful and relatable to both students and course learning outcomes and expectations. Instructors must be cognizant and considerate of learners' readiness to engage in the virtual learning environment (Rapanta, et al, 2020). Online content may offer a better experience for the students since recorded sessions can be viewed multiple times if needed to increase understanding and capture information that may have been missed in live lecture classes

(Egarter et al, 2021; Nambiar, 2020; Daniel, 2020). However, online course design and delivery of content in science and laboratory-based courses have significant limitations.

Some of the challenges in pedagogical approaches in the new online environment included evaluations and assessments, establishing a personal connection with the learners, and providing support for struggling students, maintaining student engagement, and "Zoom drain" (Chierrati 2021). Public school teachers faced similar challenges as they experienced heavy distress and burnout as they quickly transitioned to 100% virtual environments. Teachers were required to learn new instruction pedagogy and platforms (Pressley, 2021). The most significant challenge to teaching during the pandemic was the speed at which the transition from face-to-face to the online learning environment occurred. (Conclasure, 2021; Johnson, N., Veletsianos, G., & Seaman, J., 2020). Despite the challenges faced by the immediately transition to the online learning environment and the learning curve for many instructors, instructors were able to acquire new teaching skills and incorporate modern technologies, and eventually were able to reflect on important relevant content that really mattered (Conclasure, 2021; Johnson, 2022). Many instructors continued to teach solely online and/or blended courses, even when campuses returned to face-to-face teaching (Muer, 2022).

Yao, L., Li, K., He, J., & Liu, L. (2021) study implemented a reformed pedagogy approach which combined interactive online resources, live online discussion courses, and an after-class WeChat study group during the pandemic. The impact of these changes in pedagogy were derived from the perspective of the students. The effectiveness of the combined pedagogy approach was evaluated by comparing it with traditional teaching approaches. The reformed teaching approach also required that student participants watch online videos and view course material prior to class attendance. The instructor posted course content and requirements through WeChat was available for questions and discussions during the study group session. Findings indicated that the reformed approach improved academic performance, promoted independent learning and more understanding of course content, provided desired timely feedback to students, and increased the interactions between students and instructors. The reformed pedagogical approach can be found useful in future online learning courses and blended learning activities.

Research indication that instructors shared the same views as students in their perception regarding instructional materials before the COVID-19 pandemic. Research shows that learners were more successful with the instructional materials in traditional learning environments. Before the COVID-19 pandemic, physical supplementary instructional materials were easier for learners to comprehend. Instructors explained learning materials and concepts more clearly in face-to-face classroom settings, especially with education tools such as LCD media and whiteboards. Students also felt they could better grasp and understand content and course material taught by instructors in face-to-face learning environments in comparison to online learning application media. Instructors also indicated that it was less difficult to teach the instructional materials to learners before the COVID-19 pandemic versus during the COVID-19 pandemic where all teaching and learning were online (Sahrah, 2021; Kerzic, 2021). Modified teaching materials were necessary for use in the new online learning platforms.

For the first time, instructors were strongly encouraged and even mandated to video record their teachings and lectures and have them conveniently posted and available for all students. Students that faced transition or were quarantined were able to stay abreast of lectures and notes. All students benefit from access to lectures and course information at any given time in addition to the live teaching sessions where questions can be asked, and clarification made. Pedagogical teaching methods that include video recordings help students retrieve information that otherwise could easily be disrupted or missed by everyday distractions. The ability to play, stop, pause, replay, forward, and resume later are precious accommodations for student learning and success. The use of video-recorded lectures and activities have aided in students' understanding and comprehension of instructional material and content. Video-recordings are valuable and should be utilized permanently in educational environments (Koenig, 2021).

Many research studies would argue that assessment could easily be the most challenging part of transitioning to the online environment from the traditional face-to-face environment. Instructors were met with a challenging task when required to transition assessments to online formats in courses design which used face-to-face oral or written exams (Rapanta, 2020; Sahu, 2020; Sarkar S., Mishra P., & Nayak A., 2021). Instructors had to reformat assessment types to adapt to the new online learning mode. Grading and assessments strategies were particularly challenging (Armour-Thomas et al., 2013; Kapur, 2020; Kerzic et al, 2021; Nambiar, 2020; Sahrah, 2021). It was also difficult for instructors to monitor and ensure that students were not cheating during online tests. Instructors may include additional or require alternative self-regulating activities and assessments such as self-reflections or portfolios as demonstrations of skill acquisition and abilities and as well as assess students' participation (Rapanta, 2020). Ogrutan, P.L. & Aciu, L.E. (2020) research on academics and ethics indicated that the students believed anti-plagiarism software utilized by instructors during the pandemic increased the difficulty of homework assignments.

Another challenge in conducting assessments online comes in the form of lab tests, practicums, and performance tests which are difficult and many times impossible to conduct online (Rapanta, 2020; Sahu, 2020; Sarkar S., Mishra P., & Nayak A., 2021). Some materials such as lab-based, hands-on activities and internships are more difficult to teach online without simulated equipment and technologies. Modified teaching materials were necessary for use in the new online learning platforms. Transitioning lab-based face-to-face courses in science to online learning spaces was a demanding task without complementary technologies and simulation equipment. It was difficult to organize hands-on lab activities in the virtual learning environment. Some instructors improvised by video recording demonstrations of those hands-on lab activities for students. Due to the pandemic, many faculty have planned to make changes in delivering instructional material and their teaching approaches including lab-based activities after reflecting on lessons they learned in Spring 2020.

Chierichetti et al (2021) study also emphasized the difficulty faced by instructors in teaching with new tests formats, keeping student engaged, and dealing with teaching practices to prevent cheating among students. Pedagogical approaches in online learning environments typically include the use of discussion boards, audio and video submissions, text-based assessments, and live assessments to convey content and material to students, encourage critical thinking and problem solving, promote deeper learning experiences, engage students in learning content and facilitate interactions with instructor and other students. If course activities are not appropriately and effectively designed and implemented, pedagogical efforts can fail. Teacher-center lecture model practices persisted over student-centered teaching methods during the COVID-19 pandemic although student-centered are more effective for learning especially in online learning environments (Hollander, A., Vavasseur, C.B. & Robicheaux, H., 2020; Chierichetti et al, 2021). Faculty faced many challenges in organizing and administering teaching methods and practices in hands-on laboratory in a fully virtual teaching environment. In response to these challenges faced by instructors, strategies that were adopted to the remote environment included altering or removing assignments and test, decreasing the class pace, and reducing expectations about the quantity and quality of work completed by students. Overall, faculty expressed that their ability to transition to remote learning was an optimistic experience at the end of the Spring 2020 semester.

Pressley, 2021 research findings indicated that K-12 teachers also endured elevated levels of teacher burnout stress during the pandemic as they assumed the challenges and new demands of teaching using new virtual instruction pedagogy and platforms and the position of first resource for parents using digital technology. Participants in this study experienced high levels of teacher burnout. There were no differences based on ethnicity, location, teaching experience, and instruction mode. Teachers needed instructional, technological, and emotional support during this difficult pandemic time.

Colclasure et al (2021) research also indicated that the abrupt transition to the virtual learning environment during the COVID-19 pandemic was challenging as new pedagogical approaches and technologies were implemented. Researchers found the greatest challenge that faculty faced while teaching through the pandemic were related to changes in pedagogy, work-life balance, interactions in face-to-face environments, and mental and physical health. Regardless of faculty being unfamiliar with the pedagogical approaches and technologies often used in virtual teaching spaces, the urgency of emergency remote teaching required unprepared faculty to instantly design online courses by carefully selecting the most appropriate technologies, modalities, and technology tools to facilitate online learning in the new online learning environment. Although faculty successfully transitioned into the online environment, the transition was considered minimally successful.

Kumar, S., Martin, F., Budhrani, K., & Ritzhaupt, A. (2019) study investigated award-winning online teaching practices. The findings indicated that expert instructors were characterized as understanding what worked in the online format, having confidence in online teaching, not being limited by technology, and knowing how to adapt materials for an online format. Egarter et al (2021) research suggest reflecting on the motivations for formerly used teaching methods and practices in traditional face-to-face to impart knowledge and understanding, skills, and competencies to make decision regarding pedagogical approaches, design and modifications in virtual teaching courses and effective blended learning alternatives. Daniel (2020) suggests taking advantage of asynchronous learning which works best in digital formats and placing focus on reassuring students over trying to learn new pedagogical approaches and technology.

STUDENT INTERACTION AND ENGAGEMENT

Student interaction and engagement with instructors and other students was hindered in the new online learning environment. Course instructors in academia quickly changed their teaching approach as they recognized the need to keep students engaged. However, many instructors continued with all-lecture class sessions which severely limited student engagement with instructors and other students. Instructors found it difficult to incorporate active learning activities into their teachings. Faculty were also clearly dissatisfied with the lack of close interaction between faculty and learners which impacted their teaching performance and pedagogical practices (Armour-Thomas et al., 2013; Kapur, 2020; Kerzic et al, 2021; Nambiar, 2020; Sahrah, A., & Dewi, R., 2021). Instructors must keep in mind that some students will simply perform better in the traditional face-to-face environments where proximity to the instructor keeps students on tasks and immediate feedback of students learning is readily available (Rapanta, 2020; Sahrah, 2021; Sahu, 2020).

Before the COVID-19 pandemic, instructors could directly interact with learners during class lectures. Learners were able to grasp the understanding of instructional material easier because the instructional material was real, not virtual (Dang, M. Y., & Zhang, Y. G., 2021; Sahrah, 2021). In Sahrah (2021) study, according to the instructors, overall, they admitted that there has been a decrease in Academic Service Quality (ASQ) during the COVID-19 pandemic compared to before the COVID-19 pandemic, but instructors considered that in terms of tangible and empathic aspects, it was the same. Although technology and online teaching provided remedies to some of the issues from the emergency response teaching, it cannot substitute for the positive impact of face-to face interactions between instructors and student learners (Sahrah, 2021; Kerzic, 2021; Nambiar, 2020).

Egarter et al (2021) study examined the impact of COVID-19 on digital teaching using new innovative teaching methods of digitalization. Even though transferring to the digital environment was a success after initial challenges were resolved, communication still lacked in comparison to the direct ways of communicating in traditional face-to-face environments which had an impact on pedagogical practices.

Though teaching within the virtual online environment was not fully achieved, the new innovative pedagogical practice using digital teaching has made immense progress during the COVID-19 pandemic. Damsa et al, (2021) findings show that instructors utilized new formats in their teachings; however, during the first few months of the pandemic, pre-recorded convenient lectures were often used. Traditional teaching methods and practices typically used in face-to-face learning environments were not the most effective methods for student engagement in online spaces. It is suggested that instructors reflect on challenges experienced in seeking digital support to facilitate online learning and the way the technologies can be utilized in pedagogical learning environments.

In Kerzic, et.al. (2021) research study conducted on academic student satisfaction and perceived performance in the e-learning environment, the results indicated that the influence of computer skills is less influential for online learning quality in comparison to other factors like system quality, which is the most influential factor. Higher education institutions were unprepared to develop effective online learning systems at the forced rapid pace. Course instructors play a vital role in the success of online learning based on two specific measures: instructor response timelines and instructor attitude towards online learning. The better the quality of the e-learning system, the more pleased learners were with their academic performances. Even though students at higher education institutions were mostly satisfied, they missed the lectures and personal interactions with their instructors and declared that the online learning environment could not replace traditional learning experiences (Kerzic et al, 2021; Nambiar, 2020; Sahrah, 2021). Research studies suggested that pedagogical approaches include methods which utilize tools that allow students to interact with the content, activities, instructors, and fellow students in online learning spaces (Chierichetti et al, 2021; Gleason, 2021; Kerzic, 2021; Muir, 2022; Nambiar, 2020; Sahrah, 2021). Gleason (2021) study suggests that the interaction between instructor and student is related to success performance of students and is critically important in facilitating long-term academic success. Pedagogical approaches that include meaningful, purposeful course activities that encourage learner-content interaction enhance the development of critical thinking and problem-solving skills.

Research studies indicated the need for pedagogical approaches that engaged students through various online course design activities. The activities should demonstrate or strengthen understanding and skills related to the content (Chierichetti et al, 2021; Gleason, 2021; Muir, 2022). Muir (2022) study investigated methods and strategies that instructors utilized in interactive online pedagogy to promote student engagement. Course design included weekly learning content and instructional materials that usually consisted of a PowerPoint presentation with audio narration or lecture, mandatory readings, and interactive activities. In addition, instructors designed weekly videos that provided an overview of expectations and topics. Instructors should utilize pedagogical approaches that include the use of multimedia which foster engagement between students and content. Multimedia such as videos can provide students in virtual learning environments with opportunities to view demonstrations of materials or to experience participation in online learning game-playing. Actively engaging students in content may be obtained by pedagogical approaches, including forum for discussions like discussion boards into the course design and delivery. Findings indicated that online interaction was essential for student engagement which led to increased student satisfaction and academic performance. Instructors aware of how to make the content relevant and interactive in their pedagogical approaches can engage learners and content and maintain their engagement.

CONCLUSION

The COVID-19 pandemic posed many challenges for faculty/instructors as they quickly transitioned their pedagogy approaches from face-to-face learning to the virtual online learning environment. Some of the pandemic's overarching challenges in pedagogical approaches in the new online environment included unpreparedness of instructions, course design, delivery, and assessments, and maintaining student interaction and engagement. The impact of teaching during the pandemic resulted in faculty experiencing less effectiveness in their teaching performance, loss of instructor-student interaction, and less satisfaction in their careers. Students were also impacted by decreases in motivation, engagement in course content, interaction with instructors and academic performance. The emergency remote teaching did not allow teaching faculty/instructors appropriate preparation time to reflect on current pedagogical approaches and research best pedagogical approaches for online teaching which led to unpreparedness among instructors. Faculty struggled in the abrupt transition to online learning. It was a daunting task for instructors to quickly adapt their pedagogical approaches to meet the needs of learners in the online learning environment. However, academic instructors could learn and implement new teaching methods and strategies and incorporate modern technologies into online learning environments.

RECOMMENDATIONS

Faculty, now more than ever, should seek training and professional development opportunities to be updated on effective pedagogical approaches with or without online technologies. Instructors should continue to research and utilize educational tools that allow students to interact with the content, activities, instructors, and other students and adapt content and materials for online learning spaces. It is recommended that faculty reflect on the challenges experienced during emergency remote teaching, the pedagogical approaches that were effective, and previously used teaching methods and practices to make decision regarding pedagogical approaches, design and modifications in virtual learning courses and effective blended learning alternatives. More research is needed on the best pedagogical approaches and methods to meet the diverse learner needs and specific learning outcomes in online learning environments and different platforms (synchronous, asynchronous, online, offline) and e-learning systems.

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SOCIAL MEDIA HABITS OF UNIVERSITY STUDENTS AND THE EFFECTS OF MEDIA ON STUDENTS

Azmiye Yinal
azmiye.yinal@akun.edu.tr
Faith Umene Banje
faith.banje@akun.edu.tr

ABSTRACT
With the effect of globalization and digitalization, remarkable progress has been made in internet and smart phone technology. Nowadays especially, with the increasing number of users, smartphones have become an important need for children and young individuals. In this sense, behavioral disorders in young individuals have become inevitable due to the increasing number of users and the diversity of social media applications. Therefore, the problem of internet abuse and risky social media use has emerged. While this affects the social habits of young individuals, it also leads to psychological disorders. In addition, while serious problems arise in the social lives of university-age students, there are also failures in their educational life. Therefore, the main aim of our research is aimed at examining the social media habits of university students and social media's impact on students in terms of various variables. For the research, data was obtained by online survey method on 333 university students studying in Cyprus. Personal Information Form and Social Media Addiction Scales for adolescents and adults were used for the research. SPSS programs were used in the analysis of the data. In the analysis of research data, due to the increase in the time spent by university students on social media, an important connection was found in social media addiction tests in the context of both genders. Especially since the social media habits of the students at the university are in a controlled manner, negative results have been obtained in their social relations and academic achievements.
Keywords: Internet, smart phone, social media, social media addiction.

INTRODUCTION

Undoubtedly, the most experienced development of the current century is the diversity of internet technologies and smart phones. Our changing lifestyle and habits with the rapid development of technology have alternated our entire social life, especially the way we communicate (Yinal, Lesinger, & Şahoğlu, 2019). It is seen that social media applications are gradually shaping our lives and transforming all our real relationships around this lifestyle. In this sense, the development of technology and the spread of smart phones have revealed certain pathological effects in human relations. It is thought that these pathological effects occur with the sense of curiosity about technology and the increase in social media use through smartphones. For this reason and with the increase in the use of social networks, some addiction problems have emerged among users (Baykara & Yinal, 2023).

Technological developments which are in a constant change eventually progressed in line with the needs of individuals and gave rise to some fictitious needs. Particularly, smart phones and social media applications have become an indispensable way of life of human life and almost become a control mechanism through users (İşman, 2001). Therefore, cultural changes in human and social life have become inevitable thanks to the developing technological elements. In the face of this situation, individuals faced serious problems in their academic and business lives, as well as experiencing negative mental problems. As a result of these negative effects, various technology-centered addictions have emerged in the lives of individuals (Sarıçam, 2018).

Smartphones and university social media applications are mostly in the lives of adolescents today (Yılmaz, 2018). Following the widespread of social media applications, some mental disorders and pathological addictions occur in adolescents. According to the research data obtained in this sense; The rate of smartphone use among adolescents was found to be 76%. In this research, individuals also stated that they have a second smartphone at the rate of 46% (Phillips, 2011).

In addition, among the studies carried out, it was thought that sociological, psychological and physical factors may be among various factors on social media and internet addiction (Şeker, 2018). In particular, some studies that have determined the relationship between the internet and depression come to the fore. In these studies, problematic internet use was found to be closely related with depression (Morrisson, 2021).

Social media use is interrelated and has become a tool used to meet the communication needs of people (Yınal, Kalkan, & Çakici, 2022). Thanks to these social media applications, people have the need to make different friendships and increase their self-esteem. In this age, in which the ways of communicating have completely changed owing it to social media, the problems of adolescents come along with them (Social, 2018). At this point, examining the mental and psychosocial problems faced by adolescents constitutes the basis of our research. To

this end, the effects of social media applications on university students will be evaluated through the findings obtained. Below are the research questions:
1. What is the level of social media use of university students and the effect of social media on students?
2. Is there a relationship between students' problematic internet use and its psychological effects?
3. Is there a connection between addiction to social media and academic failure of students?
4. Is there a relationship between students' social media use and psychological well-being?
5. The effects of university students on the use of social media; Is there a significant difference according to gender, family income level, class level, academic achievement and demographic characteristics?

Purpose of the Study
The main purpose of this research is to examine the social media habits of university students and the psychological effects of these habits. In addition, examining social media habits according to socio-demographic and different variables is among the aims of the research.

Hypotheses
University students;
H1: Social media usage and influence levels are related.
H2: There is a difference between demographic characteristics and social media influence levels.
H3: Social media usage and influence levels of social media varies depending on gender characteristics.
H4: Social media usage and influence levels of social media vary according to age.
H5: Social media usage and influence social media levels differ depending on the class.
H6: Social media usage and the effect levels of it differs depending on the education levels of the parents.
H7: Social media usage and influence levels differ according to socioeconomic level.
H8: There is a difference between times they spend on social media and its effect of social media on students.
H9: Social media usage and influence levels differ according to the means by which social media is connected.

Limitations
1. Findings from the research and our research universe were obtained from 333 students studying at universities in the Turkish Republic of Northern Cyprus in 2020-2021.
2. The data collection method for the research was applied in the form of an online scale system.
3. It is limited to the findings obtained from the research and the scales used.

Importance of the Study
The global era we live in is moving towards changing our habits with the effect of technology and the internet. Most especially with the spread of internet technologies, social media applications have become a way of life used by all segments both by the young and old. In this sense, many researches are being done on the problem of social media addiction and there are still studies on this area. In this study, the use and effect of social media habits on university level students will be examined. In terms of the importance of the research, it is thought that this study will contribute to the suggestions and shed light for the succeeding researches to be done.

Method
Research Model
A scale known as "Social Media Addiction Scale (SMDS-YF)" used during this study and an SPSS 28.0 software package were used in the analysis of sub-dimension data. A frequency table of descriptive data regarding the socio-demographic characteristics collected from the participants was created. In addition, the Cronbach Alpha reliability coefficients and participant sub-dimensions of the scale were also calculated. The model of this study; The relational survey model, which is related to revealing the variables between the results obtained from the general survey and general survey models of our thesis titled social media habits of university students and the effect of social media on students, was preferred. Quantitative research technique was preferred for this study. In addition, the social media usage purposes of the students at the university and the effects of social media on the students formed the relational screening model of this study. As a relational screening method, it was used in determining the link between two or more variables and to determine its level. For the research, this scanning model was applied to analyze both the demographic characteristics of university students and the effect of social media with the correlation type scanning model and the comparative relational scanning model between the use of social media behaviors of university students.

Sampling Method
The research group selected for this study is university students residing in Cyprus covering the 2021-2022 academic year. University students were included in the study. The data collection method for the research was applied in the form of an online scale system. The findings obtained from the research are limited to the scales

used in the research. The basis of the research is 110 thousand university students residing in Cyprus. It includes university students who can be reached as a sample group and who participate voluntarily, with a total of 333 people. As a data collection tool in the research, it was provided through scale forms in the internet environment.

Data Collection

In this research, the analysis of social media usage habits and addictions in university students was made in conjunction with scales, and it refers to a descriptive research among the relational screening models in examining the effects of social media on students.

1. Personal Information Form

The demographic form will be used to determine the age, gender, internet and smartphone usage status, duration of use, purpose of use and social relations of the participants.

2. Social Media Addiction Scale (SMDS-YF)

Van den Eijnden et al. (2016). The scale was initially developed as 27 items, then a short form was created with 9 items. The cut-off point of the scale, which was scored as "No" and "Yes", was determined as 5. A range of 0 to 9 points was used for scoring the scale. Here, those who answered "Yes" to 5 or more items out of 9 were considered to have social media addiction. Confirmatory factor analysis fit indices in the scale gave good results [x2(27, n=601) 54.129, p=.002, CFI: .989, RMSEA= .041(90% CI: .025-.057]). 27 items were found to be strongly correlated with social media addiction (R=.94, P<.001) The reliability of the scale was measured with Cronbach's Alpha (0.82) and had good reliability (M=1.52, SD= 2.11).

Results

The shapiro-wilk values were defined as $p < 0.005$ when the study data were analyzed under the assumptions of normality. In addition, it was determined that the deviation values divided by the error were within ± 1.96. Therefore, the scale and its dimensions were evaluated by correlation analysis. In addition, Mann Whitney's U test, which is a non-parametric test, was applied in determining if there was a notable variation between the scale and its sub-dimensions and the socio-demographic data of the participants. In addition, Chi-square test was performed in the analysis of categorical data.

Table 1. Sociodemographic data of the participants (N=333)

Demographic variables	N	%
Gender		
Female	168	50,5
Male	165	49,5
Total	**333**	**100,0**

Table 1 shows the analysis of the sociodemographic variables of the participants. When the gender of the participants was tested, 50.5% were female and 49.5% were male.

Table 2. Cronbach Alpha Internal Consistency Co-efficient for the Scale and its Sub-dimensions

Scale Sub-Dimensions	Number of items	Cronbach (α)/KR-20
Social Media Addiction Scale for Adolescents	9	,465
Social Media Addiction Scale	20	,670
Virtual Tolerance Sub-Dimension	11	,361
Virtual Communication Sub-Dimension	9	,549

Reliability analysis results related to the scale and its sub-dimensions are given in Table 2. Looking at the results of the reliability analysis, it was determined that the Cronbach alpha values ranged between .36 and .67.

Table 3. Descriptive Statistics of Scores from Scale and Subscales (N=333)

	Min	Max	Ort.	SS
Social Media Addiction Scale for Adolescents (SMBO-KF) Total	,00	9,00	3,84	1,93
Social Media Addiction Scale (SMBO-YF) Total	30,00	82,00	57,90	10,04
Virtual Tolerance Sub-Dimension	12,00	42,00	29,66	6,26
Virtual Communication Sub-Dimension	11,00	40,00	25,69	5,60

In Table 3, descriptive statistics related to the total scores of the SMDS-SF Scale, total and sub-dimensions of the SMDS-SF Scale are presented.

Table 4. Correlation Analysis of the Scale and its Sub-Dimensions

		1	2	3	4
1- SMBO-KF Total	r	1			
	p	.			
2- SMBO-YF Total	r	,426**	1		
	p	**<0.001**	.		
3-Virtual Tolerance Sub-Dimension	r	,402**	,889**	1	
	p	**<0.001**	**<0.001**	.	
4- Virtual Communication Sub-Dimension	r	,390**	,861**	,597**	1
	p	**<0.001**	**<0.001**	**<0.001**	.

Correlation is significant at 0.05 level (Spearman correlation test), ** Correlation is significant at 0.01 level (Spearman correlation test)

According to this analysis, a moderately statistically significant positive correlation was found between the SMDS-SF Total Score and the SMDS-YF Total Score (r=0.426 p<0.001).

A positive moderate statistically significant correlation was found between the SMDS-SF Total Score and the "Virtual Tolerance" score of the SMDS-YF Sub-Dimensions (r=0.402 p<0.001).

A weak and statistically significant correlation was found between the SMDS-SF Total Score and the "Virtual Communication" score of the SMDS-YF Scale Sub-Dimensions (r=0.390 p<0.001).

Table 5. Comparison of the Scale and Subscale Scores of the Participants in terms of Gender

Variables	Gender	N	Ort±SS	Z	p
SMBO-KF Total	Female	168	3,82±2,04	-0.512	
	Male	165	3,88±1,82	0,672	
SMBO-YF Total	Female	168	56,48±9,67	-	**0.002**
	Male	165	59,35±10,25	3,036	
Virtual Tolerance Sub-Dimension	Female	168	28,98±6,08	-	**0.020**
	Male	165	30,36±6,39	2,321	
Virtual Communication Sub-Dimension	Female	168	24,89±5,45	-	
	Male	165	26,52±5,65	2,725	**0.006**

Mann Whitney U Test

As seen in Table 5, the scale and sub-dimension scores of the participants were compared according to the gender variable. A statistically significant difference was found between male and female participants in the total score of SMDS-YF. It was determined that the total score of SMDS-YF was higher in male individuals than in females (Z=-3.036 p=0.002).

The “Virtual Tolerance” score of the SMDS-YF Scale Sub-Dimensions showed a statistically significant difference between the female and male participants. The “Virtual Tolerance” score was found to be higher in male individuals compared to females (Z=-2.321 p=0.020).

A statistically significant difference was found between the female and male participants in the "Virtual Communication" score of the SMDS-YF Scale Sub-Dimensions. It was observed that the “Virtual Communication” score was higher in male participants than in females (Z=-2.725 p=0.006)

Table 6. Comparison of Gender and SMDS-SF Scale

Women	N	100	68	168
	% Gender	59,50%	40,50%	100,00%
	% SMBO KF Group	52,60%	47,60%	50,50%
	% of Total	30,00%	20,40%	50,50%
Men	N	90	75	165
	% Gender	54,50%	45,50%	100,00%
	% SMBO KF Group	47,40%	52,40%	49,50%
	% of Total	27,00%	22,50%	49,50%
TOTAL	N	190	143	333
	% Gender	57,10%	42,90%	100,00%
	% SMBO KF Group	100,00%	100,00%	100,00%
	% of Total	57,10%	42,90%	100,00%

Chi Square

As seen in Table 6, gender and SMDS-SF scale were compared. According to this analysis, it was determined that 59.5% (n=100) of women were not social media addicts and 40.5% (n=68) were social media addicts. It was determined that 54.5% (n=90) of the men were not social media addicts, and 45.5% (n=75) were social media addicts. This difference between men and women was not statistically significant (p=0.359).

Conclusion and Recommendations

Conclusion

Today, it is known that the use of social media covers nearly half of the world's population. Social media, which is a very new fraction of our daily life has started to gain a place in our lives with the development of the technical features of smart phones. Social media which has become the subject of many researches within this area also seeks answers to the socialization needs of people in terms of diversity. In this sense, while social media is an important tool for people to establish social relations, it also encourages the production of digital content. Therefore, due to the increasing frequency of usage, transformations have occurred in human relations and all our life practices have changed in the axis of consumption, economy, socialization, communication, trade and education. A new digital culture has come to the media, especially in areas such as e-commerce, online education and digital media journalism.

Globalization and digital media have a very close relationship with each other. In particular, the fact that social media allows users to interact with users living in different parts of the world has led to the emergence of a digital culture. The fact that users are younger in age also creates a predictive idea for future generations.

On the other hand, it has been determined in the research that the user base of social media users has increased in recent years and covers almost all age groups. Therefore, in the face of this increasing frequency of usage, problems in using the internet and social media have emerged in both young individuals and higher age groups. In this sense, the general subject of our research, the use of social media by university-aged individuals and the effect of social media on university students have been the focus of this research. In the first stage of our research, demographic information and personal information about the students were included. Using this method online, the social media usage levels and addictions of the students were determined. In addition, the social media addiction scale (SMDS) for adolescents and adults was used in the study and the findings were provided through the SPSS program. In the scale study, which was carried out with a total of 333 participants, the participants were reached via the internet by using the Likert type scale method. In the light of the findings obtained in the study, when the statistical data of university students according to gender variables were examined, some different variability in the sociodemographic aspect were determined. When the gender variables of the participants were examined, it was determined that 50.5% (n=168) were female and 49.5% (n=165) were male.

When the obtained findings are analyzed; It is understood how these students' social media consumption purposes are chatting, entertainment, content sharing and following different content, sharing photos and videos, playing games, and being a member of social groups. In addition, disturbing visuals and publications encountered during the use of social media by university students create shock and trauma effects on students. These situations cause students to withdraw from social and social life over time. To a large extent, introverted, high anxiety and anxiety symptoms may be experienced. It was also understood that because the duration on social media did not differ in terms of both genders, they faced failures in both genders in their academic lives and lost their control due to the increase in the time they spent on the internet. On the contrary, it has been understood that university students feel very nervous and restless when they spend their time outside the use of social media. However, it was determined that there was no significant relationship on both genders in terms of class, age, number of siblings and family economic levels.

The age of social media, which is a revolutionary era in the field of new media and internet technologies, is known to cause various effects at macro and micro levels for all users. In addition to all these, the social media usage habits of university-aged individuals started from a young age and became the center of their lives. Mostly when staying away from social media, individuals experience significant withdrawal symptoms. Accordingly, while there are deteriorations in family and social relations, there are also failures in educational life. At this point, communication and addiction theorists agreed that social media has become an indispensable life activity for users. One of the prominent approaches among these theories is; uses and gratifications approach. In this approach it emphasizes that social media or internet addicted individuals' cognitive, sensory, psychological needs and socialization needs have become a mandatory requirement for individuals. Individuals feel connected to social media in terms of feeling good both psychologically and physiologically. Similar results were obtained in the light of the data obtained in this study and the literature reviewed. From this point of view, the purpose of this research is to investigate the social media habits of university students and the effect of social media on students and to question their frequency.

Suggestions

Considering the study and its results, it was concluded that the social media usage levels of university students have a negative effect on both genders. For this reason, it has been determined that the level and duration of use of social media have increased negatively in students' academic lives. Therefore, the problematic effects of the internet and social media use of students has become increasingly difficult to control and the duration of use of students has increased. At this juncture, together with the necessary guidance and psychosocial support, students' motivation for their personal success should be provided and their planned studies should be aimed.

Contrarily, it may be necessary to examine the environmental factor and family structure of the individual (family, sibling, friend) as well as guidance studies for the examination of adolescents with social media addiction symptoms.

An approach that is far from a prohibitive attitude towards students should be exhibited and dangerous situations in the use of technology and social media should be mentioned. Social media usage times should be regulated in order to create sufficient awareness for students.

In order to eliminate social media deprivation in students, psychosocial intervention trainings for parents should be given as well as guidance studies. Although families have a great responsibility, information seminars should be held on this subject.

In order to be protected from the harmful effects of social media and the internet, the groups or pages that students follow should be monitored. Pages that are considered harmful can be blocked from following. Security services can be used especially in home internet connection.

In addition, in order to control the use of social media in students' home and school lives, restrictions can be imposed on the time of use and by avoiding a prohibitive attitude, students' spending time and socialization needs can be met by timely planning.

For the students with social media addiction symptoms who have insufficient financial situation, solutions should be sought for the necessary preventive studies and necessary social support plans should be provided on this issue.

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TEACHERS' OPINIONS OF HUMAN RESOURCES MANAGEMENT FUNCTIONS IN PRIVATE SCHOOLS IN LIBYA

Randah Jibreel Alashhab Barnous
Cyprus International University, Nicosia, Turkish Republic of Northern Cyprus
randahbarnous@gmail.com

ABSTRACT
This study was carried out to examine teachers' opinions of human resources management functions in private schools in Libya. The study deployed a qualitative study approach. The instrument for data collection was a semi-structured interview schedule. The interviews were recorded and translated. Six teachers participated in the study. Content analysis was used to analyse the data. The findings showed that the functions of the HRM unit were identified as recruitment of staff, coordination of academic activities, encouragement of teachers and disciplining of erring ones; motivation of the staff, appraisal of teachers' performance, and teachers' support through the provision of necessary materials. It was also found that the teachers had positive perceptions towards these functions by the HRM unit. They all agreed that the unit has enhanced their professional development. It was also found that the HRM unit had a significant role to play in giving the school a competitive edge. However, a notable weakness identified is that the HRM unit finds faults more than they applaud the good performance.
Keywords: Human Resources Management (HRM), Functions, Private Schools, Libya.

INTRODUCTION

Management of human resources in schools is essentially important majorly because a majority of the resources in such a context revolve around human beings (Sukawati et al., 2020). Human resource management is a factor in determining the effectiveness of the employees, as it dictates the pace of employee engagement by ensuring the commitment of the organisation (Aktar & Pangil, 2018). This commitment also known as organisational support can be in the form of career advancement, performance feedback, job security, training and development, rewards and recognition, and the participation of the employees (Aktar & Pangil, 2018). Concomitantly, such commitment is likely to yield quality performance, job satisfaction, and even affective commitment from the employees (Aktar & Pangil, 2018). This is a form of social exchange as what the organisation invests in the employees is highly proportional to the output the organisation would get from them (Nazir et al., 2018).

In the school system, the appraisal of the teachers is a function of human resource management; and the way the teachers perceive the appraisal is particularly important to the success of the school, as it builds trust (Agha et al., 2020). The appraisal of the teacher helps in promotion, salary increment, appreciation, motivation, and professional development (Agha et al., 2020). These factors are highly deterministic of the teachers' performance (Andriani, 2018). And the role of the teacher in the quality of education cannot be relegated. No nation grows above the quality of the education that it possesses (Agha et al., 2020). And so, the quality of education as largely engineered by teachers is a metric for measuring the overall development of the nation.

One of the cardinal objectives of education in Libya is to ensure that Libyans across the length and breadth of the country have access to education for transformation and construction; in order to be able to fight against underdevelopment, ignorance, oppression, and diseases (Adejare & Ade, 2021). To achieve this objective, there is a need for private individuals to invest in the education sector. There are two major shifts of teaching in Libya including morning and afternoon shifts, and the private schools differ significantly from the public schools in this shift. According to reports, the proportion of private schools teaching in the morning and afternoon is 64% and 5%, respectively; with 31% operating both morning and afternoon; this is in contrast with the public schools which is 56% and 9% for morning and afternoon, respectively; and 35% for both morning and afternoon shifts (Adejare & Ade, 2021). This then offers a lot of options and convenience for Libyans. However, out of the total schools in Libya, private schools occupy about 20% (Adejare & Ade, 2021).

The role of human resource management in private schools is more pronounced because, unlike public schools, the management of schools is not vested in the state. In public schools, there is centralised management as coordinated by the Teaching Service Commission (TSC); but in private schools, the management is wholly left to the school (Adejare & Ade, 2021). The management of privately owned schools is usually set by the owners; and because there is more competition amongst the private schools, the role of management is sensitive to the school having a competitive edge. This, therefore, demands a whole lot of competency from the teacher, as reflected in knowledge, teaching implementation, innovative ability, personality; communication skills, and modern technology (Yang & Sheikh Khairuddin, 2022). The human resources management section of private schools is fully saddled with the responsibility of assessing and enhancing these components of teacher competency (Yang & Sheikh Khairuddin, 2022).

The perception of the teachers towards the human resources management practices is very important because it can either bring about turnover intention or retention of the teachers (Manthi et al., 2018). This issue is more critical for private schools because the constant disengagement of teachers does not portray the school in good light, and would consequently bring about a negative perception of the school by the public. Sometimes, the human resources management of a private school's performance of their duty may be misunderstood by the teachers. It is important for teachers to be aware of the purpose of teachers' performance appraisal for instance (Agha et al., 2020). When the purpose is not well spelled out for the teachers, they may have a negative perception of it, and this may consequently affect their performance. Also, in the reward system of the teachers, when teachers perceive their promotion to be wholly tied to merit in the form of hard work, their work ethics would be positively impacted; but when they think otherwise, it would have negative tendencies (Wandia, 2015).

In Libya, it is observed that the functions of human resources management and the way that teachers perceive these functions, particularly in secondary schools have not been sufficiently investigated. Few such attempts had been centred on public schools, where unfortunately the teachers do not have daily engagement with the central human resources management body known as Teaching Service Commission; as it is centrally located in the state. In view of this, this paper is concerned with investigating the opinions of private teachers' opinions of human resources management functions in private schools in Libya. In order to achieve this purpose, the study intends to answer the research questions thus:

1. What are the functions of human resources management in private schools in Libya?
2. How do teachers perceive the function of human resources management in Libya?

Literature Review

The functions of human resources management in any firm have been identified as very critical to organisational growth (Sukawati et al., 2020; Manthi et al., 2018). Sukawati et al (2020) examined effective human resources management in basic education. The researchers intended to know the formula for the effectiveness of the roles of human resources management at the basic education level. From a comprehensive scoping review, it was found that effective human resources management at the basic education level is saddled with the responsibility of job analysis, employee selection, orientation, placement; training, mutation, promotion, and compensation (Sukawati et al., 2020). The job analysis reveals the need for employee recruitment; employee selection aims at meeting the identified need; placement is done to ensure that the candidates meet up with the requirement for the job, while orientation is done to get the new staff familiar with the environment (Sukawati et al., 2020). Also, training is done to tailor the skills of the employees to the specific needs of the school, and subsequently, the employees are placed in the appropriate roles; while promotion and compensation are given to the employed teachers in order to motivate them (Sukawati et al., 2020).

Uysal and Caganaga (2018) examined teachers' opinions of human resources management functions in private schools in Northern Cyprus. Participants of the study were selected through purposive sampling, and the sample included six teachers teaching at a private school in Famagusta, Northern Cyprus. The instrument for data collection was a structured interview, analysed through content analysis and a qualitative descriptive model. Two researchers looked at the data to arrive at the credibility and reliability of the themes. With that, the identified functions of human resources management in private are personnel selection/staffing, training and development, planning, evaluation, and reward (Uysal & Caganaga, 2018). It was also identified that the teachers have positive perceptions of these functions. The six participants all agreed that the human resources unit in the school is very crucial, basically because the school's main resources are humans; and this requires human relations (Uysal & Caganaga, 2018). Teir and Zhang (2016) also found out that human resources management is the most pivotal asset of any organisation. It was however found that the seriousness given to human resources management practices by different institutions varies. This implies that some take it seriously while many others do not.

For instance, Qehaja and Kutllovci (2015) investigated the role of human resources in gaining a competitive advantage. The study was undertaken in seven wholesale distribution firms of food and non-food products in Kosovo. The result of the study revealed that many wholesale distribution firms do not consider human resources management veritable to their gaining competitive advantage (Qehaja & Kutllovci, 2015). This is justified by the lack of a standard strategy for human resources development. Another major finding from the study is that although these firms have a human resources management department, in practice the departments are merely carrying out administrative functions (Qehaja & Kutllovci, 2015).

Similarly, Hamadamin and Atan (2019) evaluated the influence of strategic human resources management practices in achieving competitive advantages and the commitment of the employees. After procedural data collection from a significant sample size from universities in Iraq, and analysis, it was found that strategic human resources management has a linear positive influence on sustaining competitive advantage and employee commitment, especially with the mediation of human capital development. Conversely, the influence of both human capital development and employees' commitment has partial mediation on strategic human resources management practices and competitive advantage (Hamadamin & Atan, 2019). In like manner, Runhaar and Sanders (2015) found in their study that strategic human resources management enhanced the relationship between occupational self-efficacy and knowledge sharing amongst teachers. The positive relationship between human resources management and occupational self-efficacy of the teachers, as well as their knowledge-sharing propensity, is significantly strengthened by the teachers' perception of high commitment to human resources management (Runhaar & Sanders, 2015). In other words, when the teachers perceive the human resources management unit to be highly committed, the practices of the unit would have a more positive impact on the teachers. These revelations are in contrast with the findings of Qehaja and Kutllovci (2015) who barely found human resources management significant to competitive advantage.

Manthi et al (2018) investigated how human resource management practices predict employee turnover intentions by carrying out an empirical survey on teachers in teacher training colleges. The study basically aimed at establishing the influence of training, compensation, career development, and performance management. The result from the analysis of the empirical data showed that the basic functions of human resources management such as training, compensation, career development, and performance management were poorly practiced, and as a result significantly predicted the turnover intention of the employees (Manthi et al., 2018). It thus means that human resources management practices have a long way to go on whether the employees would continue with the job or not. In a related study, Alabri et al (2022) concluded that human resources management practices significantly impacted employees' adaptive performance, particularly as mediated by transformational leadership. These findings corroborate the criticality of the human resource unit in any firm.

Aktar and Pangil (2018) examined the mediating role of organisational commitment on the relationship between human resource management practices using an emerging economy such as Bangladesh. 383 employees from commercial banks in Bangladesh participated in the study. The data were elicited using a questionnaire. Analysis was carried out using structural equation modelling, and the findings showed that all the identified indices of human resources management practices such as career advancement, employee participation, job security, performance feedback, rewards and recognition, training, and development; all significantly predict employee engagement (Aktar & Pangil, 2018). The result also confirmed the significant mediation of organisational commitment on the relationship between human resources management and employee engagement. These findings corroborate that of Manthi et al (2018), who stated that human resources management significantly influences the turnover intention of employees.

Waruwu et al (2020) researched the role of transformational leadership, organisational learning, and structure on innovation capacity in private schools in Indonesia. The study specifically aimed at measuring the effect of transformational leadership, organisational structure, and learning on teacher innovation capacity. In order to achieve this objective, a questionnaire was administered to 645 private school teachers in Indonesia. The outcome of the analysis showed that transformational leadership has a significant and positive impact on the innovation capacity of teachers. It thus implies that the management of the school is the leading force in promoting educational innovations in the schools (Waruwu et al., 2020). School management is part of the human resources management unit of the school; and they are the major driver of innovations, competitive edge, and the general progress of the school (Waruwu et al., 2020, Uysal & Caganaga, 2018).

METHODOLOGY

The method deployed for this study is a descriptive qualitative study. Qualitative design is notable for its predilection for words rather than numbers. It helps to get an in-depth view of a particular phenomenon. The population for the study included all the teachers in private schools in Libya. The sample size is six (6) teachers that were purposively selected. Four of the teachers were females, while two were males. The instrument for data collection is a semi-structured interview. The instrument contained approximately five interview questions. This nature of the instrument helps to get targeted responses from the interviewees.

Data analysis was done qualitatively through content analysis, by analysing the responses of the participants thematically. The responses were coded to find out differences and similarities. In order to do this, the participants were coded as P1, P2, P3, P4, P5, & P6 so as to keep their real identities confidential for ethical reasons.

FINDINGS

1.1 Theme One: Functions of the HRM units in Private School

The first research question sought to know the functions of the HRM unit according to the views of the teachers. The answer is however elicited from the second interview question which enquired about the functions of the HRM

unit existing in your school. Divergent responses were obtained from the participants. These responses are thematically summarised thus:
P1: *coordination of academic activities in the school*
P2: *encouragement of hardworking teachers and disciplining of erring ones*
P3: *recruitment of new teachers, retraining of teachers*
P4: *motivation of teachers*
P5: an *appraisal of teachers' performance and giving of feedback*
P6: *teachers' support through the provision of necessary materials*

On the second aspect of that question which sought to know the strengths and weaknesses of the HRM unit in their school, some of the strengths mentioned included *friendliness, honest assessment, and decisiveness*; while of some, the weaknesses mentioned are *poor motivation, poor teachers' support, and welfare*. In particular, a participant said '*My problem with them is that they are quick to notice and emphasise someone's weakness, then applaud one's good performance'*. On the positive side, a participant said '*I like how decisions are taken promptly to enable know us the direction to go as staff'*.

1.2 Theme Two: Perception of Teachers about the Functions of HRM Units

On the first interview question which sought to know if the human resources management unit existed in the school of the participants; they all affirmed '*yes*'. On the second aspect of that question which enquires about the necessity of an HRM unit, the six participants admitted that the unit is very necessary. In justifying their point, according to Participant 1 (P1), *the major resources in the school are human beings, so the HRM unit is important.* Another person, P3 said: *the effectiveness and success of a private school depend largely on the HRM unit.* In like manner, another participant stated: for the sake of efficiency and orderliness, *I think it is necessary for the HRM unit to exist in a private school like ours* (P5).

1.3 Theme Three: Opinions of Teachers on Benefits of HRM in Terms of Professional Development

Interview question number 3 sought to know the opinions of the teachers about the benefits of HRM in terms of professional development. The six participants admitted that this role of the HRM unit is very important. Take for instance, according to P3, '*When I started this job, I was still finding it difficult preparing lesson notes, but after a seminar conducted by the HRM unit, it was no longer difficult for me'*. Another person said: *Through their orientations, I think I now have a better human relationship with colleagues*. Similarly, another participant noted how she has improved in using ICT both for preparation and delivery of lessons: '*yes, I think my ICT skills have improved in this job through their support'*. On the suggestion on how to improve the service, almost all the participants noted that professional development should be more prioritised by making seminars and workshops more regular.

1.4 Theme Four: The Role of HRM Unit in Achieving Competitive Edge

On the question that enquired whether the HRM unit in the school of the participants plays important role in the achievement of a competitive edge, all the participants responded in the affirmative that indeed HRM unit is critical in achieving a competitive edge. On the further probe to know how the following responses were elicited from them:
P1: "*By recruiting quality teachers, the standard of the school is improving and this gives the school an edge"*.
P2: "*Training given to teachers reflects in the performance of students*, *and parents that send their children to private schools are mainly interested in the performance of their wards*
P3: "*Motivation given to teachers makes them more committed to their work and this gives a good image to the school*."
P4: "*As a teacher, I speak well about the school outside because I have a good working relationship here. It is advertisement too*."
P5: "*Yes, I think the HRM unit plays a significant role in giving the school a competitive edge by regular supervision of the instructional activities of the teachers. By this, the students are constantly engaged"*.
P6: "*Our school has a competitive edge because they don't owe teachers unlike some other private schools"*.

DISCUSSION

In answering the first research question, the following functions of HRM were identified by the participants: recruitment of staff, coordination of academic activities, encouragement of teachers and disciplining of erring ones; motivation of the staff, appraisal of teachers' performance, and teachers' support through the provision of necessary materials. These views are in agreement with the position of Agha et al (2020) who maintained that teachers' appraisal is a basic function of the HRM unit. Zhen et al (2022) also agreed that HRM should assess the competency of the teacher, and this is one of the critical factors in teachers' recruitment which is an exclusive function of the HRM unit. Similarly, in line with the findings of the present study, Sukawati et al (2020) opined that effective human resources management at the basic education level is saddled with the responsibility of job analysis, employee selection, orientation, and placement; training, mutation, promotion and compensation. These functions are a bit different from administrative functions, which some firms have construed HRM unit to be (Qehaja & Kutllovci, 2015). It thus implies that although the administrative unit of firms can be part of the HRM unit, yet, it is irrational to consider the HRM unit the same as an administrative unit. It is however notable that the teachers that participated in this study did not mention a very important function of the HRM unit, which is placement, as also acknowledged by Sukawati et al (2020). Placement is a veritable function of the HRM unit because it determines how teachers will become effective in their duties. For instance, a teacher that supposed to be teaching at the junior secondary and is placed at the senior secondary may not perform effectively.

Another finding from this study, which answers the second research question is that the teachers have positive perceptions towards the HRM unit in their school. They all justified the existence of an HRM unit in their school. They also agreed that the HRM unit has enhanced their professional development. This outcome is in consonance with Uysal and Caganaga (2018) who also found that teachers have positive perceptions toward the functions of the HRM unit. The finding is however in contrast with Manthi et al (2018) who observed that the functions of HRM were poorly practiced. The positive perception of the teachers about HRM unit functions in their school is not hundred percent because some of the teachers bemoaned how the HRM unit is eager to quickly detect fault but slow to applaud the performance. This is obviously a red flag on the side of the HRM unit in the school. Wandia (2015) revealed that it is imperative teachers have a positive perception of their work and also the human relationship that exists in their work environment. But such a negative view by some of the teachers would rather demotivate them. This is against the position of Wandia (2015) who concluded that positive perception is a source of motivation for employees. On the whole, it can generally be said that the teachers interviewed have positive perceptions about the function of the HRM unit in their school, as it is just in a few areas that some of them have reservations about.

Again, the finding that the HRM unit enhances the competitive edge of the school aligns with the findings of Runhaar and Sanders (2015) who concluded that firms need HRM units to effectively function so as to survive and thrive in the competitive market. However, this view is in contrast with Qehaja and Kutllovci (2015) who posited that the HRM unit does not have a significant influence on the competitive edge of a firm. Although the position of Qehaja and Kutllovci is yet to gain acceptance, it is also notable that their study was carried out in a wholesale distribution company. Studies in the context of private schools (Uysal & Caganaga, 2018), particularly acknowledge the function of the HRM unit in the school for gaining a competitive edge.

CONCLUSION

It has been found that the roles of the HRM unit are very critical to the sustainability of particularly private schools. The perceptions of the teachers about the functions of HRM in private schools have also been found to be very significant. It is therefore suggested that HRM units of private schools should particularly put the opinions of their teachers towards their functions into consideration. This would enhance the competitive edge of the school as found in the study. The finding of this study is however limited by the small sample size. It is therefore recommended that future researchers should consider carrying out this study using a quantitative approach, so as to increase the sample size; and enhance the validity.

IMPLICATIONS

The findings of the study have both theoretical and practical implications. Firstly, the school of thought which considers the school administration to be the same as the HRM unit has been proved wrong by this study outcome. It is therefore important that schools particularly private schools spell out their HRM units and their roles in the school. Also, the outcome of this study reveals that the HRM unit should from time to time interact with the teachers to ascertain their opinions about their policies and actions. This study outcome is also a pointer on how private schools can gain a competitive edge by ensuring that the HRM unit is performing optimally.

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Appendix

Interview Questions

1) Do you have a human resources management unit in your school?
2) If so what do you think about the necessity of human resources management unit in a private school?
3) In your opinion, what are the functions of the human resources unit existing in your school? What are the strengths and weaknesses of the HRM unit in your school?
4) What do you think about the benefits of HRM in terms of the professional development of the employees? What suggestion can you make for the improvement of this service?
5) Do you consider human resources management in your school playing important role in achieving competitive advantage in your school? And how?

THE EFFECT OF ORGANIZATIONAL UNCERTAINTY ON THE INTENTION TO LEAVE THE JOB

Behcet ÖZNACAR
behcet.oznacar@neu.edu.tr
Near East University
Near East University, Yakındoğu Blv, Lefkoşa, Nicosia, Cyprus

Ali TATAR
ali.tatar@akun.edu.tr
University Of Mediterranean Karpasia

Burak DEMIR
burak.demir@akun.edu.tr
University Of Mediterranean Karpasia

Ersun ŞİŞİK
ersunsisik@hotmail.com

Şöhret YİĞİTER
sohretyigiter@yahoo.com

ABSTRACT
It is clear that actually leaving the job or having the intention to leave the job is costly for businesses. In this context, the degree of organizational uncertainty, which is one of the elements of the organizational climate, is one of the factors that enterprises should keep under their control. As the degree of uncertainty in organizations increases, employee satisfaction is expected to decrease, which may trigger the thoughts of employees to leave their jobs. Considering the importance and cost of retaining employees, it is important to know the factors that may affect this and to keep them under control. In this study, it is aimed to investigate the relationship between the organizational uncertainty variable and the intention to leave the job. As a result of the correlation analysis conducted to test the relationships between the variables in the model of the study, it was seen that there was a statistically significant relationship between the "Attitudes Towards Leaving Work" variable and the "Perceived Organizational Uncertainty" variable. Since the calculated correlation coefficient was calculated as (r= 0.239), it was determined that the relationship between the variables of "Attitudes Towards Leaving Work" and "Perceived Organizational Uncertainty" was weak. As a result, it has been observed that the negativities in the perceptions towards organizational uncertainties will increase the likelihood of employees to develop dismissal behaviors, and on the contrary, positive perceptions of organizational uncertainties will reduce the likelihood of employees to develop dismissal behaviors.
Keywords: Organization, Employees, Organizational Uncertainty, Leaving the Job, education

1.Introduction

Scientists conducting research in the field of management have been developing theories for many years about the reasons why employees voluntarily leave their jobs, also known as work stoppages or departures in the literature. High employee turnover rates can undermine the market reliability of enterprises by damaging business performance. High turnover rates also have negative effects on the productivity and financial performance of organizations. Research has shown that organizations that face high turnover rates may perform lower than their competitors (Hatch and Dyer, 2004). It is also seen that the total cost of employee turnover to businesses is quite high (Cascio and Boudreau, 2015). There are also abstract effects of leaving the job that affect organizational culture, employee morale, social capital and organizational memory (Morrell et al., 2008, Öznacar et al., 2020).

There are effects of employee turnover from psychological and labor economics perspectives. Psychological antecedents such as job satisfaction, job performance, pay, and organizational commitment provide insights into the attitudinal explanations of leaving work at the employee level. At the macro level, demographic, economic factors and geographical conditions have been proposed as precursors of employee turnover (Felps et al., 2009). Although the research conducted indicates that the involuntary labor turnover rate is consistently explained by attitudinal, organizational and managerial predictors, different models have been developed to shed more light on the explanation of turnover rates. Russell (2013) argued that structures created through scales fail to achieve more than 15% to 20% of labor turnover variance, so trying to develop new measures of employee turnover is useless. Although turnover is critical for businesses from a management perspective, the abundance of scale elements and models has been a problem in terms of contributing to managerial practices (Holtom et al., 2008). It would not be very wise for human resources departments to constantly screen employees with the help of questionnaires in order to determine the likelihood of leaving their jobs.

Fields (2002) suggested that enterprises can gain a competitive advantage by using the data in their human resources information systems. Through statistical and econometric analysis of employee information to be obtained from the systems of enterprises, it can be learned how to better manage, improve or retain employees to perform better (Fields, 2002). Other researchers have also benefited from information from human resources systems in their work. Morrow et al. (1999) tried to determine the effects of absenteeism and performance on voluntary dismissal behavior by applying a logistic regression method to the data available in the company of those who continued to work and left. Schlechter et al. (2016) similarly tried to predict employee turnover by applying the regression analysis technique to data from the human resources department of an insurance enterprise and various demographic characteristics.

It is clear that actually leaving the job or having the intention to leave the job is costly for businesses. In this context, the degree of organizational uncertainty, which is one of the elements of the organizational climate, is one of the factors that enterprises should keep under their control. As the degree of uncertainty in organizations increases, employee satisfaction is expected to decrease, which may trigger employees' thoughts of leaving their jobs. Considering the importance and cost of retaining employees, it is important to know the factors that may affect this and to keep them under control. In this study, it is aimed to investigate the relationship between the organizational uncertainty variable and the intention to leave the job. It is considered that the verification of the assumed relationship through hypotheses is important for both the literature and the practitioners.
The main question of the research is expressed as follows:

Is there a relationship between employees' perception of uncertainties in their organizations and their attitudes toward leaving their jobs?

2.Method

2.1.. Method of Research

In this research, where "quantitative research" management is preferred, "screening" type research category was used. In screening researches, individuals' attitudes, beliefs and opinions on certain issues are determined with the help of scales (Gürbüz and Bayık, 2016)

When evaluated in terms of the objectives of this study, it is included in the "descriptive research" class. In descriptive research, the aim is to uncover and define the characteristics of facts, objects, people, groups or organizations. In this context, individuals' perceptions of how possible uncertainties are managed in the organizations they work with and their attitudes towards leaving their jobs will be defined and whether there is a significant relationship between these variables will be examined.

2.2. Model of Research and Hypotheses

The model of the research was created as seen in the figure below. In this context, the relationships between employees' perceptions of organizational uncertainty and their dismissal behaviors were examined.

Figure .1. Model of the Study

The research hypotheses based on the model of the research are as follows:

H_1: There is a relationship between employees' perceptions of organizational uncertainty and their behavior of leaving the job.

H_2: Employees' perceptions of organizational uncertainty show a statistically significant difference according to age groups.

H_3: Employees' perceptions of organizational uncertainty show a statistically significant difference according to gender groups.

H_4: Employees' perceptions of organizational uncertainty show a statistically significant difference according to marital status groups.

H_5: Employees' perceptions of organizational uncertainty show a statistically significant difference compared to the years they spent in their business life.

H_6: Employees' perceptions of organizational uncertainty show a statistically significant difference according to the sector studied.

H_7: Employees' attitudes towards leaving work show a statistically significant difference according to age groups.

H_8: Employees' perceptions of organizational uncertainty show a statistically significant difference according to gender groups.

H_9: Employees' attitudes towards leaving work show a statistically significant difference according to marital status groups.

H_{10}: Employees' attitudes towards leaving their jobs show a statistically significant difference compared to the years they spent in their working lives.

H_{11}: Employees' attitudes towards leaving their jobs show a statistically significant difference according to the sector in which they are studied.

2.3. Research Group

The main mass of the study consisted of individuals over the age of 18 living in the TRNC. Since the number of participants of 243 people was reached in this study, the findings are not sufficient to represent the universe. Therefore, the findings are limited to the research group from which the data were collected. The analysis unit of the research is individuals. The sample group was formed by snowball method from non-random techniques. In this context, contacts were established with individuals known to be in working life and in the light of the information received from these individuals, it was tried to reach as many people as possible online.

2.4. Analysis of Data

2.4.1. Normality Assumption Analysis

In order to use parametric tests with more statistical power, it is important to determine whether the data distribution meets the normal distribution conditions (Bursal, 2017). At this stage of the research, it will be tested whether the data meet the assumption of normality. In this context, first of all, the skewness coefficient and then the normality tests will be examined and the decision will be made.

The findings obtained as a result of the analysis made through the skewness coefficient are shown in the table below.

Table 1. Skewness Analysis Findings

			Statistic	Std. Error
Job Departure Scale	Mean		2,7284	,08950
	95% Confidence Interval for Mean	Lower Bound	2,5521	
		Upper Bound	2,9047	
	5% Trimmed Mean		2,6982	
	Median		2,5000	
	Variance		1,947	
	Std. Deviation		1,39520	
	Minimum		1,00	
	Maximum		5,00	
	Range		4,00	
	Interquartile Range		2,50	
	Skewness		,246	,156
	Wormosis		-1,261	,311

Organizational Uncertainty Scale	Mean		3,6114	,06257
	95% Confidence Interval for Mean	Lower Bound	3,4881	
		Upper Bound	3,7347	
	5% Trimmed Mean		3,6586	
	Median		3,6429	
	Variance		,951	
	Std. Deviation		,97541	
	Minimum		1,00	
	Maximum		5,00	
	Range		4,00	
	Interquartile Range		1,29	
	Skewness		-,537	,156
	Wormosis		-,244	,311

The calculated skewness value (0.246) for the Departure Scale is divided by its standard error (0.156) and its absolute value is taken as 1.57. Since this value is less than the reference value of 1.96, it will be seen that the assumption of normality is satisfied.

The skewness value calculated for the Organizational Uncertainty Scale (-0.537) is divided by its standard error (0.156) and the absolute value is taken as 3.44. Since this value is greater than the reference value of 1.96, it will be seen that the normality assumption cannot be achieved.

The normality test was used as the second criterion in the control of the normality assumption and the table of the calculations was brought down.

Table 2. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Leaving the Job	,115	243	,000	,903	243	,000
Organizational Uncertainty	,077	243	,001	,958	243	,000

a. Lilliefors Significance Correction

Since the sample size for the scales was n=**243** (n>50), Kolmogorov-Smirnov test results were taken into consideration. Since these values were $p<0.05$ for the dismissal scale ($p=0.000$) and for the organizational uncertainty scale (p0.001), it was seen that the normal distribution requirement of the data at the level of 0.05 significance could not be met**.**

It was accepted that the evaluation made by using two criteria was sufficient and it was concluded that the assumption of normality of the data could not be achieved. In this context, it was decided to use non-parametric tests in the analysis of the data.

2.5. Reliability Analysis

Cronbach's Alpha values are calculated and shown in the table below by measuring reliability in the context of the data collected for the scale of dismissal behaviors and the scale of perceived organizational uncertainty.

Table 3. Reliability Test

Scale Name	Cronbach's Alpha Value	Number of Items on the Scale
Scale of dismissal behaviors	**0,956**	15
Perceived organizational uncertainty scale	**0,916**	4

The scale of leaving work behaviors consists of 15 items. When the reliability analysis was performed by taking the data into consideration, it was seen that Cronbach's Alpha value was calculated as 0.956.

The perceived organizational uncertainty scale consists of 4 items. When reliability analysis was performed by taking the data into consideration, it was seen that Cronbach's Alpha value was calculated as 0.916.

Since these values are greater than the generally accepted value of 0.7 in social sciences, the scales have been accepted as reliable.

2.6. Factor Analysis
2.6.1. Organizational Uncertainty Scale
Factor analysis should be performed to confirm the factor structures of the scales used in the study. In this context, the factor structure of the perceived organizational uncertainty scale will be examined first.

The planned analysis will be carried out in two stages. These;

- ✓ Whether the substances to be examined and the sample size are suitable for factor analysis,
- ✓ Calculation of item factor loads and removal of v-materials with low factor loads from the measuring tool.

First, the analysis of the organizational uncertainty scale will be performed. KMO and Bartlett's test results are shown in the table below.

Table 4: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,954
Bartlett's Test of Sphericity	Approx. Chi-Square	2940,283
	Df	105
	Sig.	,000

When the table results are examined, the requirement of KMO>0.60 is provided since KMO = 0.954. In other words, it was accepted that the data obtained from the sample were suitable for factor analysis. The fact that the result of Bartlett's test of sphericity is at a significant level ($p<0.05$) indicates that there are significant relationships between the items in the correlation matrix and that factor analysis can be continued.

The table regarding the common factor variance rates explained by each item in the measurement tool is brought below.

Table 5. Common Variances Table (Organizational Uncertainty Scale)

	Beginning	Pull
1. The distribution of duties in my company is clear and unambiguous.	1,000	,541
2. It is clear how performance evaluation will be carried out in my company.	1,000	,625

3. My company is open to solutions in cases of uncertainty.	1,000	,666
4. Our managers can anticipate uncertainty situations.	1,000	,622
5. Our managers are future-oriented, not daily.	1,000	,671
6. Our managers help employees during times of uncertainty.	1,000	,741
7. Our managers have support from employees in looking for ways to deal with uncertainty.	1,000	,578
8. Our managers can generate new ideas in situations of uncertainty.	1,000	,754
9. Our managers choose the most appropriate methods to eliminate uncertainties.	1,000	,729
10. Our managers provide feedback to employees to address uncertainties.	1,000	,680
11. Our managers strive to achieve company goals.	1,000	,630
12. In case of uncertainty, our managers show leadership qualities.	1,000	,686
13. My company is ready to adapt to the unexpected.	1,000	,667
14. Employees know clearly and clearly the company's expectations for the future.	1,000	,615
15. My company has an organizational culture.	1,000	,249

Extraction Method: Principal Component Analysis.

Since there are as many factors as the number of items at the beginning of the factor analysis, the common factor variance described by each item in the initial state in the common variances table is 1. After the withdrawal process for factorization, the lowest of the values obtained belongs to the item "my company has an organizational culture" and this value is 0.249. Because the values in the Pull column are all greater than 0.1, the contribution of all items to the scale can be mentioned.

At this stage, the total variance table has been prepared in order to determine the number of factors of the scale.

Table 6. Explained Total Variance Table (Organizational Uncertainty Scale)

Items	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9,455	63,031	63,031	9,455	63,031	63,031
2	,891	5,938	68,969			
3	,676	4,507	73,477			
4	,556	3,707	77,184			
5	,494	3,295	80,479			
6	,474	3,161	83,640			
7	,412	2,749	86,388			
8	,368	2,454	88,843			
9	,327	2,179	91,022			
10	,317	2,113	93,135			
11	,263	1,756	94,891			
12	,237	1,583	96,474			
13	,205	1,369	97,843			
14	,167	1,116	98,959			
15	,156	1,041	100,000			

Extraction Method: Principal Component Analysis.

In the total variance table described, the Kaiser criterion was used and it was seen that a single-factor structure was proposed. A single factor accounts for about 63% of the total variance.

Since the Kaiser criterion is often criticized for creating too many factors, a more conservative analysis, the slope accumulation graph, was used. The slope accumulation graph is brought down.

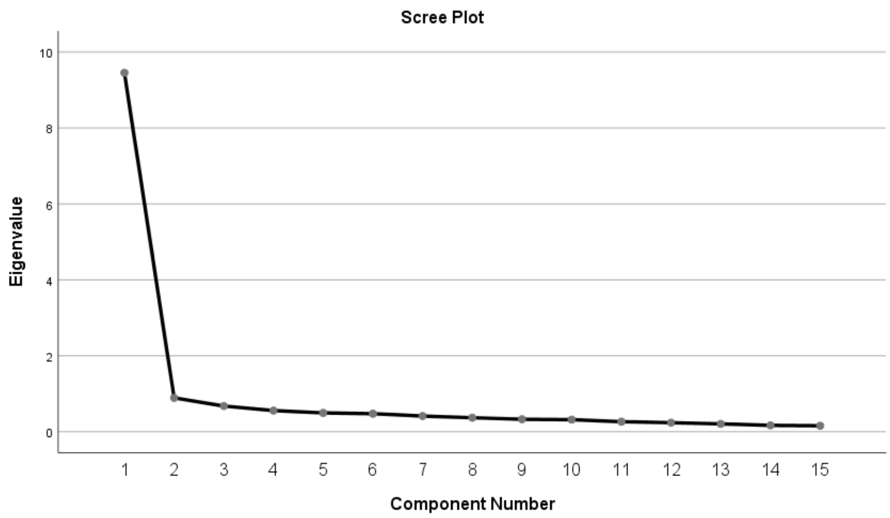

Figure 2. Scree Plot

When determining the number of factors according to the slope accumulation graph, the number of sharp decreases (elbows) before the line on the graph moves to a horizontal position is taken into account. The graph will clearly show that the number of elbows is odd.

As a result of the factor analysis carried out for the organizational uncertainty scale, it was evaluated that it would be appropriate to use the scale as a single factor.

4.6.2. Scale of Leaving Work Behaviors

Within the scope of the factor analysis of the dismissal behaviors scale, KMO and Bartlett's test results are shown in the table below.

Table 7: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,826
Bartlett's Test of Sphericity	Approx. Chi-Square	776,628
	Df	6
	Sig.	,000

When the table results are examined, the requirement of KMO>0.60 is provided since KMO = 0.826. In other words, it was accepted that the data obtained from the sample were suitable for factor analysis. The fact that the result of Bartlett's test of sphericity is at a significant level ($p<0.05$) indicates that there are significant relationships between the items in the correlation matrix and that factor analysis can be continued.

The table regarding the common factor variance rates explained by each item in the measurement tool is brought below.

Table 8. Common Variances Table (Job Departure Behaviors Scale)

Scale Items	Beginning	Pull
1.If I had the opportunity, I would quit my job.	1,000	,828
2.Lately I've started thinking about quitting my job more often.	1,000	,866
3.I'm thinking about quitting my job.	1,000	,873
4.I am actively looking for new work.	1,000	,637

Extraction Method: Principal Component Analysis.

Since there are as many factors as the number of items at the beginning of the factor analysis, the common factor variance described by each item in the initial state in the common variances table is 1. After the withdrawal for factorization, the lowest of the values obtained belongs to the item "I am actively looking for a new job" and this value is 0.637. Because the values in the Pull column are all greater than 0.1, the contribution of all items to the scale can be mentioned.

At this stage, the total variance table has been prepared in order to determine the number of factors of the scale.

Table 9. Explained Variance Table (Scale of Leaving Work Behaviors)

Items	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,205	80,133	80,133	3,205	80,133	80,133
2	,466	11,654	91,787			
3	,191	4,780	96,567			
4	,137	3,433	100,000			

Extraction Method: Principal Component Analysis.

In the total variance table described, the Kaiser criterion was used and it was seen that a single-factor structure was proposed. A single factor explains about 80% of the total variance.

Since the Kaiser criterion is often criticized for creating too many factors, a more conservative analysis, the slope accumulation graph, was used. The slope accumulation graph is brought down.

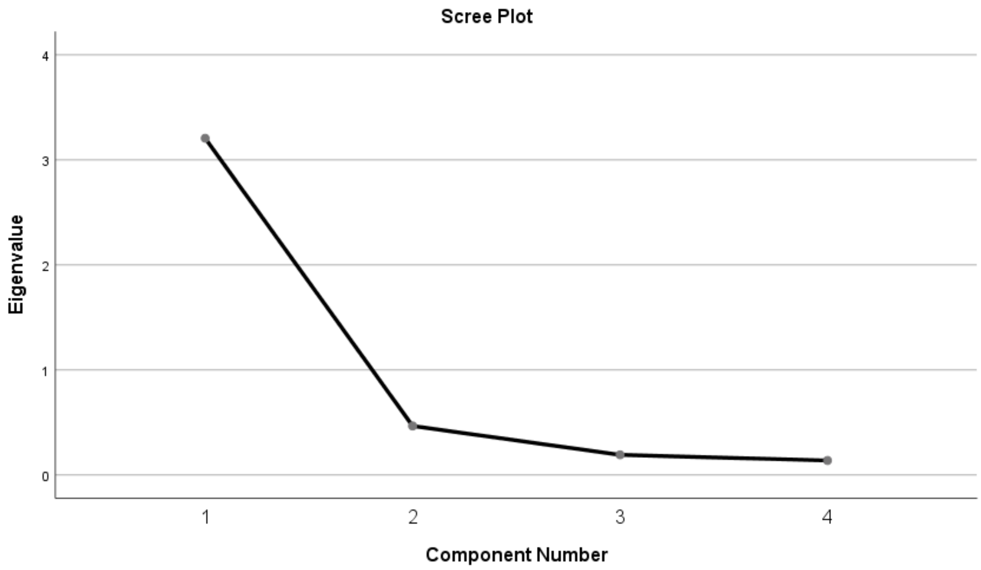

Figure 3. Scree Plot

When determining the number of factors according to the slope accumulation graph, the number of sharp decreases (elbows) before the line on the graph moves to a horizontal position is taken into account. The graph will clearly show that the number of elbows is odd.

As a result of the factor analysis carried out for the Leaving Work Behaviors scale, it was evaluated that it would be appropriate to use the scale as a single factor.

3. Findings

3.1. Freakans Distributions

The demographic data of the participants are shown in summary in Table 4.10.

Table 10. Participant Statistics

	Frequency	Current Percentage	Cumulative Percentage
Gender			
Woman	59	24,3	24,3
Male	184	75,7	100,0
Marital Status			
Single	187	77,0	77,0
Married	56	23,0	100,0
Insurance Year			
Less than 1 year	65	26,7	26,7
1-5 years	122	50,2	77,0
6-10 years	34	14,0	90,9
11 years and over	22	9,1	100,0
Sector			
Public	126	51,9	51,9
Special	117	48,1	100,0
Age Groups			
23 and under	70	28,8	28,8
24-31 years	136	56,0	84,8
32 and up	37	15,2	100,0

3.2. Correlation Analysis Findings

Although the significance values calculated for the correlation coefficients give information whether the correlation coefficient is statistically significant or not, finding a significant correlation does not guarantee a strong relationship between these variables. Since the significance of correlation coefficients is strongly dependent on the sample size, even a very weak correlation coefficient can be found statistically significant in a study with a high sample size (Bursal, 2017). Therefore, when interpreting the correlation coefficients, first the value of the correlation coefficient and then the level of statistical significance should be taken into consideration.

The findings obtained as a result of the correlation analysis performed to test the relationships between the variables in the model of the research are summarized in the table below.

Table 11. Correlation Analysis Table

			Leaving the Job	Organizational Uncertainty
Spearman's rho	Leaving the Job	Correlation Coefficient	1,000	-.239**
		Sig. (2-tailed)	.	,000
		N	243	243
	Organizational Uncertainty	Correlation Coefficient	-.239**	1,000
		Sig. (2-tailed)	,000	.
		N	243	243

**. Correlation is significant at the 0.01 level (2-tailed).

As mentioned earlier, Spearman's Rho correlation analysis was used to examine the relationship between the variables since the data did not meet the normal distribution requirement. When the table is examined, it will be seen that the significance value (p=0.000) between the "Attitudes towards Leaving Job" variable and the "Perceived Organizational Uncertainty" variable is calculated as p<0.05. This value indicates a statistically significant relationship between the two variables. The Spearman correlation coefficient was calculated as (r= 0.239). This coefficient indicates a **weak** relationship between the variables "Attitudes towards Leaving Jobs" and "Perceived Organizational Uncertainty". In this context, the $_{H1}$ research hypothesis (There is a statistically significant relationship between attitudes towards leaving work and perceptions of organizational uncertainty) could not be rejected.

As a result, it was determined that the negativities in the perceptions of organizational uncertainties would increase the likelihood of employees to develop dismissal behaviors, and on the contrary, positive perceptions of organizational uncertainties would reduce the likelihood of employees to develop dismissal behaviors.

3.3. Comparison of Group Averages

The findings of the analyzes made to determine whether the perceptions of the employees towards organizational uncertainty and the attitudes they developed towards leaving the job differed between the groups were brought down.

3.3.1. Variation Tests by Gender Groups

The results of the Mann Whitney U test applied to determine whether the data obtained regarding the variables of leaving work and organizational uncertainty differ statistically significantly according to gender groups are shown in the table below.

Table 12. Gender Group Comparison Test

	Attitude of Leaving the Job	Perception of Organizational Uncertainty
mann-whinney u	4817,500	4563,500
Wilcoxon W	6587,500	6333,500
Z	-1,309	-1,841
Asymp. Sig. (2-tailed)	,191	,066

When the Mann Whitney U test table is examined, it will be seen that the perceptions of disengagement and organizational uncertainty variables do not show a statistically significant difference according to gender since the obtained significance values are calculated as 0.191 and 0.066 (p>0.05), respectively. In this context, *the*$_{H22}$ *and*$_{H32}$

research hypotheses have been rejected. Therefore, employees' attitudes towards leaving their jobs and their perceptions of organizational uncertainty do not differ significantly from those of men and women.
Statistics for gender groups are shown in the table below.

Table 13. Gender Group Statistics

	Gender	N	Rank Average	Row Sum
Attitude of Leaving the Job	Woman	59	111,65	6587,50
	Male	184	125,32	23058,50
	Sum	243		
Perception of Organizational Uncertainty	Woman	59	107,35	6333,50
	Male	184	126,70	23312,50
	Sum	243		

When the statistical table of gender groups is examined, it will be seen that female employees think less about leaving their jobs than men, and men are at a more positive point than women in terms of perception of organizational uncertainty.

3.3.2. Differential Tests by Marital Status Groups

The results of the Mann Whitney U test applied to determine whether the data obtained regarding the variables of leaving work and organizational uncertainty differ statistically significantly according to the marital status groups are shown in the table below.

Table 14. Comparison Test of Marital Status Groups

	Attitude of Leaving the Job	Perception of Organizational Uncertainty
mann-whinney u	4596,500	5028,500
Wilcoxon W	6192,500	6624,500
Z	-1,396	-,450
Asymp. Sig. (2-tailed)	,163	,653

When the Mann Whitney U test table is examined, it will be seen that the perceptions of dismissal and organizational uncertainty variables do not show a statistically significant difference according to marital status since the obtained significance values are calculated as 0.163 and 0.653 ($p>0.05$), respectively. In this context, *the$_{H23}$ and$_{H33}$* research hypotheses have been rejected. Therefore, employees' attitudes towards leaving the job and their perceptions of organizational uncertainty do not differ significantly between married and single.

Statistics for marital status groups are shown in the table below.

Table 15. Marital Status Statistics

	Gender	N	Rank Average	Row Sum
Attitude of Leaving the Job	Single	187	125,42	23453,50
	Married	56	110,58	6192,50
	Sum	243		
Perception of Organizational Uncertainty	Single	187	123,11	23021,50
	Married	56	118,29	6624,50
	Sum	243		

When the statistical table of marital status groups is examined, it will be seen that married people think less about leaving their jobs than singles, and in terms of perception of organizational uncertainty, married people are at a more negative point than singles.

3.3.3. Differences Tests by Age Groups

The results of the Kruskal Wallis H test applied to determine whether the data obtained regarding the variables of dismissal and organizational uncertainty differ statistically significantly according to the marital status groups are shown in the table below.

Table 16. Comparison Test of Age Groups

	Attitude of Leaving the Job	Perception of Organizational Uncertainty
Kruskal-Wallis H	5,154	,709
Df	2	2
Asymp. Sig.	,076	,702

When the Kruskal Wallis H test table is examined, it will be seen that the perceptions of dismissal and organizational uncertainty do not show a statistically significant difference according to age, since the significance values obtained for the variables of dismissal and organizational uncertainty are calculated as 0.076 and 0>0.05), respectively. In this context, *the*$_{H21}$ and $_{H31}$ research hypotheses have been rejected. Therefore, employees' attitudes towards leaving the job and their perceptions of organizational uncertainty do not differ significantly between age groups.

The table showing the average order of the age groups has been brought down.

Table 17. Age Groups Rank Averages

	Age Groups	N	Ordinal Averages
Leaving the Job	23 and under	70	113,42
	24-31 years	136	130,77
	32 and up	37	105,99
	Sum	243	
Organizational Uncertainty	23 and under	70	127,76
	24-31 years	136	120,27
	32 and up	37	117,46
	Sum	243	

When the table is examined, it will be seen that there is an inverse relationship between age and perceived organizational uncertainty. In this context, negative thoughts about organizational uncertainty increase as the age increases, and as the age decreases, the perception of organizational uncertainty moves in a positive direction. The group of 32 years and older is the coldest group to quit their jobs, while the age group of 23 and under is the closest to leaving the job.

3.3.4. Difference Tests According to the Time Spent in Business Life
Here, the time spent in business life is calculated by taking into account the time spent with insurance. The results of the Kruskal Wallis H test, which is applied to determine whether the data obtained regarding the variables of leaving work and organizational uncertainty differ statistically significantly according to the time spent in the business life, are shown in the table below.

Table 18. Comparison Test According to the Time Spent in Business Life

	Attitude of Leaving the Job	Perception of Organizational Uncertainty
Kruskal-Wallis H	9,465	10,691
Df	3	3
Asymp. Sig.	,024	,014

When the Kruskal Wallis H test table is examined, it will be seen that the perceptions of leaving the job and organizational uncertainty show a statistically significant difference according to the time spent in business life since the significance values obtained for the variables of leaving work and organizational uncertainty are calculated as 0.024 and 0<014 (p.0.05), respectively. In this context, *the research* hypotheses H $_{24}$ and H_{34} have been accepted. Therefore, employees' attitudes towards leaving their jobs and their perceptions of organizational uncertainty differ significantly in the context of the time they spend in business life.

The table showing the average order of the age groups has been brought down.

Table 19. Rank Averages According to the Time Spent in Business Life

	Age Groups	N	Ordinal Averages
Leaving the Job	Less than 1 year	65	115,32
	1-5 years	122	134,85
	6-10 years	34	102,87
	11 years and over	22	100,05
	Sum	243	
Organizational Uncertainty	Less than 1 year	65	119,29
	1-5 years	122	122,79
	6-10 years	34	98,90
	11 years and over	22	161,34
	Sum	243	

When the table is examined, it will be seen that those whose insurance period is between 1-5 years are the closest group to the idea of leaving the job, while the group with an insurance period of 11 years or more is the group that is furthest away from the idea of leaving the job. When the group with less than 1 year of insurance is excluded, there is a linear relationship between the duration of insurance and the idea of leaving the job. In this context, it is seen that the idea of leaving the job decreases as the duration of insurance increases, and on the contrary, the idea of leaving the job gains weight as the duration of insurance increases.

It is seen that the group with an insurance period of 6-10 years is the group with the most negative perception of organizational uncertainty. The group with the most positive perception of organizational uncertainty is the group with an insurance period of 11 years or more. When the group with an insurance period of 6-10 years is excluded, it is seen that the perception of organizational uncertainty is in a linear relationship with the duration of insurance.

In this context, as the duration of insurance increases, the perception of organizational uncertainty turns into more positive, and the perception of uncertainty becomes more negative as the insurance year decreases.

3.3.5. Variation Tests According to the Sector Studied

The results of the Mann Whitney U test applied to determine whether the data obtained regarding the variables of leaving work and organizational uncertainty differ statistically significantly according to the sector studied, are shown in the table below.

Table 20. Comparison Test of the Sector Groups Studied

	Attitude of Leaving the Job	Perception of Organizational Uncertainty
mann-whinney u	6718,000	7123,000
Wilcoxon W	14719,000	14026,000
Z	-1,201	-,453
Asymp. Sig. (2-tailed)	,230	,650

When the Mann Whitney U test table is examined, it will be seen that the perceptions of dismissal and organizational uncertainty variables do not show a statistically significant difference according to the sector studied since the obtained significance values are calculated as 0.230 and 0>650 (p.0.05), respectively. In this context, *the$_{H25}$ and H_{35}* research hypotheses have been rejected. Therefore, employees' attitudes towards leaving the job and their perceptions of organizational uncertainty do not differ significantly between the sectors studied.
Statistics on the sectors studied are shown in the table below.

Table 21. Statistics of Sector Groups Studied

	Gender	N	Rank Average	Row Sum
Attitude of Leaving the Job	Public	126	116,82	14719,00
	Special	117	127,58	14927,00
	Sum	243		
Perception of Organizational Uncertainty	Public	126	123,97	15620,00
	Special	117	119,88	14026,00
	Sum	243		

When the statistical table of the sector groups studied is examined, it will be seen that employees in the private sector think more about leaving their jobs than public employees, whereas public employees are at a more positive point than private sector employees in terms of perception of organizational uncertainty.

3.4. Results of Hypothesis Testing

As a result of the analysis of the variables of service quality, customer satisfaction and customer loyalty after the data collected from the participants, the hypotheses of the research were tested and shown as a summary in the table below.

Table 22. Hypothesis Results

Code of the Hypothesis	Hypothesis Explanation	Admission/Rejection Status	The Power of Relationship
H1	There is a relationship between employees' perceptions of organizational uncertainty and their behavior of leaving the job.	***Acceptance***	***Slim***
H2	Employees' perceptions of organizational uncertainty show a statistically significant difference according to age groups.	***Alex***	
H3	Employees' perceptions of organizational uncertainty show a statistically significant difference according to gender groups.	***Alex***	
H4	Employees' perceptions of organizational uncertainty show a statistically significant difference according to marital status groups.	***Alex***	
H5	Employees' perceptions of organizational uncertainty show a statistically significant difference according to the years they spent in their business lives.	***Acceptance***	
H6	Employees' perceptions of organizational uncertainty show a statistically significant difference according to the sector studied.	***Alex***	
H_7	Employees' attitudes towards leaving their jobs show a statistically significant difference according to age groups.	***Alex***	
H_8	Employees' perceptions of organizational uncertainty show a statistically significant difference according to gender groups.	***Alex***	
H_9	Employees' attitudes towards leaving work show a statistically significant difference according to marital status groups.	***Alex***	
H_{10}	Employees' attitudes towards leaving their jobs show a statistically significant difference according to the years they spent in their business lives.	***Acceptance***	
H_{11}	Employees' attitudes towards leaving the job show a statistically significant difference according to the sector studied.	***Alex***	

4. Conclusions, Discussion and Suggestions

There is a consensus that the most valuable production factors of enterprises, especially service enterprises, are human. It is important that the human resources provided by the human resources managements by making great efforts in recruitment are kept in the enterprise. Enterprises ensure the development of personnel by making serious investments in human resources after the personnel supply. Adaptation to business culture is a time-consuming and costly issue. In this context, the departure of trained employees from work brings quite high costs for businesses. It is also known that employees who want to leave their jobs but cannot put the separation into action due to limited alternative job opportunities cause loss of productivity. High employee turnover rates can undermine the market reliability of enterprises by damaging business performance. High turnover rates also have negative effects on the productivity and financial performance of organizations. In the researches, it was stated that organizations faced with high turnover rates may perform lower than their competitors. It is also seen that the total cost of employee turnover to enterprises is quite high. There are also abstract effects of leaving the job that affect organizational culture, employee morale, social capital and organizational memory.

In this context, the use of conventional human resources by enterprises may be insufficient in retaining employees. One of the factors that influences employees to leave their jobs or keep the idea of leaving their minds is thought to be organizational uncertainty.

In this research, it was examined whether there was a relationship between the perception of uncertainties in the organizations of the employees and their attitudes to leave the job. However, it was also questioned whether the variables of organizational uncertainty and dismissal differed significantly in the context of demographic variables.

The main mass of this study was composed of individuals over the age of 18 living in the TRNC. Since the number of participants of 243 people was reached in this study, the findings are not sufficient to represent the universe. Therefore, the findings are limited to the research group from which the data were collected. The sample group was formed by snowball method from non-random techniques. In this context, contacts were established with individuals known to be in working life and in the light of the information received from these individuals, it was tried to reach as many people as possible online. The data collected from the participants were accepted as sufficient by using two criteria and it was concluded that the assumption of normality of the data could not be achieved. In this context, non-parametric tests were used in the analysis of the data. The scales were accepted as reliable because the Cronbach's Alpha values calculated for both scales within the framework of reliability analysis were greater than the generally accepted value of 0.7 in social sciences. As a result of the analyzes of organizational uncertainty perceptions and dismissal behaviors in order to determine the number of factors in the context of the collected data, it was found appropriate to use both scales as a single factor.

As a result of the correlation analysis conducted to test the relationships between the variables in the model of the study, it was seen that there was a statistically significant relationship between the "Attitudes Towards Leaving Work" variable and the "Perceived Organizational Uncertainty" variable. Since the calculated correlation coefficient was calculated as ($r= 0.239$), it was determined that the relationship between the variables of "Attitudes Towards Leaving Work" and "Perceived Organizational Uncertainty" was **weak** . As a result, it has been observed that the negativities in the perceptions towards organizational uncertainties will increase the likelihood of employees to develop dismissal behaviors, and on the contrary, positive perceptions of organizational uncertainties will reduce the likelihood of employees to develop dismissal behaviors.

Within the scope of other findings obtained in the research;
Employees' attitudes towards leaving their jobs and their perceptions of organizational uncertainty do not differ significantly compared to women and men, however, female employees think less about leaving their jobs than men, and men are at a more positive point than women in terms of perception of organizational uncertainty,

The perceptions of the variables of leaving the job and organizational uncertainty do not show a statistically significant difference according to the marital status, however, the married people think less about leaving the job than the singles, and the perception of organizational uncertainty is at a more negative point than the singles,

Noting that the perceptions of leaving work and organizational uncertainty do not show a statistically significant difference according to age, however, negative thoughts about organizational uncertainty increase as the age increases, the perception of organizational uncertainty moves in a positive direction as the age decreases, the group of 32 years and older is the coldest to leave the job, and the age group of 23 and under is the closest to leaving the job,

Perceptions of leaving work and organizational uncertainty show a statistically significant difference according to the time spent in business life, those whose insurance period is between 1-5 years are the closest group to the idea of leaving the job, however, the group with an insurance period of 11 years or more is the group that is furthest from the idea of leaving the job, and when the group with less than 1 year of insurance is excluded, the insurance period and the idea of leaving the job are between the duration of insurance and the idea of leaving the job In this context, it was seen that there was a linear relationship, the idea of leaving the job decreased as the duration of insurance increased, and on the contrary, the idea of leaving the job gained weight as the duration of insurance increased. The group with an insurance period of 6-10 years is the group with the most negative perception of organizational uncertainty, the group with the most positive perception of organizational uncertainty is the group with an insurance period of 11 years or more, when the group with an insurance period between 6-10 years is excluded, the perception of organizational uncertainty is in a linear relationship with the duration of insurance, and in this context, the perception of organizational uncertainty turns positive as the duration of insurance increases, that the fewer the years spent insured, the more negative the perception of uncertainty,

It was determined that the perceptions of the variables of leaving the job and organizational uncertainty did not show a statistically significant difference according to the sector studied, however, those working in the private sector thought about leaving their jobs more than public employees, whereas public employees were at a more positive point than private sector employees in terms of the perception of organizational uncertainty.

Despite numerous studies examining the relationship between employees leaving their jobs, the number of studies that measure the intention to leave the job with the perception of organizational specificity is quite limited. In one of these studies, Karakuş and Yardim (2014) found that perceived organizational change had an impact on uncertainty, job satisfaction, and intention to quit. In the model they used in their studies, it was found that change led to uncertainty and uncertainty led to the development of intention to leave the job. The significant relationship between the authors' organizational uncertainty and intention to leave the job was supported by the findings obtained in this study.

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THE EFFECT OF PERCEIVED ORGANIZATIONAL SUPPORT ON ORGANIZATIONAL IDENTIFICATION

Behcet ÖZNACAR
behcet.oznacar@neu.edu.tr
Near East University
Near East University, Yakındoğu Blv, Lefkoşa, Nicosia, Cyprus

Ali TATAR
ali.tatar@akun.edu.tr
University Of Mediterranean Karpasia

Burak DEMIR
burak.demir@akun.edu.tr
University Of Mediterranean Karpasia

Ersun ŞİŞİK
ersunsisik@hotmail.com

Şöhret YİĞİTER
sohretyigiter@yahoo.com

ABSTRACT
It is possible to talk about the positive sides of the integration or identification of employees with their organizations within the scope of the fulfillment of organizational goals. One of the factors that is thought to affect organizational identification is the degree of support that the organization gives to employees in a business or individual context. In this context, employees who are supported by their organizations, in other words, who feel the support of their organizations, can be expected to integrate more strongly with their organizations. In this research, it was questioned in which direction the employees perceived the support given by their organizations and whether they integrated with their organizations in the context of this perceived support. The basic assumption in this inquiry is that employees who identify with their organizations will be more productive. In this study, descriptive research method was followed. Within the scope of the findings obtained as a result of the correlation analysis conducted to test the relationships between the variables in the model of the study, it was determined that there was a statistically significant and moderate relationship between the "organizational support" and "organizational identification" variable. It was seen that the findings obtained in the research were in line with the results of the research conducted in the past.
Keywords: Organizational support**,** organizational identification, business support, personal support, Education

1.Introduction

It is possible to talk about the positive sides of the integration or identification of employees with their organizations within the scope of the fulfillment of organizational goals. One of the factors that is thought to affect organizational identification is the degree of support that the organization gives to employees in a business or individual context. In this context, employees who are supported by their organizations, in other words, who feel the support of their organizations, can be expected to integrate more strongly with their organizations.

It is stated that organizational identification, which has been discussed for many years in the organizational behavior literature, is related to organizational efficiency and employee satisfaction. It is found that the organizational identification, which is investigated theoretically and experimentally, is confused with organizational commitment, organizational behaviors and similar structures. Organizational identification is the integration of the employee with the identity of the organization, the overlap of individual goals and values with the goals and values of the organization (Oznacar et al., 2020)

It is believed that employees who identify with their organizations are happier, healthier and have higher job satisfaction. However, it is also suggested that employees who identify with their organizations will be more likely to deliver high performance, service and innovation. This assumption is a central part of the concept of "employee engagement" that has become mainstream in the management field in recent years (Oznacar, Yucesoy, Demir, 2020). While this assumption may seem logical from a managerial perspective, it is clear that it needs to be supported by scientific evidence.

After all, it is possible to talk about the positive sides of the integration or identification of employees with their organizations within the scope of the fulfillment of organizational goals. One of the factors that is thought to affect organizational identification is the degree of support that the organization gives to employees in a business or individual context. In this context, employees who are supported by their organizations, in other words, who feel the support of their organizations, will be expected to integrate more strongly with their organizations. When the goal is to achieve organizational goals, it is important that organizations know the factors that will lead to this goal.

In this research, it was questioned in which direction the employees perceived the support given by their organizations and whether they integrated with their organizations in the context of this perceived support. The basic assumption in this inquiry is that employees who identify with their organizations will be more productive.

The Main Question of the Research

The main question of this research is "Is there a relationship between organizational support and organizational identification?"

Also in the research;

- ✓ Is there a relationship between work-oriented support and organizational identification?
- ✓ Is there a relationship between personal support and organizational identification? questions were also answered.

2.Method

2.1. Design of the Research

In this part of the study, it will be mentioned how the research will be designed in order to answer the basic question of the research. In this context, first of all, the method of the research was determined. Then, the model of the research was developed and hypotheses were formed. Then the subject of the universe and the sample was discussed.

2.2. Method of Research

In this research, where "quantitative research" management was preferred, "relational screening" type research category was used. In screening researches, individuals' attitudes, beliefs and opinions on certain issues are determined with the help of scales (Gürbüz and Şahin, 2016).

When evaluated in terms of the objectives of this study, it is included in the "descriptive research" class. In descriptive research, the aim is to reveal and define the characteristics of facts, objects, people, groups or organizations. In this context, how individuals' future oriented thinking tendencies and their views on sustainable consumption are distributed will be defined and also whether there is a significant relationship between these two variables will be examined.

2.3. Model of Research and Hypotheses

The model of the research was created as seen in the figure below. In this context, the relationships between personal and work-related support of employees and organizational identification were examined.

The basic hypotheses of the research based on the model of the research are as follows:

H_1: There is a statistically significant relationship between the perception of organizational support and organizational identification.

H_2: There is a statistically significant relationship between employees' perception of personal support and their identification with the organization.

H_3: There is a statistically significant relationship between employees' perception of support for work and their identification with the organization.

H_4: There is a statistically significant relationship between employees' perception of personal support and their perception of support for work.

Other hypotheses of the research are as follows:

H_{51}: Employees' perceptions of organizational support differ statistically significantly according to gender groups.

H_{52}: Employees' perceptions of organizational support differ statistically significantly according to marital status.

H_{53}: Employees' perceptions of organizational support differ statistically significantly according to their educational status.

H_{54}: Employees' perceptions of organizational support differ statistically significantly according to age groups.

H_{55}: Employees' perceptions of organizational support differ statistically significantly according to the years spent in business life.

H_{56}: Employees' perceptions of organizational support differ statistically significantly according to the years spent in the workplace.

H_{61}: Employees' perceptions of organizational identification differ statistically significantly according to gender groups.

H_{62}: Employees' perceptions of organizational identification differ statistically significantly according to marital status.

H_{63}: Employees' perceptions of organizational identification differ statistically significantly according to their educational status.

H_{64}: Employees' perceptions of organizational identification differ statistically significantly according to age groups.

H_{65}: Employees' perceptions of organizational identification differ statistically significantly according to the years spent in business life.

H_{66}: Employees' perceptions of organizational identification differ statistically significantly according to the years spent in the workplace.

2.3. Research Group

The main mass of the study consisted of individuals over the age of 18 living in the TRNC. In this study, the number of participants of 185 people was reached by snowball method from non-random sampling techniques. Due to the insufficient number of participants and the restrictive features of the selected sampling method, the findings do not have the adequacy to represent the universe. In this context, the findings were limited to the research group where the data were collected.

2.4. Analysis of Data

2.4. 1. Normality Assumption Analysis

In order to use parametric tests with more statistical power, it is important to determine whether the data distribution meets the normal distribution conditions (Bursal, 2017). At this stage of the research, it will be tested whether the data meet the assumption of normality. In this context, first of all, the skewness coefficient and then the normality tests will be examined and the decision will be made.

The findings obtained as a result of the analysis made through the skewness coefficient are shown in the table below.

Table 1. Skewness Analysis Findings

			Statistics	Standard Error
Organizational Support	Mean		3,6243	,08024
	95% Confidence Interval for Mean	Lower Bound	3,4660	
		Upper Bound	3,7826	
	5% Trimmed Mean		3,6881	
	Median		3,8333	
	Variance		1,191	
	Std. Deviation		1,09132	
	Minimum		1,00	
	Maximum		5,00	
	Range		4,00	
	Interquartile Range		1,42	
	Skewness		-,714	,179
	Wormosis		-,272	,355
	Mean		3,9802	,06955

Organizational Identification	95% Confidence Interval for Mean	Lower Bound	3,8430	
		Upper Bound	4,1174	
	5% Trimmed Mean		4,0571	
	Median		4,1667	
	Variance		,895	
	Std. Deviation		,94596	
	Minimum		1,00	
	Maximum		5,00	
	Range		4,00	
	Interquartile Range		1,50	
	Skewness		-,913	,179
	Wormosis		,444	,355

The skewness value (-0.714) calculated for the Organizational Support Scale is divided by its standard error (0.179) and its absolute value is taken as 3.98. Since this value is greater than the reference value of 1.96, it will be seen that the normality assumption cannot be satisfied.

The calculated skewness value (-0.913) for the Organizational Identification Scale is divided by its standard error (0.179) and the absolute value is taken as 5.10. Since this value is greater than the reference value of 1.96, it will be seen that the normality assumption cannot be achieved.

The normality test was used as the second criterion in the control of the normality assumption and the table of the calculations was brought down.

Table 2. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Organizational Support	,104	185	,000	,930	185	,000
Organizational Identification	,140	185	,000	,900	185	,000

a. Lilliefors Significance Correction

Since the sample size for the scales was n=1**85** (n>50), the Kolmogorov-Smirnov test result was taken into account. Since these values were calculated as $p<0.05$ for organizational support and organizational identification scales ($p=0.000$), the H_o hypothesis was not accepted, in other words, the alternative hypothesis was accepted and it was determined that the data could not meet the normal distribution requirement at the 0.05 significance level.

As a result, as a result of the analyzes made by using a total of two criteria, it was concluded that the assumption of normality of the data could not be achieved. In this context, it was decided to use non-parametric tests in the analysis of the data.

2.5. Reliability Analysis
Cronbach's Alpha values calculated to measure the reliability of organizational support and organizational

identification scales in the context of the collected data are shown in the table below.

Table 3. Reliability Test

Scale Name	Cronbach's Alpha Value	Number of Items on the Scale
Organizational Support Scale	0,963	12
Organizational Identification Scale	0,888	6

The organizational support scale consists of 12 items. When the reliability analysis was performed by taking the data into consideration, it was seen that Cronbach's Alpha value was calculated as 0.963.

The organizational identification scale consists of 6 items. When reliability analysis was performed by taking the data into consideration, it was seen that Cronbach's Alpha value was calculated as 0.888.

Since these values are greater than the generally accepted value of 0.7 in social sciences, it was decided that the scales were reliable.

3. Findings

3.1. Freakans Distributions

The demographic data of the participants are shown as a summary in Table 4.4.

Table 4. Participant Statistics

	Frequency	Current Percentage	Cumulative Percentage
Gender			
Woman	62	33,5	33,5
Male	123	66,5	100,0
Marital Status			
Single	127	68,6	68,6
Married	58	31,4	100,0
Education Status			
High school and below	45	24,3	24,3
License	89	48,1	72,4
Graduate	51	27,6	100,0

Age Groups			
25 and under	52	28,1	28,3
26-35	101	54,6	83,2
36 and up	31	16,8	100,0
Missing data	1	0,5	
Years Spent in Business Life			
1 year and under	28	15,1	15,1
2-5 years	65	35,1	50,3
6-10 years	42	22,7	73,0
11 years and above	50	27,0	100,0
Workplace Seniority			
1 year and under	54	29,2	29,2
2-5 years	72	38,9	68,1
6-10 years	28	15,1	83,2
11 years and above	31	16,8	100,0

3.2. Descriptive Statistics
In this section, statistics on employees' perceptions of organizational support and organizational support are presented. First, the statistics on personal support perceptions are shown in the table below.

Table 5. Statistics on Personal Support Perception

	Average Value	Std. Deviation
The institution I work for is ready to help when I have a problem.	3,7622	1,24135
The institution I work for attaches importance to my thoughts.	3,6811	1,28152
The institution I work for thinks about my well-being.	3,6595	1,20584

The institution I work for takes care of me.	3,6216	1,22367
The institution I work for takes my interests into consideration when making decisions that affect me.	3,3459	1,33078

When the table is examined, it is seen that the highest average score belongs to the statement "the institution I work for is ready to help when I have a problem" and the lowest average score belongs to the statement "the institution I work for takes my interests into consideration when making decisions that affect me". When the standard deviation scores are examined, it will be seen that the statement with the lowest average score is distributed in the widest scale (1.33078), while the expression "the institution I work for thinks about my well-being" is answered in close proximity to each other.

Statistics on employees' perceptions of job support are shown in the table below.

Table 6. Statistics on Personal Support Perception

	Average Value	Std. Deviation
The institution I work for is proud of my achievements in the business.	3,7730	1,28212
The extra effort I put in my job at the institution where I work is appreciated.	3,7568	1,33118
The institution I work for values my contribution to the work.	3,6919	1,29681
The institution I work for recognizes when I do good things about my job.	3,6811	1,33144
The institution I work for takes into account my work-related complaints.	3,6000	1,24324
I am open for me to rise in the institution where I work.	3,5514	1,35085
The institution I work for is interested in whether I am satisfied with my job or not.	3,3676	1,38902

When the table is examined, it is seen that the highest average score belongs to the statement "the institution I work for is proud of my achievements in the business (3.7730)" and the lowest average score belongs to the statement "the institution I work for is interested in whether I am satisfied with my job or not (3.3676)". When the standard deviation scores are examined, it will be seen that the statement with the lowest average score (the institution I work for is interested in whether I am satisfied with my job or not) is distributed on the widest scale (1.38902), while the statement "the institution I work for takes into account my complaints about the job (1.24324)" is answered more closely to each other.

Statistics on employees' perceptions of organizational identification are shown in the table below.

Table 7. Statistics on Organizational Identification Perception

	Average Value	Std. Deviation
I would be saddened if there was bad news about my workplace.	4,2595	1,04139
When I talk about my workplace, I don't talk about "them," I mean "us."	3,9622	1,21748
The opinions of others about the workplace where I work are important to me.	3,9568	1,16482
I feel sad when anyone criticizes the workplace where I work.	3,9297	1,19348
When anyone praises my workplace, I feel like a compliment to myself.	3,9027	1,23853
I see the success of my workplace as my own.	3,8703	1,22671

When the table is examined, it is seen that the highest average score belongs to the expression "I will be sad if there is bad news about my workplace (4.2595)" and the lowest average score belongs to the statement "I see the success of my workplace as my own success (3.8703)". When the standard deviation scores are examined, it will be seen that the statement with the lowest average score (when anyone praises the workplace I work for, I feel like a compliment to myself) is distributed on the widest scale (1.23853), while the statement "I feel sorry if there is bad news about my workplace" is answered in the closest way to each other.

3.3. Correlation Analysis Findings

Although the significance values calculated for correlation coefficients provide information whether the correlation coefficient is statistically significant or not, finding a significant correlation does not guarantee a strong relationship between these variables. Since the significance of correlation coefficients is strongly dependent on the sample size, even a very weak correlation coefficient can be found statistically significant in a study with a high sample size (Bursal, 2017). Therefore, when interpreting the correlation coefficients, first the value of the correlation coefficient and then the level of statistical significance should be taken into consideration.

The findings obtained as a result of the correlation analysis performed to test the relationships between the variables in the model of the research are summarized in the table below.

Table 8. Correlation Analysis Findings

			1	2	3	4
Spearman's rho	Personal Support	Correlation Coefficient	1,000	.830**	.938**	.642**
		Sig. (2-tailed)	.	,000	,000	,000
		N	185	185	185	185
	Business Support	Correlation Coefficient	.830**	1,000	.968**	.659**
		Sig. (2-tailed)	,000	.	,000	,000
		N	185	185	185	185
	Organizational Support (General)	Correlation Coefficient	.938**	.968**	1,000	.686**
		Sig. (2-tailed)	,000	,000	.	,000
		N	185	185	185	185
	Organizational Identification	Correlation Coefficient	.642**	.659**	.686**	1,000
		Sig. (2-tailed)	,000	,000	,000	.
		N	185	185	185	185

**. Correlation is significant at the 0.01 level (2-tailed).

When the table is examined, it will be seen that there is a statistically significant relationship between the two variables since the significance value (p=0.000) between the "organizational support" variable and the "organizational identification" variable is calculated as p<0.05. Since the calculated Spearman correlation coefficient is (r=0.686), there is a moderate relationship between the "organizational support" variable and **the** "organizational identification" variables. In this context, the$_{H1}$ research hypothesis (there is a statistically significant relationship between organizational support perception and organizational identification) was accepted.

Since the significance value (p=0.000) between the "personal support" variable and the "organizational identification" variable is calculated as p<0.05, it will be seen that there is a statistically significant relationship between the two variables. Since the calculated Spearman correlation coefficient is (r=0.642), there is a moderate correlation between the "personal support" variable and **the** "organizational identification" variables. In this context, the H2 research hypothesis (there is a statistically significant relationship between employees' perception of personal support and their identification with the organization) was accepted.

Since the significance value (p=0.000) between the "support for work" variable and the "organizational identification" variable is calculated as p<0.05, it will be seen that there is a statistically significant relationship between the two variables. Since the calculated Spearman correlation coefficient is (r=0.659), there is a moderate correlation between the "support for work" variable and **the** "organizational identification" variables. In this context, the H3 research hypothesis (there is a statistically significant relationship between employees' perception of support for work and their identification with the organization) was accepted.

Since the significance value between the "personal support" variable and the "work-oriented support" variable (p=0.000) is calculated as p<0.05, it will be seen that there is a statistically significant relationship between the two variables. Since the calculated Spearman correlation coefficient is (r=0.830), there is a **strong** relationship between the "personal support" variable and the "work-oriented support" variables. In this context, the H4 research hypothesis (there is a statistically significant relationship between employees' perception of personal support and their perception of support for work) was accepted.

3.4. Comparison of Group Averages

The findings obtained as a result of the tests conducted to determine whether the data collected from the participants were distributed differently between the groups were brought below.

3.4.1. Variation Tests by Gender Groups

The results of the Mann Whitney U test applied to determine whether the data obtained regarding organizational support and organizational identification variables differ statistically significantly according to gender groups are shown in the table below.

Table 9. Group Comparison Test (Gender)

	Organizational Support	Organizational Identification
mann-whinney u	3435,000	3327,000
Wilcoxon W	5388,000	5280,000
Z	-1,101	-1,424
Asymp. Sig. (2-tailed)	,271	,155

a. Grouping Variable: Gender

When the Mann Whitney U test table is examined, it will be seen that the perceptions of organizational support and organizational identification variables do not show a statistically significant difference according to gender since the significance value of the organizational support variable is calculated as 0.271 and the significance value of the organizational identification variable is calculated as 0>0.05).

In this context, *the* H $_{51}$ *and* H_{61} research hypotheses have been rejected. In other words, employees' perceptions of organizational support and organizational identification do not differ according to gender.

Statistics for gender groups are shown in the table below.

Table 10. Group Statistics (Gender)

	Gender	N	Rank Average	Row Sum
Organizational Support	Woman	62	86,90	5388,00
	Male	123	96,07	11817,00
	Sum	185		
Organizational Identification	Woman	62	85,16	5280,00
	Male	123	96,95	11925,00
	Sum	185		

When the statistical table of gender groups is examined, it is seen that men's perceptions of organizational support are higher than women, however, men identify more strongly with their organizations than women.

3.4.2. Differential Tests by Marital Status

The results of the Mann Whitney U test applied to determine whether the data obtained regarding organizational support and organizational identification variables differ statistically significantly according to marital status groups are shown in the table below.

Table 11. Group Benchmark (Marital Status)

	Organizational Support	Organizational Identification
mann-whinney u	3280,500	2975,500
Wilcoxon W	11408,500	11103,500
Z	-1,193	-2,109
Asymp. Sig. (2-tailed)	,233	,035

a. Grouping Variable: Marital status

When the Mann Whitney U test table is examined, since the significance value obtained for the organizational support variable is calculated as 0.233 ($p>0.05$), the perceptions for the organizational support variable do not show a statistically significant difference according to the marital status, however, the significance value of the organizational identification variable is calculated as 0.035 ($p<0.05$), so the perceptions for the organizational identification variable are statistically significant according to marital status. differs.

In this context, while the H $_{52}$ research hypothesis was rejected, *the* H_{62} research hypothesis was accepted. In other words, while the perceptions of organizational support of the employees do not show a statistically significant difference according to the marital status, the perceptions of organizational identification show a significant difference according to the marital status.

Statistics for marital status groups are shown in the table below.

Table 12. Group Statistics (Marital Status)

	Gender	N	Rank Average	Row Sum
Organizational Support	Single	127	89,83	11408,50
	Married	58	99,94	5796,50
	Sum	185		
Organizational Identification	Single	127	87,43	11103,50
	Married	58	105,20	6101,50
	Sum	185		

When the statistical table of marital status groups is examined, it is seen that the perceptions of organizational support of married people are higher than singles, however, married people identify with their organizations much more strongly than singles.

3.4.3. Tests of Difference by Level of Education

The results of the Kruskal Wallis H test applied to determine whether the data obtained on organizational support and organizational identification variables differ statistically significantly according to the level of education are shown in the table below.

Table 13. Group Comparison Test (Education Level)

	Organizational Support	Organizational Identification
Kruskal-Wallis H	2,579	3,837
Df	2	2
Asymp. Sig.	,275	,147

a. Kruskal Wallis Test

b. Grouping Variable: Education

When the Kruskal Wallis H test table is examined, it will be seen that the perceptions of organizational support and organizational identification do not show a statistically significant difference according to the educational status since the significance values obtained for the organizational support and organizational identification variables are calculated as 0.275 and 0>0.05), respectively. In this context, the H 53 and H63 research hypotheses have been rejected. In other words, employees' perceptions of organizational support and organizational identification do not show a significant difference according to their level of education. The table showing the rank averages of the education level has been brought down.

Table 14. Rank Averages (Education Level)

	Education Level	N	Ordinal Averages
Organizational Support	High school and below	45	89,27
	License	89	99,38
	Graduate	51	85,17
	Sum	185	
Organizational Identification	High school and below	45	103,98
	License	89	93,35
	Graduate	51	82,70
	Sum	185	

When the table is examined, it will be seen that there is a linear relationship between education level and organizational identification. In this context, as the level of education increases, the degree of identification of employees with their organizations decreases, and on the contrary, as the level of education decreases, the degree of identification of employees with their organizations increases.

While the highest perception of organizational support belongs to undergraduate graduates, the perception of organizational support of graduate graduates is at the lowest level.

3.4.4. Differences by Age Groups Tests

The results of the Kruskal Wallis H test applied to determine whether the data obtained on organizational support and organizational identification variables differ statistically significantly according to age groups are shown in the table below.

Table 15. Group Comparison Test (Age Groups)

	Organizational Support	Organizational Identification
Kruskal-Wallis H	2,739	3,571
Df	2	2
Asymp. Sig.	,254	,168

a. Kruskal Wallis Test

b. Grouping Variable: Age

When the Kruskal Wallis H test table is examined, it will be seen that the perceptions of organizational support and organizational identification do not show a statistically significant difference according to age groups since the significance values obtained for organizational support and organizational identification variables are calculated as 0.254 and 0>0.05), respectively.

In this context, *the* H_{54} *and* H_{64} research hypotheses have been rejected. In other words, employees' perceptions of organizational support and organizational identification do not show a significant difference according to age.

The table showing the average order of the age groups has been brought down.

Table 16. Rank Averages (Age Groups)

	Age Groups	N	Ordinal Averages
Organizational Support	25 and under	52	89,36
	26-35	101	97,78
	36 and up	31	80,56
	Sum	185	
Organizational Identification	25 and under	52	84,66
	26-35	101	92,00
	36 and up	31	107,27
	Sum	185	

When the table is examined, it will be seen that there is a linear relationship between age groups and organizational identification. In this context, as the age increases, the degree of identification of employees with their organizations increases, and on the contrary, the degree of identification of employees with their organizations decreases as the age decreases.

While the highest perception of organizational support belongs to the 26-35 age group, the perception of organizational support of the group aged 36 and over is at the lowest level.

3.4.5. Differential Tests According to the Time Spent in Business Life
The results of the Kruskal Wallis H test applied to determine whether the data obtained regarding organizational support and organizational identification variables differ statistically significantly according to the time spent in business life are shown in the table below.

Table 17. Group Comparison Test (Time Spent in Business Life)

	Organizational Support	Organizational Identification
Kruskal-Wallis H	3,757	5,303
Df	3	3
Asymp. Sig.	,289	,151

a. Kruskal Wallis Test

b. Grouping Variable: Time Spent in Business Life

When the Kruskal Wallis H test table is examined, it will be seen that the perceptions of organizational support and organizational identification do not show a statistically significant difference according to the time spent in business life since the significance values obtained for organizational support and organizational identification variables are calculated as 0.289 and 0>0.05), respectively.

In this context, *the* H $_{55}$ *and* H_{65} research hypotheses have been rejected. In other words, employees' perceptions of organizational support and organizational identification do not show a significant difference according to the time spent in business life.

The table showing the average of the queues for the time spent in business life has been brought down.

Table 18. Rank Averages (Time Spent in Business Life)

	Time Spent in Business Life	N	Ordinal Averages
Organizational Support	1 year and under	28	92,14
	2-5 years	65	89,56
	6-10 years	42	106,65
	11 years and above	50	86,48
	Sum	185	
Organizational Identification	1 year and under	28	83,54
	2-5 years	65	87,02
	6-10 years	42	91,67
	11 years and above	50	107,20
	Sum	185	

When the table is examined, it will be seen that there is a linear relationship between the time spent in business life and organizational identification. In this context, as the time spent in business life increases, the degree of identification of employees with their organizations increases, and on the contrary, the degree of identification of employees with their organizations decreases as the time spent in business life decreases.

While the highest perception of organizational support belongs to the group with 6-10 years of work experience, the organizational support perception of the group with 11 years or more of work experience is at the lowest level.

3.4.6. Differences Tests According to the Time Spent by Employees in Workplaces

The results of the Kruskal Wallis H test applied to determine whether the data obtained on organizational support and organizational identification variables differ statistically significantly according to the time spent by the employees in the workplace are shown in the table below.

Table 19. Group Comparison Test (Time Spent at Work)

	Organizational Support	Organizational Identification
Kruskal-Wallis H	2,120	2,120
Df	3	3
Asymp. Sig.	,548	,548

a. Kruskal Wallis Test

b. Grouping Variable: The amount of time employees spend in their workplaces

When the Kruskal Wallis H test table is examined, it will be seen that the perceptions of organizational support and organizational identification do not show a statistically significant difference according to the time spent by the employees in the workplace since the significance values obtained for the organizational support and organizational identification variables are calculated as 0.548 ($p>0.05$).

In this context, *the* H_{56} *and* H_{66} research hypotheses have been rejected. In other words, employees' perceptions of organizational support and organizational identification do not show a significant difference depending on the time they spend in the workplace.

The table showing the average of the order according to the time spent by the employees in their workplaces has been brought down.

Table 20. Rank Averages (According to the Time Employees Spend in Their Workplaces)

	Time Employees Spend in Workplaces	N	Ordinal Averages
Organizational Support	1 year and under	54	96,93
	2-5 years	72	94,96
	6-10 years	28	94,32
	11 years and above	31	80,42
	Sum	185	
Organizational Identification	1 year and under	54	86,91
	2-5 years	72	95,28
	6-10 years	28	87,20
	11 years and above	31	102,71
	Sum	185	

When the table is examined, it will be seen that there is a linear relationship between the time spent by the employees in the workplace and their perceptions of organizational support. In this context, as the time spent by employees in their workplaces increases, their perceptions of organizational support decrease, and on the contrary, their perception of organizational support increases as the time they spend in their workplaces decreases.

While the highest organizational identification perception belongs to the group that has worked in workplaces for 11 years or more, the organizational identification perception of the group with 1 year or less of workplace experience is at the lowest level.

3.5. Results of Hypothesis Testing

As a result of the analysis of organizational support and organizational identification variables after the data collected from the participants, the hypotheses of the research were tested and the results are shown as a summary in the table below.

Table 21. Hypothesis Results

Code of the Hypothesis	Hypothesis Explanation	Admission/Rejection Status	The Power of Relationship
H1	There is a statistically significant relationship between the perception of organizational support and organizational identification.	***Acceptance***	***Middle***
H2	There is a statistically significant relationship between employees' perception of personal support and their identification with the organization.	***Acceptance***	***Middle***
H3	There is a statistically significant relationship between employees' perception of support for work and their identification with the organization.	***Acceptance***	***Middle***
H4	There is a statistically significant relationship between employees' perception of personal support and their perception of support for work.	***Acceptance***	***Strong***

H_{51}	Employees' perceptions of organizational support differ statistically significantly according to gender groups.	*Rebuff*
H_{52}	Employees' perceptions of organizational support differ statistically significantly according to marital status.	*Rebuff*
H_{53}	Employees' perceptions of organizational support differ statistically significantly according to their educational status.	*Rebuff*
H54	Employees' perceptions of organizational support differ statistically significantly according to age groups.	*Rebuff*
H_{55}	Employees' perceptions of organizational support differ statistically significantly according to the years spent in business life.	*Rebuff*
H56	Employees' perceptions of organizational support differ statistically significantly according to the years spent in the workplace.	*Rebuff*
$H._{61}$	Employees' perceptions of organizational identification differ statistically significantly according to gender groups.	*Rebuff*
H62	Employees' perceptions of organizational identification differ statistically significantly according to marital status.	***Acceptance***
$H._{63}$	Employees' perceptions of organizational identification differ statistically significantly according to their educational status.	*Rebuff*
H64	Employees' perceptions of organizational identification differ statistically significantly according to age groups.	*Rebuff*
$H._{65}$	Employees' perceptions of organizational identification differ statistically significantly according to the years spent in business life.	*Rebuff*
$H._{66}$	Employees' perceptions of organizational identification differ statistically significantly according to the years spent in the workplace.	*Rebuff*

4.Conclusion, Discussion and Suggestions

4.1. Results

It is stated that organizational identification, which has been discussed for many years in the organizational behavior literature, is related to organizational efficiency and employee satisfaction. It is found that the organizational identification, which is investigated theoretically and experimentally, is confused with organizational commitment, organizational behaviors and similar structures. Organizational identification is the integration of the employee with the identity of the organization, the overlap of individual goals and values with the goals and values of the organization.

It is believed that employees who identify with their organizations are happier, healthier and have higher job satisfaction. However, it is also suggested that employees who identify with their organizations will be more likely to deliver high performance, service and innovation. This assumption is a central part of the concept of "employee engagement" that has become mainstream in the management field in recent years. While this assumption may seem logical from a managerial perspective, it is clear that it needs to be supported by scientific evidence.

After all, it is possible to talk about the positive sides of the integration or identification of employees with their organizations within the scope of the fulfillment of organizational goals. One of the factors that is thought to affect organizational identification is the degree of support that the organization gives to employees in a business or individual context. In this context, employees who are supported by their organizations, in other words, who feel the support of their organizations, will be expected to integrate more strongly with their organizations. When the goal is to achieve organizational goals, it is important that organizations know the factors that will lead to this goal.

In this research, it was questioned in which direction the employees perceived the support given by their organizations and whether they integrated with their organizations in the context of this perceived support. The basic assumption in this inquiry is that employees who identify with their organizations will be more productive.

Within the scope of answering the basic question of the study , "descriptive research" method was used. In descriptive research, the aim is to uncover and define the characteristics of facts, objects, people, groups or organizations.

As a result of the analyzes made by using a total of two criteria, it was concluded that the assumption of normality of the data could not be achieved. In this context, it was decided to use non-parametric tests in the analysis of the data.

In order to measure the perception of organizational support, the tool developed by Eisenberger et al. (1986) and adapted to Turkish by Giray and Şahin (2012) was used. The scale in question is two-dimensional and consists of a total of 12 items.

In order to determine the organizational identification levels of the employees, the organizational identification scale developed by Mael and Ashforth (1992) and brought to the Turkish literature by Tokgöz and Seymen (2013) was used. The scale in question consists of 6 items. Since the Cronbach's Alpha values of both scales were calculated above 0.9, they were considered reliable.

The main mass of the study consisted of individuals over the age of 18 living in the TRNC. In this study, the number of participants of 185 people was reached by snowball method from non-random sampling techniques.

The conclusions reached within the scope of descriptive statistics are as follows:

- ✓ Within the scope of the statistics on personal support perceptions, it was seen that the highest average score belonged to the statement "the institution I work for is ready to help when I have a problem" and the lowest average score belonged to the statement "the institution I work for takes my interests into consideration when making decisions that affect me". When the standard deviation scores were examined, the expression with the lowest average score was distributed in the widest scale, and the expression "the institution I work for thinks about my well-being" was answered in a close way.
- ✓ It was seen that the highest average score of the employees regarding their perception of support for work belonged to the statement "the institution I work for is proud of my achievements in the job", while the lowest average score belonged to the statement "the institution I work for is interested in whether I am satisfied with my job or not". When the standard deviation scores were examined, the expression with the lowest average score (the institution I work for is interested in whether I am satisfied with my job or not) was distributed in the widest scale, while the expression "the institution I work for takes into account my work-related complaints" was answered

more closely to each other.

✓ It was observed that the highest average score regarding the organizational identification perceptions of the employees belonged to the expression "I would be sad if there is bad news about my workplace", while the lowest average score belonged to the expression "I see the success of my workplace as my own success". When the standard deviation scores were examined, the expression with the lowest average score (when anyone praises the workplace I work for, I feel like a compliment to myself) is distributed on the widest scale, while the expression "I would be sorry if there is bad news about my workplace" was answered in the closest way.

Within the scope of the findings obtained as a result of the correlation analysis made to test the relationships between the variables in the model of the research;

✓ There is a statistically significant and moderate relationship between the "organizational support" variable and the "organizational identification" variable,

✓ There is a statistically significant and moderate relationship between the "personal support" variable and the "organizational identification" variable,

✓ There is a statistically significant and moderate relationship between the "support for work" variable and the "organizational identification" variable,

✓ It was determined that there was a statistically significant and strong relationship between the "personal support" variable and the "work-oriented support" variable.

Within the scope of the difference tests carried out in order to determine whether the data collected from the participants are distributed differently between the groups;

✓ Perceptions of organizational support and organizational identification variables did not show a statistically significant difference according to gender, however, men's perceptions of organizational support were higher than women's, and men identified more strongly with their organizations than women,

✓ While the perceptions of the organizational support variable did not show a statistically significant difference according to the marital status, the perceptions of the organizational identification variable showed a statistically significant difference according to the marital status, in this context, the perceptions of organizational support of the married were higher than the singles, and the married people identified with their organizations much more strongly than the singles,

✓ While the perceptions of organizational support and organizational identification do not show a statistically significant difference according to the educational status, there is a linear relationship between the level of education and organizational identification, in this context, the degree of identification of employees with their organizations decreases as the level of education increases, on the contrary, the degree of identification of employees with their organizations increases as the level of education decreases, while the highest perception of organizational support belongs to undergraduate graduates, the perception of organizational support of graduate graduates is at the lowest level,

✓ Perceptions of organizational support and organizational identification do not show a statistically significant difference according to age groups, however, there is a linear relationship between age groups and organizational identification, in this context, the degree of identification of employees with their organizations increases as the age increases, on the contrary, the degree of identification of employees with their organizations decreases as the age decreases, the highest perception of organizational support is given to the 26-35 age group, the lowest perception of organizational support belongs to the group aged 36 and over,

✓ Perceptions of organizational support and organizational identification do not show a statistically significant difference according to the time spent in business life, however, there is a linear relationship between the time spent in business life and organizational identification, in this context, as the time spent in business life increases, the degree of identification of employees with their organizations increases, on the contrary, the degree of identification of employees with their organizations decreases as the time spent in business life decreases, the highest perception of organizational support belongs to the group with 6-10 years of work experience, and the lowest perception of organizational support belongs to the group with 11 years or more of work experience,

✓ Perceptions of organizational support and organizational identification do not show a statistically significant difference according to the time spent by employees in their workplaces, however, there is a linear relationship between the time spent by employees in their workplaces and their perceptions of organizational support, in this context, the perceptions of organizational support decrease as the time employees spend in their workplaces increases, on the contrary, as the time they spend in workplaces decreases, organizational support perceptions It was observed that the highest perception of organizational identification belonged to the group working in the workplaces for 11 years or more, and the lowest organizational identification perception belonged to the group with 1 year or less workplace experience.

4.2. Discussion

In this study, the relationship between organizational support and organizational identification was investigated. As a result of the research, it was found that there was a medium strength relationship between the two variables. This conclusion is supported by findings from previous research.

It is seen that the number of publications investigating the relationship between organizational support and organizational identification is quite limited. In the context of limited number of researches;

- ✓ In the research conducted by İplik et al. (2014), it was determined that there is a positive relationship between the employees' perceptions of organizational support and organizational citizenship behavior and that organizational identification has a mediating role in this relationship.
- ✓ In the research conducted by Gülen and Kılıç (2019), it was found that the perceptions of organizational support of the employees positively affected their organizational identification levels.
- ✓ In the research conducted by Sökmen et al. (2021), it was determined that there is a positive and significant relationship between perceived organizational support and organizational identification.

4.3. Recommendations

4.3.1. Suggestions to Practitioners

It is assumed that there are many advantages that employees who integrate / identify with their businesses can bring to the enterprises. However, it is not considered that it is not such an easy task to ensure that employees act in parallel with organizational goals and objectives.

One of the variables that is thought to be able to ensure integration with the organization is the support of employees in terms of work and personally. Employees who are cared for, valued, and whose work-oriented learning processes are actively continued are likely to establish a relationship with their organizations in the form of identification at the end of a certain period of time. It is clear that there are numerous benefits of businesses that want to continue their lives in the long term and act with the motive of profitability to use the human factor, which is one of the most important resources in their hands, in a positive way and to integrate employees with their business goals.

4.3.2. Recommendations to Researchers

Within the scope of subject suggestions to researchers working in the field of organizational management;

- ✓ Studies to be carried out to determine the factors affecting organizational identification,
- ✓ Studies on the benefits that organizational identification will provide to businesses,
- ✓ It was evaluated that the studies on the results of organizational identification would be useful in terms of the literature.

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THE PERCEPTIONS OF TEACHERS ON LANGUAGE LEARNING BARRIERS OF EFL STUDENTS IN CIU, NORTH CYPRUS

Nooshin Ashrafi
Dr Fatos Silman
Department of English Language Teaching
Cyprus International University
Turkish Republic of North Cyprus
Ashrafi.nooshin2010@gmail.com
fsilman@ciu.edu.tr

ABSTRACT
This study aims to investigate the perception of preparatory department teachers at school of foreign languages at Cyprus University on the language learning barriers faced by English as a foreign language (EFL) students. A qualitative research approach was adopted for this study. Semi-structured interviews were conducted with 7 samples of teachers who have experience teaching EFL students. The data were analyzed using content analysis. The results of this study provide insight into the most common language learning barriers perceived by teachers of EFL students, the impact these barriers have on the academic performance of EFL students, and the strategies that teachers use to overcome these barriers in their classrooms. The findings of this study contribute to the existing literature on language learning barriers and may provide guidance for teachers in addressing these barriers in their classrooms.

INTRODUCTION

English as a second or foreign language is taught and learned through what is known as English language teaching (ELT). Despite the fact that English is now the most widely used language in commerce, science, and technology, learning and proficient use of the language still creates difficulties for many people. Depending on the situation and the unique characteristics of the learner, these barriers may be of a personal, social, or educational aspect. Language barriers are one of several difficulties that English as a foreign language (EFL) learners have while learning a new language. Learning difficulties are a large concern for educators, so they should identify these students and work with their parents to support them. How teachers approach teaching and supporting their students can be greatly influenced by their perceptions of the language learning challenges experienced by EFL students (Nunan, 1991). A teacher who is knowledgeable about the typical difficulties EFL students encounter can create plans to assist students in overcoming these challenges and enhancing their language competence (Celce-Murcia et al., 2014). Issues with learning can be attributed to a number of factors, such as inadequate school curricula and inadequate training (Pop & Ciascai, 2013). Lack of motivation, low self-confidence, limited exposure to English, and negative attitudes toward the language are some common challenges to ELT, according to a study published in the Journal of Multilingual and Multicultural Development in 2014 (Dörnyei & Ushioda). Age, language learning capacity, prior language experience, and cultural differences are other variables that could make teaching English to speakers of other languages more difficult (Ghanbari, 2015). Overcoming these obstacles is a crucial component of effective ELT since it can help learners have more academic and professional possibilities and improve global communication and comprehension. For a variety of reasons, such as a lack of interest in the language or a lack of trust in their language abilities, EFL students may lack motivation (Dörnyei, 2005). Another barrier to language learning identified in the research is inadequate access to resources, such as books or language learning materials (Al-Seghayer, 2001).

Learning Barriers of EFL Students

The problems and difficulties that students face when learning a second or foreign language are referred to as language learning barriers. These obstacles may be of a personal, social, or educational nature and may change depending on the situation and the characteristics of the learner. Understanding how teachers view language learning difficulties might help educators build more successful teaching methods by illuminating how these barriers are recognized and managed in the classroom. According to one study done in Turkey (Dündar & zdemir, 2018), language learning difficulties that students encounter when studying English as a foreign language (EFL) can be seen differently by EFL teachers. According to the researchers, the most widely mentioned barriers were a lack of desire, a lack of self-confidence, a lack of practice opportunities, and a lack of family support. Lack of time, little English exposure, and a lack of interest in the language were among the other obstacles found. This study's teachers stressed the significance of removing these obstacles in order to promote language acquisition and enhance student performance. Another study, this one in Saudi Arabia, looked at how EFL teachers felt about the difficulties that female students have learning languages (Alshammari, 2016). According to the study, inadequate exposure to English, a lack of opportunity for practice, and a lack of confidence was the most often mentioned barriers. Other important obstacles mentioned by the teachers included cultural differences, a lack of support from friends and family, and a lack of motivation. The study's authors stressed that in order to ease language acquisition and advance gender equality in education, teachers must be aware of these barriers and take steps to overcome them.

A study carried out in Thailand investigated how EFL teachers felt about the challenges that low-achieving students encounter when learning a language (Pongsapich & Sirikulchayanonta, 2012). The most often identified barriers, according to the researchers, were a lack of motivation, a lack of self-confidence, and a lack of practice chances. Limited exposure to English, a lack of family support, and a lack of time were among the other obstacles that were noted. In order to promote low-achieving students' language learning and enhance their academic results, the study's authors stressed the necessity for teachers to be aware of and address these barriers. The L1 has been one of the main justifications for teaching English as a foreign language (TEFL). There are several perspectives on the use of L1 in EFL lessons, and several studies have been done on it so far. According to earlier surveys, the majority of EFL teachers support the practice of L1, commonly known as the bilingual approach, especially in classes for beginners who are studying the English language (elik & Aydn, 2018; Erkan, 2019; Kayaolu, 2012; Kaymakamolu & Yltanlar, 2019; Mahmutolu & Kcr, 2013; Sali, 2014; Tang, 2002). In EFL programs, where using the mother tongue as a facilitator is recommended, they frequently emphasize using monolingual teaching practices.

English as a Foreign Language (EFL)

English as a Foreign Language (EFL) refers to the study of English by individuals who do not speak it as their first language (Celce-Murcia, Dornyei, & Thurrell, 2014). EFL is a rapidly growing field, with millions of people around the world learning English for a variety of reasons, including academic study, travel, and career advancement (Dornyei, 2009). This might be particularly challenging for students who are studying in a place where the target language is not commonly spoken or where there are scarce resources (Borg, 2003). Lack of time, resources, and support are only a few of the other challenges experienced by EFL students that have been noted by previous studies (Gao & Hu, 2012; Song & Chen, 2010). EFL is a complex and challenging process that involves a range of linguistic, cultural, and psychological factors (Nunan, 1991). Students who are learning English as a foreign language face a number of barriers, including limited exposure to the language, lack of motivation, poor study habits, and limited language proficiency (Sánchez, 2019). Despite these challenges, many EFL students are able to overcome these obstacles and make significant progress in their language learning (Celce-Murcia et al., 2014). Effective EFL teaching can play a key role in helping students overcome these barriers and achieve their language learning goals (Dornyei, 2009). These obstacles may also have a substantial effect on how well EFL students acquire a language. Teachers guarantee the success of EFL students in their language acquisition since it is their obligation to identify and address the language learning difficulties that their students encounter (Liu & Young, 2011). Understanding how teachers view the challenges EFL students face when learning a language is crucial in order to creating classroom-based strategies for removing these obstacles (Liu & Young, 2011). In addition to language barriers in grammar and vocabulary, the bilingual approach is used for educational objectives. Using an L1 can improve students' language and comprehension skills as well as their metalinguistic awareness (Kaymakamolu & Yltanlar, 2019; Sali, 2014; Sarçoban, 2010; Tang, 2002). The lower levels, in particular, are able to differentiate between similar utterances in the target language (TL) and their mother tongue (ML) (Cole, 1998). The bilingual approach offers integrated linguistic learning and conceptual development. According to Cook (2001), the process of enhancing L1 and learning a second language is comparable. Children must be exposed to TL in addition to learning it.

THE STUDY

This research seeks an answer to the question "What kind of Barriers do the preparation school teachers working at Cyprus University encounter while they are teaching EFL students?" The following questions were formed with the aim of responding to the main question of the research:

1. What are the most common language learning barriers perceived by teachers of EFL students?
2. What strategies do teachers use to overcome these language learning barriers in their classrooms?

The study applied a qualitative approach with semi-structured interviews using a purposive sampling technique. The aim of the qualitative approach is to comprehend the participants' subjective reality from within (Creswell,2017). Zorn (2010) further mentioned that the classification of insights into the topic from the perspective of participants is the goal of using a semi-structured interview. The goal of adopting a purposive sample technique is to choose respondents from the field experts who can assess the problem based on their experience and comprehension of the authentic concerns.

Considering the purpose of the research, potential participants should have been local and international teachers, at Cyprus University. The aim of this study is to better understand teachers' perceptions of the Language

Learning Barrier of EFL students. Therefore, seven EFL teachers from Cyprus University's preparatory English Department school of foreign languages were chosen as the study participants. According to Blandford (2013), the choice of recruiting strategies depends on the goals of the study and the types of respondents required. The sample for this study will consist of a purposive sample of teachers who have experience teaching EFL students. A purposive sample is a non-random sample that is selected based on specific characteristics or criteria (Creswell, 2013). The sample will be recruited through a convenience sampling method, which involves recruiting participants who are easily accessible and willing to participate (Creswell, 2013).

In this study, first of all, a research form consisting of 4 open-ended questions was prepared to make sure to reveal teachers' thoughts about barriers perceived by teaching EFL students ("see Appendix"). In order to determine the level of language, coverage, and suitability of these 4 questions in terms of the purpose of this research, opinions of an expert in the field of ELT (English Language Teaching) were taken, and studies conducted on this topic were examined. After that, these questions were rearranged in line with the previous studies and suggestions by the expert.

The data for this study will be collected through semi-structured interviews with the participating teachers. A semi-structured interview is a method of collecting data in which the interviewer has a general outline or set of questions to guide the conversation, but also allows for flexibility and follow-up questions based on the responses of the interviewee (Bryman, 2012). This type of interview allows for a more natural flow of conversation and can provide a deeper understanding of the subject being studied, but it can also make it more difficult to compare and analyze the data collected due to the lack of strict structure. The interviews will be conducted by the researcher and will be guided by a set of open-ended questions that are designed to explore the research questions. Before handing out the research forms to the participants of this study (Teachers), it was explained that the purpose of the survey is not testing their knowledge or experience; instead, collecting information regarding prep-school teachers' thoughts and ideas about language learning barriers of EFL students. For this reason, teachers were asked not to write their personal information on their answer sheets in order to reflect their true feelings and thoughts and to protect their confidentiality. Teachers were also asked to explain their thoughts and ideas in detail. It was assumed that the participants provided their real thoughts to the questions on the interview sheets.

The "content analysis" method was used to analyze the data. "Separating the content into codes, recognizing themes by analyzing codes, unifying codes and themes by evaluating them, and interpreting discoveries by writing them," are the four stages that make up content analysis, according to Miles and Huberman (1994). First, the information obtained from the interviews was documented and set up for analysis with the intention of coding it. The written content was then organized into meaningful sets. The researchers created the coding list and came to a "consensus." The research's specified codes were arranged into headings (categories). Each teacher was given a numerical identity to use while presenting participant thoughts in the study, and identities were kept hidden to protect anonymity. At Cyprus International University's school of foreign languages, the teachers in the preparatory department were classified as "T- 1" to "T-7." To provide validity to the research, the opinions of the participating teachers were presented as quotations.

FINDINGS

Based on the two study questions specified in the research's introduction, research findings were given. The thoughts of the preparatory department teachers at Cyprus International University's school of foreign languages were individually given. The interview questions generated four main topics, which were then subdivided into subthemes by the participant's viewpoints.

THEME ONE: Different Ways of Teaching EFL Students

The views of teachers related to the first theme were divided into four subthemes:
Many different approaches are frequently used when teaching EFL to students. The communicative approach is one method that emphasizes using the target language in authentic contexts and aims to improve students' communication skills, which was considered the most important factor that most of the teachers mentioned in this study. Task-based language instruction is another method that involves giving pupils language-based tasks and exercises to practice their language abilities. That looked really useful to guarantee the learners' comprehension and team-working. The direct method, the grammar-translation method, and the audio-lingual method are additional strategies. When choosing the optimal strategy for their classroom, EFL teachers must take into account the requirements and objectives of their students as well as the tools and resources in their classroom. Because EFL students mostly want to use their L1 to make sure they learn the lesson.

Two teachers said,
Teachers' preference would be the student-centered class to activate their background knowledge and motivate them to share their thoughts to improve their speaking, in other words, engage them with the process of discovery learning. (T-1)

The task-based approach would be really practical by setting some strategies like starting a team working and defining some role plays among groups to create peer mediation and teacher mediation to facilitate learning and teaching simultaneously. (T-5)

THEME TWO: Curriculum to Teach EFL Students
English is taught to students as a foreign language (EFL) using a variety of different curricula. To meet the requirements and objectives of their students, EFL teachers can select from a number of materials and resources, including textbooks, workbooks, films, audio recordings, internet resources, and realia. For their students to be engaged and challenged, EFL teachers must create a well-balanced, organized curriculum with a range of activities and teaching methods. EFL teachers can make their own materials, such as lesson plans, activities, and handouts, to use in their classrooms in addition to selecting appropriate materials. The specific EFL curriculum used will depend on the teacher's individual teaching methods, the student's needs and goals, and other factors.

Some of the teachers' opinions are as follows:
I'm quite enthusiastic about the written curriculum which fully filled my learners' appetite in terms of their current needs and their future mindsets and short-term goals including textbooks like inside reading and writing to help them succeed in future college studies. (T-3)

I follow the curriculum which is set or prepared by the coordinators of the preparatory school in our department. The main focus is on English file series, although I personally ask my students to work on some English podcasts like TED Talks or BBC ten minutes and so on to facilitate their learning in terms of speaking. (T-4)

THEME THREE: The Perception of Barriers while Teaching EFL Students
The success of English as a Foreign Language (EFL) students can be affected by a variety of obstacles. These obstacles can include a lack of time and finances, a learner's lack of enthusiasm or interest, a lack of qualified teachers, and learning a new language anxiety. Other obstacles include a lack of exposure to the language, difficulties with pronunciation and grammar, and a lack of opportunities for speaking and listening practice. A barrier can also be posed by cultural differences and a lack of familiarity with the traditions and values of the culture linked with the language. These obstacles may be seen by EFL teachers as difficulties that could restrict their students' progress and make it more difficult for them to be successful in their language acquisition. These obstacles may be overcome, and students can significantly improve their language skills, but it takes time, creativity, and a desire to adapt and discover answers.

Teachers said,
Personally, I think teaching EFL students is a kind of big challenge thanks to the different kinds of barriers among multicultural learners in CIU, in terms of lack of familiarity with the tradition, values, and cultures respectively. (T-2)

There are different factors to be mentioned here, like the loss of motivation due to language anxiety or even lack of finance to pay the tuition fee which leads to frustration and demotivation. Therefore, they easily lose their opportunity to learn the target language successfully. (T-6)

CIU as an international university would accept young learners from different neighborhoods like Arabic, Turkish, French, Persian and Korean difficulties with pronunciation and grammar due to the lack of exposure to native speakers make communication more challenging. (T-5)

THEME FOUR: What Strategies do you Use to Overcome these Barriers
There are several tactics that can be applied to get over the obstacles that might hinder English as a foreign language (EFL) students' success. Adding more materials and resources, encouraging regular practice, developing an inviting and welcoming learning environment, utilizing a variety of teaching techniques, offering extra help to students who need it, encouraging the use of the target language, and adapting resources and methods to meet the needs of specific students are some effective strategies. For their students to succeed in their language learning endeavors, EFL teachers must be flexible and eager to try out new approaches in order to get over any obstacles that may appear.

Teachers' opinions are,
Several strategies can be used to overcome the barriers that can impact the success of English as a foreign language (EFL) students. Some effective strategies that most of the teachers mentioned include:

1. Providing extra tools and resources: EFL students may benefit from having access to a range of materials, including books, workbooks, videos, audio recordings, and internet resources, to help to their language learning and practice.
2. Promoting consistent practice: Speaking and listening practice outside of the classroom is beneficial for EFL students because it is essential to language learning.
3. Providing a welcoming and inclusive learning environment: If EFL students feel comfortable and included in the classroom, they may feel more encouraged to learn.
4. Making use of a range of teaching strategies: EFL students may have various learning preferences, therefore making use of a range of strategies can help to engage and test them.
5. Providing more support: EFL students who are having trouble could profit from extra guidance, such as private tutoring or extra assistance in class.
6. Encourage EFL students to use the target language: Encouraging EFL students to use the target language as much as possible can help to develop their language abilities and confidence.
7. EFL teachers can utilize evaluation tools, such as quizzes and tests, to determine the strengths and weaknesses of their students and change their contents and methods accordingly. This will help them better fulfill the needs of each individual student.

Teachers' perceptions are critical in understanding and addressing language learning barriers faced by EFL (English as a Foreign Language) students (Celce-Murcia, Dornyei, & Thurrell, 2014). Teachers who understand these barriers can devise effective strategies to help their students develop their language skills (Sánchez, 2019). In other words, a key element in the successful acquisition of a language is teachers' perceptions of the language learning challenges faced by students studying English as a Foreign Language (EFL), such as limited exposure to English (Celce-Murcia et al., 2014), a lack of motivation (Dornyei, 2009), poor study habits (Nunan, 1991), and limited language proficiency (Sánchez, 2019). Hence, several studies have looked into how teachers view the difficulties that EFL students confront. According to one study, some EFL students' lack of motivation is a significant obstacle to language learning (zdemir & Arslan, 2018). Similar barriers, such as a lack of confidence or an interest in the language, have been discovered in other studies (Ghorbani & Ghanbari, 2016; Kim & Lee, 2017).

Teachers who recognize these barriers can modify their teaching approach to meet the needs of their students, for example, by providing more opportunities for speaking and listening practice (Celce-Murcia et al., 2014), or by finding ways to make language learning more engaging and relevant to students (Dornyei, 2009). Furthermore, teachers can play an important role in creating a positive classroom environment that promotes language learning (Nunan, 1991). This may entail creating a safe and supportive environment in which students feel comfortable taking risks with the language and are encouraged to ask questions and participate in class discussions (Celce-Murcia et al., 2014). (Dornyei, 2009). Teachers can also provide feedback and support to students in order to help them develop the skills and strategies required to overcome language learning barriers (Sánchez, 2019).

Teachers have also noted that students' limited exposure to English outside of the classroom is a barrier. This may be due to limited access to English-language media or a lack of opportunity to use the language in everyday settings (Zdemir & Arslan, 2018; Kim & Lee, 2017), among other factors. The lack of resources in the neighborhood for language learning has been cited as a third barrier by teachers. There may not be enough qualified language teachers, there may not be enough relevant materials, and there may not be enough technology or other resources available for language learning (Ghorbani & Ghanbari, 2016; zdemir & Arslan, 2018).

English as a Foreign Language (EFL) students faces a number of challenges when learning a language that may affect their progress. A major obstacle is a lack of exposure to the language. Many EFL students do not often have access to native speakers or opportunities to use the language in a natural situation, which can make it difficult for them to improve their speaking and listening abilities (Swain, 2000).

Lack of sufficient resources or materials is another barrier to language learning among EFL students. There is a chance that many EFL students lack access to high-quality textbooks, materials, or technology to enhance their learning (Warschauer & Matuchniak, 2010). Because of this, it may be challenging for them to learn the language and gain the proficiency needed to speak effectively in the target language. The process of students acquiring a language may also be affected if teachers completely depend on conventional, poor teaching techniques. Overall, it is clear that teachers' perceptions have a significant impact on EFL students' language learning experiences

(Celce-Murcia et al., 2014). Teachers can help create a supportive and conducive environment for language learning by recognizing and addressing the language learning barriers that their students face (Dornyei, 2009).

CONCLUSION

In conclusion, a key aspect in the successful acquisition of a language is teachers' perceptions of the language learning challenges faced by students studying English as a Foreign Language (EFL). The lack of motivation, limited exposure to English outside of the classroom, and a lack of language learning tools in the community are among the factors that teachers believe prevent EFL students from learning the language (Ghorbani & Ghanbari, 2016; Kim & Lee, 2017; zdemir & Arslan, 2018). Teachers can more effectively encourage and help EFL students in their language learning by knowing these obstacles. In order to support their student's success, teachers must constantly examine and address the challenges that their pupils face when learning a new language.

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Appendix

Dear Participants,

This research aims to identify your Perceptions as a Teacher in terms of Language Learning Barriers of EFL students in CIU, North Cyprus.

Kindly answer the following questions to state your opinion. I do appreciate your cooperation.

1. How do you teach EFL students? Tell me about your experience.
2. What curriculum do you use to teach EFL students?
3. What is the perception of barriers while teaching EFL students?
4. What kind of strategies do you use to overcome these barriers?