

The Online Journal of New Horizons in Education

*Volume 14 Issue 1
January 2024*

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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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A RESEARCH ON THE VIEWS OF STUDENTS, TEACHERS, ADMINISTRATORS AND PARENTS ON THE DISTANCE EDUCATION PROCESS DURING THE COVID-19 PANDEMIC

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Summary

The aim of this study is to conduct a research on the views of students, teachers, administrators and parents on the distance education process during the COVID-19 pandemic process. The questions prepared for the research were carried out by reaching the participants through the google forum due to the pandemic. The study was designed based on phenomenological design, which is one of the qualitative research methods. The data within the scope of the study were obtained from a total of 20 participants using a semi-structured interview form. The data obtained from the research were evaluated by content analysis technique. In line with the findings obtained when the research data were examined, the participants stated that there were beneficial aspects about the distance education system, which was made in order not to disrupt education within the scope of the pandemic process, but the interaction was limited, the students could not actively participate in the lesson, the students had technological device problems to enter the lesson, there was a problem in entering the course due to technical problems, the educational needs of the students could not be met and the lesson was gradually decreasing. They stated that they have deficiencies in terms of motivation, etc., and that they need to be developed and improved in terms of infrastructure, inequality of opportunity, content and material.

Introduction

Although it is not possible to create a universally accepted definition of education as a subject, social life is a process in which individuals acquire the necessary knowledge, skills and personal development. In a rapidly developing society, the demand for knowledge has increased along with production, so face-to-face education and traditional teaching methods have not been able to meet the needs of society. As an alternative solution to this situation, teaching methods have been developed and the emerging problems and distance education system have taken their place in the literature. (Hızlal, 1982; Kaya, 1996)

When a broad definition of distance learning is made; It is a formal, structured sub-learning function that eliminates the temporary and spatial limitations of digital or written communication resources and provides users with a variety of learning functions. (Altıparmak et al., 2011)

According to Moore (1972), distance education has three elements: student, teacher and communication. Communication is the relationship between the student and the teacher. When the first distance education applications were developed in the education system, when there was no student-teacher relationship, communication via instant messaging, voice communication and video communication were developed in two ways with the help of technology development. While the advantages and disadvantages of distance education are discussed, the concept of pandemic has become popular today. A pandemic is a contagious epidemic that begins in one region and gradually expands across borders and continents. As a result of the coronavirus outbreak (COVID-19) in the People's Republic of China, education was suspended and the distance education system started to operate at the national level. The cloud system, which provides distance education to approximately 200 million students, is actively used in the country.

In our world, where the effectiveness, necessity and importance of the distance education system are still being discussed, this system has started to be implemented in education in many countries of the world with the new Coronavirus (COVID-19) epidemic.

Education and training have been suspended due to the cases seen in our country. During this period, the Ministry of National Education launched a distance education system that includes primary, secondary, high school and higher education levels so that students do not miss out on education.

Platforms that can provide distance learning include online teaching methods and television-based courses, which are most commonly (Teaster and Blieszner, 1999; Valentine, 2002). For this reason, with the decision to switch to distance education, online environments and TV broadcasts have started to be actively used in this

process in many countries (Stojanovic, El-Khatib, Brandic and Maalouf, 2020). These platforms help to increase the interaction between teachers and students as much as possible in order to facilitate learning in the impossibility of face-to-face classes in the classroom, and in this way, support distance education to come as close as possible to traditional face-to-face education (Teaster and Blieszner, 1999; Valentine, 2002).

Together with students, teachers, parents, and other stakeholders, education serves a significant portion of the population in many countries. One of the most important questions that countries need to answer is how to maintain educational services, which are usually conducted in school and rely on teacher-student interaction during the pandemic (Daniel, 2020). Many countries have decided to close schools to keep students away from the risk of infection and reduce the risk of transmission of the virus to their families. (ETF, 2018; OECD, 2020a, 2020b)

While the closure of schools has made a significant contribution to the prevention of the epidemic, it has caused significant costs to countries. Many countries were unprepared for one of the biggest educational challenges in history and had to switch to distance learning in a short period of time (Daniel, 2020). This transition to mandatory education has led to inadequate discussions about the effectiveness of continuing education and distance learning solutions. Although it is seen as the best solution to an epidemic that needs to be adapted in a short time, the ongoing education process using distance education brings with it many problems (Daniel, 2020; Morgan, 2020; Shapiro, 2020).

After the massive closure of schools, as part of public health efforts to curb the spread of Covid-19, education systems around the world have faced unprecedented challenges. Government agencies are working with international organizations, private sector partners, and civil society to enable distance learning to enable curriculum-based learning for all. However, there is little information on how these strategies provide effective and equitable quality learning opportunities for all (UNESCO, 2020g).

Method

In the study, qualitative research method was preferred because it allows school administrators, teachers, students and parents to interpret their views on the development of the Covid-19 process in education in depth. The research is designed as a phenomenological form, which is one of the types of qualitative research. Phenomenological design is a high-quality research design that aims to present the concepts and experiences of individuals from their own perspectives. (Ersoy, 2016) In this design, it is important that the participants in the research group have direct experience (Patton, 2014: 104). In this study, the phenomenological model was used to examine the impact of Covid-19 on the education system on a global scale, which fits the views of school administrators, teachers, students and parents who manage the process.

Purpose of the research

The aim of this study is to examine the opinions of stakeholders (school administrators, teachers, students and parents) regarding the problems and solution proposals regarding the distance education system implemented during the Covid-19 pandemic process in the Turkish Republic of Northern Cyprus, which has been continuing since March 2020. For this purpose, the participants participating in the study were asked to answer the following questions.

- 1-If you evaluate distance education during the pandemic period, what would you say about its efficiency?
- 2- To what extent were the educational needs of students met by distance education during the pandemic period? Explain
- 3-How do you evaluate the motivation of the courses held with distance education during the pandemic process (March 2020-October 2020) on the students and teachers?
- 4-Did you have any technical problems during distance education courses during the pandemic period? If you have experienced it, can you explain it (Internet, computer-related deficiency, etc.)
- 5-What are your solutions to the difficulties experienced in the distance education process during the Covid-19 pandemic and to increase the quality of education?

Data analysis

In the study, descriptive analysis was preferred in the analysis of the data. The data collected in the descriptive analysis determines the content or results presented in relation to the research question of the study (Yıldırım and Şimşek, 2018). Categories were determined by taking into account the questions in the interview form. In the results of the research, each participant was given a specific code and their opinions were explained. Studies have been carried out to ensure the validity and reliability of the research. While preparing the interview form, expert opinions were obtained to ensure the validity of the scope.

Working Group

The study group of the research consists of various stakeholders involved in the distance education process carried out due to the Covid-19 pandemic in various regions of the Turkish Republic of Northern Cyprus in the 2020-2021 academic year, which was determined from easily accessible samples. The easily accessible sampling method is often used in cases where the researcher does not have the opportunity to use other sampling methods and to provide speed and practicality to the researcher (Yıldırım and Şimşek, 2018). Since face-to-face interviews were not possible during the COVID-19 pandemic, the stakeholders were selected from people who researchers could reach quickly and practically. The sample group of the study is shown in Table 1.

Table 1. Sample group of the study

Sample Group	N
Administrator	5
Teacher	5
Parent	5
Student	5
Sum	20

Results

When Table 1 is examined, it is seen that there are a total of 27 participants consisting of 5 school administrators, 7 teachers from various branches, 10 high school students consisting of different age groups and 5 parents in the sample of the study.

3.1. When the opinions of the school administrators participating in the research regarding the "evaluations of the efficiency of distance education during the pandemic period" were examined, they stated that the education was efficient and successful because the infrastructures of private schools were ready for distance education, while the administrators working in public schools stated two different opinions as not efficient and partially efficient. Some of the opinions of school administrators regarding the efficiency of distance education are as follows:

"No, I don't think it's efficient"

"I think it's partially efficient"

"Since private schools are ready as an infrastructure, online education has been efficient and successful"

3.2. When the opinions of the teachers participating in the research regarding the "evaluations of the efficiency of distance education during the pandemic period" were examined; It has been stated that distance education is not as efficient as face-to-face education, student-teacher communication is broken, teacher and student motivation is low, distance education can be implemented from the second level of secondary education can be more appropriate and efficient, and the teacher and student should have the competence to use distance education tools. Some of the teachers' opinions on the efficiency of distance education are as follows:

"It can be used quite efficiently in all levels of primary education and other levels of secondary education, except for the first two levels of secondary education. However, in order to increase productivity and/or achieve success, both the target audience student and the trainer must have the competence to use distance education tools."

"Although it is not as efficient as face-to-face education, I think it is effective in keeping students close to the lessons and allowing them to make their own plans and create self-discipline. With good preparation and keeping the student active, I can say that it is efficient and effective."

"I don't think distance learning is efficient. I don't think the motivation of both students and teachers is enough."

"Student-teacher communication was broken. The yield was lower than face-to-face education."

"It made me better understand the importance of face-to-face education. Distance education has lagged far behind in terms of getting feedback."

3.3. When the opinions of the parents participating in the research regarding the "evaluations of the efficiency of distance education during the pandemic period" were examined; They stated that distance education is efficient, although not as much as face-to-face education, the length of course duration, low productivity, and students are passive for a long time. Some of the parents' opinions on the efficiency of distance education are as follows:

"It's not as productive as face-to-face training, but it's been productive."

"Long course durations"

"The fact that students sit passively in front of the computer for long periods of time has reduced productivity."

"Although it does not replace face-to-face education, we can say that distance education has been efficient because we think with the logic of "the worst education is better than the education that has never been done".

3.4. When the opinions of the students participating in the research regarding the "evaluations of the efficiency of distance education during the pandemic period" were examined; They stated that distance education is efficient, although not as much as face-to-face education, that productivity in numerical courses is low, that they have internet problems and that this process is inefficient. Some of the students' opinions on the efficiency of distance education are as follows:

"Even if it is not as efficient as face-to-face education, it is a good method to keep up with education."

"Although not as much as education in school, it can be productive when you take notes and listen carefully."

"I don't believe it's very efficient"

"I didn't get much efficiency in numerical lessons"

"I don't think there's anything productive about it at all."

"Unproductive", "Sleeping"

"I find it productive because we are taught in a more comfortable and quiet environment, except for the lack of internet"

4.1. The opinions of the school administrators on the question of "To what extent were the educational needs of the students met with distance education during the pandemic period" stated that the educational needs of the students were generally not met, the students could not be reached, the implementation of the curriculum was somehow ensured but not efficient. Some of the views of school administrators are as follows:

"Although it is not like face-to-face education, students were prevented from being idle in these difficult conditions and it was ensured that they did not break away from the curriculum instead of computer games"

"Students who are eager and take the job seriously have definitely taken something for granted, but I think the proportion of this is quite low when you put it in general."

"It hasn't reached all the students."

"I don't think it's useful enough."

4.2. The opinions of the teachers from the participants on the question "To what extent were the educational needs of the students met with distance education during the pandemic period?"; They stated that the educational needs of the students were not met adequately, the motivation of the students was low, there was no feedback and evaluations about the lessons, the teachers' technology usage skills and the indecision about the systems to be used for distance education. Some of the teachers' opinions are as follows:

"Students' educational needs have not been met, but it's not just because of the system or the teacher. Students did not attend classes enough to meet their needs."

"The inadequacy of teachers in the use of technology and the indecision about the system to be used are the reasons why the educational needs of the students cannot be met."

"It has not been adequately met. It was also inadequate and subjective in terms of assessment and evaluation."

"At the end of the process, it was seen that the evaluations obtained from the feedback did not have the desired effect on the students without the classroom environment."

"Even if classes started with a high participation throughout the school, participation decreased at the end of two weeks with low motivation."

4.3. The opinions of the parents of the participants on the question "To what extent were the educational needs of the students met by distance education during the pandemic period" generally stated that the educational needs of the students were not met sufficiently, and that there were technical problems, especially in applied courses. Some of the parents' opinions are as follows:

"Except for applied courses, the need for education has been met."

"The educational needs of the students have been met to a certain extent."

'Not adequately met'

"It was not adequately received, sometimes the internet was disconnected, sometimes the student was bored."

"The teacher did not adequately observe the intelligibility of the lesson."

4.4. The opinions of the participants on the question "To what extent were the educational needs of the students met with distance education during the pandemic period?"; Mostly, they stated that the educational needs of the students could not be met adequately, technical problems with the internet, and the shortage of tools necessary to enter the course. Some of the students' opinions are as follows:

"Nothing was met"

"The need for training has been met to a certain extent."

"There have been a lot of problems, such as the internet and electricity."

"Most students in our school could not provide the necessary tools"

"The internet network was constantly disconnected because of the connection to the classes at the same time"

5.1. To the question of "How would you evaluate the motivation of the students and teachers made by distance education during the pandemic process (March 2020-September 2020)" of the administrators participating in the research, the opinions of the school administrators are that the motivation is negative for both parties. Some of the school administrators' opinions are as follows:

"There was a negative motivation. The teacher and the student started distance education willingly at first. However, the motivation of the student, who spent long hours in front of the digital screen, decreased over time. The flexibility of the issue of absenteeism by the ministry also had a negative impact on motivation."

"His motivation is negative because distance learning is not positive enough. Even if the teacher assumes great responsibility, it will not be productive."

"There was a motivation that started well but dropped as time went on"

"It was a difficult process. In particular, teachers had to appear in front of the students in a fully equipped and prepared manner. Of course, teachers who do not have adequate preparation have not been able to provide effective motivation on the student."

"Both sides were unhappy and hopeless. Because both groups could not find what they were looking for or imagined in this method, which they encountered for the first time."

5.2. The opinions of the teachers participating in the research on the question "How do you evaluate the motivation of distance education on students and teachers during the pandemic process (March 2020-September 2020)?" stated that this process was a different experience for both parties, and that the level of adaptation and motivation to the system was low on both sides. Some of the teachers' opinions are as follows:

"Distance learning has been a different educational experience for the teacher and the student. Especially the studies in the preparation and transfer of the lessons kept the motivation high."

"Due to the variable decisions made by the teachers about the system to be used and the late system education, there was a problem in motivation due to the passive participation of the students in the lesson. Students, on the other hand, had problems in attending the class due to the flexibility of the ministry in terms of class participation, being in front of the technological device screen for a long time, or not having technological devices to participate in the class, and this affected their motivation."

"Motivation is insufficient"

"I can say that teachers in my immediate environment are more motivated. Everyone embraced each other in order to do something for themselves and contribute to the process. Even though the students missed school, they had a harder time staying motivated."

"In accordance with the newly created information technology law, the fact that the target student group is under the age of 18 and the fact that it is not obligatory to turn on the camera has caused the student to experience complacency due to comfort, and accordingly, the teacher has lost motivation by feeling that he is teaching on a blank screen."

5.3. How would you evaluate the motivation of distance education on students and teachers during the pandemic process (March 2020-September 2020)?" Their views on the question are that as time progresses, the motivation of both sides decreases. Some of the parents' opinions are as follows:

"The motivation of the teachers was at the level of motivating the children. As time progressed, the children's motivation decreased."

"It has been a new educational experience. It kept motivation high."

"Motivation was low, the student was able to attend the class at home, sometimes sleepy, and sometimes even did not attend the class."

5.4. How would you evaluate the motivation of distance education on students and teachers during the pandemic process (March 2020-September 2020)? Students' opinions on the question mostly stated that their motivation was low and they could not be motivated in the home environment. Some of the student testimonials are as follows:

"I think the motivation of the students is not as high as in school"

"Motivation was zero in the students, internet interruptions, terrible course flow, low motivation in the teachers"

"It's starting to get very tiring and distressing in the long run. Because it was a home environment, no one managed to fully adapt to the lesson."

"Distance education has caused a decrease in the motivation of both sides, both teachers and students, and has also reduced productivity to a certain extent"

6.1. Did you have any technical problems during distance education classes during the pandemic period? The opinions of school administrators are generally that they have technical problems caused by the Internet. Some of the managers' views are as follows:

"It has been revealed in this period how inadequate the internet facilities in our country are."

"There were problems such as internet-related freezing, not being able to download files."

"There were problems with the internet and electricity."

6.2. Did you have any technical problems during distance education classes during the pandemic period? To the question, the opinions of the teachers stated that they mostly had technical problems caused by the Internet. Some of the teachers' opinions are as follows:

"Although we did not have any problems in terms of equipment, there were serious problems in terms of internet."

"Yes, the internet did not work properly, there were problems opening the image."

"Yes, I did, I had to constantly change venues to teach in a quiet environment."

6.3. Did you have any technical problems during distance education classes during the pandemic period? All of the parents' opinions to the question are that they have technical problems caused by the Internet. Some of the parents' opinions are as follows:

"We have been affected by this problem internettir.biz the general problem of your country."

"The internet is constantly down."

6.4. Did you have any technical problems during distance education classes during the pandemic period? To the question, the opinions of the students mostly stated that they had technical problems caused by the Internet, that there was no internet in their homes and that there was a technical device supply problem. Some of the student testimonials are as follows:

"I had to attend classes with mobile data because there was no internet at home"

"I had problems with the internet and most of the time I couldn't attend classes"

"Many of my friends don't have computers, most of them had to take classes on the phone"

"Absence of computers"

7.1. What are your suggestions for solutions to the difficulties experienced in the distance education process during the Covid-19 pandemic and to increase the quality of education? The opinions of school administrators to the question; The necessity of legislating distance education, the provision of an infrastructure and technical equipment, and the necessity of giving importance to teacher training have been on the necessity. Some of the views of school administrators are as follows:

"A good internet infrastructure and students to be reached equally"

"First of all, both the individuals who will give and receive the training should receive sufficient knowledge and skills in this regard, and have sufficient materials and equipment. Both the student and the teacher should take the incident seriously and help to a certain extent, and they should make more effort and be more self-sacrificing than face-to-face education."

"First of all, every student should have a computer or tablet to attend the class"

"Distance education needs to be centralized"

"More attention should be paid to teacher training related to distance education"

7.2. What are your suggestions for solutions to the difficulties experienced in the distance education process during the Covid-19 pandemic and to increase the quality of education? The opinions of the teachers stated that the studies on teacher training and student motivation should be increased, the legalization of the distance education system, the provision of the necessary devices for distance education, and the adequacy of infrastructure and technical equipment. Some of the teachers' opinions are as follows:

"It is important for all students to be able to participate in distance education under the same conditions, I think that effective planning for distance education and studies on distance education for teachers are the factors that will increase the quality of education"

"Legalization of online education, elimination of device deficiencies in students and teachers by the state, and allocation of an additional budget by the state for distance education"

"Infrastructure and technical equipment should be provided, rewarding should be implemented, evaluation processes should be established and parental interest should be created more efficiently"

"Motivation studies for students can be increased, course contents can be kept shorter, and instead short applications can be made that will enable the student to be active in front of the screen."

"Due to the fact that our age is the age of technology, many countries in the world have switched to the distance education system many years ago. Therefore, it is unrealistic to completely exclude and ignore distance education. In our country, 40% of the education needs in high schools and universities should be arranged in such a way that they will be done remotely."

7.3. What are your suggestions for solutions to the difficulties experienced in the distance education process during the Covid-19 pandemic and to increase the quality of education? To the question, the opinions of the parents stated that the necessary devices for distance education should be provided, infrastructure and technical equipment should be provided, the course topics should be kept short and homework should not be given continuously. Some of the parents' opinions are as follows:

"Distance education should not be used as the main educational tool for primary education levels. However, it would be more accurate if it is implemented outside of school hours to support face-to-face education. In addition, eliminating the deficiencies of equipment in general, strengthening the technical infrastructure, increasing the ability of both the teacher and the student to use distance education tools can enable more efficient use of distance education."

"Overcoming the internet problem, making effective planning in this regard, and providing all students with access to information under the same conditions will increase the quality of education."

"The topics should be more concise. Private schools should not keep students in front of the screen all day, and students should not be given homework all the time."

7.4. What are your suggestions for solutions to the difficulties experienced in the distance education process during the Covid-19 pandemic and to increase the quality of education? To the question, the opinions of the students stated that the necessary devices for distance education should be provided, infrastructure and technical equipment should be provided. Some of the students' opinions are as follows:

"It can be effective for teachers to work to increase students' interest in the lesson."

"Raising awareness of all teachers and students about online education"

"Activities that motivate students will increase productivity"

"Teachers should open everything on a board or a page in the middle and write it down and explain it or solve it."

"The communication problems of every house should be solved by the state"

"We can get through this period with fifth, eighth and twelfth grades face-to-face education, and intermediate grades with distance education"

"Distance education can be supported more with research-oriented activities by giving projects"

Conclusion-Discussion and Recommendations

According to the results of the research, it is seen that distance education cannot meet the educational needs of students at the desired level compared to face-to-face education during the COVID-19 epidemic. In line with the opinions received from the stakeholders, it is concluded that distance trainings can be partially efficient in order to meet the training needs in this process, although they are not as efficient as face-to-face trainings. In a study conducted by Chan (2007) during the SARS epidemic, they revealed that information can be shared and multiplied by creating platforms that can provide distance education during the epidemic and that the educational needs of the students can be met in this way. It is seen that the results obtained from the research and the results obtained from the literature are compatible with each other. In line with the opinions received from the stakeholders, it was concluded that the educational needs of the students could not be met by distance education, the curriculum and programs were tried to be implemented in some way, but they were not sufficient, the technical problems related to the internet and the shortage of technological tools required for the students to attend the classes, and accordingly, the targeted education needs for the students could not be met efficiently. In his study, Fidan (2020) examined the views of primary school teachers on distance education. According to the results obtained in the study, teachers believe that the most beneficial aspect of distance education is that students do not fall behind in lessons and provide independence from time. In the research, it is seen that distance education is a different experience for students and teachers during the pandemic process, both sides have difficulty in adapting to the system and being motivated, their motivation in the first time decreases as time progresses, they cannot prepare for lessons and concentrate in the home environment. In a study by Koçyiğit and Uşun (2020) examining the attitudes of teachers towards distance education in Turkey, it has come to the fore that the most important point that teachers see regarding distance education is that they provide education and training opportunities to individuals who are excluded from the current education for various reasons.

The technical problems experienced during the distance education courses during the pandemic process obtained in the research can be listed as internet-related technical problems, lack of computers and inequality of opportunity in education, which the stakeholders mostly show as problems. Ramos-Morcillo et al. (2020) have highlighted that one of the disadvantages of distance learning is that students do not have equal rights. In the study, it is emphasized that students in rural areas are more disadvantaged than students in urban areas.

Another finding obtained from the study is the solution suggestions to increase the quality of education in the distance education process. The solution proposals received from the stakeholders are mainly in the form of legalizing the distance education process, creating equal opportunities by providing access to resources such as internet and computers that can provide distance education, giving importance to teacher training, strengthening the systemic infrastructure, keeping the course topics short and not giving too much homework in this process. Kaden (2020) emphasizes that distance learning can provide support to many students, but it must be carefully designed and personalized to avoid deepening the social divide. In a study conducted by Yılmaz-İnce, Kabul and Diler (2020), it was determined that students' opportunities to have computers and internet affect their views on distance education. Therefore, the ease of access to resources such as the internet and computers that provide distance education is important in terms of preventing social divisions, ensuring equal opportunity in education and therefore measuring and evaluating in a healthy way.

In his research, Attri (2012) offered suggestions to increase communication and classroom interaction between students and teachers by receiving feedback from teachers in order to improve the quality of distance education. In addition, it is seen as a need to increase the quality of distance education in distance education by creating the infrastructure in distance education applications at all levels from pre-school education to higher education and graduate stages, preparing course content and its effective presentation and use (Sarı, 2020).

Çalışmanın sonuçları ve yöntemi açısından uygulayıcılara ve araştırmacılara yönelik olarak aşağıdaki öneriler ileri sürülebilir:

- Since it has been determined in the research that there are some deficiencies in the infrastructure, technology, equipment and skills of the stakeholders in the distance education process, in-service trainings on distance education should be given to teachers by the Ministry of National Education (by necessity), and in this process, it is recommended that teachers work devotedly in order to have the technical equipment and the competencies to use them in order to improve themselves.

- Since it has been determined that there are some problems in the measurement and evaluation process of distance education, the measurement and evaluation methods that can be applied to the distance education system can be determined and trainings can be organized with the courses to be held.
- In this study, interview method, which is one of the qualitative research methods, was used. In other studies on similar subjects, experimental research can be conducted on the effect of distance education on various cognitive and emotional characteristics of students (such as academic achievement, attitude, interest).

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ACADEMIC INTEGRITY: FACULTY ATTITUDES AND BEHAVIORS OF STUDENT SELF-PLAGIARISM

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ABSTRACT

This study examined faculty perceptions and accusations of academic misconduct related to both student plagiarism and self-plagiarism. Twenty-four faculty responded to survey questions that asked about plagiarism perception, self-plagiarism perception, detection of plagiarism, and perceptions and accusations of students using previous coursework in current courses. Descriptive analyses showed differences based on the instructors' own writing practices, perceptions higher than accusations, and faculty who identified as non-White, used fewer detection strategies, and were younger had higher perceptions of academic misconduct. Overall, faculty varied on perceptions about what students should be able to recycle in courses. Thus, while the characteristics of instructors plays a role in perceptions about student self-plagiarism, there continues to be a question regarding the role of student recycling and practices that instructors use to adjudicate scenarios involving academic misconduct. Implications for self-plagiarism research and instructor responses are made.

Keywords: student self-plagiarism, academic misconduct, faculty perceptions, faculty accusations

Introduction

The meaning behind academic integrity is undergoing construction in the aftermath of the COVID-19 pandemic. With the increase in online instruction, some college campuses have seen a spike in reported cases of academic misconduct, including self-plagiarism (Bailey, 2021). There are many online software programs available for checking plagiarism, and while some debate about the quality of those programs, it has been mentioned that it is near impossible to have 0% similarity. Anti-plagiarism software such as Turnitin, has made great advancements, now with the capacity to address the originality of students' work by comparing it to University databases of previously submitted assignments. Further, Turnitin can serve as a tool to cross-reference citation integrity and types of student assignments (e.g., presentations). Some evidence has pointed to the fact that such anti-plagiarism software should be used to assess the content of the similarity rather than the percent of similarity (Balbay & Kilis, 2019). Since the pandemic onset, there has been an increase in academic integrity violations across some institutions as result of using anti-plagiarism software. Internet search metrics have shown that there was an increase in interest in cheating on exams during the pandemic (e.g., Comas-Forgas et al., 2021; Joshi & Bhaskar, 2020; Lancaster & Cotarlan, 2021).

The increased technological presence in higher education presented challenges to institutions and their instructors when examining the proper use and re-use of textual information. Published literature has examined student behaviors and how instructors constitute academic misconduct such as plagiarism (see Amzalag et al., 2021; Fontaine et al., 2020). There has been demonstrated variability in definitions of academic misconduct, levels of severity, and an overall lack of consensus. The general thought of "appropriateness" and the scale of ethical or mechanical writing errors, whether intentional or not, continues to be debated.

Academic Misconduct

There have been strategies implored to be proactive with students about academic integrity; having academic misconduct defined on the syllabus, early discussions about the problems associated with cheating, providing clear instructions that are specific (e.g., using a checklist that lays out what is allowed and what isn't allowed), and

connecting with students to interrupt feelings of isolation. Another change in attitudes is the shift from academic misconduct/dishonesty to academic integrity, a more contextual approach to understanding the environment in which misconduct occurs. This can be helpful when providing support to students and preparing for professional roles beyond the academy. Behaviors and attitudes around academic misconduct can influence professional development (such as trustworthiness) and retention in the academy (such as a reduction in academic violations) (Jian, Emmerton, & McKaige, 2013). Academic misconduct has also been linked to professional misconduct (Carpenter et al., 2004). From informal to formal administrative processes, students are often sanctioned in more severe instances when academic misconduct is identified, and the penalties for these acts is often contingent upon perceived severity. This is a noted challenge because institutional policies heavily influence responses to academic misconduct, during a time where students are being encouraged to learn and develop identities by linking information to their existing thoughts. This can further create some burden on students as they navigate and learn citational mechanics and apply them.

One of the most common forms of academic misconduct is plagiarism (Awasthi, 2019). There are a number of working definitions of plagiarism including copying, cheating, paraphrasing without appropriate referencing, and taking content from a source and representing it as one's own. In a systematic review of plagiarism literature (N=366) on college campuses, factors related to plagiarism included: poor time management, lack of self-control, easily accessible information, and misunderstanding on what constitutes plagiarism (Awasthi, 2019). In the same study, authors posed that University librarians should play a larger role in mitigating plagiarism by increasing trainings, access to citation resources, and explaining the consequences of plagiarism (Awasthi, 2019). It is possible that some groups of students are more likely to engage in plagiarism as males in one study viewed plagiarism as more acceptable than female counterparts (Jereb et al., 2018) but these gender differences have not been replicated (Pagaddu, 2021).

Student Self-Plagiarism

Student self-plagiarism appears to be more ambiguous than plagiarism, especially when it comes to student behaviors and operationalizing it. Self-plagiarism has been conceptualized by researchers as, "The reuse of significant, identical, or nearly identical portions of one's own work without acknowledging that one is doing so or citing the original work" (Gregory & Leeman, 2021, p.3). Some of self-plagiarism dialogue stems from instructors who engage in scholarly writing and how textual reuse can be deemed as appropriate or inappropriate in certain circumstances. While student work is not weighted as the same as writing for peer-reviewed publication, many of the criteria used in scholarly writing is incorporated in the assessment and grading of student work, such as policies on the submission of assignments which mirror the peer review process.

Views on recycling work vary with perspectives differing between faculty and students (Halupa, 2013). While there is no consensus, a common thought on the faculty and instructor side is that students should create new products for each class because course learning objectives change from course to course. Reusing material for different course goals and objectives would be deemed insufficient. Students, however, do not always consider copying their own work as self-plagiarism. Halupa (2013) described their journey as a doctoral student and being intentional in connecting as much of their writing in courses to their dissertation, linking every assignment to parts of the dissertation and deeming that as making good use of their time and resources. Further, some feel that students are not taught how to present reused text transparently (Bailey, 2021). In other words, using text recycling from an editorial standpoint, has been suggested that rewording might be less ethical than recycling because it obscures the fact that the material has been used (O'Grady, 2021). If there is a lack of guidelines on this topic with research ethicists and journal editors, it is likely that the idea of recycling, or self-plagiarism, might also be under question by students. Programs and universities have institutional and instructional policies written to ensure compliance with policies and expectations, yet there are differences in the ways that instructors and students view this issue. While there are multiple issues related to understanding violations of academic integrity post-pandemic onset, it is in the best interests of students to begin measuring and understanding faculty perceptions of different learning behaviors.

Pandemic Learning in Higher Education

Through innovation and flexible options, technology was channeled to spark creativity and provide opportunities for students through expanded admission processes and teaching modalities to maintain connection. Online learning increased prior to the pandemic and after the onset of the pandemic, online enrollment grew, especially among undergraduate programs (Lederman, 2021). As a result, there were permanent changes made to education in America. In light of this type of transition, it makes understanding student behaviors more important.

Present Study

The purpose of this study was to describe how faculty at institutions of higher learning understood behaviors that constitute plagiarism and self-plagiarism, and how they have experienced them post pandemic-onset. The present study is concerned with exploring instructors' perceptions about both plagiarism and self-plagiarism among students, and the *beliefs* about how students participate in acts of student misconduct compared to *accusations* of student misconduct. The authors believe that an important behavioral predictor (i.e., accusations) is beliefs about the prevalence of academic misconduct. The authors also believe that self-plagiarism is under identified and there is less consensus about what self-plagiarism is, as aforementioned. Across disciplines, types of universities, and other characteristics related to teaching, programs, and instructors, there are differences in the defining self-plagiarism and beliefs about its occurrence.

First, this study assessed how instructors associated behaviors such as plagiarism, the more common term associated with academic misconduct, followed by self-plagiarism. Participants were asked about their knowledge of the university academic misconduct policy and strategies used to detect plagiarism. Lastly, a set of 16 questions about beliefs and behaviors were used, similar to the Hard et al., (2006) study about academic misconduct.

The research aims of this study were as follows:

Research Aim 1: Describe variability in instructor perceptions of plagiarism, self-plagiarism, sources of information on academic dishonesty, and knowledge of university policy on academic misconduct.

Research Aim 2: Describe instructors' definitions of plagiarism and self-plagiarism.

Research Aim 3: Describe instructors' beliefs about student academic misconduct and if they have challenged students on the behaviors.

Methods

The present research was undertaken at a large public university in the southeastern U.S. Data collection occurred in the fall of 2022.

Procedures

Approval from the university's Institutional Review Board was gained prior to implementing the survey. Participants were recruited through academic listservs at the primary investigator's institution with a request that listserv members share the announcement. The PI also emailed invitation letters to previous co-authors and collaborators. The invitation letter explained the purpose of the study and included a flyer. Instructors were invited to participate by clicking on the hyperlink provided or scanning the QR code provided. If clicked, the hyperlink opened a new web browser and directed the participant to the study's consent page. If the reader consented to participate in the study. The reader was prompted through the survey questions. On completion of the survey, participants were given the opportunity to provide their names and emails addresses on a separate webpage for a gift card drawing. There was a second opportunity to provide contact information for follow-up interviews to further understand classroom practices related to students' recycling work, academic policies, and academic outcomes. There was no connection between the survey and either the gift card drawing or interview signup after the completion of the study.

Participants

A total of 36 faculty began the study, with a final sample of 24 providing complete data for this study. Ages of the participants ranged from 30-70 ($M= 41.78$, $SD=9.64$), and most identified as female (79.2%), followed by male (16.8%), and non-binary (4.2%). Nearly half identified as White ($n=13$), nine identified as Black, one person identified as bi-racial, and one person identified as multi-racial. Two people identified as being Hispanic. Participants encompassed the full spectrum of instructor ranks: five were instructors/lecturers, 12 were assistant professors, six were associate professors, one person was a full professor, and one person was a senior faculty fellow. The majority (70.9%) of faculty reported being from social work depts, 12.6% were from human services, 8.3% being from nursing, one individual from public health, and one individual from engineering. More than half (66.7%) taught in both undergraduate and graduate programs, followed by 25% in undergraduate programs only, 8.3% in graduate programs only, and less than one percent teaching in other programs. Over half of the faculty (58.3%) indicated that they had been in the academy for over six years, followed by those who had been there for 2-4 years (20.8%), 4-6 years (12.5%), less than one year (4.2%) and 1-2 years (4.2%). The majority reported being at public universities, two reporting being at private institutions, one of which was a private, Christian institution. There were four institutions represented across four states: Kentucky, Indiana, North Carolina, and Pennsylvania.

Materials

Participants completed an online survey designed specifically for this study. In addition to demographic items, the survey included four open-ended questions, seven self-rated plagiarism perception items, eight self-rated self-

plagiarism perception items, eight items on detecting plagiarism (i.e., any strategies they had used to detect or address academic misconduct), 16 scaled items on student behaviors related to using previous coursework in current courses, and 16 scaled items on instructors' accusations of students of using previous coursework in current courses (Hard et al., 2006; Sweet-Holp & James, 2016). These items were asked to assess the participants' belief that students engage in the behavior, as well as if they had accused a student of that behavior. The open-ended questions were self-reported definitions of plagiarism and self-plagiarism. In addition, participants were asked to rate their knowledge of university policy on academic misconduct on a scale of 1 to 10 (Hard et al., 2006; Sweet-Holp & James, 2016).

It was felt that the demographic questions might be contributing factors to participants' perceptions of both plagiarism and self-plagiarism. These questions intended to assess participants' awareness of these concepts. The 16-scaled items on behaviors and accusations were intended to evaluate the participants' previous experiences, and account for their thoughts about what students did as well as what they had dealt with.

Perceptions of what constitutes plagiarism

Participants were asked about what constitutes plagiarism by providing a list of seven behaviors (see Bennett et al., 2011). Participants rated each behavior on 1 (I definitely do not think this behavior constitutes plagiarism) to 7 (I definitely think this behavior constitutes plagiarism) scale.

Perceptions of what constitutes self-plagiarism

Participants were asked how much they agreed with statements about student self-plagiarism by providing a list of eleven behaviors. Participants rated each behavior on 1 (totally disagree) to 7 (totally agree) scale.

Beliefs and behaviors related to academic misconduct

Participants were asked to rate 16 academic misconduct behaviors on their belief that the typical university student had participated in that behavior, and on their behavior of accusing a student of the behaviors (Hard, Conway, & Moran, 2006). These items were scaled at 1 = Never, 2 = Seldom (once or twice), 3 = Occasionally (several times), 4 = Often (5 to 10 times), and 5 = Very Often (more than 10 times). The author added an item for participants to add any misconduct examples they felt were missing.

The open-ended data were analyzed using qualitative thematic analysis (Creswell, 1998; Denzin, 2012). The aim of thematic analysis is to identify themes which capture a broad picture of a phenomenon. The analytical process involved deductive approaches and included two phases. The analysis process was nonlinear; the researchers moved back and forth between the phases. The analyses were conducted in collaboration with the authors. In order to confirm the reliability of the findings, triangulation was utilized (Denzin, 2012). In the first phase, open-ended responses were uploaded from Excel to a website for analysis of word frequency, to assess both the frequency as well as word proximity. This was completed by the first author. It was expected to see terms related to plagiarism such as cheating, copying, and phrases such as 'other people's work'. It was also expected to see these same words with self-plagiarism, in addition to the word's re-use, recycling, and the phrase, 'using one's own work'. The second phase was data coding by the second author, using the frequencies from both open-ended questions to confirm the occurrences of words that showed up in phrases compared to single words. The trustworthiness of the coding was checked by the third author. After the authors reconciled through discussion differences in coding, the tables were created, and the word images were used to illustrate the data findings. In this instance, no word codes were utilized, rather the size of the words indicated the higher frequency that word/phrase was used. Conversely, the smaller size indicated less occurrence. The goal of integrating the use of the word images was to lay out a common procedure to guide using a text analyzing software.

Data Aggregation

For aim 1, the research team analyzed individual beliefs (i.e., perception of plagiarism and self-plagiarism). For aim 2, individual sources of information on academic dishonesty and strategies used to deter academic dishonesty were analyzed. For aim 3, regarding the 16 beliefs and behaviors, responses were aggregated across the beliefs and behaviors. For self-reported misconduct (beliefs and behaviors), the faculty's mean response (on the 7-point scale) was used across the 16 behaviors as their total misconduct belief score and did the same for the behaviors. Using measures of central tendency, patterns in the data among different groups were examined. Crosstabs allowed us to examine how variables related to one another. Based on the different categories of data, the research team decided to use Chi-Square test to measure the relationship between the characteristics of the respondents and different variables, where appropriate. Some of the categories used included rank, level of teaching, and discipline.

Results

Quantitative Results

Sample characteristics can be seen in Table 1.

Table 1 *Sample Characteristics (N = 24)*

Characteristic	Faculty	
	<i>n</i>	%
Teaching Classification		
Instructor/Lecturer	5	20.0
Assistant Professor	12	48.0
Associate Professor	6	24.0
Professor	1	4.0
Senior Faculty Fellow	1	4.0
Length of Time in Academia		
< 1yr	1	4.2
1-2 years	1	4.2
2-4 years	5	20.8
4-6 years	3	12.5
More than 6 years	14	58.3
Level of Instruction		
Undergraduate	6	25.0
Graduate	2	8.3
Both	16	66.7
Other	5	0.7
Primary Discipline		
Social Work	17	70.9
Nursing	2	8.3
Human Services	3	12.6
Public Health	1	4.2
Engineering	1	4.2
Gender Identity		
Non-Binary	1	4.2
Female	19	79.2
Male	4	16.8
Age	<i>M</i> =41.78	<i>SD</i> (9.64)
Race		
Black	9	
Bi-racial	1	
Multi-racial	1	
White	13	
Ethnicity		
Hispanic	2	
Non-Hispanic	22	

Chi-square tests of crosstabs enabled the researchers to examine the association between the levels that people taught at (one program vs. both programs) and discipline (social work vs. non-social work). This was the only significant finding among demographic variables, $\chi^2(1,24) = 12.20, p < .001$.

Related to perceptions of plagiarism (Hard et al., 2006), faculty most frequently endorsed that a student submitting an assignment written or completed by a student in the prior semester was plagiarism. Following behind that was downloading information from the internet and presenting it as their own. The item with the most variability was that a student submitted a correctly cited and referenced assignment twice for separate classes, as seen in Table 2.

Table 2 Faculty perceptions of plagiarism

		Faculty Mean Perception	Faculty Range Perception
	1(not plagiarism) -7(plagiarism)		
1	A student submits an assignment with his or her name on it that was written or completed by a student in a previous semester	6.79 (0.58)	5-7
2	A student downloads information, text, computer code, artwork, graphics, or other material from the Internet and presents it as his or her own without acknowledging from where it came	6.25 (.98)	4-7
3	A student uses direct quotes from a source without acknowledgment of from where the quotes were taken	5.87 (1.29)	2-7
4	A student takes material from an acknowledged source, changes a word or two in each sentence, but does not use quotation marks	5.05 (1.44)	3-7
5	A student paraphrases material from a source without acknowledgment	5.16 (1.55)	1-7
6	A student prepares a correctly cited and referenced assignment and then hands part or all of that work in twice for separate classes	3.90 (2.30)	1-7
7	A student copies from other members while working in a group	5.16 (1.68)	1-7

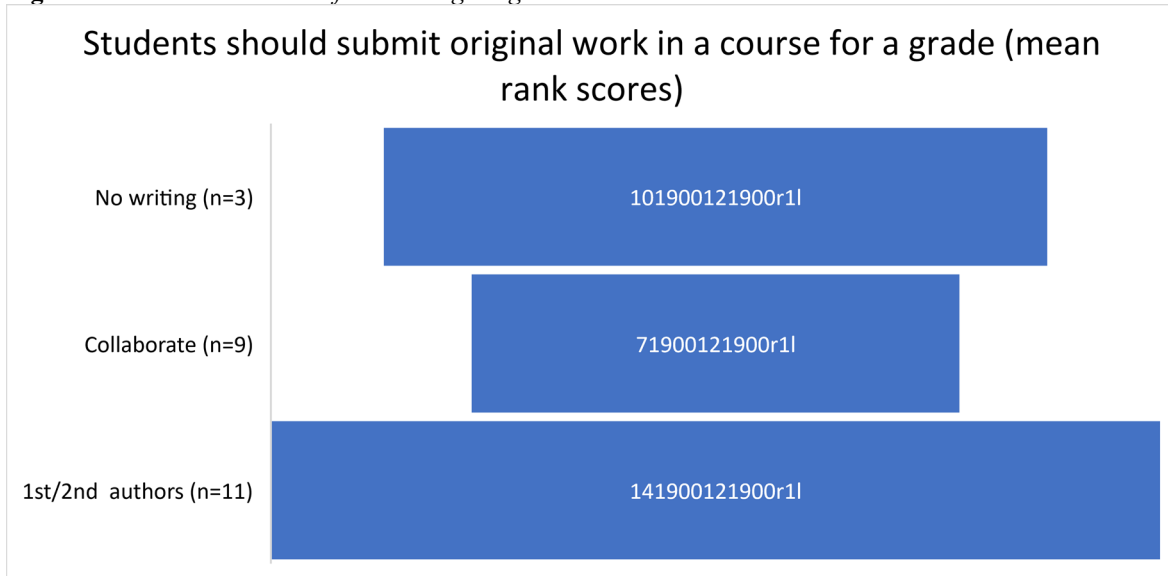
Related to self-plagiarism (Hard et al., 2006), faculty most frequently endorsed that students could own their own ideas. The item with the most variability was that students should be able to recycle assignments between courses, as seen in Table 3.

Table 3 Faculty perceptions of self-plagiarism

		Faculty Mean Agreement	Faculty Range Agreement
	1 (totally disagree)-7 (totally agree)		
1	Students should be able to recycle assignments from one course to another for a grade	3.5 (1.76)	1-7
2	Students should be able to submit excerpts from a previous paper, not a whole paper, in a course for a grade	5.0 (1.54)	2-7
3	Students should submit original work in a course for a grade	6.08 (1.27)	3-7
4	A student can own their own ideas	6.68 (.56)	5-7
5	There is a hierarchy of skills involved in citation practices.	6.13 (.91)	4-7
6	Faculty can determine the intention of one's writing based on an assessment.	3.85 (1.42)	1-6
7	Errors in citation are the result of deeper, cultural discrepancy between cultures of students and faculty.	4.04 (1.58)	1-7
8	Errors in citation are the result of a lack of writing of skill.	4.17 (1.69)	1-7
9	Grading is a form of validation of course work.	5.09 (1.23)	3-7
10	Students have to make as many mistakes as possible and learn from it.	3.85 (1.92)	1-7
11	Emphasis should be placed on constant iterations allowing students to acquire the ability to cope with failure and bounce back.	5.27 (1.48)	2-7

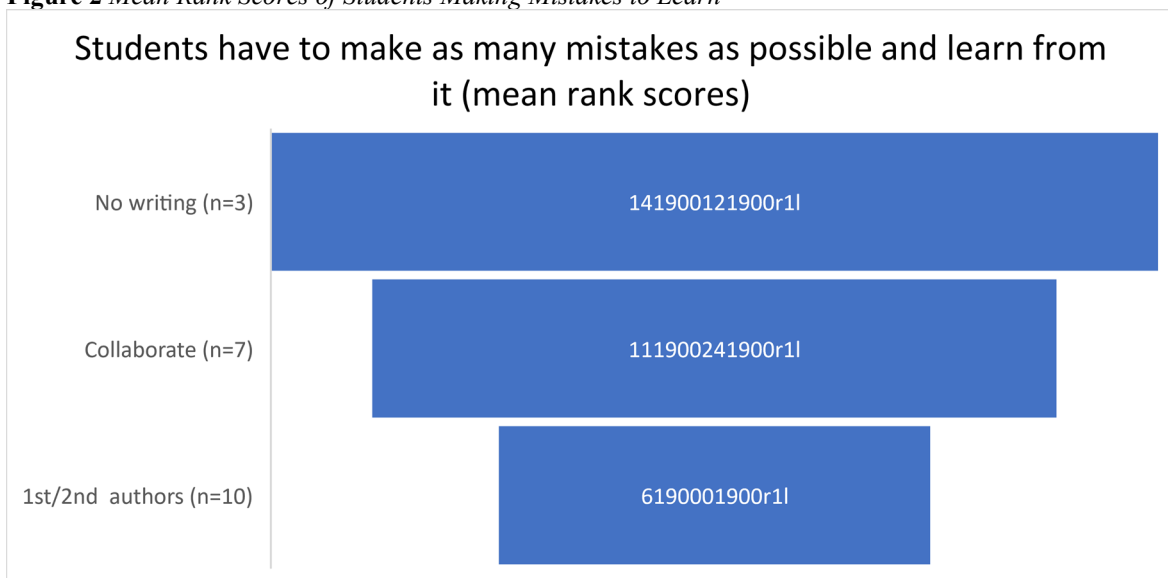
Nonparametric testing was used to determine significant differences between these items as the data were not normally distributed. After reviewing the plagiarism and self-plagiarism item endorsements, two self-plagiarism items were significantly different based on instructors' self-reported writing practices. For item 3, "Students should submit original work in a course for a grade", there was a statistically significant difference in agreement between those that were collaborators ($n=9$) and those who were 1st/2nd authors ($n=11$), $H(6.25,22)$, $p<.05$. As it can be seen in Figure 1, different writing practices held different perceptions about original work.

Figure 1 Mean Rank Scores of Submitting Original Work



For item 10, “Students have to make as many mistakes as possible and learn from it”, there was a statistically significant difference in agreement between those that did not write for publication ($n=3$) and those that were 1st/2nd authors ($n=10$), $H(5.55, 22), p < .10$). As it can be seen in Figure 2, those who did not write to publish were in more agreement with this item than those who led/authored papers.

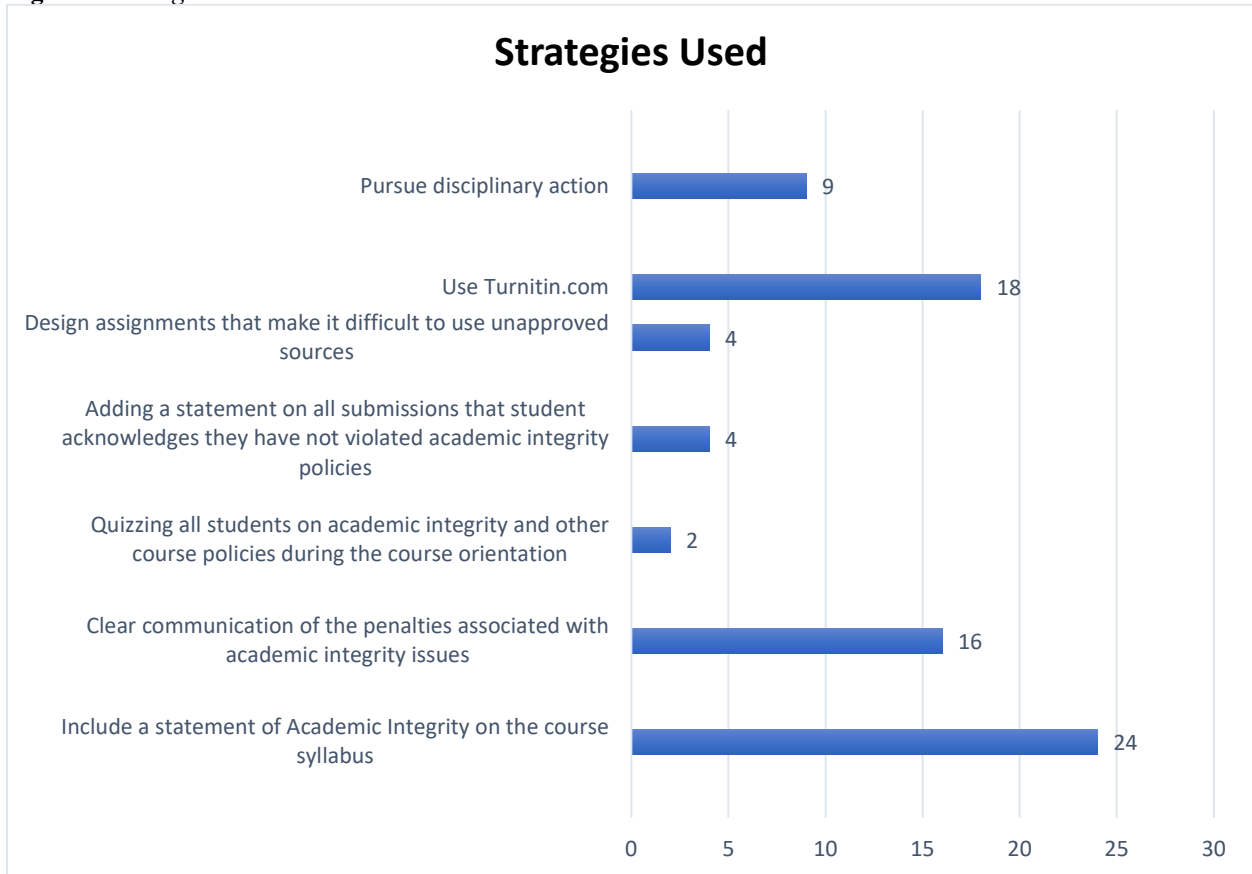
Figure 2 Mean Rank Scores of Students Making Mistakes to Learn



About 70% of respondents indicated that they had a range of knowledge of their university’s academic misconduct policy.

When asked about strategies used to detect plagiarism, all respondents reported including a statement of academic integrity on their course syllabi (see Figure 3). A majority reported using plagiarism detection software, such as Turnitin (75%), and clear communication about the penalties associated with academic integrity issues (66%). A little over a third (37%) had pursued disciplinary action, and only two respondents quizzed students on the course policies during course orientation.

Figure 3 Strategies Used



Beliefs and Accusations

Analysis was conducted on the calculation of faculty belief and corresponding response to students (accusations), as seen in Table 4. Table 4 shows the findings by displaying the questions in order from largest to smallest belief response means on a 1-5 scale. As the table shows, apart from two items, which were #8: a student submitted another’s material as their own, and #13: a student copied material with proper acknowledgement for the original source, the beliefs were higher than accusations that faculty made. Item 8 had been the accusation made more frequently, and items 7,9,15, & 16 the least.

Table 4 Faculty Beliefs and Accusations

		Beliefs (M, SD)	Accusations (M, SD)	% Faculty accusing at least once
1	Planned and then copied from another person’s paper or received unauthorized aid from another person during an examination	2.25 (.84)	1.68 (.99)	22.7
2	Did not plan to but did copy from another person’s paper or received unauthorized aid from another person during an examination	2.37 (.76)	1.54 (.91)	13.6
3	Planned to and then used unauthorized materials or devices during an examination or any other form of academic evaluation and grading; for example, used signals, notes, books, or calculators during an examination when the instructor has not approved their use	2.08 (.77)	1.18 (.50)	9.1
4	Did not plan to but did use unauthorized materials or devices during an examination or any other form of academic evaluation and grading	2.16 (.81)	1.22(.52)	13.6
5	Planned to and then allowed another person to copy from your paper during an examination	2.16 (.81)	1.27 (.63)	9.1

6	Realized during an exam that another student wanted to copy from your paper, and allowed that student to copy (or did not prevent the student from copying)	2.16 (.81)	1.18 (.50)	9.1
7	Improperly acquired or distributed examinations; for example, stealing examinations before the test period or taking a copy of an examination from a testing room without the permission of the instructor	1.70 (.95)	1.04 (.21)	4.5
8	Submitted another's material as one's own for academic evaluation	1.87 (.67)	1.90 (.97)	36.4
9	Prepared work for another student to submit for academic evaluation	1.83 (.63)	1.22 (.61)	4.5
10	Worked with another student on material to be submitted for academic evaluation when the instructor had not authorized working together	2.83 (1.00)	1.72 (.93)	22.7
11	Submitted the same work, or substantially similar work, in more than one course without prior consent of the evaluating instructor(s).	2.91 (1.01)	1.86 (1.03)	22.7
12	Used unauthorized materials or fabricated data in an academic exercise; for example, falsifying data in a research paper or laboratory activity	1.87 (.89)	1.22 (.42)	22.7
13	Copied sentences, phrases, paragraphs, tables, figures or data directly or in slightly modified form from a book, article, or other academic source without using quotation marks or giving proper acknowledgment to the original author or source	3.16 (.96)	3.22 (1.37)	18.2
14	Copied information from Internet websites and submitted it as your own work	3.16 (.91)	2.86 (1.42)	31.8
15	Bought papers for the purpose of turning them in as your own work	2.04 (.95)	1.13 (.46)	4.5
16	Sold or lent papers so another student could turn them in as his or her own work	1.87 (.85)	1.04 (.21)	4.5

Univariate analysis of the summed scores of reported perceptions and accusations were performed to test assumptions for parametric testing. Assumptions of normality were met; therefore, independent t-tests were used to investigate group differences on perceptions and accusation scores. To examine the correlation between variables, Spearman's rho and Pearson correlations were run to explore the strength and direction of the relationship between variables. Given the small sample size, correlation analyses were run to examine both the ranks and values of the data (Rovetta, 2020). Race and writing practices showed to be significant factors for perceptions of self-plagiarism among students. Based on the means of White ($M=34.15$, $SD=10.61$) and non-White respondents ($M=40.5$, $SD=7.96$), non-White respondents had a higher perception of academic misconduct than White respondents ($t(21) = -1.57$; $p < .10$). There was a significant difference in writing practices and perceptions ($F(2,21) = 2.52$, $p = .10$). Post-hoc analyses revealed that those who collaborated on manuscripts differed in their perception of academic misconduct ($M=41.3$, $SD=11.08$) compared to people who were 1st/2nd authors ($M=32.18$, $SD=7.35$). When examining perceptions by age, younger participants had higher perceptions of academic misconduct, and older participants had lower perceptions ($r = -.38$, $p < .10$). Age explained 14.4% of the variance in perceptions.

When examining reported perceptions of self-plagiarism by number of preventive strategies used (summed score of total strategies used), the fewer strategies used, the higher the perception of academic misconduct ($r = -.48$, $p < .05$). The number of strategies used explained 23.0% of the variance in perceptions of self-plagiarism among students.

Based on reported accusations of students' behaviors, instructors who had taught for six or more years had higher mean scores of accusations ($M=29.16$, $SD=7.8$) compared to those with less teaching time ($M=20.8$, $SD=5.15$), and this difference was significant ($t(20) = 2.89$, $p < .05$). Those who identified as White had higher mean scores of accusations ($M=27.00$, $SD=7.85$) compared to those who identified as non-White ($M=22.37$, $SD=7.92$), and this difference was significant ($t(19) = 1.30$, $p = .10$). Older participants had a higher mean of accusations of academic misconduct ($r = .40$, $p < .10$). Age explained 16.0% of the variance in behaviors.

To determine if there was a change among respondents, the overall mean scores of perceptions ($M=36.13$, $SD=10.05$) and accusations ($M=25.36$, $SD=7.84$) were compared using dependent-samples t-test ($t(21)=4.20$, $p<.01$). The research team examined each item to explore differences between perceptions and accusations. There were several changes in perceptions and behaviors that were significant, as listed in Table 5. These results provide evidence that faculty's reported perceptions of academic misconduct are much higher than their reported accusations of academic misconduct.

Table 5 *The Difference Between Faculty Perceptions and Accusations*

	Question	Significance
Item 3	Planned to and then used unauthorized materials or devices...	p=.10
Item 4	Did not plan to but did use unauthorized materials or device	p=.05
Item 7	Improperly acquired or distributed examinations...	p=.00
Item 9	Prepared work for another student to submit for academic evaluation	p=.06
Item 12	Used unauthorized materials or fabricated data in an academic exercise	p=.01
Item 16	Sold or lent papers...	p=.08

Qualitative Results

A grounded theory approach was utilized to analyze text responses from the open-ended electronic survey questions, asking respondents to provide their definition of plagiarism and self-plagiarism (Creswell, 1998). There were 22 responses for the definition on plagiarism and 20 for self-plagiarism. The first and second author independently read the responses and created categories for the responses as the first stage of content analysis (Neuendorf, 2002). After keywords and phrases were identified, secondary coding was performed to highlight the discovered themes. The other two authors reviewed themes and rated the themes as agree/disagree. There was 100% agreement of both the content of the themes and the overall theme itself. The authors came together and developed tables to illustrate the frequency of top words and phrases (see Tables 6 and 7).

Table 6 *Top Plagiarism Words and Phrases*

Top Words		Two-Word Phrases		Three-word Phrases	
Word	Frequency	Phrase	Frequency	Phrase	Frequency
Work	11	Someone else's	4	Copying someone else's	3
Copying	9	Copying someone	3	Someone else's work	3
Without	6	Else's work	3	As one's own	3
Credit	6				

Table 7 *Top Self-Plagiarism Words and Phrases*

Top Words		Two-Word Phrases		Three-word Phrases	
Word	Frequency	Phrase	Frequency	Phrase	Frequency
Work	11	The same	4	Submitting the same	2
Using	5	More than	2		
Previously	4	Was presented	2		
Without	4	Submitting the	2		

Due to the amount of duplication in words and phrases, the authors agreed to use a semantic tool which would provide a view of the definitions. The authors used an online content analyzer and entered both sets of responses into Text Analyzer (Online-Utility.org, n.d.) first, followed by Word Counter. Both are online tools that can be used for content analysis, specifically, word frequencies and phrase frequencies. Text Analyzer did not reveal substantive information about the data, and Word Counter was the preferred option for analysis, yielding both two- and three-word phrases, a word image, and the ability to compare the word files for similarities and differences.

The word cloud images show words used most often in the responses and assist in deriving key ideas based on the images. When defining plagiarism, the following words were most frequently used: copying, work, without credit, ideas, and else's. When defining self-plagiarism, the following words were used: work, without, using, previously, and replication. By using the generated image from the tools, the words used more often were bigger, and the

existed among respondents who identified as non-White, used fewer detection strategies, and were younger. When asked about *accusations* made against student behaviors, participants who were older, had more teaching experience, and identified as White made more accusations of student behaviors. Future studies might also consider doing additional work to tease apart plagiarism and self-plagiarism, as they mean something different yet might be grouped together. This study found that perceptions were higher than accusations of academic misconduct, yet it wasn't established how much difference there was between the two concepts.

Implications for Practice and Future Research

Results from this study imply several strategies that can be addressed with faculty when revisiting academic integrity issues post pandemic onset. Considerations for how faculty engage in authorship should be accounted for when establishing policies or protocol for assessing students and academic misconduct issues. Curriculum committees should help faculty establish parameters for student behaviors that involve recycling prior work. This will help instructors see the differences between students not wanting to do work and recycling information for knowledge development. This might require departments to conduct annual or bi-annual assessments using faculty data to categorize recycling behaviors and identify parameters for diversion or intervention if they foster or support self-plagiarism. It is also important that instructors who have writing components in their courses communicate with students what the expectation for knowledge development in the course is as it relates to existing knowledge. Scientific writers spend hours, days, and weeks finessing their skills in writing and citing, and students are being held to standards that mirror this arduous process. That said, if a student spent a course perfecting their citational skills, how can those skills be transferred to a new course and built upon? Instructional and institutional policies are written to ensure compliance, therefore, having this much variability on what students can and can't do should be examined more closely.

Perhaps it is the lens of which instructors are reviewing student materials that needs adjustments. Is the goal of identifying that a student has recycled their work deemed a negative occurrence? There are quite possibly more questions raised by this research than can be answered by a single study.

Limitations and Future Research

The current study had several limitations. Because of the research design, we cannot make any inferences about the data to other populations. This was a descriptive study, and while it sheds light on variability of views about aspects of academic misconduct, it was taken from a small, convenience sample and does not lead to generalizable results. This sample was diverse, with just under half being racially diverse, representing various titles, and was geographically concentrated in Southern and Midwest areas. While small, there were benefits from the insight gained from the sample. Along this line, being correlational rather than experimental, we cannot be sure about the nature of cause and effect.

Second, we recruited from within one unit at one university and shared the flyer with two internal research groups and word of mouth. Our participants, while knowledgeable of plagiarism and academic misconduct issues, could have responded differently in important ways that others who were not reached do. For example, our participants may represent the more engaged instructors at one site, possibly limiting the generalizability of these findings. This study is also limited by the use of measures selected for this study. While the measures utilized were based on previous studies, future studies with larger samples will shed light on their psychometric properties and add in questions that remain unanswered. For example, why is student recycling important? When can it become problematic? Should students master citational practices as a part of their academic training or professional development? As it relates to student recycling, should students refer to their previous work in a way that is similar to authors citing themselves? What is more important, detection or prevention? Third, the difference between disciplines should be further explored. Ideas for how to manage misconduct will vary between disciplines. For example, disciplines that require the use of programmable calculators will experience difference types of misconduct compared to those who test using computers compared to those who require some type of demonstration, collaboration, or hard copy assessment. Lastly, the question that remains is how can instructors increase mastery of material and prevent self-plagiarism? It has been mentioned that both plagiarism and self-plagiarism prevention is more important than detection (Bennett et al., 2011). The authors believe that this study has made a contribution and future research is needed. Important questions remain. Student perceptions and behaviors need to be explored.

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Credits and Acknowledgements

Disclosure statement: The authors have no competing interests directly/indirectly related to the work submitted for publication. The authors have no relevant financial interests to disclose.

Funding: This study was supported by faculty start-up funds through the University of Kentucky for the PI.

Author contributions: All authors contributed to the study conception and design. Material preparation, data collection and analysis were performed by Laneshia Conner and Kathryn Showalter. The first draft of the manuscript was written by Laneshia Conner and all authors commented on previous versions of the manuscript. All authors read and approved the final manuscript.

Data Availability: The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

Ethics Approval: This study was approved by the Office of Research Integrity at the University of Kentucky, IRB number 73056

ANALYZING THE DIFFUSION OF WHATSAPP AS AN INNOVATIVE COMMUNICATION TOOL IN MOROCCO: FACTORS AFFECTING USER ADOPTION, BEHAVIORS, AND ATTITUDES

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ABSTRACT

This study will analyze the diffusion of the WhatsApp platform as an innovative communication tool in Morocco since the platform is seen as private and secure for communication, which is highly valued in Moroccan culture. In contrast, many Moroccans use it to connect with friends and family, share information, and conduct business. This study will also identify the factors that affect user adoption, behaviors, and attitudes. While WhatsApp has become a widely used communication tool in Morocco, little is known about the reasons for its widespread adoption, how it has been adapted to the local context, and what impact it has had on Moroccan communication practices and culture.

A qualitative research methodology will be used to collect and analyze data from in-depth interviews with 20 WhatsApp users in Morocco. Also, this study seeks to thoroughly examine the diffusion of the WhatsApp platform in Morocco and its impact on Moroccan communication practices and culture. It will also draw on existing literature on the diffusion of innovations and the role of social media in shaping communication practices. Also, the theory of diffusion and innovation by Rogers (1962) can be beneficial in analyzing the diffusion of WhatsApp as a creative messaging device in Morocco and understanding the factors that affect user adoption, behaviors, and attitudes.

The findings may indicate that the adoption of the WhatsApp platform in Morocco can be influenced by various factors, including its ease of use, affordability, and the capability to connect with friends and family. It may also reveal that the WhatsApp platform is employed for various things, including socializing, business communication, and political activism. However, there are concerns over the WhatsApp platform's potential for spreading misinformation and fake news, which can have a negative impact on Moroccan society and culture. This study could also shed light on the factors affecting user adoption, behaviors, and attitudes towards the WhatsApp platform in Morocco, which can inform strategies for promoting its effective and responsible use.

Keywords: Diffusion - WhatsApp – Innovative communication - Morocco

Introduction

The recent proliferation of technological advances has profoundly impacted how we communicate and interact with each other (Audi & Al-Masri, 2022). Social media platforms have revolutionized how people connect, share information, and engage in various online activities (Infante & Mardikaningsih, 2022). Among these platforms, WhatsApp has emerged as a popular and innovative communication tool that has transformed how Moroccans interact and communicate (Oussama, 2022).

Millions of Moroccans now rely on WhatsApp as their primary method of communication, including individuals, businesses, and political organizations (Pindayi, 2017). The platform's popularity can be due to a number of things, such as how simple it is to use, how inexpensive it is, and how easy it is to connect with friends and family (Udenze & Oshionebo, 2020). Additionally, WhatsApp is often seen as a communication medium that is more private and safer, which is highly prized in Moroccan society (Pang & Woo, 2020).

Studying WhatsApp's adoption in Morocco is important since it is a rapidly evolving and dynamic phenomena with substantial ramifications for Moroccan society and culture. As a result, it is crucial to comprehend the variables influencing platform usage, behavior, and attitudes. This study attempts to examine WhatsApp's uptake in Morocco and offer details on how it has affected local communication customs and culture.

According to Rogers (1962), there are various sorts of adopters, including innovators, early adopters, the early majority, the late majority, and laggards. This study can determine which group is more likely to use WhatsApp in Morocco and what variables affect their decision to do so by analyzing the characteristics of each group. In

addition, Rogers (1962) proposes many communication channels through which innovations can be disseminated in addition to the communication channels altogether.

Social networks, interpersonal communication, and the media all fall under this category. By examining how WhatsApp is promoted to potential users in Morocco, this study can pinpoint which distribution channels are most successful in promoting adoption. In addition, Rogers (1962) identified five innovation characteristics relative advantage, compatibility, complexity, trialability, and observability that affect the acceptance of inventions. This study can determine which characteristics are most crucial for promoting adoption and what elements might be impeding adoption by examining these features for WhatsApp in the setting of Morocco.

In addition, Rogers (1962) emphasizes the importance of opinion leaders in promoting the acceptance of new technologies. Such individuals can aid in spreading the news about breakthroughs because such individuals are well-liked and powerful inside their social networks. This study can provide methods for using opinion leaders' influence to promote adoption by identifying them in the Moroccan setting. Thus, Rogers (1962) theory of diffusion and innovation offers a useful framework for examining WhatsApp's proliferation in Morocco and comprehending the variables that affect user adoption, behaviors, and attitudes. A more in-depth knowledge of the dynamics of innovation adoption in this situation can be gained by applying the theory to this study.

Diffusion

The process by which an innovation, concept, or habit gradually spreads throughout a society or group is referred to as diffusion (Nakatani & Dunford, 1979). Numerous studies in sociology, anthropology, and communication studies have been done on the topic of diffusion. It frequently discusses how new ideas, products, or technologies are embraced and incorporated into society (Pfohl & Yahsi & Kurnaz, 2017).

Diffusion is fundamentally the process of a new idea or innovation being transferred from its original source to other people or groups within a society. Social networks, cultural norms and values, economic situations, and technological infrastructure are just a few of the variables that may have an impact on this process (Siepmann, 2012). Diffusion typically happens in a number of stages, each of which is distinguished by varying degrees of acceptance and awareness among people or groups (Jordana & Levi-Faur & Marn, 2011). It is essential to remember that a number of elements, including the qualities of the innovation itself, the social environment in which it is introduced, and the communication channels through which it is disseminated, can have an impact on the diffusion process (Fichter & Clausen, 2021).

Thus, the process of diffusion involves disseminating fresh concepts and technological advancements throughout society. Researchers and practitioners can build strategies for successfully promoting the diffusion and integration of new technologies into society by studying this process in order to acquire insights into the factors impacting the adoption and use of new technologies (Newell & Swan & Galliers, 2000).

WhatsApp

WhatsApp is a cross-platform chat program that allows users to send and receive voicemails, text messages, pictures, videos, and other forms of files (Ansari, 2016). Two former Yahoo employees established it in 2009, and Facebook bought it in 2014 (Acs et al., 2021). Since then, the site has grown exponentially, and as of 2023, there were over 2 billion active users globally (Oxford Analytica, 2023).

WhatsApp can be viewed through a web browser and is available for iOS and Android mobile devices. Each user's unique identification on the app is their phone number, and end-to-end encryption is used to protect conversations and messages sent and received between users (Sahu, 2014).

The simplicity and affordability of WhatsApp are two important aspects. WhatsApp, in contrast to standard text messaging, relies on an internet connection rather than a cellular network to transmit messages and make calls (Williams & Kovarik, 2018). As long as there is internet connection, users can employ WhatsApp to call and send messages to other users anywhere in the world. WhatsApp users may also create groups and broadcast lists, which can be used for group messaging and communication, in addition to its chat and calling features. Additionally, users can employ the site to share location, pictures, videos, and other things (Ansari, 2016).

As of 2023, WhatsApp has more than 2 billion active users globally, making it a popular messaging service (Oxford Analytica, 2023). In countries with limited resources, where it is currently a crucial tool for communication and information sharing, the platform is extremely popular. For instance, WhatsApp is widely used in Morocco for both personal and professional communication, and for many users, it has become an integral part of everyday life (Mountasser, 2023). In general, WhatsApp is a popular and incredibly flexible messaging service

that has revolutionized how people interact and communicate. Its versatility, affordability, and ease of use have made it an essential tool for communication and information sharing on an international level (Kaufmann & Peil, 2020).

Innovative communication

Innovative communication facilitates communication and information exchange by utilizing cutting-edge technology, platforms, or methods (Zerfass & Huck, 2007). The phrase refers to a variety of communication techniques and mediums, such as social media, mobile messaging, applications, artificial intelligence, virtual and augmented reality, and other cutting-edge technology (Mast & Huck & Zerfass, 2005).

Technology improvements, shifting user preferences and habits, and the desire for more effective and efficient communication and collaboration are some of the elements that motivate innovative communication (Bullinger & Auernhammer & Gomeringer, 2004). Innovative communication tools and approaches are frequently created to get around restrictions or difficulties connected with conventional communication strategies, like time constraints, language hurdles, or distance (Scozzi & Garavelli & Crowston, 2005). In real time and interactive communication between people or groups is one of the main advantages of innovative communication (Zerfass & Huck, 2007).

As an example, mobile messaging services like WhatsApp or WeChat enable character traits-independent immediate time text, phone, and video communications between users. Social media sites like Twitter and Facebook enable users to communicate with a broad audience by sharing information, ideas, and opinions (Dunu & Uzochukwu, 2015). Besides, new cooperation and knowledge-sharing opportunities are provided through innovative communication, particularly in virtual or remote work environments. Teams and individuals may work and communicate in immediate time without regard to the place are physically located, because of virtual meeting and conferencing solutions like Zoom or Microsoft Teams (Gan & Menkhoff & Smith, 2015). Technologies like mixed reality and virtual reality can offer immersive and interactive learning environments, enabling people to work together and learn in novel and creative ways (Papanastasiou et al., 2019).

Innovative communication might also come with a number of risks and problems, particularly when it comes to concerns with digital literacy, privacy, and security. Use of virtual and augmented reality technology, for instance, could require users to have a particular level of digital literacy or technical competence, which might create issues about data privacy and security (Roberts & Pavlakis & Richards, 2021). In general, innovative communication is a strong and quickly developing field that has the potential to transform the ways in which people interact, communicate, and share information. Although it comes with a number of dangers and problems, innovative communication has clear advantages that are expected to keep inspiring the creation of new and innovative methods of interaction in the years to come (Kraus et al., 2022).

Morocco

A nation in North Africa called Morocco is bordered by the Atlantic and Mediterranean seas (Levy, 1997). The Sahara Desert, mountain ranges, and coastal regions all make up its varied geography. Moroccan culture is renowned for its vivacity and distinctive fusion of Arab, Berber, and European influences (Sobrinho & Raissouni, 2000).

Explore the historical cities of the nation, including Marrakesh, Fes, and Rabat, which are home to gorgeous architecture, hopping markets, and mouthwatering cuisine (Pchota, 2022). Many UNESCO World Heritage sites, including the medieval fortified city of Ait Benhaddou and the antiquated Roman remains of Volubilis, may be found in Morocco. Due to its rich history and natural beauty, the nation is a well-liked travel destination that draws tourists from all over the world (Adie & Hall, 2017).

WhatsApp apps are the most widely used means of communication in the nation, with many Moroccans utilizing them to communicate with friends and family, share information, and do business (Aderdor, 2022). WhatsApp has occasionally been briefly limited or prohibited by the Moroccan authorities, who have also been known to extensively monitor internet communication tools like this. WhatsApp continues to be a useful tool for connecting and communicating in Morocco despite these difficulties. Entrepreneurs, students, and activists are just a few examples of the diverse groups of individuals who use it (Ghorfi & Hatimi, 2020).

Goals and Objectives

The main goal of this study is to examine the diffusion of WhatsApp in Morocco and provide insights into its impact on Moroccan communication practices and culture. There are additionally five goals to the present study.

The first goal is to find the factors that influence WhatsApp uptake in Morocco. This objective attempt to better understand the reason why regardless of numerous comparable platforms, Moroccans have embraced WhatsApp

as a communication tool. The technological, cultural, economic, and social elements that may affect the adoption and use of WhatsApp were examined in this study.

The second goal is to comprehend the various uses of WhatsApp in Morocco, including communication, socializing, and other activities. This objective looks at how Moroccans use WhatsApp to talk to their loved ones, share information, and participate in other online activities. Also, the study will look at how WhatsApp has influenced Moroccan communication customs and culture.

The third goal of this study is to examine Moroccan users' perspectives and actions regarding WhatsApp. This objective investigates how Moroccan users view WhatsApp and the potential influences of cultural and societal norms on their views and behavior towards the service. The study will look at how much people think of WhatsApp as a private and safe medium for communication and how this idea may affect people's attitudes and actions.

The fourth goal is to determine the potential advantages and difficulties of WhatsApp's widespread acceptance in Moroccan culture. This objective looks at how WhatsApp might influence social and cultural transformation in Morocco and any problems that might result from its extensive use. The study will look at WhatsApp's effects on Moroccan social and cultural norms, economic growth, and political activism.

The final goal of the study is to offer advice and insights to encourage Moroccans to use WhatsApp responsibly and effectively. In order to maximize WhatsApp's potential advantages while reducing its use's potential drawbacks, this purpose seeks to identify possible techniques and actions. The study will offer suggestions for promoting the responsible and ethical use of WhatsApp in Moroccan society for decision-makers, educators, and other stakeholders.

The method of study will be guided by five particular goals that will help to better understand the variables influencing user adoption, habits, and attitudes toward WhatsApp in Morocco. The outcomes of this study can serve as a guidance initiative to encourage the ethical and productive use of WhatsApp in Morocco and further knowledge of the larger social and cultural effects of social media platforms in developing nations.

Importance of study

The present study is significant for several reasons. First, it advances knowledge of how digital communication technologies affect developing nations like Morocco. Worldwide, social, economic, and political institutions are fast changing due to digital communication technology, and Morocco is no exception. Although WhatsApp has gained popularity in Morocco, more is needed to know about the circumstances that led to this country adopting it widely or its effects on Moroccan communication customs and culture. The study will shed light on these problems and advance knowledge of how people's lives in developing nations are being impacted by digital communication technology.

Second, the study is significant because it offers a chance to examine Morocco's distinct sociocultural background. Morocco is a multi-cultural nation with a long history that combines Berber, Arab, and European elements distinctively. The communication practices of the nation reflect the diversity of its cultures, and this study offers a chance to examine how WhatsApp has been embraced and tailored to the local environment. This study will provide insight into how Moroccan culture influences the adoption and usage of digital communication technologies by analyzing the attitudes and behaviors of Moroccan users toward WhatsApp.

Thirdly, the study is significant because it has applications for Moroccan politicians, academics, and other stakeholders. WhatsApp has established itself as a commonplace communication medium in Morocco, and the country's massive acceptance of it has important ramifications for political involvement, economic growth, and social and cultural standards. This study will provide light on the possible advantages and difficulties of WhatsApp's widespread acceptance in Moroccan society. It will also highlight viable tactics and interventions to encourage responsible and productive use of the platform. This study's results can guide policy and education activities that support the ethical and responsible use of digital communication technologies in Morocco.

In conclusion, this study's significance lies in its exploration of Morocco's specific sociocultural context, its examination of the impact of digital communication technologies on developing nations like Morocco, and its application to policymakers, educators, and other Moroccan stakeholders. The study will help to better understand the broader social and cultural effects of social media platforms in developing nations by offering insightful information about the variables influencing WhatsApp user uptake, behaviors, and attitudes in Morocco.

Problem statement

The problem statement of this study is to analyze WhatsApp's uptake as a novel communication medium in Morocco and to pinpoint the variables that influence user adoption, actions, and attitudes.

Although WhatsApp has become a popular communication medium in Morocco, little is known about the factors that led to this acceptance, how it has been customized for the country, and how it has affected Moroccan communication customs and culture. Additionally, it is necessary to determine the potential advantages and difficulties linked to WhatsApp's extensive use in Morocco and create strategies and interventions to support its efficient and responsible use.

The increasing adoption of digital communication tools like WhatsApp has substantial social, cultural, economic, and political ramifications for emerging nations like Morocco. Hence it is crucial to address this problem. It is essential to understand the elements that affect their uptake and use to create successful policies and interventions that can encourage these technologies' responsible and ethical usage.

Determining the elements that have contributed to WhatsApp's extensive adoption in Morocco and exploring the country's distinctive sociocultural setting are the goals of the problem statement. By doing this, the study aims to advance knowledge of how digital communication technologies affect developing nations and provide information for policy and education initiatives that support the efficient and ethical use of these technologies.

Theoretical basis

The theory of Diffusion of Innovation is a widely recognized theoretical structure that describes how innovative concepts, products, or technologies expand and get utilized in a social system (Kaminski, 2011). Rogers, a sociologist and communication theorist, invented the theory in 1962, which has been widely applied in various sectors, including advertising, technological usage, and public health (Moseley, 2004).

According to the spread of Innovation speculation, an innovation's acceptance and spread happen through five stages that are knowledge, persuasion, decision, implementation, and confirmation (Khan, 2020). Various variables could affect the rate and magnitude of adoption at each phase. These variables are divided into five categories: the innovation itself, the means of communication used to distribute knowledge about the innovation, the social framework that exists when the innovation becomes prevalent, the duration factor, and the features of the adopters (Kee, 2017).

Ryan and Gross (1943) introduced the adopter categories later used in the current theory, which Everett Rogers popularized. Gabriel Tarde, a French sociologist, first discussed the Diffusion of Innovation Theory historically in 1903 and plotted the original S-shaped diffusion curve (Kaminski, 2011). The idea of opinion leaders, opinion followers, and how the media interacts to affect these two categories was initially introduced by Katz (1957). When a technical invention is improved and presented in methods that meet all requirements levels of users, the diffusion of innovation theory is frequently recognized as an effective change model for steering that innovation, and it emphasizes how crucial networking among peers and communication are to the adoption process (Miller, 2015).

A critical mass develops as more and more individuals become receptive to it as these early innovators spread the word. The new concept or product gradually spreads throughout the populace until a saturation threshold is reached (Bertello & Bogers & De Bernardi, 2022). According to Rogers (1962), innovation adopters can be divided into five groups: innovators, early adopters, early majority, late majority, and laggards. Non-adopters are occasionally added as the sixth group. However, it is crucial to analyze diffusion theory in the context of innovation because, regardless of the type of innovation, new ideas and products impact various stakeholders at multiple levels, including people, communities, organizations, and nations (Zanello & Mohnen & Ventresca, 2016). Thus, the Diffusion of innovation theory is utilized to explain the factors influencing user adoption, actions and views towards the WhatsApp platform throughout the present study, which seeks to analyze the Diffusion of WhatsApp as an innovative communication medium in Morocco.

Also, communication channels are essential for sharing knowledge and impacting the use of new concepts, goods, or technology. When it comes to Diffusion of innovation and means through which a new idea is spread and embraced throughout the framework of society is a diffusion of innovation (Vargo & Akaka & Wieland, 2020). However, these qualities of the innovation, the target audience, and the particular situation in which the Diffusion occurs can all affect how efficient specific communication channels are at spreading innovations (Haider & Kreps, 2004). Several channel combinations are frequently used to spread the word of innovation as widely and effectively as possible (Sanina et al., 2017). At last, the diffusion of innovation theory will give a valuable structure to assess the elements affecting WhatsApp's acceptance and spread as an innovative communication medium in Morocco in the present study.

Adopting new concepts, goods, and technology by people is one of the assumptions that result in the diffusion of innovation view (Goss, 1979). The following are some of the primary thoughts of this theory, starting with innovation as a process adopted through time rather than as a single occurrence (Pelz, 1985). Diffusion of innovation theory presupposes that spreading innovation occurs through a social system, such as a community, an

organization, or a society, and it presupposes those diverse qualities of an invention's adopters, like age, income, education, and social standing, that might affect whether they embrace or reject the innovation (Zenko & Mulej, 2011).

Additionally, the five stages of the innovation-decision process, knowledge, persuasion, decision, implementation, and confirmation, are assumed to be included in the theory's five-stage model of how innovations are adopted (Lundblad, 2003). According to the theory, a balanced advantage over current options is required for an invention to be embraced, and the concept presupposes that innovation must be compatible with the adopters' values, conventions, and beliefs (Berry & Berry, 2018). Complexity is an innovation that has a higher chance of being adopted the simpler it is (Ezra & Monsurat, 2015). In the innovation approach, trialability holds that allowing people to test new ideas in small doses can speed up acceptance (Syahadiyanti & Subriadi, 2018). The principle behind observability holds that innovations are more likely to be implemented when their effects are more prominent (Cain & Mittman, 2002).

Adopting innovation requires a five-stage process comprising knowledge, persuasion, decision, implementation, and confirmation, according to the diffusion of innovation theory (Tariq & Pangil & Shahzad, 2017), which will be applied in the present study. Understanding how WhatsApp is spreading and used by people in Morocco depends on this view. This thought serves as a framework for examining the variables influencing WhatsApp uptake, usage patterns, and attitudes in Morocco. It is possible to pinpoint the critical elements that affect user adoption and understand how they interact to affect WhatsApp's uptake in Morocco by looking at the five stages of the adoption process. Since the study will look into how Moroccan users first learned about WhatsApp, which demonstrates knowledge, what encouraged individuals to make an effort it, which demonstrates persuasion, how they decided to adopt it, which demonstrates decision, how they incorporated it into their communication routines, which demonstrates implementation, and how they evaluated their experience with the app, which demonstrates confirmation, it will also look into how users in Morocco made their decision to adopt WhatsApp. By evaluating these stages, the present study can thoroughly grasp WhatsApp's diffusion in Morocco and the variables influencing or impeding its uptake.

Literature Review

The following articles include a variety of points related to WhatsApp acknowledgement and utilization, involving implementation reasons, pedagogical and professional use situations, communication regarding politics, and its financial consequences. The papers can be employed to clarify and benefit from the present study.

First research by Abu-Shanab and Al-Badi (2020) explores the variables that influence WhatsApp platform enrollment and utilization in Oman. The investigation employs the Technology Acceptance Model (TAM) as an analytical structure to discover variables affecting users' willingness to embrace and utilize the WhatsApp platform, including perceived value and simplicity, use, social consequences, and assisting conditions.

A survey of 408 WhatsApp users in Oman was undertaken by Abu-Shanab and Al-Badi (2020), who then used statistical techniques to examine the results. The results discovered that the adoption and use of WhatsApp in Oman are significantly influenced by perceived utility, ease of use, social influence, and trust. Also, perceived utility and usability positively promote the adoption and use of WhatsApp, although social influence and trust significantly influence long-term usage. It has also found that the adoption and use of WhatsApp in Oman are not significantly influenced by criteria such as gender, age, level of education, or wealth. However, organizations and companies in Oman may create effective strategies for using WhatsApp to connect with their stakeholders and customers by being aware of the elements that influence its acceptance and use.

For various reasons, the research by Abu-Shanab and Al-Badi (2020) is relevant to the current study on evaluating the spread of the WhatsApp platform in Morocco. Initially, because it concentrates on the WhatsApp platform's utilization, as an asset for the literature review.

Secondly, the Diffusion of Innovations theory and the Theory of Reasoned Action is used in the research by Agarwal and Prasad (2018) to construct a model that explains how the properties of the innovation, especially in this example of the WhatsApp platform in the present study and the perceived voluntariness of its adoption influence individuals' desire to adopt and use WhatsApp.

Furthermore, the methodology of Agarwal and Prasad's (2018) research, which involves 303 participants' survey responses, was used to obtain data for the study, using statistical methods to analyze the data. The findings perceived relative advantage, compatibility, and observability are important innovative qualities that affect

WhatsApp uptake. The term perceived relative advantage describes the idea that utilizing WhatsApp has advantages over other communication channels. The degree to which WhatsApp is viewed as suitable for users' current communication demands and patterns is referred to as compatibility. The term observability describes how readily apparent the advantages of utilizing WhatsApp are. It also discovered that perceived voluntariness, or the idea that using WhatsApp is a choice, also greatly impacted uptake. Users are more likely to use WhatsApp if they believe adoption is voluntary. As well as the research advances knowledge of the elements that influence WhatsApp adoption and underlines the significance of taking perceived voluntariness and innovation traits into account when analyzing adoption behaviors.

For various reasons, the research by Agarwal and Prasad (2018) is relevant to the present study concerning the spread of WhatsApp in Morocco. The research may offer significant findings and methodological backing for it assessing the WhatsApp platform's diffusion in Morocco since the role of innovative features, including relative benefit and connectivity, as well as observed freewill, could offer a better understanding of the elements that may impact the WhatsApp platform's acceptance in Morocco. Also, conducting interviews with WhatsApp users in their research can help the present study to develop and perform a similar poll to gather information regarding the WhatsApp platform's acceptance in Morocco. Moreover, it employs a theoretical structure related to the current study, which also concentrates on the variables affecting the WhatsApp platform's acceptance.

Thirdly, Ali and Mohamad (2019) conducted a literature review on using the WhatsApp platform in higher education teaching and learning which examines prior studies on using the WhatsApp platform in colleges and universities, covering its advantages, obstacles, and effect on educational results and emphasis on the usage of the WhatsApp platform in school settings can shed light on the possible educational advantages of the WhatsApp platform's growth in Morocco.

The review emphasizes several vital facts regarding WhatsApp's use in higher education. WhatsApp helps with excellent communication and collaboration between students and professors and among students themselves. It makes information exchange, resource sharing, and group conversations simple and rapid. WhatsApp fosters informal learning by offering a venue for unstructured conversations, peer-to-peer learning, and information sharing outside the traditional classroom. Motivation and participation, it has been discovered that using WhatsApp in the classroom increases motivation and student engagement. It enables dynamic and individualized learning experiences, which may boost student interest and involvement. Flexibility and access are two things that. Given that it can be accessed through a mobile device from any location, WhatsApp offers flexibility and accessibility in education. This makes it possible to communicate and learn without being constrained by space and time. Issues and worries that Despite the advantages, using WhatsApp in education comes with some difficulties. These include issues with privacy, diversion, information overload, and the requirement for precise rules and regulations to guarantee proper usage. According to the research, WhatsApp can improve teaching and learning processes in higher education. However, for it to be used effectively, implementation must be carefully thought out, problems must be solved, and rules must be set.

Considering multiple reasons, the research by Ali and Mohamad (2019) is relevant to the present study' analysis of the WhatsApp platform growth in Morocco. Its outcomes' challenges and constraints when employing the WhatsApp platform for educational purposes can help highlight possible obstacles to the WhatsApp platform's growth in Morocco and may offer essential perspectives of utilizing it in education.

Fourthly, Arslan and Diker's (2020) research investigates the acceptance and use of the WhatsApp platform in colleges and universities in exploratory research. It examined how WhatsApp is utilized in the educational setting and the factors affecting university students' use.

The research by Arslan and Diker's (2020) employs a questionnaire of 234 undergraduate Turkish university students' participation in investigating the variables affecting their choice to start using the WhatsApp platform in education. Data analysis was done using statistical techniques that had been collected. The research's findings point to the following important conclusions. Regarding adoption and utilization, 92.3 % of the research participants said they used WhatsApp to further their education. WhatsApp was mainly utilized for class discussions, communicating with peers, and exchanging educational information. Perceived utility, it was discovered that WhatsApp's perceived usefulness was a highly significant predictor of its uptake and use. Students were more inclined to accept and actively use WhatsApp if they believed it would benefit their academic needs. The influence of society in the research indicated that the adoption and use of WhatsApp for educational purposes were positively influenced by social influence, such as peer endorsements and teacher encouragement. WhatsApp's accessibility and convenience were crucial to its uptake and use. The students considered it advantageous that WhatsApp could be accessed through mobile devices and that it was simple. The adoption of WhatsApp was also significantly influenced by how simple users thought it was to use. WhatsApp adoption and use for educational purposes were more likely among students who thought the app was simple. According to the survey outcomes,

university students use WhatsApp extensively for academic purposes. The acceptance and use of WhatsApp in higher education were significantly influenced by perceived utility, social influence, convenience, and ease of use.

The research by Arslan and Diker (2020) is relevant to the present study because its results on the elements that drive WhatsApp platform implementation, including perceived value and simplicity of usage, enhance the assessment of the aspects that influence its development in Morocco, and it may offer helpful information and methodological backing for it.

Fifth, Bacharach and Baumeister (2018) research on the WhatsApp platform's possibility just as a smartphone-based community-based learning tool in educational institutions. The analysis investigates how the WhatsApp platform may be applied to help learners learn, interact, and work together, in addition to whether it may solve some of the obstacles and constraints of conventional educational environments.

58 American university freshmen using WhatsApp as a learning tool in a class were participants in Bacharach and Baumeister's (2018) research. Qualitative and quantitative methodologies were used to assess the data gathered. The research's findings point to the following important conclusions. According to the survey, pupils had favorable opinions on using WhatsApp for education. They valued the platform's convenience and adaptability and found that it helped them communicate and work with their classmates and teachers. Also, WhatsApp improved students' learning opportunities. It promoted conversation, peer-to-peer learning, and information exchange. Through WhatsApp, students reported feeling more engaged and motivated to learn. Plus, WhatsApp improved students' academic performance. The students better understood the course material, improving their critical thinking and communication skills. The study found some issues and worries related to using WhatsApp for education. The need for clear rules and norms to ensure acceptable usage was among them, as were privacy issues, distractions from non-educational messaging, and the need for them to be addressed. The platform is the perfect tool for communication and collaboration between students and teachers because of its ease of use, adaptability, and social character. However, for it to be used effectively, implementation must be carefully thought out, problems must be solved, and rules must be set.

The analysis conducted by Bacharach and Baumeister (2018) is relevant to the current study on studying the spread of the WhatsApp platform in Morocco and for learning might offer details about the prospective advantages of the WhatsApp platform' implementation for educational institutions in Morocco and may offer essential data on the WhatsApp platform's capacity as a learning tool, which may prove applicable to the present study's analysis of the WhatsApp platform utilization in Morocco.

Sixth, Chai, Koh, and Tsai (2018) research explored the usage of the WhatsApp platform as a method for promoting the education of teachers. The research takes a process theoretical approach to investigate how instructors employ the WhatsApp platform to exchange assets, evaluate instructional ideas, and receive input regarding their methods of instruction. It investigates the characteristics affecting instructors' consumption of the WhatsApp platform over professional growth, including presence on social media, interrelationships between tasks, and perceived practicality.

14 Singaporean primary school teachers who were members of a WhatsApp group for professional development participated in Chai, Koh, and Tsai's (2018) research. Interviews, observations, and analyses of WhatsApp group conversations were used to gather the data. The research's findings point to the following important conclusions. The team's talks made exchanging teaching methods, materials, and perspectives possible. Instructors participated in conversations, requested one another's counsel, and offered support. The talks helped teachers reflect critically on their instruction methods, evaluate students' feedback, and come to well-informed conclusions about enhancing their instruction. The WhatsApp group promoted knowledge creation by exchanging thoughts, insights, and resources. The WhatsApp group nurtured the teachers' sense of community. The community acted as a nurturing environment for professional growth. The study found specific issues and worries about using WhatsApp for teacher learning. Some of these are the necessity for efficient moderation, controlling the number of messages, and assuring the accuracy and reliability of provided information. WhatsApp may work well in assisting teacher learning. It fosters community among instructors and encourages cooperation, reflection, and knowledge production. The focus must be on resolving issues to ensure the WhatsApp group is effectively managed and maximizes learning opportunities.

Given several reasons, the research by Chai, Koh, and Tsai (2018) is relevant to the present study on the elements affecting teachers' WhatsApp implementation. It may help understand the variables influencing the WhatsApp platform utilization in Morocco, especially its effect and cooperation on education and training programs in Morocco.

Seventh, Chen and Niu (2018) explore the usage of the WhatsApp platform as a mobile learning tool in higher education. The research looks into how the WhatsApp platform can help students learn, interact, and collaborate

and how it may solve particular problems of traditional education. It examines the elements that affect students' opinions and beliefs about utilizing the WhatsApp platform for education, including the perceived simplicity of usage, value, and presence on social media.

A case study of a Chinese university course where WhatsApp was employed as an additional teaching aid was used in Chen and Niu's (2018) research. It employed qualitative data collection techniques like interviews, observations, and WhatsApp message analysis. The study's findings point to the usage of WhatsApp in the class raised student involvement and engagement levels. Real-time communication between the teacher and students, as well as among the students themselves, was made possible using WhatsApp. This enhanced communication between people and provided immediate input and clarity. It was discovered that using WhatsApp as a learning aid improved learning outcome. Students said they had a better knowledge of the course material and could use what they had learned in practical circumstances. It was discovered that WhatsApp was a versatile and practical tool for mobile learning. The course materials were always available to students; they could communicate with one another and the teachers from any location. WhatsApp can be an advanced and valuable mobile educational tool for colleges and universities. It encourages student involvement, increases communication, and raises academic standards. However, WhatsApp usage must align with educational goals and objectives while resolving technical issues.

Considering many different reasons, the research by Chen and Niu (2018) is relevant to the present study because it emphasizes the WhatsApp platform's educational value that can offer details into the prospective advantages of WhatsApp platform usage, as well as helpful information on the WhatsApp platform's ability to function as a mobile instructional tool, and how it impacts on training and education in Morocco.

Eighth, the use of the WhatsApp platform as a communication tool for informal education among an environment of professionals is studied by Jaruwattanachai and Fink's (2016) research. The analysis attempts to comprehend how the WhatsApp platform can help individuals in an organization to practice sharing and interacting with knowledge and how this may assist in developing values.

The research by Jaruwattanachai and Fink's (2016) investigated the usage of WhatsApp in a community of practice (CoP) within a higher education institution using a qualitative case study technique. 28 people, including professors and graduate students from various fields, participated in the study. Focus groups, semi-structured interviews, and participant observation were used to gather the data. It showed that WhatsApp communication might encourage unstructured learning and value co-creation inside the community of practice. The participants used WhatsApp for information sharing, research-related conversations, and getting feedback on their assignments. It also discovered that WhatsApp groups can strengthen members' feelings of community and cohesion, fostering the development of a common identity and culture. Members thought using WhatsApp was convenient and versatile because it allowed for collaboration and communication at any time and location. Finally, it showed that WhatsApp could be used in various settings, including education and business, for knowledge management and informal learning.

Considering several motives, the research by Jaruwattanachai and Fink (2016) is essential to the present study on examining the spread of the WhatsApp platform in Morocco. Since it concentrates on informal education via the WhatsApp platform, it can put more light on the possible advantages of the WhatsApp platform usage for sharing information as well as cooperation within various circles of professional practice in Morocco. Also, the analysis of how the WhatsApp platform growth has affected business and innovation in Morocco can be supported on the collaborative creation of worth within communication. It can offer helpful information about the WhatsApp platform's interest as a communication tool for informal education and information collaboration.

Ninth, the research by Kruikemeier and Huiberts (2019) examines how interpersonal interactions, media performance, and party affiliation affect politicians' usage of the WhatsApp platform in the Netherlands. Moreover, it provides insights into how politicians employ the WhatsApp platform to interact with their supporters and how this influences their partisan communication.

231 Dutch politicians were surveyed for information as part of the study. The research's findings point out that WhatsApp has become a well-liked instrument for political communication in the Netherlands, as seen by the large percentage of politicians (82.7%) who reported using it for political communication. It discovered a favorable relationship between the frequency of interpersonal communication, the perceived significance of media performance, and the frequency of utilizing WhatsApp for political discussion. Also, among politicians, party identification was a significant predictor of WhatsApp use. Centre-right politicians claimed to use WhatsApp more frequently than center-left politicians. The survey found that politicians use WhatsApp for various activities, such as talking with journalists, engaging with constituents, and exchanging information and opinions with colleagues. However, party affiliation, media performance, and interpersonal communication all impact how frequently politicians in the Netherlands use WhatsApp for political communication. It emphasizes the significance of taking social and political aspects into account when examining WhatsApp's use for political communication.

The current study of the effects of the WhatsApp platform deployment on partisan interaction and engagement in Morocco could benefit from Kruijemeier and Huiberts's (2019) research. It can offer interesting information about the possible utilization of the WhatsApp platform by lawmakers and political organizations for communication with members and interaction, in addition to the possibilities for political advertising and recruitment efforts, which can be essential to the discussion regarding the influence of the WhatsApp platform acceptance on political interaction and participation in the present study.

Tenth, Singh and Gupta's (2020) research examine how the usage of WhatsApp influences Indian consumers' motivation to make purchases. It intends to investigate the degree to which customers' utilization of WhatsApp impacts their intentions to buy and how this differs depending on the service or item being provided.

To examine how WhatsApp usage has affected Indian customers' buying intentions, the research by Singh and Gupta (2020) employed a quantitative survey methodology. A sample of 287 respondents who used WhatsApp and had recently purchased the app was used for the study. Using an online survey, the data was gathered. The findings showed that the adoption of WhatsApp had a considerable beneficial impact on purchase intention. The participants claimed they used WhatsApp to talk to sellers, compare pricing, and get product information. The main factors influencing purchase intention were the ease of using WhatsApp for shopping, the flexibility of price negotiations, and the tailored interactions with merchants. Additionally, purchasing intention through WhatsApp was significantly predicted by factors such as trust in the vendor, perceived usefulness, and perceived simplicity of use. Marketers and retailers may use WhatsApp's benefits to improve client engagement and boost sales.

The Singh and Gupta (2020) research is essential to the present study assessment of WhatsApp's spread in Morocco because it offers information on how the implementation of WhatsApp may influence consumers' buying intentions and behaviors. Also, its inquiries into the impacts of WhatsApp deployment on enterprises and electronic commerce in Morocco may profit from its results on the impact of utilizing WhatsApp on consumer buying intentions. Also, it can spotlight WhatsApp's effectiveness as an advertising and marketing tool for Moroccan companies. It can also offer insightful information about the potential effects of WhatsApp acceptance on buying habits and intentions to purchase, in addition to the possibility of WhatsApp as an advertising and promotional tool for companies in Morocco.

Methodology

Research question

What factors primarily influence Moroccans' acceptance and use of WhatsApp as a communication tool, its influence on Moroccan cultural norms and communication practices, and how Moroccan users' opinions, behaviors, and concerns about the platform affect its efficient and responsible use?

Population

WhatsApp users in Morocco will make up the study's sample population. It will concentrate on this population group because WhatsApp has more than 37 million members in Morocco and is the most widely used social networking site there (Statista, 2023).

Sampling Technique

In this study, the non-probability sampling method is utilized to improve the validity and reliability of sampling, and a purposive sample is used to select the 10 participants. Also, a wide range of ages, genders, and educational experiences will be represented among the participants, who will come from various parts of Morocco. However, in-depth interviews will be conducted with a smaller sample size of 10 WhatsApp users chosen from this broader group.

Participants will be gathered in the three months between February and May 2023. A call for participants will be posted on social media groups and pages devoted to Moroccan culture and society. The study's purpose and information on the inclusion criteria will be mentioned in the recruitment message. The researcher is asked to be contacted by email or private messaging if there are any interested participants. The researcher will then contact potential participants to confirm their eligibility and arrange an interview. According to the principle of data saturation, which states that a sample size is enough when no new themes or pieces of information emerge from the data, the sample size of 10 participants will be chosen. Data saturation will be found after reviewing the interview transcripts and the researcher's ongoing monitoring of the data during the data collection procedure.

However, Purposive sampling is a type of non-probability sampling with several research benefits. Using non-probability sampling techniques, researchers might purposefully select individuals with particular traits or experiences related to the research topic. Through careful selection, the sample is made to closely match the study's

goals, yield insightful data, and get a wide variety of viewpoints using purposeful sampling (Vehovar & Toepoel & Steinmetz, 2016). Additionally, insights can be gained from people with in-depth expertise or distinctive experiences linked to the research issue by purposefully choosing participants based on specific traits. This method may better understand the topic matter (Acharya et al., 2013). When researching unusual populations or distinct subgroups within a broader community, non-probability sampling techniques can be beneficial. Purposive sampling enables researchers to contact and study persons who might otherwise be challenging to include in the research since probability sampling may not generate enough participants from these groups, giving the selection procedure flexibility and adaptability (Ayhan, 2011). As the study goes on, researchers can alter their sampling plan in response to new information or developing themes, which allows them to narrow their sample and collect more focused and pertinent data (Etikan & Bala, 2017).

Data Collection

In this study, each of the selected 10 participants will be interviewed, and the interviews will be digitally audio-recorded as part of the data-collecting process. The interview strategy is created based on a review of the literature and discussions with professionals in the field. The interview will be a semi-structured in-depth one, that is meant to gather information about the participants' experiences using WhatsApp as a means of communication, the elements that impacted their use of WhatsApp, and their attitudes and behaviors regarding it. The interviews would be captured on audio, and the recordings would be written down for analysis. The transcripts are also available for participants to peruse and comment on. Before starting the interview, informed consent will be gained from each participant. The study's objectives, the way the data will be collected, and the participants' rights will all be described in the informed consent form. The study's participants will also be aware that their participation is optional and might discontinue at any time without facing repercussions.

The interviews will take place in Arabic, recognized as Morocco's national tongue. Interviews will be performed either in person or by video conference, depending on the participant's option. The researcher will conduct each interview, lasting 5 to 10 minutes maximum. In order to learn more about the participants' experiences using Facebook as a communication medium, the researcher will prob them with open-ended questions during the interview. The inquiries will be centered on elements like WhatsApp adoption, usage behaviors and patterns, influence on communication culture and practices, perspectives and attitudes, and privacy and security. Participants may be encouraged to expand their answers and offer more specific information by probing questions. There won't be any personally identifying information on the recordings and replaced with anonymous identities to maintain participants' confidentiality. The researcher will be the only one with access to safely saved information.

Additionally, the researcher will ensure that the interviewees will not experience any damage or discomfort. Participants will receive assurances that the research will benefit from their thoughts and experiences and that their replies will not be used against them. The researcher will maintain objectivity throughout the interviews and avoid asking probing questions to prevent bias in the study.

In terms of research, the interview method has several benefits. Individuals' experiences, viewpoints, and beliefs can be thoroughly explored through interviews (deMarrais & Lapan, 2003). Researchers can explore intricate subjects and develop a profound grasp of participants' ideas, drives, and feelings. This level of detail is beneficial for identifying subtle and situation-specific insights (Schultze & Avital, 2011). Interviews give the data collection procedure flexibility, the interaction can become more dynamic and participatory if researchers modify their initial inquiries and follow up in response to participants' responses, and this adaptability makes it possible for academics to explore new ideas and delve further into relevant fields of inquiry (Roberts, 2020).

Coding Schema

Interview Codes	P - 1	P - 2	P - 3	P - 4	P - 5	P - 6	P - 7	P - 8	P - 9	P - 10
WhatsApp adoption										
Usage Behaviors & Patterns										
Influence on Communication Culture and Practices										
Perspectives and Attitudes										
Privacy and Security										

Data Analysis Procedure

The information gathered from the interviews is examined using content analysis, a research technique used to methodically examine and assess the content of written, visual, or auditory sources. It entails analyzing and classifying the data's explicit and implicit meanings or patterns (Kohlbacher, 2006).

The researcher will read and reread the written responses to better understand how the participants use WhatsApp as a communication medium. The researcher will discover initial codes, described as identifiers for data elements with identical features. After collecting the first codes into possible themes, later analyses will be reviewed and improved. In order to do this, codes will have to be categorized according to standard features or meanings. Considering the significance and content of the study topic, the concepts will be examined and given names. To ensure that these concepts accurately reflect the participants' experiences and viewpoints, they will be compared to the original data. The researcher will keep a record of all the analytical choices that will be made during the analysis in a diary that will be kept, making the analysis transparent and credible. The concepts will then be examined and interpreted in light of the study questions. The findings will be presented using participant quotes to give complexity and depth to the study and illustrate the themes. To better understand the spread of WhatsApp as a communication tool in Morocco, the data will also be contrasted and compared with previously published material on WhatsApp use.

Definition of Coding Thema

Diffusion: the process by which an innovation, concept, or habit gradually spreads throughout a society or group (Rogers, 2010).

WhatsApp: is a cross-platform chat program that allows users to send and receive voicemails, text messages, pictures, videos, and other forms of files (Jasrial, 2019).

Innovative communication: facilitates communication and information exchange by utilizing cutting-edge technology, platforms, or methods (Villagran, 2011).

Morocco: is a nation in North Africa bordered by the Atlantic and Mediterranean seas (Stenner, 2019).

Limitations

There are four limitations to this study:

First, WhatsApp users in Morocco made up the study's relatively tiny sample size. As an outcome, the results might not apply to other populations or situations.

Second, the study's analysis was limited to the elements influencing users' views, behaviors, and adoption of WhatsApp as a communication tool. Political or cultural considerations were not examined, nor were any other variables that could impact the spread of WhatsApp.

Thirdly, because the study was conducted during a specified time frame, it might need to capture changes in WhatsApp user adoption, habits, and attitudes accurately.

Finally, for analysis, the interviews were translated from Arabic into English. Although every effort was taken to assure correctness, there may have been some nuance or meaning that could have been retained in the translation.

Future research could overcome these limitations by utilizing larger sample sizes, numerous data collection techniques, and exploring other variables influencing WhatsApp's dissemination in different situations.

Data analysis

Table 1.

Interview Codes	Response time (min)	Comment category
WhatsApp adoption	3	WhatsApp's extensive popularity in Morocco is probably due to the app's simplicity of use and accessibility. This facilitates enrollment for users and efficiently uses the platform.
Usage Behaviors& Patterns	5	It emphasizes how WhatsApp has changed family communication norms and has replaced other communication channels for keeping in touch and exchanging information.

Influence on Communication Culture and Practices	10	The fact that Moroccan WhatsApp users actively produce and disseminate culturally pertinent material implies that the platform has assimilated into communication norms and cultural expression.
Perspectives and Attitudes	7	The privacy and security worries show that Moroccan users' opinions of WhatsApp are influenced by their Personal information, must be kept confidential, and feel in control of their communications.
Privacy and Security	2	Moroccan users are aware of the possible hazards of using WhatsApp, as seen by the mention of privacy and security issues, which is consistent with the value of protecting personal information.

Results. Participant 1 answered to the interview was, WhatsApp's usability and accessibility, which make it comfortable for individuals of various ages and technological backgrounds, are maybe some of the primary elements influencing WhatsApp's popularity and growth in Morocco.

Table 2.

Interview Codes	Response time (min)	Comment category
WhatsApp adoption	5	WhatsApp has been adopted as a tool for facilitating customer contacts and supporting company activities, as evidenced by the incorporation of WhatsApp as a communication tool for small enterprises in Morocco.
Usage Behaviors& Patterns	8	By offering a more practical and feature-rich substitute for text-based communication, WhatsApp may have affected communication behaviour, as evidenced by the reduction in traditional SMS usage.
Influence on Communication Culture and Practices	5	Through WhatsApp groups, virtual communities have grown, indicating that the platform has significantly influenced communication norms and encouraged group conversations on various subjects.
Perspectives and Attitudes	4	Underlines the value of using WhatsApp responsibly, implying that Moroccan users know the need to uphold proper communication boundaries and platform etiquette.
Privacy and Security	10	The worries regarding disseminating false information and fake news highlight the necessity for privacy and security measures to address these worries. These worries highlight a raised awareness of the potential adverse effects of WhatsApp on communication habits and culture.

Results. Participant 2 claimed that the transformation of communication practices within families due to WhatsApp has made it possible for more frequent and instant connections across distances, making its impact on cultural norms in Morocco evident.

Table 3.

Interview Codes	Response time (min)	Comment category
WhatsApp adoption	9	WhatsApp's broad use in Morocco is probably due to the app's simplicity of use and accessibility, which makes it easier for people to sign up and efficiently use the platform.
Usage Behaviors& Patterns	3	It emphasizes how WhatsApp has changed family communication norms and implies that the app has replaced other communication channels for keeping in touch and exchanging information.
Influence on Communication Culture and Practices	5	The fact that Moroccan WhatsApp users actively produce and disseminate culturally pertinent material implies that the platform has assimilated into communication norms and cultural expression.
Perspectives and Attitudes	5	The privacy and security worries show that Moroccan users' opinions of WhatsApp are influenced by their need to keep their personal information private and feel in control of their communications.
Privacy and Security	9	Moroccan users are aware of the possible hazards of using WhatsApp, as seen by the mention of privacy and security issues, which is consistent with the value of protecting personal information.

Results. The participant 3 answer was that Moroccan users actively generate and share content that reflects their cultural values and customs, which significantly impacts the practical usage of WhatsApp.

Table 4.

Interview Codes	Response time (min)	Comment category
WhatsApp adoption	3	WhatsApp has been adopted as a tool for facilitating customer contacts and supporting company activities, as evidenced by the incorporation of WhatsApp as a communication tool for small enterprises in Morocco.
Usage Behaviors& Patterns	5	By offering a more practical and feature-rich substitute for text-based communication, WhatsApp may have affected communication behaviour, as evidenced by the reduction in traditional SMS usage.
Influence on Communication Culture and Practices	5	Through WhatsApp groups, virtual communities have grown, indicating that the platform has significantly influenced communication norms and encouraged group conversations on various subjects.
Perspectives and Attitudes	3	It highlights the significance of using WhatsApp responsibly, implying that Moroccan users know the necessity to uphold proper communication boundaries and platform etiquette.
Privacy and Security	9	The worries about the propagation of fake news and misinformation show a raised awareness of the possible adverse effects of WhatsApp on communication patterns and culture, highlighting the necessity for privacy and security measures to address these worries.

Results. Participant 4 mentioned, Moroccan users' cautious approach to the site has been affected by worries about privacy and security, making them more watchful in guarding their discussions and personal information.

Table 5.

Interview Codes	Response time (min)	Comment category
WhatsApp adoption	5	WhatsApp's emergence as a vital tool for small enterprises in Morocco shows that it has become a popular medium for communicating with customers, sharing product information, and carrying out transactions. This demonstrates the platform's applicability and adoption among Moroccan companies.
Usage Behaviors& Patterns	7	The use of WhatsApp by small businesses to communicate with customers and tell them about new products shows a specific usage style and behaviour. It suggests a change in communication patterns as firms have adopted WhatsApp to interact effectively with their clients.
Influence on Communication Culture and Practices	5	Small businesses using WhatsApp to communicate with customers and share product information demonstrate WhatsApp's influence on communication norms, particularly in business. It denotes a shift toward adopting online communication tools like WhatsApp for commercial purposes.
Perspectives and Attitudes	5	It emphasizes the value of using regional dialects and cultural allusions in WhatsApp conversations. It shows that Moroccan users view WhatsApp as a medium that accepts and reflects their cultural background, encouraging a sense of familiarity and inclusivity.
Privacy and Security	9	The opinion expressed does not cover the topic of privacy and security. While utilizing WhatsApp for business, organizations must take data protection precautions and guarantee the confidentiality and privacy of consumer information.

Results. Participant 5 said, WhatsApp has become a crucial tool for small businesses in Morocco because it makes it simple to interact with clients, provide information about new products, and complete transactions.

Table 6.

Interview Codes	Response time (min)	Comment category
WhatsApp adoption	4	The fact that affordability was mentioned as a factor influencing WhatsApp's acceptance and growth shows that the platform's low-cost relative to other forms of communication had a role in its extensive adoption in Morocco.
Usage Behaviors& Patterns	4	WhatsApp is mentioned as being used for a variety of activities by Moroccan users, demonstrating the platform's adaptability.
Influence on Communication Culture and Practices	10	These activities include socializing, business communication, and political action. The adoption of WhatsApp as a medium for small company communication denotes a change in communication norms and emphasizes the platform's contribution to Morocco's economic development and entrepreneurship.
Perspectives and Attitudes	8	Moroccan users know the detrimental effects misinformation and fake news can have on cultural dynamics and communication practices, which might affect their views toward the site, as seen by the mention of worries about their potential spread.

Privacy and Security 5 Moroccan users prioritize protecting their personal information, which points to the necessity for solid privacy and security controls to increase their confidence in using WhatsApp. The mention of privacy and security concerns suggests this.

Results. Participant 6 said, as more users rely on the platform for text messaging and file sharing, WhatsApp's influence on Moroccan communication practices may be observed in reducing traditional SMS usage.

Table 7.

Interview Codes	Response time (min)	Comment category
WhatsApp adoption	5	The fact that the platform can be used to contact loved ones is mentioned emphasizes the significance of interpersonal connections as a significant element driving the uptake and popularity of WhatsApp in Morocco.
Usage Behaviors& Patterns	5	The mention of WhatsApp suggests a pattern of information sharing among Moroccan users, demonstrating the platform's function in promoting the flow of pertinent content.
Influence on Communication Culture and Practices	9	WhatsApp is mentioned as boosting political activism shows how important a tool it has become for expressing social and political opinions, altering communication habits, and encouraging involvement in societal concerns.
Perspectives and Attitudes	9	The mention of worries about WhatsApp's potentially detrimental effects on in-person relationships raises the possibility that Moroccan users need to be more confident about the platform's impact on conventional modes of communication.
Privacy and Security	5	The worry expressed in Opinion 10 over disseminating false information and fake news on the platform highlights the significance of addressing privacy and security concerns to lessen the harmful effects on Moroccan society and culture.

Results. Participant 7 said that, Moroccan users have become more selective when vetting material before sharing it with others due to their worries about spreading false information and fake news on WhatsApp.

Table 8.

Interview Codes	Response time (min)	Comment category
WhatsApp adoption	5	The reference to the platform's usability shows that WhatsApp's user-friendly layout and specific features help explain why Moroccan consumers have adopted it so widely.
Usage Behaviors& Patterns	5	The fact that WhatsApp is mentioned as a tool for organizing social events and meetings demonstrates how important the platform has become for planning and managing social connections, which reflects its influence on usage patterns and habits.
Influence on Communication Culture and Practices	5	WhatsApp's use for business communication is brought up to emphasize how it helps facilitate professional relationships and how it impacts company communication practices.

Perspectives and Attitudes	8	Including worries about the possibility of privacy invasion and conversation monitoring illustrates Moroccan users' concerns about privacy and surveillance, influencing their opinions toward WhatsApp.
Privacy and Security	10	A focus on fostering familiarity and inclusivity among users is suggested by the reference to WhatsApp being tailored to the Moroccan context through regional languages and cultural allusions. Although this customization might improve the user experience and cultural relevance, it is vital to consider possible privacy and security concerns. Privacy and security safeguards should not be compromised when adapting the platform to geographical settings, ensuring that user data and chats are kept private.

Results. Participant 8 said that WhatsApp has been adapted to the Moroccan setting, as evidenced by the usage of regional dialects and cultural allusions in discussions, which promotes familiarity and inclusivity among users.

Table 9.

Interview Codes	Response time (min)	Comment category
WhatsApp adoption	5	The fact that affordability was mentioned as a factor influencing WhatsApp's acceptance and growth suggests that the platform's affordability, compared to more conventional forms of communication, has helped its wide adoption in Morocco.
Usage Behaviors & Patterns	5	WhatsApp is mentioned as being used for a variety of activities by Moroccan users, demonstrating the platform's adaptability. These activities include socializing, business communication, and political action.
Influence on Communication Culture and Practices	4	WhatsApp is mentioned as boosting political activism shows how important a tool it has become for expressing social and political opinions, altering communication habits, and encouraging involvement in societal concerns.
Perspectives and Attitudes	4	Moroccan users may prioritize safeguarding their personal information, which points to the necessity for solid privacy and security controls to increase their confidence in using WhatsApp.
Privacy and Security	10	It is clear from the mention of privacy and security concerns that Moroccan users may prioritise maintaining their privacy. The mention of WhatsApp groups in Morocco developing into online communities that facilitate discussions on many themes, including social issues and political action, sparked significant privacy and security concerns. Online communities provide a forum for open dialogue and participation in the community. However, it is crucial to ensure security measures protect privacy settings user privacy. User privacy and create a safe environment for sharing opinions.

Results. Participant 9 claimed that in Morocco, WhatsApp groups have developed into online communities that allow for discussion on various subjects, from social issues to political activism.

Table 10.

Interview Codes	Response time (min)	Comment category
WhatsApp adoption	5	The inclusion of WhatsApp's capacity to connect with friends and family emphasizes the value of interpersonal connections as a significant factor driving the uptake and popularity of WhatsApp in Morocco.
Usage Behaviors & Patterns	5	The mention of WhatsApp suggests a pattern of information sharing among Moroccan users, demonstrating the platform's function in promoting the flow of pertinent content.
Influence on Communication Culture and Practices	9	The reference to Moroccan users using WhatsApp responsibly, which includes abiding by national customs and etiquette, demonstrates the platform's influence on communication norms and culture. It shows that WhatsApp has integrated itself into Moroccan culture and that its users value maintaining acceptable communication limits and observing cultural standards.
Perspectives and Attitudes	5	Including worries over WhatsApp's potentially detrimental effects on in-person relationships implies that Moroccan users may be wary of the platform's impact on conventional means of communication.
Privacy and Security	10	Worries about safety and confidentiality are indirectly addressed by the appropriate use of WhatsApp, highlighted in the ruling. Moroccan users show concern for privacy protection and upholding security within their WhatsApp contacts by refraining from excessive message forwarding and upholding proper communication boundaries. A safer and more secure environment for communication can be created by respecting boundaries and being careful with the information given.

Results. Participant 10 highlighted on the responsible use of WhatsApp by Moroccan users requires respect for cultural norms and etiquette, such as refraining from excessive message forwarding and upholding appropriate communication boundaries.

The current study employed a non-probability sampling technique, precisely a purposive sample, to select 10 people for a semi-structured in-depth interview. By selecting individuals regarded to be the most pertinent to the study issue, this selection approach was employed to increase the sample's validity and reliability. The interviews aimed to learn more about the critical factors influencing Moroccans' acceptance of and use of WhatsApp as a communication tool, its effects on cultural norms and communication practices, and Moroccan users' attitudes, behaviors, and concerns regarding the platform.

In order to get insight into the complex dynamics underpinning WhatsApp usage in Morocco, numerous significant themes that arose from the participant's responses to the interview questions were studied.

Adoption of WhatsApp:

3 participants widely cited the usefulness and accessibility of WhatsApp as critical factors in WhatsApp's popularity and widespread adoption in Morocco. They underlined how easy it was to sign up for and utilize the site, making it accessible to people of different ages and technology experiences. Furthermore, 4 participants mentioned, WhatsApp's popularity and flexibility in the workplace were proved by the tiny Moroccan businesses that used it as a communication tool.

Usage Patterns and Behaviors:

A frequent theme in the data was WhatsApp's impact on communication norms and behaviors. The 8 participants noted that WhatsApp had altered family communication patterns by enabling frequent and quick connections across distances and replacing conventional communication channels. It was also noticed by 2 participants that the platform's adaptability and usability were important factors influencing changes in communication behavior. For

instance, in participant number 4 claimed that the reduction in traditional SMS usage was attributed to WhatsApp, a more feature-rich and suitable alternative to text-based communication.

Furthermore, WhatsApp groups were acknowledged by 6 participants as digital communities that supported discussion on various subjects, including social issues and political activity. This illustrated how the platform fundamentally changed communication norms and encouraged group discussions on various topics.

Impact on Communication Practices and Culture:

The 5 participants emphasized time and time again that some Moroccan WhatsApp users actively produce and share content that represents their cultural traditions and beliefs. This shows that Moroccan cultural expression and communication norms have been incorporated into the platform. Families and small businesses, where it has been integrated as a tool for customer interactions, exchanging product information, and completing transactions, have seen WhatsApp's influence on communication habits. This exemplifies the platform's influence on communication channels and how it has boosted Morocco's economy and entrepreneurship.

The 8 participants also stressed the advantages of using regional accents and cultural allusions in WhatsApp conversations. This shows that WhatsApp users in Morocco view the service as a platform that embraces and represents their cultural heritage and fosters a sense of familiarity and inclusivity.

Attitudes and Perceptions:

The 2 participants said that some Moroccan users' opinions of WhatsApp are now significantly impacted by security and privacy concerns. They stressed the importance of maintaining their privacy and feeling in control of their conversations. Mentioning that some users are more alert than ever, as evidenced by worries about spreading false information and potential WhatsApp detrimental effects on interpersonal interactions. This knowledge, which stressed the benefits of responsible use, the requirement of maintaining adequate communication limits, and the relevance of platform etiquette, impacted their attitudes toward and perceived the platform.

Privacy and Security:

The 2 participants regularly expressed concerns regarding security and privacy. They emphasized maintaining discretion and protecting private information when using WhatsApp. Strict privacy and security controls must be implemented to address worries about privacy invasion, conversation monitoring, and the propagation of false information.

The variables influencing some Moroccans' acceptance and use of WhatsApp, its impact on communication practices and culture, and users' attitudes, behaviors, and concerns were thus revealed by the semi-structured in-depth interview analysis of the data. The findings demonstrated that WhatsApp is widely utilized in Morocco due to its practicality, accessibility, and cultural adequacy from the point of view of 8 participants. However, privacy and security concerns from 2 participants and the need for responsible use emerged as significant reasons among some Moroccan users. These perceptions allow us to understand WhatsApp's role in Moroccan society better and offer ways to make it more responsible and valuable.

Conclusion

The current study investigated the factors influencing Moroccans' acceptance of and use of WhatsApp as a communication tool, its effects on cultural norms and communication practices, and Moroccan users' attitudes, behaviors, and concerns. Several significant themes emerged from the analysis of semi-structured in-depth interviews, offering insight into the intricate dynamics underlying WhatsApp usage in Morocco.

As a result of WhatsApp's usefulness and accessibility, the current study first and primarily showed that it had been widely adopted in Morocco. Its appeal among people of diverse ages and technological backgrounds can be attributed to the platform's ease of use and accessibility. Furthermore, WhatsApp's use by small enterprises as a medium for communication shows that it is relevant and widely used in the workplace.

An essential element that emerged from the data was the effect of WhatsApp on communication habits and behaviors. Participants emphasized how WhatsApp has changed family communication patterns by making it possible to interact frequently and instantly across distances and displacing conventional communication routes. The platform's adaptable features and usefulness were noted as crucial determinants of changes in communication behavior. Indicating that the platform has dramatically altered communication norms and promoted group chats on various themes, WhatsApp groups were also perceived as virtual communities that facilitated discussions on numerous issues.

The semi-structured interview also showed that WhatsApp has assimilated into Moroccan cultural and communication patterns. The site has absorbed Moroccan communication norms and cultural expression, as seen by the active creation and sharing of material by Moroccan users representing their cultural values and traditions. WhatsApp's influence was not just felt in families; it also pervaded small enterprises, where it was used to communicate with customers, disseminate product information, and conduct business. This demonstrates how the platform impacts communication methods and has helped grow Morocco's economy and business.

Privacy and security issues significantly influenced Moroccan users' perceptions of WhatsApp. Participants in the semi-structured interview conducted in the current study emphasized the need to control their communications and maintain their personal information's privacy. Users were more aware than usual, as evidenced by concerns about privacy invasion, conversation monitoring, and the spreading of misleading information. Their attitudes and views of the platform changed due to this understanding, which emphasized the value of responsible use, the necessity of maintaining proper communication limits, and the importance of network protocol.

However, WhatsApp must put strong precautions that safeguard users' private information and maintain confidentiality to solve privacy and security concerns. The crucial actions that can help reduce the worries voiced by Moroccan users include strengthening privacy settings, offering transparent information about data usage and storage, and actively stopping the spread of incorrect information. WhatsApp can increase its reputation as a preferred communication medium in Morocco by addressing these issues and fostering a higher trust among its Moroccan user bases.

In general, the current study offers insightful information about the variables affecting Moroccans' acceptance and usage of WhatsApp, its influence on cultural norms and communication practices, and Moroccan users' attitudes, behaviors, and concerns. The results point to WhatsApp's usefulness, accessibility, and cultural applicability as significant factors in its uptake in Morocco. The study also emphasizes the significance of resolving privacy and security concerns to guarantee a fantastic user experience and promote trust among Moroccan users. Researchers, change agents, and technology providers can improve communication in Morocco and other similar cultural contexts by considering these characteristics.

On the other hand, the principles of validity and reliability are covered in the current study. They are handled differently in qualitative research compared to quantitative research. Researchers nevertheless work to ensure that their results are reliable and believable, even when qualitative research may only sometimes serve traditional conceptions of reliability and validity.

Multiple steps were taken to ensure the validity of the current study. First, the researcher employed a purposive sampling technique to choose participants most likely to offer insightful and varied viewpoints. The researcher used semi-structured in-depth interview questions to allow participants to communicate their thoughts and experiences without charging previous notions or prejudices. Thirdly, the researcher encouraged participants to assess the findings and comment on their totality and accuracy as part of a member verification process.

Numerous procedures were also implemented to guarantee the validity of the current study. First, to ensure that the data was consistent and that any differences in responses could be examined, the researcher spoke with each participant more than once. Second, to ensure that the data supported the conclusions, the researcher applied a strict strategy to data analysis that included coding and theme development. Although validity and reliability are not always easy to establish in qualitative research, the steps performed in the current study were intended to guarantee the honesty and lawfulness of the results. However, like any qualitative study, the judgments and interpretations may not apply to different situations or people (Polit & Beck 2010).

The current study also expands on previous research by knowledge already available on the social and cultural effects of digital communication platforms, particularly in Morocco. The current study advances our comprehension of how technological improvements affect communication practices and creates cultural dynamics by looking at the factors impacting the acceptability and use of WhatsApp.

The outcomes of the current study have numerous consequences for academics and professionals. First, the current study emphasizes the need to analyze how digital communication platforms affect traditional communication channels. Understanding WhatsApp's effects on face-to-face meetings, phone calls, and other traditional forms of communication is essential as it grows more common in Moroccan society. Future research could examine these platforms' impact on interpersonal interactions and social dynamics in a broader societal setting.

Additionally, the current study's data can guide the creation of communication plans for Moroccan companies and organizations. Small businesses using WhatsApp as a communication tool show the application's possibility as a marketing and customer support platform. Businesses may use WhatsApp more successfully to communicate with

their target audience, increase customer happiness, and boost company performance by understanding Moroccan users' preferences and behaviours.

The outcomes of the current study might also be helpful to technology suppliers and lawmakers. Moroccan users' privacy and security concerns highlight the significance of putting strict regulations in place to safeguard user data and provide a secure online environment. Policymakers can use these insights to create rules and regulations that support the responsible use of digital communication platforms while preserving users' rights to privacy. On the other hand, technology companies can use this data to improve their platforms and address Moroccan consumers' particular issues and requirements, thereby improving the user experience and happiness.

It is vital to grasp the restrictions of the current study and the possibilities for further investigation. First, because the present study concentrated exclusively on Moroccans' acceptance and use of WhatsApp, its relevance to other cultural situations was denied. Similar studies in various nations or areas offer a comparative viewpoint and clear insight into the cultural variations in WhatsApp usage. The current study also relied on qualitative information from semi-structured interviews, which might have denied the findings' capacity and profoundness. Combining qualitative and quantitative methods could result in a deeper comprehension of the subject.

The current study's findings offer essential new understandings of the elements that affect Moroccans' acceptance of and usage of WhatsApp, as well as WhatsApp's effects on cultural norms and communication practices. It also clears Moroccan users' attitudes, actions, and concerns. The results point to WhatsApp's usefulness, accessibility, and cultural relevance as significant factors in its uptake in Morocco. The current study also emphasizes the significance of resolving privacy and security concerns to guarantee a fantastic user experience and promote trust among Moroccan users. Researchers, change agents, and technology providers can improve communication in Morocco and other similar cultural contexts by considering these characteristics. The current study provides a way for further inquiry and offers valuable takeaways for companies and change-makers looking to make the most of digital communication channels.

Further Recommendations

Based on the findings, the following recommendations for future study and practical applications can be made. Future research may consider expanding the sample size by enrolling a broader and more varied set of participants to improve the generalizability of the results. This would give a more thorough picture of how WhatsApp usage and conversation patterns relate. Conduct qualitative research to learn more about why people use WhatsApp and their opinions and experiences. In order to gain rich, in-depth insights that complement the quantitative data gathered in this study, this could require holding interviews or focus groups. To better comprehend WhatsApp's distinctive features and advantages, compare its usage trends with other well-known messaging services. This would aid in developing a more comprehensive picture of the environment of digital communication and assist in pinpointing the elements that particularly appeal to users of WhatsApp.

Examine the long-term consequences of WhatsApp use on social interactions and general well-being. Studies that follow participants' WhatsApp usage and its effects over time can offer insightful information about the viability and effects of sustained engagement with the platform. Develop educational programs and activities to spread awareness of responsible and efficient WhatsApp usage. These programs might concentrate on educating users about privacy settings, eradicating false information, and promoting constructive conversation. Work with legislators and pertinent stakeholders to develop rules and regulations for online communication, data protection, and privacy. This will guarantee the protection of user rights while promoting the responsible use of WhatsApp and comparable networks.

By addressing usability concerns and considering user comments, WhatsApp's user experience can continuously improve. Regular updates and improvements can increase platform engagement and user happiness. Work on strengthening WhatsApp's privacy and security features. This can entail adding more encryption techniques, creating vital authentication procedures, and instructing users on the best data-safeguarding practices. Investigate the cultural quirks and unique requirements of various user groups to make sure WhatsApp satisfies their preferences and expectations. This can entail working with regional groups and conducting user-centered design research to develop culturally aware features and functionality. Encourage cooperation between researchers, tech firms, decision-makers, and user communities to address new problems and find creative solutions. Together, these parties can help WhatsApp develop responsibly and be used responsibly in changing communication patterns.

By putting these suggestions into reality, we may better understand WhatsApp's influence on communication norms and use that knowledge to build interventions and regulations supporting ethical and worthwhile network interactions.

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CHANGE MANAGEMENT

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ABSTRACT

This study is a review type study and includes different views by referring to the reactions of those who reject the concept of change. It emphasises that Dewey defines change as a "social fact" and Heraclitus states that the only unchanging thing in the world is change. Emphasising that organisations have to adapt their internal balances to changing conditions in order to survive, he states that the interaction between cultures, societies and countries is increasing. In the study, after examining the change in organisations, it is revealed that change is a process and that organisations should make planned and original efforts that contribute to this process. In addition, the importance of organisations to seek continuous renewal is pointed out. In the rest of the study, the stages of planned change in organisations are defined and the reasons for change are discussed. In this context, it states that economic, technological, social and legal conditions may force organisations to change. Finally, the study discusses the barriers to organisational change, listing such barriers as the inconvenience of the existing order, weak leadership, cultural pressures and the economic system, and emphasises the importance of training, the involvement of organisational members and the use of coercive tactics to overcome these barriers. Overall, this study emphasises that change is an inevitable reality and examines how organisations adapt to, plan for and manage change and addresses the factors that trigger organisational change. It also provides valuable insights on topics such as strategies for managing change, leadership approaches and methods for dealing with obstacles.

Keywords: Management, Changing Management, Education

INTRODUCTION

The saying that the only thing that does not change is change reflects an important fact of today. Change is a law. People change, climates change, the way of life of societies change. It is also a fact that the basic starting point of all changes is "development". The transition from hieroglyphic writing to e-mail communication system, from edicts to internet announcements are examples of these developments. Five hundred years before Christ, Heraclitus argued that nothing in the universe remained the same and that everything was constantly changing. Change was met with reaction in some circles. Those who rejected the idea of change also expressed their reactions (Alıç, 1990).

It is not possible to dry today's laundry with yesterday's sun. Organisations, like people, have to maintain their internal balance and adaptation to changing conditions in order to survive. Rapid change and crisis are the most important characteristics of the age we live in. The survival of societies and organisations that constitute societies depends on their ability to keep up with this change. Therefore, change is a phenomenon that needs to be analysed and directed in accordance with social needs. The borders between cultures, societies and countries are disappearing and there is a more intense and faster interaction than before (Erdoğan, 2002).

Change and Organisational Change

The concept of change is expressed by Dewey (1916) as follows: "just as movement is a physical fact, change is a social fact". As Heraclitus stated, the only thing that does not change in the world is that everything changes (Dönmezer, 1978). Accordingly, the concept of change is used to describe the transformation of a system from one state to another state. Change is considered among the key concepts of the coming years as a formation occurring in the work environment, social environment, biological and psychological structure of the individual (Toman, 1997).

Change in organisations can take place at the individual level as well as in a part or the whole of the organisation (Eren, 1998). Owens (1987) defines organisational change as "a planned, unorthodox, preconceived, original effort that contributes to the organisation in achieving existing goals more effectively or in achieving new goals". Sabuncuoğlu and Tüz (1998) define organisational change as the adaptation of organisations to their environment in terms of structure, while Balcı (1995) emphasises that organisational change essentially means changes in structure, processes and behaviours. Another purpose of change in organisations is to provide innovation in organisations. Contemporary organisations have to be sensitive to the developments in the world, to be in a position to interpret them and to be in constant search of renewing themselves and to continue this search. Everything is in change, and if there is one thing that does not change, it is the fact that change exists (Gürsel, 1997).

Dinçer (1992) emphasises that organisational change is comprehensive enough to include all events and phenomena such as creativity, innovation, growth and development. Some assumptions about change can be summarised as follows (Özdemir, 1996): Değişmenin öncelikleri ve misyonu önceden tespit edilmelidir.

1. The perspectives of the participants in the change process should be understood.
2. Change is a process.
3. In addition to achieving some expected and planned results at different stages of change, it should not be overlooked that some unexpected and unpredicted results may also occur.
4. Change should not be left to only one group.

Phases of Change

Kurt Lewin suggests that planned change consists of three stages (Griffin & Moorhead, 1986):

1. Unfreezing: It is the process in which people realise the need for change. This need is likened to a locked door and the opening of the door may depend on the results of a questionnaire to be applied to the employees or the annual process reports. When the door is opened, it becomes important how the change will be realised.

2. Change: It is a transition from an old situation to a new situation, and it is the changes that occur in existing relationships or activities, such as the establishment of new equipment, restructuring of the organization, and implementation of a new performance evaluation system.

3. Refreezing: It ensures that individuals and organizations embrace the change and make it permanent. The integration of new behavioral patterns with the employee's personality constitutes the refreezing process.

Reasons for Change

There are many forces that force an organization to change. It is possible to divide these into two groups: extra-organizational and intra-organizational forces. Extra-organizational forces include:

Economic Conditions: The supply-demand situation of the products that the organization offers as output to the environment with which it interacts, market factors and the economic structure of the country drag the organization to change (Sabuncuoğlu and Tüz, 1995). The country's economic structure and income sources, growth rate of organizations, new business areas, growth forecasts, foreign trade and investment, workforce quantity and growth, number of employees, distribution of employees by age, gender and positions, unemployment rates, individual and family income average, poverty rate and public aid are meant (Erdoğan, 2012). Situations such as inflation or stagnation in country economies make it necessary for organizations to change (Lunenburg, 2010). In addition, international markets created by globalization encompassing the whole world mean more competition for organizations, and growths and fluctuations in the economies of developing and developed countries also affect the country's economy and therefore organizations (Griffin and Moorhead, 1986).

Technological Conditions: Since developments in technology affect social life, they also require organizational change (Sabuncuoğlu and Tüz, 1995). Technological innovations greatly affect the production process, product quantity and quality of organizations (Griffin and Moorhead, 1986). For this reason, it is argued that developments in technology lead to changes in the activities of the organization and the positions within the organization (Lunenburg, 2010). Considering the speed of technological developments, especially in recent years, the frequency and necessity of organizational change can be better understood (Mittal, 2012).

Social Conditions: It can be said that the demographic structure of a society is one of the important external factors of organizational change. Population growth rate in society, average life expectancy, population distribution and migration by region, rural and urban population ratio, their education level, structure of families (such as size, divorced parents status) and the roles of men and women in society are determinants on the inputs and products of organizations. It has great importance (Erdoğan, 2012). For example, different consumption habits between generations in a society necessitate changes in the products, services, use of technology, marketing activities, and therefore the production process and goals of organizations (Griffin and Moorhead, 1986).

Legal Terms: Organizations must comply with both oral laws, such as traditions accepted in society, and laws, regulations and directives issued by the state (Lunenburg, 2010; Sabuncuoğlu and Tüz, 1995). This situation can be decisive in the activity limits of the organization. With the 4+4+4 education law, which concerns the Turkish education system, compulsory education has been increased to 12 years, and the previously 8-year compulsory and uninterrupted primary education has been divided into two as primary and secondary school, and the school management structure, teacher norm staff, and course curricula have been implemented in both primary and secondary school levels. There have been serious changes in terms of weekly lesson hours and school starting age.

Barriers of Organizational Change

Since efforts to change will affect and change working conditions, working methods and the current status quo, employees may pose an obstacle to change in this regard. Whether the school is seen as a leader or a follower in social change, change is constant.

While there may be individuals and groups in and around the school that prefer stable conditions and oppose the movement, there may also be interest and interest groups that advocate movement in different directions and intensity. Some of the obstacles facing organizations in the change process are:

- The current order does not cause enough discomfort,
- Vision is not mature or attractive enough,
- Those who are obliged to take action for change do not show the required performance,
- Presence of a controlling counter resistance,
- Lack of a strong leadership element,
- Making more than one change at a time without focusing on each one sufficiently (Ceyhan 1999:534),
- Cultural pressures,
- Another important obstacle to change is the economic system.

If economic conditions do not allow for good in-service training, the old system continues (Özdemir, 1998). Artan (1997) emphasizes that there are three common ways to eliminate obstacles:

Training: Group meetings are held to clearly explain to individuals what is expected from the change and the purposes of the change. In this way, organizational members can participate in change efforts.

Ensuring the participation of organizational members in change efforts: Those who participate in the activities perceive and accept the situation they are in more easily.

Using coercive tactics and taking shock measures: Although it is seen that force-based methods are used from time to time in practice, this situation causes ethical debates.

Managing Change

Effective development and innovation in an organization depends on how people prepare for change and how they ultimately react to change. WestBurnham (1991), managing change in organizations; It emphasizes that this is possible by increasing the ability of individuals to learn and communicate within the organizational environment as a whole.

Although an organization capable of change refers to a process that starts with the individual, effective leadership is a prerequisite in such a process. The two main characteristics of this leader are; It means finding the strength and sense of inner security to constantly cope with change. In such a situation, the leader is obliged to determine a clear and compelling vision for the future to be achieved.

It should be open to continuous development and change and support the development of teachers. In this change, the participation of all personnel should be ensured, small steps should be taken and short-term projects should be initiated. Handling these projects on an individual, team and school basis is critical for continuous development and change. The 5 basic contents of the role of managers in the face of changing organizations are envisaged as follows:

Managing change: Change is defined as "people turning to a new situation". This process begins with moving away from the past situation and is faced with an effort to become compatible with the emerging situation. Miles (1998:3) states that in order to achieve a successful change, the leader must create the energy to initiate and sustain the process, develop a vision for the future, reorganize the organization according to the goal of realizing the vision, and carry out a detailed transformation to move the organization from its current situation to the future, quickly but safely. emphasizes that the process should be established.

According to Odabaşı (2000:194); Change management requires awareness of the following features: Change is a continuous process and managers must be constantly connected to these changes. Individuals who have to live with change should take part in the change process. Determining a new vision requires developing a service.

Creating the ability to rapidly renew: In this stage, the speed and complexity of change increases. In parallel with the situation in which significant changes drag people, the level of mental use and physical endurance of employees weakens. By restructuring the organization, trying different alternatives, and being defeated by programmatic initiatives, most employees feel that they are inadequately equipped. In this context, one of the roles of the manager will be to reward innovative efforts.

Making the system changeable: Successful organizations have been seen that operate their balance as closed as possible, but a model that has established immutability forces managers to limit their strategies of imitation and repetition. Thus, in a complex and competitive world, this cannot be said to be functional. Organizations in this situation live and die according to their renewal capabilities.

It can be said that there are two important ways to make the system changeable. It is to stop the organization in case of tension. Tension is a necessary element for creativity, but the critical point here for managers is to set the tension level at a level that will disrupt the dynamism of the organization, regardless of people's ability to handle stress. It means deliberately thinking that our thoughts and judgments are not correct, challenging our ways of thinking, searching for and finding flaws in our logical models, and constantly trying to come up with alternatives.

Managing order and disorder, present and future: The paradox set consisting of order and disorder, simplicity and complexity, predictability and unpredictability, determination and unprofitability evokes a high level of flexibility in most managers. While in the old order, managers were satisfied with the outcome of only one of these series, today they try to achieve more results.

Establishing a learning organization and ensuring its continuity: Learning is the process of acquiring talent, knowledge and skills. The most important feature of learning organizations is their sensitivity to respond to change. The need for change will be determined from both a product perspective and an organizational perspective.

According to Wilms (1998:13), during periods of change, organizations become organizations that both learn and teach. Learning is one of the most important elements of the information age and one of central importance for the self-improvement of the new system.

Considering the daily problems and the opportunities and possibilities faced by employees, there is a constant potential for learning and it can be thought that there will be no difficulties in this regard. Learning and action move in semi-orbit so that employees can learn in a timely manner. If learning is a product of accidental activity rather than at the center of the organizational process, it will be necessary to provide a lot of support so that it can be integrated into the organization.

Factors Causing Change

External environmental factors that cause the organization to change can be listed as follows (Düren, 2002, p.226):

1. Globalization
2. With the acceleration of information, time and physical distance barriers disappear.
3. Development of the concept of quality,
4. Change in the understanding of efficiency and effectiveness,
5. Market Economy gaining global dominance,
6. The proliferation and diversification of economic and political factors that need to be taken into account,
7. Information explosion,
8. Increase in imbalances and uncertainties in all kinds of cyclical factors,
9. Increase and diversification in all kinds of resources,
10. Cultural and social awareness,
11. Ecological awareness,
12. Technological developments,
13. Consumer and customer-oriented transition,
14. Mass dissemination of communication through media.

The reasons for change may be to keep up with the situation in the external environment, or it may arise from an internal need within the organization. Changes in management thought and changes in business life force organizations to change.

Changes in business management and business life, increasing emphasis on the human element in management, changing manager profile, globalization and increasing competition can be listed as the reasons for change. At the root of the pressures that require change are environmental (external) and organizational (internal) reasons.

Environmental reasons and organizational reasons are listed briefly below (Şimşek, Akgemci and Çelik, 2008):

- Changes in culture and cultural values
- Changes in market needs, conditions, structure or other market parameters

- Changes in technology
- Changes in the field of science
- Changes in the way of utilizing resources
- Changes in the goals of organization founders
- Other social, cultural and demographic changes
- Changes in the values and goals of organizational members
- Poor or inadequate organizational performance
- Change programs have been initiated in other similar organizations
- Technological progress developed within the organization

In this context, it can be argued that change within a process can contribute to the positive change of the organization by taking into account environmental developments and provide the organization with a competitive advantage by developing new strategies. Again, as mentioned in the explanations above, one of the most important purposes of change is to increase efficiency, in other words; It is to increase the degree to which the organization achieves its goals by doing the job more effectively. According to this view, the organization is more effective the more it can achieve its predetermined goals (Töremen, 2002).

Types of Organizational Change

a) Planned change and Unplanned (Sudden) change: Planned-Unplanned change is a practice related to calculating the change to be made in advance. It is a type of change that aims to ensure that the change made or to be made operates more effectively on the processes, and since it is a method in which the change is kept under control, the rate of negative consequences is low.

In this method, the change expert keeps the change under control and efforts are made to ensure that the employees cooperate and obtain appropriate and valid solutions to the problems (Basım, Şeşen and Çetin, 2009). Planned change is a change model in which each level of the change process is decided, planned and implemented in advance, while unplanned change refers to the change of the organization without adhering to a plan, which is not considered in advance.

b) Macro and Micro Change: Macro and micro change are related to the quantity that will be subject to change in the organization. Macro change refers to making the organization as a whole subject to change (Koçel, 2007, p.691). This change, known as organizational development, aims to increase the performance of the organization as a whole. Şencan (2007) defines organizational development as a broad topic that includes all organizational improvement strategies.

It is a complex training strategy used to change the beliefs, values and cultural structure of the organization. In organizational development practices, information from behavioral sciences is used to increase the effectiveness and health of the organization. Organizations' control, effectiveness, keeping up with change, etc. Organizational development is defined as the review and re-creation of strategies, structural features and procedures in order to eliminate problems that arise over time.

Micro change refers to a change regarding any issue at lower and upper levels within the organization. While in some organizations the change takes place over time, sometimes the change is sudden. Both approaches have benefits and drawbacks.

According to the explanation made by Koçel (2007), being proactive in a change means changing the work, activities and procedures of the organization according to the anticipated environmental conditions; Therefore, it refers to the organization's readiness when the predicted conditions occur. On the other hand, reactive change does not mean making changes in the organization according to pre-anticipated conditions, but making changes to adapt to the conditions actually encountered. So, in a sense, it reacts to the conditions.

c) Active and Passive Change: Active and passive change can be expressed as the impact of the organization on its external environment. The change that the organization makes within itself to adapt to stimuli from the external environment is passive; Active change is when an organization influences and changes the external environment by innovating.

Whether the change is made in small advances or radically has caused a different distinction to be made. He stated that the first approach (kaizen) and the second change approach are known as process development (reengineering) (Koçel, 2007).

d) Step by Step Change - Radical Change: Slow change is the process by which organizations develop and change themselves by slowly and continuously reacting to the changes occurring in their external environment. Radical change refers to short-term and radical changes in organizations (Toker, 2007).

Conclusion

Finally, the review addressing the obstacles to organizational change lists obstacles such as the discomfort of the current order, weak leadership, cultural pressures and the economic system, and emphasizes the importance of training, participation of organizational members and applying effective tactics to overcome these obstacles.

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CLINICAL SUPERVISION AND DIFFERENTIATED SUPERVISION MODEL

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ABSTRACT

This study focused on the supervision function with the aim of improving teacher quality and increasing efficiency in teaching. When the literature was examined, it was revealed that teachers generally preferred contemporary supervision methods by examining classical and contemporary supervision methods. In addition, "clinical supervision", one of the contemporary supervision methods, is teacher-centered, supportive and guiding, and it has been revealed that there are time limitations and bureaucratic difficulties in its implementation, and that administrators and teachers find clinical supervision ineffective. In conclusion; Among contemporary supervision approaches, it can be said that differentiated supervision offers teachers flexible supervision services appropriate to their development levels, encourages supervisor-teacher interaction, makes teachers aware of their responsibilities, aims to increase their professional development and ensure educational effectiveness. However, it is also emphasized that the necessary educational infrastructure must be created in order to apply these methods effectively.

Keywords: Supervision, Clinical supervision, Education

Supervision Function

The supervision function is very important in teaching to improve the quality and efficiency of teachers. In his study, Stronge (2005) explains the methods that can be used to evaluate effective teaching regarding teacher evaluation during supervision. This study includes current findings on how evaluation processes affect teacher performance and best practices in teaching. Danielson (2013) offers a tool to evaluate teachers' performance during supervision. When used to evaluate teacher performance, this evaluation tool is based on data that will help reveal the relationship between student achievement and teaching quality.

Different control models have emerged in the past. In studies examining classical and contemporary supervision methods, it is seen that teachers do not find classical supervision useful, have a negative attitude (Bülbül et al., 2013) and view contemporary supervision methods more positively. Contrary to the classical supervision approach of finding and evaluating teachers, the aim of contemporary supervision methods is to develop and use human resources effectively (Karaman, 2009). For this purpose, "clinical audit", one of the contemporary audit methods, was shaped (Sabancı & Özyıldırım, 2022).

Clinical Supervision

Audit; In addition to being teacher-centered, it is assumed that teachers are willing to work, improve themselves and take responsibility after creating appropriate conditions. The focus is on the teacher's strengths. The supervisor works with the teachers and acts as a guide. It does not put pressure on teachers and supports their professional development. In conducting clinical audits, auditors must have teaching knowledge and strong communication skills. Bureaucracy and organizational structure restrict implementation. Clinical supervision, which has continuous and periodic features, includes certain stages. The time factor is important for the effectiveness of the audit. However, it is stated that the limited time allocated for inspection creates problems in the implementation of clinical inspections (Altınok, 2013).

From research conducted on clinical supervision; In the research conducted by Göksoy and Öztürk (2018), based on the opinions of administrators and teachers, it was determined that clinical supervision practice would be ineffective. It is seen that the participants were influenced by the classical control approach applied in the past and viewed the concept of control negatively. It was concluded that they considered auditing as a control tool and did not see it as a guide. In the study of Özmen (2000); to review the relationship between auditors' tenure and their views on the implementation of clinical audits; It has been determined that new recruits have a more open view and idealistic nature. It is seen that auditors have negative views, especially during the observation phase, and cannot develop a learning organization culture. Both studies show that the manager-supervisor-teacher is under the influence of the traditional supervision approach. It is stated that training on clinical supervision should be provided in order to eliminate this negative opinion about supervision and to implement it effectively.

Differentiated Supervision

Within the scope of contemporary supervision approaches, supervision approaches such as developmental-differentiated-reflective supervision have been introduced along with clinical supervision and later.

İlğan (2008a) differentiated supervision, similar to clinical supervision, has been presented as the central point in professional development. The difference with this supervision is that teachers can choose which types of supervision and evaluation services they accept. Teachers are offered opportunities to receive different supervision services according to their personal characteristics such as their qualifications and development levels. Flexible and rich practices nourish and constantly support teachers' personalities. Unlike clinical supervision, managers also have informal observations. It is believed that this will ensure continuous interaction and exchange of information with managers. The research reveals that supervisors and teachers fully embrace differentiated supervision. However, as with the clinical audit, the practice was determined to be ineffective. It is emphasized that a physical infrastructure for implementation should be provided, the auditor should receive training and his role should be redefined.

İlğan (2008b) talked about developmental and reflective control in his studies. He stated that the philosophy of development control is similar to the philosophy of difference control. He emphasizes that individuals rather than institutions are brought to the center of development control. It is believed that each teacher's psychological, conceptual, self- and moral development levels are different. Therefore, teachers at different developmental levels have different behaviors and need to be supervised in different ways. In reflective supervision, the importance of teachers combining what they learn from students, other teachers and practices is expressed.

Discussion and Conclusion

The supervision function is a process that contributes significantly to the professional development of teachers. An examination of classical and contemporary supervision methods shows that teachers generally prefer contemporary supervision methods (Bülbul et al., 2013). It is frequently emphasized in the literature that the classical supervision model negatively affects teachers and that contemporary approaches are more effective.

Clinical supervision, one of the contemporary supervision methods, offers a supportive and guiding approach that focuses on the strengths of teachers (Sabancı & Özyıldırım, 2022). However, time constraints and bureaucratic obstacles during the implementation process may limit the effectiveness of clinical supervision (Altınok, 2013). In order to overcome these difficulties, supervisors must have teaching knowledge and effective communication skills.

According to the findings from the research, the fact that administrators and teachers find clinical supervision practice ineffective is due to the negative effects of the classical supervision approach in the past (Göksoy & Öztürk, 2018). Therefore, in order to effectively implement clinical supervision, training programs for auditors should be organized and a change in the understanding of supervision should be achieved (Özmen, 2000).

Differentiated supervision, which is among the contemporary supervision approaches, provides teachers with the flexibility to provide services appropriate to their personal development levels. However, for the implementation to be effective, it is necessary to strengthen the physical infrastructure, organize auditor training and re-define the roles (İlğan, 2008a).

Developmental and reflective control enables teachers to be supervised by focusing on their individual characteristics. It is accepted that each teacher has different development levels and supervision processes are designed within this framework (İlğan, 2008b). In reflective supervision, teachers are encouraged to integrate their learning processes.

Clinical supervision are not only used by supervisors but have also been found to be used by senior teachers to begin the development of their teachers. Professional culture is important in differentiated supervision. Collaboration provides an environment of trust and courage among teachers. (Gün, 2019 & İlğan, 2008a)

In modern supervision methods, it is seen that teachers are aware of their responsibilities. The purpose of the audit; To increase the professional development of teachers and ensure the effectiveness of education. Being controlled is not punishment. (Gündüz, 2012; Memduhoğlu & Mazlum 2014). It is very important that teachers have a say in supervision and improve their situation. It has collaborative control, not hierarchical control. This process will increase productivity and make the person feel like they belong. However, for this, the infrastructure for the necessary training must be created. Altınok, Tezel & Güngör, 2020). Audit; It is a process that teachers should continue throughout their careers and helps them develop.

As a result, the supervision function is an important tool that contributes to the professional development of teachers. In order to effectively implement contemporary supervision approaches, it is critical for administrators and supervisors to be trained, to overcome bureaucratic obstacles and to cooperate with teachers. In this way, the strengths of teachers are revealed and the efficiency in education is increased.

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COMPETENCIES OF EDUCATION ADMINISTRATORS AND EDUCATIONAL INSPECTORS REGARDING EDUCATIONAL PROGRAMS AND ASSESSMENT

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ABSTRACT

This research aims to assess the competencies of school administrators and curriculum inspectors concerning educational programs and measurement evaluation. In line with this objective, a literature review methodology was employed, and studies containing key terms such as "roles and competencies of school principals" and "roles of school inspectors" were examined. The findings obtained through the literature review were interpreted, leading to the conclusion that school administrators and inspectors need to be educated and trained to possess competencies in both educational programs and measurement evaluation.

Keywords: School principal, inspector, educational program, measurement evaluation.

Introduction

With the rapid advancement of science, individuals' and societies' social lives are undergoing continuous change and development. Concurrently, changing environmental conditions, government policies, and technological advancements force institutions to undergo changes in their structures and functions. Thus, the continuous renewal and development of existing systems affect all elements, including educational institutions. The expectations of society from educational institutions also vary according to the conditions of the day (Arabacı and Namlı, 2014). The importance of services such as supervision, measurement, evaluation, and guidance increase even more for educational institutions to adapt to changing conditions.

In our era of globalization, along with the development of concepts such as change, accountability, competition, and transparency in the school environment, the expectations of the environment, parents, students, and the community from school principals and supervisors have also increased. In the face of these expectations and changing circumstances, the job areas, definitions, and roles of school principals have changed. The role of the principal has become not only to maintain the existing structure but also to change, develop, and transform the structure in line with new conditions (Sağır, 2011). In this context, Williamson and Blackburn (2010) listed the new roles of school principals as program development and management, vision creation, redesigning the institution, effective planning, monitoring student success, data-based management, sharing based on curriculum and decision making, effective communication, managing differences, developing human resources, effective use of technology, managing the learning environment, creating a positive institutional culture, organization, providing feedback, and leading.

At the same time, the concepts of quality and productivity are gaining importance in institutions. The responsibility of the administrator in the institution is seen as ensuring the improvement of the system (Çalık and Dağlı, 2011).

Objective of the Study:

The purpose of this research is to assess the competencies of education administrators and supervisors in educational programs and measurement evaluation. In line with this objective, studies containing key terms such as 'school principal roles, competencies, school supervisor roles' have been reviewed.

Methodology:

In line with the objectives of the research, a literature review was conducted to access articles for examination. In this context, the majority of the articles retrieved were primarily studies conducted between the years 2009 and 2015.

Findings:

In the face of evolving and changing conditions, the management of schools, particularly the competencies and standards of administrators, leads to the discussion of schools that are constantly changing and often at the forefront of change. In accordance with the demands of the era, plans and policies for the future of the school and its management should be redesigned (Kavak, 2010; Koşar, 2012; Matthews and Hill, 2010; Sağır, 2011). Today's school leadership requires school administrators to perform roles such as data analyst, public relations specialist, communicator, and change expert. Developing clear and consistent standards for school leadership in fulfilling these roles can assist school administrators (Aslan and Karip, 2014).

Instructional leadership, unlike other leadership areas, requires direct involvement with students, teachers, instructional programs, and teaching and learning activities. Therefore, school principals need to take on the role of instructional leadership (Gümüşeli, 2014).

Research and studies emphasize the necessity of leadership competencies and certain standards in the selection, appointment, and training of school administrators in line with the requirements of the era (Bursalioğlu, 2008; Hoy and Miskel, 2010; Ağaoglu, Altinkurt, Yılmaz & Karaköse, 2012). These studies highlight the changing effects and importance of competencies in the roles of administrators. Changes in the school environment, with increased and diversified expectations, create pressure on the school principal. Aslan and Karip (2014) have identified the need to develop specific competencies and standards based on these competencies for training school principals as educational leaders, replacing their traditional roles. To cope with problems and reduce pressure, school principals should possess competencies for effective leadership rather than relying on managerial behaviour using legal authority.

The appointment of school principals without adequate qualifications can be cited as a reason for them being unable to fulfil the necessary leadership roles for teachers (Altun, Şanlı, Tan, 2015).

In research, three key characteristics stand out in the process of managing schools by principals: (1) the administrative superiority and sustainability of the principal's role, (2) focus on instruction and learning, and professional leadership, (3) strengthening existing skills and developing new skills (Southworth, 2008).

In addition to the roles and competencies of school principals, in line with changing expectations and demands in the evolving era, the inspection systems of developed countries are also being discussed. Criticisms suggest that current practices are ineffective and do not contribute to teacher development and student success (Marshall, 2009). Those performing inspection duties need to have expertise in this regard. Simply having served as a teacher or educational administrator for a certain number of years does not naturally impart inspection abilities and expertise to an individual. However, practices indicate that this misconception is unfounded and emphasize the significant role of inspectors in the personal and professional development of teachers and administrators (Tok, 2013). The roles and duties of inspectors encompass determining whether the educational system is achieving its purpose, evaluation, and improvement. There are no formal education institutions for the training of responsible education inspectors. Currently, efforts are being made for the in-service training of education inspectors.

The roles and skills expected from school principals, along with the achievements in centralized exams, have been added. Principals face challenges in collecting data on the achievements of all students in exams, managing the data, and explaining how they will communicate the information effectively and validly about the situations of unsuccessful students to relevant parties. So much so that the roles of principals have expanded to include accountability for student success in national or international exams, towards students, parents, and upper management, and this role has started to be debated (Aslan & Karip, 2014).

It has been noted that school principals, despite being the first ones held responsible and accountable for any issues related to education and the school, face difficulties due to the lack of a training program and standards, both before and during their service, in terms of which strategies they will use in response to these new situations. It can be said that the job of school principals has become increasingly difficult and complex (Aslan & Karip, 2014).

In addition to exam success, the person responsible for school activities and integrating these activities with the community and studies is also the school principal (Şahin, 2015). It has been emphasized in studies that specific standards and competency areas need to be identified for the training of school principals at the national level (Gümüşeli, 2009). Efforts have been made on the international level for the training of school principals and the determination of standards and competencies related to them.

There is no consensus on what the values and approaches related to standards and competencies are for school principals. The focus of discussions is on the concepts of "competencies" and "standards." These concepts indicate a foundational function that the school principal should possess (Tomul, 2009).

Furthermore, since educational activities need to be continuously developed and renewed, more emphasis should be placed on inspection activities in educational organizations. Inspection, according to Yılmaz (2009), is now carried out to help individuals overcome knowledge deficiencies, develop their positive aspects, and guide them. In this sense, inspection has a mediating function in helping improve student success and plays a crucial role in making schools a more effective learning environment.

Program development is defined as the correction and improvement of the general and specific objectives, course topics, teaching methods, and evaluation methods of a particular education program or all programs through research. Because the program is one of the fundamental elements of the school, the expertise of school principals in this area becomes more important.

However, according to research, principals often perform program development roles despite their lack of knowledge about programs due to their teacher background. This situation can lead to insufficient fulfilment of school-related interests and expectations.

In recent years, changes in the roles of school principals also indicate the need for increased emphasis on inspection activities. Perhaps the most significant among these developments is the perception of school principals as instructional leaders. Accordingly, as instructional leaders, school principals should supervise teachers' instructional activities in the classroom and organize activities in a developmental direction. In other words, school principals need to leave their offices, visit their schools, supervise classroom activities, and establish a close relationship with teachers. Of course, the purpose of all these activities is to improve educational activities. All these developments increase the importance of the inspection activities that school principals will perform (Yılmaz, 2009).

Conclusion:

School principals must grasp the dimensions of the school management system to enhance teaching and student learning in the school. This process is assessed to be supported by five management elements. These include managing the school, shaping the future of the school, providing leadership, facilitating the professional development of teachers, focusing on individuals, and managing school-environment relationships (Balyer, 2014).

School administrators dedicate a significant portion of their time to administrative tasks, neglecting activities related to improving educational instruction. This situation can be interpreted as school administrators being more involved in the bureaucratic aspects of administration, such as supervision, evaluation, program development, and staff development, while engaging less or not at all in activities related to improving education.

Educational supervisors also need to be experts in their fields. It is important for them to gain observation, interpretation, and evaluation skills along with in-service training relevant to their areas (Akbaba, 2013).

In the centralized education system where school principals may not participate in the program development process, it is observed that principals only continue the task of implementing the program. In this sense, principals should consult teachers on goals, processes, and outcomes. To achieve this, principals plan effective management teams, supervise them, and ensure the distribution and coordination of educational activities according to the program. In this context, school principals fundamentally need to have a deep knowledge and competence in program development. Additionally, there are issues in program development that need to be addressed, and for the resolution of these issues, it is necessary to adapt educational programs to local conditions and involve principals in the program development process along with the central organization.

Like principals, school inspectors also need to be trained and developed to have the necessary measurement and evaluation competencies.

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CRISIS MANAGEMENT IN EDUCATION AND THE ROLE OF SCHOOL ADMINISTRATORS

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ABSTRACT

In order for an effective education and training process to take place, it is very important that students and staff in the education environment feel safe. It is very difficult for effective teaching and learning to occur in environments where people do not feel safe. It is thought that the crisis management skill levels and leadership styles that a school principal, who is one of the key figures for an institution, are expected to have are important in creating qualified educational institutions. The quality of school principals is important as it affects the quality of educational institutions. Therefore, studies on managers are needed. Crisis management skills are important in terms of creating the right strategy and making successful interventions against any negativities that may occur in educational institutions whose target audience is human and are open to constant change and crisis. For this reason, the role of school administrators in crisis management is important.

Keywords: Crisis management, school administrators, school, education

Introduction

Security threats in schools also change in parallel with the ever-changing structure and living conditions of society. In addition to the physical security and safe psycho-social environment of the school, it is also important to protect schools from situations such as violence, involvement in crime, and substance abuse (Uluğ, 2015). School safety is about students and school staff feeling physically and psychologically safe. In this respect, the subject includes violence and aggression, as well as harassment, sexual abuse, substance use and addiction, crisis situations; earthquake, fire, flood etc. It includes many topics (Dönmez and Özer, 2009).

Crisis is a situation that can be experienced in every organization in today's world due to internal and external factors. Organizations; They must take precautions before the crisis occurs, manage the crisis situation correctly and effectively, and turn the outcome into benefit and minimize the negative effects. Here too, the biggest responsibility falls on organizational managers. Because schools work with a hierarchical system, and most of the time, school administrators are the ones responsible for monitoring all operations. Their experiences, knowledge, teamwork tendencies, foresight, perspectives, characters, etc. Its characteristics will play a leading role in solving crises.

Crisis management

The relevant literature points out that the most effective point in the crisis management process is top managers, and managers are needed most in times of crisis (Sayın, 2008). For effective crisis management, managers are expected to have special and superior skills. Some of these skills are as follows: creating order in an environment of chaos, effectively coordinating the initial response to the crisis and subsequent rescue efforts, providing the communication environment and order required to manage the crisis, providing confidence to all stakeholders of the school, especially the management, employees and students, and managing the crisis. is to get over it in the shortest time with the least damage (Karaağaç, 2013).

The impact and negative consequences of the crisis are inversely proportional to the coping style and management style. (Erten, 2011). Management crises occur as a result of insufficient management, the crisis in the organization spreads to other organizations like an intertwined circle and may eventually cause chaos (Ocak, 2006). Crisis management is a complex and changeable process that cannot be reduced to a formula. Therefore, responding to crises requires effective and strong management.

For this reason, it is important to reveal the readiness level of school administrators, who have important duties and responsibilities in preventing and overcoming crises. The research is important in terms of learning the main problem of the research, how school administrators find themselves in terms of crisis management skills and brand creation, revealing the current situation and shedding light on the future.

Crisis Management in Education

Although crisis management has mostly focused on businesses, the number of crisis management studies in schools has increased recently. Situations that arise in schools as a result of incidents that will impede or totally stop the educational process are known as crises. Since the next generation of society's leaders are its children, educational institutions are among the most important social constructions (Ocak, 2006). As a nation, we should prioritize the administration and safety of these establishments, which allow people to receive training at the appropriate level and in accordance with societal objectives (Aksoy and Aksoy, 2003). It is imperative that everyone do their jobs and obligations accurately and on time, starting with the administrative personnel at the school and ending with the ministry that is connected to the greatest organizational network in the nation.

Instead of a school suddenly facing a crisis, school administrators need to prepare for a possible crisis by analyzing the internal and external environment and evaluating self-aware or detected crisis signals. However, crisis research does not yield any results on whether schools have sufficient knowledge and skills (Aksu and Deveci, 2009).

The Role of School Administrators in Crisis Management

Schools, where time and space are necessarily shared, are grounds for making it easier for even those who are not directly affected by the crisis to feel at risk and worry, as social environments facilitate the emotional transition. Schools are the organizations most affected by all managerial, psychological, technological, political and economic changes. The human and social responsibility of schools that educate the future cannot be denied. This responsibility requires good management of crises that can cause destruction. Therefore, if possible, schools should manage to get out of the crisis without experiencing a crisis, and if it is inevitable, with the least harm and highest benefit. This research is considered important in terms of trying to reveal the pre-crisis, crisis and post-crisis skill levels of school administrators in line with the opinions of school administrators working in high schools (Soysal and Paksoy, 2011).

It is important for school administrators to reveal the necessity of crisis management skills, to evaluate the current situation, to reveal the difference between what is desired and what exists, and to conduct a needs analysis (Yahşi, 2018).

Like other management theories, crisis management has been integrated from business management into educational management. Although crisis management entered the educational sciences literature later than developed countries, crisis management has taken a large place in research in the last decade.

Conclusion

The institution called school is a dynamic organic structure. The manager of the environment of this dynamic and organic structure must observe the existing situation with an open perspective and ensure a dynamic transformation with projects that will make a difference in the school. The crisis management skill levels expected to be possessed by the school principal, one of the key figures for an institution, and the leadership styles they have, are important for qualified educational institutions. It is thought to be important for its creation.

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DEVELOPMENT OF ACCOUNTING BASIC LEARNING MODULES

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ABSTRACT

Learning is an activity that is inseparable from human life. By learning, humans are able to develop the potentials that they have been born with so that later they are able to adapt to fulfill their needs. To help solve the problem of learning difficulties, including by compiling interesting and interactive teaching modules. The Accounting Learning Module is used to find out how to increase students' learning motivation in mastering certain competencies. observed. As for developing the Accounting Learning Module, it uses the ADDIE development research design, namely a development model consisting of the definition stage (Analysis), the design stage (Design), the development stage (Develop), and the Implementation and Evaluation stages. Evaluation The learning module is an evaluation function that requires higher procedures and competencies than the lecturer's role as evaluator. Teaching Module Evaluation is an evaluation that has a special emphasis that is oriented towards the user of the teaching module.

Keyword : Learning, Addie's Model, Learning Module

Introduction

Education is the most prioritized for the younger generation in this era of globalization by parents and the government, because basically education is a vehicle for improving and developing the quality of human resources that can prosper their own lives and for their country. Realizing this, the government is very serious in handling the education sector to advance education in Indonesia so that in the future it will be better and can be on par with education in developed countries. The successful implementation of a curriculum can be seen from daily learning activities. Learning is a two-way communication process, namely teaching and learning. Teaching leads to what must be done by the lecturer as a teacher or educator while learning leads to what must be done by students as subjects who receive lectures. In the learning process will be able to run optimally if there is interaction between lecturers and students because the interaction of lecturers and students plays an important role in achieving learning objectives. In achieving learning objectives, learning is needed that provides a new atmosphere for students in the learning process so that students are not fixated with the old learning model. Like creating an interactive teaching module that can motivate students to study material independently and provide the latest innovations in the learning process so students don't get bored and can excite students to take part in the learning process. According to Sudjana (2009) states that teaching modules can enhance the student learning process in teaching which is expected to achieve optimal results. As technology develops, teaching modules begin to have more effective varieties and types. According to Seels and Glasgow in Arsyad (2014) Teaching modules are systems for delivering material that is presented systematically for students who not only hear and see, but also provide an active response and provide feedback on the teaching material. Accounting learning is a branch of economics that is quite unique compared to other economics because it teaches the art of financial recording. The Accounting Learning Media course is often considered an abstract and difficult subject for students. The assumption that Accounting Learning Media is a difficult, complicated and tedious subject is one of the factors influenced by the absence of appropriate teaching modules that can be used to support learning activities.

Literature Review Module

The importance of the role of teaching modules in the learning process requires an accounting learning lecturer to be able to develop interesting teaching modules so as to create high motivation for students to study accounting. Apart from being able to use it, lecturers should understand the characteristics and effectiveness of different teaching modules in supporting the delivery of material. The urgency of this research is the need for teaching

modules for the Teaching Materials Development course, because there are no reference modules or teaching modules that are suitable for use in this course. Accounting Learning Media in the form of Accounting Learning Modules is one of the lecturer's strategies to improve the learning outcomes of this course for students of the Accounting education study program. The development of the Accounting Learning Module is considered urgent, because (1) Teaching Modules are not yet available in accordance with the set SRP, (2) Accounting Learning Media is one of the courses that characterizes the study program, (3) the application of the Module in this lecture, it is hoped that students will be able to improve their abilities think critically to overcome various problems that occur in the preparation of teaching materials. Teaching Modules are Modules that are carefully designed for classroom use and prepared by experts to support the teaching and learning process (Bacon, 1935 as cited in Tarigan, 1986). In addition, teaching modules are learning modules that are commonly used in schools and universities to support certain learning programs or field studies (Buckingham, 1958 as cited in Tarigan 1986). From the several definitions previously mentioned, it can be concluded that a teaching module is actually a module that contains material or content that will be used in the teaching and learning process in the classroom. Teaching modules are important in the classroom because most students learn from modules. Actually, it is not only important for students but also for lecturers. Lecturers use teaching modules to provide learning or teaching materials in class. Furthermore, teaching modules are used to achieve goals during the teaching and learning process in the classroom (Tarigan, 1986). There are several reasons why it is necessary to use the teaching module. First, most of the Teaching Modules can be used in the teaching and learning process as they are designed for classroom use. Second, it enables students to review previous material or what they want to learn again and to study further material before they enter class. Third, the teaching module provides material for students to learn. Finally, Teaching Modules can provide what lecturers need to achieve learning goals, provide what students need, and become the main source for students to get information while studying (O'Neill as quoted in Baleghizadeh and Rahimi (2011). Dealing with the role of the Module teaching for the lecturers and students mentioned earlier.

Furthermore, to provide more detail on the role of Teaching Modules here, it is about Teaching Modules based on Permendiknas No.2 (2008) as Article 1 "Teaching modules in courses are modules that must be used in higher education units which contain learning materials in order to increase faith, piety, noble character and personality, mastery of science and technology, sensitivity and aesthetic abilities, kinesthetic abilities and health based on national education standards". Article 4 paragraph (1): "Higher education teaching modules are assessed for feasibility for use first by the National Education Standards Agency (BNSP) before being utilized by educators and/or students as learning resources in educational units". Article 6 paragraph (1): "The teaching module is a mandatory guideline for lecturers and students in the teaching and learning process." In conclusion, it is clear that the teaching module has an important role in teaching the learning process. This also supports and helps lecturers to provide learning or teaching materials. For students, it can provide the information they need and help them to achieve their learning goals. Finally, helping the curriculum to achieve the goals of the education system designed according to the curriculum. Teaching Modules are used by both Lecturers and students which means that Module selection can have a major impact on the teaching and learning process as Lecturers will make references to Teaching Modules (Cunnings Worth as quoted in Anjaneyulu, 2014). This means that the contents of the teaching module will have a big influence on both lecturers and students in learning the material. To find out the strengths and weaknesses of a teaching module in the Teaching Materials Development course, an analysis of the course module is needed. Analysis of Teaching Modules will involve careful selection of materials checking whether they reflect the program's specific student needs, objectives, teaching methods and values (Cunnings Worth as cited in Anjaneyulu, 2014). The completeness of the teaching modules also directs that the analysis of teaching modules helps lecturers find out detailed information on teaching modules and that in turn helps lecturers to choose appropriate material from teaching modules for students (Cunningsworth and Ellis as cited in Anjaneyulu, 2014). In short, the analysis of teaching modules directs lecturers to find out the contents of the module, its advantages and disadvantages which will facilitate them to adapt it to suit teaching objectives, student needs, and lesson plans. In addition, analysis of teaching modules needs to be carried out as an effort to provide good teaching and learning processes that suit the needs of students. It has to be done using the appropriate criteria and steps of analysis of the teaching modules used in the classroom. The first area to be analyzed is its fit with the curriculum. This is because the selection and preparation of teaching materials is an integral part of curriculum implementation. In addition, it is important to analyze the suitability of teaching modules with the curriculum because teaching modules can

directly affect the teaching and learning process which, in turn, affects class instruction. It is very clear that the analysis of teaching modules is very important because it will provide important benefits for lecturers and students. In addition, this study uses the curriculum through its syllabus to evaluate Teaching Modules, also using the Teaching Module evaluation criteria from Bloom's Revised Taxonomy. Analysis is defined as the process or detailed study or examination or evaluation of something to better understand it or get all the information about it (Hornby, 2000). Therefore, an analysis of teaching modules must be made by looking at the specific elements required or a set of criteria. From this definition, there will be three criteria used to analyze teaching modules, namely: analysis of course modules based on the syllabus, analysis of course modules based on Bloom's Taxonomy.

Teaching Module Criteria

The learning module is a means to help increase the effectiveness of learning activities. Module selection criteria must be developed in accordance with the objectives to be achieved, the conditions and limitations that exist, taking into account the capabilities and characteristics of the module concerned. According to Arsyad (2014) so that a learning module can be classified as a good learning module it must meet several criteria, namely: (a) in accordance with the objectives to be achieved means that the module is selected based on predetermined instructional objectives generally referring to one or a combination of two or three cognitive, affective, and psychomotor domains (b) appropriate to the content of the subject means that the module used is in accordance with learning, includes all learning indicators that must be fulfilled, (c) practical flexibility and persistence has meaning if the selected module should be able to can be used wherever and whenever with the equipment available around it, and is easily moved and carried everywhere, (d) skilled lecturers use it to mean whatever the module is, lecturers must be able to use it in the learning process, and (e) target grouping is an effective module for large groups are not necessarily as effective when used in small groups, and individuals. There are appropriate Modules for large, medium, small groups, and (f) technical quality means that visual development for images must meet certain technical requirements.

Meanwhile, according to Kasmadi in Musfiqon (2012) Modules must have four things, namely: (a) production considerations including materials, costs, physical conditions, accessibility, and emotional impact, (b) student considerations include student character, student background, and student involvement, (c) content considerations, meaning that they are in accordance with the current curriculum and suitability of the content of the material, and (d) lecturer considerations, which means that lecturers can use the module and the module is able to solve problems. The learning module is a means to help increase the effectiveness of learning activities. Module selection criteria must be developed in accordance with the objectives to be achieved, the conditions and limitations that exist, taking into account the capabilities and characteristics of the module concerned. According to Arsyad (2014) so that a learning module can be classified as a good learning module it must meet several criteria, namely: (a) in accordance with the objectives to be achieved means that the module is selected based on predetermined instructional objectives generally referring to one or a combination of two or three cognitive, affective, and psychomotor domains (b) appropriate to the content of the subject means that the module used is in accordance with learning, includes all learning indicators that must be fulfilled, (c) practical flexibility and persistence has meaning if the selected module should be able to can be used wherever and whenever with the equipment available around it, and is easily moved and carried everywhere, (d) skilled lecturers use it to mean whatever the module is, lecturers must be able to use it in the learning process, and (e) target grouping is an effective module for large groups are not necessarily as effective when used in small groups, and individuals. There are appropriate Modules for large, medium, small groups, and (f) technical quality means that visual development for images must meet certain technical requirements. Meanwhile, according to Kasmadi in Musfiqon (2012) Modules must have four things, namely: (a) production considerations including materials, costs, physical conditions, accessibility, and emotional impact, (b) student considerations include student character, student background, and student involvement, (c) content considerations, meaning that they are in accordance with the current curriculum and suitability of the content of the material, and (d) lecturer considerations, which means that lecturers can use the module and the module is able to solve problems.

Basis for Using Teaching Modules

Using a module that is not suitable for the child's condition will cause the module not to function optimally. There are three bases for using learning modules that can be used by lecturers to take them into consideration in learning. These three foundations are the philosophical basis, the psychological basis, and the sociological basis. (Musfiqon, 2012). Making learning modules carried out by lecturers must have a philosophical basis, meaning that the use of modules should be based on the value of truth that has been agreed upon by many people. Both academic correctness and social correctness. The module used by the lecturer must have truth and accuracy. Lecturers who choose a module that is not in accordance with the material to be presented means that the module is not correct, not good, and not beautiful. This means that the use of inappropriate modules has not considered the philosophical foundation (Musfiqon, 2012). In using the learning module, lecturers are required to pay attention to the conditions of students whose developments vary. Lecturers must be more observant in choosing learning modules to suit the conditions of students. The plurality of the characteristics of children in one class must be considered by the teacher when using the module. Because the suitability of the module with the child's psychology will be able to optimize the learning process (Musfiqon, 2012). The learning module cannot be separated from the sociological element. In using the module, lecturers must pay attention to the social background of students. The suitability of the module with the student's social background will become effectiveness in learning. Conversely, if the learning module is not in accordance with the student's social background, then the learning message cannot be conveyed optimally to students. Therefore, the suitability of the module with the social background of students needs attention to optimize the learning process (Musfiqon, 2012).

Method

The development of learning modules is very appropriate to use in overcoming problems or difficulties for students during learning activities, because learning modules developed by the lecturers themselves can avoid module incompatibilities because they have been designed according to learning needs. Development of learning modules is an activity that is integrated with developing a software to facilitate learning problems. The following will explain the procedure for developing learning modules with the ADDIE development model. determine the abilities or competencies that students need to learn to improve performance or learning achievement.

The type of research used is a type of development research (Research and Development/R&D). According to Brog and Gall in Sugiyono (2012:4), Research and Development/R&D method is a method used to develop and validate new products used in education and learning. The development model used in this research is the ADDIE development model. The choice of the ADDIE model in this development was based on several reasons, namely: (1) This model is a procedural model, namely a descriptive model, showing clear and careful steps to produce a product. (2) This model has the same development stages as standard development stages, but this model is specifically designed for Module-based learning. This is very suitable for the product to be developed.

Results

The results of research and development of teaching modules that have been developed, on the subject matter

The interactive print-based learning module model also strongly supports Unesa's second research roadmap, namely supporting the implementation of national development. Where the findings in the form of a print-based learning module model is an innovation in the field of education, especially learning. With the development of print-based interactive learning module models, this means participating in building Human Resources (HR) nationally, especially in improving cognitive, affective and psychomotor abilities in all areas of accounting competency. The expected contribution with the existence of a print-based learning module model is able to improve the quality of accounting learning so that it is able to produce competent human resources in the field of Accounting Education. The interactive print-based learning module model also strongly supports Unesa's second research roadmap, namely supporting the implementation of national development. Where the findings in the form of a print-based learning module model is an innovation in the field of education, especially learning. With the development of print-based interactive learning module models, this means participating in building Human Resources (HR) nationally, especially in improving cognitive, affective and psychomotor abilities in all areas of accounting competency. The expected contribution with the existence of a print-based learning module model is able to improve the quality of accounting learning so that it is able to produce competent human resources in the

field of Accounting Education.

Presentation of research and development results aims to answer the formulation of the problem mentioned above. The data that will be presented is a series of development results of teaching modules that have been developed, on the subject matter of Teaching Material Development. This development uses the development model according to ADDIE, which consists of the stages of analysis, design, develop, implementation and evaluation. At this defining stage, the researcher determines and defines the learning requirements. The researcher conducted a needs analysis before designing an ICT-based diagnostic test. This define stage includes five main steps, namely front-end analysis, learner analysis, task analysis, concept analysis, and specifying instructional objectives. Front end analysis is carried out by analyzing phenomena that occur in the field, especially in the course Development of teaching materials. Researchers found several phenomena that occurred, such as most students considered and experienced difficulties in the subject matter of developing teaching materials. The understanding of students is also lacking because the available teaching materials are inadequate, in the sense that the material presented in the available teaching materials is short and unresponsive. Meanwhile, according to students, in understanding the subject matter of developing teaching materials, other teaching materials are needed. However, students are also less active in finding references for other learning resources themselves, for example from the internet. It is these factors that hinder the implementation of the teaching material development course from running less than optimally. Based on the phenomena and problems that occur, the researcher has an idea to develop a Teaching Module that can be used for teaching materials in the Teaching Materials Development course. Student analysis was carried out by researchers by analyzing the characteristics of students, which included academic abilities, age, motivation towards subjects, and students' prior knowledge. The subjects who were the targets of the Scientific Approach-based printed teaching materials trials were students of the Accounting Education Study Program who had an average age of 18-21 years. In general, students of accounting education study program have good learning motivation regarding the material studied in the study program. Cognitive abilities continue to develop during old age (adolescence). Cognitive changes during adolescence lead to an increase in potency. Sometimes some cognitive abilities decline with age. Adolescents who are in a period of searching and wanting to determine their identity have an attitude that values themselves too high or vice versa. They do not really understand the social norms that apply in social life. Both of them can lead to social relations that are less compatible, because they find it difficult to accept sexual norms with conditions in a group or society. Defiant attitudes and awkward attitudes in association will be detrimental to both parties. Therefore, there is a need for efforts to develop adolescent social relations starting from the family, school and community environment. There are changes that are universal during adolescence, namely heightened emotions whose intensity depends on the level of physical and psychological changes, body changes, changes in interests and roles expected by certain social groups to play which then cause problems, changes in interests, behavior, and values, being ambivalent about change.

These changes ultimately have an impact on their physical, cognitive, affective, and also psychomotor development. In connection with the emotions of adolescents who tend to daydream a lot and are difficult to predict, the only thing educators can do is treat students like adults who are full of a sense of moral responsibility.

One of the fundamental ways is to encourage them to compete with themselves. It should be realized that at the age of adolescence is in a state of confusion and behavior is difficult to predict. In many ways, he is dependent on his parents for his physical needs and feels an obligation to the care they provide when he is unable to care for himself. However, he also felt that he wanted to break free from his parents' authority in order to become an independent adult. This led to conflict with parents. When this kind of friction occurs, the adolescent may feel guilty, which can further increase the gap between him and his parents. A student who feels confused about this condition may feel the need to tell others about their suffering, including their personal secrets. Therefore, a supervising educator should appear to function and behave like a sympathetic listener. Nevertheless, a number of experts believe that the decline in cognitive skills that occurs especially in late adolescence can be improved again through a series of training. Cognitive development in the early adolescent phase, stated by Schaie (1997) that Piaget's cognitive stages describe increased efficiency in obtaining information the new one. During this time, the level of emotional characteristics will drastically increase in speed. The emotional symptoms of adolescence, such as feelings of affection, anger, fear, pride and shame, love and hate, hopes and despair, need to be studied and

understood properly. Development during adolescence is a point that leads to the process of reaching maturity. Even though the nature of children will be difficult to let go of teenagers because of the influence of parental upbringing. Piaget said that most teenagers are able to understand and study abstract concepts within certain limits. According to Bruner, these adolescent students can use symbolic forms in sophisticated ways. Educators can help them by using a process skills approach (discover approach) by emphasizing mastery of abstract concepts. Students at this age are still in the process of perfecting their reasoning, educators should not assume that they think the same way as educators. For this reason, educators need to provide opportunities for students to hold good discussions and provide paper writing assignments. In this case, educators should observe adolescent tendencies to involve themselves in things that are not explored. A good way to deal with forms of immature thinking is to help students realize that they have forgotten certain considerations. However, if the problem is a complex problem with deep enough emotional weight, it is not an easy task. The formal operational stage according to Piaget, is the final stage of Piaget's theory of cognitive development, which is characterized by their ability to think abstractly. At this stage, adolescents are no longer limited to real and concrete experiences as the basis for their thinking. However, adolescents are able to imagine a situation that he can live in or a possibility that can happen later to them.

The abstract quality of adolescent thinking in adolescence at this stage can be proven by solving their problems verbally. In addition to abstract thoughts, adolescents at this stage also have thoughts full of idealism and possibilities. Hypothetical-deductive reasoning allows adolescents to develop hypotheses and design experiments to prove them, as well as provide tools for solving problems. What makes the change from the concrete operational stage to formal operations is the combination of brain maturity and the expansion of environmental opportunities. Even though the adolescent's neurological development has been sufficient to do formal reasoning, they can only achieve it with the right stimulus. One example is through cooperative effort. However, good learning motivation is not matched by the availability of teaching materials that support learning, so that learning takes place less than optimally, especially in the subject matter of the trading company accounting cycle. Thus, students need a teaching material that is appropriate and can be used in learning the development of teaching materials. Concept analysis is carried out by researchers by identifying the main concepts to be developed, compiling them in a systematic form, and associating relevant concepts with the material to be developed. The media material developed is adapted to the learning material for the Development of Teaching Materials for Accounting in the accounting education study program which refers to the Study Program Curriculum and the main material for the Development of Teaching Materials. In the development of Accounting Teaching Materials, it is necessary to look at the context of the content of the teaching material namely Accounting, where accounting can be interpreted as a process of recording, classifying, summarizing, processing and presenting data from events related to finance so that it can be used and easily understood for decision making and other purposes. Accounting is used in almost all business activities around the world to make decisions so that it can be called the language of business. This accounting process is usually used in companies, for example in service companies, trading companies, manufacturing companies, and other companies. In addition to service companies, in the business world we also know trading companies, namely companies engaged in the buying and selling of goods. Companies can be distinguished between wholesalers and retailers. The operating cycle of a trading company is usually longer than that of a service company, this is due to the purchase of merchandise that the company must make before the company can sell it to consumers. The following will describe the accounting cycle of trading companies.

Some matters relating to accounting records and procedures for trading companies are not much different from service companies. Task Analysis Task analysis is carried out by researchers by identifying and compiling an assignment system in the diagnostic test questions that will be given to students of the Accounting Education Study Program, so that students' difficulties in understanding a material are easier to identify. In this task analysis, the researcher gave assignments to students to work on ICT-based diagnostic questions. The formulation of specific learning objectives is carried out to convert the results of concept analysis and task analysis into learning objectives. The results of the formulation of learning objectives will be used by researchers as the basis for preparing teaching modules on the subject matter of Teaching Material Development in the developed accounting education study program. Each curriculum application has a different learning approach application, so is the current curriculum. Scientific approach (scientific approach) is a learning approach that is applied to learning applications. This approach is different from the previous curriculum learning approach. At each core step of the learning process, educators will carry out learning steps according to a scientific approach. This scientific approach has the following

criteria: first, learning materials based on facts or phenomena that can be explained with certain logic or reasoning; not just an approximation, fantasy, legend, or fairy tale; secondly, the teacher's explanations, student responses, and educator-student educational interactions are free from immediate prejudice, subjective thinking, or reasoning that deviates from the flow of logical thinking; third, encouraging and inspiring students to think critically, analytically, and appropriately in identifying, understanding, solving problems, and applying learning material; fourth, encouraging and inspiring students to be able to think hypothetically in seeing differences, similarities, and links to one another from learning materials; fifth, encourage and inspire students to be able to understand, apply, and develop rational and objective patterns of thinking in responding to learning materials; sixth, based on accountable concepts, theories, and empirical facts; seventh, the learning objectives are formulated in a simple and clear manner, but the presentation system is interesting. The learning steps in the scientific approach involve several domains of achieving learning outcomes contained in learning activities. The learning process touches three domains, namely: attitudes, knowledge, and skills. The first activity in the scientific approach is the observing learning step. Students observe the object to be studied. The learning activities are reading, listening, listening, seeing (without or with tools). The competencies developed are training sincerity, accuracy, seeking information. In this case the educator presents learning tools in the form of learning media. In observing activities, educators present videos, pictures, miniatures, displays, or real objects. Students can be invited to explore the object to be studied.

The learning module is the smallest teaching and learning program unit, which is studied by students themselves individually or taught by students to themselves (self-instructional) (Winkel, 2009:472). Learning modules are teaching materials that are arranged systematically and interestingly which include material content, methods and evaluations that can be used independently to achieve the expected competencies (Anwar, 2010). According to Goldschmid, learning modules are a kind of planned learning activity unit, designed to help students complete certain goals. The module is a kind of program package for learning purposes (Wijaya, 1988:128). Vembriarto (1987:20), states that a learning module is a teaching package that contains a unit of concept rather than study material. Module teaching is an effort to organize individual teaching that allows students to master one unit of study material before they move on to the next unit. Based on some of the definitions of the module above, it can be concluded that the learning module is a form of teaching material that is packaged systematically and attractively so that it is easy to study independently. The learning module is one of the learning materials that students can use independently. A good module must be arranged systematically, attractively, and clearly. Modules can be used anytime and anywhere according to student needs. The module is one of the learning aids that can be used to simplify and clarify the presentation of material. Ministry of National Education (2008) states that the learning objectives of using modules are as follows: 1) simplify and clarify the presentation of material so that it is not too verbal, 2) overcome the limitations of space, time, and sensory abilities of students and teachers 3) so that it can be used appropriately and varied, such as to improve learning outcomes. Modules can assist students and teachers in improving learning outcomes. Modules can help improve students' ability to absorb subject matter more quickly and easily. Modules can also assist teachers in conveying subject matter more clearly and easily understood. In addition, modules can also assist teachers in conveying subject matter effectively and efficiently. Module content must be adjusted to the desired learning objectives. Module content must contain subject matter that is relevant and easily understood by students. Module content must also include the information needed to achieve the learning objectives. Module content should also include exercises and evaluations to help students master the subject matter. The use of the module must be adjusted to the desired learning objectives. Modules must be used effectively and efficiently to help students achieve learning goals.

Modules should be used to help students master subject matter more quickly and easily. Modules should also be used to assist teachers in conveying subject matter more clearly and easily understood. Making modules must be adjusted to the desired learning objectives. Making modules must pay attention to content that is relevant and easily understood by students. Making modules must also pay attention to the use of effective and efficient modules. Making modules must also pay attention to aspects of design that are attractive and easily understood by students. Various types and kinds of sources and teaching materials can be used in learning. One form of learning resources and teaching materials is prints such as books, modules, encyclopedias, and other printed forms. Modules as one of the printed teaching materials are very well used in learning. The National Education Office explains in the book *General Guidelines for the Selection and Utilization of Teaching Materials* (2004) that a module is a book written with the aim that students can learn independently without teacher direction or guidance. This shows that the module can be used for learning even if there is no teacher. In this case, the module can replace the teacher's function. The teacher may be in learning that uses modules as teaching materials or learning resources, but the teacher should play a minimal role in the learning. Of its uses that can be utilized without a teacher, the module must contain details regarding the learning carried out starting from objectives, planning, learning materials, to evaluations used in learning. Students or students themselves will implement all activities and guide steps that must be carried out in learning using modules. If so, then the module can have many functions in learning. Prastowo

(2012: 107) states that the module as a form of teaching material has 4 main functions, these functions include: The existence of the module and its use can make students or students able to learn on their own.

Students can learn independently by using modules without the help or presence of educators who are usually present in every lesson. This makes students have the skills to explore information and materials and develop them independently, not always having to depend on the teacher. Modules should be able to replace the functions that educators have. The main function of the teacher to be replaced by the module is as a conveyor of material. Modules should be able to convey and provide learning material in a clear and detailed manner. Of course the delivery of material using this module must pay attention to the age and ability of students to absorb material through printed materials. The module also includes methods and methods for conducting evaluations. This evaluation is not only carried out by teachers or instructors, but students must also be able to evaluate learning using modules. This is very useful for students so that they can find out how far they have mastered the material from the learning they have done themselves.

The contents in the module are of course supplemented with information and learning materials. This makes the module usable as a reference or reference for certain and related information. Like other books, the function of the module as a reference and reference can be justified for the accuracy or validity of the material contained in the module. Judging from the module functions that have been described, modules can play an important role if used in learning even after learning. Modules can really replace the teacher's position as educator and instructor. Modules are also teaching materials and learning resources for students which are very complex and complete. It is certain that the use of modules in learning must pay attention to things that can affect learning such as learning objectives as well especially the time allocation and the suitability of the module on the material that can be delivered. The module is one of the learning resources that can be utilized by students and students in the learning process. However, not all teachers and lecturers are accustomed to writing modules. Therefore, this article will discuss what are the benefits of the module for students and students. When the learning module has been completed, it becomes easier for Mr / Ms teacher. During the learning process in the classroom, the teachers will not find it difficult. Because, everything has been scheduled in the module. The things that have been scheduled in the module are in the form of material to be studied, assignments to be given, to something related to understanding evaluation or repetition. Not only is learning more structured, teachers are also more flexible to observe students through the module. When students are studying according to the module's guidelines, teachers will have plenty of time and opportunities to carry out individual guidance or assessment. One of the printed teaching materials that still survives its use and is able to compete with other teaching materials to date is modules. Modules are printed teaching materials designed to be studied independently by students (Ministry of National Education, 2008: 3). Modules are also called media for independent learning because they are equipped with instructions for self-study. That is, students can carry out learning activities without the presence of the teacher directly. The language, patterns, and other completeness properties contained in this module are arranged so that it looks as if it is the "teaching language" or the language of the teacher who is teaching his students. Therefore, this media is often called independent instructional materials. Teachers do not directly give lessons or teach something to students face to face, but enough with these modules. A module is a complete unit that stands alone and consists of a series of learning activities designed to help students achieve a number of goals that are specifically and clearly formulated (S. Nasution, 2003: 204). Modules are learning tools or facilities that contain materials, methods, limitations, and ways of evaluating that are designed in a systematic and attractive way to achieve the expected competencies/sub-competencies according to the ability level of students.

Conclusion

The learning activity is conveying the results of observations, conclusions based on the results of analysis orally, in writing, or other media. The competencies developed are developing honest, thorough, tolerant attitudes, the ability to think systematically, express opinions briefly and clearly, and develop good language skills and Correct. At this stage students present their abilities regarding what they have learned while other students respond. Other student responses can be in the form of questions, objections or support about the presentation material. The teacher functions as a facilitator for this activity. In this activity all students will proportionally get the same obligations and rights. Students will be trained to become resource persons, to be people who will defend their ideas scientifically and to be independent and to be people who can be trusted. The students who carry out this

networking activity must feel cheerful and happy without any fear and pressure from anyone. Educators will carry out authentic assessments in this learning process and assessment of learning outcomes. Students who are active and dare to express their ideas/opinions scientifically will certainly get better grades. Students who still have fear and lack of confidence will be trained so that they become independent individuals, and people who can be trusted. All learning activities will return to the achievement of the learning domain, namely the realm of attitudes, cognitive domains and skills domains.

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NAVIGATING MULTIFACETED COMPLEXITIES: INTERNATIONAL STUDENTS' ADAPTATION TO ONLINE LEARNING IN AUSTRALIA DURING COVID-19

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ABSTRACT

The global outbreak of the SARS-CoV-2 (COVID-19) pandemic precipitated an unprecedented disruption in educational systems worldwide, impacting students profoundly. The abrupt shift to online learning introduced a multitude of challenges, particularly for international students. This paper aims to delve into the existing literature to gain a deeper understanding of the online learning experiences, readiness, and eLearning challenges faced by international students during the COVID-19 pandemic. Focusing primarily on the context of international students in Australia, this review encompasses a selection of research published between early 2020 and late 2023, providing a broad overview of the available literature during this period. Drawing on the insights from the literature, this paper engages in comprehensive discussions, followed by a set of recommendations. These findings hold significance for higher education providers, educators, and policymakers seeking insights into improving effectiveness of eLearning practices, online teaching, student engagement, student welfare, and support practices and strategies aimed at better assisting international students. The article advocates for a more profound acknowledgment and efficient addressing of the diverse challenges and needs of international students in the midst of major disruptions and unfortunate events such as a global pandemic.

Keywords: COVID-19, International students, Challenges, eLearning, Online teaching, Higher education

INTRODUCTION

The global COVID-19 pandemic introduced an unparalleled disruption to the field of education on a global scale. In response to social distancing measures implemented in numerous countries, including Australia (Thacker et al., 2021), traditional face-to-face courses and educational services were temporarily suspended. In their place, a rapid transition to online learning, sometimes referred to interchangeably as “distance learning”, “eLearning”, “distance education”, “virtual learning”, and “online education”, became the primary mode of instruction.

Before the COVID-19 pandemic, the results of the Australian Government's 2016 International Student Survey revealed that 94% of respondents viewed the reputation of the education system in Australia as a key factor, and 93% of survey participants highlighted personal safety and security as significant considerations in deciding to study in Australia (International Education, 2016). During the COVID-19 pandemic, Australian universities faced significant challenges, particularly regarding governance and their reliance on international students (Thatcher et al., 2020). The higher education sector was predominantly occupied with addressing ongoing uncertainties, implementing health and safety protocols (Cheng et al., 2020), addressing administrative and workforce-related issues (Littleton & Stanford, 2021), ensuring regulatory compliance (Gamage et al., 2020), and mitigating the financial repercussions of the pandemic (Carnegie et al., 2021).

International students bore the brunt of what can be described as a "double dose of stressors" (Tseu et al., 2023, p.1). This encompassed not only the typical challenges of university life but also the unique obstacles and experiences associated with studying in a foreign country during a global pandemic (Kristiana et al., 2022). International students' higher tuition fees, compared to their domestic counterparts, significantly contributed to bolstering the financial stability of Australian institutions for a long time prior to the COVID-19 pandemic (Welch, 2022). International education constitutes one of Australia's largest export sectors (Lucas, 2023), and it remains a significant contributor to the Australian economy while providing a substantial source of income for higher education institutions (Department of Education, 2022).

Despite the significant contribution of the international student market to tertiary education revenue in Australia, comprehensive research investigating the eLearning experiences, adaptability, challenges, and vulnerabilities of international students during times of crisis, characterised by distress and uncertainty, only gained momentum with the onset of the COVID-19 pandemic. Even in the early years of the post-pandemic period, this aspect remains relatively underexplored in the literature.

This paper seeks to understand how international students in university settings adapted to eLearning and online education, assessing their readiness and unique challenges encountered during the COVID-19 pandemic, with a

specific focus on those in Australia. The insights and discussions in this paper draw from a review of the literature, inclusive of research published between early 2020 and late 2023, within the context of international students.

THEORETICAL PERSPECTIVE

Many educators worldwide grapple with challenges related to student motivation—a complex construct rooted in human needs. Maslow's (1943) *Theory of Human Motivation*, also known as the Theory of Human Needs, posits hierarchical needs fulfillment, where addressing unsatisfied basic needs is a natural desire and a prerequisite for moving towards satisfying more advanced needs. The five needs in Maslow's hierarchy are 1) physiological, 2) safety, 3) love and belonging, 4) esteem, and 5) self-actualisation (Maslow, 1958). Echoing Maslow's focus on belonging and esteem needs as well as the need for self-actualisation, Alderfer's *ERG Theory* emphasises existence, relatedness (including interpersonal relationships and social interactions), and growth. Alderfer believes that motivation may not strictly depend on satisfying these needs in a specific order (Alderfer, 1969). Nevertheless, both theories underscore the importance of satisfying the human need for belonging, connectedness, recognition and social interactions.

Belonging, broadly conceptualised as a fundamental human need, is intricate in its structure, involving various components, predictors, and outcomes (Allen et al., 2022; Allen et al., 2021; Baumeister & Leary, 1995). The recognised phenomenon referred to as the "*desire for social connection*" has been identified at both neural and peripheral biological levels as well as in behavioural and social dimensions (Allen et al., 2021; Brewer, 2007; Kross et al., 2007). The four dimensions of human involvement as outlined in the work of Pollini (2005) can be helpful to delve into the empirical aspects of human involvement and belonging. The dimensions or states in the involvement of individuals in the context of human relations include (1) territorial location, (2) ecological participation, (3) social belonging, and (4) cultural commonality (Pollini, 2000).

The individual's territorial location delineates the restricted area where they, as an organism, are positioned and engage in their primary daily activities. Ecological participation encompasses a form of mutual relational connection among the individual members of a human population residing, whether permanently or temporarily, in the same territorial region. Social belonging, or the condition in which an individual, through taking on a role, is identified by their inclusion in the social collective. Cultural commonality diverges from social belonging as it entails individuals sharing value systems (Pollini, 2005). Discussions on student belonging have primarily revolved around relational belonging, as indicated by Chen and Zhou (2019) and Slaten et al. (2016). This mostly entails a sense of belonging that revolves around interactions of students within the learning environment, such as a campus (Cena, 2021). International students are integral to the learning environment, and as highlighted earlier in this section, the need for recognition, interaction, and connection to the broader community, or as Cooley (1902) put it, the need to satisfy *a sense of we-ness* must be acknowledged and addressed.

The lack of a sense of belonging, where individuals are aware that they are not fully accepted for various reasons, combined with uncertainty, results in unmet basic human needs (Svensson, 2022). Social belonging entails what has been termed the *sense of affinity* (Shils, 1975) or the *we-feeling* (MacIver & Page, 1949). The feeling of belonging is an innate experience that significantly affects one's wellbeing. Low sense of belonging is said to lead to declined psychological wellbeing (Arslan & Allen, 2021). Lack of a sense of belonging contributes to diminished engagement with studies in university students (Morris, 2021). Moreover, studies suggest that enhanced psychological wellbeing correlates with improved academic performance (Coronel et al., 2020). There are close associations between social belonging and the *Theory of Social Constructivism*. In accordance with social constructivism (Vygotsky, 1978), the learning process within small groups is socially contextualised.

Social constructivists assert that the collaborative process of sharing individual perspectives, referred to as collaborative elaboration (Van Meter & Stevens, 2000), leads to the joint construction of understanding among learners, emphasising that this construction is not achievable independently by individuals. Moreover, Vygotsky (1978) introduced the concept of *Zone of Proximal Development (ZPD)*, underscoring the facilitative role of instructors who initially provide support by using scaffolding techniques and gradually decrease it to foster independent learning in the framework of social constructivism.

Within the framework of social constructivism, learning is intricately connected to both social and cultural contexts, interweaving with the individual and subjective processes of learners (Carwile, 2007). In this context, the presence of a sense of belonging, the fulfillment of esteem and social interaction needs, and collaborative efforts with peers to construct knowledge play crucial roles in shaping students' learning experiences and influencing the anticipated outcomes. The role of educators, equally significant, profoundly impacts students' learning experiences, specifically in terms of designing teaching and learning activities, creating visual aids, and fostering a relaxed atmosphere (Erciyas, 2020). Some scholars have suggested that students instructed using a

social constructivist approach exhibit greater self-efficacy compared to those taught through traditional lecture methods (Glasson & Lalik, 1993).

According to Bandura (1977, 1986, 1997), *self-efficacy*, which is rooted in social cognitive theory, is the degree to which an individual believes in their ability and capacity to executive behaviours to master a task or succeed under specific conditions. Self-efficacy is identified as a fundamental factor in motivating behaviour (Bandura, 1989). Marzillier and Eastman (1984) voiced a notable disagreement with Bandura, specifically in their conceptualisation of self-efficacy's theoretical framework. While Bandura predominantly emphasises outcome expectations, guiding our focus toward outcome assessment in evaluating self-efficacy, Marzillier and Eastman (1984) insist on a dissimilar stance, advocating for an equal recognition of both outcome and personal self-efficacy as equally pivotal in fostering transformative change. Nevertheless, in the domain of education, some scholars have reported an association between self-efficacy and the usage of computer technology (Işman & Çelikli, 2009), and an association exists where digital skills self-efficacy is crucial for online learning experiences among learners from diverse demographic backgrounds (Kaspar et al., 2023).

Online learning establishes a distinct cultural context of its own (Anderson, 2008). Benedikt (1991, as cited in Anderson, 2008) argues that online space “has a geography, a physics, a nature, and a rule of human law” (p.123). In online learning, the concepts of academic performance, learner engagement, and scaffolding learning become intricate, encompassing various dimensions (Wu, 2023). In this context, fostering self-efficacy of learners (Stephen & Rockinson-Szapkiw, 2021) and educators (Billett et al., 2023; Mok & Moore, 2021), social interactions, student-teacher and peer relationships (Yu et al., 2023), and creating conditions in which learners better adapt to the virtual environment and overcome potential challenges becomes crucial. Furthermore, employing an instructional design and approach that enhance learners' engagement not only improves their overall satisfaction but also contributes to the cultivation of positive learning outcomes (Stavredes & Herder, 2013). Hence, learners' engagement with the learning experience is interconnected with the learning environment, instructional tools, facilitation approach, social interactions, self-efficacy, motivation, and elements that support their adaptation and behavioural engagement in online learning, which, in turn, synergise knowledge construction (Han et al., 2021; Han & Wang, 2021).

Mayer's *Cognitive Theory of Multimedia Learning*, widely applied in eLearning, promotes the utilisation of multimedia instructional messages without overloading the learner's cognitive system (Mayer, 2014). Clark and Mayer (2016) argue that multimedia learning is a crucial principle within eLearning. According to their perspective, integrating two formats from audio, visual, and text, rather than utilising only one or all three, facilitates deeper learning. Likewise, Cope and Kalantzis's (2017) *e-Learning Ecologies* expound on the role of new technologies in knowledge representation, making the case that multimodal learning—emphasising visual, auditory, and kinaesthetic engagement—is a key aspect of engaging learners with different learning styles. Aligned with emerging eLearning frameworks are the concepts of gamification and game-based learning (Sandrone & Carlson, 2021), which scholars emphasise for their imperative role in guiding real-time adaptive scaffolding (Emerson et al., 2020) and increased levels of student learning, motivation, and engagement as a result of the reward structure in these innovative learning techniques (Hartt et al., 2020; Park et al., 2019).

From a social constructivist perspective, some studies indicate that integrating media artefacts, video projects, and blog entries into the learning experience enhances students' environmental awareness and perceived need for activism (Karahan & Roehrig, 2015). Moreover, behaviourist learning theories, speculating on the process of learning, propose that rewards and reinforcement also contribute to learning experiences and performance of learners (Yusra et al., 2022).

eLearning is widely recognised as the use of both software-based and online learning, while in sectors such as Business, Higher Education, the Military, and Training, it specifically refers to a range of online practices (Nicholson, 2007). The incorporation of e-learning and instructional tools for promoting self-regulated learning (Garcia et al., 2018) and the integration of interactive multimedia to enhance student learning outcomes in online education have become essential components for improving overall student achievements (Khamparia & Pandey, 2018). Furthermore, learning and teaching involve a variety of stakeholders, primarily learners and educators/instructors. Educators' proficiency in ICT skills for both synchronous and asynchronous delivery, coupled with their pedagogical approach, significantly contribute to shaping students' active learning experiences (Krassadaki et al., 2022; Jimoyiannis, 2010).

An important theoretical framework that has emerged to guide research in developing educators is the *Technological Pedagogical Content Knowledge (TPACK)* developed by Mishra and Koehler (2006). The TPACK model emphasises the role of content, pedagogy, and technology, as well as the integration of innovative tools (Mishra and Koehler, 2006) and the development of digital skills of educators for effective teaching (Mouza et al.,

2014). Other researchers have proposed similar ideas on the relationship between technology and pedagogy (e.g., integration literacy by Gunter & Baumbach, 2004) and the *Technology Enhanced Student-Centred Learning* (Hannafin & Land, 1997; Kang et al., 2015). At the heart of most of these contemporary frameworks and models are strategies to develop educators' skills and knowledge, as well as the utilisation of innovative tools for fostering active learning and creating a motivating learning environment, integral to fostering an enriched and dynamic educational experience for students (Jaipal-Jamani & Figg, 2015; Ullah et al., 2019).

LITERATURE REVIEW

Understanding the Impact of COVID-19 on International Student Experiences

In 1951, under the Colombo Plan, Australia actively fostered international education collaborations, representing a strategic investment to exercise soft power and diplomacy (Lowe, 2015). This approach allowed Australia to pursue diverse goals, such as nurturing understanding and establishing relationships with various countries and their economies. Consequently, international students have since become integral to the Australian education system and economy. In recent years, both state and federal governments in Australia have enacted legislation, providing university leaders the additional autonomy to establish offshore campuses and conduct targeted marketing, resulting in a substantial increase in international student enrolment (Lucas, 2023). The Tertiary Education Quality and Standards Agency (TEQSA, 2023) provides comprehensive information through its National Register, the authoritative source detailing the status of registered higher education providers in Australia. As of 2023, it reports the operation of 202 higher education providers in the country, including 42 Australian universities, 153 Institutes of Higher Education, 6 university colleges, and 1 overseas university (TEQSA, 2023).

In Australia, the first case of coronavirus (2019-nCoV) was reported in Victoria on 25 January 2020, with initial border restrictions implemented by various state and territory governments starting on 19 March 2020 (Australian Parliament House, 2023). According to statistics from the Australian government's Department of Education, between January and December 2020, there were a total of 687,023 international students enrolled in various courses across the country (Department of Education, 2023). This number decreased to 572,349 for the same period in 2021, marking a 17% decline in international student enrolment compared to the previous year. It is noteworthy that the COVID-19 pandemic began to significantly impact the \$37.5 billion in annual revenue associated with international education in Australia (Hurley, 2020).

Most international students enrolled in Australian universities and higher education institutions are made aware of specific visa conditions that require their attendance at a minimum of 80% of on-campus face-to-face classes throughout their studies (Department of Home Affairs, 2023; TEQSA, 2022). Compliance with this visa condition not only ensures students' progress in their studies but also grants them access to various benefits, including on-campus transition activities and orientation programs (Penman et al., 2021; Townsend & Huay, 2008), on-campus learning communities (Fronek et al., 2021), social events, networking opportunities (Wilcox & Winn, 2005), and access to campus facilities such as laboratories, accommodation, and recreational and wellness activities (Devi et al., 2016; Stenson et al., 2022).

While most universities in Australia initially began the new academic year in 2020 with a 'business as usual' approach (Pather et al., 2020), the unexpected disruptions and subsequent restrictions caused by the pandemic compelled the majority of Australian universities to shift to online delivery for their classes. A similar situation was observed in Europe, where the European University Association (EUA) estimated that 90% of higher education institutions in Europe transitioned to delivering all or most of their classes online (Gaebel, 2020).

In Australia, the challenges faced by students, particularly international students, during the pandemic were substantial. The exclusion of international students from federal government relief packages and income support left them in an exceptionally vulnerable position during their studies (Farbenblum & Berg, 2021; Gallagher et al., 2020; Nguyen & Balakrishnan, 2020). As a result of the pandemic and associated lockdown laws, international students were compelled to temporarily adapt to an online learning model (Tseu, 2023) while simultaneously experiencing significant reduced work hours, or job loss (Hastings et al., 2023) as well as risk of homelessness (Cortis & Blaxland, 2021; Fronek et al., 2021; Nguyen & Balakrishnan, 2020).

Even though the practice of combining face-to-face and online learning delivery modes, often referred to as blended learning, is not a novel concept (Stacey & Wiesenber, 2007) and that online learning and distance education, which allow both domestic and international students to engage in learning remotely, have been in existence for three decades (Shea, 2020), it was the multifaceted challenges posed by the pandemic and the responses of government departments and institutions that had a significant impact on international students in Australia during this unprecedented period (Qi & Ma, 2021).

Uncertainty and Value for Money Concerns

During the pandemic, the 'watch and wait' approach adopted by most universities created considerable distress among staff and students due to the apparent lack of decisive action (Pather et al., 2020). This situation was further compounded for international students in Australia when they were confronted with the statement made by Australia's Prime Minister, on the 3rd of April 2020, suggesting that international students should 'go home' (Fronek et al., 2021). This intensified the uncertainty they were already experiencing due to the perceived lack of decisive action on the part of institutions and the Australian Government's announcement, which prioritised its citizens and encouraged international students who couldn't support themselves during the pandemic to leave Australia (Ross, 2020).

The 2018 International Student Survey reported an overall university satisfaction rate of 89% among international students in Australia (International Education, 2018). However, earlier studies conducted before the pandemic had also suggested that international students' experiences in Australia had been impacted by a limited sense of social integration and belongingness (Arkoudis et al., 2019). International students in Australia had previously reported that places where they received respect and were accepted improved their feelings of belonging (van Gijn-Grosvenor & Huisman, 2019). Although the literature suggests that the cost of getting belonging wrong is not easily quantifiable (Kondonijakos, 2021), it is not unreasonable to propose that the announcement at the onset of the COVID-19 pandemic may have exacerbated international students' already challenging situation, potentially negatively impacting their sense of belonging.

It is plausible to posit that such announcements, depending on the gravity of the situation, can potentially induce severe uncertainty, fear, stress and anxiety among international students. This was notably evident in Australia, as demonstrated by an empirical study conducted by Dodd et al. (2021). The study collected responses from 787 university students (aged 18 or older) through an online cross-sectional survey to investigate the psychological wellbeing and academic experiences of university students during the COVID-19 pandemic. The findings of their study (Dodd et al., 2021, p. 6) indicated that, when comparing the psychological wellbeing of domestic students and international students, "future anxiety was higher among international students ($M = 3.83$ international vs. 3.50 domestic, $p = 0.001$)".

Similarly, the sense of uncertainty and helplessness experienced by international students in Australia became evident in a study conducted by Coffey et al. (2020). One of the interview participants highlighted the profound sense of lost belonging experienced during uncertain and distressing times, especially without adequate support:

When I lost all my work and then heard the Prime Minister say, "go home," I say, why do I stay in a country where I'm not wanted? They don't want me. I have no help (p.1342).

The 'I have no help' feedback from an international student in Coffey et al.'s study, as discussed above, contradicts suggestions from pre-Covid Australian government reports. For example, Lawson (2012), in a report by Australian Education International (AEI), an Australian government initiative, indicated that "most international education providers offer a range of support services for their domestic and international students, and as the international student surveys conducted by AEI have shown, when they are used, these support services generally receive high levels of satisfaction" (Lawson, 2012, p. 16).

Expanding on this discussion, the sentiment expressed in the student comment 'when I lost all my work' in Coffey et al.'s study points to a connection with one of the indicators of migrants' sense of thriving and flourishing. A study conducted by researchers at La Trobe University in Australia, published just before the pandemic and based on a national online survey of 1446 migrants to Australia, revealed that migrants associated positive feelings and a sense of flourishing with identifying as being Australian, satisfaction in relationships, and the source of income (du Plooy et al., 2019). Therefore, 'when I lost all my work,' indicating that the student had lost sources of income, suggests a potential impact on the feelings of flourishing and thriving, aligning with findings from the study by researchers at La Trobe University.

Drawing from the works of Lawson (2012) and Du Plooy et al. (2019), in conjunction with the research findings presented by Coffey et al. (2020), one could argue that international students in Australia were likely satisfied with the support they received in the pre-COVID years. Nevertheless, it seems that circumstances underwent a significant change for international students during the pandemic.

An issue affecting international students pertained to their online learning experience, including class duration and education quality, which sometimes did not align with the expectations and needs of these students (Lin & Nguyen, 2021). According to a report by Martin (2020) from the Tertiary Education Quality and Standards Agency (TEQSA), published in November 2020, the disruptions and class rescheduling resulting from the sudden shift to

online learning during the pandemic, as well as the shorter duration of online classes compared to traditional on-campus classes, had an adverse impact on international students' satisfaction. The report revealed that:

The students expressed feelings of unsettlement and many commented that they didn't feel they were receiving 'value for money' from their online tuition. This was particularly the view of overseas students (Martin, 2020, p.10).

These insights from the literature underscore the significance of promoting open communication and dialogue among government organisations and students, institutions and students, as well as students and teachers. They emphasise the necessity of providing students with tools and platforms to voice their concerns, offer feedback, and express their viewpoints (Ashton-Hay & Williams, 2023; Barkas et al., 2022). Additionally, these insights from the literature highlights the significance of university public communications for crises response (Zhang et al., 2022) which should take into consideration the vulnerability of the international student population during unfortunate events such as the COVID-19 pandemic (Qi & Ma, 2021).

It is worth noting that the academic literature still lacks comprehensive exploration and in-depth insight into the impact of government announcements, crises management, institutional communications, and internal notifications (e.g., from educators, faculty, and administration) on international students, and whether student voice, feedback, and concerns were adequately factored into the decision-making processes.

Psychological Distress, Social Support, and Students' Interest in their Studies

Unsurprisingly, the COVID-19 pandemic prompted extensive research and investigation into various facets of student learning experiences during this unprecedented global crisis. A multitude of studies delved into the psychological (Antwi et al., 2022; Blankenship & Jones, 2021; Schartner, 2023) and sociocultural (Mbous et al., 2022; Tseu et al., 2023) ramifications of the pandemic on students, encompassing both domestic and international cohorts. International students, however, bore a heavier burden, grappling with fear of COVID-19, academic stress, loneliness (Kivelä et al., 2022), coupled with self-isolation and travel restrictions, which significantly impacted them (Dingle et al., 2022).

Online learning brings forth practical advantages, such as on-demand access from anywhere, flexibility and convenience (Du et al., 2022; Yan et al., 2021), and the elimination of commutes, saving both time and money for learners (Chen, 2023). Nevertheless, it can also be isolating. As noted by Duncan and Young (2009, p.21), "life events may hit online students particularly hard as frequently they have no access to the support systems often available to campus." Research has indicated that a lack of social support, limited social interactions, hindered mental growth, and insufficient peer support can predict poor educational performance (Abdullah & Kauser, 2022).

Some studies exploring the role of social support in children, have shown a positive correlation between social support and hope levels (Sahranc, 2018). In an academic context, social support, positive beliefs about the future, and hope have been found to predict improved academic performance and increased life satisfaction among university students (Rand et al., 2020). The significance of social support and nurturing relationships in the context of online learning during times of crises came to the forefront in a study conducted by Lin and Nguyen (2021) within the Australian higher education institutions. Their research delved into the viewpoints of international students regarding eLearning during the pandemic, revealing a profound facet of their experiences. Through the utilisation of the Autoethnography approach—an immersive qualitative research method rooted in self-reflexivity (Tracy, 2013) the study uncovered the depth to which some international students in Australia found empowerment through their positive interactions with educators, particularly in the face of the challenges posed by the pandemic. As evident from an extract of results from their study, the need for more effective strategies to foster connections among students is underscored.

Writing to the tutor on a regular basis helps me maintain a level of motivation, especially when the tutor always replies to me positively. However, she did not make any connections with peers and I explored the course alone. I would feel motivated for days and immersed myself into the knowledge. These moments were so enjoyable that I could forget the fact that I am isolated in a small room (Lin & Nguyen, 2021, p.247).

The findings of another study support the notion of empowerment and the positive influence of lecturers on their students, as highlighted in Lin and Nguyen's study mentioned above. Gunasekara et al. (2022) conducted research using focused group interview method to collect data from undergraduate students at an Australian university. While the study did not explicitly specify what percentage of interview participants were international students, the results indicated that lecturers' emotional intelligence, understanding of students' struggles, and expressing empathy were crucial in providing support to students. A student feedback excerpt serves as a testament to the positive impact of these initiatives, with a student noting, "One of the lecturers provided a session prior to the exam, just trying to relax us. So, I think some of them really did a great job in supporting students" (Gunasekara et al., 2022, p. 117).

Despite the positive experiences highlighted earlier, some studies have indicated that many students encountered challenges in their personal and social wellbeing during the COVID-19 pandemic. These challenges were reflected in heightened instances of alcohol consumption, binge-eating, clinical insomnia, and depression, as reported in studies conducted by Antwi et al. (2022), Buckner et al. (2022), Kim et al. (2022), Kivelä et al. (2022), Tseu et al. (2023), and Zhang et al. (2021). A study conducted by Al-Oraibi et al. (2022), which collected data through conducting eight online focus groups with international students ($n = 29$) and semi-structured interviews with university staff ($n = 17$), revealed evidence suggesting that despite raising mental health concerns among international students during the COVID-19 pandemic, they reported that they did not access counselling services. Staff attributed this to “the perceived stigma around mental health in certain cultural groups” (p.1). This highlights the importance of social support, student-student and student-teacher interaction opportunities, and a supportive online learning community in the face of distress and uncertainty so students can better adjust to eLearning under difficult circumstances.

Another study by Ben Salah et al. (2023) investigated the relationship between uncertainty and symptoms of depression and anxiety during the COVID-19 pandemic. It comprised 3786 survey responses from 94 different countries and found evidence suggesting that social support mitigated the link between uncertainty and symptoms of depression and anxiety. Other researchers support these findings and speculate that individuals' self-efficacy and their ability to respond to stressors, such as COVID-19, may be improved when their perception of available social support is positive, and they feel there is support available when needed (Özmete & Pak, 2020; Prati & Pietrantonio, 2010).

Melbourne city of Australia, endured one of the longest lockdowns in the world (Analysis and Policy Observatory, 2021). Riaz et al. (2022) investigated the repercussions of extended COVID-19 lockdowns in Melbourne city of Australia on international students and discovered that 74% of the study's international student participants in Melbourne received no support from the Victorian Government. The findings also revealed that 67% of the students reported reduced interest in their studies, while 74% indicated a decrease in peer learning. The literature strongly suggests that both perceived social support and social interactions serve as effective coping strategies to reduce stress and anxiety (Elmer et al., 2020; English et al., 2022; Friedman, 2011; Jung, 2013; Rekenyi et al., 2023) and enhance academic resilience (Permatasari et al., 2021). This notion is further substantiated by the findings of a mixed-methods study in the context of Australian tertiary education conducted by Humphrey and Forbes-Mewett (2021) on social value systems of international students during the COVID-19 pandemic, which underscored the significance of maintaining close social connections for improving the psychological wellbeing of international students.

Given the unbearable disruptions, uncertainty, distress, and lack of adequate financial support that international students experienced in Australia during the pandemic (Gomez 2022; Nguyen & Balakrishnan, 2020) there was a need to provide effective eLearning support combined with student-centred facilitation and teaching approaches, and additional micro skills training and wellbeing support programs in which students could engage to remain motivated and inspired (Chiu, 2022; Mohtar & Md Yunus 2022) to successfully navigate through their online studies, gain necessary skills and knowledge, and complete their courses.

Multifaceted Complexities in Students' Adjustment and Adaptation to Online Learning

Adaptability refers to the capacity to modify one's actions, cognition, and emotions in response to new, fluctuating, uncertain, and unforeseen conditions and contexts (Martin et al., 2021). Navigating change and uncertainty demands a high degree of adaptability, adjustment, and resilience. This need is particularly pronounced among international students, as articulated brilliantly by Gomez et al. (2021), who noted that the temporary migrant nature of international students during the COVID-19 pandemic in Australia brought with it a range of challenges distinct from those faced by domestic students. Prior to the pandemic, Robin (2016) from Monash University in Australia, had suggested that international students find guaranteed-entry foundation studies attractive, as it provides a direct pathway into university enrolment with lower English language requirements. Yet, Robin argues that the low literacy and weak language fluency can impede students' integration into broader campus communities, potentially leading to social exclusion. Earlier discussions in this paper, from a theoretical standpoint, have already established the importance of self-efficacy, social inclusion, belonging, motivation, the learning environment, pedagogical and instructional approaches in shaping how learners navigate through various tasks and achieve their diverse learning goals and objectives.

In online education, the pivotal role of students' skills, readiness, and the support mechanisms provided to them becomes increasingly pronounced. These factors significantly contribute to the nuanced processes of adjustment, adaptation, and overall success in online learning (Rotar, 2022). As underscored by Brindley (2014, as cited in

Rotar, 2022) “studying at a distance requires maturity, a high level of motivation, the capacity to multi-task, goal-directedness, and the ability to work independently and cooperatively” (p. 278).

Adaptation and success of students in online learning involves their digital competencies (Williams et al., 2022), and both pedagogical and technology-related aspects of online teaching and learning (Turnbull et al., 2022). Nevertheless, adjusting to online learning and navigating through the sudden changes in their studies during the pandemic proved to be an exceptionally complex process. It is important to acknowledge that a single article cannot comprehensively cover all facets of this complexity. However, some of the critical aspects of this multifaceted challenge will be discussed in the subsequent sections.

Technological Barriers, Digital-Readiness, and eLearning Competencies

Studies, conducted before, during, or after the pandemic, suggest that student adaptation to eLearning depends on various factors. These include demographic factors (Islam et al., 2011; Duan et al., 2018), program of study (Xhelili et al., 2021), affordability and the cost of acquiring electronic equipment (Maatuk et al., 2022), and prior experience with the internet and technology (Katz et al., 2021). Furthermore, the literature suggests that students' experiences with online education are associated with several factors, including digital readiness (Yan et al., 2021), home study environment (Agopian, 2022), access to technology, the quality of broadband and internet connectivity (Cullinan, 2021; Rodríguez-Moreno et al., 2021), and learners' digital literacy skills (Williams et al., 2022).

Digital readiness, which assesses the extent to which a country offers information technology and associated infrastructure, to its population, is reported to be more advanced in developed countries like Australia when compared to developing or underdeveloped nations (Yan et al., 2021). Although, Australia experienced a decline in digital readiness rankings in 2022, a drop attributed to reduced student and skilled migration due to the pandemic (Sadler, 2022), it is reasonable to assume that there may be notable variations in the digital readiness of international students in Australia based on the digital infrastructure and online education systems in their home countries. This may also link to the concept of 'remote learning proficiency,' as described by Katz et al. (2021), suggesting that university students with minimal exposure to online learning and limited prior experience, coupled with lower digital readiness, may exhibit lower remote learning proficiency.

Furthermore, digital readiness can be tied to students' ICT skills, as explored by Werfhorst et al. (2020), who emphasised that students' ICT skills may be directly correlated with their socioeconomic background. Students may also encounter varying challenges in adapting to online learning depending on the duration of their university experience. For instance, a study by Bączek et al. (2021) found that nearly 54% of students in the early years of their university education reported more frustration and difficulties with IT equipment than students in later years of their studies. This highlights the potential heightened significance for international students in the early years of their studies, especially when confronted with additional challenges and disruptions, such as those experienced during the COVID-19 pandemic.

Certain researchers have also highlighted students' concerns related to data privacy (Almahasees et al., 2021) and confidentiality issues when utilising webcams in online classes during the pandemic (Rajab & Soheib, 2021). This aligns with the findings of a study conducted by Fang et al. (2023), which reported that, during the pandemic, some educators at Australian universities encountered challenges in engaging students during online classes, as many students had their cameras and microphones turned off and were not actively responsive. This was said to result in an inadvertent obstruction of non-verbal facial cues, presenting a considerable difficulty for educators when trying to communicate with students in online classes. (Simok et al., 2021). Some studies reported that students often cited 'having a weak internet connection' (Castelli & Sarvary, 2021), and 'Zoom Fatigue' tiredness associated with overusing videoconferencing platforms (Bailenson, 2021), as common reasons for not participating in synchronous classes with their cameras turned on.

Discussing digital readiness and eLearning competencies, it is crucial to consider the educators' perspective as well. In a study conducted within the Australian higher education context by Chen et al. (2020), a small sample of lecturers teaching during the COVID-19 pandemic showed a notable interest in using their webcams to display their faces during online instruction and store the recordings for student access within the university's secure learning management system. However, other researchers suggest that educators compelled by their institutions to create videos for asynchronous classes and share them on publicly accessible platforms, such as blogs, experienced discomfort and a sense of reduced autonomy (Kulikowski et al., 2020). Currently, there is insufficient research available in the literature to investigate the extent to which such expectations and teaching conditions were prevalent in the Australian context, as well as how academics, whether affiliated with higher education institutions, public or private, in Australia, dealt with these issues during the pandemic.

A growing body of literature has explored how university students from different parts of the world have embraced video conferencing tools such as Zoom, Google Meet, and Microsoft Teams (Adipat, 2021; Lexman & Baral, 2023; Serhan, 2020), social networking apps like WhatsApp, WeChat, and Facebook Messenger (Mulyono et al., 2021; Roy & Brown, 2022; Qi & Ma, 2021), learning management systems (Makumane, 2021; Roy and Brown, 2022), gamification, instructional videos, and animations (Liu et al., 2022; Nieto-Escamez & Roldán-Tapia, 2021; Rincon-Flores & Santos-Guevara, 2021), as well as a myriad of educational technologies (Adhya & Panda, 2022; Moluayonge, 2020) to navigate the challenges posed by remote learning.

Serhan (2020) gathered survey data from 31 university students in the USA to explore their attitudes and perceptions of transitioning into remote learning environment and using Zoom during the COVID-19 pandemic. The results indicated that the majority of students (48.39 %) did not find learning via Zoom enjoyable, which subsequently affected their motivation. The results showed that only small group of respondents (22.58%) reported that using Zoom was enjoyable. While it is worth considering the small sample size as one potential limitation of the study, other researchers have also reported that many students were not comfortable using synchronous meeting technologies during the pandemic (Jiang et al., 2022). One way to explain this is based on what Yan et al. (2021) reported, indicating that students who faced difficulties in setting up online learning applications and videoconferencing technologies during the pandemic were found to be more likely to experience a lack of confidence (Yan et al., 2021). This lack of confidence could, in turn, impact their motivation to engage in learning through video conferencing tools and platforms. Another reason could be what was discussed earlier in relation to students' confidentiality of data and privacy concerns when engaged with videoconferencing platforms (Almahasees et al., 2021).

However, the utilisation of Zoom and online learning through video conferencing applications doesn't consistently invite criticism or potential disadvantages, as some researchers had previously indicated. For example, Powell et al.'s (2021) study within the Australian higher education context investigated experiences of Social Work students (n=119) transitioning to online learning during the COVID-19 pandemic. Their findings indicated that the convenience and the development of technological skills were reported as positive aspects of Zoom classes. Despite these positive aspects, some researchers argues that videoconferencing tools, such as Zoom or Google Meet, are not fundamentally designed for the purpose of group work and student collaboration, and in spite of attempts being made to improved discussion features on such tools and platforms, the drawbacks were noticeable during the COVID-19 pandemic (Tan et al., 2022).

Chen (2023) underscores the significance of institutional decisions related to the selection of videoconferencing apps and the quality of learning platforms and learning management systems, as these choices can profoundly impact students' motivation to participate in online learning. This institutional decision-making is particularly crucial because student motivation, interests, and their likelihood of engaging in online learning, as well as their use of educational technology, may hinge on their ICT skills and digital literacy. Additionally, Duan et al. (2018) examined student experience in online discussion forums prior to the COVID-19 pandemic and found that international students often felt underrepresented in online forum activities compared to their domestic counterparts. This has significant theoretical implications from social constructivist point of view and for student's ability to collaborate and construct knowledge as well as develop in personality and cognitive levels. The Theory of Social Constructivism, as developed by Lev Vygotsky in 1968, underscores the paramount importance of communication and social interaction in enabling students assume ownership of their own learning, information sharing for knowledge construction, and fostering lifelong personality development (Agopian, 2022; Saleem et al., 2021). Therefore, participation, interaction, discussion, and knowledge sharing are indispensable for international students' success in the online learning context discussed.

These insights from the literature underscore that adapting to online learning, deriving enjoyment from it, and actively participating in online interactions for educational purposes are influenced by a combination of factors, including but not limited to institutional decisions, student's ICT and digital skills, privacy concerns, and technological limitations.

Educators' eLearning Competencies, Teaching Approach, and Instructional Tools

Teaching is a complex task that involves weaving together various forms of specialised knowledge. The intricacies of incorporating technology into online teaching are magnified when considering the challenges introduced by newer technologies for educators (Koehler & Mishr, 2009). Krivokapic (2018) categorised the skills necessary for teaching into three groups: practical knowledge, applied knowledge, and theoretical knowledge about teaching. As Krivokapic (2018) asserts, while knowledge required for practice is acquired through educators' training and formal education, it is crucial to note that the knowledge used in practice and the knowledge about practice require educators to continually build expertise in their subject, excel in skills, and enhance personal competencies,

particularly regarding new technologies, pedagogical frameworks, and emerging trends in instruction. This is of particular importance in online teaching and eLearning contexts (Esteve et al., 2020).

eLearning leverages information and communication technologies as its fundamental technical framework for the dissemination of knowledge (Razzaque, 2020). Several scholars have delved into the scholarly discourse regarding the role of educators' digital skills proficiency (Myry et al., 2022), self-efficacy in online teaching (Blonder, 2022; Ma et al., 2021), pedagogical techniques, and techno-pedagogical knowledge in online teaching (Blonder et al., 2022; Islam & Mca, 2020; Kulikowski et al., 2022; Setua, 2022) during the COVID-19 pandemic. Educators' competence and familiarity with innovative eLearning and instructional tools and approaches to support a smooth transition of international students in the face of the uncertain conditions presented by the pandemic could potentially play a pivotal role in improving learning outcomes, student satisfaction, and the overall experience of distance study during the COVID-19 pandemic, an event that "posed a contemporary threat to humanity" (Adedoyin & Soykan, 2023, p.1).

Hako et al. (2021), in their examination of the online teaching skills and learning experiences of university lecturers amidst COVID-19, reported that the temporal commitment demanded of lecturers to showcase proficiency in utilising various technologies and eLearning tools was constrained by the limited timeframe available for training and preparation, owing to the abrupt transition to online teaching. Schlenz et al. (2023) and Frutiger and Whillier (2022) highlighted the limitation of online teaching in disciplines like dental education and clinical neuroscience, where extensive practical components were not traditionally integrated into online delivery before the pandemic. Despite this, university educators were required to adapt to new circumstances and deliver both practical and theoretical content digitally to facilitate learning during the pandemic. Two other studies, Myry et al. (2022) and Lorenza and Carter (2021), made important observations, indicating that during the pandemic, two primary concerns revolved around learning and teaching. The first concern related to the digital skills of students, while the second centred on the proficiency of educators in eLearning to deliver effective online instruction.

It is important to note that the successful transition of educators to online teaching during the COVID-19 pandemic was reported to be linked to several factors, including teaching platform options, educators' self-efficacy in using educational technology tools, and the amount of training received (Kaqinari et al., 2021). This highlights the potential significance of educators' skills and competencies, along with the effective integration of appropriate technology and instructional tools in online teaching, in positively influencing student engagement, satisfaction, and ultimately, improving learning outcomes (Chakraborty & Nafukho, 2014).

Notably, within the study conducted by Lorenza and Carter (2021) in the context of Australian tertiary education, a university student's comment shed light on the concerning issue of educators' digital skills: 'some lecturers seem like they are just learning what the internet is' (Lorenza & Carter, 2021, p. 5). Comments of this nature, particularly in the context of online teaching amid sudden changes prompted by the pandemic, not only underscore the significance of lecturers' techno-pedagogical skills (Setua, 2022), but also draw attention to educators' perceived self-efficacy. This concept, derived from Bandura's social-cognitive theory of behavioural change (Bandura, 1977), plays a pivotal role in understanding the challenges educators may face when adapting to new technology and teaching modalities.

While this paper primarily explores the eLearning experiences and challenges faced by international students during the pandemic, it's important to recognise that historically, making changes to the curriculum and delivery methods has been a meticulous process that involved extensive research, planning, implementation, and evaluation. However, the COVID-19 pandemic forced educators to swiftly introduce significant changes in both curriculum and delivery methods (Frutiger & Whillier, 2020). Consequently, it is not unreasonable to assume that the adaptation of students to online learning and the effectiveness of their navigation and success in eLearning during the COVID-19 pandemic represented a multifaceted concern.

The absence of suitable learning strategies and opportunities for student interaction may lead to boredom (Özerk, 2020). In the realm of education, boredom is a "quiet" yet intricate and multifaceted facet of achievement-related emotions, and it is linked to suboptimal learning outcomes in formal educational environments (Bekker et al., 2023). Throughout the COVID-19 pandemic, a concerning number of university students reported disengagement and boredom in online classes (Pawlak et al., 2021). A growing body of literature has been dedicated to examining the outcomes of students' adaptation to remote learning (Ackah-Jnr et al., 2022; Schartner, 2023) and investigating the effectiveness of innovative instructional tools, multimedia technology, and facilitation styles in the digital realm (Coman et al., 2020; Owolabi & Bekele, 2021; Stecula & Wolniak, 2022) to enhance student motivation and engagement.

While instant messaging applications such as WeChat and WhatsApp were reported to be effective during the pandemic for improving peer interaction after online classes (Jiang et al., 2022), eLearning and instructional tools have shown promise in facilitating active learning, preventing boredom, fostering student engagement, and enhancing learning outcomes. For example, Norziha et al. (2021) found that the use of Padlet as an instructional and learning tool was effective in engaging and stimulating students in active learning during the COVID-19 pandemic. Similarly, Gao and Li (2022) suggest that a combination of text and commentary to design and develop online lesson presentations can be effective in improving students' learning outcomes during the pandemic. Other researchers highlighted the effectiveness of gamification-based formative assessments, including gamified quizzes and quiz competitions, in enhancing student engagement (Zainuddin et al., 2022). Some studies also found that animated and interactive videos integrated into synchronous and asynchronous classes improved engagement with learning materials and motivation to learn among students during the pandemic (Pujiani et al., 2022; Tugtekin & Dursun, 2022).

The significant importance of active learning, teaching approaches, and the use of instructional tools to engage students is evident from the findings of a research conducted by Fang et al. (2023) in the context of online learning at an Australian university. Semi-structured interviews conducted with students, both males and females, during the period of lockdown in Australia, revealed evidence suggesting that some students were dissatisfied with their eLearning experience. This is evident from the following extracts from interview data:

[The lecturer] tends to run through the slides and then go through some questions ... it's just a lot of talking at us ... I can find myself really easily switching off and just doing something else (S1).

The quality has decreased ... I just don't think [the lecturers] work well with technology, which makes it hard on the students. And then the class was just not very engaging (S14)
(Fang et al., 2023, p.4).

The study by Manea et al. (2020) in the context of online education during the COVID-19 pandemic in Romania further highlights the importance of active learning. An extract of students' feedback regarding their online learning experience exemplifies this significance:

students are connected but they are doing something else since the presentation is boring- the online class is boring if students get not involved (Manea et al., 2020, p.207)

The findings of a study conducted by Smith and Kaya (2021), who were both educators in Australian universities during the pandemic, offer a potential solution to address student boredom in online classes. In their research, Smith and Kaya experimented with their own student cohorts, and they proposed breaking down lengthy synchronous online classes, such as 90-minute lectures, into smaller segments (e.g., 15 minutes each) with periodic question-and-answer activities to enhance student engagement and attention. This approach signifies a positive step away from the conventional 'sage-on-the-stage', rooted in traditional transmittal models of teaching, which assumes that students are passive recipients of information (Nouri, 2016; King, 1993). In her 1993 publication "From Sage on the Stage to Guide on the Side," Alison King astutely advocated for a shift in the role of university educators, emphasising the need to evolve beyond being solely knowledge transmitters. This perspective holds particular significance in the realm of online education.

However, what proved even more effective in Smith and Kaya's experimentation with their own classes was the incorporation of game-based activities, like Kahoot's online quiz games, into their teaching approach. This integration created a vibrant learning community where students could engage with creative, innovative, and entertaining elements of game-based learning, resulting in improved student engagement and enhanced learning outcomes (Smith & Kaya, 2021).

Research published before, during, and after the COVID-19 pandemic suggests that game-based learning experiences, including its individual and group formats, contribute towards enhancing learner's autonomy (Pham et al., 2021; Shok, 2022), collaborative knowledge construction (Sung & Hwang, 2018), motivation (Silva et al., 2019) learning performance and learning outcomes (Chan et al., 2021; Koivisto & Hamari, 2019). One notable benefit of integrating eLearning tools and game-based activities into pedagogy and learning environments is highlighted by Koivisto and Hamari (2019, p. 206), who suggest that incorporating game-based learning strategies, tools, and applications into pedagogy can evoke 'positive emotional arousal, such as enjoyment, excitement, or interest' in learners. Some researchers, however, highlight the disadvantages of utilising game-based learning techniques, arguing that this approach can negatively impact student engagement and learning outcomes in cases where there is a lack of direct relevance to learning objectives (Rahmadi et al., 2022) or when the game or activities are gender-specific and lacks inclusivity (Whitton, 2012).

The current paper, while acknowledging potential disadvantages, proposes that several of the benefits of game-based experiences in online learning may have some potential to contribute to improving the sense of belongingness among international students. For example, engagement in collaborative activities that promote

positive emotions may enhance international students' connectedness to their peers in online learning. This aligns with some studies in the literature, which suggest that human beings have an inherent need to belong and feel a part of a community (Pardede et al., 2021), and that the fulfillment of the desire for belonging occurs when reciprocal connections are established within one's social relationships (Baumeister & Leary, 1995). Furthermore, collaborative knowledge construction and interactions among students from different cultures, as a result of engaging in game-based activities, align with social constructivist views, which emphasise that knowledge can be co-constructed through collaboration among students, teachers, and peers.

It can be proposed that the utilisation of instructional tools, diverse learning strategies, multimodal materials, and learner-centred facilitation approaches to actively engage university students in online learning not only has the capacity to benefit both domestic and international students but also holds the potential to empower the entire eLearning ecosystem. This encompasses stakeholders, e-Learning platforms, ICT infrastructure, and associated processes (de Heyde & Siebrits, 2019). International students, in particular, stand to gain from an online learning environment that affords them diverse opportunities for proactive engagement with learning platform, educators and peers, offering solutions to the multifaceted challenges and difficulties explored in this paper.

RECOMMENDATIONS AND IMPLICATIONS FOR HIGHER EDUCATION PROVIDERS

Drawing from the insights and findings garnered from the literature and the preceding discussions, four primary categories have been identified, as illustrated in Figure 1. The ensuing section outlines these categories in the form of a series of recommendations the author makes. These recommendations have potential to benefit institutions, educators, policymakers, and other stakeholders involved in international education and in designing and delivering higher education programs and services, both in Australia and on the international stage, with the aim of enhancing the eLearning experience of international students.



FIGURE 1: Four categories for improving international student eLearning experience and learning outcomes in the face of crises. Source: author's own research.

1. Technology Resources & Digital Skills Support

The literature revealed evidence suggesting that during the COVID-19 pandemic, many international students encountered frequent challenges, such as a lack of personal laptops or suitable electronic devices, connectivity issues (e.g., limited internet access or the inability to afford data packages), insufficient digital literacy and ICT skills, and privacy concerns. The following steps are recommended to be taken by institutions:

- Institutions can identify students facing technology-related challenges and provide them with access to essential technological resources (e.g., the option to borrow a tablet/laptop), or offer financial support in the form of interest-free loans, internet data vouchers, or other immediate assistance to help international students overcome technological limitations and connectivity issues during times of distress, change, and disruption
- Institutions can develop and deliver culturally-responsive synchronous and asynchronous digital skills training, cybersecurity and privacy rights workshops specifically tailored to international students. These workshops should address their privacy rights, digital literacy, ICT, and digital skills needs, particularly in cases of sudden transitions to online classes.

2. Social Support, Wellbeing and Welfare Programs

It is imperative for government organisations, policy makers, higher education providers and educators to allocate ample resources to establish online support communities, culturally responsive wellness programs, resilience training workshops, context-relevant employability guidance and support programs, and proactive peer support networks. These initiatives are essential to address the unique needs of international students, who may experience a lack of sense of belonging, along with uncertainty, unemployment, financial stress, isolation, and psychological distress. Recognising the potential decline in a sense of belonging, particularly during times of crisis, is crucial, as it can significantly impact students. Therefore, prioritising efforts to mitigate this decline is strongly recommended.

Moreover, institutions are urged to establish a comprehensive library of pre-recorded online video resources, collaboratively crafted with subject matter experts. These resources can empower international students, both those currently enrolled and newcomers, with essential life skills and personal development guidance. The topics covered can encompass effective self-care techniques, honing communication skills (covering verbal and non-verbal communication, effective listening, online chat and email etiquette), equipping students with cross-cultural communication and conflict resolution skills (essential for developing online learning community and resolving group work issues), and other indispensable micro-skills to ensure the seamless transition, adjustment, and enhanced learning experience for international students.

3. Communication and Student Voice

In the context of online education, and especially during unforeseen crises such as the COVID-19 pandemic, it is imperative that communication strategies and responses to the needs of international students adhere to principles of inclusivity, equity, compassion, and a human-centric approach. This article proposes the following recommendations, which carry profound implications for government authorities, universities, educators, and policymakers:

- Crisis communication and official public announcements can be thoughtfully curated to mitigate stress and anxiety among international students during distressing events. It is advisable to engage experts with expertise in mental health, welfare principles, cross-cultural communication, and health promotion in drafting these communications during times of crisis
- Internal university communication, including messages related to student performance, administrative processes, assessments and exams, can prioritise a human-centric approach that identifies challenges and offers potential solutions, particularly during times of crisis. It is recommended that these communications take into account potential vulnerabilities of the international student population in the times of crises, acknowledging their unique needs, circumstances, and concerns
- To enhance student voice and address their concerns effectively, suitable tools and communication platforms can be intentionally deployed and utilised by the government departments, universities, educators, and other stakeholders responsible for international education. These tools and platforms can facilitate the collection of students' insights, perspectives, and feedback pertaining to their online learning experiences, academic and administrative procedures that impact students, as well as personal and study-related challenges. During this process, it is of utmost importance to implement effective measures to prevent the abuse of power at the institutional level (Bravo-Moreno, 2022). Both domestic and international students must be assured that there will be no retaliation, and all feedback will be handled with empathy and humanity (Riegel, 2023)
- Committees and special workgroups within institutions, comprising international student representatives and educators' representatives, supported by a team of experts with a deep understanding of the international student lifecycle, can be established. Their mission can be to proactively analyse student feedback and provide strategic advice, practical solutions, and sustainable action plans during crises. These efforts should ideally serve as "prominent drivers for student-centred decision making" (Varga-Atkins et al., 2021).

4. Teaching Approaches, Educators' Skills and Instructional Tools

In their book titled 'Effective Teaching Styles and Instructional Design for Online Learning Environments,' Quitadamo and Abbie (2001) underscore the significance of teaching styles that foster the development of a vibrant online learning community, ultimately aiming to facilitate productive student interactions.

Expanding on their focus on community-building, and drawing upon the insights provided in this paper, along with the recognised importance of educators' online teaching approach and eLearning competence, this article proposes the following two key recommendations:

- International students often face adjustment difficulties due to the disparities between their home and host educational cultures (Smith et al., 2021). Educators' adaptability, flexibility, and expertise in using various pedagogical approaches, emphasising active learning and social constructivism, are crucial for effective scaffolding and promoting student engagement in online learning, especially during high-stress situations

like the COVID-19 pandemic. It is advisable that educators with limited prior exposure and training in online course delivery remain cognizant of the potential limitations of their pedagogical approach, ICT and online teaching skills and take necessary steps to fill those potential gaps

- Tailor-made teacher training and development programs, with financial support allocated for continuing professional development (CPD) and “instructional development” (a component of professional development as defined by Brouwer et al., 2022), can be seamlessly integrated into the teaching and learning culture within faculties and schools for university staff in their roles as educators. These initiatives can be designed to consistently enhance educators' technological pedagogical knowledge (Liu et al., 2022), teaching methods aligned with learner-focused pedagogies (Garnjost & Lawter, 2019), digital skills, and instructional competencies specific to online teaching (Junus et al., 2021). Supported by the appropriate learning management systems and tailored learning resources for distance education and online delivery, these recommendations have the potential to significantly elevate student satisfaction, a commonly assessed variable in evaluating learning outcomes (Zainal et al., 2020).

Finally, the deliberate and strategic incorporation and integration of educational technology, multimodal material, and instructional tools within the learning environment is recommended. These tools encompass various elements such as visual tools, polling tools, discussion forums, self-assessment tools, interactive video and animation resources, infographic tools, and gamification tools and techniques. The careful planning and purposeful integration of educational and instructional technology aligned with pedagogical objectives (Christopoulos & Sprangers, 2021) not only enhance student engagement, participation, and collaborative work but also foster positive relationships between students and their educators, and the learning platform.

LIMITATIONS AND FUTURE RESEARCH

While this paper did not explore the role of course and assessment design in relation to international students' eLearning experiences during the pandemic, it's important to acknowledge its limitations in this regard. Similarly, it didn't include the eLearning experiences of research higher degree candidates (e.g., international PhD candidates), a topic deserving of in-depth exploration by researchers. The number of published empirical papers with large samples and in-depth analysis in the literature with regards to the unique experiences of international students during the pandemic are still in their infancy stage and while this gap may persist for quite some time this may have caused some limitations in terms of synthesis. Despite these limitations, the discussions and recommendations presented in this paper offer valuable insights for institutions, academic leaders, educators, and policymakers striving to enhance the eLearning experiences of international students.

Moreover, given that the existing literature on this topic is still in its early stages, it offered limited insights into the measurable impacts of government, university, and faculty communications and policies during the pandemic and the consideration of international students' voices and feedback in decision-making processes. The importance of further research and exploration in this field is underscored by the insights presented in this research. This is particularly important for enhancing the overall satisfaction of international students, especially those engaged in online learning, and is even more crucial during times of crises, uncertainty, and for students in the early years of their studies.

CONCLUSION

The COVID-19 pandemic imposed significant disruptions and several challenges to higher education sector and students in most countries (Pather et al., 2020). In response to social distancing measures implemented in numerous countries, including Australia (Thacker et al., 2021), traditional face-to-face courses and educational services were temporarily suspended, and classes were delivered online. The temporary migrant nature of international students during the COVID-19 pandemic in Australia brought with it a range of additional challenges distinct from those faced by domestic students (Gomez et al., 2021). The topic of international students' adaptation, adjustment, and experiences in online learning during the pandemic is complex, and there is a relative lack of exploration in the literature regarding various aspects of this topic.

This article aimed to explore the issues, challenges, and experiences related to the unique experiences of international students in relation to online learning during the COVID-19 pandemic, with a primary focus on those based in Australia. The findings from the literature review provided evidence suggesting that international students faced various challenges significantly affecting their online learning experiences. These challenges encompassed issues such as technological limitations, digital skills, privacy concerns, as well as aspects related to social support, student voice, psychological wellbeing, a sense of belonging, online interactions, educators' online teaching approaches, digital skills, and familiarity with eLearning and instructional tools for effective online delivery.

This paper offered a set of recommendations in the form of four primary categories, derived from the evidence presented in the literature review. These recommendations aim to assist those involved in international education, particularly at the tertiary level, in enhancing the online learning experiences of international students. As Lawson (2012) wisely noted, "the initial experiences of international students are extremely important, laying the foundation for their success in Australia" (p.12). Prioritising students' multifaceted educational experiences and addressing their concerns is essential for alleviating academic, financial, and psychological stressors that can lead to mental health challenges, lower learning outcomes, declined retention rate, reduced student motivation and decreased life satisfaction. Recognising international students "as agents of international education, rather than as its objects (Deuchar, 2022., p.3), can yield broader benefits for the host institutions beyond financial considerations. The insights gleaned from this paper have the potential to benefit higher education providers within and beyond Australia.

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NAVIGATING THE POLITICS OF EDUCATION: LEADING SCHOOLS DURING CHALLENGING TIMES

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ABSTRACT

Teachers, principals, and superintendents have been placed in an unfortunate and unexpected political position. Due to increased misinformation on the nature and origin of varying political issues, educators often have to address and confront parents and community members who have likely seen headlines about these brewing “local battles” (Kingkade et al., 2021). Normally, educators would approach these topics thoughtfully with a purpose to help each of their students to realize their potential as effective citizens and fulfilling responsibilities in the community by cooperating with parents to improve the public schools (Texas Administrative Code, 1998). However, these themes have become polarizing and educators are feeling a mounting pressure to make pedagogical decisions to please school leaders and the school community (Walker, 2018; Dunn, Sondel, & Baggett, 2019).

Introduction

Most of the time education professionals have been provided very little information on the facts related to these politically charged issues. As the issues grow seemingly more significant during political campaigns and beyond, educators, superintendents, and school boards members should be equipped with the appropriate information to provide parents and community activists (who often live outside the school district attendance boundaries) who seek answers on these politically charged issues. Since 2020, coincidentally at the height of the COVID-19 pandemic, several issues related to important topics and themes have made national news.

Polarizing Examples of Critical Race Theory, Diversity, Racism

In August 2019, *The New York Times Magazine* published a series of essays, called *The 1619 Project*, on the effects of slavery that the authors claim can still be felt today. The *1619 Project* includes essays from various writers including “The Idea of America” by Nikole Hannah-Jones, “Capitalism” by Matthew Desmond, “Undemocratic Democracy” by Jamelle Bouie, “Mass Incarceration” by Bryan Stevenson, and others.

The Pulitzer Center developed lessons for K-12 schools based on the project, and individual teachers across the country have created lessons inspired by the project (Pulitzer Center, 2020). This has renewed concerns about how history is taught and how teachers discuss current events and issues of race in the classroom. Across the country, governors and state legislators have opposed the possibility of basing curricula on critical race theory or *The 1619 Project*. For example, Georgia Governor Brian Kemp stated, “This divisive, anti-American agenda has no place in Georgia classrooms” (Downey, 2021). In June 2021, Republican lawmakers introduced legislation at the federal level to “ban federal funds from being used to teach the 1619 Project in K-12 schools” (Bernstein, 2021).

Official adoption of *The 1619 Project* has not occurred with Common Core or state standards; however, districts can choose to supplement the way standards are addressed. After the release of the *New York Times* special issue regarding *The 1619 Project*, “schools or school districts in Chicago; Newark, N.J.; Buffalo, N.Y., and Washington, D.C. all announced 1619 Project-related events” (Riley, 2021). To prevent official adoption of the project’s ideals, state legislatures, including those in Georgia, Florida, Idaho, Iowa, Ohio, Oklahoma, Texas, Tennessee, and South Dakota, have already passed or promised to enact bills banning such curricula. In many cities, parents have expressed alarm and voters have elected school board members and mayors who promise to oppose curriculum based on *The 1619 Project*.

Recently, a north Texas city and its corresponding school district made national news when the residents elected a mayor, city council members, and school board members who were outspoken against the school district’s proposed Cultural Competence Action Plan (CCAP) (WFAA.com, 2021). In the plan, the school district promised to emphasize cultural competence in curriculum, feature student assembly speakers specializing in cultural sensitivity and diversity, and to provide ongoing diversity training for all staff (Asmelash, 2021). In response to the plan, which was created by the District Diversity Council (DDC) (WFAA.com, 2021), a concerned group of Judeo-Christian families “advocating for our strong community values and traditions of excellence” (Southlake Families, 2021) condemned the DDC and the CCAP stating concerns about Black Lives Matters Week, Campus Diversity Councils, Christian Club Audits, mandatory social justice training, and the cost of the overall program (Southlake Families PAC, 2021).

The Texas legislature followed by enacting new restrictions on some types of diversity-related curricula and teacher training. Legislation has also been proposed at the federal level that would prevent federal funds from

being used to teach from certain curricula (Cotton & Buck, 2021). Further, the Governor of Texas, in a re-election bid, has promised to amend the state constitution to provide parents with certain rights including “giving parents the option to decide if their child should repeat a course or grade level” and require that schools not collect unnecessary personal data about students and not sell students’ data outside of the state (Abbott, 2022).

Later that year in a different school district, a high school principal resigned and was placed on administrative leave after a parent in the school district accused the principal of teaching critical race theory. The principal, who is African American, sent a letter to the school community in the aftermath of the George Floyd killing (New York Times, 2020). In the letter, the principal declared “that racism is ‘alive and well’ and that they needed to work together to achieve ‘conciliation for our nation’ (Texas Tribune, 2021). In a similar incident, a school district superintendent resigned her positions over controversies related to COVID-19 mask mandates and for promoting diversity in the district (Fox 4 Staff, 2021; Texas Tribune, 2022).

These few incidents serve as examples of times when educators made humble attempts to either share an opinion, support fact or science, or serve the needs of all students and were met with political ideology or misinformation. With the growing politicization of educational issues through legislation, school board election turnover, or curricular changes, educators – especially school district leaders and school board members – need to develop strategies to defend and support the teachers and students they are obligated to lead.

Strategies for School Leaders to Address Polarization and Politicization in Education

Educators Have a Responsibility to Encourage and Support Accurate Thinking

The challenge for educators in this developing polarizing environment is simply addressing the issue directly with students or constituents. Dunn, Sonde, and Baggett (2018) found that everything in education is becoming political and informed by ideology (Walker, 2018). This is especially concerning since educators are charged with encouraging student participation in exploring their own ideas to construct a more reasoned and accurate understanding of the world around them (Holt-Reynolds, 2000).

What guidance can educators offer to their students who may feel caught between their need to teach history from diverse perspectives and parents who may fear that schools will “indoctrinate” (Kingkade et al., 2021) their children? Much of the concern from parents and politicians centers around curricula based on *The 1619 Project* (Bernstein, 2021; Cotton and Buck, 2021). Given the amount of attention that it is receiving, teachers should always reference the state education standards and use *The 1619 Project* or other diversity-based curriculum as a reference tool to support those standards and make real-world connections. If educators work in a district where parents are opposed to curriculum they feel is divisive or controversial, teachers and school districts who are looking for a civics or history curriculum that present a more-diverse group of stories than those found in traditional curricula could investigate new curricula that might be less divisive than one based on *The 1619 Project*. An organization founded by Bob Woodson, 1776 United, has released a free curriculum for high-school students and promises to release K-8 lessons soon. Another organization, the Foundation Against Intolerance & Racism, has released learning standards related to the histories, experiences, and contributions of people of different cultural and ancestral backgrounds in the U.S. Helping future teachers understand both sides of the critical race theory issue will be important.

It is important to remember that educators have a responsibility to present content with accuracy. District-leaders need to be prepared to have difficult conversations with parents about important issues such as diversity, inclusion, social justice, and equity by removing the negative and political stigma associated with these terms and themes. An important message for community members to understand is that educators must adhere to state standards while serving the needs of all students. This message should be communicated consistently and accurately to counteract misinformation and divisive ideology. The goal is not to replace concepts already discussed in history curricula; instead, the goal is to make all perspectives known. This may involve peeling back layers of the ideal image of the United States to uncover perspectives to historical events that may have been pushed aside.

School Leaders and School Boards Need to Defend and Support the Professionalism of Educators

There is simply not enough conversation coming from school district-level leaders and school board members on the professionalism of educators. Professionalism, as defined by Sociologists Mirko Noordegraaf, states that an individual is deemed a professional when they are highly trained (educated) or have specialized training, supervised by peers, and held accountable. Often the position requires a degree or certification, membership in professional organizations, and held to an attributable set of standards and ethics. (Mosher 1956; Noordegraaf 2018; Bruno, 2018). These standards clearly express the designation of teaching as a profession. Further, principals, counselors, superintendents, and other supporting educators also qualify as professionals under these standards.

However, there has been a developing perception that educators, specifically teachers, are not professionals and their own “experience is being devalued by policymakers and other officials with little experience in the education field” (Bruno, 2018). Policymakers across the country have closed neighborhood schools, implemented charter schools with no locally elected board oversight, placed roadblocks on instruction and curriculum, and eliminated funding from school districts (Bruno, 2018). Meanwhile, expectations on teachers have never been higher, driven by overcrowded classes, high stakes testing, and an increasingly diverse and high needs student population (Timperley & Robinson, 2000).

School Leaders Need to Build Relationships, Open Doors, Connect with the Community

Superintendents are beholden to the elected officials that hire and fire them. Often every decision that a superintendent makes is a political decision. Superintendents should realize that from the perspective of the community, you are responsible for their children, their tax dollars, and their schools. It quickly becomes personal for the community. The smaller the school community, the more aware constituents are to school related issues. School board members are often accessible and involved in other aspects of their community. It would be to the advantage of the superintendent to leverage this access to get out in front of misconceptions about the school district and create a strong communication system between the school district, the school board, and the community.

The key to strengthening this communication loop is to build strong relationships with board members and with key community members. This is best done through aligning the values of the district with the values of the community. It is difficult to argue with the concept of making decisions in the best interest of children when leaders use values, data, information, and collaboration to drive those decisions. The community is more likely to support a superintendent if they feel they have input and are working on common goals for their schools.

Educators Have a Responsibility to Serve and Educate ALL Students

In Texas, HB 4093 bill claims “teachers can’t be forced to discuss current events or widely debated controversial issues” and “to the best of their ability provide diverse perspectives without deference to anyone,” which is considered the “most controversial aspects of the bill” (McGee, 2021). The history that is neatly packed into textbooks that teachers are *allowed* to cover already shows deference toward white Americans. “Educators, historians and school advocacy groups who fiercely oppose the bill remained unswayed by arguments that the bill is merely meant to ensure students are taught that one race or gender is not superior to another” (McGee, 2021). Educators are left wondering if they choose to cover current events, then will they keep their jobs. “Paula Lewis, chair of the Oklahoma City School Board, said though the state’s new law bans teachers from discussing concepts they weren’t discussing anyway, and though its penalties are not yet clear, the danger is the fear it instills” (Florida, 2021). Many educators in the conservative states where critical race theory is viewed as a problem, like Oklahoma and Texas, worry about the “thought police” monitoring their lessons and classroom discussions. Educators are beginning to “second-guess whether they can lead students in conversations about race and structural racism that many feel are critical at a time the nation is navigating an important reckoning on those issues” (McGee, 2021). Without schools’ guidance in helping students navigate their current lived experiences, they are left to attempt to make sense of events with social media and peers. Students will bring current event topics into the classroom with questions and concerns. Educators are now unsure if they can engage in these current event discussions.

Senators are divided on the Texas bill that is gaining traction as a platform issue in North Texas school board elections. “Sen. Brandon Creighton, R-Conroe, who sponsored the Senate version of the bill, said in a statement to the *Tribune* that Texas schools should emphasize ‘traditional history, focusing on the ideas that make our country great and the story of how our country has risen to meet those ideals’” (McGee, 2021). Across the aisle, some Democrats call the bill whitewashed (Yager, 2021). Senator Royce West of Dallas claims the focus of education should be on preventing the same mistakes of the past (Yager, 2021). The updated Senate-approved version of the bill renews specific “essential curriculum standards” such as the Declaration of Independence and the Federalist Papers (McGee, 2021). The updated house bill eliminated over two dozen requirements from the previous House-approved version including “requirements to study the writings or stories of multiple women and people of color [...] despite attempts by Democratic senators to reinstate some of those materials in the bill” (McGee, 2021).

If Teachers Can’t Talk about Politics, are They Truly Educating?

Political discourse in the classroom setting has become a more divisive issue for parents in the last several years. Parents seemingly want to own the discourse on political thought worried about “woke” conversations or controversial social issues confusing or influencing their children. Schools were once a construct designed to explore social democratic goals for children with the goal to expand equality and opportunity (Apple, 1996, pg.6). However, with increased state and federal government interest in curriculum, funding, and certification

requirements, there appears to be a clear loss of curricular and conversational control of the actual teaching, especially topics that may influence the values and knowledge that could be passed on to children (Apple, 1996, pg. 6).

Statements that explicitly favor one political party or the other probably will not make it into published curricula, but parents also fear the messages given by individual teachers regarding politics and current events. One example from *The 1619 Project*, Jamelle Bouie's essay "Undemocratic Democracy", is explicitly anti-Republican. The essay states that "reactionary extremism" took over the Republican Party in 2011. Bouie recounts the 2011 debate over proposed repeal of the Affordable Care Act and the debt-limit increase and states that "Republicans would either win total victory or they would wreck the system itself" (p. 52). This is a one-sided partisan recounting of the events of 2011 implies that Republicans fear the growing population of people of color and that the party only wins by gerrymandering and voter suppression. Given the fact that at least one of the essays in *The 1619 Project* is explicitly anti-Republican, it is reasonable to expect that Republican parents might be concerned if they hear that a school or teacher will base lessons on *The 1619 Project*.

Conclusion

The purpose of this article is to provide teacher educators and school leaders with background information about critical issues and controversial curriculum that has become a political concern for schools in recent years. K-12 teachers have likely heard of the legislative bills that have been introduced at the state and federal levels and may face questions from concerned parents and guardians. School leaders need to have quality skills and systems in place to reassure their community members that they are continuing to be good stewards of the children they serve while supporting the teaching and expertise of their teachers. Teachers should have some familiarity with the controversy to be able to respond to parents' possible questions parents may have about how controversial issues are addressed in the classroom. School leaders should become more familiar with these controversies so that they can advise school board members and the community to effectively serve all of the children with fidelity.

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NEW TRENDS IN CONSUMER BEHAVIOR

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ABSTRACT

Traditionally, the behavior is based on the AIDA model, a model that involves identifying the consumer's desires, evaluating products, making purchasing decisions, and engaging with their post-purchase experience. However, the rapid development and digitalization that has taken place has led to major changes in the behavior of individuals. These changes require the creation of new models of behavior. In recent years, the rapid development of communication technology, the increase in the young population and the change of generations have led to the emergence of the concept of social media in addition to the concept of traditional media. The rapid advancement of computers, tablets and mobile phones has enabled people to be in contact with the world at any time. This situation seems to have put the importance and impact of social media ahead of traditional media. While traditional media has a structure in which communication is one-way, it has been limited to the transmission of messages from the sender to the receiver. However, social media enables two-way communication and provides interaction. Therefore, social media is becoming more and more important day by day. Both technological developments and the development of social media have caused a change in consumer behavior and it is thought that it will continue to do so. The aim of this conceptual study is to reveal whether new consumer behavior models can be created and what is the effect of social media on these behaviors.

Keywords: innovation, digitalization, social media, consumer behavior, consumer behavior models

Introduction

Today's modern world, developments in economic, social, technological and information devices, globalization and the increasingly accessible internet have led to a new shaping of communication environments and those that enable consumers to buy. Traditional communication has been replaced by fast consumption, and brands may be faced with the necessity of adapting their marketing communication strategies and channels to this new world. As a result, traditional marketing networks have been replaced by integrated marketing communication, where many marketing communication tools coexist. "Social media", on the other hand, has replaced face-to-face sales and communication between brands and products, and virtual centers have become the main means of direct communication. The concept of innovation is not only a result of a business issue, but also something important at the individual level. Businesses and conservation rely on users' assets to make the innovations they aim to adopt. Users who are open to innovation can be effective in a goal-oriented way when it comes to accepting changes. Innovative consumers play an important role in the field of consumption; They keep up with new developments, gather information, and share that information with other people, creating an intelligent community. Innovative users keep a close eye on investment products and campaigns and can be more influential in getting people around them to adopt innovations. While innovation is a topic that is often addressed in academic circles, the concept of innovative consumption receives less attention. When considered as an individual attitude, it is thought that innovative consumers are important opinion leaders and it is necessary to convince these leaders. Therefore, it is of great importance to examine every aspect of innovation trends and address the factors that may influence this trend. First, it is thought that the tendency to innovate may be linked to personal characteristics. These personal characteristics include being open to new experiences, enjoying communicating with people, being extroverted, being in harmony with their environment, being able to take responsibility, maintaining emotional balance, influencing their environment, and seeking excellence in their work. In addition, it is thought that an individual's behavioral habits can also influence innovative attitudes. In this context, it has been tried to reveal that new consumption behaviors may emerge by affecting the behavior of individuals, the time allocated by the individual to shopping, the frequency of shopping, the interest in new campaigns and the innovative approach of shopping habits.

Innovativeness

The concept of innovation is generally discussed at two different levels in the literature: general use and behavioral use. General usage refers to the extent to which a culture is receptive to innovations and to what extent it is able to make decisions about these innovations independently of its experiences. This concept includes characteristics such as protective, analytical, and willingness to change against cognitive innovations. The more general a unit is, the more new ideas and solutions approach. Behavioral uses, on the other hand, refer

to their ability to realize and apply cognitive innovations. This level of utilization is linked to taxes and data for cognitive innovations. Behavioral well-being includes traits such as adaptation to internal change, risk-taking, leadership, collaboration, and problem-solving. This level of usability is based on the ability to implement and implement cognitive innovations. The concept of innovation is a whole that includes aspects in both general structures and behavioral structures, new permanent formation, dominances in the process of accepting and implementing innovations. This two-level group taken together fully reveals the users. Concepts expressed in this way provide a perspective that covers both the degree to which individuals are open to innovation in general and how they exhibit this openness in practice (Midgley & Dowling, 1978). This approach generally considers innovativeness as a personality trait. It makes an assessment based on the attitudes of the individual towards the concept of innovation. In this context, consumers who are generally highly innovative may be inclined to take risks and be open to different experiences. (Goldsmith & Foxall, 2003; Roderick, 2004, Goldsmith & Hofacker, 1991). In the following text, the same information is expressed in a different way: An approach that evaluates consumer behavior associates the feature of innovativeness with personality. Individuals' attitudes towards the concept of innovation form the basis of this approach. In general, highly innovative consumers may exhibit characteristics such as being open to risk-taking and different experiences. Researchers such as Goldsmith and Foxall (2003), Roehrich (2004) and Goldsmith and Hofacker (1991) have obtained important findings in studies on this subject. Behavioral innovation is associated with characteristics that include having market knowledge, being a thought leader, and not having price sensitivity, while assessing consumers' desire to be the first to try a new product (Goldsmith & Foxall, 2003: 325). This trait is often considered adaptability and determines an individual's level of innovativeness based on their behavior regarding new products. Both types of innovation are extremely critical from a marketing perspective. As Hirschman (1980) points out, "if there were no consumer's ability to innovate, consumer behavior would consist only of standard purchasing processes for a few specific products." In other words, as long as consumer demand was not based on innovation and change, the variety of products and services would not have expanded so much and marketing activities would not have developed so much. Therefore, innovating products and processes to meet customer needs will always be an important activity for businesses (Venkatraman, 1989). After the companies are discussed, innovations and consumers will be discussed under the next heading.

2.2 Consumers and innovations

Consumers' orientation towards new ideas, products, or services is of great importance in theories related to brand loyalty, consumer decision-making, and communication (Hirschman, 1980). Therefore, the concept of innovation is especially important in terms of the diffusion and adoption of new products, and there are many studies on this subject in the literature. The main reason for this is that interpersonal communication is extremely effective in spreading innovations (Leonard-Barton, 1985). Innovative consumers have the power to help new ideas, products, or processes be adopted by large audiences thanks to their information and communication skills. Expansion and adaptation are two concepts that give the appearance of different designs outside of new products or dominances. The diffusion approach places the focus on reducing new products or constraints, while the adaptation approach prevents the adoption of these innovations if it is supportive. The principle of multiplication of innovations is used by many social disciplines to consume new products, beliefs, and acquisitions (Rogers, 2003; Brown, 1981). At the heart of these two concepts is the process of acceptance of innovations. The diffusion approach examines how innovations are spread and based on them, while investigating how adaptive and stimulating these innovations are adopted and stimulated.

According to diffusion analysis, important factors in the rates of innovation include the adaptability, observability, testability and complexity of the innovation. These factors are the elements in which the innovation is quickly and widely examined. Adaptation incentive, on the other hand, examines how consumers accept and adopt innovations. Consumers' negative reactions can be influenced by factors such as social interactions, previous experiences, perceived risks, and personal characteristics. Adaptation incentivization offers an important possibility to understand how it adopts and stimulates discounted innovations. Finally, the principle of proliferation of innovations is a theory that is widely used to ensure that new products, beliefs, and their consequences are spread and accepted. When it sees the novelty of the diffusion warning, the adaptation enforcement explores how it accepts and stimulates the innovations

2.3 Five basic personality trait theories and personal characteristics of innovative consumers

One of the most widely used personality approaches in the field of marketing is the five basic personality traits approach. This model is used in various fields such as management, marketing, and expenditure due to the explanation of using human behavior (Mulyanegara et al., 2009). Although there are different personality studies in the literature, the most used personality traits approach, especially in traditional research, is the 5-factor model (Jani & Han, 2015) updated by (McCrae & Costa 1999). These five basic personality traits have been named the "Big Five" by Goldberg (1982). These traits have been included in the form of OCEAN: Experiential (Openness), Responsibility (Conscientiousness), Extroversion (Extraversion), Agreeableness (Agreeableness),

and emotional stability (Neuroticism). Structures that are open to experience are people who are creative and can make decisions independently. Those with a high level of responsibility, on the other hand, are organized, responsible, and reliable. Extroverts are talkative, energetic, and self-confident. Adaptable individuals, on the other hand, are people with good temperaments, cooperative and confident in their goals. Those who experience it emotionally are interpreted as calm, not neurotic, and not easily irritated (John & Srivastava, 1999). After mentioning the five basic theories of personal characteristics and the personal characteristics of innovative consumers, the digital transformation that has begun to replace traditional consumption behaviors will be discussed.

3.1 Digitalization

As a result of the rapid development of computer and communication technologies, usage technologies such as artificial intelligence, learning internet, extended and virtual reality, big data, robot automation, cyber-physical systems have led to "digital change". This period is called the "Information Technology Era". Another term used together with the Industry 4.0 concept is the concept of "Digitalization" or "Digital Transformation" (Dengiz, 2017). Digital transformation is a completely comprehensive transformation with business methods and technological components to provide cost, efficiency, efficient and useful services in order to adapt to the trends in the communities of need and the opportunity provided by rapidly advancing information and communication technologies (Dijitalakademi, 2020).

3.2 Consumption evolving from traditional to digitalized

The way individuals make purchases using digital devices instead of traditional tools to meet consuming consumer and needs is changing. Evolving technology and digital are having an ever-increasing impact on consumers. Consumers transact in digital environments through social media platforms and different apps to purchase various goods and services. This transformation is called "digital use". People who perform such transactions are called "digital users". Digital media encourages consumers to use it by influencing them through content production and consumers (Becan, 2021). Digitalization is gaining momentum with technological developments such as mobile devices and those who use digital media. This situation changes the consumption habits and purchasing areas of the users. The traditional shopping experience in physical stores can now be realized on digital platforms. Consumers are turning to the use of digital consumption, such as shopping online, using digital payment tools and shopping on online platforms. In this process, consumer preferences and the digital environments of purchasing warehouses are becoming more shaped (Fiore, 2008). Under the next heading, the concept of digital platforms, in other words, social media, will be mentioned.

3.3 Concept and definition of social media

In today's modern world, there are many important developments in the economic, social, technological and information fields. Globalization, the increase in access to technology, has led to a change in communication habits and the evolution of consumers' purchasing behavior. Traditional consumption habits have been replaced by faster, online and personalized experiences with the impact of fast consumption and the digital age. This transformation has required brands to reconsider and adapt their marketing communication strategies and channels.

As a result of this transformation, traditional marketing channels have been replaced by integrated marketing communication in which more than one marketing communication tool is used together. Now, brands aim to reach their target audiences by using different communication tools such as advertising, public relations, digital marketing and social media in an integrated manner. This approach reflects consumers' tendencies to engage and gain information through a variety of channels.

"Social media" has come to the fore as an important part of this communication transformation. Initially, social media platforms, which emerged during the transition period from Web 1.0 to Web 2.0, allowed consumers to participate in content production and sharing. However, in the Web 3.0 era, these platforms have become more advanced, customizing the user experience and recommending content in a smarter way. This has allowed users to access more personalized information and experiences.

In the future, in the Web 4.0 era, social media platforms are expected to become even smarter and more interactive. Artificial intelligence, big data analytics, and learning algorithms will be used to better understand users' preferences and provide them with more valuable content. In addition, technologies such as virtual reality and augmented reality will further deepen consumer communication and deliver interactive experiences. The change in today's communication environment requires brands to constantly review their marketing communication strategies and adapt to this change. Social media is at the heart of this transformation and plays a critical role in communicating and engaging directly with consumers. For this reason, it is of great importance for brands to constantly update their social media strategies and adapt to new technologies. In the Web 1.0 era, non-interactive social media only offered users the opportunity to search and read, but with the Web 2.0 era, the

internet has moved to a point where users can create their own content and pages, edit information, prepare various visuals and share them with other users, and interact with other people by forming groups (Hiremath and Kenchakkanavar, 2016). Social media are platforms where social networks and virtual communities converge, bringing together people with common interests and providing dynamic and multifaceted interaction (Evans, 2008). Social media, as an online media, basically includes five characteristics (Mayfield, 2008: 5). These; participation, openness, conversation, community, connectivity. Social media is a platform that integrates media and audience by including their opinions, contributions, and feedback. On this platform, comments and opinions can be shared on it, and there are no barriers to accessing the content. Social media, the one-sided structure of traditional media, operates with a two-sided system. In addition, it allows the rapid shaping of social media society and the deficit of effective communication criteria. Thanks to its connectivity feature, social media can easily reach different sites, resources and people and multiply resources. After explaining the concept of social media, consumer behavior models will be mentioned and then the effect of the concept of social media on consumer behavior will be discussed.

3.4 Models of consumer behavior

Consumer-related disclosures and views on the way of purchase are under two separate groups presented by the descriptive and storage models examined. The following are examples of models and opinions from both groups:

3.4.1 Illustrative Models:

Marshall's Model: This model extends consumer decisions to the principles of economic economy. It's investment-based, where consumers evaluate products based on utility maximization and make choices that fit their budget.

Freud's Model of the Self: This model discusses user behavior with a psychodynamic approach. Freud's theory of personality advocates intensifying purchasing decisions based on basic structures, consumer groups, and unconscious impulses.

Pavlov's Conditioned Learning Model: This model consists of the process of learning behavior and conditioning behavior. It is argued that consumers react to certain warnings based on their past experiences and make purchasing decisions based on these reactions.

Veblen's Socio-Psychological Model: This model is based on social interactions and the search for prestige. It is emphasized that consumers prefer certain products as an indicator of status and that the perception of social class should make purchasing decisions.

Andreasan Model: This model includes consumers' purchasing decisions, marketing activities, and communication interactions. Consumers' purchasing decisions based on advertising, brand reputation, and other marketing sources are driven by several.

3.2.2 Descriptive Models:

Engel-Kollat-Blackwell (EKB) Model: This model divides the procurement process into stages and reveals the costs by influencing certain factors of each stage. It is emphasized that defining the needs of consumers, monitoring the product research, evaluation and purchasing stages and making decisions are presented to consumers for this consumption.

Howard-Steth Model: This model suggests that consumers' purchasing decisions are based on factors such as brand selection, customers' motivation and purchasing process. The impact of consumers' brand awareness, attitudes, and other personal factors on their purchasing decisions is emphasized.

Nicosia Model: This model expresses consumers' purchasing decisions through communication process and interactions. It examines how consumers' perceptions, attitudes, information, and other financial marketing communications are handled and shaped by purchasing decisions. (Erdemir, Ö. 2017). After explaining the concept of social media and behavioral models, the effect of the concept of social media on consumer behavior will be explained.

4. The impact of social media on purchasing behaviors

Among the experiences related to social media, the frequently used ones are as follows: "They are online platforms used by people to share their changes, perspectives, experiences and learn" (Ying, 2012:8). According to this statement, social media has become an important mass communication tool with features such as intensity of interaction, easy access and communication with real users. The development of information technologies brings individuals around the world closer to each other quickly and easily through social networks. While social media allows developments and experiences to be shared through different channels, it helps to bring consumers' efforts to obtain information and research to social environments. In addition, social media has become an

important mass communication tool thanks to features such as interaction intensity, easy access and communication with real users. The widespread use of the Internet and social networks also supports this situation. The advancement of information technologies brings individuals around the world closer together quickly and easily. Social media enables consumers to transfer their efforts to obtain and seek information to social environments by enabling developments and experiences to be shared through different channels. Considering all these, it is a fact that social media shapes their tastes. For this reason, brands are focusing on social networks and social media tools, aiming to carry out their activities in accordance with these new markets. These tools influence brands' current and potential workforce and also offer opportunities to reach target audiences. Brands, organizations prefer to bring their content and advertisements to large customer bases on these platforms. In this context, online advertisements have many functions. First of all, advertisements provide information about the product and attract attention with their informative features. At the same time, advertisements can have entertaining content. In addition, advertisements play an important role in creating customer loyalty. The accuracy, perception, honesty and credibility of advertisements create a general perception for buyers in the decision-making process (Turgut et al., 2016; Erdemir, 2017). Research shows that the positive or negative evaluations that consumers make about products or services on social media significantly affect the purchasing process of other individuals and the process of obtaining information about the product or service. Additionally, these studies concluded that social media comments were found reliable by individuals (Constantinides and Stagno, 2011). Additionally, research shows that social media and social media tools have a significant use in every experience to inform user purchasing decisions. Intensive use of social media causes changes in the purchasing process and purchasing behavior. For these exchange cells (Evans 2008), he introduces the concept of "social feedback content" by including buyers' active evaluations, active content and social media contribution to the concept of the purchase funnel, which includes the basic stages of consumer purchasing decision-making. At this stage, the factors that the consumer takes into account when evaluating the product or service include the product's value, performance, functionality and other similar elements. Social media allows the consumer to handle the first two stages of the purchasing funnel, the "noticing" and "evaluation" stages, together. Social media helps the consumer connect with the product or service while also providing information (Evans, 2008). Although up to this point the consumer has played a certain role in the process, "user behavior" cannot be described as fully active. However, with the introduction of social media use, the consumer can start to give feedback that can have an impact on other consumers. Nowadays, the intensive use of social media and other tools increases the importance of active evaluations and behaviors of consumers in the purchasing decision process. User behaviors such as using, having an opinion, and speaking return to the evaluation phase in the form of feedback and contribute to this phase. As stated in the model, when a person is considering purchasing a product or service, he can shape his purchasing behavior with user evaluations and comments created on social media (Evans, 2008; Fong and Yazdanifard, 2014: 24). Many studies examining the impact of social media use on purchasing behavior reveal the importance of social media. A study conducted by (Dhuhli et al. 2014) aimed to investigate the changes and results in the purchasing behavior of individuals using social media tools through surveys and interviews with 341 participants. This study concluded that Instagram greatly affects consumers' purchasing decision process and behavior. Participants stated that brand-related information and web page/social media page design especially influenced them during the purchasing process. In a study conducted by (Özgen and Doymuş, 2013), 57% of users interact with brands through social media, 40% follow at least one brand's social media page, 20% use social media to research products at least twice a week. 42% share about a brand or product, 33% comment on products, and 31% are directed to purchase through social media (Özgen and Doymuş, 2013: 93). The significant return on investment on social media advertising, which is 11 times higher than other traditional advertising methods, demonstrates the impact of social media on consumer purchasing behavior. The purpose of advertising is to awaken savings, raise buyer awareness and convert passive buyers who retain their purchase savings. A competitive market environment is unquestionable in making the difference among advertising challenges. The privileged and most valuable feature of social media ads is that they offer the opportunity to start conversations. A big advantage of social network ads is their use as a viral marketing tool. Users take advantage of social media platforms to share products and brands they like or dislike. Therefore, it becomes easier to advertise businesses or increase the success of well-performing businesses by word of mouth in these virtual environments. Social platforms also provide widespread marketing activities with the opportunity to gain insight into the preferences of targeted consumers. These platforms have the potential to create ads relevant to their needs and focus areas and influence lifestyles. For example, Turkcell, which exhibited the first advertising example via Twitter in Turkey, published a tweet advertisement for the "GncTrkcell" brand. This advertisement is known to increase Turkcell's chances of standing out through all other advertisements with similar interests to its existing followers (Talih, 2013).

5. Conclusion

Significant changes in behavior have emerged with users of digital consumption. These changes require traditional behavioral models to be replaced by new models. In today's world, in an environment where

competition is intense, digitalization is among the priority targets, while traditional methods have almost been left to the power of the internet. The impact of social media on leadership and consumer behavior has become an indisputable fact. In the internet environment, followers are considered both current consumers and potential customers and exist in the virtual world. With the constant development of technology, social media has become the new marketing tool of businesses. While social media provides advantages to businesses through the tools and advertisements used, it has also become a platform where people constantly communicate and interact regardless of time and place. This has caused social media to become an area where potential consumers are created. Social media has had a serious impact on consumers by providing the opportunity to communicate directly and quickly with businesses as well as communication between people. Social media significantly affects consumers' purchasing behavior thanks to its interactive features, as well as being cheap, entertaining and easily accessible. A post on social media, a consumer who shares his or her experience with a product or service as a comment, or someone who gives a negative feedback, advertisements of a business that takes into consideration it instantly, the opinions and attitudes of influencers, has a positive impact on consumers' pre- and post-decision behavior in the form of "purchase". or has a negative effect in the form of "giving up/not repeating". This situation creates an area of development for businesses, companies and brands and should not be ignored. As an evaluation of the study, considering that technological developments have developed from web 1.0 to web 4.0 in the previous period and that change is inevitable in this process, the point reached is that the only thing that does not change is the change itself, and that consumption behavior will continue as long as human beings exist. It can be concluded that it is possible to say that the behavior can only change as a model, not its essence.

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PROSPECTIVE TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

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ABSTRACT

This study focuses on the qualifications of teachers, which are an important element that determines the quality of the education system. It is emphasized that teacher training processes before and after employment affect teachers' competencies at the beginning of their careers. Research shows that it is important for teacher candidates to gain self-efficacy and self-confidence through the effective guidance and support that mentor teachers offer to candidate teachers. As a result, improving teacher training programs and mentor teacher training can contribute to teachers starting their careers in a more confident and prepared way.

Keywords: Prospective teacher, Training, Professional development

Teacher Training: An Important Process Before and After Hiring

It can be said that one of the important issues that determine the quality of the education system is the quality of teachers (Öztürk, 2011). In this context, the issue of teacher training before and during employment has always been one of the main areas of relevant literature and practice. In particular, the candidate qualification review process, which constitutes the first year of a career, is an important period of combining theory and practice (Kozikoğlu, 2016). In this period, a qualified candidate qualification process is important to continue the career more effectively and successfully (Merçan & Gündüz, 2023).

In their study conducted with a mixed research method, Ekinci, Bozan and Sakız (2019) included 207 candidate teachers assigned to kindergarten, primary school, secondary school and secondary schools and 179 consultant teachers assigned to candidate teachers. Köse (2016) interviewed 10 school administrators in his research conducted in a phenomenological pattern, which is a qualitative study.

It is stated that candidate teachers who go through this process effectively and efficiently with an experienced mentor teacher will strengthen their sense of self-efficacy in preparing for teaching. Studies have concluded that although teacher candidates have a successful undergraduate education, it is not sufficient to provide teachers with experience. It has been determined that teacher candidates have problems in these issues (Köse, 2016; Ekinci, Bozan and Sakız, 2019).

One of the important findings of Ekinci, Bozan, and Sakız, (2019) study is that the consultant teacher sees the candidate teachers as more competent in all abilities. In this respect, according to the teachers' opinions, advisor teachers see candidate teachers as more competent. One of the important reasons to mention is the existence of problems with self-confidence and professional ability. Therefore, it appears that effective mentor teacher support can increase teacher candidates' awareness of their professional abilities. One of the findings revealed by Köse (2016) within the scope of the research is that the candidate qualification exam process is an important turning point to prepare teachers for their careers, and their self-confidence in the experience gained during this period increases, so that they can provide better quality services to students. The findings of both studies reveal the importance of teacher candidates gaining self-efficacy and self-confidence.

From the findings, it is seen that the theoretical knowledge that teacher candidates acquired during their education is insufficient, and this reduces their self-confidence when they start to work in this profession. It has been revealed that, thanks to the training program, teacher candidates gained knowledge about the functioning of the school and adapted to the school more easily. It was emphasized that candidate teachers gained experience in this process. However, in this program, as well as positive aspects, negative aspects also stand out. There are differences between the conditions of the school where the candidate works within the program and the school to which he will be assigned. Another problem stated is that candidate teachers are perceived as intern teachers during the practices, and therefore they remain in the shadows of the consultant teachers, which creates a problem and reduces their motivation. As a result of their studies, Ekinci, Bozan and Sakız (2019) and Köse (2016); They revealed the positive effects of mentor teachers on candidate teachers.

Obstacles in Professional Development: Problems of the Education System and Solution Suggestions

Pre-professional education is not enough to keep teachers updated with the changes in the world because teachers are an important part of the quality of education and teachers are an important element of the quality of education. In addition, on-the-job in-service training is important in ensuring that teachers improve themselves according to today's conditions and improve the quality of education.

Yaylacı (2013) and Yirci (2017) identified issues that hinder teachers' personal and professional development. Research shows that the value given to teachers' professions has decreased and the view that teachers are "incompetent" is dominant. This situation shows that it reduces teachers' desire for the profession and hinders their development. On the other hand, the structure of bureaucracy and centralization is considered to be one of the biggest obstacles to the professional development of teachers. Since teachers are not involved in the decision-making process, they cannot be motivated and do not feel like they belong. According to research, it is important to place teachers at the center and develop practices that will prompt improvement. Unlike practices in a single center, teacher development programs from different sources will provide diversity. According to the teacher, it is argued that working conditions and administrative support in the organization, the introduction of a professional system and rewarding teachers with independent development in various ways (financial privileges, promotions, etc.) will increase the desire for professional development.

In addition; Yirci (2017) research results found that teachers value the help of their colleagues in their personal and professional development. Look at all these studies; The help of colleagues plays an important role in teachers' professional development. In particular, cooperation between new teachers and more experienced teachers is one of the important factors that increase the efficiency of education.

Discussion

It focuses on the qualifications of teachers, which are an important element that determines the quality of the education system. It emphasizes that pre- and post-employment teacher training processes affect teachers' competencies at the beginning of their careers. Research conducted by Ekinci, Bozan and Sakız (2019) and Köse (2016) shows that the process that prospective teachers spend with experienced mentor teachers enables them to start their teaching careers more confidently and prepared.

Research reveals the difficulties that teacher candidates face in the transition to teaching practice, despite the success of their undergraduate education. At this point, the effective guidance and support provided by mentor teachers to prospective teachers plays a critical role in helping prospective teachers gain self-efficacy and self-confidence.

Conclusion and Recommendations

Advisor Teacher Effect: Advisor teachers are seen as more competent in all abilities of teacher candidates. This shows that mentor teachers increase the self-confidence of teacher candidates with their effective guidance and support. In this context, special training should be organized for consultant teachers and emphasis should be placed on effective guidance skills.

Candidate Qualification Process: The candidate qualification process is an important milestone that enables teachers to gain experience and increase their self-confidence at the beginning of their career. In this context, teacher training programs and in-service training should support teachers to improve themselves in accordance with today's educational conditions and increase the quality of education. Organizational support and collaboration opportunities for teachers should be increased, and opportunities should be provided to include teachers in decision-making processes. By improving teacher training processes, it aims to contribute to teachers starting their jobs in a more equipped and self-confident manner.

Balance of Theoretical Knowledge and Practical Application: Integrating the theoretical knowledge that teacher candidates acquire during their education with practical application can increase their self-confidence. It should be revised to enable candidates to combine their theoretical knowledge with practical application more effectively.

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SCHOOL ADMINISTRATORS' PERSPECTIVES ON CRISIS MANAGEMENT IMPLEMENTED IN SCHOOLS DURING COVID-19

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ABSTRACT

The global perspective of the COVID-19 pandemic has affected the entire world, causing numerous changes that could be described as utopian. COVID-19 has necessitated the re-evaluation of education along with all work areas, prompting the emergence of different perspectives. This study aims to determine the opinions of school administrators regarding crisis management implemented in schools during the COVID-19 process. In this context, the study group of the research consists of six school administrators serving in primary schools in Northern Cyprus. The interview questions prepared by the researcher were directed to the participants who volunteered to participate in the research. As a result of the research, it was found that schools were not prepared for crisis management related to the pandemic, and the most significant problem was infrastructure inadequacy.

Keywords: crisis management, pandemic, COVID-19, school administrators

Introduction

Due to the characteristics of the organization, it may encounter special situations from time to time. These situations can lead to problems for the organization, but they generally trigger crises. Can et al. (2005) define a crisis as a "complex stage or event, a difficult situation to escape, sudden deterioration and development in dangerous moments." In order for the organization to overcome the crisis with minimal damage, and even turn it into an opportunity, a detailed analysis of the causes, effects, and directions of the crisis is necessary. This analysis should be based on reliable data, and timely and easily implementable measures should be taken (Aksu and Deveci, 2009).

A school is a dynamic and organic institution. The manager of this dynamic and organic structure should observe the current situation with an open and innovative perspective and dynamically transform projects that affect the school (Yahşi, 2018). The expected crisis management skills and leadership style of the school principal are considered crucial as they play a key role in establishing a qualified educational institution. Consequently, this research examines the relationship between crisis management skills and the leadership styles of school principals.

The key to successful crisis management is to perceive the symptoms of a crisis and eliminate factors that could cause it (Kırdar and Demir, 2007). In this process, initiatives and information should be taken into account for monitoring the situation, predicting potential outcomes, determining activities, establishing communication, and strengthening collaboration. Considering all these functions, the experience of decision-makers becomes crucial (Tena-Chollet, Tixie, Dandrieux, and Slangen, 2017). Systematic decision-making should also form an implementation team and enable making new decisions based on the results (Aksu, 2009).

Crisis Management at Schools

The task of taking the organization out of the crisis primarily falls on the managers. Although crisis intervention requires teamwork, school administrators are the first authorities and can understand problems that may lead to a crisis from the perspective of the person managing the school. Therefore, managers need to have skills in managing changes, resolving conflicts, perceiving and managing crisis situations, and, of course, crisis management. They should acquire these skills through on-the-job training and should be able to effectively manage the organization within their responsibilities. Managers, along with the crisis management team they establish in the school based on these skills and abilities, manage the crisis. In a smooth environment, individuals with average intelligence and skills can successfully implement multiple rules and regulations (Özdemir, 2002). A crisis environment managed with good management skills can be overcome with fewer losses. Having the most effective management method to increase or decrease the degree of crisis is important (Akdağ and Taşdemir, 2006).

In the chaotic environment the school experiences during a crisis, everyone will be involved in dealing with the crisis. The success of the planning and collaboration of the organization's team depends on the leadership quality of the manager (Ulutaş, 2010). Crisis involves change, and it is the subject of management. It may require significant decisions and changes. Poorly managed change can lead to feelings of alienation, stress, conflict, crisis, resistance, and other such problems in organizations (Tunçer, 2013). Therefore, the ability to manage change is essential in a crisis environment.

Crisis caused by internal and external factors can harm the educational process, the functioning of the school, the individuals in the school, the school atmosphere, and the dignity of the school. Without necessary precautions, schools will be negatively affected, and these negative effects will always be a risk factor triggering crises. Schools, like all organizations, should consider crisis management research aimed at minimizing or preventing crises (Saym, 2008).

While the goals of school organizations may be the same, management approaches vary based on environmental conditions, school climate, type of school, school level, and administrative leadership characteristics. Therefore, each school should develop its own crisis definition and crisis management plan. However, the content of crisis planning, and crisis management research should include similar steps, despite variations according to school level, location, school size, and environment. To identify the shortcomings of the organization, both internal and external factors of the organization should be carefully examined, and plans should be prioritized (Ocak, 2006).

Covid 19 and School Management

Chaos theory predicts that an event occurring in one part of the world will trigger another event. Therefore, as the triggering event will cause confusion, it will affect all elements of the system. As stated in chaos theory, the flapping of the wings of Asian butterflies will cause global storms (Lorenz, 1972). There are so many instances, such as the coronavirus (Covid-19) pandemic that emerged at the end of 2019, which turned into a global storm. In addition to the consequences of the existing chaos and storms, the outcomes of this situation in terms of social, cultural, economic, political, and many other aspects are unpredictable in many ways. Undoubtedly, education was affected by this storm, and the Covid-19 pandemic has changed perspectives and understanding of education (Bozkurt and Sharma, 2020). Due to the global impact of the pandemic, it can be fundamentally considered a disaster. This is interpreted as the end of something and a sign of a new beginning (El Maarouf et al., 2020). With these perspectives as a pivot, it can be said that everything that happened in the world after Covid-19 creates a new world order and establishes a normal new paradigm.

With the development of this pandemic, the pace and flow of life in the world have changed (Zhao, 2020). Practices such as flexibility, remote work, and alternating work schedules were implemented to reduce the impact of pandemics and slow down the spread of diseases due to high pollution levels. Additionally, partial, or complete lockdowns, personal isolation, quarantine procedures, and social isolation measures were adopted in every country worldwide (Gupta & Goplani, 2020). As part of these measures, places where interpersonal contact could occur were decided to be closed, and all educational institutions were included in this scope (Doghonadze et al., 2020; Bozkurt and Sharma, 2020). With the closure of schools and the interruption of face-to-face education, the education of 1.6 billion students was disrupted, constituting approximately half of the total number of students at all levels of education (Bozkurt et al., 2020; UNICEF, 2020).

According to the principle that education is a fundamental human right (United Nations, 1984), many educational institutions worldwide have rapidly implemented emergency remote learning to compensate for the disruptions caused by the pandemic. The continuity of the current education system worldwide is not yet prepared for a pandemic to ensure students' learning under all conditions; schools, teachers, and others with whom they learn have been observed to be physically separated (Bozkurt and Sharma, 2020). Moreover, during the crisis, misinformation about emergency remote learning spreads at the same speed as the virus. It is evident that crisis management is being attempted through decisions made based on the presentation of these concepts.

In this roadmap, to prevent the disruption of students' learning processes during the education interruption caused by coronavirus measures, an effective framework for remote learning activities is provided, and research has been conducted in five main areas: infrastructure, content, legislation, human resources, and implementation.

The aim of the research is to determine the opinions of school administrators regarding crisis management policies implemented in schools during the Covid-19 process. In this context, the following questions have been explored:

1. How do you evaluate the level of preparedness of schools for crisis management?
2. What is the level of education of school administrators in crisis management? Have you received any training in this area before?
3. What opportunities and challenges have been encountered during the Covid-19 process? What practices have been implemented during this period?

Method

The participants of the study were determined using the purposive sampling method, specifically the typical sampling technique. Accordingly, six school administrators from primary schools in Northern Cyprus, selected

based on the principle of voluntarism, were included in the study group. Within the scope of the research, a descriptive case study model was applied, focusing on the views of school administrators on crisis management policies in primary schools in Northern Cyprus. Qualitative research techniques were employed.

An interview form developed by the researcher was used as the data collection tool. Participants are referred to by codes such as OY1, OY2, etc., instead of their real names, in accordance with the principle of identity confidentiality.

Findings

Levels of Preparedness for Crisis Management in Schools

The question "How do you assess the levels of preparedness for crisis management in schools?" was posed to the participants, and their responses are summarized in Table 1.

Table 1. Participants' opinions on the levels of preparedness for crisis management in schools

Theme	n
Not prepared	5
Limited resources	3
Unpredictable	3
No planning	2
Varies by type of crisis	1
Total	14

When the participants' opinions regarding the preparedness levels of schools for crisis management are queried, 14 expressions stand out. The statements put forth by the school administrators participating in the research are as follows: not ready (n5), limited resources are available (n3), unpredictable (n3), no planning (n2), depends on the type of crisis (n1). The participants' expressions in this regard are as follows:

"Unfortunately, it cannot be said that our schools are fully prepared for the crises we experience. Moreover, in potential crises, they are unpredictable." OY2

"The readiness of schools for a crisis depends on the type of crisis; for example, although some preparation has been made for crises such as natural disasters, fires, or administrative crises, we were unprepared for the pandemic we are currently experiencing, and our most important infrastructure is very weak." OY5

"They are not ready. Possible crises are not foreseen, and there is no plan, preparation, or training in this regard." OY3

Education Levels of School Administrators for Crisis Management

Participants asked, "What are the education levels of school administrators regarding crisis management?" Have you received training on this subject before?"

Table 2. Crisis management training levels of school administrators

Education Attainment Status		Education Attainment Levels	
Theme	n	Theme	n
Received Education	4	Insufficient	6
Did not Received Education	2		
Total	6		6

The opinions of participant school administrators regarding their training status are as follows: Some participants stated that they received training (n4), while others mentioned that they did not receive training (n2). However, all participants expressed that the level of training was inadequate. The statements of the participants are as follows:

"I had participated in in-service training where we had discussed crisis management, but the current crisis situation we are facing today is very different. Therefore, the training was not quite sufficient." OY1

"I received limited training in this regard. Unfortunately, we were caught unprepared for what should be done during the pandemic. Unfortunately, our school lacks a crisis team, and our infrastructure is not sufficient. As a result, both we administrators and our teachers struggled to determine the appropriate course of action." OY4

"I don't have crisis management training, but I know that even those who have received training don't have much knowledge. In fact, all of us were inadequate in terms of what needed to be done during the pandemic." OY6

Opportunities-Problems and Practices Encountered During Covid 19 Process

The school administrators who participated in the research were asked, "What are the opportunities and problems encountered during the Covid 19 process?" "What kind of practices were put forward in this process?" The answers of the participants who were asked the question were collected in two separate tables.

Table 3. Opportunities and problems encountered during the Covid 19

Opportunities		Challenges	
Theme	n	Theme	n
Online education	5	Infrastructure deficiency	6
Collaboration with parents	2	Insufficient technological knowledge	4
Self-improvement opportunities	2	Inability to have equal opportunities	2
Total	9		12

Participants' opinions on the opportunities encountered during the Covid-19 process have been categorized under three themes: online education (n5), collaboration with parents (n2), self-development opportunities (n2). Participants' views on the problems are related to infrastructure deficiencies (n6), lack of technological knowledge (n4), and inability to have equal opportunities (n2). The responses provided are as follows:

"Unfortunately, we once again realized the inadequacy of our technological knowledge and infrastructure. However, online in-service training prepared with the support of the ministry has been beneficial for teachers and us in this regard." OY3

"During this process, we once again understood that all our students do not have equal opportunities. Due to the inadequacy of our infrastructure, we could not provide any support to these students. However, I can positively say that families taking responsibility during this period and following the development of their children by communicating with us is a good aspect." OY4

"Despite being forced, school administrators and teachers have made progress in terms of development and technology. Our teachers have improved themselves in this direction with the training provided, even though their technological knowledge was weak before Covid." OY6

In the continuation of the question, the participants were asked what kind of practices were put forward in this process and the answers given are shown in table 4.

Table 4. Educational practices introduced during the Covid 19

Theme	n
Whatsapp groups	5
Parents' participation was ensured	3
Videos added to the lessons	2
Total	11

Participants in the educational practices implemented during the Covid-19 process have indicated that they formed WhatsApp groups (n5), ensured parental participation (n3), and added videos to lessons (n2). Participant statements include:

"We continuously communicated with parents by creating WhatsApp groups." OY1

"Our teachers created WhatsApp groups for communication with parents. They sent video explanations on topics to attract students' attention and make the lessons more effective." OY2

"During this process, our parents supported us, and together with them, we were able to reach our students and strive to make this period as productive as possible, even if not perfect." OY5

Discussion and Conclusion

The Covid-19 pandemic has been a challenging period affecting societies worldwide and all age groups. In managing this crisis, it is observed that schools in our country, in particular, have been inadequate. In this context, the study aims to determine the opinions of school administrators regarding crisis management policies implemented in schools during the Covid-19 process.

According to the findings obtained, it has been identified that schools are not adequately prepared for the management of this crisis and the implementation of necessary measures. Participants expressed that preparations for the crisis in schools vary in different aspects. Additionally, it was concluded that school administrators lack

training in this regard. Even school administrators with training in crisis management were found to be lacking in managing the pandemic.

Participants were asked about the opportunities, problems, and practices encountered during the Covid-19 process. Among the opportunities, it is observed that communication with parents has been more effective during this period. Borup, Jensen, Archambault, Short, & Graham (2020) mentioned in their research that during the pandemic, students need support, and families are the most important community to provide that support. When examining the problems, all participants pointed out infrastructure inadequacy. Another issue is the unequal conditions of students. In this regard, studies highlight that the closure of schools due to the Covid-19 pandemic has exacerbated various issues, most notably inequality (Williamson, Eynon, & Potter, 2020; Van Lancker & Parolin, 2020). Regarding the practices implemented, the use of technological applications integrated into lessons is evident.

Based on the findings of the research, it is recommended to establish crisis teams in schools and minimize infrastructure inadequacies as much as possible. The study suggests that future research could focus on obtaining the opinions of parents regarding this process.

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SUPERVISION AND SUPERVISION PRINCIPLES

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ABSTRACT

Supervision involves the impartial and objective assessment of the conformity of economic activities and events to specified criteria and criteria. This process plays a critical role in the evaluation and improvement of teacher and school performance, especially in education systems. It is important to strictly adhere to the principles of accountability, objectivity and impartiality for the effectiveness of audit processes. Accountability emphasises transparent communication; objectivity supports objective evaluation; and impartiality guarantees a fair process. Audit processes that comply with these principles can improve the quality of education, support student achievement and provide a basis for continuous improvement.

Keywords: Supervision, Education, Supervision principles

Supervision

Audit is defined as a systematic process in which evidence and information are collected and evaluated impartially and objectively in order to investigate the degree of conformity of economic activities and events with predetermined criteria and criteria and to inform those concerned about the results (Güredin, 2000).

Audit is emphasised as the process of collecting evidence and evaluating the evidence collected by the experts in the field in order to determine the conformity of the financial information related to a certain economic unit with the previously determined criteria and presenting the opinions obtained as a report to the relevant persons (Kavut et al., 2009).

Auditing is the process of understanding the level of compliance of organisational actions with the principles and rules determined in line with the accepted goals and objectives (Aydin, 2014).

Bursalioğlu (2015) defines audit as the method of controlling behaviours for the benefit of the public.

In another definition, it is stated that auditing is a service area such as supervising and evaluating the work done, making suggestions to the relevant people in order to ensure that it can be more efficient, guiding and guiding the employees of the organisation in the process of fulfilling their duties and training (Taymaz, 2015).

In the education system, supervision is a process that starts with the determination of positive and negative aspects in terms of institutional aspects and continues with development after evaluation (Memduhoğlu, 2012).

Supervision is also involved in classroom practices in order to realise education and training goals, to eliminate the problems experienced, to complete the missing parts, as well as to help and guide teachers during the whole teaching process (Bernard & Goodyear, 2014).

It is the process of checking the conformity of supervision activities, which serve as a "compass" for the development of education and training, with the objectives for the level in the institution and classroom (Erdem, 2006).

Supervision provides technical assistance to teachers, helps them prepare for teaching, progresses over time, provides professional and democratic leadership and, in shorter terms, supports the professional development of teachers (Tomal et al., 2015).

Based on the definitions mentioned above, we can define supervision as a guide and a compass. Although supervision is generally defined as a control process, it is important that it is guiding by suggesting solutions to problems that provide support for the development of the education and training process. In the majority of the mentioned researches, it is emphasised that supervision guides the teacher and the necessity of guidance is emphasised. Thus, the aims and objectives of the educational organisation will be achieved.

Principles of Supervision and its Role in Education Systems

Supervision processes in education systems have a critical importance for evaluating, improving and enhancing the quality of teacher and school performance. In order to implement these processes effectively, certain

principles of supervision should be strictly adhered to. Supervision processes have an important place in education systems in order to evaluate and improve teacher and school performance. In order for these processes to be effective and fair, certain auditing principles should be strictly adhered to. The principles and values of accountability, objectivity and impartiality, which are the basic principles of audit processes, are discussed and the role of compliance with these principles in education systems is analysed;

Smith (2017) emphasises that accountability requires supervisors and other stakeholders to be transparent and responsible in their evaluations. Supervisors should explain the rationale for their inspections, justify their decisions logically, and share feedback on inspection results. This ensures a fair implementation of the inspection process and creates an open communication environment focussing on the development of school administrators and teachers.

Baker (2019) states that the principle of objectivity emphasises the objective and fair conduct of supervision processes. It is important for supervisors to make evaluations based on determined criteria and standards. In this context, supervisors' following current developments and best practices in the field of education will make their evaluation processes more effective and scientifically based.

Mitchell (2020) states that the principle of impartiality aims to be objective in supervision processes and to evaluate everyone equally. Supervisors should display a fair and impartial attitude free from personal prejudices. This creates trust between the supervised teachers and school administrators and makes the evaluations more effective and acceptable.

These studies represent only a few of the important studies on auditing principles. These studies, conducted by various experts and researchers, show that the principles of accountability, objectivity and impartiality provide a solid foundation for the successful implementation of audit processes.

These studies, which focus on the principles and values of accountability, objectivity, and impartiality, which are the basic principles in supervision processes, reveal the effectiveness and effects of supervision processes in education. As Smith (2017) emphasises, open communication and responsibility contribute to more effective audit processes in education. Jones' (2018) detailed review reveals the significant effects of accountability on student achievement and teacher performance. Brown's (2020) perspective provides an important understanding of how the principle of accountability influences current trends and innovations in education. In this context, the rigorous application of these principles and values in supervision processes is important for the strengthening and continuous development of the education system. The principles of accountability, objectivity and impartiality are the key elements that guide us to improve the quality of education and support student achievement. The correct implementation of these principles will contribute to the establishment of more fair, transparent and effective audit processes in education.

The principle of objectivity plays an important role in assessment processes, and ensuring an approach in accordance with this principle brings about an objective and fair assessment process. As Baker (2019) emphasises, the principle of objectivity is the guarantee of impartiality and fairness in assessment processes. Clark's (2021) study provides important information on the applicability and effectiveness of this principle by discussing the best practices of ensuring objectivity in assessment processes in education. The study focuses on practical suggestions on how the principle of objectivity can be strengthened in assessment processes. Garcia's (2018) comprehensive review analyses in detail how the principle of objectivity is applied in assessment and evaluation tools. The study addresses a number of important issues ranging from the design of assessment instruments to the strategies in the implementation of this principle. In this context, the principle of objectivity is an important principle that underpins assessment processes in education. A correct understanding and application of this principle contributes to the impartiality, fairness and reliability of assessments. Therefore, it is important to adopt an approach in accordance with the principle of objectivity in the development of assessment processes in education.

The principle of impartiality is of critical importance in teacher evaluation processes and the correct application of this principle is vital for the reliability of evaluations. Mitchell's (2020) data-driven critique explains in detail how the principle of impartiality plays a central role in teacher evaluation processes. Lee's (2019) study focuses on strategies for educational leaders to protect the principle of impartiality. It focuses on how educational leaders can strengthen this principle, especially how they can reduce subjective influences in evaluation processes. Turner's (2022) research presents practical approaches to strengthening the principle of impartiality by addressing biases in evaluation processes in education. The study identifies biases in assessment processes and proposes concrete steps and policies to reduce these biases. In this context, the principle of impartiality is a

fundamental underpinning of assessment processes in education. Strengthening this principle contributes to fair, objective and reliable evaluations. Educational leaders and assessment experts should put into practice the knowledge gained from research in this field in order to protect and strengthen the principle of impartiality.

When the studies on supervision principles are examined; Akbaba-Altun and Etçi (2018) took the opinions of supervisors, principals and teachers about the supervision process in their study. Supervisors, school administrators and teachers emphasised equal, fair and legal supervision in the supervision process. This situation revealed that supervisors had difficulties in applying the principle of objectivity. Again, Boydak, Özan, and Şener (2015), in their research examining the views of teachers on the supervision process, revealed that teachers generally define supervision as controlling, searching, and questioning. However, the main purpose of supervision is to be a guide to ensure development. This result shows that supervisors have problems in applying the principle of purposefulness. In addition to this, it was revealed that the teachers experienced pressure, fear and similar feelings and encountered negative attitudes, thus there was a problem in the implementation of the principle of positive human relations. Bülbül, Tunç, Özdem, and İnandı (2013) obtained findings showing that supervisors apply the principle of purposefulness. In the study, teachers' views on the phenomenon of supervision were discussed. When asked what supervision means for teachers, many teachers stated that they supervise through experts in order to evaluate whether educational activities achieve the set goals and to correct mistakes.

Conclusion and Recommendations

In conclusion, the principles of accountability, objectivity and impartiality, which are the basic principles of audit processes, play a critical role in education systems. Audit processes carried out in accordance with these principles provide a framework for improving the quality of education by providing an objective evaluation of teacher and school performance. The principle of accountability requires supervisors to communicate in a transparent and responsible manner. This makes inspection processes in education more effective and fair. Moreover, studies analysing in detail the effects on student achievement and teacher performance show that accountability plays an important role in the education system. The principle of objectivity emphasises an objective and fair approach to assessment processes. A proper understanding and application of this principle contributes to making evaluations impartial, fair and reliable. Adopting an approach in accordance with the principle of objectivity in evaluation processes in education forms the basis of effective evaluations that support student achievement. The principle of objectivity has a critical importance in teacher evaluation processes. Strengthening this principle contributes to fair, objective and reliable evaluations. Educational leaders and evaluation experts should put into practice the knowledge gained from research in this field in order to protect and strengthen the principle of impartiality.

When the studies on audit principles are analysed, it is seen that the principles of accountability, objectivity and impartiality form a solid basis for the successful implementation of audit processes. In general, when audit processes are managed in accordance with the principles of accountability, objectivity and impartiality, they can provide a basis for continuous improvement and success in education. Adhering to these principles is an important step towards improving the education system and increasing student achievement. Therefore, the rigorous application of these basic principles in supervision processes can increase the effectiveness in the field of education and create a quality learning environment.

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THE DETERMINATION OF THE EFFECTS OF SOCIO ECONOMIC DIFFERENCES THAT THE TEACHERS ARE EXPOSED DUE TO IMMIGRATION LAW (NEW LAW) ON THEIR PROFESSIONAL ATTITUDES

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ABSTRACT

This study aims to determine the effects of socio economic differences and demographic features such as income status, gender, marital status, age that the teachers are exposed due to immigration law (new law) on their professional attitudes. In terms of the effects of teachers' professional attitudes on teaching and educational activities; this study has been essential due to its scope about these professional attitudes. Questionnaire technique was used related to the qualitative research. The study group of this study is 237 teachers who work for the Office of Secondary Education under the Ministry of Education, Turkish Republic of Northern Cyprus. The questionnaire of "Attitude Scale of teachers towards their profession" was used (Demirel-2018). For the gathered data analysis, IBM SPSS Statistics 26 program was used. After the necessary calculations on the data, the normality test of Kolmogorov-Smirnov sig value was ,000 so, the data was not normally distributed. That is why for the sub-groups of gender, marital status and entry date to the public service (2 groups) Mann-Whitney test was applied whereas for the sub groups of income status (3 groups) and age (4 groups) Kruskal-Wallis test was applied. As a result of analysis, there are not meaningful differences between the sub groups for all the demographic factors.

INTRODUCTION

Known as Immigration Law (New Law), "The Law of Regulation of the Public Workers' Monthly (salary-wage) and other Payments numbered 47/2010" was accepted by a majority vote in the ninth meeting of the TRNC Parliament on the 25th October 2010 and was run on the 1st of January 2011. Within this law two different status occurred between the public workers who started the job after the 1st of January 2011 and before such as monthly (salary-wage) and other payments. The public officials (worker) subject to this law were pushed to a serious professional unrest due to this different implementation.

One of the most essential variables that affect the productivity and job satisfaction of the worker is the payment s/ he takes. As well as the sufficient payment makes the worker feel happy, it also contributes to the performance positively. The teachers are the most crowded group of educational officials and in most of the studies about their job satisfaction shows that especially in Turkey the teachers working in state schools have basically insufficient income problems (Süngü, 2014). Within the frame of the new law (immigration law) the educators working in the same environment had income differences and faced injustice which paves the way for negative effects on their psychology and professional attitudes.

Attitude is a predisposition, a mental, emotional and behavioral reaction that an individual organizes towards his or herself, a person or any event, societal issue or object by depending on experiences, feelings and incentives (İnceoğlu, 2011: 22). As the human's emotional characteristics are irrefutable existence; the effect and role of his or her feelings in their lives is as much as not to underestimate (Gökalp, 2019). Therefore, the behaviors and actions of the teachers in social and professional meaning are affected due to their attitudes, emotions and psychological states. Starting from this point of view; the psychological unrest and socio economic differences that the teachers are exposed to due to the new law (immigration law) have negative effects on their professional attitudes and therefore, it is thought that this situation affects their attitudes negatively towards the education and teaching approaches. It is beneficial to deeply analyze this issue in terms of creating awareness in related institutions for determining the effects of these variables of teachers on their professional attitudes.

AIM OF THE STUDY

Aim of this study is to put forward whether the socio economic differences the teachers are exposed to due to new law (immigration law) had any effect on professional attitudes or not. If so, what kind of and in what way is there a relationship could be put forward. The following questions were tried to be answered;

- a) What kind of relationship is there between the new law (immigration law) and the teachers' professional attitudes?
- b) Are the teachers' professional attitudes affected from the demographic characteristics such as, income differences, gender, age and marital status? What kind of relationship is there between these variables and the professional attitudes?

SIGNIFICANCE OF THE STUDY

This study is significant for increasing the awareness about the socio economic disadvantage due to the new law (immigration law) on educational activities and professional attitudes of educators working under TRNC Ministry of Education and its effect and also to increase the awareness of these effects on professional attitude and service supply of workers who work under the same conditions of new law (immigration law) in other profession groups in their work places.

RELATED RESEARCHES

According to a study held in 2020 about the professional commitment and positive psychological capital perceptions of teachers; it is found that there was a positive meaningful medium level relationship between the professional commitment and positive psychological capital perceptions (Yıldırım and Tösten, 2020). In a study held by Pehlivan, the multi cultured proficiency perceptions of teachers working in high schools were analyzed in terms of socio economic status of the teachers. There are only meaningful differences among the groups in terms of monthly income level of the teachers' family within the frame of analyzed variables (Pehlivan, 2014). The psychological capital defines the positive psychological development status of the individuals (Luthans, Youssef, et.al. , 2007:3). As the positive psychological capital is related to how the individuals perceive themselves and define it; it consists of four factors as self-sufficiency, hope, optimism and flexibility.

RESEARCH METHOD

The quantitative research model was used in this study which means putting forward the phenomena and events as observable, measurable and mathematical by objectifying (Öztürk-2015). The scope of this study was created on sampling that represents the target mass. The sampling consists of 237 teachers working under the Secondary Education Office of the Ministry of Education, Turkish Republic of Northern Cyprus between 2021-2022. The demographic information about the sampling is given on Table 1. Error margin reliability was created on 0,5 level.

The random sampling type was used and also the questionnaire that Demirel developed in 2018 as "The attitude scale of teachers for their teaching profession". As the Cronbach Alpha value is over .70 of the test that is used, it is stated as sufficient for the reliability (Büyüköztürk, 2004). In the first section there are personal information (i.e. date of entry to the public service, age, gender, marital status, income). In the second section; there are total 28 research questions of which 12 of them are negative. This scale consists of four sub dimensions as "valuing (12 questions)", "professional burnout (6 questions)", "incuriousness (6 questions)" and "being open to professional development (4 questions)". The coefficient of the general validity is 0,5 and the interview form was prepared according to the expert's opinion.

Table1: Demographic information of participants

Gender	Frequency	Percent	Cumulative Percent
Male	71	30,0	30,0
Female	166	70,0	70,0
Total	237	100,0	
Marital Status	Frequency	Percent	Cumulative Percent
Married	174	73,4	73,4
Single	63	26,6	26,6
Total	237	100,0	
Age Group	Frequency	Percent	Cumulative Percent
21-30	25	10,5	10,5
31-40	122	51,5	62,0
41-50	68	28,7	90,7
51-60	22	9,3	100,0
Total	237	100,0	

Date of Entry to the Public Service	Frequency	Percent	Cumulative Percent
Before 01/01/2011	141	59,5	59,5
After 01/01/2011 (new law)	96	40,5	40,5
Total	237	100,0	
Income Status	Frequency	Percent	Cumulative Percent
Income is less than outcome	100	42,2	42,2
Income is equal to outcome	111	46,8	89,0
Income is more than outcome	26	11,0	100,0
Total	237	100,0	

DATA ANALYSIS

SPSS program was used in this study. In SPSS program, the points of the items were calculated and were determined whether those data were normally distributed on the normality test (Kolmogorov-Smirnov sig:000). Therefore, one of the non-parametric tests as Mann-Whitney test was applied to find out whether there was a meaningful difference between the sub groups and age, marital status, date of entry to the public service. Also one of the non-parametric tests as Kruskal-Wallis test was applied to find out whether there was a meaningful difference between the sub groups and income status and age sub groups.

FINDINGS

According to the analysis by the SPSS program as can be seen on Table 2 the Kolmogorov-Smirnov sig value was ,000 so the data distribution was not normal.

Table 2: Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Toplam Puan	,186	237	,000	,792	237	,000

a. Lilliefors Significance Correction

The participants were divided into two groups as “entering to the public service before 01.01.2010” and “entering to the public service after 01.01.2010 (immigration or new law)” in order to find out the effects of this law and entry dates on the teachers’ professional attitudes. Through these groups these data were applied the Mann-Whitney test as also illustrated on Table 3 and Asymp. Sig. (2-tailed) value was found as ,247. Since this value is larger than 0,05 it has been found out that there was not a meaningful difference among the groups.

**Table 3: Test results according to the date of entry to the public service (new law) groups
Mann-Whitney Test**

Ranks				
	Kamu Hizmetine Giriş Yılı	N	Mean Rank	Sum of Ranks
Toplam Puan	01/01/2011 Öncesi	141	114,75	16180,00
	01/01/2011 Sonrası (göç yasası)	96	125,24	12023,00
	Total	237		

Test Statistics^a

Toplam Puan	
Mann-Whitney U	6169,000
Wilcoxon W	16180,000
Z	-1,157
Asymp. Sig. (2-tailed)	,247

a. Grouping Variable: Kamu Hizmetine Giriş Yılı

Mann-Whitney test was applied to find out whether gender and marital status had an effect on the professional attitudes of the teachers and, Kruskal-Wallis test was applied to find out whether income status and age had an effect on the professional attitudes of the teachers and for all of them Asymp. Sig. (2-tailed) value was found greater than 0,05. The values of these calculations are given on Table 4, 5, 6 and 7. The value of Asymp. Sig. (2-tailed) was greater than 0,05 which means there aren't a meaningful differences among the two groups that were compared. Therefore, it has been resulted from the analysis that; the new law due to the entry years, genders, marital status, income status and ages did not have any effect on the professional attitudes of the teachers. The 4 sub groups ("valuing", "professional burnout", "incuriousness", and "being open to professional development") were calculated one by one each on SPSS program and the sampling value of Asymp. Sig. (2-tailed) was found as greater than 0,05 for each application by implementing the Mann-Whitney Test and Kruskal-Wallis test by depending on the entry date, age, gender, marital status and income status groups. That is why the factors mentioned above did not cause a meaningful difference in the areas that the scale measures with its sub dimension.

Table 4: Test results according to gender groups

Mann-Whitney Test

Ranks				
	Cinsiyet	N	Mean Rank	Sum of Ranks
Toplam Puan	Erkek	71	121,29	8611,50
	Kadin	166	118,02	19591,50
	Total	237		

Test Statistics^a

	Toplam Puan
Mann-Whitney U	5730,500
Wilcoxon W	19591,500
Z	-,336
Asymp. Sig. (2-tailed)	,737

a. Grouping Variable: Cinsiyet

Table 5: Test results according to marital status groups

Mann-Whitney Test

Ranks				
	Medeni Durum	N	Mean Rank	Sum of Ranks
Toplam Puan	Evli	174	115,87	20161,50
	Bekar	63	127,64	8041,50
	Total	237		

Test Statistics^a

	Toplam Puan
Mann-Whitney U	4936,500
Wilcoxon W	20161,500
Z	-1,169
Asymp. Sig. (2-tailed)	,243

a. Grouping Variable: Medeni Durum

Table 6: Test results according to income groups
Kruskal-Wallis Test

Ranks			
	Gelir Durumu	N	Mean Rank
Toplam Puan	Gelirim giderimden azdır	100	117,82
	Gelirim giderime denktir	111	117,45
	Gelirim giderimden fazladır	26	130,17
	Total	237	

Test Statistics^{a,b}

Toplam Puan	
Kruskal-Wallis H	,778
df	2
Asymp. Sig.	,678

a. Kruskal Wallis Test

b. Grouping Variable: Gelir Durumu

Table 7: Test results according to age groups
Kruskal-Wallis Test

Ranks			
	Yaş Grupları	N	Mean Rank
Toplam Puan	21-30	25	128,20
	31-40	122	123,36
	41-50	68	112,13
	51-60	22	105,59
	Total	237	

Test Statistics^{a,b}

Toplam Puan	
Kruskal-Wallis H	2,474
df	3
Asymp. Sig.	,480

a. Kruskal Wallis Test

b. Grouping Variable: Yaş Grupları

RESULTS

According to the data gathered from this study, the findings were related to the objectives. It is possible to say that the professional attitudes of the teachers are affected by many factors as well as income status, gender, marital status, age, the new law (immigration law) that was mentioned in this study. The numerosness of these factors makes difficulty in determining how some of them are affected. There is not a meaningful difference among the compared groups in this study and the reason is thought to be that the professional attitude is affected

in a complex way from the combination of the factors mentioned above. For instance; when a teacher starts a job very soon has low salary and it has negative effect however the excitement and eagerness to the job has positive effects and as a result they become balanced.

Due to the reasons mentioned above, when a research about emotional features such as professional attitudes is held, the possible factors that are thought to be affecting the analyzed emotional feature should be determined. And the ones with greater effects should be determined and the importance should be given to the sampling to be homogenous distributed in terms of these factors.

SUGGESTIONS

The Ministry of National Education in Turkish Republic of Northern Cyprus should conduct scientific studies in order to convey the factors that affect the behaviors and attitudes of especially the teachers besides the routine educational activities.

The Ministry of National Education in Turkish Republic of Northern Cyprus should take precautions in order to increase the positive effects, decrease the negative effects or eliminate the factors that have negative effects on the professional attitudes of the teacher which were determined.

In studies to be held about finding out the factors that affect the professional attitudes of the teachers; the external factors should be homogenous on all samplings as much as possible which are out of the research.

The government's related units should take precautions for the income level not to be lower than the minimum level that can a private sector and public sector workers or officials have for a physically and psychologically healthy life standards.

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THE EFFICIENCY OF THECNIQUE FOR TEACHING ADDITION OPERATION SUPPORTED WITH MONTESSORI MATERIALS AND DIRECT INSTRUCTION METHOD TO STUDENTS WITH MILD INTELLECTUAL DISABILITY IN THE RURAL

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ABSTRACT

The most basic expectations of mathematics education are the concretization of education and its adaptation to daily life. For this reason, the social environment in which mathematics education is applied constitutes one of the important factors affecting the functionality of education. In the mathematics education carried out in rural areas, the limitations of the environment and the deficiencies in the experiences of the students negatively affect the quality of the mathematics education offered. To minimize the mentioned disadvantages, teaching techniques and auxiliary materials that support the process are needed. The Montessori approach is particularly efficient in teaching mathematics to students with intellectual disabilities. This approach both supports mathematics teaching with natural teaching in adapting it to daily life and facilitates concretization with its original materials.

The general purpose of the research is to determine the effectiveness of the addition process, which is supported by Montessori materials and presented with a direct instruction method, in teaching addition to a ten-year-old student with a mild intellectual disability who attends general education in the countryside. The ABAB model, which is one of the basic experimental designs, was applied in the research. It is a direct instruction method. The ABAB model, one of the basic experimental designs, was applied in the research. This research was carried out in line with the achievements listed by the individualized education plan (IEP), with a total of fifteen sessions, including the initiation, application, generalization, and follow-up periods. As Montessori materials, colored number cards, and brand names were used. The effectiveness of the presented addition instruction was examined by applying three follow-up tests (two, four, and six weeks after the end of the application) and generalization activities, such as the post-intervention student's addition process while playing with the Montessori mathematical material brand game and participating in the addition operations in his class. In addition, social validity data was collected. As a result, the student gained the skill of adding with one, two, and three-digit numbers. It was observed that he was able to maintain the acquired skill two, four, and six weeks after the intervention, and at the same time, he was able to associate these learned skills with his daily life.

Keywords: Montessori education, mathematics, addition teaching, single subject.

Introduction

For individuals with intellectual disabilities, it is highly important to make decisions independently so that they can live without being dependent on others; they need to know how they can earn, control, and spend money, as well as the concept and management of money in general (Browder & Grasso, 1999). At the same time, even though there are differences in education methods, the skills of reading and writing, controlling time, using money, and making transactions are in the category of functional academic skills for each child (Snell & Brown, 2011). The adequacy of the act of shopping, which is included in self-care skills, also requires mastery of the concept of money, albeit at a simple level. In order for individuals with intellectual disabilities to master the concepts of shopping and money, it is essential that they be able to perform the two most basic mathematical operations, addition, and subtraction, in the amount of currency they have.

There are many methods and techniques for teaching addition and subtraction to individuals with intellectual disabilities. When we consider at the studies carried out in recent years, it has been determined that simultaneous prompting is used relatively less in terms of method, while the direct instruction method is frequently used. Apart from these methods, there is also a study in which constant time delay procedure is used (Kircaali İftar et al., 2008). In terms of technique, it was determined that the point detection technique, discover-copy-compare (cover-copy-compare) application, and animation programs were used. To give an example of the studies in question, Ari et al. (2010) studied the effectiveness of teaching addition and subtraction operations with a simultaneous hinting method, and they worked with a nine-year-old student with a mild intellectual disability. In the study, in which the multiple probe model was used, teaching, monitoring, generalization, daily probe, and mass probe sessions were held to determine the effectiveness. In the generalization part, the differentiation levels

of students' responses between environments, between individuals, and between tools and materials were examined. According to the graphical analysis, it was determined that teaching addition-subtraction operations with the simultaneous hinting method was effective and had the same effectiveness in generalization and monitoring processes.

When we look at the studies in recent years in which the direct instruction method was used with students with intellectual disabilities, the studies conducted by Çalık and Kargın (2010) with three students with intellectual disabilities attending general education classes stand out. In this study, they examined the effectiveness, generalizability, and continuity levels of presenting the touch math technique through direct instruction in teaching addition to students with intellectual disabilities. In the study, in which the multiple probe model was preferred, it was determined that the point determination technique through direct instruction was sustainable, effective, and generalizable in the teaching of the addition process. In the context of social validity, it was determined that teachers expressed positive opinions about this technique. Another study on the teaching addition process based on direct instruction and point-determination techniques was carried out by Eliçin et al. (2013). In the study conducted with three students diagnosed with intellectual disabilities, it was concluded that the point-determination technique was effective. Kot et al. (2017) compared the number line strategy and the touch math technique in terms of efficiency and effectiveness in teaching addition with the direct instruction method in their study with two students with intellectual disabilities. In this study, in which the rotational applications model was used, it was determined that the point determination technique was more efficient and effective than the number line strategy in teaching addition. Geçal and Eldeniz Çetin (2018) presented the animation program to students with intellectual disabilities through a tablet computer in the teaching of addition without hand. The multiple probe model was applied in the research conducted with three students attending a special education class. It has been determined that the animation program presented through the tablet computer is effective in teaching the hand-free addition process and can be generalized with different tools and materials. According to the social validity findings of the same study, mothers stated that they were very satisfied with the application and its results.

Mathematics skills are within the scope of cognitive skills, and it is obvious that individuals with intellectual disabilities have difficulties acquiring cognitive skills. For this reason, it is necessary to use efficient and effective teaching methods and present effective materials while teaching the skills that they will need throughout their lives to individuals with intellectual disabilities. Providing effective teaching is also very important in terms of creating and preserving the functionality of cognitive skills (Tekin-İftar, Kurt, & Acar, 2008). One of the methods that can be used to teach mathematical operations is the Montessori approach.

Manipulating techniques that can be used with Montessori materials in the Montessori approach are very functional, especially in increasing success in mathematics teaching from early childhood (Laski et al., 2015). This approach envisages that students with special needs progress in an environment where they are together with their typically developing peers and by supervising their learning. With the necessary environment and material arrangement, it is aimed at helping students with special needs learn in the easiest and best way possible (Montessori, 1912/65; Seldin & Epstein, 2003; Yıldırım Dogru, 2009). One of the effective strategies for concretizing the mathematics lesson is the use of materials. In the meta-analysis study of Kul et al. (2018), it was determined as a common result of many related studies that the use of educational materials affects mathematics achievement. Again, in the case study of Reyes et al. (2019) on how students learn mathematics based on student opinions, it was determined that the two most important elements in learning mathematics are associating mathematics subjects with students' lives and using materials. In light of these studies and when it is accepted that the main thing in mathematics teaching is concretization, it can be said that Montessori mathematics materials can be used as effective tools in concretizing mathematics lessons. Hallumoğlu (2019), in his thesis, study carried out with Montessori materials, determined that the mathematics studies carried out in the 1st grade with the support of Montessori materials significantly improved the reasoning skills of the students who received the education. Zinderen (2021), on the other hand, determined in her thesis study that the processing of 2nd-grade geometric objects and spatial relations with the Montessori method provides significantly higher learning compared to curriculum-based teaching. Zinderen (2021), on the other hand, determined in his thesis study that the processing of 2nd-grade geometric objects and spatial relations with the Montessori method provides significantly higher learning compared to curriculum-based teaching.

One of the factors affecting the functionality of mathematics education is the social environment in which it is applied. On the basis of different countries, the limitations of rural opportunities and the lack of experience of students are considered factors that reduce the quality of mathematics education (Zhang & Sheu, 2013). Gökçek and Toker (2015) determined in their research that teachers working in rural areas evaluate the problems in mathematics education as teachers, students, and family environments. Teachers working in rural areas emphasized that they had difficulties applying the mathematics curriculum, especially in rural areas, and that

students had problems adapting mathematics to daily life. Mathematics education, supported with Montessori materials, can be applied as an alternative solution to the problem of curriculum association and lack of experience in especially rural areas. Based on this idea, this study aimed to determine the effectiveness of teaching addition to a ten-year-old student living in the countryside with a direct instruction method supported by Montessori materials. In line with this general purpose, answers were sought to the following questions:

1. Is the presentation of the direct instruction method supported by Montessori materials effective in learning the addition process of the student with a mild intellectual disability living in the countryside?
2. Can the addition process, supported by Montessori materials and taught by the direct instruction method, be generalized to different tools and environments?
3. Can the level of learning the addition process, which is supported by Montessori materials and gained by presenting the direct instruction method, be maintained after the education is over

Methodology

Research Model: It was supported with Montessori materials and presented with a direct instruction method to gain the ability to add three-digit numbers with and without carry. The ABAB model, which is one of the single-subject research methods, was applied in the research carried out to test the effectiveness of this method. The dependent variable of this study is the subject's ability to perform addition with three-digit numbers correctly. The independent variable is the direct instruction method supported by Montessori materials. The application was carried out according to the order of achievement in the individualized education program (IEP) prepared for the student. The application was carried out according to the order of achievement in the individualized education program (IEP) prepared for the student. To the student who can read and write two-digit numbers, respectively, reading and writing of three-digit numbers, the concepts of addition, addition with one-digit numbers, addition with two-digit numbers without and with one hand, and addition with three-digit numbers without and with one hand were supported with Montessori materials and presented with the direct instruction method. In each session, the researcher and the student worked one-on-one.

Participant: The research was carried out in a village primary school in the Gölarmara district of Manisa province. A student who was diagnosed with mild intellectual disability at the designated school was included in the study. It was determined that according to the addition skill assessment tool and the teacher interview form, the student did not have basic addition skills. In the research, the prerequisite skills of the subject were to be able to read and write numbers and two-digit numbers and to count from 1 to 100 forward rhythmically. Kerem (codename) is in 4th grade. The student, who started the first grade in 2018, failed at the end of the first grade, and in the second year (2019), he was diagnosed as having mild intellectual disability' by the Guidance and Research Center (RAM), to which he was referred while going back to the first grade. In addition to the education he received in the general education classroom, Kerem also receives one-on-one training with his classroom teacher in the support training room for 4 hours a week. Apart from that, he has never been to any rehabilitation institution. At the beginning of the research, it was determined that he could read the two-digit number shown next to each rhythmic counting skill or write the two-digit number that was said.

Table 1. Demographic Information of the Subject Participating in the Research

Gender	Age	Diagnosis	Support Training Time	Educational Environment
Male	10	Mild intellectual disability	4 year	Education in the general education classroom through mainstreaming/integration

Practitioner: Experimental applications of the research were carried out with the first author, a Montessori instructor who has a special education master degree and is pursuing a doctorate in the same field. The practitioner also works as a classroom teacher in a public school affiliated with the Ministry of National Education in Türkiye.

Coder-Observer: The study has two observers. The first observer is the second author, a Montessori instructor with a Ph.D. in special education. The second author has a doctorate in special education, is a Montessori instructor, and made the necessary controls during the experimental application process. The second observer is

a research assistant with a doctorate in special education. The second observer provided data on inter-observer reliability and application reliability. Inter-coder reliability data for the dependent and independent variables were collected by two observers. By looking at the planning and implementation outputs, the coders examined how accurately the level determination exam developed for the student was completed. All sessions, including baseline data, were monitored while inter-coder reliability data was collected. For application reliability, the second observer observed all the sessions. The observer evaluated whether the practitioner carried out the teaching according to the determined steps. They filled out the application reliability data form by marking + (plus) what they did and - (minus) what they did not do. One point is given for each plus.

Environment and Materials: The study was conducted in the library of the primary school where the subject attended. The library, where the application is carried out, has an area of 25 square meters, and there are bookshelves containing different kinds of children's publications, an interactive board, study tables, and chairs in the area. The practitioner and the student performed the applications by sitting side by side. The camera is positioned at a distance not to distract the student, but its angle is adjusted so that the work can be seen clearly.

For teaching the addition process, A4-sized worksheets in which one, two, and three-digit numbers are read and written, and then the addition operations are carried out. In the Montessori method, different colored felt-tip pens (the ones digit-green, the tens digit-blue, and the hundreds digit-red with the same colors for three digits) were developed by the number steps. Montessori colored number cards, colored base blocks, an addition operation tool developed by the practitioner with the materials at hand, natural materials such as walnuts and beans used in one- and two-digit addition operations by the Montessori approach, and Montessori mathematical materials 'mark game' were used. The same written attendance sheet, which was created at the beginning of the research, was used as a pre-test (beginning of the application), post-test (end of the application), and three follow-up tests (one week, fifteen days, and one month after the application ended) at all test stages of the application. This written examination consists of a set of open-ended questions, including the reading and writing of two- and three-digit numbers and two- and three-digit addition operations with and without carries, scored in such a way that 100 (one hundred) points can be obtained if all questions are answered correctly. To meet the generalization condition, three-digit additions with and without carries were prepared with numbers appropriate to the level, different from the numbers used in practice, before and during the follow-up sessions, except for the follow-up test. The prepared procedures were analyzed by the subject in different environments and in the presence of different people. In addition, the "brand game" of Montessori mathematical materials was played, and the subject was expected to perform the three-digit addition operations during this game.

Reinforcers: In interviews with the family and classroom teacher, information was obtained about the subject's favorite things, and as many different reinforcers as possible were prepared for each session. These address the different needs and wishes of the subject, such as stationery, food, balloons, and playing games. Reinforcers were shown or explained to the subject at the beginning of each session, and it was reported that they would be given or performed at the end of the session. In addition to these reinforcers, an attempt was made to increase the frequency of the subject performing the behavior by using verbal reinforcers such as "Well done", "You are great", "You guessed it right, you are doing very well" and confirming gestures and facial expressions during the sessions.

Intervention Process

Table 2. Initial Case Detection (A1)

Session Phases	Session Number	Targeted Gains	Applicaitons	Materials Used and Reinforcers
Initial Case Detection (A1)	1	Pre-test application and separating two-digit numbers into tens and ones.	At the end of the research, a pre-test consisting of gradually progressing collection processes towards the goal desired to be achieved is applied. Two-digit numbers are represented as tens and ones with colored base blocks.	Level Determination Test, colored base blocks, colored paper, and pencils/playing ball

2	Introduction to three-digit numbers: reading and writing three-digit numbers.	Reading and writing three-digit numbers are taught with Montessori-colored number cards.	Montessori colored number cards, colored pencils, and paper/playing a game of choice
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Table 3. Intervention (B1)

Session Phases	Session Number	Targeted Gains	Applicaitons	Materials Used and Reinforcers
Intervention (B1)	3	Dividing three-digit numbers into hundreds, tens, and ones (using Montessori colored number cards).	Three-digit numbers are written by saying them. The expansion of the number is printed with the digit values. It is desired to show the number with Montessori colored number cards. Then, hundreds-tens-ones are displayed with colored base blocks.	Montessori colored number cards, colored base blocks, colored pencils, and paper/playing a desired game
	4	Separating three-digit numbers into hundreds, tens, and ones (independently).	Three-digit numbers are printed and separated into place values. It is desired to display hundreds, tens, and ones with colored base blocks.	Colored base blocks, colored pencils, and paper/playing a game of your choice
	5	Introduction to the concept of addition: performing addition with one-digit numbers.	The addition tool explains what addition is, how numbers multiply when you add two numbers, and the use of plus and equal signs. Sample collection is carried out. Then, the student is asked to perform addition operations with the addition operation tool. When it is observed that he can do it, he is directly allowed to do addition operations with one-digit numbers.	Addition tool, colored pencils, and paper/playing a game of choice
	6	Adding a two-digit number and a one-digit number and demonstrating the process with colored base blocks.	It is desired to represent two-digit and one-digit numbers with colored base blocks. These are then brought together, and the result of the addition process is displayed.	Colored base blocks, colored pencils, and paper/playing a desired game/verbal reinforcer-congratulations and appreciation

7	Adding two two-digit numbers without carrying.	It is required to write two two-digit numbers, one after the other. Reminding the student that the addition process will start with the one's digit and then move on to the tens digit, the student is expected to complete the operation. They are asked to construct and write the addition process as a mathematical sentence. Example: "35 is 13 more than 48."	Colored pencils and paper, or colored balloons
8	Introduction to addition and carrying: Adding two two-digit numbers whose sum does not exceed 99 and solving problems that require addition.	It is asked to show two two-digit numbers written one under the other with colored base blocks. Colored blocks are combined (collected) into tens and tens, ones and ones. It is explained that the units completed to 10 should be changed to a ten and transferred to the tens section. The student is expected to perform other examples independently.	Colored base blocks, colored pencils, and paper or verbal reinforcers for greeting and appreciation
9	Repetition of previous learnings and adding two three-digit numbers whose sum does not exceed 999 without hand and solving problems that require addition.	It is asked to add two three-digit numbers written one below the other by following the order of ones, tens, and hundreds of digits.	Colored pencils and paper/playing a desired game/verbal reinforcer: congratulations and appreciation.

Table 4. Final Situation Assesment (A2)

Session Phases	Session Number	Targeted Gains	Applicaitons	Materials Used and Reinforcers
Final Situation Assesment (A2)	10	Addition of two three-digit and/or two-digit numbers whose sum does not exceed 999 and post-testing.	When adding two three-digit numbers, it is repeated that the hand in the one's place is transferred to the tens place, and the hand in the tens place is transferred to the hundreds place, and the student is asked to perform the relevant addition operations. Then, the test applied as a pre-test at the beginning of the research is applied again as a post-test.	Level Determination Test, colored base blocks, colored pencils, paper, colored balloons/verbal reinforcer: congratulations and appreciation
	11	Mixed questions: doing addition operations with two- and three-digit numbers whose sum does not exceed 999.	It is required to perform addition operations with and without carries with two- and three-digit numbers spoken only with paper and pencil and to express them as mathematical sentences.	Colored pencils and paper; playing a desired game; verbal reinforcement - congratulations and appreciation

Table 5. Generalization and Tracking (B2)

Session Phases	Session Number	Targeted Gains	Applicaitons	Materials Used and Reinforcers
Generalization and Tracking (B2)	12	Doing addition while playing with the Montessori math material brand game. Participating in addition to his/ her class.	The brand game, which is a Montessori mathematics material, is introduced, and how addition can be done is shown. The ternary number system relationship is explained with the colors red-blue-green. In this regard, he/she is asked to perform additional operations with the brand game. The last of the teaching practices is completed. As another element of generalization, the student is ensured to participate in the collection processes performed in the general education classroom.	Montessori brand game (1 set), red-blue-green pencils and paper, fancy pen, verbal reinforcer - congratulations and appreciation

13	Applying the follow-up test after 2 weeks in a different classroom.	The level determination test, which was prepared at the beginning of the research, is applied in different classrooms other than the school library where the teaching takes place.	Level Determination Test
14	Applying the follow-up test after 4 weeks in a different classroom.		
15	Applying the follow-up test after 6 weeks in a different classroom.		

Inter-Coder Reliability: The practitioner and the second observer scored the level determination test, which was evaluated out of 100 points and administered to the student during the pre-post-intervention and generalization-monitoring periods, separately. Inter-coder reliability data were evaluated in line with the formula "Agreement/ (Agreement + Disagreement) x 100" suggested by Miles and Huberman (1994). Calculations made according to this formula yielded the following result: $410/415 \times 100 = 98.79\%$ inter-coder reliability.

Application Reliability: For each session, the second observer determined whether the steps constituting application reliability were implemented according to the general procedure presented below:

1. The practitioner has the materials to be used in the study ready.
2. He introduced the reinforcer (if any) to the student (At the end of our work, if we work well you will win).
3. The student is reminded of what was covered in the previous session.
4. The new topic to be covered is explained to the student.
5. The student was told to watch himself.
6. When the student made a mistake, it was waited for 3-5 seconds, then a hint was given and if he still made a mistake, it was corrected.
7. The student was allowed to make an example by himself.
8. After the 8th session, the student (You were great, well done, you worked very well today... etc.) was verbally reinforced.

After each session, the second observer examined whether the above steps were followed and filled out the relevant form by typing + if yes, - if not available. 1 point is given for each plus. The implementation reliability coefficient was calculated using the formula "Observed Practitioner Behavior / Planned Practitioner Behavior x 100" (Tekin-İftar and Kırcaali-İftar, 2012). According to this formula, application reliability of $98/104 \times 100 = 94.23\%$ was achieved.

Data Analysis: Graphical analysis method was preferred to analyze the data in the research. Teaching and monitoring sessions are arranged on the horizontal axis (x-axis) of the graphs; On the vertical axis (y-axis), the scores the participant received according to the placement test prepared out of 100 points are presented at equal intervals. The validity of experimental control was determined by ensuring that the change in the dependent variable during the teaching period was obtained only as a result of the application of the independent variable.

Limitations of the Study: Since the study was conducted in a less populated rural area, more than one participant with similar characteristics could not be found. For this reason, the research was continued with a

participant whose family and other teachers volunteered to participate in the study. The difficulty of generalizing the data obtained from a single participant to different areas is the most important limitation of the study.

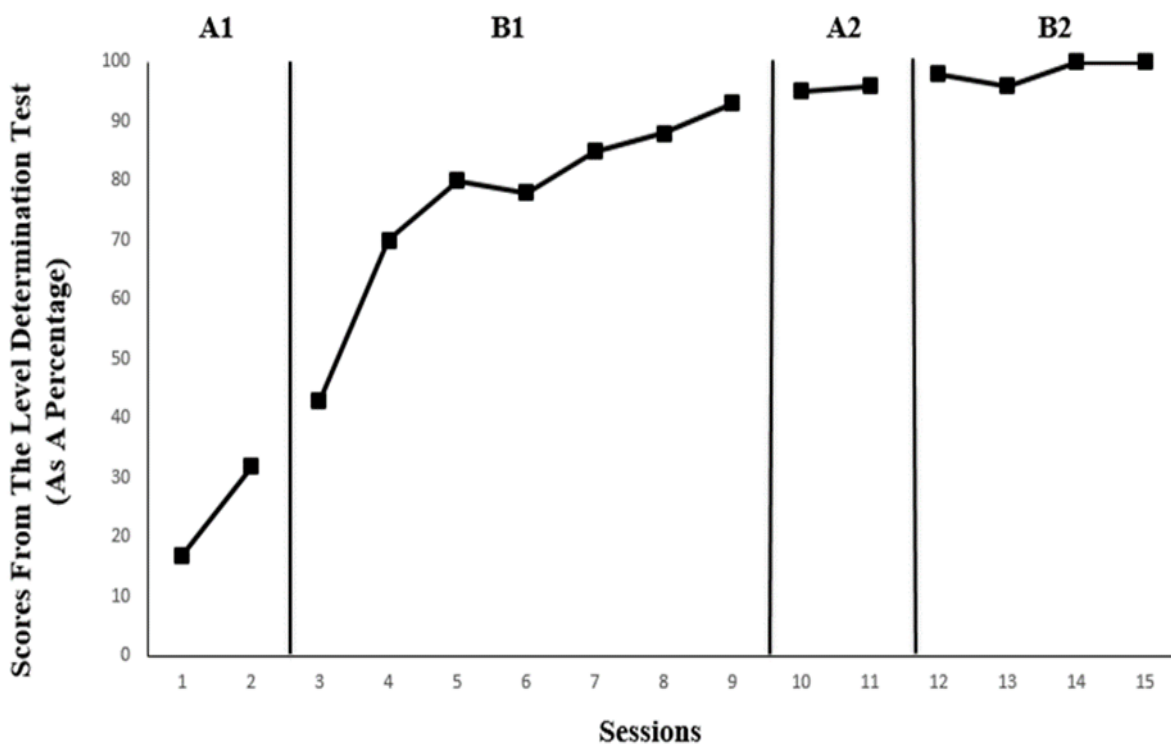
In the research, addition was taught using the direct instruction method, supported by Montessori materials. Another limitation is that different teaching methods were not applied and could not be compared with the model applied in the research due to time constraints. In addition, the fact that no similar study has been found supported by Montessori materials in teaching addition has created a limitation in terms of comparing the intervention.

Findings and Discussion

In this part of the research, the effectiveness and generalization findings and social validity findings of the intervention applied to the student participating in the research are discussed and presented.

Effectiveness and Generalization Findings: Baseline, application, and follow-up data are included. The target acquisition is based on the student; "It divides two-digit numbers into tens and ones using base blocks. Writes two-digit numbers and separates tens and ones. Reads and writes three-digit numbers." etc. has been attempted. Afterward; "Addition of two three-digit and/or two-digit numbers, the sum of which does not exceed 999, and a post-test application" were carried out. The application process with the student is presented in the graphic below.

Graph 1. The process of teaching addition to a student with mild mental retardation is supported by Montessori materials and presented with a direct instruction method.



Graph 1 shows the situations before, during, and after teaching the subject's mathematical skills of recognizing ones-tens-hundreds and performing addition operations with these numbers. According to this, in the situation determination made at the beginning of the intervention, it is seen that the initial level of the subject is between 15-35%. However, in the interim evaluations made after the practice sessions; the level of realization of the desired behavior increased to 95-96%.

During the intervention process with the subject; The practice started with colored Montessori cards related to the ones-tens-hundreds steps. The three-digit number created with the Montessori colored number digits material was shown to the subject and written first in numbers and then in text. Afterward, the subject was asked to create three-digit numbers using colored number cards of hundreds, tens, and ones, read them, and write them in numbers and words. The process continued until the number of cards in the material was exhausted. While the subject was writing the numbers he created, the numbers were shown in two applications, then the numbers were

closed and he was asked to mentally write these numbers in numbers and words. Afterward, the subject was asked to create three-digit numbers using colored number cards of hundreds, tens, and ones, read them, and write them in numbers and words. The process continued until the number of cards in the material was exhausted. While the subject was writing the numbers he created, the numbers were shown in two applications, then the numbers were closed and he was asked to mentally write these numbers in numbers and words. Letter errors have been corrected while writing. In this process, the first application phase consists of four sessions regarding the recognition and addition skills of three-digit numbers. For the additional problem-solving skill, which is the second application phase with the subject; Three sessions were studied. In this process, the first application phase consists of four sessions regarding the recognition and addition skills of three-digit numbers. For the additional problem-solving skill, which is the second application phase with the subject; Three sessions were studied. It is observed that the subject gained this skill at a rate of 96% after the intervention sessions. When the study was concluded with the generalization and follow-up sessions held after the intervention, the subject's success level reached 100%. Sustainability-permanence findings were collected in the probe sessions held after all mass probe sessions. After the generalization sessions, the success level increased to 98%. Success rates of 96, 100 and 100% were observed in the probe sessions held two, four, and six weeks after the end of the study.

Social Validity Findings: In this study, social validity findings were obtained through semi-structured interviews with the student's primary school classroom teacher, secondary school mathematics teacher, and parents. The research was conducted when the subject was in the 4th grade (the last grade of primary school in Turkey). During post-implementation generalization and follow-up studies, the classroom teacher was asked, "What changes have occurred in your student's attitude and behavior towards the mathematics course?" Do you think the intervention program applied to the student was beneficial? If so, what level of progress have you observed?" questions were asked. The subject's primary school 4th-grade teacher said, "Kerem developed a positive attitude towards mathematics after this application started. He didn't like math classes before. I am now very willing and confident to participate in the lesson. The number of operations and problems he solved reached that of his typically developing peers. It reaches solutions in collection processes more practically and faster than them. His scores in mathematics exams increased significantly. Since he learned addition very well, I had no difficulty teaching him subtraction. This education enabled him to acquire many benefits before going to secondary school and was very useful." He expressed his thoughts with his words.

Since the intervention was expected to continue its effectiveness in secondary school after the research was completed, an interview was held with the mathematics teacher of the subject when she started the 5th grade (the first grade of secondary school in Turkey). In the interview, "What kind of performance did you initially expect from your student who came to your course with a diagnosis of mild intellectual disability? What can you say about your student's performance during the lesson? "To what extent do you see your student's mathematical skills in the context of addiction?" questions were asked. The subject's mathematics teacher said, "Since I knew Kerem was a child with special needs, I did not expect a good performance from him at the beginning. However, while teaching four and five-digit numbers, he made a surprise for me and the whole class. "Teacher, I know numbers very well. Last year, a teacher taught me a different method. Can I tell this to my friends too?" said. Of course, I was very excited. Kerem explained the triple number system with red-blue-green colors. This method worked. My students learned six-digit numbers in one lesson without me explaining the subject. In my research after class, I learned that this system is the Montessori number system. Later, when we moved on to addition operations, I saw that Kerem could solve them at least as well as his peers. Kerem is generally very participatory and determined in both my general education classes and support training. He can do the homework I give him correctly at a rate close to that of his typically developing peers. Again, considering that he is a child with a mild mental disability, I can say that he was quite successful in the exams. "I often forget that he has a mild mental disability." he expressed his thoughts.

At the end of the research, in terms of adapting the intervention to daily life, the interview with the subject's family was asked, "What changes did you observe in your child's mathematical skills as a result of this research?" After learning three-digit numbers and addition, was he able to use these skills in his daily life? If so, how did he do it? "Are you satisfied with the education your child received?" questions were asked. The subject's parents said, "Kerem did not like mathematics at all before receiving this education. He was worried that his friends would make fun of him because he could not solve the questions. When the training started, we first saw that he learned three-digit numbers easily. He started to love mathematics more and more. He was eagerly waiting for the training days. Once we learned three-digit numbers, we taught money very easily at home. When he learned addition and problem-solving, he started to calculate money very well. Before the training, he could only buy bread or snacks. We couldn't give him big money because he couldn't calculate. Now we can give big money. We can give him a list and have him pick up the needs of the house. He can accurately calculate how much the things he buys will cost and how much money the grocer should give back. That's why we say it's a good thing he received this training. We were very pleased with the training provided." They

expressed their thoughts with their words. In line with the opinions received from three different parties of the research, it is possible to say that the intervention applied to the subject was effective and that he was able to adapt the mathematical skills he learned to his daily life.

In the Montessori approach, presenting abstract concepts concretely is possible with Montessori tools. According to the Montessori approach, since the child's ability to understand abstract concepts develops at an advanced age, many academic and mathematical subjects are tried to be explained with concrete materials in early childhood. In this regard, Yıldız and Çağdaş (2019) examined the effect of Montessori Mother Support Training given to mothers of 4-5-year-old children receiving education with the Montessori education method on the children's mathematics and daily life skills. Looking at the research findings; No significant difference was found between the experimental and control groups when the post-test mean scores ($p = 0.5$) were taken into account. However, the mothers in the experimental group stated that they thought that the education they received contributed to their children's mathematics and daily life skills. Additionally, Lillard (2013) stated that the Montessori approach allows students to make choices; He emphasizes that it supports their learning and provides autonomy, especially in the process of reading, writing, and problem-solving.

Teaching mathematics to individuals with intellectual disabilities is important so that they can participate in independent life comfortably. Individuals with intellectual disabilities have more difficulty in learning mathematics skills than their peers with typical development, and they need more interest and motivation in acquiring these skills. Additionally, these individuals learn more easily with concrete data. In this regard, it can be said that Montessori materials that appeal to multiple senses are an important tool in providing concretization and motivation (Murray, 2011). For this reason, the fact that the mathematics education offered using Montessori materials was effective on the subject and the later permanence-sustainability scores were high indicates that this education was successful in providing permanence. The findings of the studies on this subject can also contribute to the student's acquisition of these skills by concretizing abstract concepts in the process of teaching mathematics to individuals with intellectual disabilities (Özer, 2019). On a similar subject, in the research conducted by Özlü (2016), a concrete-to-abstract teaching strategy presented by the direct instruction method was used in teaching basic multiplication to students with intellectual disabilities. Three students aged 9-10 with intellectual disabilities participated in the research. On a similar subject, in the research conducted by Özlü (2016), a concrete-to-abstract teaching strategy presented by the direct instruction method was used in teaching basic multiplication to students with intellectual disabilities. Three students aged 9-10 with intellectual disabilities participated in the research. Research findings have shown that the concrete-semi-concrete-abstract teaching strategy presented with the direct instruction method is effective in teaching basic multiplication. Additionally, according to the data obtained; Teachers expressed positive opinions about the concrete-to-abstract approach used in the research. As can be seen in the findings obtained from these studies, it is important to present abstract concepts concretely, especially to individuals with mental disabilities. It is thought that the Montessori materials used in this study also contribute to facilitating the learning process.

No significant differences were found in studies comparing the effectiveness of mathematics education with the Montessori approach to traditional education or other techniques (Brown and Lewis, 2017; Lopata et al., 2005). One of the reasons for this may be that the studies were not conducted in detail and in a long-term manner. Essentially, long-term research is needed to monitor the effectiveness and continuity of mathematics skills. Basargekar and Lillard (2021) stated that although there is not enough data that teaching mathematics with the Montessori approach consistently provides an advantage compared to other techniques; However, they stated that if long-term research is conducted, the Montessori approach can be seen to be more advantageous. Based on this view, in this study, the subject's development in the next academic period was monitored with social validity findings to determine to what extent the subject was able to maintain the skills she acquired after the intervention. As a result, it has been seen that the student retains the skills he has acquired in the next level of education and can even build new knowledge on the acquired skills. It is predicted that this study is important in terms of being an example for long-term follow-up in mathematics teaching and may guide future studies. Apart from these, studies on interventions regarding Montessori mathematics education in the preschool period in Turkey (Aygün Bozkurt et al., 2019; Durkaya, 2019; Mutlu et al., 2012; Tayfun & Aydoğan, 2021; Yıldırım, 2019) are more frequently available, while Montessori-based intervention in primary school studies (Hallumoğlu, 2019; Zinderen, 2021) are quite limited. In this sense, the current study is expected to contribute to the field and future research.

Result and Suggestion

In this study, it was aimed to determine the effectiveness of the teaching addition process supported by Montessori materials and presented with a direct instruction method, in terms of gaining the skills of recognizing three-digit numbers, making addition, and solving problems that require addition. The target acquisition is based

on the student in the study; "Divides two- and three-digit numbers into tens and ones using base blocks. Write the decimal and units of two- and three-digit numbers. "Reads and writes three-digit numbers." etc. has been attempted. After the number recognition phase, "Applications for solving problems that require adding and adding three-digit and/or two-digit numbers with hands that do not exceed 999" were carried out. After the post-test application, generalization and follow-up sessions were held. As a result of the research, it was seen that the student gained the skills of recognizing numbers (reading and writing), adding, and solving problems that require addition (100%). In addition, it was observed that the student was able to perform these skills with 100% accuracy after the intervention was over. After the research, the teachers at the school where the student attends also stated that the student is more willing to attend the mathematics lesson, there is an increase in his participation in the mathematics lesson, he does his mathematics homework more and correctly, and there is also an increase in his mathematics exam scores. The student's family, on the other hand, stated that they were satisfied with the education provided and that their children can now do large amounts of shopping easily. In conclusion, it can be said that the teaching of addition, which is supported by Montessori materials and presented with a direct instruction method, is effective, generalizable, and permanent in the long term.

This study was conducted with a single-subject research method and a student with mild intellectual disability. In addition, it was made from Montessori materials by using brand games and digit number cards. For this reason, it should be supported by similar studies that will increase the reliability coefficient in future studies and by working with individuals with different types of disabilities. Conducting similar studies with more than one participant, if possible, will be more valid and reliable in revealing the quality of mathematics education supported by Montessori materials. In the study, only Montessori mathematical materials brand games, and digit number cards were used. In future studies, different types of materials from Montessori mathematical materials can be used and the effectiveness of the intervention can be increased.

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THE IMPACT OF SCHOOL VALUES AND CULTURE ON ADMINISTRATION

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ABSTRACT

The main purpose of this study is to evaluate the impact of organizational values and organizational culture of schools on leadership. The main purpose of the research is to conduct a comprehensive literature review on this topic. We examine the meaning of the organization and the concepts and symbols associated with the organization, the details of the stories and narratives of the organization, and their importance for the organization and management according to the structure and functioning criteria of the organization. In the research, organizational symbols, companies and stories, which are the basis of organizational values and rituals, are examined and their meaning and nature in terms of the organization and management are tried to be revealed. The research was conducted within the scope of a qualitative research design to evaluate the organizational values and rituals of the organization.

Keywords: Value, Culture, School, Impact

Introduction

Value has a central place in the fields of education, social sciences, management and behavioral sciences, and the study of attitudes and behaviors. Therefore, although there are different approaches to values among different social science disciplines, there is a consensus on the importance of values. Values can be social, cultural, personal, institutional, organizational or group values (Nabella et al, 2022).

Managing the organization according to values has a great role in achieving the goals of the organization. Because it is stated that employees who think that there is a harmony between the values of the organization and the values of the individual and whose values are respected and cared by the manager will work more efficiently. It is emphasized that the priority of values in the organization will create a positive organizational environment and contribute to achieving organizational goals (Singh et al, 2021).

An effective school aims to improve the performance of the organization, to reveal deficiencies and take the necessary measures to eliminate them, to improve the quality of education and to correct the factors that constitute learning. In this context, it is important to manage the school according to values. The main purpose of effective values-based school management is to motivate individuals, develop their skills and help them in the changes that may occur.

Organizational culture, which is at the center of organizational life, has been one of the most fundamental subjects of both academic and educational research as well as management practices. In this context, culture is at the center of management in an organization and plays an important role in understanding organizational processes, social events, processes and behaviors (Alvesson, 2012).

Through organizational culture, people perceive the difference between the organization they are a part of and their environment. Organizational culture, which develops a sense of identity and commitment in members, is also a source of stability. In addition, organizational culture acts as a social glue that helps maintain organizational unity. Finally, organizational culture has the ability to guide and shape the attitudes and behaviors of its members. Thus, organizational culture functions as a control mechanism (Syakur et al., 2020). In this study, it was aimed to examine the organizational values and organizational culture of the school as an organization according to the perceptions of teachers and school administrators.

Values in Education Management

Educational administration is a science that deals with the co-formation of educational science and management and is the application of management science in the field of education (You et al., 2017). It is stated that the educational process can only be talked about if there is a specific value system and a specific goal in the management of educational activities. It is important that the person who directs education has a strong belief in the philosophy of education, systematizes his/her values, assumes responsibility for achieving the goals of the institution, and that his/her behaviors in management and decisions for the organization are consistent.

All open system organizations have a value system. The value system of the organization enables the organization to achieve its goals and gain acceptance (Gardner, 2001). In the open systems model, the culture of fulfilling the obligations of the structure ensures that the organization works efficiently and systematically, balances, harmonizes and coordinates with each other. Managers are the ones who will be responsible for choosing among various options and what the outcome will be. What administrators do is affected by their personal values (Vurgun & Öztıp, 2011). The values of educational institution administrators are a determining factor in their status, behavior and position in the educational institution. When the management system is in accordance with the existing values, the objectives of the management system, the technology of the socio-cultural system and the production system, new values should be created and introduced, and the society should move forward with the organization.

One of the organizational characteristics of the school is the existence of different values in the school and the conflicts between them. One of the important tasks of the school is to reconcile and equalize the conflicting values both in the external environment and in their own environment (Wegner, 2006). At this stage, the task of the principal is to bridge the gap between the values of the school and the values of people and the environment. By school administrators actively communicating with their environment, the possible disconnect between the school and the environment will be eliminated and conflicts that may arise can be minimized.

For all areas it is necessary to specify which values are important and which should be implemented. What is important in this deterministic value is the order of priority of key transfer values (Sağnak, 2005).

Organizational Culture in Schools

As with all organizations, schools are unique. To see schools only as institutions with bureaucratic characteristics means ignoring the informal structures of schools as well as their formal structures (Uğurlu, 2015). Organizational culture, with its informal side, is among the important factors that determine the effectiveness and efficiency of schools. It is predicted that success will be inevitable in schools with a strong organizational culture that enables student learning and thus a learning culture (Özdemir, 2012). It is stated that one of the characteristics of an effective school is a positive school culture that encourages learning. In schools with a positive organizational culture and thus a learning culture that helps students learn, student achievement also increases (Uğurlu, 2015).

Lunenburg and Ornstein (2013) define school culture as "When people ask where and in what environment you work, your answer will be linked to the culture of your organization. You will talk about the people, atmosphere and environment of the place where you work, where you work and what defines success". Accordingly, school culture, together with the definition of culture, is a concept that includes observable behavior patterns, norms, values, world views, rules they follow and emotions they experience from the school. He believes that the school organization has a special importance because the source of its raw materials is human beings. Therefore, the individual rather than the institutional aspect of schools is more informal than formal and its sphere of influence is wider than the jurisdictional one. The strength of organizational culture and its influence on management processes is crucial for the school to achieve its goals. Therefore, a strong culture at school brings success (Çelik, 2012).

Conclusion and Recommendations

School administrators have a decisive position in the formation of culture in schools. Administrators manage school culture and other administrative activities consciously or unconsciously. School administrators should not be the representative of the administrative and personnel apparatus that controls the rules of the school, but they should be an ethical and cultural leader who directs the formation and development of basic values in the school. Values have an important place in school culture. Values are the driving force behind the behavior of administrators, teachers, students, parents and all stakeholders. Since the school is a value-based organization, it is very important to manage a value-based school. Shared values create unity and commitment to goals.

A strong organizational culture can transform schools into effective organizations. A strong school culture is created when administrators and teachers align around common standards and values. A school is made up of actors who internalize the values that an organizational culture can succeed in, values that the organization creates in accordance with its goals. When we look at these areas, we see that stakeholders have become part of the organization and perform their functions independently. Therefore, it can be said that culture directly affects success. A school culture with strong and well-understood traditions, symbols, rituals and ceremonies is a positive factor in increasing school success through student motivation, teacher achievement and performance, trust in the school and its management, strengthening commitment to the school, preventing sudden conflicts, and shaping the expectations and behaviors of all school stakeholders. Shared values provide a strong organizational identity, ensure collective participation, provide a permanent social system and reduce the need for bureaucratic control.

These values are accepted by everyone. In organizations with strong cultures; communication can be easy and clear, morale and productivity can be high. A strong organizational culture provides many benefits to an organization. It increases the efficiency and effectiveness of the organization, acts as a tool to increase motivation in the organization and ensures the continuity of the social system.

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THE IMPORTANCE OF HUMAN RESOURCES MANAGEMENT AND LEADERSHIP IN EDUCATION

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ABSTRACT

It is predicted that a business manager's leadership qualities provide a competitive advantage to the business. Effective and active use of human resources management potential is very important in management. Nowadays, it is important to examine human resource management from a more important perspective and to underline the extent of the leader's influence in practices and stages. This research aims to reveal its positive impact on human resources management and leadership. As a result of the research, it was determined that the behaviors of educational administrators within the scope of human resources management showed leadership characteristics, but different practices should be put forward.

Keywords: Education, Human Resources, Leadership

Introduction

In today's rapidly changing and accelerating business world, organizations can only achieve their goals by directing their existing personnel effectively and accurately. Therefore, leaders need to clarify ways to achieve employee goals.

There is a need for a leader who can influence the attitudes of employees, respond to their needs and needs, and maintain the working environment and working conditions required by employees or organizations. In this direction, the leader; It can be anyone who influences the behavior of others, is a symbol of the success of the society, has different skills and qualities than others, is the head of the organization or is adopted as a leader by others. Human resources are the determining factor in achieving the goals and objectives set by the leader and gaining competitive advantage over competitors (De Grip and Sieben, 2005; Bayraktaroğlu, 2008).

Leaders are the people who manage the available human resources most effectively, and they tend to easily attract them into effective and productive actions by speaking to the spirit of the community they manage. In this context, leaders mainly perform human resource management functions. When human resources management and leadership work on the same issue, the existing potential will be used more and the organization will be able to take itself to a much higher level than other organizations (Pazarbaşı, 2012). In addition, combining the leadership qualities of the organization's human resources managers is another issue that will positively affect the management culture of the organization.

Human Resources Management (HRM) and Leadership

The concept of human resources; It refers to human resources, which is one of the resources that an organization must use to achieve its goals and includes all personnel in the organization, from the most unskilled employees to senior management. This concept; Although it includes the workforce of the organization, it also refers to the workforce that exists outside the organization and can benefit from it. Human Resources Management; It can be said that it is the general duty and work to ensure that the law is effectively managed in all kinds of organizations and environmental fields in accordance with the organization, person and environmental interests (Doğan, 2010).

When talking about human resources; Facts show that organizations must use people at the highest level to manage and achieve their own goals, while treating people as assets, they must have applicable policies to ensure and satisfy their private and professional development, practice and satisfaction (Çakı, 2017). Human resource management is the process of recruiting, training, evaluating and satisfying employees and participating in labor relations, health, safety and justice issues. (Karta, 2018).

The human resource management function and the leader's effectiveness combine an intertwined process. Today, the meaning has changed and the expanded scope of "human resources management" continues to be used as a field of application to evaluate the establishment of an employment relationship with one party and changes in the organizational structure and employment relationship (especially its technical aspects) of the other party. Then, it examines the changes in human resources management functions (Solaklar 2003).

The essence of employee leadership is that it is highly motivated and can point in the right direction. The leader's responsibility is to make decisions and take the risks they face while making these decisions (Uğuz 2018). There are some technical and psychological difficulties in the decisions that leaders must make and implement, in

questioning the suitability, in making accurate predictions, in spending a certain amount of time in the implementation phase, and in unplanned expenses that enable the leader to become a leader, and it shows why it is not easy for everyone to achieve.

HRM in Educational Organizations

In order for societies to reach the level of contemporary civilization and compete with other societies, their labor is their most fundamental value. The most important task of the education system is to provide these people with the skills to solve the problems of our time (Nikolaou, 2018). Educational institutions, which are a productive sub-branch of the education system, occupy a large area in social life in terms of equipping the members of the society with useful behaviors and constantly creating the desired manpower (Sirathanakul et al., 2023).

The responsibility of the school administration is to keep the school organization in line with its goals by using all human and material resources in the school in the most beneficial way. The school administration's ability to fulfill this responsibility properly depends on adjusting its behavior by taking into account the roles and expectations of the educators it is associated with (Blinov et al., 2016).

HRM can be successfully implemented in educational institutions. The HRM approach is compatible with the school's corporate culture. The reasons for the existence of school culture are to keep the school staff together within the framework of the goals of the institution, to bring us awareness to all members of the school, to ensure the continuation of the existence of the school, to ensure that the school members are happy, to meet their wishes and needs, to give the school an identity, to fulfill their duties and responsibilities in the best way. There are factors such as ensuring the It can be said that in such an environment, educators will increase their educational success (Saylan, 2013).

Conclusion

It seems that HRM can be applied in educational institutions. However, for this purpose, administrators need to improve themselves and have leadership qualities that will interact well with the teachers working in their schools and increase their motivation by influencing them. In order for educational institutions to adapt to the rapidly increasing accumulation of knowledge in the 21st century, the responsibility of educational institution administrators is great and ensuring their personal development is more than a necessity.

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THE LEVELS OF ORGANIZATIONAL COMMITMENT AMONG TEACHERS AND THEIR CONCERNS REGARDING LESSON SUPERVISION

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ABSTRACT

This study aims to reveal the relationship between the concerns of teachers working in private schools regarding lesson supervision and their organizational commitment, using a correlational survey model within the scope of Model Studies. The population of this research consists of a total of 315 teachers working in all private primary and secondary schools in the districts of Lefkoşa, the capital of the Turkish Republic of Northern Cyprus, during the 2023 academic year (8 primary and secondary schools in total). The sample consists of 185 teachers randomly selected from this population who voluntarily agreed to participate in the research. Three different instruments were used to collect data in this study. These are the researcher-developed personal information form used to measure the independent variables, the "Supervision Anxiety Scale" developed by Karakaya, Elma, Kurtoglu, and Suiçmez (2011), and the "Organizational Commitment Scale" developed by Balay (2000). The data analysis processes of the research were carried out using SPSS 28.0 software. It was found that women were more affected by the supervision process and had higher anxiety levels in their social lives compared to men. The sub-dimension scores of the supervision anxiety scale were similar for married and single teachers. Whether teachers are single or married does not affect their concerns about lesson supervision. The reason why the anxiety levels of teachers do not differ according to their seniority is thought to be that experienced teachers and newcomers to the profession do not differ in terms of the influence of new generation administrators and parents, as they have the same job description and responsibilities. There is no difference in the organizational commitment of teachers according to their seniority. When the relationships between the "Lesson Supervision Anxiety" and "Organizational Commitment" scales and their sub-dimensions were examined, it was observed that the highest relationship was in a positive direction. These results indicate that there is a very low level of relationship between lesson supervision anxiety and organizational commitment.

1. Introduction

The future, development, and quality of the education system have always been on the agenda of educators, and the improvement of quality has been approached from various perspectives. Inspectors play the most important role in improving the quality of the education system. Inspectors conduct revision work at points they deem necessary to advance the teaching and learning processes to higher levels. They aim to provide a quality product within the education system (Can and Gündüz, 2019).

Administrators primarily assume the role of inspectors within the education system. Administrators perform inspections to achieve the organization's goals and objectives, make improvements during the process, and address deficiencies. "Inspection is the process of increasing the functionality of the organization by providing guidance to the person being inspected without causing losses" (Aydın, 2007). Inspection aims to enhance the functionality of education, control the serviceability of inputs and outputs in the education system according to their purpose, correct errors within the system, and support the development of the organization. The effectiveness of the organization's functionality and the healthy progression of the process depend on the correct execution of the inspection process. When the process is conducted correctly, the functionality of all the organization's resources can increase (Karsu and Cömert, 2019).

For the continuity and functionality of organizations, they must continuously adapt to changes and be part of the development process. This is dependent on the harmonious coexistence of individuals within the organization. Organizational commitment is the process in which employees in an organization show loyalty to the organization's interests and goals, adopt its culture, and adapt (Bal, 2020).

It can be said that employees' commitment to the organization is directly proportional to their work performance. Increasing organizational commitment minimizes problems within the organization (Bayram, 2005).

In the education system, schools are institutions where people come together to serve a specific purpose. Just like in any organization, for schools to progress by serving the right purpose, they need to have a healthy management system first and foremost. An unhealthy management style cannot go beyond causing harm to the organization's people. Successful management can be achieved with managers who can guide the employees correctly (Bucak, 2005).

The attainment of educational goals depends on the monitoring of the education process. If the process is carried out positively, healthy monitoring occurs, and the guidance process benefits the progress of education. This situation will make the organization open to revision, thereby promoting development and change within the organization (Çalık, 2003).

Managers play a more supervisory role within the education system, especially in private schools. The monitoring of in-class activities of teachers and the monitoring of students' deficiencies in academic performance in private schools can cause anxiety for teachers. The anxiety of being inspected can bring success, but it can also affect teachers' commitment to the organization (Baykara and Yinal, 2023).

The negative impact of inspection anxiety on the organization can create significant problems in achieving the organization's future goals. Inspectors in private schools bear a great responsibility for taking on the role of inspectors. Administrators working in private schools feel responsible for parents and students, leading to the need for monitoring in the education process. However, the inspection process creates anxiety in the inspected individuals for various reasons, such as the attitude of the inspector and the emotional intensity experienced by the person being inspected. Anxiety has both positive and negative effects on the individuals being inspected (Yinal and Okur, 2022). In the literature review, no studies related to the impact of the anxiety experienced by the inspected individuals on their organizational commitment were found. In this context, it is hoped that examining the relationship between inspection anxiety and organizational commitment can contribute to addressing this gap in the field.

1.2. Research Objectives

The aim of this study is to examine the relationship between teachers' organizational commitment levels and their concerns regarding lesson supervision. Within this scope, the sub-objectives of the study are as follows:

- Does the anxiety about inspection differ according to the gender variable?
- Does the anxiety about inspection differ according to the marital status variable?
- Does the anxiety about inspection differ according to the seniority variable?
- Does the organizational commitment level differ according to the gender variable?
- Does the organizational commitment level differ according to the marital status variable?
- Does the organizational commitment level differ according to the seniority variable?

1.3 Significance of the Research

Schools play a significant role in the education system today, given the number of students they educate and the number of teachers they employ. Private schools are believed to aim not only for commercial interests but also to contribute to education and provide the best education to their students, similar to public schools. For these reasons, teachers in private schools also go through the process of inspection in areas such as in-class activities and improving student achievements. This study aims to determine the extent of anxiety among the inspected teachers, examine the positive or negative reflections of this anxiety on education and the organization, and ultimately enhance the functionality of the education and inspection process.

1.4 Assumptions

This research is conducted based on the following assumptions:

It is assumed that the opinions of the participating teachers accurately reflect their views.

1.5 Limitations

The limitations of the study are confined to teachers working in private primary and secondary schools located in the Lefkoşa district.

2. Conceptual Framework

2.1. Organizational Commitment

Organizations can sustain their existence in the future by advancing towards their goals and increasing functionality, which supports the correct use of resources within the organizations. It is through feedback obtained from inspections that it becomes apparent whether all resources within the organization are being used correctly. Inspection is defined as a process of guiding individuals within the organization through improvements in the system with feedback received in the complex structure of organizations. Educational inspection collects data for improvement efforts within the process and provides guidance to teachers, who are the cornerstone of education. The inspection process is carried out to contribute to individuals' professional development and to achieve the organization's goals. Educational inspection holds the most important function within education and should be at a level that can shed light on teachers' development and open paths for them to achieve their goals, rather than merely searching for their mistakes (Dönmez, 2015).

Organizations, in the complex business world, encounter many problems and seek different and functional solutions to overcome them. In a competitive business world, they need to utilize their resources effectively by applying appropriate methods to create favorable conditions. Within organizations, the human element stands out as the most important resource. With the prominence of the human element, organizations base their future policies on human resources. Therefore, the concept of organizational commitment becomes highly significant for organizations (Budak, 2009).

Organizational managers prioritize the performance of employees to achieve the objectives and goals of existing organizations. Employee performance affects the future of the organization. The willingness of employees influences their positive thoughts towards the organization and their ability to fulfill the tasks and responsibilities assigned to them within the organization. Having committed employees in the organization is sought after. Ensuring that committed employees are part of the organization is one of the primary goals of the organization. Organizational commitment will maximize the performance of committed employees for the organization. Organizational commitment establishes a relationship between the employee and the organization's management, aligning the interests of both the organization and both parties (Çetin, 2020).

The concept of organizational commitment influences employees, managers, and indirectly the community that benefits from the organization. For example, an individual who does not feel a sense of belonging to the organization may refuse to invest enough effort and dedication. They may experience contradictions in using the power and performance they could use. This situation may not yield productive results. However, an employee who feels organizational commitment is likely to consider themselves part of the organization and, therefore, contribute with dedication and effort, resulting in more efficient output. From this perspective, organizational commitment is of great importance for both the organization and all personnel within the organization (Kılıçoğlu, 2010).

2.2. Inspection in Education

The purpose of inspection in education is to improve education and its quality, enhance the effectiveness of schools as organizations to achieve educational goals, and sustain the functionality of education. Regardless of who the inspector is, the aim is to ensure that education and teaching are conducted at the highest level by improving the school's functionality. The inspection process is carried out with the aim of improving, developing, and contributing to the improvement of education, especially during the process of change and development in education. The purpose of inspection is to guide education and educators during this process. In addition to its educational objectives, the inspection should not neglect the training and development of teachers and administrators who implement the education. The inspection process should be aimed at supporting the professional development of educators rather than searching for their mistakes in the application of education (Gündüz, 2010). The educational inspection process is also aimed at helping educators gain the skills necessary for teamwork and provide them with support in the education field where they need it.

In a place where there is no inspection, it does not seem possible for the organization to develop and become more functional. One of the goals of inspection is to guide the person being inspected. In the guidance process, the person being inspected will be able to recognize their own deficiencies and support their development. Employees who develop themselves contribute to the organization's development and achievement of its goals. Therefore, organizations need a planned inspection process to sustain their existence (Bal, 2020).

It can also be argued that there is likely anxiety wherever there is inspection. Anxiety can occur in situations of stress, sadness, excitement, fear, and tension, or as a combination of these emotions. Anxiety can sometimes be a motivating factor for success, while in other cases, it can push towards failure. The person being inspected may

experience an increase in anxiety because they may face uncertainties and potentially risky situations at the end of the inspection. This situation can have a negative impact on the inspection process. Due to its inherent structure, the inspection process is a stressful and anxiety-inducing task. It is natural for the person being inspected to experience anxiety during the inspection process. In order for the goals of the inspection to be achieved, anxiety is also necessary. It is expected that there will be some changes in the person being inspected at the end of the inspection process. However, change can lead to resistance (Karakaya et al., 2010).

Organizations are structures where people come together to serve a common purpose. The conditions of individuals within the organization are directly related to the objectives of the organization. Organizations cannot be considered separate from the social environment in which they exist. For them to contribute to societies, they need continuity (Ersöz, 2019).

3. Method

3.1. Research Design

In this study aimed at revealing the relationship between private school teachers' classroom inspection anxieties and organizational commitments, the relational survey model, which is one of the model researches, was used. The general survey model aims to express the past or present situation as it is without changing it. In this research, the questionnaire model used is the relational questionnaire model. The relational questionnaire model aims to determine the state of change between multiple variables (Karasar, 2012).

In this model, the relationships between variables are determined, and statistical analysis of the scores of each sample is performed to make predictions and comparisons. In this research, both exploratory and predictive models among the relational survey models were used. Exploratory models are used to reveal the strength of two or more variables. It involves predicting the values of an invisible variable through observable variables. In this case, the independent variable affects another variable, and the predicted variable is the predicted variable (Şen, 2011). In this context, the correlational survey model was used to analyze the following data. It aimed to determine the relationship between teachers' inspection anxieties and organizational commitments.

3.2. Population and Sample

The population of this study consists of all the teachers working in private primary and middle schools in the capital district of Nicosia in the 2023 academic year, totaling 315 teachers (there are 8 primary and middle schools in total). The sample consists of 185 teachers randomly selected from this population who voluntarily agreed to participate in the study. The sample of this study was determined using disproportionate cluster sampling method. In this method, each school is considered as a cluster, and the listed schools were included in the sampling randomly (Karasar, 2016). The information about the sample includes 185 teachers working in 8 private primary schools and 8 private middle schools in the capital district of Nicosia, Northern Cyprus, and the number of schools, primary schools, middle schools, and teachers in the districts is given in Table 1.

Table 1. Demographic Information

		N	%
Gender	Male	97	52,4
	Woman	88	47,6
Marital status	Single	72	38,9
	Married	113	61,1
Professional seniority	Less than 5 years	73	39,5
	5-10 Years	87	47,0
	10 years and above	25	13,5
Total		185	100,0

Table 1 shows that 52.4% of the participants are male, while 47.6% are female. Additionally, 61.1% of the participants are married, and 38.9% are single. When it comes to their professional experience, 47% have 5-10 years of experience, 39.5% have less than 5 years of experience, and 13.5% have 10 or more years of experience.

3.2. Data Collection Tools

Three different instruments were used to collect data in this study. These include a personal information form developed by the researcher to measure independent variables, the "Denetim Kaygısı Ölçeği" (Audit Anxiety

Scale) developed by Karakaya, Elma, Kurtoğlu, and Suiçmez (2011), and the "Örgütsel Bağlılık Ölçeği" (Organizational Commitment Scale) developed by Balay (2000).

3.2.1. Personal Information Form

The Personal Information Form was created by the researcher. It includes three questions about the participants' gender, marital status, and years of experience.

3.2.2. Audit Anxiety Scale

To measure the audit anxiety of the teachers working in private primary and middle schools, the "Denetim Kaygısı" (Audit Anxiety) scale developed by Karakaya, Elma, Kurtoğlu, and Suiçmez (2011) was used in this research. This audit anxiety scale consists of 30 items and has four sub-dimensions (sensory reaction to auditing, physiological reaction to auditing, auditor attitudes, auditee attitudes). Items 1-12 measure the sensory reaction to audit, items 13-20 measure the physiological reaction to audit, items 21-26 measure auditor attitudes, and items 27-30 measure auditee attitudes. The scale is prepared in a five-point Likert type to represent the levels of audit anxiety. The degrees of audit anxiety on the scale are: Strongly Disagree 1, Disagree 2, Undecided 3, Agree 4, Strongly Agree 5.

Due to recent changes made by the Ministry of National Education, audits were transferred from inspectors to school principals. As a result, adaptation studies were conducted for the "Audit Anxiety" scale by Kurtoğlu (2017). In this context, without altering the factor structure of the scale, items 11 and 17, which included the word "inspector," were removed from the scale. The reliability of each sub-dimension of the 28-item scale was measured. Validity studies of the scale were conducted using factor analysis techniques.

3.2.3. Organizational Commitment Scale

To determine the level of organizational commitment of the teachers included in the study, the "Organizational Commitment Scale" developed by Balay (2000) was used. This scale consists of 27 items and has a 5-point Likert-type structure. The scale has three sub-dimensions. Among the items of the scale, items 1-8 measure the compliance sub-dimension, items 9-16 measure identification, and items 17-27 measure internalization sub-dimension. During the development of the scale, it was stated that the internal consistency coefficients for the sub-dimensions varied between 0.79 and 0.93, indicating that the measuring instrument had a high reliability coefficient (Balay, 2000).

3.3. Data Analysis

The data analysis processes of the collected data in the scope of the research were performed using SPSS 28.0 software. In determining the percentage distribution of the demographic information of the teachers participating in the research, frequency analysis was used. Descriptive statistics such as mean and standard deviation values were analyzed for scale scores. Reliability and normality analyses were applied to scale scores before hypothesis tests.

When comparing scale scores according to gender, marital status, and type of school where they work, the Mann Whitney U test was used, while Kruskal Wallis H analysis was used for comparisons based on age group, length of service in the current institution, and education level. Spearman Correlation analysis was used to examine the relationship between scale scores.

4. Findings

4.1. Audit Anxiety Scale Analysis Results

Table 2. Independent Samples t-test for "Audit Anxiety Scale" Score Averages According to Gender Variable

Scale	Gender	X	Ss	t	sd	p
Affective response	Woman	3,05	0,74	0,796	400	0,426
	Male	2,99	0,71			
Physiological response	Woman	2,79	0,67	-0,819	400	0,413
	Male	2,85	0,76			
Supervisor attitude	Woman	3,51	0,79	3,412	400	,001***
	Male	3,23	0,8			
Audited attitude	Woman	3,14	0,87	1,298	400	0,195
	Male	3,01	1,08			

Total	Woman	3,12	0,53	1,797	400	0,073
	Male	3,02	0,58			

***p<.05 **p<.01 ***p<.001**

According to the gender variable, among the subtotals of the "Audit Anxiety Scale," only the "Auditor Attitude" [t400=3.412, p.05] sub-dimension shows a significant difference. Within the "Auditor Attitude" sub-dimension of the audit anxiety scale, the average score of women (X=3.51) is significantly higher than that of men (X=3.23). Women are more affected by the audit process compared to men, and their levels of anxiety in social life are higher. This difference may be attributed to the lower representation of women in the workforce compared to men and the fact that women, especially, may face negative pressures from male supervisors.

Table 3. Results of the "t" Test for Mean Scores of the "Audit Anxiety Scale" Sub-dimensions According to Marital Status Variable

Scale	Marital Status	X	Ss	t	sd	p
Affective response	Single	3,07	0,8	1,07	400	0,285
	Married	2,99	0,67			
Physiological response	Single	2,85	0,75	1,129	400	0,259
	Married	2,77	0,66			
Supervisor attitude	Single	3,38	0,83	-0,54	400	0,59
	Married	3,43	0,78			
Audited attitude	Single	3,12	0,9	0,533	400	0,594
	Married	3,07	0,99			
Total	Single	3,11	0,56	0,751	400	0,453
	Married	3,07	0,54			

***p<.05 **p<.01 ***p<.001**

According to the marital status variable, there was no statistically significant difference in the sub-dimensions and total scores of the "Audit Anxiety Scale" [p>.05]. The sub-dimension scores of the audit anxiety scale are similar for married and single teachers. Whether teachers are single or married does not affect their audit anxiety.

Table 4. Differences in Mean Scores of the "Audit Anxiety Scale" Total and Sub-dimensions According to Seniority Variable (ANOVA)

Scale	Seniority	x	ss	sd	F	p.
Affective response	Less than 5 years	3,02	0,76	2-399	0,039	0,961
	5-10 years	3,04	0,64			
	More than 10'years	3,03	0,78			
	Total	3,03	0,73			
Physiological response	Less than 5 years	2,82	0,73	2-399	0,166	0,847
	5-10 years	2,83	0,65			
	More than 10'years	2,78	0,72			
	Total	2,81	0,7			
Supervisor attitude	Less than 5 years	3,41	0,82	2-399	2,227	0,109
	5-10 years	3,3	0,76			
	More than 10'years	3,51	0,82			
	Total	3,41	0,8			
Audited attitude	Less than 5 years	3,02	0,91	2-399	1,081	0,34
	5-10 years	3,07	0,89			
	More than 10'years	3,19	1,04			

	Total	3,09	0,95			
Total	Less than 5 years	3,07	0,54	2-399	0,61	0,544
	5-10 years	3,06	0,5			
	More than 10'years	3,13	0,6			
	Total	3,08	0,55			

***p<.05 **p<.01 ***p<.001**

According to the seniority variable, in the one-way analysis of variance (ANOVA) conducted for the mean scores of the "Audit Anxiety Scale" sub-dimensions, there was no statistically significant difference in any of the sub-dimensions and total scores [$p > .05$]. In these sub-dimensions and in total, the mean scores based on seniority are similar. The reason for teachers' anxiety levels not differing based on seniority is thought to be that experienced teachers and newly appointed teachers do not experience differences due to new-generation administrators and parents, as they have the same job descriptions and responsibilities. The existence of differences in seniority will not change the functioning of the audit process, and this results in no difference in anxiety levels based on seniority.

Table 5. Results of the "Organizational Commitment Scale" Mean Scores According to Gender Variable

Scale	cinsiyet	X	Ss	t	Sd	p
Harmony	Woman	2,36	0,85	-2,158	400	,030*
	Male	2,56	0,84			
Identification	Woman	3,26	0,85	1,685	400	0,093
	Male	3,11	0,8			
Internalization	Woman	3,53	0,89	2,489	400	,013*
	Male	3,31	0,77			
Total	Woman	3,05	0,56	1,008	400	0,314
	Male	2,99	0,54			

***p<.05 **p<.01 ***p<.001**

According to the gender variable, in the t-test conducted for the sub-dimension totals of the "Organizational Commitment Scale," only "Affective Commitment" [$t(400) = -2.158, p < .05$] showed a statistically significant difference. In the "Affective Commitment" sub-dimension of the Organizational Commitment Scale, the mean score of men ($X=2.56$) is significantly higher than that of women ($X=2.36$). In the "Internalization" sub-dimension of the Organizational Commitment Scale, the mean score of female teachers ($X=3.53$) is significantly higher than that of male teachers ($X=3.31$). When looking at the items in the internalization sub-dimensions, it can be observed that female teachers have higher commitment levels compared to males. This could be attributed to women having higher aspirations and being more inclined to affiliate with the organization to promote themselves, which, in turn, contributes to the success of the organization. The success of the organization is their success.

Table 6. Results of the "Organizational Commitment Scale" Mean Scores According to Marital Status Variable

Scale	Marital Status	X	Ss	t	Sd	p
Harmony	Single	2,53	0,86	2,061	400	,040*
	Married	2,35	0,84			
Identification	Single	3,19	0,82	-0,308	400	0,758
	Married	3,22	0,84			
Internalization	Single	3,45	0,83	-0,096	400	0,924
	Married	3,46	0,88			
Total	Single	3,06	0,55	0,844	400	0,399
	Married	3,01	0,56			

***p<.05 **p<.01 ***p<.001**

According to the marital status variable, a statistically significant difference was found only in the "Affective Commitment" sub-dimension [$t(400) = 2.061, p < .05$]. The affective commitment levels of single teachers ($X=2.53$) are significantly higher than those of married teachers ($X=2.35$).

Table 6. Differences in the Mean Scores of the "Organizational Commitment Scale" Total and Sub-dimensions According to Seniority Variable

Scale	Seniority	X	ss	sd	F	p
Harmony	Less than 5 years	2,45	0,88	2-399	2,718	0,067
	5-10 years	2,55	0,86			
	More than 10'years	2,3	0,81			
	Total	2,43	0,85			
Identification	Less than 5 years	3,25	0,8	2-399	0,428	0,652
	5-10 years	3,16	0,9			
	More than 10'years	3,21	0,8			
	Total	3,2	0,83			
Internalization	Less than 5 years	3,43	0,81	2-399	1,371	0,255
	5-10 years	3,38	0,89			
	More than 10'years	3,55	0,86			
	Total	3,45	0,85			
Total	Less than 5 years	3,04	0,52	2-399	0,067	0,935
	5-10 years	3,03	0,64			
	More than 10'years	3,02	0,5			
	Total	3,03	0,55			

* $p < .05$ ** $p < .01$

*** $p < .001$

The results of the one-way ANOVA analysis for the sub-dimension averages of the "Organizational Commitment Scale" by seniority variable showed that there was no statistically significant difference in any sub-dimension and total scores [$p > .05$]. In these sub-dimensions and in total, the mean scores based on seniority variable were similar. Teaching is a profession that requires a lot of responsibility. Although teachers' seniority may vary, the similarity in their status, and the equal treatment by the organization towards teachers, results in no significant difference between organizational commitment and seniority.

4.3. Relationships Between Classroom Inspection Anxiety and Organizational Commitment Scales

Table 7. Relationships Between Classroom Inspection Anxiety and Organizational Commitment Scales in Terms of Total and Sub-dimensions

N:185	Conformity	Identification	Internalization	Total
Affective response	-0,063	0,02	0,006	-0,019
Physiological response	0,049	-0,036	-,103(*)	-0,046
Supervisor attitude	-0,089	0,068	,150(**)	0,066
Audited attitude	-0,067	0,032	0,06	0,013
Total	-0,067	0,034	0,049	0,008

When the correlations between the total and sub-dimensions of "Course Supervision Anxiety" and "Organizational Commitment" scales were examined, the highest correlation was .15 ($p.05$) in the positive direction. Other correlation coefficients were between these two values. These results show that there is a very low level relationship between course supervision anxiety and organizational commitment.

Conclusion and Discussion

At the end of this study, it was concluded that there was a significant difference in only the sub-dimension of "supervisor attitudes" among the sub-dimensions of the "Classroom Inspection Anxiety Scale" based on the gender variable. Female teachers had significantly higher averages in the "supervisor attitudes" sub-dimension compared to male teachers. This suggests that female teachers are more affected by supervisor attitudes and behaviors, possibly due to higher stress levels in their social lives or the pressures they face in the workplace, particularly from male managers. This situation also implies that women may experience more pressure in their professional lives.

This finding aligns with Kurtoğlu (2017), who found significant differences based on gender in all sub-dimensions of the "Classroom Inspection Anxiety" scale, and Karsu and Cömert (2019), whose research results are similar, as they found significant differences in the sub-dimensions of emotional response, physiological response, and supervisor attitudes based on the gender variable. This indicates that the teachers in the study are more affected by the behaviors of the supervisors, and there are not many factors that would increase anxiety levels in the other dimensions.

When examining the "Classroom Inspection Anxiety Scale" in terms of marital status, it was concluded that whether teachers were single or married did not significantly affect their classroom inspection anxiety. Kurtoğlu (2017) also found no significant difference in the sub-dimensions of the "Inspection Anxiety" scale based on marital status. However, in the research by Karasu and Cömert (2019), they found significant differences in the sub-dimensions of "Inspection Anxiety" based on marital status, with married individuals being more anxious. This could be attributed to the higher responsibilities of married individuals, which might lead to increased anxiety levels.

Regarding the variable of seniority, it was found that there was no significant difference in the anxiety levels of teachers working in private schools in the sub-dimensions of the "Classroom Inspection Anxiety Scale." The expectation of success in private schools does not vary based on the years of service. All teachers starting to work at the school are expected to meet the expectations by adapting to the system. The uniform expectations across different years of service might explain the lack of significant differences in anxiety levels.

Similarly, when examining the "Organizational Commitment" scale in terms of seniority, it was found that there was no significant difference in any of the sub-dimensions. This result contradicts the findings of some previous research, but it aligns with others that also found no significant differences based on seniority.

In terms of the relationship between gender and the "Organizational Commitment" scale, it was found that there was a significant difference in favor of men in the "Affective Commitment" sub-dimension, while women had a significantly higher score in the "Internalized Commitment" sub-dimension. The "Identification Commitment" sub-dimension showed no significant difference between genders. These findings are in line with previous research that reported varying results regarding the impact of gender on organizational commitment.

Regarding the relationship between marital status and the "Organizational Commitment" scale, it was found that there was a significant difference in favor of single teachers in the "Affective Commitment" sub-dimension. This suggests that single teachers have a higher level of affective commitment to the organization compared to married teachers. This could be attributed to the different social and lifestyle factors associated with marital status.

Finally, when examining the impact of seniority on the "Organizational Commitment" scale, it was found that there was no significant difference in any of the sub-dimensions. This contradicts the findings of some previous research but aligns with others that also found no significant differences based on seniority.

Overall, these results provide insights into the factors that may influence classroom inspection anxiety and organizational commitment among teachers, with gender, marital status, and seniority being examined as variables. However, it's important to note that the findings may vary in different contexts and populations, and further research may be needed to explore these relationships more comprehensively.

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THE RELATIONSHIP BETWEEN SCHOOL CULTURE AND SCHOOL ADMINISTRATORS' LEADERSHIP BEHAVIORS

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ABSTRACT

This study, aiming to determine the relationships between school principals' leadership styles and teachers' perceptions of school culture, was designed using a quantitative research approach and a correlational survey model. The population of this research consists of a total of 315 teachers working in private primary and secondary schools in the districts of Lefkoşa, affiliated with the Turkish Republic of Northern Cyprus (TRNC), during the 2022-2023 academic year. The sample consists of 192 teachers randomly selected from this population who participated in the research. The data collection instruments used in the study were the Multifactor Leadership Questionnaire (MLQ) to measure teachers' perceptions of their school principals' transformational, transactional, and laissez-faire leadership styles and the School Culture Scale (SCS) to measure teachers' perceptions of school culture in the schools where they work.

At the end of the research, it was found that teachers' perceptions of their school principals' transformational, transactional, and laissez-faire leadership styles were similar in terms of gender. Additionally, teachers' perceptions of their school principals' leadership styles were similar among married and single teachers. However, significant differences were observed in teachers' views on school culture based on their gender. Specifically, female teachers had significantly higher scores than male teachers in bureaucratic culture and task culture, while there was no significant difference in support and achievement culture.

1. Introduction

1.1. Problem Statement

In today's rapidly changing educational landscape, educational systems are undergoing various changes due to political, economic, and social factors (Honig et al., 2017). Educational institutions need to adapt quickly to global trends, not only to address global challenges but also to contribute to the development of nations. Such changes require effective leadership to guide individuals, teachers, non-teachers, and students in making improvements in the field of education (Burns, 2003). However, most contemporary theorists in the twenty-first century acknowledge that there is no ideal list of skills or characteristics that can fully define the role of school administrators, especially when they face complex situations (Hallinger & Heck, 2010).

In the literature of educational sciences, there are numerous studies focusing on the leadership styles of school principals. The topic of school principals' leadership styles remains relevant and worthy of research. Recent foreign literature on the topic of school principals' leadership styles indicates that relational studies exploring the relationships between school principals' leadership styles and school effectiveness, school culture, teacher self-efficacy, job satisfaction, innovation management skills, instructional effectiveness, job satisfaction, stress, teachers' learning, project success, and other variables, as well as descriptive studies examining school principals' leadership styles in terms of various variables, can be found (Altun, 2011).

When examining recent domestic literature on the topic, relational studies exploring the relationships between school principals' leadership styles and talent management, diversity management, school culture, organizational deviance, organizational cynicism, and organizational support, as well as descriptive studies examining school principals' leadership styles in terms of various variables, can be found. The results of the literature review, both nationally and internationally, indicate that transformational leadership of school principals is effective in creating a positive school culture, establishing an effective school, enhancing teacher self-efficacy, managing innovation, and ensuring the effectiveness of instructional practices (Kahya, 2020).

There is a strong relationship between school culture and the leadership behaviors of school administrators. School culture is a structure formed by the interactions, norms, values, and beliefs of individuals living in the school. This culture plays a significant role in the interactions among students, teachers, and staff in the school and in decision-making processes. School culture is shaped and managed by the leadership behaviors of school

administrators. Given these facts, the research problem in this study is formulated as follows: "Do significant relationships exist between school principals' leadership behaviors and school culture as perceived by teachers?"

1.2. Aims of the Study

The aim of the study is to determine the relationship between school principals' leadership behaviors and school culture as perceived by teachers. Within this scope, the following sub-objectives are sought:

Do teachers' perceptions of school principals' leadership styles and types of school culture differ significantly based on teachers' gender, marital status, and years of service in the school?

1.3. Significance of the Study

The leadership behaviors of school administrators directly influence school culture. For example, school leaders can provide leadership to create a culture of trust, respect, and collaboration within the school. Additionally, school leaders can provide the necessary resources for teachers and staff to unleash their potential and enhance students' learning experiences. School culture is closely related to the leadership styles of school administrators. For instance, a transformational leadership style can help create a culture of trust and collaboration among teachers and staff. On the other hand, an authoritarian leadership style can create a competitive and individualistic environment in the school culture. As a result, the relationship between school culture and the leadership behaviors of school administrators is crucial. School leaders need to adopt appropriate leadership behaviors to shape and manage school culture effectively. Therefore, it is believed that this study will contribute to the literature by examining the relationship between school principals' leadership behaviors and teachers' perceptions of school culture.

1.4. Limitations

The research data is collected from school principals and teachers. It was not possible to collect information from participants who could not come to school for various reasons. Therefore, the study is limited to participants who were available for data collection.

This research is limited to the applied measurement tools and the responses of the participants.

2. Conceptual Framework

2.1. School Culture

School culture is a culture where the interactions and practices among students, teachers, staff, and parents come together in a school. This culture is shaped by the institutional values, management style, teaching methods, student discipline, student activities, teacher-student relationships, parent involvement, and other factors. School culture can affect students' learning experiences and achievements (Altıntop, 2010). For example, if a school's culture is discipline-oriented, students may encounter discipline penalties and a strict disciplinary approach. However, if a school's culture is based on collaboration, self-confidence, and creativity, students tend to have more of these values. School culture is an essential factor for students' development and learning experiences and needs to be carefully managed by school administrations (Kuen, 2009).

The concept of school culture was first introduced by educational sociologist Willard Waller (1932), who stated that every school has a culture defined by a code that shapes behaviors and relationships within the school (cited in Deal & Peterson, 2009). Deal and Peterson (2009) describe the code mentioned by Waller as follows: "Students entering a school try to become a part of it and usually within a short time understand that something is different from rules or procedures. Similarly, a teacher starting to work at a new school quickly notices clues about the school culture. They consciously or intuitively begin to interpret unwritten rules, norms, expectations, and rituals. Teachers consciously or intuitively start to review the depths of expectations, norms, and rituals and feel the need to make sense of what they mean to become an accepted member of the school."

2.2. Leadership Behaviors

Leadership is the process of setting goals, guiding, and facilitating a group or organization to achieve success. Leadership involves using one's influence to enhance the performance of a team through motivating, directing, and influencing others. Leadership can occur at any level and can be at the highest level of an organization. Leadership is not solely related to a person's position or title; anyone can exhibit leadership qualities (Eşki, 2010). Leadership can be explained through various approaches and theories. Some view leadership as inherent traits, while others argue that leadership can be learned. Some leadership theories focus on leadership styles, while others emphasize leadership effects and outcomes (Lussier & Achua, 2015).

Transformational Leadership: Transformational leadership focuses on motivating followers to act in the interests of a larger purpose rather than their own self-interests to improve followers' performance and help them reach their full potential (Northouse, 2018).

Transactional Leadership: Transactional leadership is a leadership style based on the leader's authority, achieving tasks through contingent rewards, and follower compliance (Northouse, 2018). Transactional leadership emphasizes the exchange occurring between a leader and followers. This exchange is explained as the leader rewarding followers materially or psychologically for achieving goals or punishing them for failures (Bass & Bass, 2008).

Laissez-Faire Leadership: Laissez-faire leadership, located on the far right of the model that represents the continuum of leadership in Bass's (1985) leadership model, is termed as the absence of leadership. Leaders who adopt this approach avoid taking responsibility, shy away from making decisions, provide minimal feedback, and make little effort to help fulfill followers' needs (cited in Northouse, 2018).

3. Method

3.1. Research Design

This study aims to determine the relationship between teachers' perceptions of school principals' leadership styles and their views on school culture. The study is designed using a quantitative research approach and employs a correlational survey design. The correlational survey design allows researchers to determine the existence or degree of change in two or more variables, enabling a better understanding of relationships between variables (Karasar, 2016).

3.2. Population and Sample

The population of this research consists of a total of 315 teachers working in private primary and middle schools located in the districts of Lefkoşa (Nicosia) in Northern Cyprus during the 2022-2023 academic year. The sample of the study consists of 192 teachers selected randomly from this population. The sample was determined using disproportionate stratified sampling. Disproportionate stratified sampling is a sampling method in which a population to be sampled is divided into different subgroups, and samples of different sizes are taken from these subgroups (Karasar, 2016). Information related to the sample is that there are 192 teachers working in 8 private primary schools and 8 private middle schools in the capital city Lefkoşa. The number of schools, levels, and teachers in the districts is provided in Table 1.

Table 1. Demographic Information

		N	%
Gender	Woman	123	63,1
	Male	72	36,9
Marital status	Married	128	65,6
	Single	67	34,4
Length of service at school	1-3 Years	56	28,7
	4-7 Years	37	19,0
	8 Years and Over	102	52,3
	Total	195	100,0

Participants in the study consisted of 63.1% females and 36.9% males. Regarding marital status, 65.62% were married, while 34.4% were single. When looking at the current length of service in the current school, it was observed that 52.3% had 8 years or more of service, 28.7% had 4-7 years, and 19% had 1-3 years of service.

3.2. Data Collection Instruments

In this study, data were collected through the use of the Multifactor Leadership Questionnaire (MLQ) and the School Culture Scale (SCS) to measure teachers' perceptions of school principals' leadership styles and their views on school culture. In addition, the first section of the data collection form included a Personal Information Form that gathered information about participants' gender, marital status, and years of service in the school.

3.2.1. Personal Information Form

The personal information form consisted of questions aimed at gathering information about participants, including their gender, marital status, and years of service in the school.

3.2.2. Multifactor Leadership Questionnaire (MLQ)

The MLQ was used to measure teachers' perceptions of their school principals' leadership styles. The short form of the MLQ, developed by Avolio and Bass (2004), was adapted to Turkish by Aksu (2017). Aksu (2017) provided detailed information about the adaptation of the MLQ into Turkish in a study titled "Adaptation of Multifactor Leadership Questionnaire into Turkish." After the necessary modifications, the goodness-of-fit values of the scale were found to be acceptable (RMSEA = 0.06; GFI = 0.85; SRMR = 0.09; CFI = 0.91; IFI = 0.91; NNFI = 0.90). The Cronbach's Alpha coefficients for the scale were determined to be 0.94 for the transformational leadership style, 0.88 for the transactional leadership style, and 0.92 for the laissez-faire leadership style in the original study. In this study, based on the data obtained from the sample, Cronbach's Alpha coefficients were found to be 0.94 for transformational leadership, 0.91 for transactional leadership, and 0.90 for laissez-faire leadership. The MLQ uses a five-point Likert scale, with response options ranging from "never (1)" to "always (5)."

3.2.3. School Culture Scale (SCS)

The SCS was used to measure teachers' views on their school's culture. Terzi (2005) explained the development process of the SCS in detail in a study titled "Organizational Culture in Primary Schools." The scale had factor loadings ranging from 0.443 to 0.736. The reliability coefficient for the entire scale was 0.84, while it ranged from 0.74 to 0.88 for the subscales. Sezgin (2010), who conducted a confirmatory factor analysis on the SCS, confirmed the four-factor structure of the scale. In this study, based on the data obtained from the sample, Cronbach's Alpha coefficients were found to be 0.89 for task culture, 0.93 for achievement culture, 0.93 for support culture, and 0.96 for bureaucratic culture. The SCS uses a five-point Likert scale as well, with response options ranging from "strongly disagree (1)" to "strongly agree (5)."

3.3. Data Analysis

When the independent variables were binary (gender, marital status), assumptions for independent samples t-tests were tested. These assumptions can be stated as having normally distributed measurements in both groups and having equal variances in the distributions of measurements in both groups (Büyüköztürk, 2018). In cases where the assumptions were met, independent samples t-tests were conducted. In cases where the assumptions were not met, non-parametric pairwise comparison tests, such as the Mann-Whitney U Test, were utilized.

4. Findings

The study investigated whether teachers' views on school principals' leadership styles and school culture types differed based on teachers' gender, marital status, and years of service in the school. In this context, gender, marital status, and years of service in the school were considered as independent variables, while school culture types were considered as dependent variables.

4.1. Comparison of Teachers' Views on School Principals' Leadership Styles by Demographic Variables

Table 2. Analysis of teachers' views on school principals' leadership styles according to gender variable

Leadership Style	Groups	X	ss	Shg	<i>t Testi</i>		
					t	Sd	p
Transformational Leadership	Woman	3.88	.651	.024	.910	745	Mar.63
	Male	3.83	.652	.045			
Interactionist Leadership	Woman	3.65	.562	.024	-.772	745	Nis.41
	Male	3.69	.625	.043			
Leadership that Allows Freedom	Woman	2.81	.686	.029	-.169	745	Oca.17
	Male	2.91	.816	.057			

As seen in Table 2, teachers' perceptions about the level of principals' realization of transformational, transactional and permissive leadership styles do not differ significantly according to teachers' gender ($t(745) = .910$, $t(745) = -.772$, $t(745) = -.169$, $p > .05$). From this point of view, it can be said that teachers' perceptions of

the level of realization of transformational, transactional and permissive leadership styles of school principals are at a similar level for males and females.

It was evaluated that it was appropriate to apply independent variables t-test, one of the parametric tests, to determine whether the teachers' views on the leadership styles of school principals differed significantly according to the gender of the teachers. The results of the independent groups t-test analysis are presented in Table 3.

Table 3. Analysis of teachers' views on the leadership styles exhibited by school principals according to marital status variable

Leadership Style	Groups	X	ss	Shg	t	<i>t Testi</i>	
						Sd	p
Transformational Leadership	Married	3.901	.752	.022	-.527	745	.59
	Single	3.862	.622	.059			
Interactionist Leadership	Married	3.733	.681	.043	-.145	745	.14
	Single	3.653	.554	.065			
Leadership that Allows Freedom	Married	2,941	.821	.078	-.126	745	.12
	Single	2.827	.703	.062			

As seen in the table, teachers' perceptions about the level of principals' realization of transformational, transactional and permissive leadership styles do not differ significantly according to marital status variable ($t(745) = .597$; $t(745) = .145$; $t(745) = .126$; $p > .05$). From this point of view, it can be said that teachers' perceptions of principals' realization of transformational, transactional and permissive leadership styles are at similar levels for married and single teachers.

It was considered appropriate to apply one-way analysis of variance, one of the parametric tests, to determine whether the teachers' views on the leadership styles of school principals differed significantly according to the duration of the teachers' service in the school. The results of the one-way analysis of variance are presented in Table 4.

Table 4. Analysis of teachers' views on the leadership style of school principals according to the variable of the length of service in the school

Leadership Style	Groups	X	Ss	f	p
Transformational Leadership	1-3 Years	3.89	.66	2.44	.06
	4-7 Years	3.81	.60		
	8 Years and Over	3.95	.70		
	Total	3.87	.65		
Interactionist Leadership	1-3 Years	3.67	.60	1.12	.33
	4-7 Years	3.69	.52		
	8 Years and Over	3.60	.63		
	Total	3.66	.57		
Leadership that Allows Freedom	1-3 Years	2.86	.59	1.38	.24
	4-7 Years	2.85	.69		
	8 Years and Over	2.79	.70		
	Total	2.84	.62		

According to Table 4, teachers' views on principals' leadership styles do not differ significantly according to the teachers' length of service in the school ($F(2, 744) = 2.44$; $F(2,744) = 1.12$; $F(2,744) = 1.38$; $p > .05$). From this point of view, it can be said that teachers' views on the level of realization of transformational, transactional and

permissive leadership styles by school principals are similar between the teachers who have just started working at the school and the teachers who have been working at the school for a longer period of time.4.2. Differentiation of Teachers' Views on School Culture According to Demographic Variables
The results of the independent groups t-test analysis are presented in Table 5.

Table 5. Analysis of teachers' views on the school culture of their schools according to gender variable

School Culture	Groups	\bar{X}	ss	Shg	<i>t Testi</i>		
					t	Sd	p
Support Culture	Woman	3.84	.69	.061	1.178	745	.239
	Male	3.77	.73	.069			
Culture of Success	Woman	3.87	.64	.052	1.279	745	.202
	Male	3.80	.73	.054			
Bureaucratic Culture	Woman	3.63	.64	.077	2.470	745	.014*
	Male	3.23	.69	.072			
Mission Culture	Woman	4.04	.58	.061	2.663	745	.008*
	Male	3.91	.63	.081			

According to Table 5, it is seen that teachers' views on school culture differed significantly in bureaucratic culture and task culture types according to teachers' gender ($t(745) = 2.470$, $t(745) = 2.663$ $p < .05$), but not in support and achievement culture types ($t(745) = 1.178$, $t(745) = 1.279$ $p > .05$). The mean scores of female teachers' views on bureaucratic culture ($X = 3.634$) and task culture ($X = 4.046$) are significantly higher than male teachers' views on bureaucratic culture ($X = 3.230$) and task culture ($X = 3.915$).

Mann Whitney U test, one of the nonparametric tests, was deemed appropriate. The results of the Mann Whitney U test analysis are presented in Table 6.

Table 6. Analysis of teachers' views on the school culture of their schools according to marital status variable

School Culture	Groups	SO	ST	U	Z	p
Support Culture	Married	366.81	225957.00	35921.00	-1.980	.051
	Single	407.49	53421.00			
Culture of Success	Married	368.45	226963.00	36927.00	-1532	.125
	Single	400.11	54415.00			
Bureaucratic Culture	Married	370.50	228229.00	38193.00	-.962	.336
	Single	390.45	51149.00			
Mission Culture	Married	367.51	226389.00	36353.00	-1793	.073
	Single	404.50	52989.00			

As can be seen from Table 6, the mean ranks of teachers' views on school culture do not differ significantly according to whether they are married or single ($p > .05$).

Table 7. Analysis of teachers' views on school culture according to the variable of length of service in the school

School Culture	Groups	X	Ss	F	p
Support Culture	1-3 Years	3.80	.77	2.44	.06 (-)
	4-7 Years	3.84	.89		
	8 Years and Over	3.83	.66		
	Total	3.83	.71		
Culture of Success	1-3 Years	3.72	.59	1.12	.33 (-)
	4-7 Years	3.69	.71		
	8 Years and Over	3.70	.69		

	Total	3.70	.67		
	1-3 Years	3.35	.70		
	4-7 Years	3.33	.67	1.38	.24 (-)
	8 Years and Over	3.30	.58		
Bureaucratic Culture	Total	3.33	.66		
	1-3 Years	3.92	.78		
	4-7 Years	3.93	.57		
	8 Years and Over	4.16	.63	3.49	.015*
Mission Culture	Total	4.01	.60		

When Table 7 is examined, it is seen that teachers' perceptions of the school culture of the schools where they work do not differ in support culture ($F(2,744)= 2.44; p>.05$), achievement culture ($F(2,744)= 1.12; p>.05$) and bureaucratic culture ($F(2,744)= 1.38; p<.05$), but they differ in task culture ($F(2,744)= 3.49; p<.05$). Levene's homogeneity test was used to determine whether the groups met the assumption of homogeneity in order to decide which method to use in order to determine the significant difference in teachers' perceptions of the task culture of the schools they work in. As a result of Levene's homogeneity test, it was concluded that the variances were homogeneously distributed ($p>.05$). According to the results of Sheffe's test, it was concluded that teachers with 8 years or more of service in the school perceived the task culture at a higher level compared to teachers with 1-3 years and 4-7 years of service in the school.

4.3. Analysis of the Relationship between Leadership Styles and School Culture

Table 8. Pearson Correlation Analysis matrix showing the relationship between leadership styles and school culture

Variables	1.	2.	3.	4.	5.	6.	7.
1. Transformational Leadership	1	.721**	.055	.645**	.683**	.229*	.527**
2. Interactionist Leadership		1	.295**	.499**	.551**	.408**	.456**
3. Leadership that Allows Freedom			1	.053	.014	-.025	.115*
4. Support Culture				1	.871**	.270**	.629**
5. Culture of Success					1	.303**	.645**
6. Bureaucratic Culture						1	.312**
7. Mission Culture							1

When the relationships between leadership styles and school culture are analyzed, it is noteworthy that transformational leadership and all types of school culture have statistically significant and positive relationships. In terms of the level of these relationships, the relationships between transformational leadership and achievement culture ($r = .683; p<.01$), support culture ($r = .645; p<.01$) and task culture ($r = .527; p<.01$) are statistically significant, moderate and positive; the relationships between bureaucratic culture are statistically significant, low level and positive ($r = .229; p<.05$).

The relationships between transactional leadership and achievement culture ($r=.551; p<.01$), support culture ($r=.499; p<.01$), task culture ($r=.456; p<.01$) and bureaucratic culture ($r=.408; p<.01$) are statistically significant, moderate and positive. There were no statistically significant relationships between permissive leadership and support, achievement and task cultures. On the other hand, the relationship between permissive leadership and task culture is statistically significant, low level and positive ($r = .115; p<.05$). The highest relationship between transformational and transactional leadership styles and school culture belongs to achievement culture. The type of school culture that has the highest relationship with permissive leadership is task culture.

Conclusion and Discussion

When the relationships between leadership styles and school culture are analyzed, the relationships between transformational leadership and achievement culture, support culture and task culture are statistically significant,

moderate and positive. The relationships between transformational leadership and bureaucratic culture are statistically significant, low level and positive. The relationships between interactionist leadership and all types of school culture are statistically significant, moderate and positive. In organizations as a dynamic system, employees need to adapt to change and be open to learning and use their newly trained skills. This requires an organizational culture that is open to change and learning. A culture of change requires appropriate leadership to orchestrate many changes in the organization. Organizations as a dynamic system have a very different culture from traditional organizations (Tolfo et al., 2011). This difference is embedded in the culture through a set of shared practices, including visions, beliefs, principles, values, ideals, etc. that emerge through the interaction of organizational members. In general, many authors argue that if the prevailing organizational culture is not appropriate, the organization will not be able to recognize its environment and respond to environmental changes (Tolfo et al., 2011). However, according to Derby (2006), it is possible for a hierarchical organization with a bureaucratic culture to realize its environment and react to environmental changes. In contrast, cultures where collaboration is encouraged seem more likely to provide the components of organizational dynamism.

According to the results of the study, significant relationships were found between achievement culture and transformational leadership and transactional leadership. Achievement culture is based on the competence of self-motivated members. At the same time, achievement culture energizes the work environment by utilizing the energy of its members to achieve goals. An achievement-oriented culture is one in which employees are intrinsically motivated. To be intrinsically motivated, employees need to feel valued and appreciated for their personal contributions and achievements (Al-Elaumi, 2014). Indeed, transformational leaders are aware of the individual needs of their followers and closely monitor them and mentor them according to their needs. Thus, transformational leaders not only fulfill their followers' material needs but also create conditions that make them feel valued (Warrilow, 2012).

Interactionist leaders create situations where they follow the process of doing business after setting the standards of working standards and provide support or show leadership only in adverse conditions (Koçel, 2014). In this respect, teachers associated the achievement culture (Al-Elaumi, 2014) more with the transactional leadership style, where they need the freedom to interpret situations with high intrinsic motivation and implement what they believe to be the right solution. According to the results of the study, there was no relationship between achievement culture and permissive leadership style. It can be said that the reason for the lack of a relationship between laissez-faire leadership style, which is referred to as the absence of a leader, and achievement culture is due to the need for appreciation of efforts, although achievement culture focuses on individual efforts and independence.

According to the results of the study, significant relationships were found between support culture and transformational leadership and transactional leadership. The level of relationship is higher in transformational leadership. A culture of support is based on mutual trust between the employee and the organization, and in this culture, employees believe that they are valued as human beings, not just that they serve to complete the job (Harrison, 1993). An organization with a culture of support has a warm and caring atmosphere in which it is assumed that a sense of belonging will create a sense of commitment to the organization and therefore employees will contribute more to the organization (Harrison & Stokes, 1992). In this respect, it can be said that support culture is fed by the individualized caring behaviors of transformational leadership.

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THE ROLE OF EFFECTIVE COMMUNICATION IN EDUCATION MANAGEMENT

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ABSTRACT

The aim of this study is to detect the effect of communication factor in education management and educational life and also the effect that it provides for education and its activities in terms of using the effective communication skills by the educational managers and teachers as well as in sustaining more qualified and effective communication process. As it is qualitative; in this study, 30 teachers were interviewed who work in Namık Kemal High School, Hala Sultan Religious College, Polatpaşa High School, Erenköy High School and Çanakkale Secondary School administered by Ministry of National Education. Structured interview form was used and 5 questions were prepared by the researchers considering the literature information for detecting the role of effective communication of the sampling group in education management. The number of the participants who does not have a problem with their managers has been found very less in the result of the research. It has been found out that the participants had problems with their managers such as; disrespectful behaviors, different views, misunderstanding and miscommunication, etc. All the participants agreed on if the teacher mastered parallel to his or her knowledge, life experience and sincerity then s/he could succeed in communicational mastery. The participants stated that; they faced problems in school and out of the school such as; judging, listening problems, one-way communication, difficulty in self-expression and being unable to establish empathy.

INTRODUCTION

The implementation of public administration into the educational area is defined as education management. Therefore; the characteristics of education management come from the functions and aims of the education. The input of the education system is the existence whereas the output is the humans. That is why it is different from the other systems (Taymaz, 2009). The most essential skill that a human has from the birth is establishing an effective communication. For this reason, the communication has an important place in every aspect of human life (Güçlü, 2017). It is possible to say that the verbal and non-verbal communication is inevitable for human. The successfully established communication in every aspect of life affects positively the individual's both psychological and social dimensions. Education is also one of the aspects where the communication is necessary and important. The target success in educational activities is closely related to the success that the teacher puts forward in communicational skills. As the requirement of a teacher's profession, s/he should establish a good communication as well as improving him or herself in this subject. A good communication helps developing good student information exchange, socialization, sharing thoughts and a positive personality (Engin and Aydın, 2007).

It is important to mention that the school does not only communicate in itself but also with the outer world continuously. The manager should know the effective communication technique and use it in the institutional management in order to establish organizational culture, to sustain it and to have maximum effective and motivated human resources. It is seen that, the effective communication in education management does not only cover the manager-teacher-student balance but also the relationships with the environmental factors of the school at the same time (Dağ, 2014).

Conceptual Frame Communication

Communication is defined as a product of sustaining self-existence of humans and institutions in terms of managers and personnel working there and also human beings in their private lives. Besides this; this product

(communication approach and skills) is easily affected by the change and every type of development in daily and work life. Communication covers the phenomenon which is peculiar to the institutions who are legal personalities and also the humans who are individual personalities. In other words, communication is the skill necessary for humans and institutions to have happy and peaceful daily lives (Eroğlu, 2019). The communication is not the process following one direction. On the contrary, it is a very complex exposure process. It should be assessed as a process where the base source is the expectancy and demands of the receiver are and in which the guidance and affecting is aimed (İnceoğlu, 2011).

Communication Tools

Communication tools are the industrialized tools of the communication. Any tools contributing to distribute the data of communication technology, their accrument process, storage, presentation or receiving are used for mass communication. It is seen that; the communication tools are from the technological devices as called as mechanic and also the physiological devices which define the sensory organs of the humans (Yağcı, 1995). It is possible to summarize the communication tools which are listed by Yağcı and Uçar (2018):

1. **Written Tools (Correspondence):** The meaning given to the words in writing is delivered to the receiver as in written form. The meaning delivered to the receiver by the sender is limited to the word meanings in writings. The receiver understands the aim of the sender only by understanding from these words.
2. **Verbal Tools (Speaking):** During speaking, the meanings loaded on the words are delivered to the receiver by expressing orally. In conversations, when there is misunderstanding there are questions which helps communication to be healthier. In addition, the face-to-face conversation helps both sender and the receiver to have a better understanding by using non-verbal messages
3. **Signs (Symbols):** Except for the words and expressions use in communication process, it is also possible to use forms that express the movements, schemes, signs and images. The symbols play a “stimulant” role which is learnt and meaningful and valuable for humans. The symbols are not only separate pieces but also mostly in variable size and complexity.
4. **Action:** It is a message type when the actions cannot be delivered to the receiver in their aimed meaning and another message type is used. In this case, the sender shows an action by doing and expresses the aimed meanings by acting. In many areas, the actions have stronger meanings than the words.
5. **Formal and Informal Tools:** They are defined as the channels in communications established according to the organization hierarchy. The directives and commands and informing from top to bottom are reported from top to bottom in order to have idea and thought flows.

Communication in Education

The communication is a phenomenon which has not only personal dimensions but also social dimensions. They are; providing information and news to the society in variable topics, contributing to the socialization process of humans, stimulating the society to the specific aims, preparing discussion manner, contributing to education and culture development, entertaining as well as contributing to the social integration among humans (Kaya, 2010).

The education means a communication activity on the base. Learning is the behavioral change of receiver as a result of communication. As Çilenti (1988) mentioned; learning cannot be thought separate from the communication and a good learning is a product of a good communication. Within this frame; it is possible to say that, there is a direct proportion between the managers’ success and the quality of their communication with the subordinates.

In schools the education itself has a communication effect and in order to have a healthy education, the communication must be realized between teachers and students, other managers and other workers. That is why; the necessary communication for the school cooperation should not be limited. If so, those limits should be detected and eliminated because there might be communication barriers due to the status in schools such as managers, teachers and other workers in terms of behaviors, the languages, etc. (Bolat, 1996).

The Aim of the Research

The aim of this research is to detect the effect of effective communication skills in educational and teaching activities in managers’ and teachers’ teaching methods for a more qualified and effective communication process as well as the effect of communication factor on educational life in education management terms.

Research Method

This research is qualitative study and the researcher is close to the analyzed phenomenon and when necessary s/he firstly gains experience about it so, the interpretations the researcher does are valuable. In qualitative research the comments and opinions of the researcher are essential which could be helpful for explanation and interpretation of the data gathered. Therefore the researcher has to give meanings to the data s/he gathered, explain the relationships among the findings, establishing cause and effect relationship, deduce from the findings and make explanations about the importance of results obtained (Yıldırım and Şimşek, 2008).

The Scope and Sampling of the Research

In this study, 30 teachers were interviewed who work in Namık Kemal High School, Hala Sultan Religious College, Polatpaşa High School, Erenköy High School and Çanakkale Secondary School administered by Ministry of National Education.

Data Gathering Tools

In traditional meaning the interview might show differences according to the central theme which searches the qualitative methods that includes focus group study, analyzing documents and observations. In order to have a holistic research of the subject, the multidisciplinary method use helps easier understanding instead of adapting only one discipline (Özhan, 2002). Therefore, interview technique was used as data gathering tool in this research. It is important for participants to answer questions without consulting to someone in terms of protecting the individuality of answers which provides confirmation of data resource. Also, the validity is higher compared to the data obtained from the questionnaire (Karasar, 1999). As the semi-structured interviews have limited flexibility and standards, they are more preferred by the researchers because they help obtaining deeper information about a topic as well as eliminating the limits of tests and questionnaires based on writing and filling in (Yıldırım and Şimşek, 2003). The researcher has also used this technique due to its flexibility.

In this study a personal information form developed by the researcher and also a semi structured interview form was used. The data of the research was gathered in the environment where the participants could easily express themselves within the time span they appointed themselves. The interview questions were asked to each participant with the same words and intonation to evoke the same meaning for them. While the participants were evaluated, they were numbered as K1, K2, K3 and K30.

According to the information from the literature review 5 questions were prepared for the sampling group in order to detect the role of the effective communication in educational management:

1. What does communication mean for you in your life? How is the effective communication established? Can you explain please?
2. If we define the communication as ‘an endless process in which the sent messages are both exchanged and interpreted mutually in interpersonal relationships’; is there any communication problems between you and institution managers? If so, can you please explain?
3. Do you agree on ‘if the teacher mastered parallel to his or her knowledge, life experience and sincerity then s/he could succeed in communicational mastery’ sentence? What kind of communication is there between you and your students and managers? Can you please explain?
4. Can you define the communication you established with your students in lessons? (Effective listening, tangible speaking, self-expression suitably, using “I language”, sending “Complete and One message”)
5. As an educator, what are the communication problems you observed in school and out of the school? Can you please explain?

Data Analysis

The data obtained from the semi-structured interview form were described through content analysis and interpreted. The content analysis means to combine similar data within the frame of specific concepts and themes and organizing and interpreting them for the reader’s understanding. The problems of the research were accepted as one each theme and questions for each of the theme were asked. The findings were presented by direct quoting from the opinions of participants. Descriptive analysis technique was used in research data analysis. The descriptive analysis is a technique where obtained data were summarized and interpreted according to the previously determined themes and in which the direct quotations of the interviewed individuals reflected often as well as interpretation of findings within the frame of cause and effect relationships (Yıldırım and Şimşek, 2003).

Findings and Interpretation

Demographic information about the participants is given on Table 1.

Table 1. Demographic Information

		Number (n)	Percent (%)
Age	30-34	6	20
	35-44	21	70
	45-59	3	10
	Total	30	100
Gender	Female	22	73
	Male	8	27
	Total	30	100
Term time	1-9 years	27	90
	10-15 years	3	10
	Total	30	100

%70 of the participants is between 35-44 age and %73 of them is female and also %90 is working from 1-9 years.

5 questions were asked to the participants and the answers for the open ended questions were analyzed in details and themes and sub themes were formed:

Table 1: Theme and Sub Themes Theme 1: Communication Problems faced with Institution Managers
Sub Themes
There is a problem
No problem
Theme 2: Communication established with students during lessons
Sub Themes
Effective Communication
Making Empathy
Short and clear speaking
Active listening
Student centered
Concretization
Theme 3: Communication Problems
Sub Themes
Judging
Difficulty in self-expression
Listening problem/ one-way communication
Being unable to make empathy

The first question “*What does communication mean for you in your life? How is the effective communication established? Can you explain please?*” was asked to the participants and definition was asked from them. K1 stated communication as “*to have verbal or non-verbal exposure with people. To be a good listener, making empathy and while we express our ideas we should be kind, respectful and tolerant. Besides, we should use our body language and tone of voice effectively*”. Believing the communication was the center of the life; K4 stated that “*My communication with students at work or with colleagues, especially with the people in my personal life is very important. The effective communication starts with listening and observation. If we can establish empathy we could step forward an effective communication. Also, expressing yourself with the right words is a good step for an effective communication*”. The most comprehensive definition was given by K25 as: “*communication means the mutual transfer of information, accumulation, emotions and thoughts among individuals. The effective communication is the delivery of the desires message for the opponent in the clearest and plainest way. In this*

regard, being a good listener, making empathy, behaving tolerant, body language and using the term of address are necessary factors for having an effective communication”.

According to the given answers, communication is difficult to define conceptually. Therefore; it is impossible to find an agreed definition of the communication concept in the literature. Doruk (2017) evaluates the communication as emotional and ideal exchange among humans whereas Oskay (2015) defined communication as the product of humans’ sustaining their existence types. He defined it as a human-specific phenomenon which faced changes according to the developments lived in the type of sustaining their existence. In that case, it is possible to list the common points of definition to the communication concept as following (Gökçe, 2006; Zilloğlu, 2007):

Communication is;

- information exchange.
- defined the mutual exchange of thoughts verbally.
- the information or news process from the sender to the receiver.
- the transfer process of thoughts, emotions, skills and information.
- defined as the social exposure types with messages.
- seen as a transform process from a specific location or structure to another.
- the sharing process of news, data, ideas and messages among countries and people.
- the transfer process of bring something under one’s protection to others.
- the tool for mutual relationships.

The participants were asked “*If we define the communication as ‘an endless process in which the sent messages are both exchanged and interpreted mutually in interpersonal relationships’; is there any communication problems between you and institution managers? If so, can you please explain?*” and they answered. According to the answers a theme of communication problems with managers was formed and also two sub themes were formed as ‘there is a problem’ or ‘no problem’. ‘There is a problem’ sub theme was divided into 4 categories as “disrespectful behaviors, different views, misunderstanding and miscommunication”.

Table 2. Theme 1: Communication Problems with Institution Managers

Sub Themes		f
There’s a problem	Disrespectful Behaviors	4
	Different views	7
	Misunderstanding	7
	Miscommunication	5
No Problem	I haven’t faced any communication problems	7

According to Table 2 only 7 participants did not face any problems with their managers. The problems with the managers are generally disrespectful behaviors, different views, misunderstanding and miscommunication. K3 mentioned that she did not have any problem with the manager and when s/he wanted to speak they listened or s/he did the same thing. However when there was a problem and s/he told this to the manager there was not any solution although contrary was promised. S / he also added as “*there are sometimes problems in communication as everybody says different things and act according to their rights*”. K26 stated the problems as misunderstanding each other, not listening, implacableness and using accusing language.

It is not possible to say that all the problems are due to insufficient communication or miscommunication. However as stated by Caudron (2000) and Kavruk & Tan (2001), the main cause of many managers’ conflicts are insufficient communication or problems by the communications. The more the communication skills of the manager increase the more the effectiveness of the communication increases. Tutar (2003) said that, in a contrary case problems in relationships and communication would occur.

As the third question was asked to the participants “*Do you agree on ‘if the teacher mastered parallel to his or her knowledge, life experience and sincerity then s/he could succeed in communicational mastery’ sentence? What kind of communication is there between you and your students and managers? Can you please explain?*” they all agreed on the success opinion. K1 had a very descriptive answer as “*Having too much knowledge does not matter unless you transfer it to the opponent. I believe I establish a positive classroom environment by using effective listening, body language, I language, eye contact and effective tone of voice. I have open, understandable, kind communication with the managers without digressing from the subject*”. K29 believes that communication skill is the most essential characteristics of a teacher. S / he says that the communication with the

students begins with a good listening firstly. S / he said that s/he established a communication for understanding them and meeting their needs. Also she stated that *“I believe I have lessons on the base of good communication. I have an open, sincere and respectful communication with the managers”*. It is also important to show the answer of K15 who said that the experience of a teacher was vry valuable and essential in the condition of transferring this to the opponent healthily. By adding s/he said *“Being unable to express his or herself or the aimed meaning is a great mishap for both themselves and the students s/he was responsible. In normal life the communication might not require mastery but teaching profession requires being a master in communication”*.

As stated by Bursalioglu (2003), the interpersonal relationships and communication have important roles in educational institutions. As the teaching profession has a rapid changing dynamic characteristic (Buldu, 2014) it requires good using of the communication skills. In students’ success; the role of a good managing teachers are very great who establish a good communication with students and manage them well. In this sense, it is important for teachers to have communication, get feedback and manage the class well (Tan and Tan, 2015).

Participants were asked *“Can you define the communication you establish with your students in lessons?”. The answers were analyzed and the theme of “communication established with students” was formed and 5 sub-themes were formed under this theme as “effective communication, making empathy, short and clear speaking, active listening, student centered and concretization”*.

Table 3: Theme 2: Communication Established with Students in Lessons

Sub Themes	f
Effective Communication	5
Making Empathy	4
Short and clear speaking	5
Active listening	9
Student-centered	4
Concretization	3

When the answers are analyzed, the active listening is often used by the participants in their communication they establish with students. 9 of the participants used active listening, 3 of them concretization, 5 of them effective communication, 4 of them making empathy and 5 of them used short and clear speaking sub themes. Answers of some of the participants are as following:

K3: Firstly I stress the importance of listening to each other and understanding each other to the students. When they want to tell something I show them that I pay attention to them and I listen to them. Sometimes in this case I make them establish empathy by giving examples from my own life.

K8: Before the target topic or message, I try to create an environment of effective listening in the class. For this, I deactivate the external stimulants out of the lesson. I have preliminary session including walking around the class, looking at the mobile phones, removing the materials that are irrelevant to the lesson. And then, I inform students about what to talk about and ask questions about the previous lessons for recalling. After this, I start teaching the main target and finish with the flow.

K28: When I establish communication with students I generally explain by concretizing the topics and adjust them into the daily life. I ask the students to give examples and I often let them speak.

It can be seen that the participants used the “active listening” mostly. Meşeci (2008) also underlined the necessity of using active listening method in order to understand them. Yavuzer (1997) added that the active listening helps students to feel that the teacher understands them. It is also important to state that there are a few features of active listening in terms of teacher-student exposure. Active listening is important for encouraging students to express their feelings. The teacher here forgets his or her feelings, experience and thoughts and should focus on students. In a study held by Pehlivan (2005), the instructor listed some of the features of in-class communication as; using an open and clear language, being democratic, making appropriate sentences, creating a physical environment that supports communication; the teachers should be smiling, have empathy skill, loving, using effective body language, be tolerant, be eager to the communication, respect to the students, use the language effectively, etc.

Last question was *“As an educator what are the communication problems you observed both inside the school and outside?”* and 4 sub themes were formed under the theme of communication problems.

Table 4: Theme 3: Communication Problems

Sub-Themes	F
Judging	8
Difficulty in self-expression	12
Listening problem/ one-way communication	7
Being unable to establish empathy	3

8 of the participants faced with judging, 7 of them listening problem, one-way communication, 12 of them difficulty in self-expression, 3 of them faced being unable to establish empathy. K2 mentioned that the students had difficulty in self-expression due to not reading books. K14 said that; “*Absolutely the greatest communication problem I face in both school life and social life is that the people do not listen to each other effectively, they don’t accept the way they are and they are not able to express themselves with the right words or the right tone of voice*”. K29, stated that the humans try to understand each other without making empathy and added as “*this hardens the communication. These communication problems lead to many problems also. Therefore we can say that the greatest problem of today is being unable to establish communication*”.

Bilgiç (2006) also found out in his study that not listening to the opponent person was a great problem and this was completely or partly limiting the issues. On the other hand, according to Maden (2013), the listening means behavioral patterns in terms of constitution, presentation and effect. That is why, the factors behind being unable to listen are multi-dimensional. As not listening to each other causes communication problems it also causes the destruction in interpersonal relationships and communal exposure.

Results

In this study the aim is to find out the effect of communication factor in education management on educational life and also to find out the effect of using effective communication skills in education management by the teachers and managers in order to sustain this communication process more effectively and more qualified. As a result of the study, it has been found out that the number of participants who do not have problems with their managers was very low. The participants who had problems with their managers faced difficulties such as, disrespectful behaviors, different views, misunderstanding and miscommunication. All the participants agreed on that the knowledge, life experience and sincerity of a teacher only brings to the success to the degree of the mastery of communication. The participants often used active listening skills in their communication with students. And also, they used the techniques such as; concretization, effective communication, making empathy, student center and speaking clearly and short. Inside and outside the schools the participants had problems such as; judging, listening problems, one-way communication, difficulty in self-expression and being unable to make empathy.

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THE ROLE OF ORGANIZATIONAL FORGIVENESS ON THE EFFECT OF PERCEIVED ORGANIZATIONAL SUPPORT ON ORGANIZATIONAL COMMITMENT

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ABSTRACT

This study aims to investigate the effect of perceived organizational support on organizational commitment and to examine the role of organizational forgiveness in this relationship. According to the results of the study conducted on 140 teachers working in schools in TRNC using relational survey model, perceived organizational support by teachers has a significant effect on organizational commitment. In the first model of the study, it was determined that organizational commitment was positively affected by the increase in the organizational justice sub-dimension. It was observed that as the teachers' perceptions of justice within the organization increased, their commitment to the organization strengthened. In the second model, the effect of the sub-dimension of management support on organizational commitment was examined and it was observed that teachers' commitment to the organization increased as the support from the management increased. In the third model, the effect of organizational rewards and working conditions sub-dimension on organizational commitment was examined, and it was determined that organizational commitment strengthened with the increase in rewards and suitable working conditions offered to teachers. In the fourth model, the results of multiple linear regression analysis, in which all sub-dimensions of perceived organizational support were evaluated together, revealing that although there was a decrease in the effects on organizational commitment, organizational commitment was still strongly explained when organizational justice, management support and organizational rewards and working conditions sub-dimensions were combined. As a result, organizational forgiveness has a moderate positive effect on employees' organizational commitment. This study reveals that organizational support, justice, management support and rewards affect teachers' commitment levels and emphasizes that organizational forgiveness plays an important role in this dynamic.

Keywords: Organizational support, organizational commitment, organizational forgiveness.

1. INTRODUCTION

1.1. Problem Status

Many studies examining the relationship between perceived organizational support and organizational commitment have focused on the quality of relationships within the organization and employees' perception of support. In this context, it is thought that organizational forgiveness can play an important role in understanding the effect of perceived organizational support on organizational commitment. Various studies reveal that employees' perception of organizational support is a determining factor in their commitment to the organization (Kaplan and Ögüt, 2012; Özdevecioğlu, 2003; Chang, 2014; Diken et al., 2019). The importance of organizational commitment is emphasized by employees exhibiting behaviors in line with the organizational goals, continuing their work, taking an active role in the organization's management and activities, and exhibiting innovative attitudes within the organization (Durna and Eren, 2005). The concept of organizational commitment proposed by Meyer and Allen (1991) is a reflection of the psychological bond between the employee and the organization. This bond is considered an important factor affecting employees' future decisions, such as leaving or staying in the organization. Researchers have stated that when the perception of organizational support is strong, employees' commitment to the organization increases and this commitment has a positive effect on the success of the organization.

Even if employees' commitment to the organization is high, it is inevitable for conflicts to arise within the organization. A study conducted by Lutgen-Sandvig (2003) revealed that a large proportion of adults were exposed to bullying in business life. These conflicts can negatively affect organizational communication. According to Paul (2009), forgiveness can provide an important way out to cope with such conflicts (Kurzynski, 1998). Although Hegel and Kant viewed forgiveness as an unethical response that would harm justice, lead people into wrong, and instigate crime, research has suggested that forgiveness can increase productivity and improve employee relations (Aquino et al., 2003; Bradfield and Aquino, 1999).

In a medical center where counseling services were provided on forgiveness, it was stated that the prepared program was successful in improving the performance of employees. Such studies show that forgiveness can improve the relationship between employees within the organization, contribute to the performance of employees, create a harmonious working environment and motivate employees (Law, 2013). Understanding and

applying the concept of forgiveness in the work environment can play an important role in managing conflicts within the organization and creating a positive work atmosphere.

1.2. Purpose of the research

The study aimed to investigate the role of organizational forgiveness on the effect of perceived organizational support on organizational commitment. The sub-objectives of the study are as follows:

- Do the sub-dimensions of perceived organizational support have an impact on organizational commitment?
- Is there an effect on the organizational forgiveness sub-dimensions of the organizational justice sub-dimension?
- Do organizational forgiveness sub-dimensions have an impact on organizational commitment?

1.3. Importance of Research

This study is important in order to understand the dynamics of relationships within the organization, to examine in depth the relationship between organizational support and commitment perceived by employees, and especially to understand the role of organizational forgiveness in these dynamics. Perceived organizational support may affect employees' commitment to the organization by reflecting the level of support felt by the organization. Organizational forgiveness can shape the quality of relationships, trust and cooperation within the organization. Therefore, understanding how organizational forgiveness affects the relationship between perceived organizational support and organizational commitment may be an important step for organizations to strengthen and maintain employee commitment. This study may contribute to organizations improving their human resources management strategies and increasing employee satisfaction.

1.4. Definitions

Organizational Support: It refers to all the resources, aid and support provided by the organization where an employee works (Turunç and Çelik, 2010).

Organizational Commitment: It refers to the feeling of commitment and loyalty an employee feels towards an organization, his job and his colleagues (Bolat and Bolat, 2008).

Organizational Forgiveness: It can be defined as the ability of organizational members to forgive these negativities and accept past negative events after mistakes, conflicts or negative situations that occur within an organization (Karaman-Kepeneci, 2015).

2. Conceptual Framework

2.1. Organizational Support

Organizational support refers to all the resources, assistance and support provided by the organization where an employee works. This support can help employees perform job tasks more effectively and increase overall job satisfaction. Organizational support can positively affect employees' job performance, commitment, motivation, and general well-being (Tokgöz, 2011).

Organizational support can occur in different forms (Çakar and Yıldız, 2009):

- Emotional Support: Support provided by managers or colleagues to meet employees' emotional needs.
- Information Support: Providing employees with information, training and guidance regarding their work.
- Instrumental Support: Providing physical or material resources (technical support, financial support, etc.).
- Social Support: Supporting employees to establish and maintain social relationships in the work environment.

Organizational support can help employees cope with job stress, increase job satisfaction, and strengthen overall organizational effectiveness. A good organizational support system can make employees more motivated at work, perform better, and feel committed to their organization.

2.2. Organizational commitment

Organizational commitment refers to the sense of commitment and loyalty an employee feels towards an organization, his job and his colleagues. This concept is characterized by a strong sense of dedication and commitment to the employee's organization. Organizational commitment involves the employee sharing the values, goals and objectives of the workplace, making an effort for the organization, and making a positive

contribution to the success of the organization. Organizational commitment is generally examined in three basic dimensions (Özdevecioğlu, 2003):

- Emotional Commitment: It refers to the situation where the employee feels an emotional commitment to the organization, owns the organization and establishes a strong bond with the organization.
- Continuing Commitment: It includes the situation where the employee has the intention to continue to stay with the organization and does not consider moving to alternative jobs or organizations.
- Normative Commitment: It is a type of commitment that arises from the employee's sense of responsibility towards the organization and the fact that the organization has invested in him.

It can positively affect factors such as organizational commitment, job satisfaction, motivation and performance. When employees feel organizational commitment, they tend to do their jobs better, stay more loyal to their organization's goals, and establish long-term relationships. Therefore, organizational commitment is an important concept for both employees and organizations. Organizations often develop various strategies and policies to increase organizational commitment (Uygur, 2007).

2.3. Organizational Forgiveness

Organizational forgiveness can be defined as the ability of organizational members to forgive these negativities and accept past negative events after mistakes, conflicts or negative situations that occur within an organization. This concept includes the forgiveness of mistakes, violations or conflicts, especially the individuals who committed these negativities, by the members of the organization or the management of the organization, in order to create a positive business relationship and work environment within the organization (Şahiner, 2023). Organizational forgiveness can positively affect organizational culture and working relationships. This can help prevent negative situations from having long-term negative effects. In addition, it can contribute to repairing relationships between individuals within the organization, rebuilding trust and increasing cooperation (Konan and Nazlı, 2018).

3. Method of the Research

Within the scope of the research, a quantitative method was used to evaluate the potential mediating role of organizational forgiveness in the effect of perception of organizational support in schools on organizational commitment. The relational scanning model formed the basic methodology of the research.

3.1. Population and Sample

The population of this study consists of teachers working in schools in TRNC. The sample of the study was determined by the purposeful sampling method. Purposeful sampling method is a type of sample that the researcher selects and examines for a specific purpose. In this method, the researcher selects individuals or units that meet a certain subject, feature or criteria. Purposive sampling aims to conduct an in-depth analysis on a specific subset rather than ensuring representation of the general population (Yazıcıoğlu And Erdogan, 2014). In this context, 140 teachers were included in the study.

3. 2. Data Collection Tools

The survey form used in the research consists of personal information form, Organizational Forgiveness Scale, Perceived Organizational Support Scale and Organizational Commitment Scale for Teachers. The personal information form contains identifying information about the participants. This information includes gender, age, marital status, number of children, educational status, type of school (public/private), school level (primary school/secondary school/high school) and total teaching hours in the institution where they currently work. The perceived organizational support scale was developed by Nayır (2013). This scale consists of 28 items and three subscales. Responses were evaluated using a 5-point Likert scale (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree). Its sub-dimensions are "Organizational Justice", "Management Support" and "Organizational Rewards and Business Lines", respectively. To measure organizational commitment, the Organizational Commitment Scale for Teachers developed by Üstüner (2009) was used. This scale consists of 17 items and a single dimension. The answers were evaluated on a 5-point Likert type (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Most of the Time, 5 = Always). The Organizational Forgiveness Scale developed by Karaman-Kepenekçi and Nayır (2015) was used to measure Organizational Forgiveness. This scale consists of 21 items and 3 dimensions. Its dimensions are "Accepting Forgiveness", "Justifying Forgiveness" and "Rejecting Forgiveness", respectively. Answers were taken on a 5-point Likert type scale (1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Most of the Time, 5 = Always).

Table 1. Reliability Analysis

	Cronbach's Alpha
Perceived Organizational Support	0.94
Organizational commitment	0.96
Organizational Forgiveness	0.87

It can be stated that all scales used in the survey are highly reliable, as their reliability levels are between 0.80 and 1. The reliability level (Cronbach's Alpha) of the Perceived Organizational Support Scale developed by Nayır (2013) shows a similar reliability to the reliability level obtained in this research. The reliability level of the Organizational Commitment Scale for Teachers developed by Üstüner (2009) exhibits high reliability, consistent with the reliability level obtained in this study. Similarly, the reliability level of the Organizational Forgiveness Scale developed by Kepenekçi and Nayır (2015) has a reliability level similar to the reliability levels obtained in this research.

3.3. Analysis of Data

In data analysis, frequency, percentage and descriptive statistics were used to examine participants' organizational support perception, organizational commitment and organizational forgiveness levels. The reliability of the study was evaluated through Cronbach's alpha; Validity was checked with exploratory and confirmatory factor analyses. Linear regression analysis and multiple regression analysis were used to understand the relationship between variables. In choosing parametric tests, the normality assumptions of the variables were examined in detail. The research aimed to determine the effect of perceived organizational support at school on organizational commitment and the mediating role of organizational forgiveness in this relationship. Data were collected through surveys administered to participants.

4. Findings

Table 2. Demographic Information

		N	%
Gender	Woman	77	55
	Male	63	45
Age	18-25 years old	30	21.4
	26-33 years old	25	17.9
	34-41 years old	20	14.3
	42-49 years old	15	10.7
	over 50 years old	10	7.1
Marital status	Married	80	57.1
	Single	60	42.9
Educational background	Licence	25	17.9
	Degree	35	25
	Doctorate	20	14.3
Study Time at School	0-5 years	45	32.1
	6-10 years	35	25
	Between 11-15 years	30	21.4
	16 years and above	30	21.4
Total Working Time in Teaching	0-5 years	40	28.6
	6-10 years	30	21.4
	Between 11-15 years	35	25
	16 years and above	35	25
Total		140	one hundred

This demographic data table shows various characteristics of participants in a teacher survey. When the gender distribution of the survey participants is examined, it is seen that the proportion of women is 55% and men is 45%. When the distribution by age groups is examined, it is noteworthy that there are more participants in the 18-25 age range than other age groups. In terms of marital status, the majority of respondents are married (57.1%), while single respondents are notable at 42.9%. When the educational status is examined, it is seen that a significant portion of the participants have undergraduate (17.9%), master's (25%) and doctoral (14.3%) degrees. In terms of working time in the school, 32.1% of teachers have working time between 0-5 years, while when looking at their total experience in teaching, 28.6% have experience between 0-5 years and 25% have experience between 11-15 years. can be seen.

Table 3. Regression Analysis Results of the Effect of Sub-Dimensions of Perceived Organizational Support on Organizational Commitment

		Unstandardized Coefficients		Standardized Coefficients	T	P.	R.	r ²	Statistical		P.
		β	Std. Mistake	β					r	F	
1	(Still) Organizational Justice	1,259	.137	.679	9,182	.000	.679	.461	.459	316,333	.000
2	(Still) Management Support	-.109	.169	.759	-.648	.517	.759	.576	.575	495,858	.000
3	(Still) Organizational Awards and Business Lines	1,118	.119	.751	9,420	.000	.751	.564	.563	478,389	.000
4	(Still) Organizational Justice Management Support Organizational Awards and Business Lines	.773	.035	.105	21,872	.000					
	(Still) Organizational Justice Management Support	-.021	.152	.424	-.141	.888	.814	.663	.660	241,049	.000
	(Still) Organizational Awards and Business Lines	.111	.053	.359	2,074	.039					
	(Still) Organizational Justice Management Support	.527	.057	.424	9,203	.000					
	(Still) Organizational Awards and Business Lines	.369	.055	.359	6,678	.000					

In the first model, according to the results of the simple linear regression analysis evaluating the effect of the "Organizational Justice" sub-dimension of the perceived organizational support scale on organizational commitment, the organizational justice sub-dimension affects organizational commitment significantly (45.9%) and positively. That is, increasing teachers' perceived organizational justice tends to increase their organizational commitment. In the second model, the effect of the "Management Support" sub-dimension on organizational commitment was evaluated. The management support sub-dimension affects organizational commitment positively and significantly (57.5%). This shows that as the support teachers receive from the management within the institution increases, their organizational commitment also increases.

In the third model, the effect of the "Organizational Rewards and Working Conditions" sub-dimension on organizational commitment was examined. This sub-dimension affects organizational commitment positively

and significantly (56.3%). With the increase in rewards and favorable working conditions, teachers' commitment to the institution also increases. The fourth model includes multiple linear regression analysis in which all sub-dimensions of perceived organizational support are evaluated together. In this model, when all sub-dimensions are evaluated together, a decrease is observed in their effects on organizational commitment, but a positive and significant effect still continues. The sub-dimensions of organizational justice, management support, and organizational rewards and work conditions together explain 66% of organizational commitment. This shows that when these three sub-dimensions come together, they explain organizational commitment more strongly.

Table 4. Regression Analysis Results of the Effect of Organizational Justice Sub-Dimension on Organizational Forgiveness Sub-Dimensions

	Unstandardized Coefficients		Standardized Coefficients		T	P.	R.	r ²	straight r	F	P.
	β	Std. Mistake	β								
(Still - Accepting Forgiveness)	2,059	.143			14,442	.000	.435	.189	.187	86,239	.000
on e Organizational Justice	.388	.042	.435		9,286	.000					
(Still - Justification for Forgiveness)	3,191	.119			26,796	.000	.314	.098	.096	40,349	.000
2 Organizational Justice	.221	.035	.314		6,352	.000					
(Still - Rejecting Forgiveness)	3,350	.162			20,654	.000	.000	.000	-.003	.000	.999
3 Organizational Justice	.004	.047	.000		.002	.99					

As a result of the analysis;

In the first model, it is seen that the "Organizational Justice" sub-dimension of the perceived organizational support scale positively and significantly affects the acceptance sub-dimension of organizational forgiveness. That is, the perception of organizational justice explains the level of acceptance of forgiveness by 18.7%. A one-unit increase in the organizational justice sub-dimension leads to a 0.388-unit increase in the acceptance-forgiveness sub-dimension.

In the second model, it is seen that the organizational justice sub-dimension also affects the forgiveness-justification sub-dimension positively and significantly. The organizational justice sub-dimension explains the forgiveness-justification sub-dimension by 9.6%. A one-unit increase in the organizational justice sub-dimension causes a 0.221-unit increase in justification for forgiveness.

In the third model, it is stated that there is no significant relationship according to the regression analysis results of organizational justice and rejection of forgiveness sub-dimension. This situation can be explained as an expected result considering the definitions of both variables.

Table 5. Regression Analysis Results of the Effect of Organizational Forgiveness Sub-Dimensions on Organizational Commitment

		Unstandardized Coefficients		Standardized Coefficients	T	P.	R.	r2	straight r	F	P.
		β	Std. Mistake	β							
	(Still)	1,626	.183		8,900	.00	.501	.251	.249	124,267	.000
one	forgiveness Acceptance	.592	.053	.501	11,148	.00					
	(Still)	1,270	.282		4,497	.00	.398	.159	.156	69,790	.000
2	forgiveness justification	.593	.071	.398	8,354	.00					
3	(Still)	3,386	.208		16,316	.00	.054	.003	.000	1,071	.301
	Rejecting Forgiveness	.062	.060	.054	1,035	.301					
	(Still)	1,059	.306		3,455	.01	.522	.273	.267	46,034	.000
4	forgiveness Acceptance	.482	.064	.409	7,572	.00					
	forgiveness justification	.258	.080	.173	3,246	.01					
	Rejecting Forgiveness	-.024	.052	-.021	-.462	.645					

As a result of the analysis;

In the first model, it is observed that the "Acceptance of Forgiveness" sub-dimension of the organizational forgiveness scale alone has a positive and significant effect on organizational commitment. The forgiveness-acceptance sub-dimension explains 24.9% of organizational commitment. That is, a one-unit increase in this sub-dimension causes an increase of 0.592 units in organizational commitment.

In the second model, it is seen that the "Justification of Forgiveness" sub-dimension alone has a positive and significant effect on organizational commitment. The justification sub-dimension of forgiveness explains 15.6% of organizational commitment. A one unit increase leads to a 0.593 unit increase in organizational commitment.

In the third model, the effect of the "Rejection of Forgiveness" sub-dimension on organizational commitment is not statistically significant.

In the fourth model, when all sub-dimensions of the organizational forgiveness scale are considered together, it is seen that the "Acceptance of Forgiveness" and "Justification of Forgiveness" sub-dimensions continue to have a positive effect on organizational commitment. However, the "Rejection of Forgiveness" sub-dimension does not have a significant effect on organizational commitment, according to the results of multiple regression analysis. The organizational forgiveness scale explains 26.7% of organizational commitment.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

According to the research results, organizational support perceived by teachers has a significant effect on organizational commitment. In the first model, it was determined that organizational commitment was positively affected by increasing the organizational justice sub-dimension. This shows that as teachers' perceptions of justice within the institution increase, their commitment to the institution becomes stronger. In the second model, the effect of the management support sub-dimension on organizational commitment was examined and it was

observed that as the support from the management increased, teachers' commitment to the institution increased. In Nayır's (2011) study, which examined the factors affecting organizational commitment, the effect of the organizational justice sub-dimension on the internalization, identification and adaptation sub-dimensions came to the fore. The findings in this study are consistent with the results obtained from previous studies. It has been determined that employees who feel that justice is provided within the organization develop stronger commitment in the internalization, identification and adaptation sub-dimensions. Likewise, a similar effect was observed in the management support sub-dimension. It has been revealed that as the support employees receive from management increases, their commitment to the organization increases. In this context, the results obtained from this study overlap with previous findings and support the general validity of the factors affecting organizational commitment.

In the third model, the effect of the organizational rewards and work conditions sub-dimension on organizational commitment was discussed, and it was determined that organizational commitment strengthened with the increase in the rewards offered to teachers and appropriate work conditions. In the fourth model, the results of multiple linear regression analysis, in which all sub-dimensions of perceived organizational support are evaluated together, reveal that although there is a decrease in the effects on organizational commitment, organizational commitment is still strongly explained when the sub-dimensions of organizational justice, management support, and organizational rewards and work conditions come together. . Gillmore's (2018) study revealed that perceived organizational support had a positive and significant effect on organizational forgiveness. This finding yielded similar results to the current study, although no other studies examining a similar relationship have been found in the existing literature. Perceived organizational support positively affected the level of organizational forgiveness. This shows that creating a positive working environment within the organization may increase employees' tendency to exhibit forgiving behavior. In particular, the support provided by management to employees can reduce resentment and resentment by creating a positive climate within the organization. The organizational justice sub-dimension positively and significantly affected the acceptance of forgiveness and justification of forgiveness sub-dimensions. This shows that organizational justice is a factor that supports employees' forgiving behavior.

It has been determined that organizational forgiveness has a moderate positive effect on employees' organizational commitment. Wang's (2011) study in China revealed that organizational forgiveness has a positive effect on organizational commitment. Kahveci et al. (2018) in their study on teachers in secondary education institutions in Trabzon, it was found that there was a low-level significant relationship between organizational forgiveness and organizational commitment. In the study conducted by Sönmez (2021) on teachers working in secondary education institutions, it was determined that there was a positive and significant relationship between the perception of organizational forgiveness and the perception of organizational commitment. This study, where the acceptance and justification sub-dimensions of forgiveness explain organizational commitment by 24.9% and 15.6%, respectively, shows that employees' tendency to forgive within the organization and basing their acts of forgiveness on a reason increases their commitment to the organization. However, no significant relationship could be detected between the rejection of forgiveness sub-dimension and organizational commitment. These results indicate that increasing forgiveness behavior within the organization can increase organizational commitment by creating a peaceful environment within the organization. It should also be noted that this study is parallel to other studies in the literature showing similar results.

Based on the research results, it has been observed that organizational forgiveness can affect employees' organizational commitment and that this influence occurs through the acceptance and justification sub-dimensions of forgiveness. In this context, the following points can be considered as suggestions:

- The research results revealed that the rejection-forgiveness sub-dimension did not show a significant relationship with organizational commitment. To understand this situation in more detail, future studies that examine the effects of the rejection-forgiveness sub-dimension within the organization and perhaps focus on different dimensions of the sub-dimension can be recommended.
- In the study, a positive relationship was found between perceived organizational support and organizational forgiveness. In this context, strengthening intra-organizational communication can increase employees' perception of support and therefore positively affect organizational forgiveness tendencies.
- It has been observed that the acceptance and justification sub-dimensions of forgiveness have significant effects on organizational commitment. Therefore, by organizing training programs on forgiveness, organizations can increase employees' awareness of this issue and encourage these behaviors.

- The research highlights the effects of organizational forgiveness on organizational commitment. At this point, organizations can develop strategies to maintain balance in employee relations, provide guidance on managing conflict situations and encouraging forgiveness behaviors.
- Integrating the findings into organizational policies can contribute to the creation of a corporate culture that supports employees' forgiving tendencies. At this point, organizations can consider and implement policies that encourage forgiveness.

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TOTAL QUALITY MANAGEMENT AND CUSTOMER CONCEPT IN EDUCATION

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ABSTRACT

Total Quality Management (TQM) practices in the education sector are based on a customer-oriented perspective. Students are considered as internal customers and TQM aims for continuous development and quality improvement in educational institutions. Customer satisfaction is a critical factor affecting the success of educational institutions. The satisfaction of current students affects future student preferences. In order for TQM to be successful in education, the adoption of this approach by the top management, the motivation and co-operation of the instructors are important. It is important to define internal and external customers by considering the concept of customer in a broad perspective and to measure customer satisfaction through surveys and interviews. Customer satisfaction in education is related not only to education services but also to administrative processes and support services. In order to maintain customer satisfaction, the quality of education should not deteriorate, but meeting every request of the customer should also be avoided. Research shows that TQM offers a solid basis for quality management in the education sector.

Keywords: Quality; Education; Customer; TQM

Quality

Standard, quality, quality control in the production and management of goods and services in the 1990s. Benchmarking. Concepts such as Total Quality Management are frequently used. Total quality management is an approach that focuses on processes instead of organisational functions and results, that increases the qualifications of all employees and bases management decisions on the analysis of healthy information and data collection, and that handles all material and immaterial organisational resources as a whole (Ersen, 1997).

In order to achieve quality in an organisation, everyone working in the organisation should think about quality. It should be recognised by everyone that quality is what leads to success. Quality should not be based on the control of the product after its production. It is not very important from an organisational point of view that some deficiencies are found or investigated after something is produced. The important thing is to produce something faultlessly while producing it. A team spirit should be created in the organisation. All members, individually and together, should contribute to the formation of this common culture.

Total Quality Management

The main purpose of Total Quality Management (TQM) is to determine the quality requirements of the customer, to satisfy the customer by providing error-free output accordingly and to make continuous efforts to improve quality. The most important feature of TQM is not to leave the provision of quality products and services on the shoulders of a few people, but to share it with everyone in the system. This management philosophy, which has been successfully applied especially by the Japanese in industrial organisations, has been widely applied in service enterprises in recent years. Hospitals, supermarkets, transport companies and educational institutions see TQM as an alternative management in order to provide the service they expect to customers in an increasingly competitive environment.

Total Quality and Management in Education

When quality in education is mentioned, it is the appreciation of the education system, its perfection, the knowledge and ability of people to follow innovations. Quality in education is the suitability of education for the purposes of use and the fulfilment of employer demands in the business world after graduation by students; student performance, experience and theoretical and practical knowledge. Quality in education is realised by providing the right education to the right people at the right time, in the right place, with the right training (Bulut et al., 1998).

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Müşteri Kavramı

Customer, Service, goods, etc. who receives and pays a fee in return. The concept of customer, which is mostly used in industry and service sector, is not sufficiently accepted in educational institutions. In response to the necessity of defining students, institutional employees and other dyads as customers, instead of this concept, different concepts such as education buyer, education producer, education provider are proposed according to the position of the customer. Since there is no established concept yet, using the concept of "educational customer" for educational institutions instead of a general concept of customer may perhaps be seen as a solution for now. In educational institutions, students come to mind first as customers. However, according to the understanding of Total Quality Management, the customer is not only the people and organisations outside the workplace who use or consume the goods or services produced and sold. It can be people, employees, managers, departments, departments that work in connection with each other within the workplace. The common point of the definitions related to the concept of customer in Total Quality Management is that customers are considered as internal and external. Internal customers are those who buy products or services within the organisation and external customers are those who buy products or services outside the organisation. (Po\ver. 1996). In any case, the system approach to the educational initiative foresees the systematisation of the process.

The student is the *raison d'être* and basic input of the school. In terms of TQM, the student can be considered as a member (participant), customer and product of the school system. The student is the customer of the school and education. When conceptualised in TQM terms, the student can be considered as both internal and external customer. The educational staff taking part in the school and classroom environment must organise educational experiences that will meet these expectations by taking into account the expectations of the student as a customer.

The student is also a product and output of education. The student has to actively participate in the design and production of the product. It may be possible to evaluate the student as the output of the product. When we evaluate with TQM principles, it is necessary to see the student at the centre of continuous development and quality improvement studies since he/she is involved in the process for a long time.

Teachers are both the customer and the group that manages the process in the education sector. Instructors undertake the most important task in quality improvement studies. The most important of these is to ensure the motivation of students and increase their productivity (Jenkins, 1998). The most important indicator in quality improvement studies is the increase in the number of graduates and the decrease in the dropout rate of students. Another important fact that instructors should not forget is to teach students the philosophy of teamwork and co-operation in the education process and to provide education in accordance with this philosophy.

Another important customer group of the education sector is families (Oblinger, 1998). Families are the group that has to live with this product continuously throughout their lives and endure material and moral sacrifices for the education process. Although not in our country, they are the most important decision-making group in university selection abroad. In Turkey, families are more effective at the orientation stage than at the decision-making stage.

Another customer group, which is seen as the customer of the education sector, but which will give money to the student who graduates from this sector and will enable him/her to do useful work for the society, is the business environment. Although the business environment is one of the most important external customer groups of the education sector, it has the least contribution to the education process.

One of the customer groups of the sector is the society. In short, it is everyone in the society. Because education is not a process of entering and graduating from school. Education is an endless process that starts with the birth of a person and lasts until death.

Customer Satisfaction

In order to understand that a quality education and training service is provided in an educational institution, it is necessary to measure customer satisfaction. In general, surveys and interview questions can be used to determine and measure customer satisfaction.

Customer Satisfaction is an important issue for an educational institution. If we talk especially for the university; In order for students to prefer private and foundation universities, existing students must first be satisfied. If the current students are satisfied, they will somehow tell their environment about their satisfaction. And students who will prefer the university in the new term will be among the universities to be considered by families. Unfortunately, this situation is not valid in many universities. Student satisfaction and complaints are not very important. And in this case, when students express their discomfort on social media, it is a bad advertisement for a university. Customer satisfaction should not be limited only to the education service provided. If we talk about universities in Cyprus; services used by schools, dormitories, accounting and student affairs, such as access to administrative units, etc. situations can be mentioned.

If these are not available, the student first tries to make a lateral transfer. Especially students coming to Cyprus from Turkey, whether they are satisfied or not, they first think of a transfer. When they are not satisfied, they try hard to realise these thoughts. Of course, when these things are not mentioned, students are not automatically dissatisfied.

The following should not be in educational institutions. In order to maintain customer satisfaction, the customer should not have everything he wants. The institution should not disrupt the quality of education.

In terms of Total Quality and Management in Education, William Edwards Deming (2000) examined the basic principles of total quality management and continuous improvement, Joseph M. Juran (1999) presented a solid foundation on quality management practices in the education sector in his quality management handbook, and Philip B. Crosby (1979) focused on the cost of quality and the importance of quality understanding in his study. Furthermore, Alpkan & Bulut (2006) examined the effects of organisational culture on financial performance. Parasuraman, Zeithaml & Berry (1985) tried to put forward a basic model on customer satisfaction and service quality.

Conclusion

Customer concept: It means a person who receives services, goods, etc. and pays a fee in return. Customer concept has an important place in Total Quality Management in education. If the customer is not satisfied, this affects the potential customer. Since there is no customer satisfaction, the mission of the organisation will also be affected by this situation. However, while giving importance to customer satisfaction, the quality of education should not be given up.

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VINCIT QUI SE VINCIT: DISRUPTING HETEROSEXUAL WHITE MALENESS AS A TOOL FOR CULTIVATING CULTURALLY RESPONSIVE SCHOOL LEADERSHIP

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Abstract

The main aim of this study is to explore how school leaders might use disruptive leadership to improve educational opportunities and foster a climate of respect, equity and justice in educational institutions. The paper focused on four post-secondary schools and delineates the extent to which 4 Maltese school leaders were disruptive in creating organisational change and improving student outcomes. As a White male school leader, the researcher delved critically into school leaders' perceptions of how leadership processes are being challenged to embrace the reality of multiculturalism in our Maltese schools. The research is innovative in the way it proposes the disruption of heterosexual White maleness as a tool for cultivating cultural responsiveness in daily leadership praxis, decision making and agentic dispositions. The research also instils a sense of urgency among school leaders to further hone and promote culturally responsive leadership skills.

Culturally responsive leadership, masculinity, Whiteness, students of colour.

Introduction

There is currently renewed interest across disciplines and educational institutions towards “decolonising curriculum and pedagogy” (Shahjahan et al. 2022, 3). There are many aspects to this, from reviewing reading lists to challenging racist underpinnings of assumptions, from deconstructing historical events to more equitable employment policies (Schucan and Pitman 2020). The purpose of the paper is to examine the impact of Whiteness and masculinity on the school leader's enactment of culturally responsive school leadership and seeks to establish how these two factors can contribute towards more equitable schools.

A fundamental principle of ‘deconstructing the curriculum’ is to acknowledge and disrupt power imbalances in the classroom, and this includes talking about hegemonic male whiteness. Various researchers (Atal 2021; Lopez 2014; Applebaum 2011; Lund and Carr 2015; Lund and Carr 2010), argued that whiteness is a universal political project that defends and enforces the racialised social order of white supremacy. In the educational milieu, whiteness is enshrined in invisible social practices that define the social order, and is characterised by collective and deliberate ignorance that fails to acknowledge the conditions for the reproduction of race (Medina 2013). Hence the whiteness of the teaching staff supports the whiteness that pervades curricula, which works in tandem to reinforce the association between whiteness and intellect. This further strengthens the conditions that make racism possible in the educational sector.

Literature Review

The Maltese National Minimum Curriculum (Ministry of Education 1999) places emphasis on the rights of all people to be treated fairly and without any discrimination, irrespective of racial identity, gender, country of origin, political and religious views, skin colour, age and physical or mental ability. It also recognised the concept of identity as being constantly negotiated and renegotiated within a flux of increasingly complex social interactions. This view depicts students as builders of their own identity as it is constantly being shaped in an ambience of acceptance, discussion, critical evaluation and respect. Thirteen years later the Maltese National Curriculum Framework (MEDE 2012) further affirms that all students can learn, grow and experience success by a) respecting diversity in all its forms, b) promoting an inclusive environment and c) ensuring the development of policies and practices that address the individual and specific needs of learners and the learning community. Moreover, it stresses that every student is entitled to a quality educational experience and assisted in developing their potential and achieving personal excellence, thus ensuring a holistic education relevant to life. The framework also insists on the need to develop networks of communication within multilingual contexts, extending beyond school walls, thereby supporting families and the wider community. Eventually, this would stir the need to develop policies and practices that support the specific needs of the learners and their community. These processes can only be effective if educational leaders stir collaborative processes that unite the talents and forces of teachers, students and parents to improve the quality of education.

Khalifa et al. (2016, 1285) determined four components that frame culturally responsive school leadership behaviours. These include 1) critical self-reflection on leadership behaviours, 2) developing culturally responsive educators, 3) developing a culturally responsive school environment and 4) engagement of students, parents, and the community. The first component emphasises culturally responsive school leaders as critical and self-reflective agents that aim to "unearth their personal biases, assumptions, and values that stem from their cultural backgrounds". The second component focuses on developing culturally responsive school leaders that shared a vision for serving diverse students using culturally responsive instruction, and assessment strategies that target the needs of culturally diverse students. The third component emphasises school climate that values the unique contributions of each student. In such environments, diverse students do not see themselves as outcasts in a dominant culture, but rather as community members whose contributions are valued. The fourth component of Culturally Responsive School Leadership bridges the gap between home and school, thereby creating "authentic overlapping school-community spaces" (Khalifa et al. 2016, 1291).

School leaders, shaped by their various experiences, roles, and expertise, are at different points in terms of their racial literacy. Some take it in their stride to work through the incumbencies that dictate their behaviour and actions in executing their noble role. Others are perhaps more observant and take their time, sometimes seemingly *ad infinitum*, to improve confidence and equip themselves with the necessary skills to function effectively in multicultural setups. Similarly, students are also on different points along the racist continuum. For some, male whiteness may come as a surprise since they never experienced racial discrimination or prejudices. They might realise that racism is present along the invisible echelons of their surrounding environments and becomes institutionalised without even noticing (Sue 2013).

Discussions about racism are not uncommon in post-secondary classrooms. Students share experiences while on their work placements that develop into extended discussions about racism and link these experiences to classroom topics. There is, however, a predominant tendency to locate racism 'elsewhere' and it's never "here". However, micro-aggressions do happen in classrooms, in their various forms and faces. Small, seemingly insignificant remarks are fertile ground for heightened racist feelings and experiences which are often challenging to deal with in a classroom. However, such moments can be an opportunity for transformative learning to happen (Fakunle 2021). It, therefore, becomes vital to primarily prevent such incidences from happening by being able to create spaces for learning and discussion.

White students are quick at expressing their wish not to be reproached if they 'accidentally said something racist' and it is exactly during such instances that opportunity knocks for sensible talk about white privilege and white fragility (Di Angelo 2018), and how not to get derailed by a feeling of guilt, shame, and fear. As a white male lecturer in multiethnic setups, I hold what Bondi et al. (2005) call "institutional power" i.e. the 'bestowed authority' of assessing students' work, thus influencing students' module results. This institutional power is further enhanced and enacted through my social identities as a white, straight and middle-class man. To speak about whiteness from the vantage point of a white male perpetuates entrenched power relations (Castagno 2008; Oliver 2021). Hence the study sets up to investigate the following research questions:

- 1) How do White male school leaders engage in critical self-reflection to ensure equitable learning experiences for students of colour?
- 2) What actions do White male school leaders initiate to develop and promote culturally responsive teaching for students of colour?
- 3) In what ways do White and Masculine self-identities influence culturally responsive school leadership for students of colour?

In this research, the term students of colour (SoC) is intended to mean non-white groups, emphasizing common experiences of racism. It includes students who identify as Black or African-American, Asian, and African racial identities.

Methodology

Phenomenological study

A Phenomenological Study is ideal for investigating the experiences of White male school leaders. The study adopts a descriptive phenomenological approach to research which offers an explicit, theoretically based approach that allows a total method for research, and not one just focused on data analysis.

The researcher aims to interpret lived experiences through the lens of the four participants wherein meaning is interpreted through the participants' perspective. Lived experiences shape a person's inner world before s/he has deliberately been reflected upon. These experiences offer a high dose of interpretative characteristics that precede deep reflections (Larkin, Eatough and Osborn 2011). In this study, the phenomena are the lived experiences of

White male school leaders, which also provide the context of the study. The researcher began the study with an open mind, keeping preconceived ideas to a minimum. He relied heavily on dialogic rather than observational interpretations and engaged the four participants in meaningful, respectful, thought-provoking discussions. The qualitative enquiry revealed a number of themes, each associated with the enactment of culturally responsive school leadership (Creswell and Creswell 2018; Bendassolli 2013)..

Participant and setting criteria

The author purposefully chose 4 post-secondary schools which contained a significant number of SoC. The participants were allowed to participate in the study as long as they met the criteria of a) identifying themselves as a White heterosexual male, b) leading a school which hosts SoC, (c) have been holding their current leadership position for the past two years, and (d) acknowledge the importance of culturally responsive school leadership. The author received a positive response for participation from the 4 identified school leaders who voluntarily participated in the study. This aligns well with the recommendation put forward by Creswell and Creswell (2018) who suggested a number between 3-10 for a feasible phenomenological study. The participants signed the required consent forms and were assured that their anonymity would be respected at all times during the research process. They were also assured that their responses to the semi-structured interview would remain highly confidential and that data will be destroyed immediately after the research process.

Paul, Jacob, Colin and Clarence* were interviewed during Summer 2021. All four are White male heterosexual school leaders in a higher educational institution in Malta. All four participants had formal training in Multicultural school leadership designed and conducted by the researcher himself. It must be stated that the interviews reveal participants' self-reported activities as is the evaluation of their activities. Evidence of classroom pedagogical processes is limited to self-reporting and what is detailed in the school development plan document. Khalifa et al.'s (2019) descriptors provided the lens through which the researcher interpreted and discussed each participant's output during the interview. In this research study, a school leader is culturally responsive when he affirms the cultural and academic identities of SoC and takes actions that are conducive to the welfare of students of colour without any detriment to their cultural identities.

Paul identifies himself as a White Maltese male heterosexual serving in a school of approximately 370 students whose ages vary from 16 to 18. Paul revealed that 92% of the students are White while 6% are SoC. Paul describes his school community as a community undergoing a fast demographic shift in population due to the arrival of students from war-torn countries, environmental catastrophes and Malta's economic and social progress in the past 10 years. Jacob carried more than 10 years of leadership experience in an independent postsecondary school. Jacob identifies himself as a middle-class White heterosexual male who serves a post-secondary school of more than 200 students. Jacob says 90% of the students at his school are White, 4% being SoC. All of Jacob's educators are White except for one teacher who is of Arab origin. Colin's experience tallied 6 continuous years of leadership experience in an international postsecondary school. He identifies himself as a middle-class White heterosexual male who serves a population of more than 100 students, 91% of whom are White and 8% being SoC. Clarence was in his 8th year as a leader in an international language school in the academic year 2019-2020. Clarence identifies himself as a middle-class White male, leading a predominantly White school of approximately 150 students at post-secondary level (16+). Only few are SoC. In Clemence's school, all educators are white.

Critical self-reflection and reflexivity

Educational systems around the world are raced, classed, and gendered (Coretta 2010; Cheng 2011; Bozalek 2010). The researcher concurs with this statement and has, for the past 24 years, viewed educational policies, practices, and decision-making with a critical race theory perspective. This culminated into an internal struggle, which led to an inherent understanding of his preconceptions, biases and privileges. The researcher believes that the privilege of being a White male heterosexual school leader working in an independent school spurred his career opportunities and paved the way for increased professional learning opportunities. He affirms that these varied social and professional encounters have expanded his network, and further honed his skills across the different roles as expected from a respected school leader within his community. The researcher also became increasingly conscious that fellow community members perceived him as a school administrator whose professional judgment needs to be accepted without contestation. This unearned heterosexual White male privilege was the subject of deep-seated introspective self-analysis that culminated in an urge to examine through the eyes of school leaders, the long-rooted assumptions that pervade our role as educators, skewing us to enact one decision and not another.

Epistemology of the study

Khalifa (2018, 11) believes that epistemology "is concerned with anything that informs or influences us in how we learn and understand what we believe is real". What the researcher believed to be real was marred by biases

and blindspots. Before embarking on this study, the researcher adopted a schoolcentric epistemology, whereby he asserted "the power to normalize schoolcentric and educator epistemologies in schools, [thus] devalue(ing) and ignore(ing) community-based and Indigenous epistemologies" (Khalifa 2018, 11). The researcher was oblivious to the need of creating classroom space that builds on the cultural baggage of the students and surrounding community and instead opted for a 'one size fits all' lesson on textbook approach. This ingrained attitude was then reflected in lesson planning, lesson delivery, assessment procedures and educational experiences of the students under his care. The researcher observed that student identities were becoming more and more invisible both within pedagogical planning and cross-curricular activities, the reason being that a White schoolcentric epistemology was pervading the cultural makeup of the students. During the interviews, the researcher exercised 'prudence' when elaborating on statements that reinforce White heterosexual male privilege.

Data collection

Data collection involved the use of semi-structured interviews and documentary analysis. An ethics form and interview protocol were set up and constructed conjointly with the research participants. The researcher adopted a phenomenological approach to interviewing and applied questions based on themes of the phenomenon and its clarification. This method of questioning employed descriptive and semi-structural questioning as well as novel use of imaginative variation to recount experiences. Due to Covid restrictions, participants were interviewed virtually. School development plans of the school together with guidance books were analysed using the critical race theory (CRT).

Critical race theory

Critical Race Theory (CRT) centres racism in deeply embedded roots in organisational systems and policies. Hence it counters discourse that situates discrimination and inequalities within the realm of individual behaviours but believes it to be a deliberate, institutionalized, and degrading way of being (Brown and Jackson 2013). CRT argues that racism immobilizes minoritized groups, and consequently provides an unwavering advantage to white people.

Review of school development planning documents consisted mainly of school organisation, school climate and curricular planning, teaching & learning processes, behaviour policies, professional development opportunities, deployment of resources, and culturally responsive pedagogical methods. Through the use of contextual positioning, the researcher positioned the data in a way that identified the key elements relevant to the study, mirroring its scope, positioning it in time, and situating it in the appropriate context. This enhanced the reliability, validity and cogency of data. The interview protocol was piloted with four other school leaders before the actual interviews, allowing for minor adjustments. Findings were also shared back with each participant for feedback, thus enhancing accuracy.

Findings

All four participants acknowledged the power that White privilege exerts on the surrounding school environment. They gave accounts of racial encounters with people of colour and the role these experiences had in shaping their professional lives. They were adamant in their quest to infuse discussions during staff meetings that have equity and fairness as their core theme. Paul, Colin, and Clarence said their staff members have attended social justice training as part of their training portfolio. They also said that few of their educators were implementing curricular changes using a critical lens.

All four participants shared their personal view of how a culturally responsive school should function. Paul, Jacob and Clarence gave tangible evidence of how they challenged inadequate school practices that inadvertently led to exclusionary practices. Paul amended his school dress code using the students' suggestions to enhance inclusivity. The four school leaders actively engage SoC using a school-based epistemology. Paul uses a single method of communication to engage all families at his school while Clarence adopts a mix of email, mobile calls, and short message services to enhance communication with all families. Colin, on the other hand, deliberately schedules individual educational plans (IEP) meetings during evenings, allowing parents increased flexibility to attend. Jacob was the only participant who deliberately included SoC in student representative groups to suggest ideas for school development directly to the school senior management. Clarence says he purposefully includes SoC in group fora, thereby diversifying his communicative network during school evaluation (auditing) processes.

When participants were asked how Whiteness and masculinity influence their ability to support SoC, the words 'privilege' and 'responsibility' came out most often. Paul was eloquent when he spoke of "undeserved credibility" because SoC automatically assume that a White male leader should lead the school. Jacob's White racial self-awareness helped him to become increasingly cognizant and insightful about the relationships between his school's

homogeneous White lecturing staff towards prospective SoC. Colin and Clarence feel obliged to utilise their White heterosexual male privilege to act in favour of SoC.

Paul did not give any details as to how he used White heterosexual male privilege to implement inclusive school policies. Clarence states that he feels obliged to use the power associated with being a White male to assist minoritised students' identities. He sees his whiteness as a barrier to forging meaningful relationships with students of colour and their families so he feels inhibited at providing leadership actions that affirm students of colour. Jacob did not express any intention to nurture personal relationships with SoC but admits that his racial self-awareness was crucial towards enabling effective communication. Jacob says he never enrolled in professional development sessions on culturally responsive education, social justice or multicultural pedagogies, although he did participate in conference sessions on educational management. Colin communicated that he was raised as a White male in a family of a poor low socio-economic status and that he uses this privilege to engage effortlessly with minoritized students.

Paul, Colin and Clarence provided circumstantial accounts of how personal life experiences induced them to self-interrogation of White privilege. They realised that white supremacy is real and not the construction of people of colour. None of the participants interviewed specified how White heterosexual male privilege influenced leadership actions to create a humanising school environment for SoC.

The language used in Colin's school guidebook includes subjective language describing how students should show respect, responsibility, and positive behaviour. Colin showed that SoC are represented on the school's hallway displays. However, Colin hesitates to use engagement strategies specifically tailored for SoC as in his own words 'one student does not represent all students or the whole culture'.

None of the participant's handbooks include systematic policies or practices to create equitable learning experiences for SoC. Instead, the handbooks include statements that support hegemonic strategies that support all students as one hegemonic body. All four participants were in favour of restorative approaches that replace exclusions (Crichlow 2015; Cremin et al., 2013). Clarence also argued that SoC are more likely to receive disciplinary referrals than White middle-class students and therefore the use of restorative practices had a positive impact on all students particularly on SoC.

Data Analysis

Data analysis focused on developing themes generated from qualitative data and discussing them within the context of the conceptual framework. Interviews were recorded and transcribed. Document reviews (School development plans and handbooks) were intertwined with interview data as corroborating or disputing evidence to deepen emerging themes.

Research Question 1: How do White Male School Leaders engage in critical self-reflection to ensure equitable learning experiences for Students of Colour?

Critical Self-reflection on Leadership Behaviours

Paul verbalised his interview on a personal critical self-reflection manner focusing on prejudice and White heterosexual male privilege. He wants to build an inclusive space for all students stressing his belief in "oneness" much "like a family, community, caring and supporting our youngsters, and fostering social, academic, and emotional progress". The school handbook now contains inclusive dress codes with carefully studied revisions of female dress outfits. Paul critically reflected on textbook content and made strong suggestions in favour of diverse texts so students can identify with non-dominant perspectives.

Jacob created a student multicultural group to give more 'voice' in school decision-making. He deliberately included students of colour in the school's multiethnic (mosaic) group after a student focus group conducted a few months back revealed that SoC frequently feel disconnected at his school. The student multiethnic group proposed important school handbook changes for publication in the year 2021-2022 and suggested that discriminatory language based on race, gender, and sexual orientation is specifically termed as "derogatory and divisive".

Colin shared personal critical reflection when he recognised the negative impact of daily microaggressions experienced by students of colour. To help combat this, he initiated a student advisory group so that students have more impact on school decision-making. He gave priority to minoritized student voice by deliberately including SoC in the student's advisory group after student focus group discussions revealed that SoC are feeling disengaged. The students' advisory group proposed to specifically write that discriminatory language based on race, gender, and sexual orientation is prohibited in the school.

Clarence also shared a personal critical reflection on the effect of privilege on his school experiences and how the participation in two social justice courses was an eye-opener towards ensuring that students feel "appreciated, taken care of, and feeling safe". Clarence displayed content critical reflection by convincingly conveying the importance of a) training educators in social justice issues, b) upon consent from educators, conducting classroom visits and evaluating pedagogical objectives using a social justice lens, c) setting up hallway displays featuring people of colour as heroes and d) advocates for racially diverse texts in the classroom and school libraries. Clarence did not deliberately seek the input of SoC to improve the academic performance of the school. Instead, he insists on a collective effort that sustains a proactive image of a diverse high functioning school.

Research Question 2: What actions do White male school leaders initiate to develop and promote culturally responsive teaching for Students of Colour?

Developing Culturally Responsive Teachers

Six of Paul's teaching staff have attended one or more social justice professional development courses. During classroom observations, Paul looks for pedagogical practices that included project-based learning and erected posters of these projects in the school hall and on social media. His initiatives extended beyond his academic staff and included support and ancillary staff.

During the scholastic year 2019-20, Jacob focused on professional development sessions that targeted social-emotional learning. While doing classroom visits, he identifies aspects of critical and creative thinking, and mutual collaboration amongst students. He wants educators to differentiate instruction, and provide students with opportunities to verbalise their learning and adopt a variety of learning tasks. Jacob's staff is revisiting diversity, equity, and inclusion professional development in the 2019-2020 school year.

Colin wants all of his educators to attend modules on social justice training and, in fact, around 40% of Colin's educators have already attended such courses. He also invites educators to select textbooks and online media that feature diverse characters.

Clarence says that his management team is informally discussing the school dress code. He says "We have been sensitive to race and also gender issues and discovered certain patterns that pertain to students of colour, especially during particular times of the year such as festivities etc". He did not elaborate on this but stressed the need for students to identify with a group, particularly if they are a student of colour. He also acknowledges that SoC perform academically lower at his school so he informally appointed one of his assistant heads to serve as a liaison person for these students. Clarence does not solicit the input of SoC to improve his school but seeks to be personally responsible for being approachable and accessible. Clarence says that he immersed himself in a deep understanding of Whiteness and racism by reading authors of colour and engaging in class discussions. He exclaims:

Vincit qui se vincit! [He conquers who conquers himself] - there needs to be a lot more work to understand the concept of White privilege and what it means to have a White heterosexual male in a position of leadership.

This phrase in Latin struck me as it showed humility coupled with a strong desire towards improvement in multiethnic awareness both for himself and for the students he and his colleagues serve. At the time of writing this research study, Clarence was composing a draft of the new code of conduct for students with a set of expected student behaviours inextricably linked with human rights, politeness, cooperation and collaboration, the development of self and social identity and the maintenance of a physical and psychologically safe environment. It also included consequences for showing disrespect to fellow students, verbal and sexual harassment, bullying, and physical and racial abuse. The school dress code contained examples of inappropriate dress and provided school administrators with the tools to effectively address inappropriate attire. In order to raise racial self-awareness, he makes numerous attempts to initiate discussions on the intersections between race and class. Clarence said there are only a few educators in his school who have participated in inset courses with justice and equity as the core theme.

A Culturally Responsive School Environment

Paul and Jacob challenged exclusionary school policies by including remedial practices in the school's code of behaviour, reviewing the mobile phone policy, lateness, and dress code policies. The guidebook now includes both direct exclusionary practices (eg. for serious disciplinary transgressions) and recognition of achievements (eg. a certificate for kindness). He also gave prominence to a student-made class mural on a hallway wall.

Colin portrays himself as a model for inclusiveness by creating school environments where SoC can flourish. He gave particular importance to multicultural books in the library, posters in corridors, and more equitable student placement practices. His school has a foyer display that displayed past and contemporary minoritized populations.

Engaging students of colour

Paul adopts a school-centric epistemology and uses the same communication methods to engage all students. SoC participate in at-risk school intervention programs but does not solicit their advice on school improvement. Paul posts images of students on social media, showing school activities, student achievements, and sports activities. His social media posts show links between the school and the outside community.

Using students' voice, Jacob stepped up efforts to further enhance the inclusion of SoC in his school's student advisory group in response to feedback emanating from students participation in focus group discussions. Feedback showed that SoC feel isolated and not connected at his school. Jacob believes that the student diversity group needs to be empowered to take decisions and propose changes in the discriminatory language section in the school guidance book for the upcoming year.

Focus on internal school communication

Clarence uses a variety of communication methods such as emails, phone calls and text messages—to ensure all families are up-to-date school information. The school guidebook provides space for parents to complete a volunteer form prior to volunteering at the school. Clarence includes SoC in diverse student focus groups.

Research Question 3:

In what ways do White and Masculine self-identities influence culturally responsive school leadership for students of colour?

The influence that Whiteness and masculinity exert on culturally responsive school leadership is examined by how participants perceive White heterosexual male privilege as supportive of the promotion of inclusive school environments for students of colour and students. Therefore, leadership practices that create inclusive school environments respect minoritized students' academic and cultural identities.

Paul believes that he enjoys *unearned credibility*. He suspects that families of colour assume to see a White male leader at the helm of the school and this does not help him support SoC. Instead, he believes that the way he presents himself, his demeanour and speech adaptations are instrumental towards forging excellent connections with students of low socioeconomic status.

Jacob believes that his whiteness helps him to connect with families of colour visiting his school. He verbalised that working in a school where staff is predominantly White, actually hinders his quest of being culturally responsive to SoC as this limits his interaction with them. Jacob sees no difference in how being a White male influence his ability to support SoC. He explains that it has always been a personal mission to educate students at risk.

Clarence and Colin said that it is a moral obligation to support SoC by using their influence as a White males. They believe that fostering relationships with SoC would have been much easier if they were themselves SoC. To make up for this, they built particular relationships with SoC by sharing his personal data. They both found this method to be particularly successful at strengthening rapport between students and overcoming possible negative perceptions associated with the, being White male school leaders.

Discussion

Participant History and Epistemological Bias

Participants clearly showed what influenced their epistemological bias by explaining the privileges earned from being White heterosexual males. Jacob displayed critical consciousness by engaging with families of colour and speaking about the cultural deficiencies of largely homogeneous White school populations. Paul and Colin showed deep personal reflections by identifying bias and participating in training courses incorporating justice and equity components.

Colin held discussions with families of colour and their community leaders to help him gain insight into how to advocate for minoritised students. In his own words, we need to be constantly vigilant on what our families of colour are telling us, through conversations, media, expressive arts ... in other words real and factual inclusion. Given that inherent power and privilege pervades White male school leadership processes, deep critical reflection opportunities are needed to assist leaders in restoring student identities, thus mitigating against sociocultural barriers. Smiley and Helfenbein (2011) caution us of the "messiah mentality" and the "White Saviour complex"

ie the proclivity of wanting to help others without accepting guidance from those that need help. These complexes fossilise racist school leadership practices by devaluing minoritized students' background, interests and their social and cultural capital.

Participants enacted changes in the curriculum and sought intentional grouping so that students of colour identify with people like themselves in the school environment. The displays on the school hall's noticeboard are an act of decolonization as they enliven the narratives and experiences of SoC. Colin intentionally groups SoC with other SoC, also citing the students' own words "I love it when somebody looks like me in my classroom". Colin's response suggests some students of colour request to be placed in classrooms where there are others like them. Honouring SoC's request affirms the self-efficacy of the school leader to cause meaningful change along the student's journey. Moreover, placing SoC in classrooms with other SoC is an act of humanisation and facilitates the development of peer networks.

Personal Growth

Knowing about culturally responsive school leadership behaviours in action is not identical to putting those behaviours into action. After completing the study, I feel more confident in the understanding of my White male identity and how it influenced and is still influencing my behaviour.

The four participants in the study were skilled at developing welcoming and inclusive schools, yet enacted traditional, outdated, colonising, exclusionary, and repressive leadership practices. The leadership actions described in the study are but few attempts from a range of culturally responsive repertoire that maintain White sociocultural norms and fall short of the required actions to humanise SoC.

There was clear evidence of culturally responsive school leadership behaviour, but participants' attempts to be culturally responsive (e.g., diverse texts in classroom libraries, and hallway displays) are essentially superficial inclusive practices. Depicting Whiteness as the norm in an attempt to help teachers serve SoC is counterproductive. Centring Whiteness dehumanises minoritised student identities. The culturally responsive school leadership actions described in the study were inadequate and insufficient. Participants acknowledged White privilege in self-reflection but fell short of challenging White epistemology.

Two participants felt morally compelled to use their privilege to protect SoC and economically disadvantaged students' identities. This sense of moral duty seemed to have superseded the Messiah mentality (Green and Dantley, 2013). Culturally responsive school leaders are sensitive to the cultural capital of minoritized students and seek to celebrate and view it as a treasure that makes the school environment more complete. None of the participants planned beforehand to celebrate SoC or economically disadvantaged students' cultural capital. Moreover, one participant reported that his school staff tended to have low expectations, devalued and dehumanised, economically disadvantaged students.

The study disturbs White male school leaders' engagement with SoC, in homogenous, White postsecondary settings. One participant provided SoC with a powerful voice that shaped school policy and inclusionary practices among different student groups. He provided disadvantaged student groups with means of direct contact with the school administration. Participants opted for school-based methods to engage families of colour. However, they fell short of adopting intentional structures for families of colour that raise their voices to shape ensuing school practices and policies. None of the participants was able to tap into historical knowledge, oral history, ancestral knowledge and ancient wisdom of families of colour to develop culturally responsive school environments. Consequently, none of the participants was effective in truly engaging families of colour, towards becoming a functional group of individuals free from oppression, and skilful enough to forge their own living, thus fulfilling their aspirations and dreams. Participants were reluctant towards implementing deliberate engagement opportunities for minoritized families. Fear of tokenizing should not prevent school leaders from planning intentional engagement.

Participants did share sporadic instances of students' acts of racism. However, they were hesitant to acknowledge biased and racist school practices and policies. They showed no evidence of placing race at the core of their leadership processes and in personal critical reflection. School leaders need to disrupt racism by intentionally including SoC students when reviewing their school policies. They also need to use equity audits that exercise scrutiny on practices with a critical race and social class lens.

There was some evidence of school leaders making attempts to push against oppression, but their attempts were short of being systematic, institutionalized, and sustained actions that are needed to dismantle domineering school practices. Educational leadership programs should train school administrators to interrupt racism, resist White

supremacy, and disrupt colonising school practices. The relationship between White male privilege and the messiah mentality needs to be constantly under the critical lens (Green and Dantley 2013) and must be constantly studied and discussed in national and international fora. Participants recognised that White male privilege could be used as a tool for identifying blind spots and recognising biases. However, they fell short of explaining how this can be enacted. Trainers in educational leadership programs need to direct White male students from simply acknowledging White privilege, to understanding how their roles contribute to perpetuating White supremacist educational practices.

Educational leadership trainers need to shift their focus from an educational system geared at achieving academic results to one that places students and their community at the very core of leadership and management activities. Participants were unable to see how their epistemological lynchpins guided their leadership style and the effect of Whiteness and masculinity on their neglect of community-based epistemologies. Educational leadership mentors must assist aspiring school leaders in the investigation, appreciation, and integration of community-based epistemologies in leadership decision-making. The study is innovative in that it infuses critical race theory with culturally responsive school leadership theory in a conceptual framework. The use of Critical Race Theory and culturally responsive school leadership theory were instrumental towards evaluating school guidebook policies, identifying discriminating school policies, and scrutinising school leadership practices.

Conclusions, recommendations, and implications for future research

The study shows that culturally responsive leadership is an effective strategy against racism. Racism can be disrupted in school settings when school principals deliberately enact culturally responsive school leadership and reject traditional school leadership practices. The research informs the pedagogical choices of practising White male school leaders in the mission to enact culturally responsive school leadership. The participants' explanation of white male identity was devoid of any real introspective examination of oneself. Instead, they constructed their own versions of inclusive schools whilst broadly enacting traditional, exclusionary, and oppressive leadership practices that fall short of a culturally responsive repertoire

Participants maintained White sociocultural norms, thus falling short of the necessary actions that humanize SoC and other marginalised student groups. Attempts towards culturally responsive inclusive practices were limited to the introduction of diverse texts in classroom libraries and foyer displays. Centring Whiteness dehumanizes minoritized student identities. Participants recognised White privilege as shaping their actions as school leaders, however, they were unable to criticise White epistemology. None of the participants recognised that his actions maintained White supremacy. However, two participants felt obliged to use their White privilege to protect SoC and minoritized students thus yielding more towards the messiah mentality.

It is a moral duty for culturally responsive school leaders to recognize, include and celebrate include minoritized students' cultural capital in the school environment. One participant took bold steps towards providing SoC students and economically disadvantaged students a powerful voice in determining school policy by including student groups with direct access to school administration. All four participants were not aware of community-based knowledge of SoC and economically disadvantaged families in developing culturally responsive school practices and consequently were not in a position to recraft and relive their own position. Fear of tokenising SoC should not prevent school leaders from intentional engagement.

Evidence suggests that participants made attempts to push against oppression but fell short of being systematic, institutionalized, and sustained actions that aim to dismantle oppressive school practices. Participants were not able to explain how White heterosexual male privilege influenced leadership practices. Educational leadership programs need to expose aspiring school leaders to epistemologies based on community frameworks so that they experience first-hand the wealth that ancestral knowledge brings to leadership praxis. School leaders need to be equipped to resist school-centric epistemologies and create novel approaches by linking critical race theory with culturally responsive school leadership theory. These two connected together, provide the lens through which one can examine interview responses, school handbook policies and other media. Counter story-telling can also be used as a tool for formulating school policies and practices.

Future research could delve into the motivational aspects to prompt specific leadership actions, epistemologies, and discussions on racial identity development. Equity audits using student and community voice are vital towards revealing how school policies and practices are culturally responsive. No participant explicitly reported that SoC were over-represented in disciplinary referrals. Hence quantitative data detailing student discipline, and the impact of specific culturally responsive school leadership practices would need to be researched. The study limited investigation to White male leadership practices for SoC and did not include other minoritized populations. Moreover, participants were exclusively White males, so the analysis was limited to a group of individuals sharing

more or less the same level of privileges. Other studies could include other intersectionalities such as White female school leaders being privileged by race, but not gender.

Limitations of the study

The results are restricted to White heterosexual male school leaders and therefore cannot be extended to other viewpoints or situations. Being a heterosexual White male researcher contributed to building a strong rapport with the school leaders. This, however, might have conditioned the participants to respond the researcher wished they would respond. Moreover, the fact that participants identified themselves as White heterosexual males might have channelled them to use language to describe culturally responsive school leadership actions.

* Not their real names

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