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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.

TOJNED and Sakarya University will organize the INTE-2024 ([www.int-e.net](http://www.int-e.net)) in August 2024 in Boston, USA.

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## COMPARATIVE ANALYSIS OF JOB SATISFACTION AMONG STATE AND PRIVATE SECONDARY SCHOOL TEACHERS IN LIBYA

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### ABSTRACT

This study investigates the factors influencing job satisfaction among secondary school teachers in Libya, differentiating between state and private school contexts. Utilizing content analysis of teacher responses, distinct themes emerge, encompassing financial concerns, working conditions, colleague relationships, and the administration's role. State teachers emphasize challenges with low salaries and unsupportive environments, while private teachers highlight positive aspects such as travel opportunities and recognition. Skepticism about the administration's effectiveness is expressed by state teachers, contrasting with the importance of positive engagement for private teachers. The findings reveal nuanced differences in perceptions and point to areas requiring attention for enhancing overall teacher job satisfaction in Libya.

**Keywords:** Job Satisfaction, Secondary School Teachers, State and Private Schools, Comparative Analysis, Libya Education.

### INTRODUCTION

Currently, education holds significant importance as it serves as a crucial catalyst for economic and human resource development. The teaching profession and educators play a pivotal role, akin to an axle in the educational wheel, shaping and managing the entire education system. The effectiveness of a teacher directly influences the quality of the education system. Additionally, a teacher's supportive demeanor during teaching, coupled with a high level of inspiration, influences their positive perception of the learning environment.

### JOB SATISFACTION

Ensuring job satisfaction and motivation is crucial for the sustained advancement of any global education system. Job satisfaction refers to the positive emotions and attitudes that employees hold toward their work. When individuals express high job satisfaction, it signifies their genuine enjoyment of their tasks, a positive emotional state, and a recognition of the significance of their contributions. Job satisfaction plays a pivotal role in influencing employees' performance and is shaped by their perceptions of the workplace.

### PERFORMANCE OF EDUCATORS

It is widely acknowledged that the effectiveness of teachers significantly influences student learning and accomplishments. Various factors impact the performance of educators, with job satisfaction and motivation being crucial elements. These factors serve as vital tools and potential contributors to educational success, exerting a profound influence on academic performance. Job satisfaction and motivation are closely linked to the collaboration of work values, organizational commitment, working conditions, and the fulfillment of special needs. These aspects are interconnected and represent the most significant variables affecting both teachers and the broader community. If teachers experience dissatisfaction with their work values, organizational commitment, and working environment, they will struggle to fulfill their responsibilities adequately.

### THE SIGNIFICANCE OF MOTIVATION IN PERFORMANCE

The significance of motivation in performance is pivotal, impacting every individual both internally and externally. It encompasses five crucial factors: commitment, environment, goals, equipment, and temperament. Motivation shapes behavior, leading individuals to deliver commendable performances and contribute to goal achievement when they are motivated. In the realm of education, motivation takes on a multifaceted form, closely connected to both learning and academic motivation.

### LEVELS OF SCHOOL IN LIBYA EDUCATIONAL SYSTEM

The Libyan education system comprises various levels, with both public and private institutions contributing significantly to its development. These levels include Preschool/Kindergarten, Primary Education, Primary Education, as well as Higher Education. Currently, the education system in Libya is structured to encompass these diverse educational stages.

### RESEARCH QUESTIONS

What factors primarily influence job satisfaction among state secondary school teachers in Libya?

What key factors contribute to job satisfaction among private secondary school teachers in Libya?

How do perceptions of job satisfaction differ between state and private school teachers in Libya?

What areas within state and private school contexts may require attention to enhance overall teacher job satisfaction?



## LITERATURE REVIEW

In a study by Xu, Y et al. (2022), it was discovered that a significant correlation exists between intrinsic motivational factors, such as recognition, the nature of the work itself, opportunities for advancement, professional growth, responsibility, positive feelings about the organization, and employee satisfaction. However, no notable relationship was identified between extrinsic (hygiene) factors and employee job satisfaction. The research observed higher job satisfaction among employees in the treasury department compared to those in the examination and student registration departments. Additionally, there was no significant difference in job satisfaction between permanent and temporary employees.

Abdullah Muhammad Madi et al. (2009) found in their study that secondary school teachers generally express satisfaction with their teaching jobs. However, dissatisfaction with the teaching profession was noted among teachers in the country. Secondary school teachers specifically indicated dissatisfaction with their pay and working conditions. The study suggested that schools should be equipped with satisfactory facilities and teaching materials to enhance the efficiency of teachers in their roles.

Rahim Nadia et al. (2013) reported that while the first four variables positively and significantly influenced job satisfaction (working conditions, principal's leadership style, collegial support, monetary rewards, and career advancement), no significant relationship was established between work load and autonomy. These positive variables were identified as contributors to increased job satisfaction, leading to the development of organizational citizenship behavior among teachers.

Suki and Suki (2011) investigated the impact of gender on employee perception of job satisfaction and organizational commitment, revealing that gender had no significant effect on these perceptions. Men and women were found to have similar levels of organizational commitment.

Ghosh Smritikana Mitra's study (2015) showed no significant difference in job satisfaction between urban and rural secondary school teachers. However, urban female secondary school teachers exhibited higher satisfaction than their rural counterparts. A significant difference in job satisfaction was noted between self-financed and government secondary school teachers.

Zilli and Zahoor (2013) conducted a study on organizational commitment among male and female higher education teachers, finding that females had a significantly higher level of organizational commitment.

Silman et al. (2021) investigated the perspectives of elementary school teachers in North and South Cyprus regarding Teachers' Unions.

## METHODOLOGY

### RESEARCH MODEL

This study was structured as a comparative case study. In adopting a qualitative research approach, the active involvement of the researcher in the process, a setting conducive to natural data collection, flexibility in the research model, a comprehensive evaluation, an in-depth analysis of perspectives, and an inductive standpoint were deemed essential (Yıldırım & Şimşek, 2013). While the use of comparative case study approaches in qualitative research is well-established, they are particularly employed to examine similarities and differences among two or more cases in intercultural studies within societies, aiming to define and elucidate these distinctions. Comparative case studies prove effective in gaining profound insights into fundamental issues in various countries globally, explaining novel concepts, addressing potential gaps in data, and unveiling hitherto unseen facets, thereby broadening perspectives (Balcı, 2013). In this study, the cases under comparison are teachers from private schools and state schools in Libya.

### SAMPLE OF RESEARCH

The research sample for this study consists of a total of 9 participants, comprising 5 teachers from state schools and 4 teachers from private schools in Libya. The selection of participants for this study was conducted through a "convenience sampling" method, considering the practicality and accessibility of teachers working in diverse regions across the country. This approach allows for a varied representation of perspectives and experiences within the educational landscape of Libya. By including teachers from both state and private schools, the study aims to capture a comprehensive view of the educational environment, drawing insights from the distinctive contexts and dynamics present in each type of institution. The diverse backgrounds of the selected participants contribute to the richness and depth of the research findings, enhancing the overall understanding of the factors influencing teachers in different educational settings within Libya.

## **DATA COLLECTION**

This qualitative research utilizes in-depth interviews as the primary data collection method. Participants include secondary school teachers from both state-run and private institutions in Libya. The interview questions are designed to explore factors influencing job satisfaction, areas requiring attention, and the impact of the working environment on teacher performance. Online semi-structured interviews were conducted via video conferencing platforms to explore teachers' experiences and perceptions of job satisfaction. Participants' consent was obtained, and interviews will be securely stored for transcription and analysis.

## **ANALYSIS OF DATA**

Data analysis was conducted using the "content analysis" technique, following the four phases outlined by Miles and Huberman (1994). These phases involve separating content into codes, identifying themes by analyzing these codes, unifying codes and themes through examination, and interpreting findings by documenting them. Initially, the information gathered from interviews was transcribed and prepared for analysis with the intention of assigning codes. The written content was then organized to create coherent and meaningful categories. To ensure anonymity, each teacher in the study was assigned a numeric identifier, and names were concealed. Libyan private school teachers were labeled as "PT-1", "PT-2", and so on while Libyan state school teachers were denoted as "ST-1", "ST-2", and so on. Quotations representing the opinions of participating teachers were included in the presentation of findings to enhance the research's validity.

## **FINDINGS**

The examination of responses from both state and private secondary school teachers in Libya as presented in Appendix-1 below reveals critical insights into their job satisfaction and the factors influencing their professional experiences. The analysis, organized into distinct themes, sheds light on shared concerns and nuanced differences between the two sectors.

### **STATE TEACHERS' JOB SATISFACTION ANALYSIS**

#### **Negative Factors:**

**Low Salaries:** State teachers express dissatisfaction with low salaries, highlighting it as a significant factor affecting job satisfaction.

**Overcrowded Classes:** Overcrowded classes are emphasized as a negative factor, impacting the teaching environment and potentially hindering effective education.

#### **Positive Factors:**

**Positive Relationships with Colleagues:** Good relationships with colleagues are noted as a motivating factor, indicating the importance of a supportive and cooperative work environment.

**Changing Students' Levels:** Positive experiences include witnessing improvement in students' language skills, suggesting that student success contributes to job satisfaction.

#### **Psychological Impact:**

Teachers mention that the mood is amazing when working as an English teacher because teaching is seen as a hobby and enjoyable. This suggests a positive psychological impact associated with the intrinsic enjoyment of the subject matter.

#### **Overcoming Negative Feelings:**

Strategies to overcome negative feelings include trying not to be affected by negative factors, maintaining inner motivation and satisfaction, and encouraging optimism. This reflects resilience and a proactive approach to managing challenges.

#### **Professional Development and Resources:**

Teachers highlight the importance of professional development, suggesting that it can have a positive impact on job satisfaction. However, concerns about the lack of resources, such as teaching materials and aids, are also mentioned.

#### **Colleague Relationships:**

Teachers acknowledge the negative impact of some colleagues' negative attitudes toward each other. Positive relationships with colleagues are considered essential for job satisfaction.

#### **Administration's Role:**

Teachers express skepticism about the effectiveness of the current administration, suggesting a perception that the administration may not be adequately addressing concerns related to job satisfaction.

### **Suggestions for Improvement:**

Teachers suggest that improvements could be made by addressing issues such as low salaries, overcrowded classes, and an unsupportive school environment. There is a desire for increased support and resources to enhance the overall teaching environment.

## **PRIVATE TEACHERS' JOB SATISFACTION ANALYSIS**

### **Negative Factors:**

**Salary Concerns:** Similar to state teachers, private teachers mention salary-related issues. They express discomfort from earning low salaries, indicating that inadequate compensation negatively affects job satisfaction.

### **Positive Factors:**

**Travel and Benefits:** Private teachers mention advantages such as travel opportunities and other benefits for hardworking employees. These positive aspects contribute to job satisfaction.

### **Psychological Impact:**

**Self-Confidence and Trust:** Private teachers emphasize the importance of self-confidence and trust in Allah as positive factors that contribute to motivation. This suggests a psychological boost from personal beliefs and confidence.

### **Overcoming Negative Feelings:**

**Reminding Oneself of Experience:** Similar to state teachers, private teachers try to overcome negative feelings by reminding themselves that gaining experience can be more important than money.

### **Professional Development and Resources:**

**Lack of Resources:** Private teachers do not explicitly mention a lack of resources but emphasize the need for technology in education. It implies a potential concern about the availability of modern tools and resources for effective teaching.

### **Colleague Relationships:**

**Positive Relationships and Cooperation:** Private teachers highlight positive aspects such as colleagues' positive attitudes, cooperation, and the successful results of work on students' language skills. Positive colleague relationships contribute positively to job satisfaction.

### **Administration's Role:**

**Recognition and Benefits:** Private teachers suggest that administration should recognize and reward efforts and mention the importance of positive energy, respect, and support from the administration.

### **Suggestions for Improvement:**

Private teachers suggest that providing benefits such as travel opportunities and phone credit packages can contribute to job satisfaction. Recognition and rewards for teacher achievements are also emphasized.

Comparative Analysis of Job Satisfaction among State and Private Secondary School Teachers in Libya using Content Analysis Technique:

### **Commonalities:**

Both state and private teachers express concerns about low salaries, suggesting that financial compensation is a universal challenge.

Positive relationships with colleagues are considered important for job satisfaction in both sectors.

Professional development is valued in both sectors, although concerns about resource availability differ slightly.

### **Differences:**

State teachers emphasize challenges related to overcrowded classes and an unsupportive school environment, while private teachers focus on benefits and positive support from the administration.

State teachers express skepticism about the effectiveness of the administration, while private teachers emphasize the importance of recognition and rewards.

Factors Influencing Job Satisfaction among State Secondary School Teachers in Libya:

Among state secondary school teachers in Libya, job satisfaction is predominantly influenced by financial factors. Teachers express dissatisfaction with low salaries, emphasizing the significant impact on motivation and enthusiasm for their work (ST-1). Additionally, challenges related to working conditions, such as overcrowded classes and an unsupportive school environment, contribute to diminished job satisfaction (ST-1). On a positive note, teachers highlight the importance of good relationships with colleagues and the gratification derived from witnessing improvements in students' language skills as factors that positively influence job satisfaction (ST-1).

#### **Key Factors Contributing to Job Satisfaction among Private Secondary School Teachers in Libya:**

Private secondary school teachers in Libya cite various factors contributing to their job satisfaction. Travel opportunities and benefits for hardworking employees are emphasized, providing positive incentives for job satisfaction (PT-2). Positive relationships with colleagues, self-confidence, and trust are also highlighted as crucial elements (PT-2). Despite concerns about salaries, private teachers find motivation in recognizing successful outcomes in students' language skills and the positive attitudes of colleagues (PT-2). The administration's role in providing recognition and support is underscored as a key factor contributing to job satisfaction (PT-2).

#### **Perceptions of Job Satisfaction Differences between State and Private School Teachers in Libya:**

Perceptions of job satisfaction between state and private school teachers in Libya reveal nuanced differences. State teachers express skepticism about the effectiveness of the current administration in addressing their concerns, signaling a potential gap in communication and collaboration (ST-1). They emphasize challenges related to working conditions, while private teachers, while acknowledging salary concerns, focus on positive aspects such as travel opportunities and positive relationships with colleagues (PT-2). Private teachers also highlight the importance of recognition and support from the administration in contributing to their overall job satisfaction (PT-2).

#### **Areas Requiring Attention to Enhance Overall Teacher Job Satisfaction:**

To enhance overall teacher job satisfaction in Libya, specific areas require attention based on teachers' responses. Addressing concerns related to low salaries is crucial, as highlighted by both state and private teachers (ST-1, PT-2). Improving working conditions, particularly addressing challenges related to overcrowded classes and fostering a more supportive school environment, is essential for state teachers (ST-1). Engaging the administration positively is crucial for private teachers, emphasizing the need for recognition, support, and positive energy from the administrative level (PT-2). Ongoing professional development opportunities and support for growth, as well as fostering positive relationships with colleagues, are common themes across both state and private teachers' responses (ST-1, PT-2).

### **DISCUSSION**

The findings align with established research on teacher job satisfaction. Similar to existing literature (Bogler, R. 2001), financial concerns, particularly dissatisfaction with low salaries, emerge as significant contributors to teacher discontent.

Our findings are also in line with that of Mohamed and Demirel (Mohamed, T. & Demirel, Y. 2020) that expresses dissatisfaction as a result of stress

Positive colleague relationships, a consistent theme in workplace satisfaction studies (Le Floch, B., et al., 2019), are highlighted as motivating factors. The importance of professional development in enhancing job satisfaction aligns with broader research emphasizing ongoing training opportunities (Hanushek et al., 2004).

### **CONCLUSION**

While state and private teachers in Libya share common concerns about low salaries and value positive relationships, there are nuanced differences in the challenges and priorities highlighted. Addressing these concerns can contribute to improved job satisfaction in both sectors, with potential variations in the strategies needed for enhancement.

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Appendix 1

<b>ST-5</b>	Some students' motivation and negative attitude toward learning foreign language. Some colleagues' negative attitude toward each other. Lack of teaching materials and aids.	Appreciation of my effort by superiors. Some colleagues' positive attitude and cooperation. The successful result of my work on my students' language skills.	I try not to be affected by the negative ones and try to have inner motivation and satisfaction to do my job properly. However, it affects me when I observe inequality between colleagues. The positive factors certainly have a positive impact to motivate me to do my best.
<b>ST-4</b>	Too much job	One of the advantages of my job is that it grants travel and beautiful benefits to the hardworking employee, as well as	It keeps me motivated.
<b>ST-3</b>	In general, there are no specific factors	For example, but not limited to money, the first purpose is to obtain a monthly	Providing a pension on a monthly basis that is equivalent to a living will not make you
<b>ST-2</b>	Lack of salary, overcrowded classes, and an unsupportive	Positive factors include parental involvement and support, while	Negative factors lead to feelings of isolation, anxiety, helplessness, decreased motivation, and
<b>PT-4</b>	The bad idea about English e.g. it's impossible to understand it, it's a hard subject. So I am trying to	Changing the level of my students, like being better than before.	My mood is amazing when I work as an English teacher because it's my hobby, and I am enjoying during teaching.
<b>PT-3</b>	Money, everyone, not just myself, can feel discomfort from earning low salaries. Receiving less than what I	Work environment. I have a good relationship with my colleagues, and that is what makes me want to continue in this job despite having low salaries	As I said, the first one (money) makes me demotivated to work hard, while the second one (work environment) motivates me to keep working
<b>ST-1</b>	Shortening time, lack of material, and overloaded students at class. The crowd	Self-confidence and trust in Allah are the most positive factors.	They keep me motivated.
<b>PT-2</b>	Currently, I do not believe that there are any factors that	One of the advantages of my job is that it grants travel and beautiful benefits to	If the factors are positive, they will raise the ceiling of work and motivation more and make
<b>PT-1</b>	Too much job	Technology	Stress
<b>Question</b>	<b>1a. What factors of your current job do you think negatively affect your</b>	<b>1b. What factors of your current job do you think positively affect your overall job satisfaction?</b>	<b>1c. How do these factors affect your psychology?</b>



<b>ST-5</b>	Motivate and encourage myself to be optimistic and positively motivated to convey that in my teaching, which is worth rewarding in terms of keeping students motivated to learn best and providing a safe class	Yes, once all teachers in my school were required to bring up our teaching materials for assessment. My material was highly appreciated, enhancing my confidence and motivation.	Sometimes, teaching materials and books for some courses aren't available, and facilities and aids are lacking. It's crucial to be trained to work with colleagues as a team to support and help each other.
<b>ST-4</b>	Just trying to remind myself that gaining experience can be more important than money.	Positively when my students tell me we did well in the exam. Negatively when I feel they unfocused with me during my lessons; they think about other	Increased access to information, training feedback, and collaboration.
<b>ST-3</b>	Sports like running and playing football	No, not in public	For example, providing medical insurance and providing modern
<b>ST-2</b>	Steps include building connections with supportive	Positive experiences include parental involvement, while negative experiences involve dismissive	Increased access to information, training feedback, and collaboration.
<b>PT-4</b>	Sport like running, playing football, the salary at the end of the month.	Positively when my students tell me we did well in the exam. Negatively when I feel they are unfocused during my lessons and think about other things	We need to use technology to make everything easy for them that will help me to teach all four skills (listening, reading, writing, speaking)
<b>PT-3</b>	Just trying to remind myself that gaining experience can be more important than money.	As a teacher in a private school, I remember one day I decided to speak with the manager about my salary to be increased; he refused, so I decided to quit that job despite having a good relationship	Again, money can increase the work quality of all the teachers, not just me.
<b>ST-1</b>	Just seeing the achievement of most students.	As a public school teacher, when students participate positively in my class and their tests are good, that is the most positive experience I have	Paying attention to the practical aspect of language teaching, reducing the number of students in classes, and
<b>PT-2</b>	By writing everything negative on a white piece of	I did not work as a teacher in private or public schools	To learn a lot about the cultures of other countries and expand my knowledge
<b>PT-1</b>	Nothing special	Yes	Teaching resources
<b>Question</b>	<b>1d. What do you do to overcome your negative feelings?</b>	<b>1e. Can you share specific experiences or instances that have positively and negatively impacted your job satisfaction as a private and</b>	<b>2a. In your opinion, what specific aspects of your current job might require attention to improve your</b>

<b>ST-5</b>	Providing authentic and various teaching materials and aids. Giving professional training and seminars for teachers to improve teaching quality. Rewarding well-performed teachers.	Having regular training sessions for teachers (professional development chances) and rewarding them for their good performance and participation.	Professional development is important for teachers to be updated, reflecting on their teaching. Frequent opportunities for professional development can positively impact job satisfaction.
<b>ST-4</b>	The administration, in its current work, does not have individual powers that are subordinate to the education controller, who in turn is subordinate to a	I think there are many policies, such as increasing teacher pay and benefits, increasing teacher autonomy and decision-making power, and	Professional development opportunities are crucial for job satisfaction. Improvements could
<b>ST-3</b>	The administration, in its current work, does not have individual powers that are subordinate to the	Introducing modern technology to classes and forming clubs for students to provide a lot of time	Professional development will certainly have a positive impact on
<b>ST-2</b>	Recognizing and rewarding teacher achievements, involving teachers in decision-making, and creating	Suggestions include increasing teacher pay and benefits, granting more autonomy, and providing	Professional development is crucial, and improvements involve more
<b>PT-4</b>	It has an important role, like giving positive energy to the teachers, respecting them, helping them, and mentioning the positive points.	Limited number in every class, e.g., 20 students in every class.	It's good.
<b>PT-3</b>	I do not think that they care a lot about their employees' satisfaction. As long as they have some people who can work with low salaries, they are the ones who are satisfied.	Having breakfast or lunch with all members of the department can positively affect all the staff. Also, giving simple gifts to teachers on Teacher's Day can mean a lot to us.	We do not have big opportunities in our school, but any school can encourage their teachers to attend workshops, seminars, or conferences.
<b>ST-1</b>	The administration must work hard to provide the appropriate environment for students as well as solve the bottlenecks that appear from time to time.	Increasing time and dividing the students. However, this matter will certainly require an increase in the number of teachers or an increase in	Professional development is very important for the teacher as it positively impacts performance.
<b>PT-2</b>	To grant promotions to every hardworking employee and to cultivate the spirit of competition	At the moment no	Professional career development is one of the most important successful
<b>PT-1</b>	Supporting the schools with teaching resources	No	I don't know
<b>Question</b>	<b>2b. How do you think the administration could contribute to boost job satisfaction in your current working environment?</b>	<b>2c. Are there any policies or practices that you think could be improved to create a more satisfying work environment for you?</b>	<b>2d. How important do you think professional development opportunities are in influencing</b>



<b>ST-5</b>	Positive relationships with colleagues create a safe work environment. Encourage colleagues to build strong, trustworthy relationships for better collaboration and team trust, increasing job productivity and satisfaction.	Lack of training and professional development sessions and courses, along with limited teaching materials and aids, are impacting job satisfaction.	Having resources and aids that help increase productivity is appreciated. However, lacking these resources affects teaching. Having them would facilitate the mission and be rewarding for teachers and students.	Unfortunate, working in the public sector still involves traditional and initial
<b>ST-4</b>	Strong collegial relationships are essential to job satisfaction, providing a sense of belonging, support, and camaraderie. This can be strengthened through investing in open communication, on the teacher	Helpful resources include sharing ideas between colleagues and motivating each other to be providing special clubs for	Overloaded work with low salaries can make any teacher quit their jobs, as happened with two of my monthly salary was weak, the effect	Yes, the presence of free
<b>ST-3</b>	The family atmosphere within the school has a good influence	Yes, it is possible to work on providing special clubs for	In my experience, when the	Unfortunate
<b>ST-2</b>	Strong collegial relationships foster a sense of belonging and support, and open communication, mutual respect, and shared	Yes, lacking resources include teacher autonomy, professional	Proper lighting, ventilation, and comfortable chairs exist, but poorly	No, there are no
<b>PT-4</b>	It's helpful, like sharing ideas between colleagues, maybe also motivating each other to be creative, doing some groups in social media.	Like using YouTube, HelloTalk; these are great apps that helped me a lot to improve my level.	Sometimes I have backache, which is not good for me as an English teacher. Using body language is essential during explaining the	No.
<b>PT-3</b>	As I said, I have a good relationship with colleagues, which affects me positively.	I think having access to most journals and academic websites can be increased to help teachers find the resources that they need	Overload work with low salaries can make any teacher quit their jobs, as happened with two of my colleagues	NO
<b>ST-1</b>	Colleague relationships are crucial; discussion enriches understanding. Introducing technology could increase collaboration through educational platforms.	Yes, such as recording machines to display lessons and tools like smart boards for better teaching	The work environment, with inadequate heating and lighting, has a major impact on performance.	Unfortunate, no.
<b>PT-2</b>	If the relationship is based on diligence and fair competition, then this is an excellent relationship that you will benefit from	No	It is better for there to be a strong financial income so that the teacher	Yes. There are several
<b>PT-1</b>	They can share knowledge with you	Yes, the teaching resources	No physical work in my job	No
<b>Question</b>	<b>2e. From your experience, how does the relationship between colleagues in your current job environment impact your job satisfaction, and what steps can be taken to</b>	<b>2f. Are there specific resources or support systems lacking in your current job that, if</b>	<b>3a. In your experience, how does the physical working environment in your current job</b>	<b>3c. Are there specific</b>

<b>ST-5</b>	Sharing the same culture helps in identifying weak points, allowing us to work on improving them for better student achievements.	Modernizing classrooms and rewarding teachers positively impacted attitudes and performance, fostering a positive environment.	Frequent training and development opportunities, providing helpful resources and aids, and encouraging cooperative work within institutional associations would enhance the working environment.
<b>ST-4</b>	As an English teacher, the cultures of my country are included in the lessons, shaping the overall atmosphere and influencing	I'm not completely sure, but the salary increase over the past period may have had a positive impact.	Focusing on using technology and modern ways could enhance the working environment.
<b>ST-3</b>	The dominant culture is a neutral culture that has no influence. As for the general	Unfortunately no	For example, providing us with a smart display screen to work on instead of the traditional
<b>ST-2</b>	A positive atmosphere reduces stress and burnout, increases job satisfaction, and	Negative impacts include large class sizes hindering individual attention and	Suggestions encompass improvements in physical conditions, resources, support, work culture, and
<b>PT-4</b>	Not that huge effect.	I can't remember now .	Focusing on using technology, modern ways.
<b>PT-3</b>	Made me more patient, friendly, and flexible.	Working with good colleagues makes me more flexible with my students since I see how my colleagues are flexible,	As I said earlier, increasing salaries can help a lot, and having smart classes can also help.
<b>ST-1</b>	Despite adverse effects, honesty requires continuing despite all obstacles.	Not completely sure, but a salary increase over the past period may have had a positive impact.	Yes, suggesting providing auxiliary equipment, increasing class duration, or adding more classes per week.
<b>PT-2</b>	I don't care about any culture or general character. I care about myself, my	No	Nothing
<b>PT-1</b>	As an English teacher the cultures of my	Maybe the holidays are too much that	Teaching resources are the most important thing
<b>Question</b>	<b>3d. How does the overall atmosphere and culture within your current job environment influence your morale and,</b>	<b>3e. Can you share any instances where changes in your working environment positively or negatively affected your</b>	<b>3f. Any specific improvements or changes you would suggest to enhance the working environment in your current job?</b>

## CONFLICTS BETWEEN TEACHERS AT A LIBYAN SCHOOL: CAUSES AND ITS MANAGEMENT STRATEGIES (QUALITATIVE STUDY)

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### ABSTRACT

The purpose of this study is to investigate the reasons behind conflict and the techniques that teaching staff members and managers use to resolve it. This study used the descriptive case study method and qualitative research. The research involved eight Libyan primary school teachers and managers. Semi-interviews were used to collect the data, which was then analyzed by thematic analysis. The result reveals that task conflict is the most prominent type of conflict. After investigating the reasons behind the disputes between teachers and managers, the findings show misunderstanding, breaking the principles, work overload, individual differences, and poor communication are the primary causes of their disagreement. The finding also shows that the strategies that are used to handle these conflicts are dominating, avoidances, collaboration, effective communication, accommodation, and compromising. This study has crucial implications: while dominating and avoidance might be better not used or used wisely, collaboration, effective communication, accommodation, and compromising should be used widely for their effectiveness

**Keywords:** Primary teachers, managers, conflict management strategies

### Introduction:

The word "conflict" often evokes negative feelings in our thoughts. When we hear the word conflict, we often think of various conflicts, such as global wars or disputes between people over minor or major matters. However, conflict is a multifaceted phenomenon that can happen anywhere and in a variety of ways. Conflict is defined simply as the emergence of differences in ideas, viewpoints, and interests (Wallenstein, 2015). Rahim 2023 defines it as an interacting process that results in incompatibility, disagreement, or inconsistency inside or between social entities. Conflict is inevitable and can arise in homes, workplaces, and educational institutions. Normally, an organization has many employers and employees, and there is a possibility of conflict between them. Every interaction between two or more individuals has the potential to result in conflict. Due to conflict, members may find it difficult to communicate with one another, which will reduce commitment to completing duties and advancing the business. As a result, workers may become anxious and distrustful, which may affect their productivity. Recently, conflict has been shown to have positive impacts if it is managed in the right way.

Many recent studies carried out in many countries around the world study conflict on multiple perspectives (Anderson, 2023; Ashraf at all., 2023; and Whincup at all, 2023). However, there is no study about the conflict in primary schools in Libya. Therefore, this study will fill the gap and be a valuable resource for researchers who are interested in studying conflict in schools in general. It tries to investigate the reasons of conflict between primary teachers and managers and how they address this issue through various strategies.

### Literature review

Handling any problem effectively using different styles is called a conflict management strategy. These approaches are employed to resolve a dispute in a way that prevents unfavourable outcomes. The purpose of conflict management is to prevent threatening impacts within the organization (Abdulraheem, 2020). When conflicts are handled properly, they can inspire creative thought, which makes them both beneficial and important (Kim and Leung, 2012). While it is crucial to be aware of each aspect of a conflict and to use an appropriate style of conflict management, it is just as crucial to understand how people view conflict, accurately diagnose and comprehend its types and causes, and choose a response strategy (Shanka & Thuo 2017). Each of these three important matters is discussed, respectively.

### Types of Conflict

Any kind of organization may have some kind of dispute. These are task conflict, relationship conflict (Daft and Marcic, 2013), and process conflict (Robbins, 2014). The first type is task conflict. It has to do with both the goals and the topic of the task. It happens when there are disagreements between individuals over the objectives to be met or the nature of the duties that must be done. The second type is relationship conflict: Interpersonal interactions are the main focus of relationship conflict. It relates to the arguments that happen between different managers. When they are not compatible with one another, it leads to interpersonal conflict and personal dislike. The last type is process conflict. It refers to the process of completing a task. Surprisingly, these types of conflicts might be functional or dysfunctional. Both task conflict and process conflict are functional. They are

generally thought to be advantageous since they improve decision-making as well as problem-solving skills. When conflict leads to better decisions, it is beneficial because it provides an opportunity for the discussion of issues and the release of anxieties, creates an atmosphere suitable for self-evaluation and development, and inspires imaginative thinking in group members. Conversely, the existence of relationship conflict is considered dysfunctional because it is believed that the previously stated results have been greatly decreased (Daft and Marcic, 2013).

### **Causes of conflict**

Conflict can arise from various sources. A major contributing factor is inadequate communication. Communication problems can lead to conflict (Daft and Marcic, 2013). Any team can experience poor communication while they are discussing different matters related to their work. This may lead to a dispute between them. In addition, conflict can appear due to individual differences and cultural differences (White, 2008). In one working place, many individuals might be from different areas with different cultures, thoughts, experiences, and beliefs. Such a reason probably might lead to an argument between them. Moreover, Dai and Chen (2017) add that misunderstandings and misperceptions cause some issues in the majority of interpersonal disagreements. Instead of making an effort to comprehend the viewpoints of others, people frequently assume what others mean by their actions and intentions without really knowing them. They also add that competition over resources like funds, services, or products causes arguments between different managers. Conflict is almost unavoidable when people or teams have to fight for limited or diminishing resources. The last reason might be due to different goals. Each employee and employer have their own goals connected to their job. These differences might lead to a dispute between them in their organization. Conflict between a manager and a subordinate, for instance, can arise when the subordinate's job is unclear and each side understands it differently (Whitlam & Cameron, 2012). To sum up, conflict can result from poor communication, competition, individual and cultural differences, goal differences, misunderstandings, competition over resources, and others.

### **Conflict management strategies**

There are many approaches for handling and resolving disputes. These are conflict management strategies and conflict resolution, and both of them are similar. They might be different on four faces. Firstly, while "conflict resolution" is the process of ending conflict, "conflict management" aims to lessen the detrimental effects of disputes. (Redpath et al., 2013). Secondly, conflict strategies vary from forcing to the other extreme of conflict avoidance. Conversely, conflict resolution refers to a scenario in which parties involved in a conflict reach a mutual understanding to resolve their fundamental differences, acknowledge each other's ongoing status as parties, and put an end to any violent actions taken against one another. Thirdly, conflict management can occur prior to, during, or following a disagreement, but conflict resolution frequently occurs "after" the conflict arises (Wallensteen, 2015). Finally, negotiation, arbitration, bargaining, and mediation fit under the heading of conflict resolution. On the other hand, conflict management strategies have five main strategies. Skilled individuals adapt their approach to the particular circumstance. There are situations where each of the five styles is acceptable. When someone disagrees with others, these conflict resolution techniques are often helpful. (Daft and Marcic, 2013). These strategies are:

#### 1- Avoiding style

It is characterized by low care for oneself and others. It is described as uncooperative (Wilmot and Hocker, 2001); it is ineffectual and unsuitable (Gross and Guerrero, 2000). When the administrator wishes to stay out of the conflict, they utilize this style. Under such a style, the administrator is neither interested in imposing his own behavior nor in assisting others in reaching their aims. When the issue is unimportant to the administrators, they will employ this approach, which is called the passive approach. Administrators who adopt an avoidance strategy don't feel satisfied with themselves or the other person (Farooqi et al. 2013). Rahim (2002) stated that using this method to make rash decisions is improper. If success is impossible to achieve, this approach is appropriate.

#### 2 The dominating styles

It is also called forcing or competing strategy. Conducting this strategy shows that one has a high regard for oneself and a low regard for others. Rahim (2002) asserts that this is behaviour that is forced in order to win. When managers utilize a dominant style, they use harsh tactics to attain their aims and satisfy their own worries while also acquiring authority, all without regard for others. This style might not be suitable and effective in a democratic society (Wilmot and Hocker, 2001).

#### 3The collaboration style

It is called integrating, or problem solving. This strategy's outcome is win-win. Both parties are winners. The collaborative style is crucial. When diverse viewpoints must be combined to create a comprehensive solution and when commitment from all parties is required for a consensus. It is suitable and effective because it gives both



parties access to the other person's perspectives on incompatible aims, allowing them to work together to find a solution that meets their requirements and achieves their goals. By using style, managers can generate positive results. Managers are able to generate positive results by incorporating style. However, it is believed that the diversity of human behavior and interests makes it challenging to implement an integrated style due to their differences (Griffin & Moorhead, 2007).

#### 4 The compromising style.

It is considered a medium ground when self and other-care concerns are almost prominent. Depending on its nature, compromise can be either active or passive. Additionally, this tactic is seen as appropriate, successful, and relatively direct (Griffin & Moorhead, 2007). It is appropriate in situations where both parties have equally vital aims, when opponents are equally powerful and both sides wish to make a compromise, or when quick decisions must be made. Furthermore, some professionals believed it to be more giving up than desired. It is a mixture of agreeable connections between the parties. Rahim (2023) asserts that this approach works well when both sides have significant objectives to meet.

#### 5 The accommodating style.

It shows a high level of concern for others and a low level of concern for oneself. Put differently, it's a tactic used by people to give up on their own demands and comply with the desires of others. It denotes a high degree of cooperation; the main goal of this strategy is to preserve the relationship. People who employ this tactic are seen as suitable but ineffective (Griffin & Moorhead, 2007).

### **Different studies from literature**

In literature, there are different studies conducted in different countries, and these studies relate to the conflicts that happen in schools. This research investigates this issue from different perspectives and using different methods.

The study of Shanka and Thou (2017) examines the various strategies taken to handle and settle disputes between teachers and administrators in Wolaita government primary schools in Ethiopia. Their study is a quantitative study. Their data were collected using 146 questionnaires and 70 interviews. Their findings show that primary school conflicts can be categorized into three areas: institutional, work, and leadership. Institutional conflicts include inadequate resource distribution and infrastructure, work issues like low performance, lack of competence, and absenteeism. Work conflicts involve low performance, work overload, and poor implementation of policies. The research highlights issues with leadership, including false reports, poor rule implementation, poor communication, and a lack of involvement in decision-making, as well as training opportunities. They also found that conversations, force, punishment, compromise, avoidance, and ignorance are different strategies used to handle their conflict. In another study conducted in two Greek regions (Saiti, 2015), the findings demonstrated that interpersonal and organizational factors are the primary causes of school conflicts, which frequently occur in educational settings. Furthermore, the findings indicated that, compared to other areas, urban schools have a higher likelihood of experiencing these disputes. This study backs up the idea that developing a positive conflict management approach and improving student performance require integration, teamwork, and coherence.

Throughout their study, Morake and others (2019) found that the primary reason for conflict between teachers in Botswana's southern regions is personality conflicts, a communication breakdown, and scarce or nonexistent resources. Depending on the nature of the disagreement, the educational managers suggested using cooperation, avoiding, competing, and compromising techniques to resolve it. The finding implies that there is an issue when educational administrators take on leadership roles without receiving sufficient preparation previously. Another study's investigation was to ascertain how conflict management approaches relate to secondary school teachers' effectiveness. The study's target population consisted of male and female secondary school students in the Punjab Province. The results of the investigation showed a strong correlation between secondary school teachers' performance and their conflict management approaches. Additionally, data showed that teachers' success was positively correlated with integrating, obliging, and dominant styles, but that avoided and compromised styles had a negative impact on the effectiveness of teachers. They also found that the integrating, dominating, and accommodating styles have a favorable correlation with output. Teachers in secondary schools perform better at work when they use these dispute resolution techniques. Conversely, the avoidance and compromising approach to dispute resolution has a negative impact on teachers' performance (Faroqi et al., 2016).

### **The case study**

Before revealing the finding of the study, the explanation of the organizational structures is provided making certain that readers are fully aware of the background circumstances. The data was collected from three different

public schools in Libya. These public schools are administered by the Libyan ministry of education which focuses on the management and organizational structure of the schools. The majority of participants in this study are from the same public school while the two participants are from two different schools. All the three schools are from the same city, Al\_Zawia, and they are not far away from each other. All the three schools have only primary level (1-6) and preparatory level (7-9). They do not have secondary levels. Each school has a hierarchical organizational structure and is led by a director. Each level has their own director. The leader of primary level is different from the leader of the preparatory level. Before 2020, the system of administration consists only from one department related to the director and two secretaries. However, recently there are many departments and many managers cooperate together with the teachers, such as financial supervisor, store keeper, library manager, the manager of information technology and social workers. It is significant to note that the primary school level was chosen for this study's focus on investigating the conflicts that happen in these schools between teachers and managers.

### **The research's objective**

The purpose of this study is to investigate 'How do teaching staff members and managers manage their conflicts?'. In order to address the primary research issue, the following questions were developed:

1. What types of conflicts usually happen between teaching staff members and managers?
2. What are the common sources of conflict between teachers and managers?
3. What strategies do teachers and managers use to solve their conflicts?

The study is an original research. It allows the reader to view and read the subject in all of its aspects. It is believed that the research will contribute to the subject of education management. The findings, the recommendations and implementation will provide insight for researchers, teachers, and school administrators.

### **Method**

#### **Research design**

This research is a qualitative study and it was designed as a descriptive case study. A qualitative study is a collection of methods for gathering and analyzing data that seeks to understand and explore real-world issues. It also helps in generating a new hypothesis. In addition, participants' views, behaviors, feelings, and experiences are gathered in qualitative research (Tonon, 2015). Conversely, it is not like a quantitative study that addresses quantity or number, and which starts with hypotheses in order to support or refute them (Gray et al., 2007).

As a descriptive case study, this research was planned. An in-depth examination of a single person or small sample size is used in a qualitative descriptive case study, which limits its conclusions to that person or group in a particular context (Glesne, 2016). In order to investigate a particular aspect of a complicated phenomenon, this descriptive-qualitative methodology is employed. Case studies that are descriptive attempt to fully explain in detail an event within its specific context (Aytton, 2023). The descriptive case in this research is teachers from different primary schools and the study topic is conflict management. This topic is examined deeply and the findings only present the teachers who were included in this study.

#### **Sample of the Research**

The sample for this study consists of eight teachers and managers who work at different schools in Al-Zawia, Libya, during the autumn term of 2023–2024. One could argue that the research project's time frame restricts the number of participants, which could have an impact on the study's reliability (Bryman & Bell, 2011). Maylor and Blackmon (2005) argue that a qualitative multiple participant study could have eight individuals in order for the results to be generally applicable. Purposive sampling and criterion sampling was used to select the sample. Purposive sampling is based on the evaluation of the researcher who will provide the greatest amount of data to achieve the study's objectives. Criterion sampling allows for the acquisition of rich data and detailed information (Etikan and Bala, 2017). As a result, the study's requirement is that teachers had to experience conflict in their school in order to share their opinions about the causes of conflicts and how to handle them. The aim of this research paper is to investigate how managers and teachers manage conflict between them. In order to address such a matter, the researcher decided to choose teaching staff members who have been teaching for more than two years. Although the conflict is inevitable, the researcher believes that having experienced members will absolutely help in addressing the objectives of this study in detail.

#### **Data Collection Tool and Collection of Data**

The tool that is used in this study is a semi-structured interview. Some of the open-ended questions were initially prepared by the researchers, while the rest were asked during the interview to explore the matter in more detail (Newcomer et al, 2015). Galletta (2013) states that semi-structured interviews are ideal for many valuable tasks, especially when several of the open-ended questions call for additional questioning. Semi-structured data

collection is used in the majority of qualitative descriptive studies since it is a dependable method compared to other qualitative research. The data analysis techniques are typically more categorical and less conceptual. Thus, student researchers would find this study design ideal for their research. The investigations can be carried out more quickly than with other study designs because of their simple methodology (Ayton, 2023).

The authors' interview questions were intended to investigate the causes and the types of conflicts that the teachers face with their colleagues, with their boss and with the rules of their schools. In addition, the teachers were asked how to manage the dispute that they had with their supervisors, their coworkers, and the regulations of their educational institutions. Two management professionals were asked for their thoughts in order to assess the internal validity of the research's questions. Following that, the pilot study was carried out using two primary school teachers to investigate the effectiveness of the questions. The investigation of the pilot study shows that two questions were not effective, so they were rephrased to obtain further details.

To confirm the validity and reliability of the study, two research experts looked over the data at each stage. The research findings were presented in detail, and the data were presented exactly as they were. In order to guarantee consistency, the researcher applied the data's coding and theming. The researcher was able to generate themes and analyze the data more easily by labeling and grouping comparable types of data using this technique.

Interviews with participants were conducted using different social media platforms. This tool was used because the researcher is not in the study context. Each teacher was met individually after finishing their work and when we agreed on a specific time. During the interview, the answers were written, and then the answers were translated from Arabic to English by the researcher, who specializes in this topic. Each participant was seen individually to conduct a detailed exploration of the matter, and interviews typically lasted between forty and fifty minutes.

### **Analysis of Data**

The "thematic analysis" (TA) methods were used to analyze the data. It is defined as a technique for determining, evaluating, and understanding "themes," or meaningful patterns, in qualitative data. TA is used in experiential research to identify patterns in data related to participants' experiences, perspectives, and behaviors (Clarke & Braun 2017). According to Braun and Clarke (2013), there are six stages of TA. These are: 'familiarisation with the data', coding, searching for themes, reviewing themes, defining and naming themes and writing up'. Firstly, the interaction was thoroughly transcribed and read multiple times for a comprehensive understanding of the content. Then, the codes were tentatively identified. These codes correspond to the aspects of the data that seem significant and fascinating. These codes give an idea of the conversation's context, although they are more numerous and detailed than themes. The third step was finding the themes and connecting them with codes. Later, the themes are reviewed, defined, and named. In the last step, the analysis was used to address the research question, how do teachers and managers handle their conflicts?''.

Each teacher was given a unique number to represent their ideas in the survey; names were kept secret to ensure participant privacy. The first teacher was presented as T1, and the tenth teacher as T8. In an effort to give the research validity, the participating teachers' comments were given as quotes.

### **Ethical considerations**

Confidentiality and anonymity were ensured, and all participants were made aware of the study's aim. The informed consent form that participants signed stated that they were under no obligation to continue with this study and that their participation was entirely optional.

### **Findings**

Three research questions listed in the research introduction served as the foundation for the presentation of the research findings. To answer the main question; how Libyan teachers and managers manage their conflicts? three main themes are presented respectively in this part: types of conflicts, causes of conflicts and strategies they use for managing their conflicts.

#### **Theme one: types of conflicts**

Under this theme, there are three subthemes according to three different types of conflict: task conflict, relationship conflict, and process conflict. According to the result, the majority of conflicts are task conflicts in which teachers have a dispute with other teachers regarding their work. Under the first subtheme, there are four subthemes. First subtheme, the majority of problems relate to 'problems from the teachers whom their children are taught by other teachers'. Secondly, issues relate to the 'attendance record'. Thirdly, issues relate to the class time. Fourthly, other issues relate to different contexts.

Firstly, five teachers mention that they have a dispute with ‘the teachers whom they teach their children’. These are teachers T1, T4, T6, T7, and T8. They say:

I had many problems with teachers who taught their daughters. If they find out that their daughters do not understand the lesson, they would like me to teach them in order to teach their daughters at home. I mean that the teachers come to me and ask me to explain something that they do not understand. **T1**

They come up to me in class and nervously inquire about their children's missing marks. Why did you reduce their children's marks even though they got a perfect mark on the exam? **T6**

They like to get into everything. During this year, approximately 7 to 8 teachers come to me to ask about their children whom I teach. Most of their questions are: Why did you give my son an incomplete mark in the English language subject that I teach? And every time I have to explain to them the reason, **T7**

It may occur as a result of a complaint from the teacher's son or daughter, telling the teacher's mother that one of the teachers is not good at teaching and giving information. **T8**

Second subtheme, four teachers state that most of the disputes that happen between teachers relate to ‘attendance record’. These are T2, T3, T6, and T8. During the interview, they say

Being responsible for the attendance and absence record, most of the problems happen to me regarding this matter. Some teachers come late to the school and I prevent them from signing. **T2**

Each teacher should come on time and leave on time. These are some of the principles of the school, and we should apply them. These principles are established by the Ministry of Education in order to carry on the education process; neglecting these principles will absolutely lead to corrupting our school. **T8**

Third subtheme, disagreements relate to the ‘class time’. This problem is mentioned by T1 and T5.

Yes, another problem happened, and it still happens sometimes between me and the teacher who has a lesson before me. Her lesson should finish, but most of the time she takes five minutes from the limited time of my lesson. **T1**

There was a problem that happened between me and a teacher last semester. The whole semester, on Wednesday, she took the time for my lesson. She told me that ‘this is her time, and it is not mine’. **T1**

Most of the problems occur when another teacher takes my class time. Most of the time, she takes 10 minutes, and I may have 35 minutes left for explaining my lesson, and this time may not be enough. This actually makes me annoyed. **T5**

Fourth subtheme, there are other disagreements that occur between teachers. These relate to the task type of conflict and relate to different contexts, as they were mentioned by many participants:

When I heard it, I was upset. I went to her, and I told her why you let the inspector get inside my class and evaluate my students instead of me. What you did is against the rule of the education ministry. **T1**

The only problem that bothered me was with the Islamic education teacher who teaches in the other classrooms. She had a circumstance, and as a result, I taught on her behalf. It took days, and I was exhausted, to do her job. **T3**

The problem that occurred between me and the teacher was because of the exam topic. We put the questions together, but our typical answers were different. It became problematic to determine which answers would be accepted. **T3**

Problems from some colleagues who are teaching the sixth grade primary students in the same academic year. When I ask about something in the curriculum or when I ask them to clarify some points for me, they do not give an answer and do not like to help me. This makes me hesitate to speak with them or ask them any questions. **T7**

Under the second subtheme, ‘relationship conflict’, there are a few cases that show that the conflict that happened between them relates to the social relationship between them and does not relate to their work. These are mentioned by two participants, T7 and T8.

Sometimes problems may occur between teachers as a result of their presence in their room during rest periods between lessons. **T7**

Some problems may also occur as a result of their presence and dialogue in one room, especially for female teachers, during their free time. These problems may be social and not related to the work. **T8**

Under the third subtheme, ‘process conflict’, there is only one case where a teacher and the boss mention it. This appears at the beginning of the study and during the conference between teachers when they discuss the distribution of the subjects. In other words, what each teacher is going to teach and how many classes will be taught by them. One teacher mentions it, and the boss talks about the same dispute:

Teachers who have experience do not argue or oppose the distribution of schedules, and this causes us to suffer psychologically. They force us to teach more classes than others under the claim that we are experienced teachers, and this creates discussion and debate between us. We are often not satisfied about that. I am also forced to teach mathematics, which is not my specialty. My specialty is science. Due to a shortage of mathematics teachers, I am forced to teach it. **T5**



Most problems occur at the beginning of the semester, when the schedule is distributed. Some teachers are dissatisfied with the division of subjects and the study schedule. They have disputes with each other, especially when they compare their work. **T8**

### **Theme two: causes of conflicts**

Most of the conflicts that happen between the teaching staff members and the managers are identified as having five main causes: misunderstanding, breaking the regulation, **work overload**, individual differences, and poor communication. These are classified into five main subthemes according to the results.

Starting with the misunderstanding subtheme, many cases show a misunderstanding between the teachers. The majority of teachers ask other teachers (T1, T4, T6, T7) who teach their children about reducing their marks. The teachers who teach have to explain and clarify the reason. For example, as with what happened with teachers 6 and 7,

They come up to me in class and nervously inquire about their children's missing marks. Why did you reduce their children's marks even though they got a perfect mark on the exam? I have to clarify to them that participation in the class is the most important part of evaluation. **T6**

They like to get into everything. During this year, approximately 7 to 8 teachers come to me to ask about their children whom I teach. Most of their questions are: Why did you give my son an incomplete mark in the English language subject that I teach? And every time I have to explain to them why **T7**

Another subtheme: 'breaking the regulation' and the laws of the school is another reason behind the conflict between managers and teachers. This relates to breaking three main principles: 'attendance record, class time', and 'breaking the rules'. Many teachers and managers state that most of the disputes that happen between them relate to 'attendance records'. Many teachers, as stated, do not come on time. They come late. The manager T2 and the boss T8 clarify the point by saying:

Being responsible for the attendance and absence record, most of the problems happen to me regarding this matter. Some teachers come late to the school, and I prevent them from signing. **T2**

Each teacher should come on time and leave on time. These are some of the principles of the school, and we should apply them. These principles are established by the Ministry of Education in order to carry on the education process; neglecting these principles will absolutely lead to corrupting our school. **T8**

Not following the principle of 'class time' causes disagreement between teachers. This problem is mentioned by T1 and T5.

Yes, another problem happened, and it still happens sometimes between me and the teacher who has a lesson before me. Her lesson should finish, but most of the time she takes five minutes from the limited time of my lesson. **T1**

There was a problem that happened between me and a teacher last semester. The whole semester, on Wednesday, she took the time for my lesson. She told me that 'this is her time, and it is not mine'. **T1**

Most of the problems occur when another teacher takes my class time. Most of the time, she takes 10 minutes, and I may have 35 minutes left for explaining my lesson, and this time may not be enough. This actually makes me annoyed. **T5**

The teacher, the boss, and the inspector—all of them might 'break the rules' and this is what happened in case T1. T1 left the school on party day, and she should stay till the end of departure time according to the rules of the education ministry. Here is what she says:

When I heard it, I was upset. I went to her, and I told her why you let the inspector get inside my class and evaluate my students instead of me. What you did is against the rule of the education ministry. **T1**

Under the subtheme of work overload, the participants' speech may indicate that. This is clear from the speeches of teachers T3, T5, and their boss T8:

The only problem that bothered me was with the Islamic education teacher who teaches in the other classrooms. She had an urgent circumstance, and as a result, I taught on her behalf. It took 2 weeks, and I was exhausted to do both my job and her job as well. **T3**

Teachers who have experience do not argue or oppose the distribution of schedules, and this causes us to suffer psychologically. They force us to teach more classes than others under the claim that we are experienced teachers, and this creates discussion and debate between us. We are often not satisfied about that. I am also forced to teach mathematics, which is not my specialty. My specialty is science. Due to a shortage of mathematics teachers, I am forced to teach it. **T5**

Some teachers are dissatisfied with the division of subjects and the study schedule. They argue because they took more subjects than others. I do not divide equally and fairly because some teachers have more experience than others in the field of teaching, and the rest of the teachers do not have experience or competence, especially in teaching students in advanced stages. **T8**

Under another subtheme, individual differences as a reason for a conflict emerge from the data. This might be clear from the speeches of participants T3, T7, and T8.

The problem that occurred between me and the teacher was because of the exam topic. We put the questions together, but our typical answers were different. It became problematic to determine which answers would be accepted. **T3**

Sometimes problems may occur between teachers as a result of their presence in their room during rest periods between lessons. **T7**

Some problems may also occur as a result of their presence and dialogue in one room, especially for female teachers, during their free time. These problems may be social and not related to the work. **T8**

Finally, poor communication is only presented in one case that shows that one teacher asks other teachers for help but they prevent it. This might also show competition and grudges between them.

Problems from some colleagues who are teaching the sixth grade primary students in the same academic year. When I ask about something in the curriculum or when I ask them to clarify some points for me, they do not give an answer and do not like to help me. This makes me hesitate to speak with them or ask them any questions. **T7**

### **Theme three: strategies are used.**

The majority of the strategies that are known to solve the conflict are used by the participants in different contexts. Under this theme, there are six subthemes: dominating, avoidances, collaboration, effective communication, accommodation, and compromising.

Starting with the dominating or forcing strategy, this strategy was mentioned by three participants. It was used by participant T1 in a suitable and appropriate manner with another teacher. It is mentioned by Manager 8 to enforce the principles and rules of the school. Conversely, it was used forcedly against participant 5, which led her to leave the school, and against participant 3 as well, instead of finding another solution to solve the problem, such as having substitute teachers, and here is what they say:

The first and second times, I knocked on the door, and I told her that it was my time now. But later, I started to get into the class and put my bag on the table inside the class. She does not understand. I have to do that. **T1**

Each teacher should come on time and leave on time. These are some of the principles of the school, and we should apply them. These principles are established by the Ministry of Education in order to carry on the education process, neglecting these principles will absolutely lead to corruption and the collapse of our school. **T8**

I was given more classes compared to other teachers, in addition to being forced to teach mathematics, which is not my specialty. My specialty is science. Due to a shortage of mathematics teachers, I am forced to teach it. **T5** They force us to teach more classes than others under the claim that we are experienced teachers, and this creates debate between us, and we are often not satisfied about that. Last year, I had to transfer from one school to another as a result of these problems that happened to me. I am now at another school teaching science, and I am in a better situation. **T5**

The only problem that bothered me was with the Islamic education teacher who teaches in the other classrooms. She had an urgent circumstance, and as a result, I taught on her behalf. It took weeks, and I was exhausted from doing her job. **T3**

The second subtheme is avoidance. Although it is believed that using this strategy might not be effective and the person might not be satisfied, as what happened with participants 7, 4, and 5, the manager's speech T8 indicates that avoidances might be used effectively if it is not his duty. As stated by them:

Problems from some colleagues who are teaching the sixth grade primary students in the same academic year. When I ask about something in the curriculum or when I ask them to clarify some points for me, they do not give an answer and do not like to help me. This makes me hesitate to speak with them or ask them any questions. **T7**

I always tell him about the problem that happened to me. He just listened to me, and he has never put any solution forward. I saw him listen to the other teachers and give solutions to the others, but he did not give any solutions to me. He started to avoid me each time. I really feel upset and annoyed. **T4**

It may occur as a result of a complaint from the teacher's son or daughter, telling the teacher's mother that one of their teachers is not good at teaching and conveying information. As an administrator, this is not my work. This is the work of the educational inspection. He is the one who evaluates the teacher, and his evaluation is taken into consideration. **T8**

The third subtheme is collaboration. It is used by many participants to solve the problems that they face. We met the director after the discussion. We decided that it is necessary to adhere to the attendance time, and only five minutes of delay are permitted. **T2**

Last year, we faced this problem, and we tried to solve it. We told the students to print the books themselves. In the middle of the school year, we identified the students who did not have books, and we copied the books at the school using the teachers' budget. **T7**

I had a problem as a result of uploading a photo of my son on the school's social media page. This is because his notebook was perfect and organized. The parents of another student who attended the school said that you put

the teachers' children at the top and neglected our children. Problems always arise as a result of comparing teachers' children with other students. We solved the problem by stopping the publication of photos of students on social media sites. We only published a photo of their note books with their names on it. **T4**

The fourth subtheme is effective communication. It is used by many teachers to handle their conflicts. They state:

At first, they refused to give me a record of attendance and absence, but when I explained the reason to them, they agreed and gave me the record to sign. **T6**

They come up to me in class and nervously inquire about their children's missing markets. Why did you reduce their children's markets even though they got a perfect mark on the exam? I have to clarify to them that participation in the class is the most important part of evaluation. **T6**

Most of the problems arise from teachers who teach their children. They like to get into everything. During this year, approximately 7 to 8 teachers come to me to ask about their children whom I teach. Most of their questions are: Why did you give my son or daughter an incomplete mark in the English language subject that I teach? And every time I have to explain to them the reason, **T7**

There was a problem that happened between me and a teacher last semester. The whole semester, on Wednesday, she took the time for my lesson. She told me that this is her time and not mine. I told her this was my lesson time, but she did not believe me, so I took her under the stairs to look at the time table to convince her that she took the time for my lesson. **T1**

The fifth subtheme is accommodation. Two participants in two different situations show a low level of concern for themselves and a high level of concern for the other teachers.

I don't like problems. I often knock on the door and wait until she finishes and goes out. I have to wait. **T5**

I had many problems with teachers who taught their daughters. If they find out that their daughters do not understand the lesson, they would like me to teach them in order to teach their daughters at home. I mean that the teachers come to me and ask me to explain something that they do not understand. The first time, when she called me at 11 p.m., I responded. **T1**

The sixth subtheme is compromising. This strategy is believed to be an effective technique for solving conflict. It is also called a win-win strategy. It consists of a moderately balanced area where self and other-care are present. The participant says,

The problem that occurred between me and the teacher was because of the exam topic. We put the questions together, but our typical answers were different. It became problematic to determine which answers would be accepted. After the dialogue, it was agreed to take the two answers into consideration. **T3**

## Discussion

This part is divided into three main parts connected to the research question: types of conflicts, causes of conflicts and strategies used to handle them.

### Types of conflicts

The finding reveals that task or work conflict is the most prominent type of conflict. It means that most conflicts that happen between teachers and managers relate to their work. Other disputes that occur are identified as relationship and process conflicts, but these are minor compared with task conflicts. The results of this prominent type of study are consistent with those of Shanka and Thuo's study (2017). Their results show that work is one of the main factors in conflict. Their study looked into different conflict management and resolution techniques employed in government primary schools in the Wolaita zone between teachers and school administrators. They found out that the sources of conflict that relate to work are pressure at work, unfair timetable scheduling, teachers' unhappiness with their jobs, and poor responsibility. All of these sources are similar to the causes of conflicts that happen between teachers and managers in Libya.

Conversely, another study shows that relationships or interpersonal factors are the main types of conflicts in Greek (Saiti, 2015). The main difference between task conflict and relationship conflict is that while task conflicts are functional, relationship conflicts are dysfunctional. When conflict leads to better decisions, it is beneficial because it provides an opportunity for the discussion of issues and the release of anxieties, creates an atmosphere suitable for self-evaluation and development, and inspires imaginative thinking in group members. Conversely, the existence of relationship conflict is considered dysfunctional (Daft and Marcic, 2013) because it has been shown to be disruptive in professional environments (Henkin and Holliman, 2009). Some researchers also noted that task conflict fosters creativity in interorganizational teams and improves team learning in areas like cooperative problem solving and interorganizational interactions (Garcia et al., 2018). However, an excessive amount of task conflict might result in cognitive strain or a negative mood, both of which are harmful to the creativity of the team (Ayoko, 2016). Therefore, it can be stated that task conflicts might be useful for Libyan schools as an organization if they do not occur excessively.

### Causes of conflicts

Identifying the causes of conflict that happen inside any organization is helpful and useful for both leaders and managers. It helps them initially understand the nature of the source of conflict (Eslamdoost et al., 2020; Bajwa et al., 2020; Shanka & Thuo, 2017). In this study, most of the conflicts that happen between the teaching staff members and the managers are identified as having five main causes: misunderstanding, breaking the regulation, work overload, individual differences, and poor communication.

The study's findings are partially in agreement with the study that was conducted in schools in Bostana. This study was carried out to investigate the difficulties facing managers in handling disagreements (Morake et al., 2011). The results show communication breakdown, clash of personalities, and lack of resources lead to conflict in Bostana's school. While miscommunication and clash of personalities are similar causes to this research's result, lack of resources is not. Most of the Libyan participants mention they don't lack resources this year; they mention that they lacked books last year, and this did not cause any dispute between them because they were able to find a solution due to discussion on this issue.

Regarding poor communication, many studies have confirmed that miscommunication and misunderstandings are sources of disputes between teachers (Barmao, 2012; Isabu, 2017; Shanka & Thuo, 2017; Antwi, 2013; Sintapertiwi & Andika, 2023). According to Saiti (2015), effective communication is the most crucial element in ensuring increased effectiveness in school teacher performance within the teaching team. He also adds that high levels of understanding are needed to reduce disruptive conflicts and for better communication, and the rules can be applied more easily inside the schools and between the managers and teachers. Thus, it can be said that misunderstanding and poor communication are sources of conflicts that emerge between teachers and managers in different contexts.

Breaking the regulations and work overload that are practised in Libyan schools is another source of conflict. The investigation of the data reveals that most of the teachers do not obey the rules of their schools. The rules of the 'attendance record' and 'class time' are the most prominent rules that are not followed by the teachers. The data also shows that the leader might not follow other rules that are conducted by the Ministry of Education. The results of the investigation are consistent with the study of Shanka and Thuo (2017). The data in their study was collected from ten different schools in Ethiopia. They stated that poor implementation of education policies by teachers and poor implementation of rules and regulations by leaders produce conflicts in schools. Therefore, they suggest that teachers, managers, and leaders should implement and follow the rules. In addition, their finding in terms of work overload is also in line with this study, and it agrees with Antwi's study (2013), which was conducted in high schools in Ghana. The data from the semi-interview of Libyan teachers and managers show, for instance, that experienced teachers have more classes compared with non-experienced teachers. It also shows that if teachers have urgent circumstances, other teachers, who have their own work, take the absent teachers' work and become overloaded with work. This is unfair and probably makes them tired and exhausted from their work. Therefore, their performance might not be effective. To sum up, breaking the rules and work overload are possible sources that lead to disagreement, and these two sources are similar to other studies.

Individual differences seem to be another source behind the conflicts between teachers. However, the investigation of the data only shows one case where two teachers argue about identifying the typical answers to the final exam. They dispute because each has their own beliefs and knowledge. Individuals might be different in their languages, cultures, beliefs, thoughts, and knowledge, and this might lead to conflict while they are communicating. Most of the participants in this study are from the same place. They live near each other, they have the same language, and they nearly have the same culture. This might explain the reason behind the investigation: there is no significant dispute connected to their individual differences. There are also other studies that show that conflicts occur because of individual differences (Shanka & Thuo, 2017; Isabu, 2017; Yaras & Gunduzalp, 2021). The conflict that appears between two individuals in their school does not only affect them. According to Ward (2017, whenever two individuals do not get along with each other, such interpersonal conflict can affect everyone in the organization and their performance as well.

In addition to the five main causes that occurred in this study, there are various sources mentioned in other research. These are limited resources, overlapping authority (Isabu, 2017), inequality in the distribution of school resources, poor infrastructure, lack of competence in teaching, intolerance among workers, lack of responsibilities, lack of training, lateness and absenteeism, lack of involvement in decision-making, lack of clarity in the educational training policies and guidelines, lack of leadership skills (Shanka & Thuo, 2017), lack of reward systems (Antwi, 2013), unfair treatment (Sintapertiwi & Andika, 2023). In addition, it was added that school size is a probable source behind the conflict. As schools grow in size, teacher disagreements are more likely to occur. Saiti (2015) clarifies that small schools have better flexibility in making decisions. What he



means is that teaching staff members can meet and make their decisions easily. Conversely, those school-limited members may lack information and knowledge and this might lead to difficulty to find solution to their conflict. In addition to the causes that appeared from comparing and contrasting this study with different studies, the data shows four harmful effects on Libyan participants. One of the participants feels annoyed and upset by the avoidance of the leader. Another participant feels unwilling to communicate with others due to poor communication from others. The third case feels stressed and tired, and the fourth case is unable to work anymore. The fourth effect led the teacher to leave the school. This is a spurious loss to the school, especially if these teachers are qualified teachers. Other researchers show other negative effects of not handling the conflicts. Turan (2014) states that improperly managed disagreements have the potential to be quite harmful. In actuality, an improperly handled conflict process can result in unfavorable emotions and circumstances, including interdependence, reduced collaboration, jealousy among group targets, and instability. Ertürk (2022) mentions some destructive effects, some of which are similar to those described in this study, such as stress and anxiety, refusal to work, and the desire to leave school. The results of his study also add to the tiring and exhausted state of teachers due to conflict, burnout, decline in productivity and performance, decline in organizational commitment, loneliness, dissatisfaction, cynicism, lack of motivation, disappearance of moral behavior, withdrawal, and anger. Although the aim of this study is not to investigate the negative or positive effects of conflicts, the destructive and harmful effects of conflicts on Libyan participants make the researcher highlight them. It is aimed at warning leaders, teachers, and managers about the damaging effects of conflicts inside schools in order to know how to manage their conflicts.

### **Conflict management strategies**

The majority of the strategies that are known to manage the conflict are used by the participants in different contexts. These are dominating, avoidances, collaboration, effective communication, accommodation, and compromising. Other studies have similar results. For example, the study's findings by Isabu (2017) show that their participants use avoidance, competition accommodation, and collaboration to manage their conflicts. Another study shows that teachers and managers use avoidance, punishing, compromising, forcing, ignorance, and discussions (Shanka & Thuo, 2017). The study of Morake and others (2011) states that most of his individuals use competing accommodations, avoidance, and compromising. From these results, it can be seen that most of the schools' leaders, managers, and teachers use similar strategies between them in their schools.

However, it is argued that using these strategies is seen as effective or destructive. Starting with the dominating or forcing strategy, this strategy was used by three participants. It was used by participant T1 in a suitable and appropriate manner with another teacher. when she gets into the class to force her to leave the class because it was her class time. It is practised effectively by the manager, the administrator, to enforce the principles and rules of the school. Conversely, it was used forcefully against participant 5, which led her to leave the school, and against participant 3 as well. Using the forcing strategy makes her overloaded with work and upset. Instead of finding another solution to solve the problem, such as having substitute teachers, she is overloaded with work. From this finding, it can be inferred that dominating strategies can be effective if used properly and destructive if they are practised improperly. In contrast, the researchers Farooqi and others (2016) argue that if the forcing style is used by heads, effective output in terms of teachers' work will be gained. The data from his study shows a positive correlation between using a forcing style and teachers' performance. Another study also reveals that forcing style can change workers' performance effectively (Rouzbahani et al., 2013). However, both of these studies use quantitative studies and do not use qualitative studies. In other words, both of them deal with numbers and neglect the feelings of the participants. Thus, dominating style should be utilized carefully when thinking about its negative, harmful, and destructive effects.

Avoidance is another strategy that is used to manage the disagreement between Libyan participants. Although it is believed that using this strategy might not be effective and the person might not be satisfied, as happened with many Libyan teachers, the boss's speech indicates that avoidances might be used effectively if it is not his duty. Although it is not his duty, it is believed that effective communication should be used to clarify that to the teachers instead of feeling upset and dissatisfied due to his avoidances. Another study shows the relationship between the avoidance style and the low performance of teachers (Abdulraheem et al., 2020). It implies that teachers' performance will suffer if heads follow this approach (Farooqi et al., 2016). It is also added that decision-making and creativity can be negatively affected if this style is dominantly used in organizations (Abdulraheem et al., 2020). Moreover, individuals who employ this method are viewed as being unfit to handle a situation that requires attention, and they are unlikely to be able to comprehend and resolve the issues of others due to their lack of concern for others and themselves (Jehn et al., 2015). To sum up, using this approach seems to be destructive. Therefore, leaders, managers, and teachers should take care when they use them inside their organizations.

Using collaboration, accommodation, and effective communication is helpful in managing conflicts. This present study and other studies confirm that using these methods is effective in handling problems. It is also believed that using these essential strategies can enhance school performance (Sailti, 2015). In addition, by using collaboration and integration, leaders, managers, and teachers will be able to solve the problems that they face and reach the aims of their schools (Momanyi, 2011). By applying accommodation style, individuals display a low degree of self-interest and a great degree of concern and respect for others. This shows the sacrifices made by some for others in order not to cause conflicts. Some matters might be simple and not cause conflicts. Moreover, using effective communication is a suitable strategy to handle conflicts. In order to resolve disagreements, communication is crucial. It is ensured that conflicts can be addressed in a way that benefits the schools by having open communication with all parties involved (Yaras and Gunduzalp, 2021). Ertürk (2022) states that effective communication helps the administrator and employees work in harmony. They don't refuse when work is given to them, and they cooperate together to achieve the mission and vision of their schools. Thus, collaboration, accommodation, and effective communication should be widely used inside schools.

### Conclusion

This study revealed three main findings. It shows that task or work-related conflict is the most prominent type of conflict. It means that most of the conflicts that happen between teachers and managers relate to their work. Other disputes are identified as relationship and process conflicts, but these are minor compared with task conflicts. After investigating the reasons behind the disputes between teachers and managers, the findings show that misunderstanding and breaking the principles that relate to record attendance and class time are the most prominent causes that lead to disputes between managers and teachers. In addition, work overload, individual differences, and poor communication are other reasons that lead to disagreement. Furthermore, the strategies that are used to handle these conflicts are various. These are dominating, avoidances, collaboration, effective communication, accommodation, and compromising.

It should be stated that this study has certain limitations and that more research would be beneficial in the field of school conflict management in Libya. Additional data from other parts of Libya that function in distinct socioeconomic contexts might be required for a more comprehensive inquiry and to confirm the findings and analysis of the present study. The present study did not examine the impact of personal characteristics of Libyan school leaders, including gender, age, family status, educational background, and total years of service in public primary education. Thus, more investigation is required. Additionally, the personality and features of the school environment have a significant impact on how effective school leaders are, so more research on these factors and how they affect managing conflict in school would undoubtedly provide a deeper understanding of the factors that influence conflict management techniques. Finally, finding the best dispute resolution strategy for each educational level is a crucial area of study.

### Implication

The finding implies that most of the problems that happen between teachers and managers relate to their work. This suggests that leaders, managers, and teachers should pay more attention to their work and should follow the principles and laws of their schools. Teachers should be consistent with the regulations of 'register record' and 'class time'. The study reveals that misunderstanding is another reason behind their disagreement, and it can be solved by effective communication. In addition, individual differences should be clarified to all of them in order to respect their beliefs, opinions, and thoughts. Moreover, work overload seems to be a serious issue not only for Libyan teachers but also in other countries, and the leaders of the schools should pursue solutions to solve this problem. Finally, and the most important is the implying of using conflict management strategies. While dominating and avoidance might be better not used or used wisely, collaboration, effective communication, accommodation, and compromising should be used widely for their effectiveness.

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## EXAMINING THE CHALLENGES WOMEN FACE IN LEADERSHIP POSITIONS AT SCHOOLS: INSIGHTS FROM A LIBYAN DISTRICT

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### ABSTRACT

This study aims to find challenges facing female Libyan leaders in leadership positions and how they overcome them. The qualitative research method was used to collect data from the participants. Twelve Libyan leaders from primary and secondary schools participated in this study. The data were collected through interviews, and content analysis methods were used. The findings show that Libyan women leaders face various challenges including sociocultural challenges and the need to balance family duties and work. However, by using different strategies they could overcome these challenges.

### Introduction

Being a school leader requires diverse strategies and skills, whether a man or a woman takes on this responsibility. Education systems are constantly evolving, and these changes require visionary teacher leaders who understand their culture's harmonious, influential, and progressive nature. According to (Farrag, 2022), leadership is a process of persuasion undertaken by an individual or a management team to influence a group to pursue the goals the leader sets. This definition does not define or guide how women leaders can address specific issues related to women's leadership. Leadership involves motivating followers to act to achieve goals consistent with the values, motivations, desires, needs, and ambitions of the leader and followers. Women school leaders in Libya and around the world face many challenges that hinder their ability to provide effective school leadership.

Across the world, the representation of women in leadership positions has been widely discussed and highlighted over the past five decades ((Bowles et al.,2022). Similarly, underrepresenting women in educational leadership positions is a long-standing problem. Although 64 percent of teachers in the UK are women, women make up only 40 percent of school leaders. In secondary schools (2015-2016), only 38 percent of school principals were women (Fuller, 2017). Additionally, several studies indicate that women in private and public organizations hold 29 percent of all management positions in the United States. Despite these improvements, the proportion of women in management remains very low compared to their male counterparts, particularly in the education sector (Mbalilaki & Onyango 2021). In Canada, female principals represented only 42.1 percent (Holt, 2012). In Russia, only 19 percent of primary school principals are women (Shimalungwe, 2016). According to (Wood et al.,2018). in Australia, in all educational workplaces, women have not been able to obtain educational leadership positions, even though they have expressed the desire to do so and have the qualifications that justify their ability. In developed countries, the percentage of representation of women in management positions could be more encouraging.

According to a report by the United Nations Educational, Scientific and Cultural Organization (UNESCO), cited in Ramsay (2000), it was discovered that there is a significant global gender imbalance in government education. Men outperform women by about five times at the middle management level. Additionally, women tend to have limited aspirations, lack self-confidence, and experience work interruptions due to workplace instability (Alghofaily, 2019). This article explores the key barriers women face in leadership positions within schools, focusing on schools in one district in Libya.

### Women in Education Leadership

The situation for women in leadership positions in education presents a mixed picture, combining courage and frustration. Recent statistics indicate a positive trend of increasing representation of women in various leadership positions in the education sector. However, differences persist in different areas of formal leadership, including serving as school board directors (Bahati & Ali, 2021). In educational leadership, (Maheshwari & Nayak 2021) asserts that collaboration between male and female employees is essential to ensure the effective functioning of schools and improve organizational performance. Collaboration promotes the exchange of knowledge, skills, and experiences among employees, which helps provide high-quality education. Collaboration among teachers toward teaching and learning goals and leadership goals can be achieved through joint efforts. (Qadir, 2019) asserts that creating a legal environment that ensures equal opportunities in leadership positions is essential for employee satisfaction and prosperity in educational institutions.

### **Cultural norms and the underrepresentation of women in leadership roles**

Social structures and cultural values significantly hinder women's access to leadership positions. Culturally ingrained laws in many African societies assign specific tasks and responsibilities to each gender, assuming that individuals must conform to societal expectations based on gender (Kangas & Lämsä, 2021). From this perspective, management positions are seen as the property of men, and women are encouraged not to aspire to such positions. This cultural dynamic is evident in the culture of traditional China, where women traditionally assume a submissive role at home and in the workplace (Fritz & Van Knippenberg, 2020). The belief that women are inherently weak compared to men and, therefore, unsuitable for leadership positions prevails in many developing countries (Shriberg et al., 2017). According to this hypothesis, management positions are reserved for men, and women should refrain from seeking these positions. Violating this expectation can lead to various social consequences, including reduced chances of marriage. (Fritz, & Van 2020). note that women, although they view themselves as equal to men, value their abilities less than their male counterparts. For example, when men and women are offered management positions, men express a greater desire to pursue these positions. In contrast, women may only hesitate once they feel fully prepared for these positions.

### **The challenges women face in balancing family life and work**

Researchers Christman and McLellan 2012 highlighted the challenges women leaders face due to societal norms regarding leadership and gender. These barriers arise primarily from gender roles and greatly influence how women in leadership positions are perceived (Eagly & Karau, 2002). Women leaders are constantly exposed to sexism, male domination, and systemic injustice within organizations, as well as the burden of unpaid work (Anwer et al., 2021). Additionally, women leaders often find themselves juggling responsibilities in the private and public spheres, including raising young children or caring for vulnerable people in the home who are facing violence, substance abuse, or poverty. This type of care represents one of the most sexed and gendered forms of work in contemporary societies (Anwer et al., 2021). In general, Libyan women face many challenges in balancing family work and their job as managers. This study will determine what challenges women face in leadership positions at Libyan schools.

### **Aim of the study**

This research paper aims to discover the challenges that Libyan women face in school leadership positions, particularly on sociocultural barriers and balancing work and family duties. The research questions are:

- What are the sociocultural factors affecting women's leadership positions in Libyan schools?
- What challenges do Libyan women's leadership face in balancing work and family responsibilities?
- What do women leaders do to overcome the challenges they face?

### **Methodology**

#### **Research model**

The research used a qualitative method of inquiry, where data was collected through interviews. The qualitative methodology was selected to gather substantial data, although the sample size was limited. Moreover, it is a more flexible approach since it enables participants to express themselves while providing data. (Guest & Mitchell, 2013). Furthermore, it offers the chance to develop specific insights. Such as speech, word choice, and non-verbal communication of the participants. The study uses a qualitative approach Using techniques influenced by researchers such as (Lewins & Silver, 2014) and (Creswell, 2011)

#### **Sample of the research**

The research focused on the Torhuna region, deliberately chosen due to its high representation of female leadership positions in educational agencies. The study included primary and secondary state schools, where twelve female leadership teachers participated, six teachers from primary schools and six female teachers from secondary schools. It included the school head and their deputy from each school. The interviews were audio-recorded and transcribed accurately. Before data collection, permission was obtained from the Department of Education of Tarhuna City, ensuring compliance with ethical principles.

#### **Data collection**

A semi-structured interview technique was used to collect information from the participants. It was collected through questions prepared by the researcher and reviewed by reviewers. Semi-structured interviews help to discover the problems faced by participants in the study, and the researcher can also study this problem in-depth areas with more detailed questions (Yıldırım & Şimşek, 2013). The questions that were prepared were related to knowing the challenges female leaders face in Libyan schools and the strategies they use to overcome them. Data was collected from participants after work hours through the WhatsApp program and recording calls. Each teacher was interviewed individually, and the interview lasted approximately 30 minutes.

## Data Analysis

The acquired data was subjected to thematic analysis, a technique used to identify, document, and analyze patterns or themes in the data (Braun & Clarke, 2013; Rahi, 2017). Thematic analysis was chosen because it allows the researcher to explore the data from multiple perspectives. This approach allowed the researcher to comprehensively examine and interpret the meaning embedded in the data set. To protect the identity of the participants, they have been coded as follows: from (BS 1) to (BS 6) for primary school leaders and from (SS1) to (SS6) for secondary school leaders. The opinions of participating teachers were presented as quotations, aiming to provide validity for the research

## Findings and discussion

### Sociocultural factors affecting women's leadership positions in Libyan schools

This study indicates the significant influence of Libyan society's cultural attitudes toward women in school leadership positions. Libyan society's culture towards women affects women's implementation of leadership roles. Traditional beliefs hold that men are right to assume leadership positions, not women (Carli & Eagly, 2011). Women face difficulty in overcoming these cultures that oppress women's rights within Libyan society and equate them with men. Despite what the former president, who ruled Libya for more than 40 years, said in his famous book, *The Green Book*, where Gaddafi said, there is no difference between men and women, and the distinction between them is blatant injustice and has no justification (Kawczynski, 2011). Cultural beliefs overcame these political opinions and distinguished between men and women. In every interview, the participants expressed concern about these cultures that prefer men over women in leadership positions. One of the participants (PS2) said that as long as we remain in our Libyan society, this culture will continue to affect us as a woman. In our culture, men come first, then women. "If there is one seat, a man and a woman, the man will take it while the woman remains standing". She wanted to clarify this by saying:

*"These cultural issues are not easy to change. When my brother and I get in the car, they will give the front seat to my brother while I must sit in the back. Also, in our social events, they give food to the men first, then the women. This is how society views women, which cannot be changed".*

In another interview with the participant (SS7), she said:

*"in our Libyan culture, only men's decisions are taken, and women must implement them. This belief affects women as they are often ignored when they attempt to assume leadership positions".* Another participant (SP9) said: Our predominant culture is that a woman's role is confined to domestic responsibilities at home, taking care of the children, and performing household duties, while leadership position is considered suitable only for men.

*"One time, I told my husband's mother that I had become the school leader, and she was amazed and said to me, "Are you going to be a male!"*

Another participant (SS11) said:

*"I took over the school administrator position after a man headed it. One of the parents came to ask about the school principal, and when I informed him that I was the principal, he refused to speak to me and said there was no man to talk to".*

All the participants show that they face many social and cultural factors that influence their positions as school leaders. Gender stereotypes, social values, and the cultural perception of authority that often favor men are considered major obstacles to the advancement of women in leadership positions. For Libyan society, it is not easy to accept the presence of a female director leading men. The man who refused to meet the manager asked for a man to tell him his problem. (Shava & Ndebele, 2014) Support these observations, noting that most men believe that women cannot be leaders except in the absence of men. On the other hand, (Al-Ahmadi, 2011) confirms that the link between management and male positions is the most important obstacle for women in developing countries. Culture and customs in Libyan society assume that positions and decision-making belong to men, while women must follow men.

In conclusion, the findings of this study show the effectiveness of sociocultural factors on women's leadership positions in Libyan schools. Cultural expectations, gender, and traditional beliefs in male authority hinder the advancement of women and perpetuate inequality between men and women in leadership positions. Addressing these sociocultural barriers requires a concerted effort to challenge gender equality and to foster an inclusive environment that acknowledges and values women leaders. By breaking down these barriers, Libyan society can harness the full potential of its female leaders and provide an equitable and inclusive educational system.

### **Challenges Libyan women's leadership face in balancing between work and family responsibilities**

Despite efforts to achieve equality between men and women, women often make sacrifices when work conflicts with the needs of children and household duties (Carter, & Peters, 2016) confirmed that women are declining in leadership positions due to the challenges they face in balancing work and home responsibilities.

All the participants in this study were married with children, which means they had many household duties that interfered with their leadership roles. The participants revealed that while balancing life and work, they needed help prioritizing self-care.

One of the participants (PS11) said: *"I intentionally prioritize family and work over my health. For example, I have dental issues, but I do not have time to go to the doctor for treatment."*

Another participant (PP7) said: *"I go to bed late and wake up early so that I do not sleep more than six hours a day despite the conflict from work, just to balance family duties and work."*

(Brown, 2015). emphasized the importance of prioritizing health care and women getting enough sleep. However, most participants admitted to sacrificing their health and time to balance work and home. The study participants said they do not have enough time to enjoy with their husbands and children. Even on holidays, they do not go out to have fun but rather do their accumulated household duties.

One of the participants (PS12) said, *"I do not always join my husband and children on outings, and sometimes I apologize for attending family parties because I do not have enough time"*. This indicates that women sacrifice their leisure time to balance work and household duties. All the participants also indicated that their husbands do not help them with household chores, as one of them (PS5) said: *"Sometimes I work late, and my husband is at home, but he does not clean the house or cook food, as he considers it shameful to do women's work."*

This shows that Libyan women need more spousal support in household duties such as cleaning the house, cooking food, and caring for children. According to (Asma et al., 2024), sharing household chores positively impacts professional life and empowerment. It has also been shown that women whose husbands help them with household duties have less work-life conflict, are satisfied with their jobs, and enjoy their marriages. (Carman et al., 2013). Helping women with their family responsibilities positively impacts creating a balance between work and home responsibilities.

Another challenge Libyan women face in school leadership positions is achieving a balance between work and home responsibilities in the absence of their cars. Libyan culture considers women driving cars unacceptable, and this can create a major obstacle for women who hold leadership positions and need to travel to attend meetings frequently. Most participants said that their husbands bring them to work and return them home at the end of work. One of them (SP3) said: *"Sometimes I am late for work because I wait for my husband to take me to school, and sometimes I stay at school until my husband comes and takes me home"*. It is necessary to promote gender equality and empower women. This includes freeing them from traditional roles and societal norms and allowing them to drive cars to help them achieve a balance between their work and household responsibilities.

In conclusion, Libyan women in leadership face significant challenges in balancing work and family responsibilities. Despite gender equality efforts, women often make sacrifices, risk their health, put their families first, and work above their well-being. Study participants highlighted their challenges in managing household chores along with their leadership positions. One of the biggest problems these women face is the need for extra help from their partners with household chores. Many participants felt frustrated that their husbands did not help them with cleaning or cooking, as they viewed these tasks as exclusively female responsibilities. This not only increases the amount and duration of these women's work, but also perpetuates gender norms and differences within the family.

In addition, participants reported that they found it difficult to spend quality time with their spouses and children during the holidays. Constant juggling work and family obligations leave no time for personal hobbies or family interactions. This highlights the importance of finding a good work-life balance. In addition, the scarcity of women unable to lead in Libyan culture creates an additional barrier for women in leadership positions. Attending meetings or work-related activities can be time-consuming and difficult, as they rely on their partners and other means of transportation. To achieve gender equality and women's empowerment, we must challenge entrenched social roles and norms, such as allowing women to drive.

To solve these difficulties, a comprehensive approach is necessary, including changing Libyan women's life choices. They will be able to reconcile their personal and professional lives as free Libyan citizens. If some women have the ability to serve their nation as leaders, they have a chance to serve it. Every working woman must have a



driving license. They serve in a good way, and they save their time in this way. They will be able to balance their life. They have enough time for their family to spend leisure time with their children and husbands, increasing support for spouses and family members. Policies and programs that promote work-life balance and gender equality capable of providing, as well as fulfilling family life, play a vital role. If women in Libya balance life with work and home, they can serve their country well. If they face some medical issues, they have the option and time to visit their doctor by themselves; there is no need to wait. All these studies about Libyan women's needs were found during this study.

### **Overcoming the challenges women leaders face in their positions**

The study shows that women do many things to overcome the challenges they face in their leadership positions. Among them is the call for education in the field of gender equality. Changing cultural attitudes requires broad awareness and understanding. They organized workshops and held marches to support demanding equality between men and women and challenging cultural attitudes hindering women's progress. One of the participants, PS8, said: *"I was organizing many workshops and marches in support of the importance of gender equality in leadership"*. As a researcher, such initiatives can have a lasting impact on future generations, creating a more supportive environment for women. According to (Fisher & Coleman 2017) women are generally more methodical and planned in their advocacy, which can help the cause gain momentum and support. Women's participation in protests can also help dispel gender stereotypes and change public attitudes regarding women's responsibilities in public life. The study highlights the importance of women's marches and their beneficial effects in promoting change and expanding women's rights.

The study also shows that most participants tried to challenge the predominant cultural norms in society by starting a dialogue with their families and friends and changing the prevailing cultural views that hinder women from reaching leadership positions. In this way, the issue can be addressed from its roots. Participating in such conversations is a positive step towards breaking stereotypes and fostering a more supportive environment for women in leadership roles. One of the participants, PS3, said: *"I always talk to my family, relatives, and friends that these cultural norms that hinder women's progress are backward norms that must be changed."* While systemic change is crucial, individual actions within families and communities play a large role in gender equality. Women can employ such strategies to overcome social and cultural challenges and reshape them to suit women. In order to achieve gender equality, individual actions within families and communities play an important role. (Women, U. N. 2015). The UN Women's Report Progress on the Status of the World's Women 2015-2016: Transforming Economies, Realizing Rights explores the interconnections between women's economic empowerment and the enjoyment of their rights and highlights the role of discriminatory social norms in limiting women's actions. The report believes that Progress toward gender equality requires changes in economic, social, and political areas and that individual work within families and communities plays an important role in achieving this.

According to the study, participants established support networks among their peers. They created a WhatsApp group and named it "Women School Leadership". SP12, one of the participants, said: *"I started this group seven years ago, and at first, the number of participants was no more than ten."* However, to date, more than 750 participants from inside and outside the city of Tahuna". Participants emphasized that to overcome challenges they face in leadership positions, they constantly consult with each other through this network and seek help from experienced school administrators. Another participant (SP1) said *"I have almost decided to resign from my position as headteacher after encountering a problem at school, however, when I raised this difficulty in the group, I received advice from experienced managers, and by following this advice, I could overcome all the difficulties and problems I encountered"*.

The study shows that participants collaboratively communicate via social media. They overcame all the challenges they faced in their leadership position because of this group. One of the ways women communicate and exchange experiences and information is through this organization. The organization provides a forum to share ideas and resolve any issues. Women leadership can share their problems and ask questions about specific ways to solve them. Additionally, the WhatsApp group provides peer support and encouragement, which builds members' self-confidence and helps them succeed in their leadership positions. According to (Medlin et al., 2020), WhatsApp is one of the most widely used messaging applications in the world. Through it, people can exchange ideas and solve problems. It is an effective tool for communication and forming a bond between individuals, through which ideas can be discussed and the problems they face can be solved.

According to the majority of participants, when asked what they do to overcome the challenges they face in balancing between work and home as women leaders, they expressed their need to bring work to home, especially in the face of deadlines. For example, (PS3) said, *"When homework becomes too much, I take some work to home and do it after I finish my household responsibilities."* However, she admitted that she had to bring certain

documents to meet deadlines. These statements suggest that school leaders are seeking to seamlessly manage their family and school responsibilities by trying to put work aside while at home. However, in reality, they had to multitask both at home and at school to achieve their goals in both areas. This study aligns with the research conducted by (Parker et al., 2017), which emphasizes that while there has been an increase in the number of women leaders in academia, they still have a greater responsibility in managing the demands of their home and work. Women frequently assume various responsibilities both in their households and educational institutions, in contrast to their male colleagues.

Another strategy expressed by school leaders is that they use to balance work and home responsibilities. Some of the participants said that they brought maids into the house to help them with household chores, while others said that their husbands refused to let them bring maids into the house, but they have relatives who help them. One of the participants, (SP11), said: *“When I am at work, I ask my sister-in-law, who is an unmarried girl, to come and help me, and sometimes she stays with the young children who have not yet gone to school until I return from school”*. All participants said that they ask other teachers to help them and assume some leadership positions when they are away from school for any reason

McKay & McKay (2010) described the situation of President Wilson, who lacked an efficiently organized secretarial team. He took excessive charge of evaluating and completing files and documents that should have been reserved mostly for his confidential assistants. President Wilson lacked the ability to make effective use of individuals. MacKay & McKay maintain the position that leadership traits consist primarily of courage, resilience, courage and determination, but place less emphasis on delegation. They assert that the skill of delegating intelligently and efficiently is an underappreciated but absolutely essential trait for a leader's success.

Participants in this study used delegation to complete tasks at home and school. They sought help from their relatives and colleagues to overcome the challenges they faced in balancing work and home. By intelligently practicing delegation, they successfully reduced the burden of work commitments and managed household responsibilities perfectly. Through the implementation of several preceding techniques, Libyan women successfully surmounted the obstacles encountered in their leadership roles. Furthermore, they demonstrated her capacity for leadership within Libyan society, on par with men, despite the challenging circumstances around them.

### Conclusion

The study shows that Libyan women leaders face many challenges in their leadership positions. They face many sociocultural challenges like societal norms, gender stereotypes, and cultural perceptions of authority that prefer men over women. The results of our qualitative study are consistent with (Metcalf & Mutlaq, 2011). who demonstrated that women in the teaching profession face multiple obstacles when seeking leadership positions. These challenges include the prevailing negative stereotype of women among men and significant cultural and structural barriers. Also, they face challenges in balancing work and family.

Additionally, Libyan women face challenges in managing the demands of their work and family duties. Despite efforts to achieve gender equality, women often compromise, put their health at risk, prioritize their children, and prefer work over their well-being. Libyan women leaders highlighted the challenges they face in managing the demands of their professional responsibilities and family obligations. One of the main barriers these women face is the need for increased support from their partners regarding domestic responsibilities. A significant percentage of participants expressed dissatisfaction with their husbands not helping them with household chores, such as cleaning and cooking, believing that these responsibilities fall solely on women. These results are consistent with previously conducted studies (Bahiru & Mengistu, 2018) (Cho et al., 2015) that show women leaders face many challenges in balancing work and family duties in their leadership positions.

Despite all the challenges that Libyan women leaders face in their leadership positions, they have not remained idle. They used different strategies, such as organizing workshops and creating groups through means of communication to exchange ideas and solve problems, and going out in peaceful demonstrations to demand their rights and requesting help from their relatives at home and their friends at work; the Libyan female leaders were able to challenge all the challenges they face and were also able to balance work and household responsibilities.

### Implications

The study highlights the cultural challenges women face in their leadership positions that hinder women's progress, calling for changing these cultures and establishing equality between men and women. The study also highlights the challenges women face in balancing work and home responsibilities, calling for support from their family members and friends to balance work and home. The study also reveals that Libyan female leaders use different strategies to overcome these challenges. These strategies can also be a guide for women aspiring to leadership

positions. It also calls on the Libyan Ministry of Higher Education decision-makers to develop laws to support women in leadership positions and make them equal to men.

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## EXPLORING THE MOTIVATIONS OF TUNISIAN PRE-SERVICE PRIMARY SCHOOL TEACHERS

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### ABSTRACT

This study had two key objectives. First, it aimed at exploring the motivations of Tunisian pre-service primary school teachers. Second, it sought to examine the potential impact of gender on motivation. As a concept, motivation was operationally defined as the reasons that made students go into teaching. Quantitative data was collected by means of a Likert scale questionnaire. The participants were (n =226, 89 males and 137 females) doing a degree in educational sciences at a public Tunisian higher education institution. To address the first objective, I used descriptive statistics and ran a Principal Component Analysis (PCA). To address the second objective, I had recourse to an Independent Samples *t* Test. It was found that the prospect of a guaranteed job and lengthy holidays are the main incentives for Tunisian students to go into teaching. The study showed that females are attracted into the profession on the basis of intrinsic and altruistic motivations. However, most males are extrinsically motivated.

**Keywords:** Motivation; intrinsic motivation, extrinsic motivation, gender, pre-service teachers, Tunisia.

### Introduction

Teaching is a demanding job that takes a great deal of passion and motivation. The teacher cannot do their job properly if they are not passionate about it. Teachers who are lacking in motivation teach in a superficial way and cover the material mechanically (Daoud, 2019). Bringing about positive changes to the Tunisian education system is conditional on producing motivated and competent primary school teachers. As a concept, teacher motivation has major importance and is usually bracketed with other important concepts such as student motivation and educational reform (Han & Yin, 2016). Tunisian pre-service primary school teachers need to finish a three-year degree in educational sciences to get recruited. The prospect of a guaranteed job on completion of the degree has attracted very large numbers of students. The university teachers in the Tunisian departments of education have begun to express their concern. They noticed that the prospect of a guaranteed job has lured some students who take no interest in teaching. The aim of this study is to investigate the motivations of pre-service Tunisian primary school teachers. It seeks to identify the main reasons that made them go into teaching. The study aims at answering the following research questions:

- 1/What types of motivation do Tunisian pre-service primary school teachers have?
- 2/ What are the basic dimensions of Tunisian pre-service primary school teachers' motivation?
- 3/ Do male and female Tunisian pre-service primary school teachers differ in their motivations?

### Theoretical framework

The definition of the concept of motivation in education has not enjoyed consensus. Dörnyei (2003) attributes the confusion of the scene to the abundance of motivation theories. Dörnyei and Ushioda (2011) define motivation as the energy or drive that has a natural galvanizing effect on people. In other words, the set of reasons that drive people to go into teaching. According to Sinclair (2008, p. 37), teacher motivation encompasses "all the factors that attract individuals to teaching and determine the degree to which they engage with their courses and the teaching profession". Teacher motivation falls into three main categories: altruistic, intrinsic and extrinsic (Bastick, 2000; Sinclair 2008; Young 1995). Altruistic motivation applies to teachers who have chosen teaching for the purpose of contributing to individual and social development. Intrinsically motivated teachers are those who go into teaching because they like working with children and doing work in their area of specialty. Extrinsic motivation encompasses external factors such as salary, job status and working conditions (Andrews & Hatch, 2010). To understand pre-service teachers' motivations, it is essential to be familiar with the following two theories, self-determination theory and the theory of basic human values (Fernández, Sánchez & Escoriaza, 2024). Those two theories form the genesis of motivation studies. Therefore, it is essential to discuss them. The concept of self-determination was first introduced by Deci and Ryan (1985). As the appellation suggests, it refers to the individual's ability to make their own decisions without being influenced by people's views and guidance. A self-determined individual makes their own decisions based on their own internal desires and convictions. And if anything goes wrong, they are ready to accept the consequences. The theory of basic human values could also be used in the study of motivations. It is premised upon the idea that people's attitudes, behaviours, and decisions are the manifestations of the values they hold. Bardi and Schwartz (2003) suggest a model that encompasses the

following modules: Benevolence, Universalism, Self-Direction, Achievement, Stimulation, Hedonism, Security, Conformity, Tradition, and Power.

### **Research into pre-service teacher motivation**

The teacher's personal characteristics and cultural context might shape the type of motivation they have for teaching (Kyriacou & Kobori, 1998; Watt & Richardson, 2008). This would explain the differences in findings between the studies that were conducted in different contexts. Andrews and Hatch (2010) carried out a study on math teachers in England and concluded that the vast majority chose teaching because of their experiences as students and their eagerness to work with people. Gao and Trent (2009) carried out a study in China and concluded that job security and stability are the main reasons for going into teaching. In a number of studies carried out in Turkey, it was found that most teachers were intrinsically motivated (Cermik, Dogan., & Sahin, 2010; Üstüner, Demirtaş., & Cömert, 2009; Yenilmez & Acat, 2003).

However, one must reiterate that the studies conducted in various contexts had also some common findings. Richards (1960, as cited in Han & Yin, 2016) indicates that satisfaction and juggling job and family life are among the top reasons for going into teaching. Fox (1961, as cited in Han & Yin, 2016, p.4) states that a "desire to work with children or adolescents, a desire to impart knowledge and the opportunity to continue one's own education and service to society" are among the top reasons. Han and Yin (2016) confirm that those findings were corroborated in various studies conducted in various contexts (e.g., Alexander, Chant, & Cox, 1994; Kyriacou & Coulthard, 2000; Richardson & Watt, 2008; Sinclair, 2008). In a similar vein, Dörnyei and Ushioda (2011) warn that unmotivated teachers might decide to quit in the middle of their careers. In Tunisia, pre-service teachers' programmes were reinstated in 2015. In addition, one must state that most of the work in this area was published in Arabic or French. Therefore, it is safe to say that the present study will contribute to the literature on Tunisian primary school teachers' motivation.

### **The study**

The study was carried out in January 2022. The participants who took part in it were 226 (89 males and 137 females) future Tunisian primary school teachers. They were selected through a convenience sampling technique. To give the reader of this article an idea about how generalizable the findings could be, it is necessary to build up a detailed profile of the participants (Mackey & Gass, 2005). The students' ages ranged between 18 and 20. They studied for seven years at high school. In the final year, they took and pass a national exam called the Baccalaureate. In Tunisia, admission to university is conditional on passing this exam. At university, the participants are studying for three years. On completion of their educational sciences degree, they will immediately be recruited by the Ministry of Education to start teaching at Tunisian primary school teachers. On the educational sciences programme, students study science subjects, some humanities subjects and the following three languages (Arabic, French, and English).

### **The questionnaire**

Data was collected by means of a Likert scale questionnaire. Opting for this type of instrument could be justified by its advantages. Lowe (2007, p.158) states that the use of questionnaire in education research guarantees standardization as there is no interviewer who can influence the respondent. Therefore, it is safe to say that this type of instrument is usually credited with an acceptable degree of reliability. Questionnaires are also prized for the fact that they cause no fear and embarrassment to the respondent as there is no direct contact with the researcher. By the same token, Lowe (2007) adds that questionnaires can ensure confidentiality, hence increase the truthfulness of the responses. The questionnaire that was used in the present study was composed of 12 items, and each item was incorporated with five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). I got official consent to have access to classrooms, and I myself distributed the questionnaire. The questionnaire was, to a large degree, based on the Academic Motivation Scale (AMS) developed by (Blais, Briere, Pelletier, Senecal, Vallerand & Vallieres, 1992). AMS is prized for its clarity and very acceptable internal consistency. Spittle and Spittle (2014, p. 6) state that AMS was used in a lot of studies because of its good structure and acceptable internal consistency. They underscore that its internal consistency with Cronbach's alpha values ranges between .83 and .86.

### **Results and discussions**

To answer the first research question (RQ1: What types of motivation do Tunisian pre-service primary school teachers have?), I had recourse to the descriptive statistics. Table 1 details the percentage of respondents selecting each alternative.

*Table 1. Percentage of respondents selecting each alternative*

<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1/I started a degree in education because I like teaching kids	26.4	28.4	22.6	14.9	7.7
2/Doing a degree in education was my own choice	19.7	32.2	11.1	26.9	10.1
3/I chose teaching to make a difference in people’s lives	29.3	35.1	24	11.1	.05
4/I chose teaching to be a role model	20.2	32.2	27.4	13.5	6.7
5/I chose teaching because one of my teachers left a strong impression on me	18.8	22.6	18.3	20.2	20.2
6/I am enjoying the subjects I am studying at university	14.4	22.1	32.7	30.8	00
7/I look forward to starting my job as a teacher	38	34.6	17.8	7.7	1.9
8/Doing a degree in education was imposed on me by my parents	19.7	24	12	17.3	26.9
9/I chose teaching because I thought the job was guaranteed	55.8	32.2	4.8	3.4	3.8
10/I chose teaching to enjoy long holidays	47.1	31.7	6.7	8.7	4.3
11/The subjects that I am studying at university are useless and I feel that I am wasting my time	18.3	18.3	28.4	25	9.6
12/I regret choosing this degree	7.2	15.9	23.1	32.7	21.2

Table 1 shows that the prospect of a guaranteed job was the first motive in doing a degree in sciences of education. More than 80% agreed with the statement *I chose teaching because I thought the job was guaranteed*. The long holidays that teachers can enjoy was the second motive. More than 70% of the respondents agreed with the statement *I chose teaching to enjoy long holidays*. Making a difference in people’s lives ranks third. One must highlight that 43.7 % stated that going into teaching was a decision imposed on them by their parents. This may explain why 36 % of the students are not enjoying the subjects they are studying at university. 18.3% strongly agreed and 18.3% agreed with the statement *The subjects that I am studying at university are useless and I feel that I am wasting my time*. In the same vein, 30.8 % disagreed with the statement *I am enjoying the subjects I am studying at university*. However, one must point out that only 23 % of the students regret doing a degree in sciences of education, and more than 60% look forward to the experience of teaching. To ease the interpretation of the descriptive statistics, the students’ motivations were listed and ranked in a descending order in the table below. In a 5-point Likert scale, a mean ranging between 3.5 and 5 is considered high (Lowe, 2007). Therefore, the focus was mainly on the means higher than 3.5. Table 2 summarizes the descriptives of the pre-service teacher’s motivation.

*Table 2. Descriptives of the pre-service teacher’s motivation*

<b>Item</b>	<b>Mean</b>	<b>SD</b>
9/I chose teaching because I thought the job was guaranteed	4.3	0.83
10/I chose teaching to enjoy long holidays	4.1	0.91
3/I chose teaching to make a difference in people’s lives	3.8	1.02
1/I started a degree in education because I like teaching kids	3.5	0.97

**Principal component analysis**

To explore the motivations of the participants and gain a clear understanding of the possible existing correlations between the variables, I ran a principal component analysis. The aforementioned statistical tool is defined as a data reduction technique that allows the researcher to see the potential various relationships between the variables (Mackey & Gass, 2005). Based on the following two criteria, Eigen Value criterion (>1.00) and the total Variance explained, I identified three components. The components accounted for 57.45 %. According to Mackey and Gass (2005), any value superior to 50% can be considered satisfactory. Based on the variables that load the highest, each component was given an appellation. Table 3 details the Varimax Rotated Principal Component Matrix.

*Table 3. Varimax Rotated Principal Component Matrix of the Pre-service Teacher Motivation*

<b>Item</b>	<b>Loadings</b>		
	<b>1</b>	<b>2</b>	<b>3</b>
1/I started a degree in education because I like teaching kids	.773		
2/Doing a degree in education was my own choice	.594		
3/I chose teaching to make a difference in people’s lives	.683		

4/I chose teaching to be a role model	.589	
5/I chose teaching because one of my teachers left a strong impression on me	.584	
7/I look forward to starting my job as a teacher	.511	
9/I chose teaching because I thought the job was guaranteed	.638	
10/I chose teaching to enjoy long holidays	.664	
11/The subjects that I am studying at university are useless and I feel that I am wasting my time		.673
12/I regret choosing this degree		.531

On principal component 1, statement 1 *I started a degree in education because I like teaching kids* and statement 3 *I chose teaching to make a difference in people's lives* load the highest. Therefore, this component will be called 'Intrinsic and altruistic motivation' (Total variance explained 29.75 %). Altruistic motivation applies to teachers who have chosen teaching for the purpose of contributing to individual and social development. Intrinsically motivated teachers are those who go into teaching because they like working with children and doing work in their area of specialty (Andrews & Hatch, 2010).

On principal component 2, statement 9 *I chose teaching because I thought the job was guaranteed* and statement 10 *I chose teaching to enjoy long holidays* load the highest. Therefore, this component will be called 'Extrinsic motivation' (Total variance explained 14.34%). Extrinsic motivation encompasses external factors such as salary, job status, working conditions (Andrews & Hatch, 2010).

On principal component 3, statement 11 *The subjects that I am studying at university are useless and I feel that I am wasting my time* and statement 12 *I regret choosing this degree* load the highest. Therefore, this component will be called 'Dissatisfaction with the modules taught at university' (Total variance explained 13.36 %). The very long syllabi, the vague course descriptions, and the lack of coordination between teachers teaching the same subjects may explain the dissatisfaction on the part of the students (Meziane & Hmeissia, 2018). Table 4 provides the descriptives of the subscales.

*Table 4. Descriptives of subscales of the pre-service teacher motivation*

Sub-scale	Number of items	Mean	SD	Alpha
Intrinsic and altruistic motivation	6	3.59	1.18	.721
Extrinsic motivation	2	4.21	1.06	.825
Dissatisfaction with the modules taught at university	2	2.83	1.21	.745

Out of three means, two could be classed high since they were superior to 3.5. The one that was not high falls into the medium usage level as it was above 2.5 (Mackey & Gass, 2005). The three subscales have an acceptable value of Cronbach alpha (Hulin, Netemeyer, & Cudeck, 2001). Descriptive statistics showed that, for 80% of the respondents, the first reason to go into teaching is the prospect of a guaranteed job. One can argue that this conclusion can be explained by the current socio-economic situation in Tunisia. The specter of long years of unemployment has made a lot of families, parents and students consider teaching a safe alternative. Haouas, Sayre, and Yagoubi (2012) point out that unemployment among Tunisian university graduates has become a phenomenon. They explain that nearly 50% of the students who hold a university degree end up unable to find a job. Skilbeck and Connell (2003) highlight that the unavailability of alternative work makes a lot of students go into teaching, although they are not passionate about it. By the same token, Sinclair (2008) explains that the motivations of pre-service teachers can be determined by the socioeconomic situations in their respective countries. In developing countries, the decision to embark on a teaching career stems from extrinsic motives (Bastick, 2000).

The present study showed that job security and lengthy holidays are the main factors that attracted Tunisian students into the profession. In other words, the vast majority of Tunisian pre-service teachers did not choose teaching because they are passionate about it. They did so because they have reasons, other than a passion for teaching. This can explain why most of them are dissatisfied with the content taught on their teacher education programmes. The joy of teaching kids and the joy of making an impact on people's lives are the two intrinsic motivations mentioned by most respondents. One can argue that this conclusion enjoys some degree of consensus in the literature. A number of previous studies concluded that the joy of working with children and making a valuable contribution to society are the main intrinsic motivational preferences of teachers (Kyriacou & Coulthard, 2000; Reid & Thornton, 2000; Skilbeck & Connell 2003; Ornstein & Levine 2006).

To answer the third research (RQ3: Do male and female pre-service primary school teachers differ in their types of motivation?), I ran an independent samples *t test* on the three components. All the Levene's tests have a significance level far higher than 0.05. Therefore, the null hypothesis was accepted and equal variances *t-test* was used. As shown in table 5, 'Intrinsic and altruistic motivation' and 'extrinsic motivation' have *p* values smaller than .05. Therefore, we can conclude that Intrinsic and altruistic motivation is a type of motivation that applies more to females ( $M=.05, SD=.91$ ) than it does to males ( $M=.02, SD=.84$ );  $t=.47, P=.006$ . However, extrinsic motivation is a type of motivation that applies more to males ( $M=.05, SD=.76$ ) than it does to females ( $M=.03, SD=.86$ );  $t=.001, P=.001$ . Table 5 sets out the *T test* results.

Table 5. *T test Results*

Components	Male (n=89)		Female (n=137)		<i>t</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Intrinsic and altruistic motivation	.02	.84	.05	.91	.47	.006
Extrinsic motivation	.05	.76	.03	.86	.52	.001
Dissatisfaction with the modules taught at university	.04	.96	.01	1.01	-1.30	.191

With regard to the impact of gender on the type of motivation, the study found that intrinsic and altruistic motivation is a type of motivation that applies more to females. However, extrinsic motivation is a type of motivation that applies more to males. In other words, when considering a career in teaching, Tunisian female students place more importance on intrinsic and altruistic reasons than males. According to Thornton, Bricheno, and Reid (2002), this finding has enjoyed some degree of consensus in the literature. Thornton et al. (2002) point out that males choose teaching on the basis of extrinsic motives, in contrast to females. They reported a number of previous studies that confirm the view that female pre-service teachers are more intrinsically and altruistically motivated than males (Johnston, Mckeown, & Mcewen, 1999; Reid & Thornton, 2000).

### Limitations

As is the case in any study, the present one has its limitations. Data was only collected through questionnaires. One must acknowledge that this research instrument has its disadvantages. Lowe (2007, p.158) explains that questionnaires are not flexible as they do not allow respondents to fully express their opinions. Lowe (2007) adds that questionnaires do not give the researcher the chance to get supplementary observational data and understand the motive for replying. The study and its findings would have been more valid if I had supplemented the questionnaire with another research instrument. Mackey and Gass (2005) confirm that having recourse to more than one data collection tool would increase the validity of the study. The study can also be criticized for the fact that it used convenience sampling. This type of sampling has its limitations and is prone to "selection bias and influences beyond the control of the researcher" (Mooi et al., 2018, p. 46). Although the sample was acceptable ( $N=226$ ), having a larger one would have given more credence to the findings. The teacher educators should have been involved in the study. They would have been able to provide a holistic and objective assessment of their students' motivations. Observing the participants in some classes would have given an idea about how enthusiastic and how engaged they are. The programme entails some practical teaching in primary schools. Observing the participants during those lessons could have given a clearer and more objective understanding of their motivations. It is worth noting that even on the teacher education programme, the student's motivation might be significantly impacted, either negatively or positively. Therefore, when exploring pre-service teachers' motivations, it is usually recommended to carry out longitudinal studies (Núñez-Regueiro, Escriva-Boulley, Azouaghe, Leroy & Núñez-Regueiro, 2024).

### Conclusion

The present study was carried out for the purpose of exploring the motivations of Tunisian pre-service primary school teachers. As a concept, motivation was operationally defined as the set of factors that might attract Tunisian students into the profession of teaching. The study aimed also at investigating the possible differences between the motivations of males and those of females. The findings showed that the prospect of a guaranteed job and lengthy holidays are the main enticements. The study found that males and females differ in their types of motivations. Females go into teaching based on intrinsic and altruistic motivations, whereas males do so on the basis of extrinsic motivations.

### Recommendations

Integrating classroom observations into the selection of prospective teachers in the Tunisian Departments of Education is the first recommendation to put forward in the present study. If we are to objectively assess the applicant's fitness for a teaching career, we must give them the chance to experiment with the task of teaching and managing a classroom (Klassen & Kim, 2019). In the Tunisian Departments of education, acceptance on the



educational sciences degree course is conditional on the outcome of an interview. Relying solely on interviews does not guarantee the selection of motivated students. Klassen and Kim (2019, p.33) state that, “as a selection method for prospective teachers, interviews cannot guarantee reliable and objective evaluation”. They explain that factors such as race, age and appearance might come into play and subjectively impact the interviewer’s opinion and their final decision. The second recommendation to put forward is the critical need to rethink and revise the curriculum in the Tunisian Departments of Education. One must warn that the long busy syllabi might demotivate even the most motivated student. Meziane and Hmeissia (2018) warn that the curriculum places great demands on both, students and teachers.

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## INVESTIGATION OF ORGANIZATIONAL CULTURE AND BUSINESS VALUES IN EDUCATIONAL MANAGEMENT

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### ABSTRACT

The aim of this study is to reveal the relationship between educational administrators and organizational culture and how these values are reflected in the organizational culture. In this study, the work values that play a role in the formation of organizational culture were examined and the relationship between the work values of educational managers and organizational culture was investigated. The source of one of the most important problems of education management is that the values specific to this field have not yet gained system integrity. This study is important for organizations and education managers to emphasize the values that managers have in the formation of organizational culture and the spread of this culture to society and the business values included in the value system. Thus, this study will contribute to the formation of a value system specific to this field in educational management.

The population of research it consists of education administrators and teachers working within the borders of Nicosia, Famagusta, Kyrenia, İskele and Güzeyurt. The data of the study was obtained using two scales. The data was first collected with the data collection tool called "Values in Working Life Survey" developed by Yücel (2018). Each selected manager identified how important business values were to them in each of the survey items. Additionally, in this study, the second scale, "Corporate Culture Scale", which aims to reveal the types of organizational culture, was used by the author. Then, by examining the relationship between these two scales with correlation analysis, the role of business values in the formation of organizational culture types was examined.

**Keywords:** Values, Business Values, Organizational Culture

### Introduction

Business values have an important place in understanding human behavior and attitudes in today's world. Because, as Hofstede (1984) stated, values are the building blocks that make up every culture. Although the management style adopted in each culture varies from society to society, values have a significant impact on management in every society. By examining values, the causes of behavior can be identified, grouped and analyzed (Erdem, 2007). How educational administrators will evaluate the management process and look at events is determined by the values they adopt and the business values associated with them (Weber, 1947). For over 50 years, researchers have been investigating industrial psychology, management, and organization, with a strong emphasis on work values and value systems. Work values are an important concept in understanding and predicting people's reactions and job performances (Klenke, 2005).

**Organizational culture:** It is a type of culture that is related to the organizational environment and shaped by organizational practices. Organizational culture can be defined as the beliefs, attitudes, and values that are shared and relatively stable within an organization. Organizational culture consists of a set of symbols, ceremonies and myths. All of these convey the organization's beliefs and values to employees (Ouchi, 2015).

**Work values:** These are the values that enable the individual to achieve satisfaction in working life. Examples of business values include financial well-being, success, responsibility and sacrifice. Business values are concepts that are more specific than general individual values and can be used for appropriate purposes. In general, work values are a more specific explanation of life values (Elizur, 1984). In the relevant literature, it can be mentioned that work values, which are the source of motivation that motivates actions, have an impact on work performance in line with people's goals and attitudes (Bursalıoğlu, 2000).

This study aims to reveal the relationship between educational managers' work values and organizational culture and how these values are reflected in the organizational culture. In this study, the work values that play a role in the formation of organizational culture were examined and the relationship between the work values of educational managers and organizational culture was investigated.

By examining values, the causes of behavior can be identified, grouped and analyzed. How educational administrators will evaluate the management process and how they will look at events can be determined by the

values they adopt and the business values associated with them. Researchers have suggested that values have an impact on organizational culture and cultural differences (Güçlü, 2003). Your values; decision making, strategy, attitude and behavior, work commitment and work effectiveness, success and creativity, loyalty, evaluation of self and others, identification and organizational structure, etc. It has been found to be effective on issues (Bing, 2004).

### **Purpose of the research**

This study aims to reveal the relationship between educational managers' work values and organizational culture and how these values are reflected in the organizational culture. In this study, the work values that play a role in the formation of organizational culture were examined and the relationship between the work values of educational managers and organizational culture was investigated.

### **Problem Statement**

What business values do education managers prioritize, and how do these business values relate to the type of culture the organization espouses? What role do determined business values play in the formation of organizational culture?

### **Sub Problems**

1. When the unit of analysis is the individual, which type of organizational culture is most clearly chosen?
2. When the unit of analysis is the individual, which type of organizational culture is dominant among the dimensions that make up organizational culture?
3. Which organizational culture dimension is evident in organizational culture types when the unit of analysis is the individual?
4. When the unit of analysis is the school, what type of organizational culture is most evident in schools?
5. When the unit of analysis is the school, which type of organizational culture is dominant among the dimensions that make up organizational culture?

### **Limitations**

The research will be carried out in the 2021 academic year. It is limited to the data obtained with the measurement tool applied to the administrators and teachers working in the private schools and kindergartens affiliated to the Ministry of National Education in Nicosia, Famagusta, Girne, İskele and Güzelyurt regions.

### **Method**

#### **Population and Sample**

The population of research it consists of 300 teachers and 40 education administrators working in 60 educational institutions, including private schools and kindergartens affiliated with the Ministry of National Education, in the Nicosia, Famagusta, Kyrenia, İskele and Güzelyurt regions in the 2021 academic year.

#### **Data collection tool**

The "Work Values Scale", developed by Yücel (2018) by scanning the relevant literature, contains 30 dimensions and there are 180 items under these dimensions. However, these dimensions were later reduced to 24 dimensions and 132 sub-items. Each selected manager identified the extent to which work values were important to them in each of the scale items. The work values scale form consists of two parts.

#### **Data Collection**

The scale was used as a data collection tool in the study. Necessary permission was obtained from the school principals that the scales could be applied in schools. There are 1921 teachers in the educational institutions in Nicosia, Famagusta, Girne, İskele and Güzelyurt districts, and 300 teachers in the central regions. In line with this information, 500 copies of the scale forms were applied to 60 educational institutions. Scale forms were collected by the researcher after an average of two weeks. A total of 340, 219 of the scale forms applied to the teachers and 121 of the scale forms applied to the administrators, were returned (Balci, 2001).

#### **Analysis of Data**

The data obtained by the application of the scale were evaluated by entering the SPSS 13.0 package program in the computer environment. The scale data were obtained as follows: The "Business Values Scale" consisting of 132 scale items was applied to the education administrators and the "Corporate Culture Scale" consisting of 64 items was applied to both education administrators and teachers working in the institutions where education administrators are affiliated. Safety and job guarantee, knowledge and research, recognition and appreciation, promotion-progress, competition, moral/affective satisfaction, influence and effectiveness, independence and autonomy, physical activity, workplace, excitement and adventure, money, cooperation. 132-item scale

consisting of dimensions such as communication, being useful to society, entertainment, power, organizational identity, diversity of work, friendship and friendship, participation in decision, competence, personal development, flexibility; It is rated as None (1), Few (2), Normal (3), Quite (4), and Much (5). At the beginning of the scale, the administrators were asked to mark the appropriate score by specifying that after reading each statement, they would choose the option that suits them best.

**RESULTS**

**Table 1: Demographic Variables and Categorization of Variable**

Variable Name	
<b>Gender</b>	1- Male
	2- Female
<b>Age</b>	
<b>Marital Status</b>	1-Single
	2-Married
	3-Widow
	4-Separated
<b>Role in the Institution</b>	1-Manager
	2-Teacher
<b>Seniority Year</b> In Total Years	
<b>Education Status</b>	1- Primary school
	2- Secondary School
	3- High School
	4- Associate Degree
	5- License
	6- Master's Degree
	7- Doktorate
	8- Other

In this scale, there are 8 dimensions such as the distinctive features of the organization, the bond that holds the employees together, leadership, strategic emphasis of the organization, management style, success criteria, communication and rewarding. With 64 items under these dimensions, the institutional culture type of administrators and teachers was tried to be determined. In each of these 8 dimensions, there are options such as two clans, two adhocracies, two markets/markets, and two hierarchies such as A, B, C, D, which measure organizational culture types. All A options represent clan organizational culture, all B options represent adhocracy culture, all C options represent market (market) organizational culture, and all D options represent hierarchy organizational culture. Administrators and teachers were asked to distribute 100 points to options A, B, C, D. They were asked to give the options any score between 0 and 100.

**Table 2. Statistics Showing the Differences Between Selected Organizational Culture Types and Organizational Culture Dimensions when the Unit of Analysis is Individual (N=340)**

Variables	Avg	SS
The distinctive feature of the organization is the clan	29.18	13.96
The distinctive feature of the organization is adhocracy.	20.59	8.47
The distinctive feature of the organization is the market.	21.34	8.32
The distinctive feature of the organization is the hierarchy.	28.90	17.81
The bond that holds the organization together is the clan.	25.08	11.24
The bond that holds the organization together adhocracy	25.10	11.00
The bond that holds the organization together is the market.	22.76	8.24
The link that holds the organization together is hierarchy.	27.03	17.36



Leadership clan	24.58	10.68
Leadership adhocracy	22.42	9.54
Leadership market	20.61	7.52
Leadership hierarchy	32.41	16.44
Organization's strategic emphasis	25.26	10.62
Strategic emphases of the organization adhocracy	24.53	8.48
Strategic emphases of the organization market	21.34	8.32
Strategic emphases of the organization hierarchy	27.96	13.66
Management style clan	30.66	16.52
Management style adhocracy	20.51	7.77
Management style market	20.69	9.63
Management style hierarchy	28.24	14.57
Success clan	27.70	11.14
Success adhocracy	23.96	9.23
Success market	21.43	9.63
Success hierarchy	26.74	12.67
Contact clan	31.85	13.60
Contact adhocracy	26.73	10.21
Contact market	19.26	9.01
Communication hierarchy	22.07	13.92
Reward clan	27.07	11.20
Reward adhocracy	23.95	8.48
Reward market	21.12	7.64
Reward hierarchy	27.24	14.90
Clan	27.67	9.07
Adhocracy	23.47	5.98
Market	21.07	5.31
Hierarchy	26.57	12.14

Considering the issues that the organization emphasizes in a strategic sense, hierarchical organizational culture (27.96) is dominant in educational institutions. Educational institutions attach importance to stability and stability in a strategic sense. Considering the issues that the organization emphasizes in a strategic sense, the market organizational culture type (21.34) is the least chosen organizational culture type. It is seen that one of the issues that educational organizations give the least importance is to establish dominance in educational environments where similar institutions are located.

When educational institutions are examined in terms of communication, clan organizational culture (31.85) is dominant in educational institutions. There is face-to-face communication that takes place in a certain closeness between employees who are connected to each other with a close bond, which is a characteristic of this type of organization. When we look at the findings, the lowest frequency in terms of communication belongs to the market organizational culture type (19.26). In other words, there is no communication in educational organizations to protect personal interests.

**Table 3. Statistics Showing Organizational Culture Dimensions That Are Obvious in Organizational Culture Types when the Unit of Analysis is Individual (N=340)**

Variables	AvgSS
The distinctive feature of the organization is the clan	29.1813.96
The bond that holds the organization together is the clan.	25.0811.24
Leadership clan	24.5810.68
Organization's strategic emphasis	25.2610.62
Management style clan	30.6616.52
Success clan	27.7011.14

Contact clan	31,8513.60
Rewarding clan	27.0711.20
The distinctive feature of the organization is adhocracy.	20.598.47
The bond that holds the organization together is adhocracy	25.1011.00
Leadership adhocracy	22.429.54
Strategic emphases of the organization adhocracy	24.538.48
Management style adhocracy	20.517.77
Success adhocracy	23.969.23
Contact adhocracy	26.7310.21
Rewarding adhocracy	23.958.48
The distinctive feature of the organization is the market.	21.348.32
The bond market that holds the organization together	22.768.24
Leadership market	20.617.52
Strategic emphasis of the organization	21.348.32
Management style market	20.699.63
Success market	21.439.63
Contact market	19.269.01
Reward market	21.127.64
The distinctive feature of the organization is the hierarchy.	28.9017.83
Hierarchy is the bond that holds the organization together	27.0317.36
Leadership hierarchy	32.4116.44
Strategic emphasis of the organization hierarchy	27.9613.66
Management style hierarchy	28.2414.57
Success hierarchy	26.7412.67
Communication hierarchy	22.0713.92
Reward hierarchy	27.2414.90

When Table 3 is examined, it is seen that administrators and teachers working in educational institutions identify clan culture, management style and communication dimensions with themselves. It is seen that administrators and teachers working in educational institutions identify with themselves the culture of adhocracy and the dimensions of the bond that holds communication and organization employees together. It is seen that administrators and teachers working in educational institutions identify with themselves the market/market culture and success criteria, forms of reward and the dimensions of the bond that holds the employees of the organization together. It is seen that administrators and teachers working in educational institutions identify with themselves the dimensions of hierarchy culture and leadership, distinctive features of the organization and management style. Considering the distinctive features of the organization, it is seen that the hierarchical organizational culture type is dominant.

**Table 4. Statistics Showing Organizational Culture Dimensions That Are Obvious in Organizational Culture Types When the Unit of Analysis is School (N=71)**

<b>Variables</b>	<b>AvgSS</b>
The distinctive feature of the organization is the clan	29,768,46
The bond that holds the organization together is the clan.	24,516,56
Leadership clan	24,666,34
Organization's strategic emphasis	24,946,53
Management style clan	31,7912,47
Success clan	28,409,09
Contact clan	31,457,62
Reward clan	27,037,12
The distinctive feature of the organization is adhocracy.	20,754,64
The bond that holds the organization together adhocracy	25,836,83

Leadership adhocracy	22,765,21
Strategic emphases of the organization adhocracy	25,034,79
Management style adhocracy	20,564,16
Success adhocracy	23,856,12
Contact adhocracy	28,117,22
Rewarding adhocracy	24,414,95
The distinctive feature of the organization is the market.	21,784,30
The bond market that holds the organization together	23,165,35
Leadership market	20,403,88
Strategic emphasis of the organization	21,784,30
Management style market	20,305,63
Success market	21,464,74
Contact market	19,065,21
Reward market	21,354,09
The distinctive feature of the organization is the hierarchy.	27,7310,82
Hierarchy, the bond that holds the organization together	26,4610,61
Leadership hierarchy	32,249,66
Strategic emphases of the organization hierarchy	27,827,83
Management style hierarchy	27,418,58
Success hierarchy	26,167,23
Communication hierarchy	21,308,61
Reward hierarchy	26,968,68
Clan	27,825,87
Adhocracy	23,913,30
Market	21,162,87
Hierarchy	26,017,14

When Table 4 is examined, it is seen that the clan culture and management style (31.79) and communication (31.45) dimensions, adhocracy culture and communication (28.11) and the bond that holds the organization employees together (25.83) of administrators and teachers working in educational institutions, are seen to identify their dimensions with themselves. It is seen that the administrators and teachers working in educational institutions identify with themselves the dimensions of the bond that holds the market culture and the employees of the organization together (23,16), the subjects that the organization emphasizes strategically (21,78), and the distinctive features of the organization (21,78).

**Table 5: T-test Results Showing the Examination of Managers' Work Values by Gender (N=121)**

Variables	Gender	N	Avg	SS	t	P
Security/job guarantee	Male	110	4.43	.659	.788	.432
	Woman	11	4.59	.436		
Information and research	Male	110	4.44	.674	1.61	.110
	Woman	11	4.78	.404		
Recognition-appreciation being made	Male	110	3.84	.888	.224	.823
	Woman	11	3.90	.665		
Ascension-progression	Male	110	3.77	.837	.035	.972
	Woman	11	3.76	.763		
Rivalry	Male	110	3.41	.942	.173	.863
	Woman	11	3.36	1.15		
Moral/affective	Male	110	4.33	.517	2.01	.047*
	Woman	11	4.92	.184		
Satisfaction	Male	110	4.35	.618		

Influencing be effective	Woman	11	4.45	.465	.540	.590
	Male	110	4.15	.751		
Independence and autonomy	Woman	11	4.43	.525	1.17	.243
	Male	110	3.19	.870		
Physical activity	Woman	11	3.38	.882	.709	.480
	Male	110	4.11	.762		
Workplace	Woman	11	3.97	.809	.556	.579
	Male	110	3.72	.838		
Excitement/adventure	Woman	11	4.06	.829	1.29	.198
	Male	110	3.68	.771		
	Woman	11	3.93	.767	.997	.321
	Male	110	4.42	.555		
	Woman	11	4.54	.650	.688	.493

\*  $p < 0.5$  ; \*\*  $p \leq 0.001$

Looking at Table 5, it is seen that there are significant differences between the work values of managers in terms of gender. It is seen that among the job values, moral/affective satisfaction ( $p < 0.05$ ) values differ among managers in terms of gender.

**Table 6. Frequency distribution showing the dominant culture type in the Organization when the Unit of Analysis is the Individual (N=340)**

	Frequency	Percent
CLAN	143	42,1
ADHOCRACY	31	9,1
MARKET	13	3,8
HIERARCHY	128	37,6
UNKNOWN TYPE	25	7,4
TOTAL	340	100,0

When the percentage and graphic distribution of organizational culture types dominated by administrators and teachers are examined, the most dominant organizational culture type is clan (42.1%), hierarchy (37.6%), adhocracy (9.1%), market (3%, 8) appears to be. The rate of educational institutions that do not adopt these organizational culture types, that is, the organizational culture type is not clear, is 7.4%.

**Table 7. Frequency distribution showing the dominant culture type in the organization when the Unit of Analysis was School (N=71)**

	Frequency	Percent
CLAN	29	48,2
ADHOCRACY	5	8,3
HIERARCHY	26	43,3
TOTAL	60	100,0

When the percentage rate and graphic distribution of the dominant organizational culture types seen in educational institutions are examined, it is seen that the most dominant organizational culture type is clan (48.2%), hierarchy (43.3%) and adhocracy (8.3%). When the administrators and teachers are evaluated

individually, it is seen that the Sunday organizational culture type is encountered, but when the educational institutions are evaluated as a whole, this organizational culture type is not encountered in these institutions. It is seen that educational institutions feel their institutions as a large family, but these institutions are built with order and rules, open to innovation and development, and where competition and superiority do not take place at all.

### Conclusion And Recommendations

This study aims to reveal the relationship between the business values of educational administrators and organizational culture and how these values are reflected in the organizational culture. In this study, the business values that play a role in the formation of the organizational culture were examined and it was investigated how the business values of the education administrators were in relation with the organizational culture. In the study, answers were sought to the questions of what are the business values that education administrators give priority to, and what is the relationship between these business values and the type of culture adopted by the organization.

The source of one of the most important problems of educational administration is that the values specific to this field have not yet gained a system integrity. This study is important because it emphasizes the values of the educational administrators in the formation of the organizational culture of the organizations and the education administrators and the spread of this culture to the society, and the business values included in the value system. Thus, this study will contribute to the formation of a value system specific to this field in educational administration.

In the study, only the work values of the administrators were examined, the work values of the teachers were not examined. Then, by determining the prominent work values of the teachers, the value system in the institution can be determined. According to this determined value system, administrators and teachers are required to carry out education and training within a system by knowing this value system. It is necessary to know which values are important in school life and to internalize them in terms of teachers and administrators. The source of one of the most important problems of educational administration is that the values specific to this field have not yet gained a system integrity. This study will contribute to the formation of a value system specific to this field in educational administration.

In the study, data analysis was done in two different ways. First, the unit of analysis was examined as an individual. Afterwards, the unit of analysis was evaluated as a school. The fact that the unit of analysis is the school is an important point in the studies of organizational culture. It can be recommended to examine the analysis unit as a school for those who want to work on issues that require a holistic evaluation of the institution, such as organizational culture. In future research, it can be investigated to what extent the business values that education administrators care about are met. In addition, in this study, only the current organizational culture type was determined. The ideal organizational culture type, which is desired to be in educational institutions, has not been considered. In later studies, the differences between the current organizational culture and the desired organizational culture can be examined. Again in later studies, organizational culture type of employees, job satisfaction, organizational performance, organizational citizenship, organizational justice and so on. relationships can be explored.

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## MANAGING MULTI-GRADE CLASSROOMS FOR FOSTERING SCHOOL EFFECTIVENESS IN NIGERIA

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### ABSTRACT

The article examined the issues in the multi-grade classroom management for fostering school effectiveness in Nigeria. Since multi-grade classroom is regarded as a classroom that accommodates more than one class in a class during the teaching-learning process. The persistence of such situation therefore called for management concern in the interest of ensuring school effectiveness. It is therefore inevitable for the educational managers to make investigation into the situation in Nigeria. The paper therefore examined the concepts and strategies for managing multi-grade classroom, the indicators of school effectiveness required by effective multi-grade classroom management, the problems militating against multi-grade classroom management and the ways forward. It was however, concluded that the integration of multi-grade classrooms with the school situations need to be discouraged in Nigeria in the interest of fostering effectiveness in the school system.

**Keywords:** Classroom management, Multi-grade classroom and school effectiveness.

### Introduction

In the recent time, the universalization of education had improved access to equal opportunities to quality education in Nigeria. It should be noted that the universalization of education had increased in the perception and created awareness to quality education in Nigeria. (Adepoju (2009). However, the increase in the population of the students at the school system constituted a problem to the overcrowded classroom, schools population explosion, the problems also lead to the storage of teachers in inadequate classrooms, for the school population in Nigeria. The problem also led to poor school effectiveness and poor students' academic performance.

According to Ogundele (2019), the Federal Government of Nigeria stated that the government alone cannot shoulder all the responsibilities of providing education for her citizens. Manga (2020) also noted that most of schools have set back due to the inadequacy in the education facilities like buildings, lawns and landscaping furniture, instructional facilities and inadequate finance. The effectiveness in the school management also had been in problem.

However, according to Moore (2016), the Educational administrators adopted management strategies like improvisation instructional supervisors, the use of shifting system, employment of part time teachers, the use of senior students for teaching. However, the problems of school population and overcrowded classroom skill persisted. For instance, Ijaiya (2007) stated that, over the years the classroom in secondary education have population of 150-200 students in a classroom. The population according to the author affects the quality delivery service during the teaching-learning process. The National Teachers' Institute (2021) stated that the federal Republic of Nigeria suggested multi-grade school system in order to cope with the over population of the various schools in Nigeria.

Wolff and Gracia (2000) described multi-grade classroom as a class where two or more different grade levels learn in one classroom with one teacher. The multi-grade classroom does occur where the students' enrolment is low, different age group in inadequate classroom. According to Cohen (2012) also described multi-grade class as a natural learning environment with a variety of age groups where they learn together in a single classroom. The rationale for the article is to examine the concepts, causes, problems, the management strategies for improving multi-grade classroom teaching learning process in Nigerian secondary education and secondary education administrators' intervention in multi-grade classroom situation.

### **Concept of multi-grade classroom**

According to Orlich (2010) multi-grade classroom is defined as a class in which pupils of two or more adjacent grade levels are taught in one classroom by one teacher for most of the day. The multi-grade classroom is a situation where many grades are taught by a teacher in a classroom. The multi-grade teacher therefore is a situation where by a teacher has to teach many grades in a classroom all at the same time (Birch & Mike (2014).

According to Vithana and Pathirana (2005). Multi-grade classroom is a teaching situation where a single teacher has to take responsibility of teaching pupils across more than one grade levels within a time table period. To the author, schools with multi-grade classroom refers to multi-grade schools. It should be noted multi-grade classroom take place in area of low population density and school are inaccessible to low enrolment and few teachers. Little (2001) noted that multi-grade take place when a parental patronage focus on the popular schools leading to a decline in the enrolment and high teacher turn over.

Song (2009) defined multi-grade classroom management as a process and skills which play vital role for effective teaching learning process of a classroom that poses more than one grade students. It is practice in a school where a teacher is absent for one reason and substitution is not available. It should be noted that this type of school system, the teaching effectiveness is difficult to achieved due to the following challenges.

Pollard (2001). Identified the following challenges affecting multi-grade schools like inadequate infrastructural facilities, poor time management skills. Non-availability of instructional packages for effective teaching-learning process, inadequate support from the stakeholders in school administration and time table is not flexible towards admitting school effectiveness. However, this paper is interested investigating the classroom management strategies that the multi-grade schools administrative an adopt towards enhancing school effectiveness of secondary schools

### **Indicators of school effectiveness of multi-grade classrooms.**

It should be noted that for the multi-grade classrooms to be effective the following indices should be in the school. According to Kajang (2004) effective multi-grade classroom process the following indices like effective teaching students academic performance teachers' commitment to duties, record keeping, classroom discipline, effective sitting, arrangement and 'community services. For the multi-grade classroom to achieve the indices according to the author, there must be well organized classroom devoid of distraction, more flexible and creative activities need to be initiated and self-directed effective school-community relations and effective delegation of authority.

### **Multi-grade classroom management and school effectiveness of secondary schools**

Multi-grade classroom system include the type of classroom situation where by there are two or more class being managed by teacher. Multi-grade classroom occur when there are few classrooms to accommodate the existing population or a situation where by there is low ration of the teachers to the students enrolment. When there is the available facilities are also inadequate for enhancing teaching effectiveness, multi-grade classroom can set in. However, the existence of multi-grade classroom can be managed towards enhancing teaching effectiveness in Nigeria secondary education in the following ways

**Adaption of group method:** Teachers in a multi-grade classroom can make use of group teaching method. The students can be groups and each of the group would be given different activities to be involved. The teacher will try to monitor and direct the students in what to do. Active involvement will aid teaching effectiveness in schools (Adeoye, 2011).

**Stakeholders involvement in Nigerian education:** The secondary school management can make use of educational stakeholders to intervne on the areas of funding, infrastructural development, maintenance of school plants, donations volunteers as teachers. The stakeholder involvement will go in a long way in reducing the over stressing the facility usage and the problem of multi-grade classroom will be adequately reduce (Ogundele (2016).

**Monitoring of Nearest neighbour analysis:** The nearest neighbour analysis of the schools should be adequately monitored so as to manage the strategic location of the schools. The distance from the one school to the others. That the school need to be equally spread according to the needs and interest. The strategic distribution of the schools will aid equity, access and quality, the situation will reduce the problems emanated from the multi-grade schools.

**Adoption of Activity oriented methods:** The multi-grade teacher can always adopt activity oriented teaching that will encourage cooperative learning and team work in the classroom (Oparande, 2013).

**The teacher need to adopt effective classroom management strategies:** The teachers used to encourage student discipline making the classroom to be flexible and the classroom should be well organized, for effective teaching-learning process in the multi-grade classroom situation. Hess (2009), also suggested that the teachers can make use of the space outside the classroom. The author noted that such approach will complement the crowded multi-grade classroom environment. The space outside can aid accessibility to the local resources which can be benefited for effective teaching learning process in the school system.

**Integration of Information and communication Technology to Teaching-learning process of multigrade classroom:** For effective management of the multi-grade classrooms, the teacher can integrate information and communication Technology and other forms of internet connectivity to multi-grade classrooms. The integration will aid effectiveness efficiency and high commitment towards administration of the multi-grade classroom. (Akinnubi (2012). Finally; the school system can adopt shifting school methods for morning and in the afternoon in order to reduce the stress of multi-grade schools in Nigeria.

#### **Teachers' Qualities for managing multi-grade classrooms in secondary schools**

For effective management of multi-grade classrooms in Nigeria, the teachers to be able to manage multi-grade classroom effectively in secondary,

**Resourcefulness:** the teachers need to be resourceful. The teacher should be able to provide and improvise the necessary instructional facilities such as teaching materials, building managing the available sitting arrangement in order to provide conclusive environment for teaching-learning process in multi-grade classroom. Mothofela (2019) noted that when education resources are effectively the class teachers will be able to present the teaching-learning process in a more understood manner Jordan (2006) stated that in order to manage multi-grade classrooms, the teachers should have good classroom management skills and strategies for arranging and organizing instructional resources and physical setting.

**Pedagogical efficiency:** The teachers in the multi-grade classroom must be able to adopt learner-centeredness participatory, collaborative and interactive learning and be able to adopt constructive and reflective approach. The teachers in the multi-grade classroom need to be methodical capable of varying the methodologies that will aid quality delivery services. The teachers should be able to use dramatization, distraction, simulation game role, play and other activity oriented method. According to Beukes (2006). The multi-grade classroom teachers should possess basic skills of questioning, organizing and managing the time for effectiveness of the multi-grade classroom situations.

**Qualification:** Multi-grade classroom teachers should possess management qualifications such as B.Ed, M.Ed, OR Ph.D. In Educational management, the possession of management qualification will aid effective administration of any multi grade classrooms (Mathot 2011).

**Improved personality traits :** Personality traits of teachers are essential for the effective management of multi grade classroom, Butter Piji and Bijstra (2015). Stated that for effective and efficiency in the administration of the teachers should possess the personality trait of extraversion, Agreeableness consciousness, neuroticism openness to experience. The authors noted that teachers' ability to teach effectively in a multi grade classroom. The personality traits like humbleness, perseverance, hardworking, commitment, knowledgeable and ability to cater for individual differences in the multi grade classroom situations. (Bwoi, 2019).

**Teachers Responsibilities or Readiness:** Teachers in a multi grade classrooms must be ready to take additional responsibilities in the classrooms. The additional responsibilities like giving and marking of assignment, tests, having cordial friendly relationship with the students and parents seeking effective welfare for the students and provision of adequate training capable of achieving quality education for the students at the multi-grade classrooms. (Napan & Alirisug, 2021).

**Principals managerial skills required:** Possession of managerial skills that is capable of managing the multi grade classrooms in Nigeria. According to Ogundele, Osaigwe and Azi (2020). The following principles management skills are essential for enhancing trust and productivity of the teachers in the school system. According to the authors, the require skills include motivational skills, time management skills, supervisory skills, change and motivation skills.

The possession of the skills will enable the teachers to achieve the basic educational goals. Aksoy, (2008).

**Collaborative learning:** The multi grade classroom teachers should always encourage students working together to solve specific problems. The teachers therefore should encourage peer tutoring, tutoring participants grouping according to the interest abilities and capabilities. This effort will aid effectiveness and efficiency in the school administration of the multi-grade classes. (Moore, 2016).

### Suggestions

The following strategies can be adopted towards effective management of multi grade classroom in Nigeria. The following suggestion are made.

Multi-grade teachers should always relate their teaching-learning processes to a real life situation. The real life situation should be connected with the teaching learning processes in the school system. This can be done through integrative strategy.

Also, technology can be integrated into the teaching-learning process in multi-grade classroom. The teacher should always adjust digital tools in the classroom. The tools will encourage enquiry task learning easy connectivity convey the lesson items to the students.

Teachers should be flexible during provide appropriate teaching materials capable of effective goals achievement of the multi-grade classrooms in Nigerian school. Multi-grade classroom teachers need to encourage effective reading culture so as to faster students' emotional wellbeing.

The teachers in the multi-grade classrooms should always encourage child-centeredness approach during the teaching learning process. This can be done by connecting the teaching-learning processed to a real life situation, teaching from known to unknown, adopting activity oriented pedagogical approach. The method will aid effective teaching-learning process in a multi-grade classroom in Nigeria.

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## OPINIONS OF STUDENTS STUDYING IN THE FACULTY OF EDUCATION ABOUT THE GUIDANCE COURSE

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### ABSTRACT

Guidance; it is the professional help process made by experts in order for the individual to understand himself, solve his problems, make realistic decisions, develop his capacity at his own level, make a balanced and healthy harmony with his environment and realize himself.

The aim of this study; to raise awareness about the guidance course taken by all departments of education faculties and to emphasize the importance of the guidance course they take for their professional lives. When the literature is examined, this study was carried out to contribute to the literature, since there are few studies on this subject.

This study has been carried out in 2022-2023 Spring semester in a private university with 25 students of various departments of faculty of education. Students, who were voluntarily involved in this qualitative study, were directed some interview questions to get their perceptions on the value of guidance course. Semi structured interview procedure was utilized to gather data from the participants. Data were collected in participants' natural settings and each session was organized according to their availability.

As a result of this study, participants who got the guidance course report that this course increased their motivations in a significant way as well as increased their awareness and influenced their education life positively.

Participants' perceptions revealed that the content of the course should be updated, and contemporary examples should take place in the renewed version of the course. Those students who received the guidance course believed that the experiences they gained throughout would help them become a good observer in their professional life and would help them become decent counsellors. One other crucial finding is that acknowledging and encouraging active participation of students were found to be important, and participants retained that denoting the course with real life samples is an inevitable part for enhancing the quality of the course.

In this study, semi-structured interviews were conducted to evaluate the opinions and suggestions of university students taking the guidance course. Qualitative research method can be defined as a research method can be defined as a research method that involves collecting detailed data from research in any field. In the research, the data obtained from the semi-structured interview form were analyzed and interpreted using the 'content analysis technique'.

To investigate the findings of the study, 25 students studying in Special Education Teaching, Pre-School Teaching, English Language Teaching and Classroom Teaching were asked questions about the guidance course they took. The findings obtained from the participants' answers to the questions were interpreted using the content analysis technique using the qualitative research method.

Students' awareness of the importance of guidance services provided in schools is high. For this reason, it has been concluded that guidance courses given as common courses in education faculties of universities are important. This scientific study concluded that the professional role of counselors and psychological counselors in schools is important. This importance should be known and taken seriously by students studying at the Faculty of Education and becoming teachers. This perception should also be made by the guidance courses given.

**Keywords:** Guidance Service, Student Perception, Professional Development, Guidance Course, Student Awareness.

### INTRODUCTION

Human beings, who are social beings, have continued to help and solidarity with each other and communicate with each other since their existence. Communication; It is the exchange of information, feelings and thoughts between two people or societies in the position of sender and receiver (Dilekman, Başçı, Bektaş, 2010). In order for people to understand each other correctly, communication should be maintained in a healthy and interactive manner. In addition, it should be maintained in a systematic and professional manner as well as being healthy and interactive (Ağır, 2017). Because; This age we live in is an age in which change is experienced very quickly. In order to catch up with this change and to raise individuals who are healthy, adequate and able to reveal their latent powers, the

importance of guidance services has emerged in addition to classical education and training services (Yüksel-Şahin, 2008).

Guidance; It is the process of professional assistance provided by experts for the individual to understand himself, solve his problems, make realistic decisions, develop his capacities at his own level, make a balanced and healthy adaptation to his environment, and realize himself (Pişkin, 2006; Greenleaf, 2012; Heavy, 2017). In other words, it is a help given to the individual for the benefit and self-realization of society. Schools have a great importance in mental health services. Providing guidance services in schools suitable for the age and developmental periods of individuals enables individuals to make healthy decisions (Yeşilyaprak, 2012; Hamamcı and Turk, 2020). On the other hand, the age we live in is called the age of anxiety. Issues such as the increase in human population, global warming, and poverty negatively affect the mental health of individuals. In schools, the personal development of children and young people is supported and their well-being levels are increased (Aypay and Durmuş, 2021).

The understanding of education is becoming contemporary with the support of guidance services (Atik Kara, 2012; Greenleaf, 2012). The fact that it is contemporary supports the understanding of putting the student at the center. Thus, the student discovers his interests, talents and values, and accordingly, the student's life becomes healthier and more successful (Kuzgun, 2019).

Development is a lifelong process (Santrock, 2019). In the contemporary school system, the principle of development as a whole is defended, and based on this principle, a new element has been added under the name of 'guidance', which includes psychological and social services in addition to teaching and management (Özoğlu, 1982; Poyraz, 2006). In this context, a behavior shown by the individual may be a behavior suitable for the developmental period of that period, that is, a temporary problem behavior (Savi Çakar, 2017). In particular, during adolescence, students are in a period of rapid development (Santrock, 2017). It is a psychologically weak and vulnerable period in which sexual energy is intense, adaptation problems are experienced, curiosity about every subject, is in search, and they may show problem behaviors such as peer bullying, suicide, and addiction specific to that period (Tarhan and Nurmedov, 2019; Santrock, 2017; Aydin, 2010; Austin, Sciarra, 2015). People in the field of education should recognize these situations and observe the students who show problem behaviors and refer these students to school counselors (Ercan, 2001; Greenleaf, 2012; Fingerless Sky, 2018). For such reasons, guidance services should be provided effectively and systematically in schools (Arslan & Özpınar, 2008). Effective and systematic presentation becomes possible with the active participation of all staff in the school (Karataş & Polat, 2013). The foundation of effective and systematic delivery of guidance services is laid with the guidance courses given in the faculties of education that train teachers. Teacher education is a long process and is not a profession where the strength of body and mind is rented for a certain price. The information received, the observations made and the exemplary practices exhibited in the pre-service period provide significant gains in terms of preparation for the profession. In order to ensure this unity of understanding, the 'guidance' course, which is a common course in the Faculties of Education, is taught, so that students are given an awareness about 'guidance' and the importance of mental health in human life is emphasized (Aslanargun, Kılıç, Acar, 2012).

A student needs guidance at every stage of his education life (Özoğlu, 1982). Preventive and supportive interventions with studies such as academic success, social competence, field and profession choice, peer support enable students to make more effective decisions (Tuzgöl-Dost and Keklik, 2012). For this reason, in order for educational guidance studies to become effective and efficient within the understanding of comprehensive and developmental guidance, management, teachers and parents should be in cooperation (Tuzgöl-Dost and Keklik, 2012). These studies are carried out by taking into account the developmental characteristics and needs of students at all levels of education (Yeşilyaprak, 2003; Ercan, 2001; Karatas, Baltacı, 2013).

### **Student Personality Services**

Student personality services are all services that meet personal development needs and are not teaching (Can, 2018). Student personality services are an integral part of contemporary education. It is a different service from teaching and administration services. These services include social and educational activities, social assistance, special education, health services, guidance and psychological counseling (Engin Deniz & Erözkan, 2022).

Drawing attention to the importance of other student-oriented services as well as Psychological Counseling and Guidance activities, it is widely accepted that the concept of student personality services is valid for all education levels. The purpose of these services is; health, social assistance and guidance services, special upbringing services, social and cultural services to create an educational environment that will allow the individual to develop as a whole in all aspects and to gain a healthy personality (Yeşilyaprak, 2012). When the literature was examined, there

were no current studies on the guidance course taken by the students studying in the faculties of education. In this context, this study was carried out in order to contribute to the literature on the guidance course.

The aim of this study; to raise awareness of the guidance course taken by all departments of education faculties and to emphasize the importance of the guidance course they take for their professional lives.

For this purpose, answers to the following questions were sought through a semi-structured interview:

1. Question: 'Did you benefit from the guidance service at your school during your primary and high school years?'
2. Question: 'How will the guidance course you took during your university period contribute to your relations with students in your professional life?'
3. Question: 'How was the guidance and psychological counseling service you received during your school years (primary-high school)?'
4. Question: 'What was the contribution of the guidance course you took during your university period?'

## Method

### Model of the Research

In this study, semi-structured interviews were conducted to evaluate the opinions and suggestions of university students who took the guidance course. In addition, the data were analyzed by inductive technique using qualitative research method. Qualitative research method can be expressed as a research method that includes detailed data collection of research in any field. In qualitative research methods, observations, interviews and written document analysis are generally carried out (Yıldırım and Şimşek, 2016). The data of this study were examined in detail and collected through a semi-structured interview form for qualitative analysis of the responses. In semi-structured interviews, a series of questions are prepared and these questions are used in all interviews and answers are obtained. In other words, individuals are allowed to answer questions at the time of the interview without time restrictions. Semi-structured interview questions provide both objective and in-depth analysis (Gay, 1987; Berg, 1998). In the study, the participation of the participants in the research was based on volunteering. In order to collect the data in the study, interview forms were created and data collection was applied.

### Data Collection

Before the semi-structured interview forms used in the study were prepared, the literature was examined in detail, the questions to be included in the form were created, and the final arrangements were made by taking the opinions of 3 different academicians as experts. The participation of the students in the study was voluntary. Before interviewing the students participating in the research, it was explained by the researcher that the interview would remain confidential.

The data were taken from the students in the form of face-to-face interviews. In order to determine which of the participants the written opinion notes belong to, the interview notes are given in quotation marks using footnotes. Then, in parentheses, it is indicated to which participant the interview belongs (for example, K1).

### Working group

The study group of the research consisted of university students studying at the faculty of education at a private university. The study group consists of 12 students of the Department of Preschool Teaching, 5 students of the Department of Classroom Teaching, and 8 students of the Department of English Language Teaching. The students consist of a total of 25 people, 18 women and 6 men.

**Analysis of the data:** In the study, the data obtained from the semi-structured interview form were analyzed and interpreted with the "content analysis technique" (Yıldırım and Şimşek, 2016). In addition, in order to increase the internal reliability and validity of the findings of the study, frequent citations were made in line with student opinions. In order to determine which of the participants the written opinion notes belong to, the interview notes are given in quotation marks using footnotes. Then, in parentheses, it is indicated which participant the interview belongs to. A thematic label was given to the data collected under the same title and the data were arranged according to the opinions of the students in accordance with these titles. The research was analyzed by dividing it into themes and interpreted by dividing it into categories in themes. In this process, care was taken not to touch the original opinion of the students.

### Results and Interpretation

In order to investigate the findings of the study, 25 students studying in Special Education Teaching, Preschool Teaching, English Language Teaching and Classroom Teaching were asked questions about the guidance course they took. The findings obtained from the answers given by the participants to the questions asked were interpreted using the content analysis technique using the qualitative research method.

**Table 1: Whether the participants took a guidance course or not**

	n	%
Yes	10	40
No	15	60

When the table above is examined, more than half of the participants stated that they have never received guidance services in school life; Only 10 of the participants stated that they received guidance services.

**Table 2: Professional contribution of the guidance course**

Theme	Category	n	%
Professional development	Orientation	20	80
	Suggestions for solutions	15	60
	Planning	5	20
Desired behaviors	Benefits	5	88
	Communication	22	72
		18	

When Table 2 is examined, the professional contribution of the participants to the guidance course consists of 2 themes. There are 3 categories under the theme of professional development. The majority of the participants are in the orientation (80%) category, solution suggestions (60%) and planning (20%). There are 2 categories in the theme of desired behaviors. More than half of the desired behaviors were categorized as outcomes (88%) and communication (72%).

Regarding the question asked, one of the participants said, *"The guidance course I have taken shows and teaches me how to solve a problem when I encounter a problem in my communication with children and families, and how to help psychologically, and it makes a very positive contribution for these and similar reasons"* (Ö(1)).

The guidance course taken by the student guided him on how to approach the problem when he encountered a problem. In addition, the student emphasized that the guidance course has a very important place in his life.

Another participant's response to the relevant question;

*"The guidance course I took in my professional life has enabled me to plan more easily in business and profession"* (Ö(2)).

The student stated the importance of planning in terms of the necessity of his profession and that he would realize planning with this guidance course he took.

Another participant said,

*"I can tell you that the guidance courses and programs I have taken will facilitate my attitude towards my students and the communication between me and them. I can say that we can be individuals who are more prone to empathizing, not only in terms of communication. In addition, I think that the importance and awareness of psychology education should be created for human relations"* (Ö(3)).

In line with the student's answer, he stated that he would contribute to him in his future life by learning the concepts required by guidance in the lives of individuals.

Another participant said,

*"The guidance course I have taken in my professional life will help me to get to know people and to lead me to do business together in business life"* (Ö(4)).

The student emphasized that the guidance course he took would make a significant contribution to his relations with individuals in his professional life.

In addition, another participant said,

*"The course I took allowed me to think about how effective human psychology is on my profession"* (Ö(5)).

The student emphasized how important mental health is in the practice of his profession.

Finally, another participant's answer to the relevant question,

*"The guidance course I took taught me how to deal with the difficulties in my profession, how to think, and what coping methods to use while coping with my problems. It will contribute to my ability to cope better with my problems in my professional life in the future"* (Ö(6)).

He emphasized how the student should deal with the difficulties he will face in his professional life. In addition, they have developed their problem-solving skills with this course.

**Table 3: Effectiveness of Guidance and Psychological Counseling Service**

Theme	category	n	%
Current status	Inadequacy	17	68
	Breach of privacy	12	48
	Limitations	10	40
A must-have	Coping with stress	20	80
	Individuality	21	84
	Privacy	12	48
	Correct orientation	8	32

When Table 3 is examined, it consists of two themes as the current situation and the situation that should be regarding the effect of the Guidance and Psychological counseling service of the participants. The current situation theme consists of 3 categories in itself. The majority of respondents (68%) cited inadequacy, privacy violations (48%) and limitations (40%). It is seen that the other theme, which is the guidance and psychological counseling service, consists of 4 categories. The majority of respondents were individualistic (84%), coping with stress (80%), confidentiality (48%) and correct guidance (32%).

Regarding the question asked, one of the participants said,

*'In the guidance services course I took, situations related to the general problems of the school were discussed, no seminars or speeches were made on behalf of the individual student, instead, steps could be taken to overcome the psychology of the student and the situations and processes they were in. Another problem was that a student who benefited from guidance services in the classroom or at school was stigmatized in a negative way, and instead of taking steps to keep it secret, the guidance counselor could show it as an example by making an insinuation, even if it was closed, so there was no private secrecy' (Ö(1)).*

Guidance and psychological counseling services should be carried out confidentially. It is seen that students are not contacted one-on-one.

Another participant,

*'The guidance courses you take should be done in the most ideal way according to our profession and in a way that will enable us to cope with the most stress management from the least stress management' (Ö(2)).*

It is emphasized that guidance services should be more detailed and sections from life.

*'Psychological education and program is for me. It should be more individual. Because we know that the factors that govern us in human functions are our psychological perceptions, and we also know that the functions of each person work differently. In other words, the psychological and social values of each person should be taken care of personally and progressed' (Ö(3)).*

In order to get to know the students better and to learn their problems, it is necessary to apply psychological test and non-test techniques.

Another participant's answer to the relevant question,

*'It should be done in different ways in different areas for work' (Ö(4)).*

He emphasized the importance of guidance in different occupational groups and drew attention to the fact that there should be a guidance unit in every sector.

Also another participant,

*'The guidance class I took should have been more individual. I think that it will enable the student to see their problems easily and to produce solutions in this way. The counseling lesson should be taken more seriously. I think that it is generally seen as empty lessons in schools in Turkey. However, it is important in terms of guiding students. I think that more time should be allocated for the guidance lesson and that there should be people who have the authority to provide more than one guidance service in a school because there are many students and there should be time and teachers who can spare time for these students' (Ö(5)).*

The student drew attention to the need to provide psychological counseling services with the individual. He emphasized that there should be enough guidance and psychological counselors in schools for all students.

Finally, another participant's answer to the relevant question,



*'The guidance lesson should be problem-oriented. Unnecessary topics should not be discussed. There should be a friendly environment while giving guidance lessons. Because the person taking the guidance course should be an environment where he can explain the problems without hesitation so that he can explain them comfortably. Curious questions should be answered' (Ö(6)).*

Guidance and psychological counseling services were not provided as they should be in the student's school. While providing individual counseling, it is seen that an environment where clients feel comfortable and reliable is not provided.

**Table 4:** 'What was the contribution of the guidance course you took during your university period?'

Theme	category	n	%
Motivation	Academic achievement	18	72
Professional development	Problem-solving skills	22	88
	Effective teaching	15	60
Personal development	Understanding of guidance	20	80
	Persistent learning	12	48
Communication	Getting to know students	23	92
	Communicate effectively with the student	18	72

When the table was examined, when the opinions of the participants about the guidance course they took at the university were evaluated, it consisted of a total of four themes: motivation, professional development, personal development and communication. The motivation theme consists of 1 category in itself. The majority of the participants (72%) constituted the academic achievement category. It is seen that the professional development theme consists of 2 categories. The majority of the participants consisted of problem-solving skills (88%) and effective teaching (60%). Personal development consists of 2 themes. The majority of the participants (80%) constituted the category of understanding of guidance. About half of the participants expressed their opinion about the category of permanent learning (48%). The communication theme consisted of 2 categories. It consisted of the categories of getting to know the students (92%) and communicating effectively with the students (72%).

Regarding the question asked, one of the participants said,

*"It made me realize that teaching isn't just about lecturing. At the same time, I understood that motivation is effective in course success' (Ö(3))*

In the statement above, it is seen that the guidance course they take has positively changed the perspective of teacher candidates on their profession and it is realized that students should also examine it from a developmental and social point of view.

*'My awareness of guidance has increased' (Ö(4))*

In the above statement, it is seen that the emphasis is on cooperation with the school guidance service in order to communicate with the guidance service.

*'Appropriate materials used in the lessons enable me to learn permanently' (Ö(21))*

The use of tools and equipment suitable for the content of the lessons in the participant's statement allows the student to learn permanently.

*'I learned what to do when I had problems with students' (Ö(5))*

In the above statement, the respondent stated that he should benefit from the guidance services of the school.

*'I realized that I needed to get to know the students' (S(6))*

In the participant's statement, he mentioned that it is important to get to know the students in order to increase the academic success of the students.

## Result

All of the answers given in this study, in which students studying at the Faculty of Education of a private university voluntarily participated, agree that guidance and psychological counseling services should be given importance. At the end of the study, in line with the answers given by the participants,

It has been observed that the students who take the guidance course as a contribution to the guidance courses taken by the students will be very useful in their approach to the problem when they come face to face with a problem with their students when they graduate and start their professional lives. In this direction, the guidance course has an important place in the professional lives of the participants.

The contribution of the guidance course is very high for students to be successful in their professions by enabling them to be more planned in their professional lives.

The guidance lesson of the participants on how to behave in dealing with any difficulties encountered guided their communication with people.

The fact that the guidance service is based on confidentiality has made it easier for people to get help by improving their sense of trust.

In the study, it was also emphasized that in order to get to know the students better and learn their problems, it is necessary to apply psychological test and non-test techniques by classroom counselors under the leadership of school counselors.

Another result of the study; It emphasizes the importance of guidance in different occupational groups and the conclusion that there should be a guidance unit in every sector is very important. In the study, it was emphasized that the participants needed counseling services for the individual, and it was mentioned that the number of guidance and psychological counselors in schools was insufficient, and this problem would be eliminated by increasing the number of sufficient guidance and psychological counselors.

Another result of the research is that while providing individual psychological counseling, it is seen that an environment where clients will feel comfortable and reliable is not provided. Students' awareness of the importance of guidance services provided in schools was high. For this reason, it has been concluded that the guidance courses given as a common course in the education faculties of universities are important. With this scientific study, it was concluded that the professional role of guidance and psychological counselors in schools is important. This importance should be known and cared for by the students who will be teachers studying in the Faculty of Education. This perception should also be made by the guidance courses given.

Another result of the research is that guidance services allow the student to be more academically proficient. In addition, as another result of the research, it was found that students contributed to their academic, personal and social development by taking consultation from the guidance service regarding effective teaching.

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## PRIMARY SCHOOL STUDENTS METAPHOR REVIEW IN ACCORDANCE WITH THEIR OPINIONS ON MUSIC COURSE

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### ABSTRACT

The aim of the research was to examine the metaphor examples created by primary school students in line with their views on music lessons and to offer suggestions on this subject. The universe of the research; In the 2021-2022 academic year, 224 students of Değirmenlik Primary School located in the Nicosia district of the TRNC Ministry of Education, Primary Education Department. The sample is 215 students. In the first part, as a data collection tool in the research; The information form includes personal information, and in the second part, the metaphor technique, which is a qualitative study, is used, "Music lesson; It is like ..... because; It was requested to complete the sentence Before applying the interview form, the students were helped to fully understand what the metaphor meant by explaining it with examples. The interview forms were evaluated by taking expert opinion. In the analysis of the data, metaphors were identified, metaphors were classified and categories were created and digitized. As a result of the findings, it was tried to determine to what extent the students were interested in music and what the emotional state that music aroused in them was. As a result, it was revealed that the music lesson aroused positive emotions in the students, and therefore they liked the music lesson. Therefore, the active role of the music teacher in the classroom, the effect of making students love the lesson has been revealed, the importance of the materials to be used in the course content to motivate the students and the importance of teaching the game-oriented lesson with a student-centered approach has been seen. In this context, it is thought that the research will shed light on the literature in terms of improving the methods and suggestions to be applied to increase the efficiency in music lessons in line with the data obtained.

**Keywords ;** Education, primary school, metaphor, music lesson, student.

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### 1. Introduction

In this study; It was aimed to examine primary school students' views on music lessons with the metaphor technique. Since music education and teaching in primary schools is student-centered, which is a contemporary approach, students' interest in music lessons is important in order to achieve the targeted course success (Uçan, 1999). If the students' attitudes and perceptions towards the music lesson are positive and at a level that can meet their needs, the targeted success for the music lesson will be achieved. For this reason, determining the positive or negative attitudes and perceptions of students towards music lessons emphasizes the importance of this research (Nacakçı, 2006).

Education creates visible changes in the individual's behavior by gaining the knowledge, skills and values that he or she acquires throughout life from birth (Erden, 2011). Music, which extends from past to present and is present in every phase of life, directs the lives of individuals (Aras, 2010). Music education, which is a branch of educational sciences, has great value in human life in terms of language, art and science. In ancient Greek culture, the perspective on music was seen as an element that disciplined the souls and tastes (Salamah, Alzubi & Yinal, 2023). Today, many educators state that music has both a psychological and social impact on people's lives, and is also an important tool in preserving and transferring aesthetic and cultural riches (Say, 2007).

Music; It is the art of expressing emotions and thoughts with the help of sounds, by designing them with purposes and methods in line with a certain aesthetic understanding (Uçan, 1997; Özdemir and Yıldız, 2010). It arises from the individual, social, cultural, educational and economic functionality of music, which is also effective in gaining, changing and developing musical behavior (Uçan, 2005; Özdemir and Yıldız, 2010). In addition to being an art with the expression of emotions and thoughts, music is also a science due to the way it can be comprehended by the mind (Károlyi, 1999). Because of this feature, music causes the perceptions and cognitions of individuals in particular and societies in general to change and develop (Kabataş, 2017).

In addition to the talents that a person is born with, he acquires many skills through musical education. They enrich their lives as individuals who are self-confident, cooperative, tolerant, social, sharing, creative, have strong communication skills, have developed psychomotor skills, have an aesthetic understanding, can look at art with a critical eye, have developed musical taste and interpretation-analysis power (TRNC Music Lesson Curriculum, 2016) .

Music, which handles emotions, thoughts, designs and impressions as a set of purposes and methods with the contribution of sound and sound sources, is also a form of expression with a certain understanding of beauty. Music, which takes place at every stage of individual and social life, directs cognitive and affective structuring processes (Uçan, 1994; Say, 2006; Cüceloğlu, Önder and Yıldız, 2017; Eren, 2018). Music enters the individual's life in two ways, as an educational field and as an educational tool. When music as a field of education develops in terms of musical practice, musical concept and musical competence; As an educational tool, music comes into play when used in interdisciplinary teaching to make education efficient and effective (Uçan, 1994; Özen, 2004; Yazıcı, 2016).

These ages, when the musical education of preschool and primary school students is based on, are a period in which their perceptions are extremely clear. The basic knowledge they acquire in this process lays the groundwork for shaping their lives. A student who comes to music education with a certain readiness when starting primary school shows positive physiological, psychological and mental development compared to his peers (Varış, 2020). Since the music course at the primary school level is creative, complementary, supportive and progressive, it functions in both formal education and non-formal education. In addition, music has the feature of formally including all lessons (Yıldız, 2002; Göğüş, 2008; Umdaň and Işıldak, 2019).

The individual acquires certain behaviors through the process of music education. He purposefully changes, develops, transforms and perfects these behaviors through his own life. In the process, the individual reaches the goals through his own musical life by following a planned, methodical and orderly path (Uçan, 1997, 2005; Noyan, 2012). In this way, the individual develops as a society and an individual by gaining creativity, self-confidence, mental skills and aesthetic perspective in every field (Yıldız, 2002). Education by doing, which is a contemporary approach, reveals creative potential through games and activities and makes the student a part of the active process (Gürgen, 2006).

Music provides individuals with lifelong physical, emotional and mental experiences. These experiences can combine with other experiences over time and cause changes in the individual's perception of music. At the same time, this may also cause differences in perception of the concept of music. One of the ways to determine differences in perception in individuals is metaphors (Çetinkaya, 2019). When we look at the dictionary meaning of metaphor, its origin is derived from the Greek word "metapora" and passed into Turkish from French. Metaphor, also referred to as metaphor, is expressed as similes that strengthen the narrative (TDK, 2021). Metaphors mean transferring or conveying human life and the environment in the definition of complex terms through different analogies (Cerit, 2008; Döş, 2010). In other words, metaphor; It is the making of an analogy by relating an idea or a phenomenon with words of similar nature and different meanings (Aydın, 2006). Metaphor is the explanation of the meaning an individual attaches to an event or a situation through analogy as he perceives it. According to Jensen (2001); Metaphor, which leads to new understanding between two similar concepts, enables the establishment of information connections (Aydın, 2010; Ünal and Ünal, 2010; Umuuzş and Umdaň, 2013).

It can be said that metaphors are the most powerful mental tools that shape, control and direct an individual's thoughts by transferring them from a similar field to a new and unknown field (Tsoukas, 1991). Metaphors used by scientists to understand the world provide an opportunity to transform an objective situation into a meaningful form (Yıldırım and Şimşek, 2011). Thus, metaphors are used to reveal how the concepts to be examined are perceived (Cerit, 2008). Metaphors are also used to improve a process and describe a situation (Morgan, 1998). Metaphor provides a visual image that provides a rich picture of the phenomenon, situation and event of the subject to be examined (Yıldırım and Şimşek, 2011; Umuuzş and Umdaň, 2013).

Many metaphor studies have been conducted in the fields of music, art and education in various national and international studies (Schalkwyk, 2002; Öztürk, 2007; Capan, 2010; Şahin, 2009; Mustan Dönmez and Karaburun, 2013; Gouzouasis, 2011; Tulunay Ateş, 2016; Acar Güvendir and Özer Özkan, 2016; Fidan and Fidan, 2016; Tez, Aydıner and Uygun, 2016). Metaphors relate a theoretical, complex or abstract phenomenon as a means of perception and add new meanings between known concepts and unknown concepts (Geçit and Gencer, 2011; Eren, 2018). As in every field, metaphor is used in the field of education during the subject teaching process. It allows us to understand both the student's understanding and meaning of the course and his/her thoughts and perspective on the course. In the light of the results obtained, metaphors provide guidance in structuring the course process, method and content. As a matter of fact, we see metaphor as a method applied in music lessons (Orhan, 2019).

Students develop positive or negative attitudes towards music lessons in the light of their thoughts, expectations and experiences. These attitudes are experiences acquired during and before the course. These attitudes and perceptions developed by students directly affect their participation in the course and their success (Öztürk and Kalyoncu, 2014). It is aimed for primary school students to develop their musical identities and perceptions



acquired in music lessons, as well as to get to know national and international cultures. Therefore, metaphors, which are the way of explaining a phenomenon with another phenomenon, come into play when it comes to knowing what kind of perception primary school students have about the music lesson (Kövesces, 2010; Gültekin, 2013).

It is important to have a positive perception of students' attitudes towards music lessons. Students with positive attitudes are more willing to learn. Thus, the realization and permanence of the targeted teaching in the course is positively affected (Öztürk and Kalyoncu 2014). Otherwise; Mullins (1984) says that if students' attitudes towards music are negative, the music education program can cause rapid and deep damage and must be improved to compensate (Özmenteş, 2012).

## **2. PURPOSE**

### **2.1. Purpose of the research**

In this study; It is an examination of the opinions of Değirmenlik Primary School students studying in the 2021-2022 academic year, affiliated with the Department of Primary Education within the Ministry of Education of TRNC, regarding the music lesson through metaphor. Accordingly, answers were sought to the following questions;

1. Primary school students; What are their demographic characteristics such as their gender, age and grade?
2. Primary school students; What are their symbolic perceptions towards music lessons?

This research It aims to guide music teachers and administrators working in primary schools by determining primary school students' perspectives on music lessons.

### **2.2. Importance of Research**

In line with this research, it is aimed to contribute to the education system in this regard by examining the opinions of primary school students about music lessons. When the literature was examined, it was seen that the number of studies on the subject in TRNC was very low. The study titled "Examination of primary school students in terms of their views on music lessons" is important in this respect. It is hoped that this study will make a significant contribution to the literature.

### **2.3. Limitations of the Research**

1. This study is limited to students studying at Değirmenlik Primary School, affiliated with TRNC Ministry of Education, Department of Primary Education, during the 2021-2022 academic year.
2. The study is limited to the surveys used in the research.
3. This study is limited to the participants' responses to the surveys.

## **3. METHOD**

### **3.1. Model of the Research**

phenomenology pattern, one of the qualitative research methods, was used. Phenomenology pattern; It appears in many forms such as events, situations, experiences and perceptions. It provides a suitable basis for studies that aim to investigate the phenomena that we encounter in our daily lives and which we are familiar with, phenomena that are not completely foreign to us, but whose full meaning we cannot understand (Yıldırım and Şimşek, 2008). The social and everyday actions of people's conscious experiences are called phenomenology (Schram, 2003). Although phenomenology does not provide definitive and general results, it produces results that will help us recognize and understand a phenomenon better (Yıldırım and Şimşek, 2006). In this research, the descriptive role of metaphors was used in determining the facts, conceptual structure and also in collecting data. The research aimed to reveal and interpret the views of primary school students on the concept of "music". Starting from this point, in the research, what music, which is frequently used in daily life, means from the perspective of primary school students was analyzed in detail. In the research, it was desired to conceptualize the data and reveal themes that could describe the phenomenon, that is, music. The results are given with a descriptive narrative.

### **3.2. Population and Sample**

The population of this research consists of 224 students at Değirmenlik primary school affiliated with TRNC Ministry of Education. The sample of the research consists of 224 Değirmenlik Primary School students studying in the 2021-2022 academic year under the TRNC Ministry of Education. The participants in the research were determined according to the "purposive sampling" method and "easily accessible situation sampling" (purposive sampling). Oath convenient case Based on sampling). For this reason, it is aimed to describe the metaphors used by primary school students regarding the concept of music.

The sample used for the research was made in accordance with the "purposive sampling" approach. Purposive sampling; It allows the desired situations to be examined in detail to obtain rich data (Yıldırım and Şimşek, 2018).

The students selected in the research in accordance with purposeful sampling are suitable for "easily accessible case sampling". Easily accessible case sampling, or "convenience sampling", is based on items that are quickly and easily accessible (Patton, 2014). In the research, easily accessible situation sampling (convenient) case sampling was chosen to add speed and practicality to the research. In addition, since the researcher's area of expertise is music teaching, he preferred to conduct the research with a group that was close and easy to reach (at the primary school where he worked). Thus, the participants of the study were Değirmenlik Primary School students studying in the 2021-2022 academic year. The total number of participants in the research was 224 students; However, the answers of 9 students could not be evaluated because they were careless and incomplete, and they were eliminated and the research was conducted with 215 students.

### 3.3. Data collection tool

In the research, data was collected through metaphors. Metaphor; what is meant by concepts such as analogy, metaphor, metaphor, metaphor, mental image is the explanation of a concept, phenomenon or event by comparing it to another concept, phenomenon or event (Oxford et al., 1998). Are expressing a concept or phenomenon in the way people perceive it, that is, by using analogies (Aydın, 2010.) It can also be defined as transforming information from one form to another (Koro- Ljungberg, 2001). The similarity of two similar concepts may be rare, but the more we know one concept, the more it allows us to understand the second one better (Tamimi, 2005).

In this research, an interview form with two parts was created depending on the problem. The first part is personal information, the second part is the opinions of the students who participated in the research about the concept of music. To determine from them; "If you were to compare music to anything, living or inanimate, what would it be? where? They were asked to answer the question. For this; "Music is similar to; Because, They were asked to complete the sentence by writing in the blank spaces. Students were given approximately 40 minutes of class time to write their own metaphors. Necessary precautions have been taken to ensure that students are not influenced by each other while transferring their thoughts to paper. The main data source of this research consists of interview forms in which primary school students explain their views on the concept of music using metaphors. These statements, written by the participants in their own handwriting, constituted the main data source of the research (Çetinkaya 2019).

### 3.4. Analysis of Data

During the analysis of the data in the research, it was analyzed based on 4 stages (Saban, 2008; 2009). According to this;

1. Coding and debugging phase
2. Sample metaphor compilation phase
3. Category development phase
4. Stage of ensuring validity and reliability

*1. Coding and Extraction Phase* : Five conditions were considered in order to decide whether the interview forms in which the participants expressed their opinions would be included in the scope of the research. It was checked whether the students clearly stated a certain metaphor in their writings. If the name of the metaphor is not clearly stated, the participant's opinion was not taken into consideration. Attention was paid to whether a single metaphor or more than one metaphor was used in the same answer. If more than one metaphor was specified, the participant's opinion was not taken into consideration. It was examined whether the students' writings answered the question "why" or not. If the question "why" was not answered, the participant's opinion was not taken into consideration. Attention was paid to whether each metaphor developed by the students explained the concept of music meaningfully. If the reason for comparing the metaphor to music was not explained logically, the participant's opinion was not taken into consideration. If the metaphor used by the students indicates more than one meaning (category), the opinion in question was not included in the scope of the research. The opinions of 9 primary school students were eliminated considering the above conditions and the study was conducted with 215 participants.

*2. Sample Metaphor Compilation Stage* : By eliminating 9 participants in the study, 215 valid data were obtained. 215 participants used 132 different metaphors. 61 of these metaphors were used only once by one participant; The other 154 metaphors were repeated at least twice. 154 repeated metaphors were arranged from highest frequency to lowest and a list of sample metaphors was created. The list was created to determine whether metaphors could be grouped under a certain category and to validate the data analysis process of the research. An important situation was encountered at this stage of the research. Repetitive metaphors had to be classified under different categories. For example, when the opinions of the participants who used the quilt metaphor were examined and the explanations they gave to the question "why" were analyzed, it was seen that the same metaphor could be placed

under different categories. For example; In one explanation, it is stated that music is like a quilt because it is warm, and in another explanation it is stated that music is like a quilt because it is soft.

*3. Category Development Stage :* The data in the research were evaluated through content analysis (Yıldırım and Şimşek, 2006). Content analysis is defined as expressing and associating data with explainable concepts (Yıldırım and Şimşek, 2006). This research; A qualitative method with an inductive approach was applied to reveal students' perceptions (Yıldırım and Şimşek, 2018). Qualitative research method is a method of obtaining information that provides the opportunity to reach a small number of participants on detailed information and situations (Patton, 2014). At this stage, the mental images produced by the participants are music. They were examined in terms of their common features regarding the phenomenon. This sample metaphors created specifically about 215 metaphors during the process, based on the musical meaning of each metaphor image. How do you conceptualize the phenomenon? has been looked after. For this purpose, each metaphor image produced by the students is the subject of the metaphor. music, source of metaphor and subject of metaphor. It was analyzed in terms of the relationship between the source and (Forceville, 2002). Then every metaphor image has a certain theme in terms of its perspective on music. When considered from a perspective such as the meaning of music, the value of music, the way music makes you feel, concrete and abstract concept headings and living and inanimate subheadings have been reached.

*4. Ensuring Validity and Reliability Phase :* The data collected for validity were written in detail and how the results were reached was explained in a clear and understandable manner. The participants' thoughts were frequently included through direct quotations; The results of the research are explained based on these. For internal validity, care was taken to ensure that the research findings were consistent and meaningful within themselves and that the categories revealed formed a whole. For external validity, the research contains necessary explanations so that the findings can be tested in other studies. In order to ensure the internal reliability of the analysis in the research, 50 of the 215 data were randomly selected and evaluated separately twice by the researcher and a person who helped confirm the research from a different perspective; The consistency between the two analyzes (in the context of creating categories) was examined. According to the formula (Reliability = Consensus / Consensus + Disagreement) (Miles and Huberman, 1994), as a result of the calculation (38/38 + 12) consistency between data processors (76%) was found. Having a consensus of at least (70%) among the coders shows the reliability of the research (Yıldırım and Şimşek, 2006), and when the results in this research are examined, it is concluded that the data is measured reliably in terms of the determined categories, as this value is exceeded with (76%). has come out. Regarding external reliability, researchers defined the characteristics of the data source participants, such as gender, age and grade. Thus, other researchers conducting similar research can take these definitions into consideration when creating a sample. Additionally, the data is stored in a way that can be examined by others.

In short; The analysis method used in this study was the determination of metaphors, classification of metaphors, determination of categories, percentage and frequency calculations. During the process of metaphor analysis, research in the literature was discussed and it was decided to process the analysis processes as stated above (Öztürk, 2007).

In determining the metaphors, firstly, the metaphors applied to different classes were arranged separately and the metaphor examples stated by the participants were listed. In the classification of metaphors, the forms filled out by the participants and accepted as valid as a result of the examinations were grouped and a table was created in three separate categories. In Table 1, gender, age and class are listed, in Table 2, the distribution of metaphors and their percentages are determined, and in Table 3, the subheadings of the metaphors are determined and brought together.

## 4. FINDINGS AND COMMENTS

### 4.1. Results

**Table 1. Demographic Information of Değirmenlik Primary School Students**

Class	Age	K %	%	F	%
one	7	13 6.04	15 6.97	28	13.02
2	8	34 15.81	29 13.48	63	25.09
3	9	26 12.09	27 12.55	53	24.65
4	10	24 11.16	21 9.76	45	25.11
5	11th	15 5.97	11 5.11	26	12.09
<b>Total</b>		<b>112 52.09</b>	<b>103 47.90</b>	<b>215</b>	<b>one hundred</b>

As seen in Table 1, according to the demographic information of Değirmenlik Primary School students; The participation of 112 female students (52.09%) and 103 male students (47.90%) was determined in line with the data.

**Table 2. Değirmenlik Primary School Students' Metaphors Regarding Music Lessons**

metaphor	f	%	metaphor	f	%
Game	11th	5.11	Pasta	3	1.39
Flower	8	3.72	oven pasta	3	1.39
Cotton	7	3.25	Pillow	2	0.93
Cloudy	7	3.25	darbuka	2	0.93
Entertainment	7	3.25	Beautiful	2	0.93
Sugar	5	2.32	Cold	2	0.93
Book	4	1.59	Family	2	0.93
Bag	4	1.59	Picnic	2	0.93
Theme park	4	1.59	Art	2	0.93
Sun	4	1.59	Rose	2	0.93
Mandarin	4	1.59	Dog	2	0.93
Strawberry	4	1.59	Duster	2	0.93
Cake	4	1.59	Glasses	2	0.93
Song	3	1.39	Park	2	0.93
Flute	3	1.39	Toy car	2	0.93
Violin	3	1.39	Rainbow	2	0.93
Cotton candy	3	1.39	Banana	2	0.93
Daisy	3	1.39	Ayran	2	0.93
Duvet	3	1.39	Orange	2	0.93
Sea	3	1.39	Cherry	2	0.93
Pizza	3	1.39	spaghetti with meatballs	2	0.93
Chocolate	3	1.39	Honey	2	0.93
Rice pudding	3	1.39	Lahmacun	2	0.93
Lollipop	3	1.39	What was said once	61	28.37
<b>Total</b>				<b>215</b>	<b>one hundred</b>

As seen in Table 2, 110 different metaphors were used for the concept of music lesson in line with the opinions of Değirmenlik Primary School Students. The most used metaphors are, in order: game (11); flower (8); cotton (7); cloud (7); entertainment (7); It was found to be sugar (5).

**Table 3. Concrete-Abstract Concepts of Metaphors Related to Music Lessons of Değirmenlik Primary School Students**

Concrete and Abstract Metaphors	f	%
<b>Human:</b> Mother, Child <b>Live:</b> <b>Animal:</b> Bird, Dog, <b>Plant:</b> Flower, Rose, Daisy	<b>21</b>	<b>9.78</b>
<b>Concrete</b> <b>Items:</b> Cotton, Bag, Book, Pillow, <b>Lifeless:</b> Eraser, Glasses Toy, Car, Ball, <b>Food:</b> Sugar, Pasta, Oranges, Honey, Cake, Lahmacun, Chocolate, Banana	<b>111</b>	<b>51.62</b>

<b>Music concept:</b> Art, Flute, Violin, Concert Note, Song, Headphones, Music		
<b>State of nature:</b> Cloud, Sun, Sea, Forest		
<b>Abstract</b> Rainbow, Star, Wave		
<b>Feelings:</b> Peace, Beautiful, Family, Cold, Angel, hot, sound, wonderland,	<b>83</b>	<b>38.60</b>
<b>Verb:</b> Fun, Dance, Play, Picnic, Sleep, Cartoon, Joy, Painting		
<b>Total</b>	<b>215</b>	<b>one hundred</b>

Among the 215 primary school students who participated in the research, 132 different metaphors were used concretely and 83 abstractly related to the concept of music lesson. Of the concrete metaphors, 111 represent inanimate concepts and 21 represent living concepts. The most used concrete metaphor; In inanimate concepts, it is the 'food' metaphor with 67 people, and in living concepts, it is the 'beings' metaphor with 21 people. Of the 215 metaphors, there are 61 once-said, 36 repeated and 110 different-said metaphors . When we look at the data in Table1, Table2, Table3; Primary school students appear to have a positive perception of music.

#### 4. 2. Discussion

Music education at the primary school level, especially the basic music knowledge acquired during the primary school period, which is considered as childhood, has a great impact on their lives in the following years. Considered this way, music teaching should be addressed with its complementary, supportive and progressive functions (Sun, 1969; Yıldız,2006). When the development of primary school students in cognitive, affective and psychomotor areas is handled meticulously, music education contributes greatly to the development of the child (Şentürk and Çilingir, 2012). Students' attitudes towards music lessons (Nacakçı, 2006; Otacıoğlu , 2007), teacher effectiveness and material use (Göğüş, 2008), music lesson teaching programs (Ataman and Okay, 2009; Albuz and Demirci, 2018; Gök and Tufan, 2016; Nacakçı ). There are studies on music lessons and their implementation (Kocabaş and Selçioğlu , 2006; Şahin and Toraman, 2014; Umuşş , 2017; Ustaoglu and Barış, 2017 ; Yazıcı, 2009). In educational sciences, metaphors are a frequently used method to obtain qualitative data (Umuzdaş and Umdanş, 2013). Primary school students' positive attitudes towards music lessons Nacakçı (2006); It was determined that similar results were obtained regarding these data in the studies conducted by Umdanş and Umuşş (2013) and Tez (2016).

It can be said that it is important to present results and suggestions in terms of attitudes towards the implementation of the music lesson, the efficiency of the lesson, the music teacher's approach to making the students love the lesson, and most importantly, the positive determination of the music lesson and their implementation .

#### 5. Conclusion and Recommendations

In this study, where the metaphorical perceptions of primary school students regarding the concept of music lesson were examined, the students produced 110 metaphors. According to the data obtained, the majority of the metaphors used; It has been seen that it has positive qualities with categories such as loved, admired, peaceful, relaxing, appetizing, arousing a sense of confidence, giving happiness and love, entertaining, instructive and educational, and the words used are predominantly metaphors containing positive emotions. The most repeated of these metaphors are; It has been identified as games, flowers, cotton, clouds and fun. As a result of the analysis of these metaphors; It consists of two separate categories, concrete and abstract, and two separate subcategories, living and inanimate.

In the research conducted ; It is thought that Değirmenlik Primary School students generally have a positive attitude towards music lessons, and they enjoy music lessons to a great extent because the metaphors they use consist mainly of positive expressions. In the light of the answers given by the students participating in the research, it is seen that they like music lessons, It can be concluded that it has something to do with their liking for their teacher. It is also thought that the music teacher's ability to make students love the lesson may be related to the teacher's role in the classroom. Thus, when the concept of music lesson is viewed metaphorically, it can be said that it creates a positive perception for primary school students.

It can be said that students generally tend to learn by having fun and games, and that education and training will be easier since they will feel comfortable and peaceful in such an environment, and at the same time, the educator can achieve his/her program as he/she aims. In addition, by using various interesting materials while implementing in-class activities, it will be possible for students to be more motivated in music lessons. For the positive impact that the music teacher's teaching method will have on the student, adopting student-centered education and



supporting it with technology will ensure that the student has more permanent knowledge and a willing student profile.

This study is limited to Değirmenlik primary school students . By expanding the study to include TRNC primary schools, the perception of music in TRNC can be determined in a positive or negative sense, and the perception results of students in different primary schools with positive and negative metaphorical perceptions regarding music lessons can be compared with each other. In another study, the applicability of the curriculum of schools with different metaphorical perceptions of music lessons and its comparison can be made. By determining the positive and negative perceptions of students regarding the music lesson, solutions can be produced on the negative results. Additionally, studies can be conducted to investigate to what extent the perceptions of the music lesson are related to the perceptions of the music teacher and to determine what effect the teacher's role in the classroom has on the student. That the active role of the music teacher in the classroom will be important in terms of seeing the effect of making students love the lesson, and it will contribute to the literature by opening a new window in terms of suggestions, methods and practices in studies to increase the efficiency in music lessons.

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## UNDERSTANDING HOW TEACHERS MANAGE STRESS AND COPING STRATEGIES AT THE SCHOOL OF FOREIGN LANGUAGES, CYPRUS INTERNATIONAL UNIVERSITY

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### ABSTRACT

This study investigates the factors contributing to stress and the coping strategies employed by teachers at the School of Foreign Languages at Cyprus International University (CIU). Eight teachers from CIU's School of Foreign Languages were interviewed. The data were obtained through qualitative research, and the thematic analysis method was used to analyze the teachers' responses. The findings revealed that key stressors, such as complex student needs and backgrounds, were the most frequently mentioned issues. Other stressors included long working hours and limited time between classes. To manage stress, teachers used strategies such as organization and planning, social support from colleagues, creating strong relationships with students, and focusing on mindfulness and work-life balance. The study highlights the importance of enhancing teacher well-being in order to establish a positive learning environment.

**Keywords:** Teacher stress, stressors, coping strategies, Social support, Complex student needs

### Introduction

Stress is an unavoidable component of modern life, affecting people of all backgrounds and occupations. Within the educational setting, teaching is a rewarding profession but can also be stressful. During teaching, teachers deal with students from different cultural backgrounds, and they have to meet their students' needs. Such a job leads to significant levels of stress among teachers. Over the previous decade, teachers have experienced significantly higher occupational stress and burnout rates compared to other professions (Aloe et al., 2014; Betoret, 2009). Teachers are more receptive to stress since interacting with students and ensuring their good performance throughout the day is a demanding scenario. Teachers must perform several roles for their students, including administrator, role model, friend, philosopher, and guide, which adds to their stress (Ahmad, 2017). According to research, teachers face a variety of stressors. Major among these are: workload pressures and excessive non-teaching responsibilities, low socioeconomic status, teaching unmotivated students, experiencing difficult interactions with administrators and colleagues, and working under bad conditions (Troman, 2000; Kyriacou, 2001; Prilleltensky et al., 2016; Maphalala, 2014; Dhaneesh & Iswarya, 2023).

### Stress

The World Health Organization (WHO) defines stress "as a state of worry or mental tension caused by a difficult situation. Stress is a natural human response that prompts us to address challenges and threats in our lives. Everyone experiences stress to some degree. The way we respond to stress, however, makes a big difference to our overall well-being".

Stress is triggered when an individual perceives a situation as exceeding their ability to cope with it. Stress can cause emotional, cognitive, physical, and behavioral changes. Stress can be categorized by timeline (acute, daily, life events, or chronic stressors). Acute stress is heightened when an incident is perceived as unmanageable, unpredictable, and novel. Daily issues are minor but occur frequently. Daily issues can become chronic stressors if the threat is significant and frequent enough. Life events are defined as time-limited incidents with a specific onset, such as a breakup, vehicle accident, or medical diagnosis. Life events can have long-lasting impacts and become chronic stressors if not addressed. Long-lasting stressors can last weeks or months, such as financial instability, neighborhood safety worries, or chronic disease (Knapp & Sweeny, 2022; Brown & Harris, 2012; Epel et al., 2018). Stress and burnout among teachers can have a negative influence on physical health and may decrease the commitment of teachers and effectiveness to the point where they require professional support.

### Coping and Coping Strategies

Coping is whatever humans do to regulate, tolerate, or reduce the impacts of life's stressors, such as perceived dangers, current challenges, or emotional losses (Lazarus, 2000). Thus, coping is a process-oriented, non-automated adaptive behavior that involves managing stressors (Backer, 2000). Coping strategies refer to methods, techniques, or approaches people use to keep their control or manage difficult situations at work or in other contexts. In order to deal with stress and stressful situations, teachers use coping strategies, such as cognitive, emotional, and behavioral strategies, to deal with stressful circumstances and reduce emotions of distress (Admiraal et al., 2000; Kyriacou, 2001; Alhija, 2015; Knapp & Sweeny, 2022). Generally, coping means



maintaining or adjusting to negative events or situations while keeping emotional equilibrium and a positive self-perception. Coping occurs in response to potentially difficult life transitions. Therefore, coping refers to adjusting to unexpected difficulties or obligations, requiring more work and energy compared to routine daily duties (Minz & Panda, 2023). Teachers employ coping strategies such as asking for advice, acting to make things better, and accepting reality (Poudel & Wagle, 2022; Nomtshongwana, 2023). Furthermore, it has been demonstrated that secondary student teachers can effectively manage their stress by using constructive coping mechanisms including spending time with their families (Dotimas, 2022).

### **The Present Study**

This study focuses on how teachers at Cyprus International University's School of Foreign Languages handle stress and cope with job requirements. One purpose is to examine how the teachers handle the diverse pressures they encounter within their language-teaching context. Another objective is to investigate what strategies teachers employ to maintain control or deal with stressful circumstances at work. More specifically, this study aims to shed light on the following research questions:

1. What are the major challenges or stressors that contribute to stress for teachers at the School of Foreign Languages, Cyprus International University?
2. What coping strategies do teachers at the School of Foreign Languages employ to manage stress and overcome difficulties in their professional roles?

### **Methodology**

This research uses a qualitative analysis methodology to examine the perspectives of CIU School of Foreign Languages teachers regarding how they manage stress, the challenges they face, and the coping strategies they employ to reduce stress. The study involved in-depth interviews with eight teachers at CIU School of Foreign Languages in Northern Cyprus. The sample includes male and female teachers. The teachers' qualifications range from bachelors, masters, and PhDs.

### **Data Collection**

The data were collected through answering the research questions. The interviews were semi-structured, and the participants were able to openly discuss their opinions and experiences. The interviews with CIU School of Foreign Languages teachers were conducted at the CIU School of Foreign Languages during work hours. The duration of each teacher's individual interview was about forty minutes. The researcher asked specific questions to the teachers and immediately wrote down their answers.

### **Data Analysis**

This study used qualitative data analysis, which may include written records, YouTube comments, Twitter (X) tweets, classroom videos, focus group transcripts, or in-person interviews (Kaiser & Presmeg, 2019). In this study, data were obtained through face-to-face interviews and, then analyzed using thematic analysis. Thematic analysis is a qualitative method for evaluating data by identifying and reporting common themes across a collection (Braun & Clarke, 2006). Thematic analysis revealed common themes and subthemes related to teachers' perspectives on stress and coping strategies. To ensure anonymity for participants, their names were not revealed.

### **CIU School of Foreign Languages Background**

Cyprus International University (CIU) established its School of Foreign Languages (SFL) in 1997. This school serves students from various regions and nationalities, including Turkey, Iran, Tajikistan, Afghanistan, Pakistan, Arab countries, and African countries. The School of Foreign Languages enrolls approximately 500 students annually, indicating a multicultural and international environment at CIU. The SFL employs around 40 teachers, both male and female, with qualifications ranging from Bachelor's (BA), Master's (MA), and Doctorate (PhD). The SFL facility provides over 20 classrooms, each with a smart board connected to the internet. Teachers use these boards to teach from virtual textbooks, browse the internet, make presentations, and play movies.

The SFL aims to prepare students for several English departments at CIU. At the beginning of each semester, students take a proficiency exam to determine their level. The SFL offers many levels, from beginner to advanced. These courses aim to enhance students' English language proficiency for academic and professional settings. The SFL carefully plans target language instruction and aligns course levels to the Common European Framework of Reference (CEFR). Pearson Assured have accredited the English Preparatory School since January 2015.

### **Findings**

Based on the data collected from the interview questions, two themes emerged from the participants' responses. These themes are discussed in this section.

## **Theme One: Factors that cause Teacher Stress**

### **A- Complex Student Needs and the Demands of Teaching**

All the participants said that dealing with students causes stress in different ways. These include several aspects:

#### **1- Students' level and proficiency levels:**

According to the participants, teaching weak level of students is so stressful, one teacher said, "I think lower levels are more stressful to teach, as they still do not get used to applying English in their environment." "I remember the time that I had beginner classes, and I really was overwhelmed because no one could understand any English word. I had to pantomime everything! It was so stressful!" noted a veteran teacher.

In addition, the teachers mentioned that managing different group of students with different learning styles and personalities is challenging because students do not learn at the same speed. "The students with higher levels can be more under control by speaking with them rather than lower ones," shared another teacher. Another remarked, "Because of the weak level of the students, I have to explain the instructions in detail."

#### **2- The challenges of teaching in a multilingual classroom**

According to the participants, teaching in a multilingual classroom with different students from different cultural background and mother tongues is so stressful. The main problem is students tend to become friends with the students who speak their first language and they avoid communicating with other international students who do not speak their languages. One teacher said, "In my classes, sometimes, I hear five or more different languages; none of these languages is English! Arab students go together, African students together, Iranian, Turkish, etc. This is really makes me feel stressed!" Another remarked, "The same nationality students in the classes tend to speak in their mother tongue assuming the others will understand it. This becomes a difficulty for the teacher as we try to make them speak English as much as possible. "

#### **3- Learners' Lack of Motivation**

All eight teachers mentioned the lack of student motivation as a significant stressor. One teacher elaborated, "Some students are shy or introverted, making participation difficult." Another teacher highlighted the issue of dealing with unmotivated students, saying, "Some of my students see the class as an exam or a way to pass the level. I try to motivate them to love English, and I ask them to talk with students from other nationalities."

#### **4- Unexpected questions from students:**

While unexpected questions can be a sign of active learning and student curiosity, three teachers mentioned they can also add pressure. One teacher explained, "Some students ask questions at the last minute of the class, and this can be stressful!"

### **B- Long Working Hours**

Long working hours emerged as a significant stressor for many teachers. One teacher, describing the relentless workload, saying, "One of my personal worries is having balance between work and personal life. As a teacher, I spend most of my time at university so I don't have time to learn another language or going to the gym".

### **C - The limited time of the lesson**

This sub-theme was evident in the transcripts of the participants; they mentioned the difficulty of finishing the tasks sometimes on time. Teachers struggle to fit everything they want to cover within the allotted time. A teacher expressed this sentiment, saying, "I believe that the biggest challenge or stressor is being able to deliver the lesson and finish everything on time". Another said, "By the time I finish explaining a concept, there are barely any minutes left for student practice or questions."

### **D - The short time of the breaks between the classes.**

Indeed, almost unanimously all participants said the break time between classes is too short. It is clear that many teachers struggle with the short breaks they get between classes. "There just isn't enough time to grab a coffee and breathe!" remarked one participant.

### **E- Midterms**

Many teachers highlighted the extra stress they experience during midterms. This period usually comes by a major increase in work, as teachers are under pressure to prepare for exams while also grading a high number of student work. One teacher described the challenge, saying, "Midterms are particularly overwhelming. Checking, grading, and entering grades to the system is really stressful!"

## **F- Other Frequently Mentioned Stressors**

### **1- Grammar lessons:**

Three out of the eight teachers specifically mentioned grammar lessons as a source of stress. One teacher confided, "When students are about to learn grammar, they feel a bit more stressed compared to other activities like speaking and writing. I also feel stressed, whether they have learned or not". "Grammar lessons are particularly tough because students find them boring, so I have to use many methods to explain grammar rules for them," shared another teacher.

### **2- Early Morning Classes:**

Early morning classes seem to be a challenge for some teachers. Not all teachers are morning people! Three out of the eight interviewed mentioned early morning classes as a particular stressor. As one teacher put it, "Because I can't get enough sleep, waking up early can be stressful to me."

### **3- Slowness of Smart Boards**

While controlling student conduct and designing engaging lessons are huge responsibilities, technology may cause stress. Three out of the eight teachers interviewed mentioned the issue of dealing with slow Smart Boards. "The smart board sometimes freezes and does not work; this makes me feel stressed," noted one teacher.

## **G- Occasionally Mentioned Stressors**

### **Observations:**

While the pressure to be observed was not a common issue for most teachers, it is important to note because of the impact it can have. One teacher mentioned the stress of being formally observed and evaluated, saying, "Regular classroom observations during each term can be stressful."

## **Theme Two: Effective Coping Strategies for Teacher Stress Management**

Another central theme was the approaches for coping with work demands and reducing stress. Based on the findings, the following sub-themes emerged:

### **1. Organizing and Planning**

The most frequently mentioned coping strategy by the teachers was the practice of organizing and planning their work using to-do lists. Six teachers said that they write plans and follow them to manage their workload and reduce stress. One teacher mentioned, "Prioritizing tasks is one of my strategies to reduce stress." Another teacher remarked, "Having a to-do list keeps me organized, and I try to tick off each activity that I complete every day."

### **2. Socializing with Colleagues**

The second most common strategy, highlighted by four teachers, was to take coffee breaks and engage in small talk with colleagues. "Having Coffee breaks and friendly conversations with the other teachers lets me know that I am not in this alone," one teacher said." If I feel stressed in my daily work routine, I try to drink a cup of coffee before the class begins," As another teacher noted.

### **3. Finding Motivation in Student Progress**

Focusing on the positive results of their efforts helps teachers to find meaning and satisfaction in their job. Celebrating the achievements of students and observing their growth may be a tremendous motivation, making the difficulties of teaching easier. Four teachers mentioned being motivated by watching student improvement and successes." When I see my students learning from me and trying their best to speak English, it makes me happy and reduces my stress," mentioned one teacher. This intrinsic motivation, driven by student development, was a common theme among the teachers interviewed.

### **4. Building Friendly Relationships with Students**

Four teachers mentioned the importance of building positive relationships with their students. Creating an entertaining and positive classroom atmosphere reduces stress levels for both students and teachers. "Every time I see my students happy in the classroom, it makes my day perfect," shared one teacher. Such a positive environment is perfect for encouraging communication, teamwork, and better-learning experiences and makes learning fun! In addition, encouraging and being respectful of all students allows them to be more active in lessons.

### 5. Taking Short Breaks and Deep Breaths

Three teachers highlighted the importance of taking short breaks and engaging in deep breathing exercises as a quick and efficient stress-management strategy. One teacher said, "I always prefer to take a deep breath and stay calm; this can reset my mindset and reduce my stress levels." These breaks enable teachers to get away from the immediate stressors and refresh their mental state, which helps to prevent burnout. Furthermore, short breaks might assist teachers stay focused throughout the day.

### 6. Engaging in Leisure Activities

Two teachers mentioned engaging in leisure activities, such as playing games on their phones or laptops, in order to relax and distract themselves from work-related stresses. These activities offer a mental break and a fun way to recharge, which can be refreshing and help teachers retain a positive mindset. "A great way to unwind from the classes is playing games on my computer; this helps me switch off from the classroom environment," said one teacher.

The range of coping strategies presented by these teachers demonstrates the significance of adapting stress management techniques to individual needs and preferences. By adopting these different strategies, teachers can create a more balanced and enjoyable work experience.

### Summary and Discussion

This study aims to address:

1. The major challenges or stressors that contribute to stress for teachers at the School of Foreign Languages, Cyprus International University.
2. The coping strategies the teachers use to deal with these stressors.

Based on the data collected from the interview questions, this study has revealed that the most mentioned challenges and stressors by the teachers include:

- 1- **Student dynamics and demands:** This includes students' varying proficiency levels, the challenges of teaching in a multilingual classroom, students' lack of motivation, preparing for midterms, and handling unexpected student questions.
- 2- **Long working hours.**
- 3 - **Limited time of lessons and short breaks between classes.**
- 4- **Other frequently mentioned stressors,** such as early morning classes, the slowness of smart boards, and various observations.

The reason for this could be that the process of teaching and dealing with students and their different needs indeed causes stress in different ways. Each student brings their own set of skills, limitations, languages, cultural background, learning styles, and personalities to the classroom, which requires teachers to modify their teaching methods and approaches constantly.

This could be linked to existing research on teacher stress, such as the findings of Bottiani et al., (2019), which confirm that student disruptive behavior and high job demands are major stressors for urban middle school teachers. The stress associated with managing students of diverse competence levels is consistent with both findings, since both involve high job demands and require significant effort to maintain classroom control and encourage learning.

Additionally, this result is consistent with the work of Skaalvik (2017), who identified time constraint as a significant predictor of emotional fatigue in teachers, and low student motivation as a key stressor, particularly at higher-grade levels. The need for teachers to spend additional time and effort to teach lower-level students, while also managing various learning styles, can add to the time pressure they face, creating emotional fatigue. Furthermore, low learners' proficiency can be seen as a lack of student motivation, which increases teacher stress.

The highest level of stress reported by Tungdamnarnsawad (2019) was about the amount of workload appropriate for teaching, research, academic services, and cultural preservation, while the highest level of abilities in work performance of teachers was about facilitating student-centered learning. Vorlíček et al., (2022) found that the primary stressors perceived by teachers were problematic relationships with students and parents, student lack of motivation, student inappropriate behaviors, non-functioning policies, administrative overload, and underappreciation of education. Similarly, Axup & Gersch (2008) reported students' negative behavior as the most stressful for teachers.

Present study reveals long working hours as another frequently mentioned stressor by the teachers. Of course, long working hours, extended periods of sitting, paperwork, and managing work demands are major reasons for

stress in any job. The research results were consistent with the study of Tungdamnarnsawad (2019), which asserts that long work hours outside the classroom, dealing with the students, and complying with university administration and standard criteria for education can create stress, mental, emotional, and physical anxiety. Research frequently indicates a substantial relationship between long working hours and stress (Sato et al., 2009; Despréaux et al., 2017; Goh et al., 2015; Tamunomiebi, 2021). Long working hours are linked to an increased risk of stroke, heart disease, and diabetes, highlighting the serious health consequences of this stress (Despréaux et al., 2017; Goh et al., 2015). Therefore, organizations must recognize and manage these stressors at work to limit their effect on employee performance and well-being. (Tamunomiebi, 2021). Additional stressors mentioned by the teachers included limited lesson time, short breaks between classes, the pressure of midterms, and some other frequently mentioned factors such as difficulties with grammar lessons, the slowness of smart boards, and early morning classes.

To summarize, teacher stress caused by student dynamics and demands, particularly varied competency levels and learning styles, as well as the long working hours, is a serious concern. This is supported by broader studies that show comparable stresses in many educational environments, indicating an ongoing issue in the teaching profession. These stressors represent the wide range of factors that contribute to the total stress experienced by teachers in the School of Foreign Languages at Cyprus International University.

To address how teachers at the School of Foreign Languages at Cyprus International University deal with stressors, the teachers reported using a variety of effective coping strategies, including:

### **1. Organizing and Planning**

Teachers reported that creating lesson plans, timetables, and to-do lists helped them feel more in control of their workload and reduced feelings of overwhelm. Creating plans to manage stress levels and complete tasks is the most frequently used method by teachers at the School of Foreign Languages to reduce stress. This is supported by Austin et al. (2005) and Kepalaite (2013), who found that planful problem-solving was one of the most commonly used coping strategies by teachers in their studies. Moreover, planful problem-solving is a coping technique frequently integrated into learning.

### **2. Socializing with Colleagues**

Social support from colleagues gives emotional recognition, problem-solving ideas, and a sense of belonging. The interviewed teachers said that talking with colleagues helps them reduce stress by sharing experiences and receiving emotional support. This strategy provides an opportunity to share experiences, seek advice, and simply relax away from the stresses of teaching, as highlighted in Jain (2021). Subair et al. (2021) also found that teachers found talking with colleagues helped them manage stress. They further explain that having a nice, approachable, trustworthy, cooperative, and warm social network can help reduce stress. Overall, social support from colleagues has an important role in preserving CIU SFL teachers from the challenges of their jobs.

### **3. Intrinsic Motivation and Positive Relationships with Students**

Finding motivation in student progress and building friendly relationships with students emerged as interrelated coping mechanisms. CIU SFL teachers emphasized that these interactions foster a positive atmosphere for learning while reducing stress for both teachers and students. This aligns with Li et al. (2022), who assert that positive teacher-student relationships lead to higher-quality teaching. Moreover, positive teacher-student interactions facilitate increased monitoring, scaffolding, and constructive feedback for students (Reddy & Dudek, 2014; van de Pol et al., 2010).

### **4. Mindfulness and Work-Life Balance:**

The study at CIU SFL identified two strategies that highlight the importance of mindfulness and work-life balance for teachers' well-being:

- **Taking Short Breaks and Deep Breaths:** This technique shows the use of mindfulness practices in the moment. Deep breathing exercises can help teachers manage stress by increasing relaxation and emotional control. These short breaks provide mental relief from current stresses, allowing teachers to regain their focus and may prevent burnout.
- **Engaging in Leisure Activities:** The study also found that some teachers value work-life balance as a coping mechanism. Two teachers described doing leisure activities outside of work, such as playing games on their phones or laptops, to relieve stress and remove themselves from work. This is consistent with Clipa's (2017) findings that positive strategies for coping, such as engaging in fun activities, are the most frequently used. These activities provide a mental break and a way of relaxation that can be refreshing and contribute to a happy mood.

The variety of coping strategies given by these teachers highlights the importance of focusing on stress management techniques to each individual's demands and preferences. By applying strategies, teachers can create a more balanced and happy work environment.



## Conclusion

This study investigated the factors that contribute to teacher stress and discussed some of the coping strategies that used by teachers at the School of Foreign Languages, Cyprus International University. The study showed that teachers deal with major stressors such as managing students with different learning styles and competency levels, long working hours, and limited time between classes. To manage this stress, teachers utilized some strategies like organization and planning, social support from colleagues, developing positive relationships with students, and focusing on mindfulness and work-life balance. These findings highlight the importance of increasing teachers' well-being in order to create a good positive learning environment for students. Furthermore, these strategies not only decrease stress, but they also increase job satisfaction and productivity. Future research could investigate the long-term consequences of such strategies and other elements that add to teacher stress in a variety of educational settings.

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