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As the Editor-in-Chief of TOJNED, I am honored to lead this endeavor. I would like to extend my gratitude to everyone who contributed to this issue with their valuable insights and efforts. Additionally, TOJNED, in collaboration with Sakarya University, will host **INTE-2025** (www.int-e.net) in July 2025 in Rabat, Morocco.

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October 01, 2024

Editor,
Prof. Dr. Aytekin İŞMAN
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ASSESSING THE EFFECTIVENESS OF BEHAVIORAL THERAPY ON THE EMOTIONAL WELL-BEING OF INDIVIDUALS WITH HIV/AIDS-RELATED CANCER AT JOS UNIVERSITY TEACHING HOSPITAL, NIGERIA

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ABSTRACT
This study investigates the effectiveness of Cognitive Behavioral Therapy (CBT) in enhancing the emotional well-being of individuals diagnosed with HIV/AIDS-related cancer at Jos University Teaching Hospital, Nigeria. Psychosocial well-being, encompassing self-acceptance, purpose in life, and healthy relationships, was assessed using Ryff's Psychosocial Wellbeing Scales. A true experimental design involved 140 participants randomly assigned to experimental (CBT) and control groups. Pre-test and post-test comparisons revealed significant improvements in self-acceptance, purpose in life, and healthy relationships among the CBT group compared to controls. Findings underscore CBT's potential as a beneficial intervention for addressing psychosocial challenges in patients with dual diagnoses of HIV/AIDS and cancer, advocating for its integration into comprehensive healthcare strategies.
Keywords: Emotional well-being, Behavioral Therapy, Healthcare, HIV/AIDS, Cancer.

INTRODUCTION

Emotional well-being is a comprehensive concept that covers an individual's mental, psychosocial, and spiritual dimensions, emphasizing how psychological and social factors interact to influence overall life satisfaction. Key components include cognitive and emotional aspects of mental health, such as self-esteem, resilience, and the ability to manage emotions. It also encompasses social relationships, including connections with family, friends, and the broader community, which play a vital role in creating a feeling of belonging and receiving support (De-Juanas, Bernal-Romero & Goig, 2020).

Spiritual well-being, another key component, involves seeking meaning, purpose, and transcendence in life, encompassing religious beliefs, personal values, and connection to a higher purpose. Coping with life's challenges and developing resilience are essential aspects of psychosocial well-being, enabling individuals to navigate stressors and grow from experiences. Subjective life satisfaction considers well-being and the perceived fulfillment of personal goals and aspirations. Research underscores that psychosocial well-being is a complex, multidimensional concept shaped by emotional regulation, personality traits, identity, and life experiences. It correlates with age, longevity, and consciousness, emphasizing that a fulfilling life involves purpose and alignment with personal values, meaningful relationships, and self-acceptance. Positive emotions and a sense of purpose contribute significantly to psychosocial well-being, reflecting the meaningfulness of one's actions and life experiences.

In the context of HIV/AIDS-associated cancers in Nigerian University Teaching Hospitals, where both conditions are prevalent, understanding the psychosocial aspects of this dual diagnosis is crucial for comprehensive healthcare. Patients facing these challenges strive for a purposeful life, characterized by autonomy, environmental mastery, healthy relationships, self-acceptance, personal growth, and a sense of life purpose (De-Juanas, Bernal-Romero & Goig, 2020).

Autonomy in psychosocial well-being involves the ability of HIV/AIDS patients to make independent decisions, pursue goals freely, and resist social pressures. Environmental mastery and competence entail managing one's environment and external activities according to personal needs and values, enabling effective adaptation to life's demands.

Healthy relationships are vital for psychological health, whether through extensive social networks or preference for solitude, emphasizing trust, empathy, and reciprocity in interpersonal connections. Self-acceptance involves understanding one's strengths and weaknesses, embracing life's ups and downs, and maintaining a positive attitude towards oneself and past experiences. Personal growth reflects openness to learning and new experiences, recognizing personal development and maturation over time. Purpose in life gives direction and meaning, guiding individuals to value what matters most, set and achieve goals, and perceive life as purposeful.

The challenges in managing HIV/AIDS-associated cancers in Nigeria highlight the dual burden of addressing cancer care in a resource-constrained environment with limited public health infrastructure and awareness. Cognitive Behavioral Therapy (CBT) emerges as a valuable psychosocial intervention to enhance the well-being of these patients, addressing maladaptive cognitive patterns and behaviors. By challenging negative thoughts and promoting emotional regulation, CBT supports patients in developing adaptive coping strategies and improving overall psychosocial well-being.

Emotional well-being encompasses a spectrum of mental, psychosocial, and spiritual dimensions, influenced by individual resilience, social relationships, and a sense of life purpose. Understanding and promoting psychosocial well-being in the context of HIV/AIDS-associated cancers are essential for holistic healthcare delivery, emphasizing the role of interventions like CBT in enhancing patients' quality of life and coping abilities.

STATEMENT OF THE PROBLEM

The co-occurrence of Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome (HIV/AIDS) with cancer presents a multifaceted challenge, particularly within Nigerian University Teaching Hospitals. While significant progress has been made in addressing the physical aspects of these conditions, the psychosocial well-being of patients facing this dual diagnosis remains a critical and underexplored area in healthcare. Patients diagnosed with HIV/AIDS-associated cancers often experience inadequate psychosocial support within Nigerian University Teaching Hospitals. Emphasis on medical interventions frequently overshadows the nuanced psychological and social needs of individuals managing both chronic illnesses. This oversight may contribute to heightened levels of anxiety, depression, and diminished overall quality of life among affected patients.

Cognitive-Behavioral Therapy (CBT), recognized as an effective psychological intervention, shows promise in mitigating the psychological impact of this dual diagnosis. However, its systematic integration into treatment plans for patients with HIV/AIDS-associated cancers in Nigeria is notably deficient. This absence exacerbates patient challenges, representing a significant gap in comprehensive care provision. Implementing psychosocial interventions like CBT within Nigerian University Teaching Hospitals, particularly Jos University Teaching Hospital (JUTH), faces various challenges including cultural considerations, resource constraints, and insufficient awareness of the importance of psychosocial support. Addressing these barriers is crucial for developing effective, culturally sensitive interventions.

Neglecting psychosocial well-being in the management of patients with HIV/AIDS-associated cancers may significantly affect patient outcomes. Psychological distress associated with this dual diagnosis can adversely impact treatment adherence, disease progression, and coping mechanisms amidst the complexities of chronic illness. Consequently, the absence of targeted psychosocial interventions may compromise patient holistic well-being and healthcare effectiveness. Given these concerns, urgent research is needed to investigate the impact of Cognitive-Behavioral Therapy on the psychosocial well-being of patients with HIV/AIDS-associated cancers at Jos University Teaching Hospital, Plateau State, Nigeria. This research is essential for advancing understanding of patient challenges and developing interventions that can enhance psychosocial support and improve overall patient outcomes.

AIM AND OBJECTIVES OF THE STUDY

This study aims to Assess the Effectiveness of Behavioral Therapy on the Emotional Well-Being of Individuals With HIV/AIDS-Related Cancer at Jos University Teaching Hospital, Nigeria. Specific objectives include:

1. Calculate the pretest and posttest mean scores for self-acceptance among patients diagnosed with HIV/AIDS-associated cancer in both the experimental and control groups.
2. Determine the pretest and posttest mean scores for purpose in life among patients diagnosed with HIV/AIDS-associated cancer in the experimental and control groups.
3. Evaluate the pretest and posttest mean scores for healthy relationships among patients diagnosed with HIV/AIDS-associated cancer in the experimental and control groups.

RESEARCH QUESTIONS

The following research questions guided the study.

1. What are the pretest and posttest mean scores for self-acceptance among patients diagnosed with HIV/AIDS-associated cancer in both the experimental and control groups?
2. What are the pretest and posttest mean scores for purpose in life among patients diagnosed with HIV/AIDS-associated cancer in the experimental and control groups?

3. What are the pretest and posttest mean scores for healthy relationships among patients diagnosed with HIV/AIDS-associated cancer in the experimental and control groups?

HYPOTHESES
The following hypothesis was formulated and tested at 0.05 level of significance:
1. There is no significant difference between the posttest personal growth mean scores of patients diagnosed with (HIV/AIDs) associated cancers in the experimental and control groups.
2. There is no significant difference between in the Posttest self-acceptance mean scores of patients diagnosed with (HIV/AIDs) associated cancers in the experimental and control groups in JUTH.

METHOD
This study utilized a true experimental design to assess the effectiveness of behavioral therapy on the emotional well-being of individuals with HIV/AIDS-related cancer at Jos University Teaching Hospital, Nigeria. True experimental design allows for the manipulation of variables and comparison of outcomes between experimental and control groups, essential for establishing causal relationships. The population for this study comprised 140 patients diagnosed with HIV/AIDS-associated cancers at Jos University Teaching Hospital. A purposive sampling technique was employed to select 140 willing participants, who were then randomly assigned to either the experimental or control group. This method ensured the selected sample represented the target population adequately. Data collection utilized Ryff's Psychosocial Wellbeing Scales (PWB), 42-item version. This instrument includes subscales such as Autonomy, Environmental Mastery, Personal Growth, Healthy Relations, Purpose in Life, and Self-Acceptance, each assessed using a four-point Likert scale.

The instrument underwent content validity through expert review and demonstrated reliability with a stability coefficient of 0.834 using the test-retest method. Ethical clearance was obtained from both the University of Jos and Jos University Teaching Hospital. Trained research assistants administered pre-test questionnaires to both groups before any treatment intervention. The experimental group underwent CBT sessions, while the control group received a placebo treatment focused on personal hygiene and adherence to medical advice. Following treatment, post-test questionnaires identical to the pre-test were administered to both groups to assess changes in psychosocial wellbeing. Immediate retrieval and scoring of questionnaires facilitated prompt data analysis. Data were analyzed using descriptive statistics, such as means and standard deviations, to summarize findings and inferential statistics, specifically independent sample t-tests, to determine significant differences between treatment and control groups.

RESULTS
Research Question One: What are the pretest and posttest mean scores for self-acceptance among patients diagnosed with HIV/AIDS-associated cancer in both the experimental and control groups?

Table 1: Results of the Pretest and Posttest Self-Acceptance Mean Scores of the Experimental and Control Groups

Group	N	Pre-test Mean	SD	Post-test Mean	SD	Mean Gain	$\bar{x}$- difference
Experimental	70	14.57	3.02	23.36	2.77	8.79	
							8.14
Control	70	14.99	3.20	15.64	3.18	0.65	

Table 1 reveals the pre-test and post-test self-acceptance mean score of patients diagnosed with HIV/AID associated cancers in the experimental and control groups. In the experimental group the post-test self-acceptance mean score was 23.36 and standard deviation of 2.77, higher than the pre-test mean score of 14.57 and standard deviation of 3. 02with a mean gain of 8.79, indicating that there was increase in the self-acceptance mean score of patients after treatment. In addition, for the control group the mean score was 14.99and a standard deviation of 3.20 at the pretest. The post-test mean score of patients was 15.64 and a standard deviation of 3.18. The findings indicate that patients in the experimental group had a higher mean score (23.36) after treatment using cognitive behavioral therapy than those in the control group (15.64) who were not given treatment with a mean difference of 8.14. This implies that at the pre-test the patients in both groups had a low self-acceptance mean score, but after the intervention there was an improvement in the self-acceptance of the patients in the experimental group than the control group. This suggests that cognitive behavioral therapy improves the self-acceptance of patients diagnosed with HIV/AID associated cancers in Jos University Teaching Hospital, Plateau State.

Research Question Two: What are the pretest and posttest mean scores for purpose in life among patients diagnosed with HIV/AIDS-associated cancer in the experimental and control groups?

Table 2: The results of the Pretest and Posttest Purpose in Life Mean Scores of the Experimental and Control Groups

Group	N	Pre-test Mean	SD	Post-test Mean	SD	Mean Gain	$\bar{x}$- difference
Experimental	70	14.13	3.37	23.66	2.60	9.53	
							8.02
Control	70	13.66	3.53	15.17	2.99	1.51	

Table 2 reveals the pre-test and post-test purpose in life mean score of patients diagnosed with HIV/AID associated cancers in the experimental and control groups. In the experimental group the post-test purpose in life mean score was 23.66 and standard deviation of 2.60, higher than the pre-test mean score of 14.13 and standard deviation of 3. 37with a mean gain of 9.53, indicating that there was increase in the purpose in life mean score of patients after treatment. Besides, for the control group the mean score was 13.66and a standard deviation of 3.53 at the pretest. The post-test mean score of patients was 15.17 and a standard deviation of 2.99. The findings show that patients in the experimental group had a higher mean score (23.66) after treatment using cognitive behavioral therapy than those in the control group (15.17) who were not given treatment with a mean difference of 8.02. This shows that at the pre-test the patients in both groups had a low purpose in life mean score, but after the intervention there was an improvement in the purpose in life of the patients in the experimental group than the control group. This implies that cognitive behavioral therapy improves the purpose in life mean score of patients diagnosed with HIV/AID associated cancers in Jos University Teaching Hospital, Plateau State.

Research Question Three: What are the pretest and posttest mean scores for healthy relationships among patients diagnosed with HIV/AIDS-associated cancer in the experimental and control groups?

Table 3: Results of the Pretest and Posttest Healthy Relationship Mean Scores of the Experimental and Control Groups

Group	N	Pre-test Mean	SD	Post-test Mean	SD	Mean Gain	$\bar{x}$- difference
Experimental	70	13.09	3.52	23.83	3.32	10.74	
							8.77
Control	70	13.09	3.52	15.06	3.10	1.97	

Table 3 reveals the pre-test and post-test healthy relationship mean score of patients diagnosed with HIV/AID associated cancers in the experimental and control groups. In the experimental group the post-test healthy relationship mean score was 23.83 and standard deviation of 3.32, higher than the pre-test mean score of 13.09 and standard deviation of 3. 52with a mean gain of 10.74, indicating that there was increase in the healthy relationship mean score of patients after treatment. Also, for the control groups the mean score was 13.09and a standard deviation of 3.52 at the pretest. The post-test mean score of patients was 15.06 and a standard deviation of 3.10 with a mean gain of 1.97. The findings show that patients in the experimental group had a higher mean score (23.83) after treatment using cognitive behavioral therapy than those in the control group (15.06) who were not given treatment with a mean difference of 8.77. This indicates that at the pre-test the patients in both groups had a low healthy relationship mean score, but after the intervention there was an improvement in the healthy relationship mean score of the patients in the experimental group than the control group. This implies that cognitive behavioral therapy improves the healthy relationship mean score of patients diagnosed with HIV/AID associated cancers in Jos University Teaching Hospital, Plateau State.

Hypothesis One: There is no significant difference between the posttest personal growth mean scores of patients diagnosed with (HIV/AIDs) associated cancers in the experimental and control groups.

Table 4: Summary of the t-test Result on the Posttest Personal Growth Mean Scores between the Experimental and Control Groups

Group	N	Mean	SD	Df	t	p-value	Decision
Experimental	70	24.59	2.71				
				138	16.45	0.000	Significant
Control	70	16.86	2.85				

Table 4 shows the summary of t-test result on the difference between the posttest personal growth mean score of patients diagnosed with (HIV/AIDS) associated cancers in the experimental and control groups. In the experimental the posttest personal growth mean scores are 24.59, with a standard deviation of 2.71, while the control group had a mean scores 16.86, and a standard deviation of 2.85. The result also shows t (138) = 16.45 p< 0.05. Since the p-value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. It was

concluded that, there is a significant difference between the posttest personal growth mean score of patients diagnosed with (HIV/AIDs) associated cancer in the experiential and control groups. This implies that cognitive behavior therapy improves personal growth mean score of patients diagnosed with (HIV/AIDs) associated cancers in Jos University Teaching Hospital, Plateau State

Hypothesis Two: There is no significant difference between in the Posttest self-acceptance mean scores of patients diagnosed with (HIV/AIDs) associated cancers in the experimental and control groups in JUTH.

Table 5: Summary of the t-test Result on the Posttest Self-Acceptance Mean Scores in the Experimental and Control Groups

Group	N	Mean	SD	Df	t	p-value	Decision
Experimental	70	23.36	2.77				
				138	15.31	0.000	Significant
Control	70	15.64	3.18				

Table 5 shows the summary of t-test result on the difference between the posttest self-acceptance mean score of patients diagnosed with (HIV/AIDS) associated cancers in the experimental and control groups. In the experimental the posttest self-acceptance mean scores is 23.36, with a standard deviation of 2.71, while the control group had a mean scores 16.86, and a standard deviation of 2.77. The result also shows t (138) = 15.31 p< 0.05. Since the p-value of 0.000 is less than the 0.05 level of significance, the null hypothesis was rejected. It was concluded that, there is a significant difference between the posttest self-acceptance mean score of patients diagnosed with (HIV/AIDs) associated cancer in the experiential and control groups. This implies that cognitive behavior therapy improves self-acceptance mean score of patients diagnosed with (HIV/AIDs) associated cancers in Jos University Teaching Hospital, Plateau State.

DISCUSSION
The study assessed the effectiveness of behavioral therapy on the emotional well-being of individuals with HIV/AIDS-related cancer at Jos University Teaching Hospital, Nigeria. Results from pretest and posttest regarding self-acceptance, both groups initially reported low scores, but post-intervention, the experimental group showed significant improvement compared to the control group, underscoring CBT's ability to foster self-acceptance among patients coping with HIV/AIDS-associated cancers. The study also found that purpose in life scores were initially low across both groups, with notable enhancement observed in the experimental group after CBT, consistent with findings from Ye et al. (2018), affirming CBT's effectiveness in improving quality of life and psychological health in cancer patients.
Additionally, analysis of healthy relationship scores revealed initial deficits in both groups, with substantial improvement seen in the experimental group post-CBT, indicating CBT's role in enhancing social connections and support systems among patients. Overall, the findings support the use of CBT as a beneficial intervention for enhancing various aspects of psychosocial wellbeing in patients diagnosed with HIV/AIDS-associated cancers, reinforcing its potential to improve overall quality of life and emotional resilience in clinical settings.

CONCLUSION
Observations during Cognitive Behavioral Therapy sessions indicate significant improvements in the psychosocial wellbeing of patients diagnosed with HIV/AIDS-associated cancers. While individual outcomes varied, therapy enabled patients to recognize their strengths and weaknesses, empowering them to navigate life challenges. Cognitive Behavioral Therapy appears effective in addressing psychological distress, reducing anxiety and depression, and enhancing patients' adherence to treatment and coping abilities. These benefits suggest that CBT is a valuable, evidence-based intervention that supports patients in improving overall wellbeing, both medically and socially, despite the complexities of chronic illnesses.

IMPLICATION OF THE FINDINGS
The findings of this study hold significant implications for clinical practice, patient-centered care, research and development, policy formulation, and public health education. Cognitive Behavioral Therapy (CBT) emerges as a promising psychological intervention for enhancing the psychosocial wellbeing of patients diagnosed with HIV/AIDS-associated cancers. By integrating CBT into treatment plans, clinicians and healthcare providers can potentially mitigate the psychological distress experienced by these patients, thereby improving their overall quality of life. This approach not only addresses the medical aspects of the disease but also focuses on the psychological resilience and coping strategies essential for managing chronic illnesses.
Moreover, the study underscores the importance of patient-centered care by emphasizing the need to tailor interventions to meet the psycho-social needs of individuals with complex health conditions. CBT's ability to enhance treatment adherence and support patients in navigating the challenges of chronic illnesses highlights its role in comprehensive care strategies. This patient-focused approach can lead to better health outcomes by

integrating psychological support alongside medical treatment, fostering a more holistic approach to healthcare delivery.

In terms of research and development, the study advocates for continued exploration into the application of CBT across different populations and settings. Further research could refine treatment protocols, assess long-term impacts on patient wellbeing, and explore alternative delivery methods to maximize effectiveness. By expanding the evidence base, healthcare providers can enhance their ability to deliver tailored and effective psychological interventions to patients with diverse needs.

From a policy perspective, the findings suggest implications for resource allocation and healthcare system integration. Health policymakers may consider supporting the training of healthcare professionals in CBT techniques and advocating for its inclusion in standard care practices. This could ensure that patients have access to comprehensive care that addresses both their medical and psychological needs, thereby improving overall health outcomes and quality of life.

Lastly, raising awareness about the benefits of CBT in managing psychological aspects of chronic illnesses is crucial for public health education. Educating patients, caregivers, and the public about the role of CBT can reduce stigma associated with mental health issues in medical settings and encourage early intervention. By promoting understanding and acceptance of psychological support in healthcare, communities can foster a supportive environment that enhances patient wellbeing and resilience.

RECOMMENDATIONS

Based on the findings of this study, several recommendations can be made to enhance the application and effectiveness of Cognitive Behavioral Therapy (CBT) for patients diagnosed with HIV/AIDS-associated cancers:

1. Healthcare providers should integrate CBT into standard treatment protocols for patients with HIV/AIDS-associated cancers. This includes incorporating CBT sessions into routine clinical care to address the psychological distress and enhance coping mechanisms among patients. Training programs should be developed to equip healthcare professionals with the necessary skills to administer CBT effectively, ensuring consistent and high-quality delivery across healthcare settings.

2. Healthcare policies should prioritize the integration of psychological support services, including CBT, into comprehensive cancer care programs. Policymakers and health authorities should advocate for funding initiatives that support the implementation of CBT in healthcare settings, aiming to improve patient outcomes and reduce the burden of psychological distress associated with chronic illnesses.

3. The government an non-government organizations should organize a project that will be targeted at assisting patients with dual terminal aliment, especially those diagnosed with cancers and (HIV/AIDS).

4. Collaboration between healthcare providers, researchers, policymakers, and patient advocacy groups is essential to promote interdisciplinary approaches to patient care. By fostering partnerships and sharing best practices, stakeholders can enhance the implementation of evidence-based interventions like CBT and improve outcomes for patients with complex health conditions.

Implementing these recommendations can optimize the use of CBT as a supportive intervention for patients with HIV/AIDS-associated cancers, ultimately improving their psychosocial wellbeing, treatment outcomes, and overall quality of life.

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FACTORS AFFECTING THE EARLY CHILDHOOD EDUCATION POLICY IMPLEMENTATION IN GOVERNMENT PREPRIMARY SCHOOLS OF HADIYA ZONE, CENTRAL ETHIOPIA REGIONAL STATE

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ABSTRACT
The major purpose of this study was assessing factors affecting early childhood education policy implementation in government preprimary schools of Hadiya Zone, Central Ethiopia Regional State. To achieve this purpose, qualitative method; particularly, phenomenological design was employed. From a total of 18 Hadiya Zone government administrative structures 6 were selected by using purposive sampling method. Those sampled government structures were Hossana town administration, West Badawacho district, Shashogo district, East Badawach district, Soro district and Amaka district. Data was obtained through semi-structured interview. From sampled government administrative areas, by using purposive sampling techniques six preschool teachers were sampled and participated in interviewing process. Accordingly, the results of the study have revealed that the awareness status of parents, primary school principals, management bodies, and Parent Teacher Association (PTA) in Hadiya Zone preprimary schools was found low. Lack of instructional materials, lack of school indoor and out materials, teachers' skill and awareness gaps, parental engagement gaps, family educational income background are major factors that affects the implementation of early childhood education preprimary school. Furthermore, lack of early childhood education professionals, low stakeholders' participation and support, lack of standard curriculum and lack of adequate budget and monitoring system of the program were the challenges identified in the study. Finally, it was concluded that even though the government ECCE programs were expanded to address the need of children from disadvantaged groups, they were serving these children with low status and lots of limitations.   Thus, it is recommended that the government should give much emphasis for updating trainings programs, providing safe learning environment, allocating sufficient budget for the program, creating awareness for school stakeholders, and promoting family educational and economic capacity.
Keywords: Affect, Early Childhood, Education Factors, Implementation Policy

INTRODUCTION
Early childhood care and education has become a central issue for governments in many countries (OECD, 2006). There is a growing body of evidence that children starting strong in their learning and well-being will have better outcomes when they grow older (OECD, 2012). It is one of the contemporary issues requiring close attention because of its critical role in laying the foundation for lifelong learning and development, and in closing the achievement gaps between the disadvantaged and advantaged (Marope & Kaga, 2015). The early years are a time of remarkable brain development that lays the foundation for later learning (UNESCO, 2006). Brain connections multiply exponentially in the first three years, and the potential for ensuring optimal development is very high up to age eight. It is imperative that this true window of opportunity is fully used and strengthened to ensure long-term benefits, not just for each individual child 's development but also for the larger community (UNESCO & UNICEF, 2012).

Early childhood is a unique period of development that shapes the personality of the child. Studies in child psychology reveal that the development of intelligence, affectivity and social relations occur very rapidly in the early years of a person's life (Evans & Gruba 2000). The early years of child development are very important not only because they lay the basis for human development, but also because any experiences a child is exposed to during this time have a lasting influence in adulthood. As such a person's future potential is better exploited when proper attention, care and support are accorded as early as possible in one's life.

The Ethiopia Education and Training Policy also stated that the pre-primary education helps the children to get ready for primary school and the program takes three years. The education programs given to these levels would enable children to express their feelings, investigate their environment and learn numbers (Moe, 1994). Similarly, The Education Sector Development Plan IV (ESDP IV) (2010) put early childhood care and education as one of the priorities for the education sector due to its potential inputs to the overall improvement of the quality of education and reduction of dropouts and repetition rates in the later stages of primary schooling (P.15).

However, implementation of the programs was weak and there were also wide variations among countries. For example, in Sub Saharan Africa (SSA) region the overall enrollment rate for preschool in 1999 was 16.3 percent. Compared with other countries, SSA lags countries in other parts of the world in preschool coverage. In this same year, the average preschool GER of countries in the Middle East was 28.8 percent, Asia's GER 36.5 percent, in both Eastern Europe and Central Asia 59.5 percent and Latin America and the Caribbean 62.8 percent (Jaramillo & Mingat, 2008, p.54). Similarly, Sudan had a preschool GER of 22 percent in 1999, while Ethiopia's was only 1.7 percent (p.51). Five years ago, in 2009, the Ethiopian GER for kindergarten was only 4.2 percent (Moe, 2009). Nowadays, the preschool enrolments in Ethiopia reach 26 percent (Moe, 2013). This achievement was mainly through various interventions.

The Ministry of Education (Moe), (2013), categorized pre-primary education into kindergartens, "O" class and child-to-child programs. The above achievement was due to the establishment of "O" class in the premises of the primary schools, particularly in rural areas. Although the quality of these interventions is beyond the scope of this study, it has created tremendous access to the pre-primary school age population of the country.

In Hadiya zone, there were a government owned preprimary schools in each local administration kebeles and in each preprimary schools there were a qualified teachers at least in certificate level. Despite these all, as a teacher and head of education office in two of Hadiya zone government districts still the implementation of early childhood program was affected by various factors. Thus, the study was conducted on factors affecting the implementation of early childhood education in sampled Hadiya zone districts and town administrations.

STATEMENT OF THE PROBLEM

The early childhood years set the foundations for life. This period of development is worth studying due to various factors. Among the widely accepted factors UNESCO (2006) stated the most salient five. First, it sets the foundation for life. Scholars underscored the poor adjustments made by individuals to their environments are due to lack of proper stimulation and support during the early years. Second, it is a period of rapid brain development that lays the foundation for later learning (Curtis & O'Hagan, 2003). Scientific studies revealed that the parts of the brain and neurological pathways that influence health, learning, and behavior are all substantially influenced by proper sensory stimuli at early ages (Young & Mustard as cited in Garcia, Pence, & Evans, 2008, p.73-74). Third, it contributes to the EFA and MDG goals. Fourth, it provides essential support for working parents, particularly mothers, and finally, investment in ECCE yields very high economic returns, offsetting disadvantage and inequality, especially for children from poor families.

Regarding the study area, in geographical setting Hadiya Zone is in Central Ethiopia Regional State with some facilities in teaching-learning inputs and adequate numbers of teachers trained for the preprimary level than other peripheral areas in the country. However, in one of pre-primary education performance indicator, quality and internal efficiency Hadya zone is low and did not show significant change and it needs further supportive supervision (SNNPRS, 2021/2022 education bureau annual statistical abstract). Hence giving due attention and emphases on the effective practice to programs like pre-primary education is important for their significant influence for the education system entirely.

The problem about the factors affecting the implementation of ECCE policy, in towns, faith-based organizations and in private kindergartens have been studied in different areas of CERS, in Hadiyza zone as well as in various regions of the country. However, the reason why it needs further study is to add the focus in PPS attached with government primary schools or "O" class in rural and urban of the study area. Thus, from the above perspectives, the study was guided by the following research questions.

BASIC RESEARCH QUESTIONS
1. How do preprimary teachers and parents establish a relation to implement the preschool curriculum?
2. Do preschool teachers employ teaching methodologies appropriate to children age, developmental level and local context?
3. Is preschools are equipped with all necessary facilities, equipment's and materials?

OBJECTIVES OF THE STUDY
Pre-primary education is an area which needs special attention. To address this essential area the researcher set out the following general and specific objectives of the study.

General objective of the study
The general objective of this study is to assessing factors affecting early childhood education policy implementation in government preprimary schools of Hadiya Zone, Central Ethiopia Regional State.

Specific objectives of the study
In line with above general objective and research questions, the specific objectives of this study were:
1. Assess the manner of relationship among preprimary teachers and parents that important to implement the preschool curriculum.
2. Assess the relevant preschool teaching methodologies implemented by preschool teacher.
3. Examine the manner of preschool facilities, equipment and materials that are necessary in preschool level.

REVIEW OF RELATED LITERATURE
Physical Environment
The Physical environment of pre-primary school needs to be safe, suitable and provides a rich and diverse range of experiences for promoting children's learning and development. Appropriate designing and locating the premises for the operation of a service is necessary.
A well-designed and richly decorated learning environment not only creates a relaxed and pleasurable atmosphere, but also promotes effective learning for children. Teachers should pay attention to properly setting up the classroom with the help of a comprehensive and detailed plan of how the classroom can best be arranged. These arrangements aim at providing an environment with adequate space for free movement and easy access to toys and learning materials and serve the purpose of stimulating children to learn. The kindergarten classroom should be organized into interest areas or centers filled with a variety of materials and equipment including blocks, dramatic play supplies, science activities, books, art supplies and more.
Children must have time to experiment with measuring, counting, pouring, and making predictions using sand and water areas. Paper, scissors, markers, puzzles, and other hands-on materials that foster children's thinking and problem-solving skills should be readily available. Books, printed words, and samples of children's writing should be in every area of the room (NAEYC, 1997).

Learning Environment
It is a learning center where children to play, experiment and create their pace. This environment helps children to develop problem solving skills by trying different ways of doing things. They expand and refine their language as they talk with and listen to other children. Learning environment is also a place where children learn about their peers as they try out different roles and adjust to work together.
Learning environment is a center where Children interact through emotional and social aspects. This environment helps children to engage intellectually and socially build positive relationships with others and develop friendship &regulate their behavior.
Learning environment enhance children's willingness to take risk and make decision confidently. This encourages children to create a suitable, Healthy and
respected environment and to build appropriate social behavior &correct use of language and to facilitate Positive interaction between children and teachers. When the learning environment is convenient to children they can talk through conflicts and express their feeling. They can use the guidance to foster children's self-regulation appropriate social interaction & social competence (HKSAR, 2006).

Teaching Learning Materials

Montessori defends the idea that children should be enabled to learn on their own in a set environment where they choose their own materials. The learning environment is set by the teacher in organizing the materials from simple to complex. Teachers should be good observers and only intervene when the child requires guidance.

Children to understand the order, harmony and beauty of the nature and they should be please with it. The rules of the nature form the basis of science and art fields. That is why; learning the rules of the nature is the foundation of science (Montessori, 1966).

In this approach, it is crucial that the child makes mistakes by searching and trying and then, realized his own mistake and corrects it himself. If the children are not able to realize their mistake, this shows that they are not developed enough. When the time comes, the child realized their mistake and corrects it (Temel, 1994).

Outdoor and indoor spaces, buildings, furniture, equipment, facilities, and resources must be suitable for the purpose. Premises, furniture, and equipment need to be safe, clean, and well maintained.

To make environment is complete, encourages competence, independent exploration and learning through play. Outdoor and indoor spaces are designed and organized to engage every child in quality experiences in both built and natural environments. Resources, materials, and equipment are sufficient in number and organized in ways that ensure appropriate and effective implementation of the program.

Therefore, teaching and learning materials, should be convenience to children in variance aspects such as: they must be relevance to preschool's curriculum policy and program based on the standards and recreational needs of children, Materials encourage understanding of children, hence they have important contributions to multi-cultural societies of diverse cultural, linguistic groups and people with disabilities and minority groups and help to create respectful relations with others.

Materials motivate children and educators to examine their own attitudes and behavior to comprehend their duties, responsibilities, rights and privileges in society and they must be appropriate to children's age, emotional, intellectual, social, and cultural development.

Hence children have opportunities to find, use, evaluate and present information to develop the critical capacities and make discerning choices, hence, they are prepared for exercising their freedom of access, with discrimination, as informed and skilled adults. The material's representativeness must be range in views of all issues (State of South Australia, 2004).

Children must choose and use their materials properly. They practiced different tasks with the materials. At the end of time, the child puts the materials back into their places. This behavior becomes habitual after repeating it constantly. Some materials are worked with on a special carpet. It is the child's responsibility to carry these materials to the carpet and back to their shelves after the activity. The child is guided towards that behavior. The child actively learns as he uses these materials. Prepared information is not permanent and efficient in a child's mind.

Materials are meaningful for the child in different aspect: the challenge or the mistake the child experience through exploring should be a part of the material, the shape and usage of the materials should be ordered from simple to complex, Materials should prepare the child for the next learning; Materials provide not the concrete shape of an idea but its abstract form and they are prepared for the child's individual learning (Morrison, 1988).

According (Calvert, 1986) the materials in the classroom must be natural and reliable. Hence children will complete the task with the materials they have chosen; without interference of adult; after completion of tasks the materials will be put back into their places according to class order. This will develop responsibility and personal discipline.

Teaching and Learning Methodology

Learning and teaching strategies in early childhood education must be Child center. Hence children's active participation is pivotal to the effectiveness of learning. In this strategy teachers have no dominant role in the learning activities, but engage in various roles such as that of facilitator, information provider, learning assessor, etc.

No matter which learning and teaching strategy is adopted, play is an indispensable and important tool for facilitating children's learning. It helps children know their surroundings and experience the joy of co-operating and sharing with others. Through play, children can develop their physical, intellectual, social, creative, and thinking abilities.

Play is also considered to be the best activity for promoting children's physical and mental development. Suitable play not only enables children to express their emotions and gain pleasurable experience, but also promotes their learning and growth. Therefore, play and children's development are interrelated. Teachers must make good use of play as a major element for constructing the curriculum (HKSAR, 2006).

Curriculum in pre-primary education

"Curriculum is defined as all planned and unplanned interactions, experience, transitions and routines that occur within an environment designed to foster children's holistic development'' (MOE; 2012:11 Singapore). Curriculum

comprises the update framework, an educator's guide, and teaching and learning resource to support the teachers in nurturing and developing children's knowledge, skills, and disposition.

NAEYC defines curriculum as "…the goals for the knowledge and skills to be acquired by children and the plans for learning experiences through which such knowledge and skills will be achieved" (NAEYC, 2003). A high-quality early education program recognizes and understands how children's goals for learning are framed within the context of learning standards and aligns planning of activities and design of environment to stimulate children's learning across content areas (social-emotional, language and literacy, mathematics, science, social studies, physical development and health and fine arts). In high quality programs, instructors place as much emphasis on the process of learning as they do on the content and capitalize on children's natural curiosity to promote language, thinking and problem-solving. Effective early education programs provide a wide variety of planned experiences within an intentionally designed environment that enable children to learn through interaction, exploration, manipulation, and self-discovery. Research clearly demonstrates that children learn more in programs where there is a well-planned and implemented curriculum (Landry 2007). Therefore, it is essential for every early childhood setting – school, center, and family child-care faith-based programs – to have a high-quality curriculum which incorporates thoughtful planning and design.

Health and Nutrition

A child's overall wellness, including adequate nutrition, social emotional wellbeing, and physical activity are all parts of a comprehensive early education program and directly affect social, emotional, and cognitive development. Some activities that enhance children's health include addressing individual health issues, modeling healthy food choices, and eating patterns, promoting physical activity, and increasing the families' knowledge of and children's access to preventive health care. The goal of the early education program is to help staff, children, and families understand how nutrition, physical activity, and health impact a child's readiness to learn. Ideally, healthy habits are established in early childhood and carried through later in life.

As scholars show that health and nutrition have a major effect on children's chances of enrolling in school. The main reason of this is when children are affected by ill-health; the disease may lead to serious physical or mental disabilities. Such conditions typically affect children's educational opportunities to a greater extent in low-income countries than in high-income countries (DFID, 2001).

Collaborative partnerships with parents and communities

According to children's right convention (CRC) both parents have the main responsibility to bring up their child and should always consider what is best for children, while the Government is expected to help parents care for their children properly. Beside to this Schools should help children develop their skills and personalities fully, teach them about their own and other people's rights, and prepare them for adult life. Personal and social development programs in schools as well as drama, music and art help raise awareness of the message to respect other cultures and to respect each other. (Art.18 &29) Children's learning and development are mainly influenced by family, school, and society. Under the major foundation of understanding and respecting children, appropriate co-ordination among the three parties will enable children to develop their potential and lead them to a healthy life. By developing good learning habits and interest in learning, children will be well prepared for lifelong learning.

Assessment in pre-primary education

Assessment is the process of collecting and documenting information on individual student learning. The purpose of assessment is to inform teaching and improve learning. Hence, assessment of learning and assessment for learning are integral parts of the teaching and learning process in the kindergarten classroom. Learning is active in the kindergarten classroom. Therefore, assessing the process of learning is critical and it should occur while the learning is happening rather than assessing the final product. Ongoing assessment informs the approach needed to design and deliver developmentally appropriate instructional activities. Assessment should be frequent, well planned, and well organized so that teachers are able to assist each child in progressing towards meeting the kindergarten curriculum outcomes.

In assessing kindergarten children the considered basic principles are using consistently with the purpose for which the instrument was designed, apply for appropriate age, Collect information on a range of indicators of a child's development, Being naturalistic or authentic is important, Be culturally and linguistically sensitive, Accommodate children with disabilities, Collect information from more than one source, Provide information that schools can be confident about, Have a data collection process that is realistic for schools and school systems.

Contrarily Kindergarten assessments should not be used to make high-stakes decisions. To do so it is advisable to use the Scores on standardized assessments that should be complemented with information from instructional assessments, teacher observations, parent input, and any other data that is relevant when making decisions about whether an

individual child should be retained in kindergarten. Pencil-and-paper standardized tests are not appropriate for children in kindergarten; Assessment should not be used for a purpose other than for what they were designed (Scott and Niemeyer, 2001).

RESEARCH METHODOLOGY
Study Design
The main purpose of this study was to assess the factors that affects the implementation of early childhood education in in Hadiya Zone sampled government preprimary schools. To investigate the factors that hinders the implementation of early grade learners the researcher used qualitative research method, particularly, phenomenological research design.

Data Collection Tools
Since the study required the necessity of generating rich and meaningful information based on participants' perceptions, the researcher investigated the problem with qualitative research approach. The qualitative method focused on taking people's subjective experiences seriously by interacting with them and listening carefully to what they tell us. This world view makes use of qualitative research techniques to collect and analyses information (Ary et al., 2010). It tried to engage in an open-ended, inductive exploration made possible by basic qualitative studies (Joubish et al., 2011; Ary et al., 2010).

One-on-one interviews were administered inside the preprimary settings with the consent of the institutions to understand the experiences of study participants from the context. The data collected were transcribed, coded, categorized under recurring themes and interpreted.

Sample and sampling Techniques
Hadiya Zone in Central Ethiopia Regional State is constituted 18 government administrative structures; form these the researcher selected 6 (two rural districts and two town administration structures). Besides this, the number of pre-primary schools found in this zone is 586. Of this, private pre-primary schools are 127 (21.6%) and government owned preprimary schools are 459 (78.3%). Besides this, the number of pre-primary school learners found in this zone are M= 52,082, F=50604 T= 102,686. The preprimary teachers found in this zone are M=141 (27.3%) F=375 (72.6%) T=516. From the total of preprimary schools, the researcher purposefully selected six experienced preschool teachers and six preschools' kindergartens. The study site has relatively large number of children, access of pre-primary schools, low economic background of the parent and the community. Particularly the study sites were selected purposively because all are government preschools, and due to the researcher has worked for many years in that operational area and close work relationship with preschools and it is believed that data collection could be easy.

Data collection procedures
Data from semi-structured interview were gathered with informed consent of participation. Each of the participants was personally contacted and discussions were held on the purpose of the study to make sure that the participants are willing to involve in the study. They were told that the information obtained keep confidential. All interviews were held on with the agreement of the participants at any time they feel comfortable. The work of intervening was done by face-to-face discussions with preprimary schoolteachers.

Data Analysis
Data analysis is an essential part of qualitative research that constitutes an essential component in data gathering and in relating the research findings to concepts. As clearly described by Merriam (1998) data analysis is the making sense out of the data. It involves data combining, reducing, and interpreting what participants responded, and what the researcher observed and read to make meaning. In qualitative research, data collection and analysis are a simultaneous activity (Merriam, 1998). As a result, the researcher also followed the data analysis and coding procedures that is suggested by Creswell (2009) and Esterberg (2002) because in qualitative research, coding is an integral part of the analysis, involving separating, sorting the data, making sense of it and categorizing it in various ways. Specifically, Esterberg (2002) suggests that open coding is a process where "you work intensively with your data, line by line, identifying themes and categories that seem of interest" (p.158). Accordingly, the transcribed data were searched entirely reading line by line for the regularity, patterns and topics in transcribed data underlining words and phrases. In general, the process of analysis was basically inductive in nature proceeding from interviews and then, transcriptions to the general including codes and themes. Therefore, a final list of three major themes and several subthemes were emerged.

Ethical Considerations

A consent form was provided and permission from participants and concerned administrators who have responsibilities in different administrative levels was asked and the researcher allowed carrying out data gathering process. Before formal data gathering program was carried out objectives and significance of the study were informed for all participants. Before the interviews were carried out the informants were informed about the purpose of the research, confidentially of the information as it is necessary, the use of video and tape-recorder. Accordingly, they made cooperation with the researcher to provide all necessary information because the researcher created close intimacy for a long time with repeatedly journeys and spending teatime with them. To keep privacy and confidentiality are extremely important for human participants, because qualitative methods are highly personal and interpersonal. So, identities of all individuals" participants in this study remained confidential and were filed through pseudonyms to protect the privacy of the participants.

RESULT AND DISCUSSION

Theme 1- The lack of appropriate relationship between teacher and parents

It was indicated in the ECCE policy guideline that teacher and parents should regularly share information on the child's learning in regular Parent Teacher Association (PTA) meetings should be held within the year; information about the home environment of children should be made available to the teacher; and there should be collaboration among community-school (MoE, MoH and MoWA, 2010). To find out the situation of the parent-teachers relationship to assist children's learning; PPS teachers were asked to respond to the existence of parent-PPT's partnerships to contribute children's learning in the studied zone. Concerning communication between teachers and parents to discuss in the progress of children, most respondents were answered that, it was not appropriate and ample to understand about the learning fashion of their children.

Regarding this issue, teacher from school 5 described,

".... continuously orally and by writing letter I am calling parents to communicate their child's learning issues. However, still except a few parents, majority of parents were didn't have a willingness to come school and they have no care about their children learning problems and who teaches their children. Because of this I didn't expect parents for any kind of learning challenges as well as decisions." (PPT 5)

Parents have an undeniable role and responsibilities in following routine activities of children, motivating children to education and correcting the children's wrong actions through series follow-up and advising. Besides this, in schools the children daily academic progress and failure greatly determined by active participation of parents in school. In this concern the respondents from school 4 indicated:

"As PPT, I know the learner's behavior and activity only in school environment. But I didn't see the learners any activity and behavior out of school environment. So, the parents should communicate with me to introduce about home environment and to know his/her children learning manner. But when I called parents various times only few similar faces (three or four) parents are coming to school repeatedly. In my opinion parents send their children to school like to get rest from their disturbance and crying." (PPT, 4)

According to Moe (2010) roles and responsibilities in bringing upon children, and on improving practical nurturing skills of parents and caregivers, because most parents are not fully aware of their crucial role in their children's development and/or lack basic parental competencies, parental education will cover all aspects of child-rearing and development as well as the role of parents in fostering the realization of children's full potential.

Parents are the first caregivers of their children. This shows that all other caregivers and teachers need to work closely with them. Therefore, parents need to be involved actively in deciding what activities and services should be delivered in the pre-school. They can support preschool centers by sending their children to the centers, assisting in the provision of learning materials, coordinating, and supervising the teaching learning process in the preschool centers, raising funds for the running of the school etc. (Moe, 2016)

Therefore, based on the interview results, it could be rational to accomplish that the practice of working closely with parents and the community was founded to be very low. Accordingly, the ECCE policy had been poorly implemented in working with collaboration of parents and other community members.

Theme-2: Lack of preschool environment facilities for early grade learners

Concerning this theme, the ECCE policy guideline stated that preprimary schools should be physically safe and free from garbage sites; should have adequate latrine service; should have adequate water supply; should have adequate

space in the classroom; and adequate size of the school compound (MoE, MoH and MoWA, 2010). As well, SNNPRS Education Bureau (2012), states learning by playing needs to be the main medium of instruction in preprimary and suggests an adequate and safe area to enhance the development of all children.

About this, experienced PPT were interviewed whether the fundamental facilities are available or not in PPS. A participant from school 3 reflected that,

"...As you see in your eye nothing is adequate and well prepared for children to learn. We really have a lot of problems. In our school case the learning rooms are not smart and out-door environment is full of garbage. All the design and building were deliberately accomplished for primary school. In our school the farm part is rented for farmers to fulfill stationary materials. For PPE children there is no water and adequate latrine service." (PPT, 3).

On the other hand, when the experienced teachers were asked about the adequacy of out-door and indoor space environments, teachers from school 2 replied in rolling their eyes by explained that,

"...As a teacher of PPS, I know that the outdoor and indoor space is inadequate for the children's learning by playing, and for free movement. Initially the school was not built for the purpose of PP, and there were not enough spaces to cover with fence entirely. Besides this, no facilities like enough water, clear latrine, feeding and rest room and very narrow and non-ventilated classroom." (PPT, 2)

The findings revealed the PPT's experiences about PPS facilities like school physical environments (in-door and out-door), learning materials and equipment are very poor and it needs cooperation and commitment of school stakeholders. PPT from school 2 indicated the challenges faced him during classroom teaching is narrow classroom, unsafe gateways, not suitable desks, lack of textbooks and teacher guides. PPT's 6 reported:

"When I was employed as a teacher in this school, for a single day I am not happy in my work. Always I fill sad due to a problem of unsafe school internal and external physical conditions. Most of the time, I informed to school principal to modify the gateways, playing places, toilet, desk and the like. But still now I didn't see any change." (PPT, 6)

In addition to this, the PPT from school 5 reported:

As I reported various times to district education office, it is clearly known that in our school case the learning rooms are not smart and out-door environment is full of garbage. All the school preparation and design and annual budget were planned to the implementation of primary schools' activities. No preparation and plan were designed to practice the program of PPE purposely (PPT, 5).

2 out of 6 teachers also reported that their school classroom door, window, sitting desks and passageways are not comfortable for children. In addition to this, one teacher from school 1 informed that, I teach my students in classroom as well as out of classroom without any preparation and facility only by talking orally. *Teachers 4 revealed:*

Starting from the very beginning I had been told to school management bodies my   misery and unsuitable condition to adjust the classroom and out of classroom situation that to make attractive for children. But no attempts were made to improve the work of preprimary program progress and development. (PPT,4)

As it was clearly explained by respondent above, the preprimary physical as well as classroom learning environment, teaching learning materials and equipment are not attractive and conducive for children education, health, and free movement. Besides, Tovey (2007) revealed that the outdoor and indoor space and playgrounds can provide many play possibilities for PPS.

Children need space where they can play with others but also smaller, quiet spaces for their own solitary activity, providing opportunities for autonomy and independence but also a secure base to which they can return or retreat, as and when necessary. Therefore, it would be possible to generalize that the EECE policy implementation has resulted in creating spaces free from garbage sites.

However, it has a very low implementation in almost all the studied area regarding providing enough indoor and outdoor space, adequate latrine service, and enough water supplies. Besides, its safety conditions were found to be very inadequate that would limit children's possibilities for play and expose them to hazard as well as fright.

Theme-3 Poor teaching methodologies in preprimary schools

It was stated in the ECCE policy guideline that teaching-learning methods should be child-centered approach; should facilitating a group setting to help children share experience; should supporting and encouraging children effort in the process of learning; should be mainly play-based teaching approach; and utilization of different teaching aids in the classroom (MoE, MoH and MoWA, 2010). To check out and analyze the policy implementation regarding these matters, a researcher led interviews with experienced PPT's. Regarding the above issue, participant-from school 3 explicated:

"I used a teacher centered or lecture methods in indoor and out-door teaching environment. This is because of the unmanageable class size, narrowness of classroom, lack of teaching materials and no playing area in the school. Always children asked me to play ball, sport, and cultural games. However, I didn't allow them to learn in play. But still the school compound is covered by grass and the other part is farmland." (PPT, 3).

In addition to this, the PPT from school 4 explains,

As a teacher of this level, I know the teaching method which fits for the level in a good manner. But always I teach children in lecture method; to form a group discussion in the classroom the class is very narrow and not safe. Besides this, no appropriate playing fields, and materials. Therefore, always I worried about the unsuccessfulness of the program in our school. (PPT, 4)

The interview response indicated that the main challenge hindered PPT to apply the ECCE guideline in regarding to teaching methodology is lack of facilities in the school. Concerning this idea, participant from school 1 elucidated that,

I have sufficient awareness and training in PPE teaching-learning methodology. But the school nature is not encouraging me to practice the right teaching methodology. As teacher of this level, I see and precede the PP program like a primary education teaching method. Still, I didn't attempt to apply child-centered teaching approach. This is because in this PPS no suitable and safe condition. (TTP 1)

Several studies, for example, Paciorek and Munro (1999) have shown that in implementing the PPS curriculum, methods underlining child-directed activities are more effective than that teacher-directed instruction. Education in PPE is not about imparting facts rather it is about listening, guiding, and helping each child to make sense of the real world.

Generally, actual information does not confirm the kind of experiences needed for young children in a world of continuous change. Children need to have a foundation on how to understand concepts, apply skills, solve problems, work cooperatively, and take responsibility for their learning. Thus, based on the information obtained, it would be imaginable to settle that the more dependence on the teacher-centered methods influences the proper implementation of the curriculum as stated in the PPS that have an unnecessary effect on the overall development of the child.

DISCUSSION

The outcomes of this study was not converging with MoE ECCE policy framework and strategic operational plan for ECCE and various studies conducted Ethiopian researchers like Gebre Egziabher, 2014, Fekede 2021, Misahun 2020, Mamo and kenea 2014 all studies almost all indicated that early childhood period is a bridge between a formal primary school and preschool which lays a base for future development of children, it helps to provide appropriate education and care service for young children as it has a long lasting positive consequences in the later development and this program helps to shape children at early age to make them socially responsible citizen and promotes economic rate by reducing mortality rate, childhood illness, school repetition and dropout. Besides this, the above mentioned studies indicated that the major problems identified in all study were inadequacy of indoor and outdoor materials and equipment, lack of trained teachers, inadequate facility and lack of monitoring. Besides this, the real implementation of preprimary education was hindered by lack active participation of parents and community representatives. Due to the above-mentioned reason implementation of pre-primary education program was weak since it was not aligned with the pre-primary education standard as intended. In addition to this, teachers /personnel

were both limited in number and not qualified for the required level; inadequate provisions and lack of financial support; too little parent-schools partnership, and insubstantial roles of administration bodies. Therefore, as it was described in previous various studies preschool education teachers were suffered due to lack of relevant educational materials, unsuitable school facilities, teachers training problem, school budgetary problem, lack of independent school management, poor parental and community involvement system, very poor preschool teachers and parents relation, narrow classroom nature, poor assessment system are the major problem that hinders the preschool teachers performance in early grade level. Hence, to realize the implementation of early childhood care and education the concerned government and non-government structures should facilitate the school environment with safe conditions, should fulfill educational materials, trained sufficient number teachers for the level, adjust the appropriate assessment technique for the level, encourage the parents to participate in their children's education system, facilitate water supply service and latrine service system, and teaching methodologies to implement the early childhood education system in the studied area.

MAJOR FINDINGS

The finding of this study show that the today's government preschools program was affected by lacks attention from governmental representatives, parents, community representatives, school principals, school management bodies, and non-governmental organizations. As various studies confirmed that today's preschools faced huge hindering factors in the implementation process. The major once are inappropriate school facilities (the nature of classrooms, outdoor school environment, water supply service, latrine service and school pedagogical centers), preschool shortage of school budget for the program, lack of educational materials for the students and classroom teacher's irrelevant assessment techniques and system. Besides this, learning materials were other necessary item in implementing policy set. Concerning learning materials were developmental play equipment, textbook and teaching learning materials were inadequate in all studied area. Another necessary thing to implement policy was participation of the active parents and preschool teacher's relation. From this point of views in the analysis the participation and teachers' parents' relationship not sufficient and did not share information regularly on child progress.

CONCLUSION

The current study was focused in assessing the factors that affects the implementation of early childhood education in preprimary of Hadiya zone, Central Ethiopia Regional State through in-depth interview using a phenomenological design. The researcher found that the experienced PPTs are still in continuous problems that hinder the appropriate implementation of the program. Though the policy contained the useful approaches to make service available to all children, but there is high gap among rural and urban areas regarding access to the program and it fails to address the quality part. Regarding the school facilities, in all studied area PPS are not administered exclusively (independently); all of them encountered a high shortage of educational inputs, (teaching materials and equipment) inadequate curriculum materials, unsafe indoor and out-door environment, irrelevant teaching methodology and assessment, inactive parent-teacher relationship in all studied PPSs hindered the implementation of ECCE policy.

RECOMMENDATIONS

Since the problem for PPE program is lack of facilities such as improper in-door and out-door learning environment, inappropriate curriculum materials, and irrelevant teaching methodology, problem of assessment technique, insignificant parent participation. Therefore, to solve the problems and the achieve the nationally intended goal in regarding to ECCE policy implementation, Hadiya zone education department by working in cooperation with upper and lower government and non-government responsible stakeholders. In addition to this, parents and community representatives should give a special emphasis to implement the ECCE policy in the studied area.

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INVESTIGATION OF CUSTOMER SERVICES AND SATISFACTION LEVELS OF GYMS

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ABSTRACT
This study aims to examine the customer service and satisfaction levels of gyms in TRNC. The research was conducted using the relational survey technique, which is one of the quantitative research methods. While the population of the study consisted of the customers of the gyms in TRNC, a total of 360 customers were included in this study. The Sports Business Customer Satisfaction Scale (SIMMO) developed and accepted by Sevilmiş (2015) was used to assess customer satisfaction. The analysis of the data was examined at the reliability level using SPSS 26 program.
According to the results of the research, when the sub-dimensions of the SIMMS were analyzed, it was observed that the quality of sports trainer's dimension received the highest average score in customer satisfaction. On the other hand, the management sub-dimension of the sports center quality dimension received the lowest average score. There was no statistically significant difference between the sub-dimensions of SIMMS according to the gender variable. As a result of one-way variance analysis according to the age variable, no significant difference was found between the groups. As a result of the T-Test conducted according to the marital status variable, no significant difference was found between the groups. Significant differences were found in some dimensions according to the educational status variable. In the management and equipment sub-dimensions of the sports center quality dimension, the quality of the working environment and the commitment sub-dimension of the satisfaction dimension, the scores of high school graduates were higher than those of university graduates. As a result of one-way variance analysis according to the monthly income variable, no significant difference was found between the groups. Significant differences were also not found in the analyzes conducted according to the variables of duration of gym use and purpose of use.
Key Words: Gym, Customer Service, Satisfaction.

1. INTRODUCTION
1.1. Problem Statement
Gyms are facilities that individuals use to improve their physical health, exercise, lose weight, increase muscle mass and improve their general health. Such facilities provide access to a variety of exercise equipment, free weights, exercise machines, and cardio equipment (Kumbul, 2022). Additionally, gyms offer athletes support from coaches or instructors who specialize in creating personalized training programs. Group classes are another benefit that gyms offer and can include different activities such as yoga, Pilates, dancing and spinning . Health and nutrition counseling services are also commonly available at gyms and can help athletes improve their eating habits. Gyms offer an ideal environment not only for physical activity, but also for those who want to have a social experience. Regular gym visits can provide a number of health benefits, including weight management, increased muscle mass, cardiovascular health improvements and increased overall health and fitness levels. Therefore, gyms are important facilities that contribute to improving physical and mental health for many people (Mansur, 2021).

Gyms are businesses that have a special importance in terms of customer service. Customer service is a critical factor affecting the success of gyms and has a huge impact on customer satisfaction, customer loyalty and the reputation of the business. Gyms often use various strategies to improve the quality of service provided to customers and increase their satisfaction (Memiş, 2002). These include the employment of professional and trained sports trainers, the creation of individual training programs, regular exercise monitoring, maintaining hygiene and cleanliness, providing safe and effective sports equipment, and giving personal attention to customers. Additionally, gyms often conduct surveys or interviews to collect and evaluate customer feedback (Özkan, 2013). This feedback is used to improve service quality and better respond to customer needs. A good customer service strategy helps gyms survive in the competitive market and encourages customers to form long-term relationships. As a result, customer service of gyms is an indispensable part of a successful business and plays a critical role in the sustainability of businesses (Yüksel, 2019).

Gyms are businesses that constantly strive to increase and maintain customer satisfaction. Customer satisfaction is a critical factor affecting the success and sustainability of gyms. To increase customer satisfaction, gyms use a variety of strategies (Shanka and Taylor, 2013). These include the employment of professional and experienced sports trainers, the provision of individual training programs, regular customer follow-up and feedback collection

processes. Gyms also strictly adhere to cleanliness and hygiene standards, provide safe and effective gym equipment, and offer effective communication and personal attention to customers (Pitts and Stotlar, 2002). Tools such as customer feedback surveys, satisfaction scales and comment boxes are used to evaluate customer satisfaction. This feedback provides important data to improve service quality and better respond to customer needs. High customer satisfaction increases customers' loyalty to gyms, attracts new customers with positive references and recommendations, and strengthens the reputation of the business (Nagel et al., 2004). As a result, gyms' customer satisfaction levels are vital to the success and sustainability of businesses.

1.2. Purpose and Importance of the Research

The purpose of this study is to examine the customer service and satisfaction levels of gyms. For gyms, customer service and satisfaction are important to the success and sustainability of the business. Satisfied customers remain loyal to the business, maintain long-term memberships, and provide positive testimonials. This contributes to the growth of the business. In addition, competition between gyms is increasing. Businesses that keep customer service and satisfaction levels high gain a competitive advantage over others. Service quality and satisfaction levels can be a big factor when customers choose between businesses that offer similar services. Good customer service and high satisfaction levels strengthen the reputation and brand value of gyms. A positive reputation is important to attract new customers and support the long-term success of the business. Studies examining customer service and satisfaction levels provide customer feedback to businesses. This feedback helps businesses identify their weaknesses and improve their services. As a result, this study, which examines the customer service and satisfaction levels of gyms, not only contributes to the literature, but also has great importance in terms of business success, competitive advantage, reputation, customer feedback and personnel training.

1. 3. Hypotheses

In this research, answers were sought to the following questions:

1. H_1: $_{The}$ average scores of factors affecting customer satisfaction differ according to gender.
2. H_1: The average scores of factors affecting customer satisfaction differ according to age.
3. H_1: The average scores of factors affecting customer satisfaction differ according to marital status.
4. H_1: $_{The}$ average scores of the factors affecting customer satisfaction vary according to educational status.
5. H_1: The average scores of factors affecting customer satisfaction differ according to monthly income.
6. H_1: The average scores of the factors affecting customer satisfaction vary according to the duration of use.
7. H_1: The average scores of the factors affecting customer satisfaction vary according to the purposes of use.

1.4. Assumptions

It is assumed that research participants give their answers to the survey questions sincerely.

1.5. Limitations

Research:

- With research participants,
- With the scale questions used in the research,
- It is limited to gyms in TRNC.

1.6. Definitions

Sport: is defined as a general term for competitive or non-competitive activities in which physical activities are performed regularly (Başkonuş, 2020).

Gym: These are indoor spaces equipped for individuals to perform their physical activities (Okumuş and Duygun, 2008).

Customer service: It is an activity in which a business interacts with its customers and includes the support, assistance and information services it offers to customers (Adıgüzel, 2020).

Satisfaction: It refers to the state of a person or groups having a generally positive feeling or sense of satisfaction about an experience, service, product, or situation (Ruziyeva, 2018).

2. THEORETICAL FRAMEWORK

2.1. Service Concept

Service concept, general aspect concrete one of the product production or sale non - people between interactions or one experience providing like in shapes expression made One activity or activity expression it does. Services usually one value offering, needs welcome or solution providing purpose herds. Services, different in sectors and in areas can be offered, for example tourism, health, education, finance, consultancy like A lot different in the

industry services There are service concept, concrete of products on the contrary, usually physically one presence without creating offered, value providing needs welcome or experience offer purpose bearing one activity or activity aspect is defined. Services, people interactions, processes, and experiences over was established and various in sectors can be offered, for example health, education, tourism, finance, consultancy like wide One on the spectrum services (Sarac, 2018).

Your services basis features between concrete absence, variability show, simultaneously presentations, variable to quality owner to be and intangibility so get inability to hold status is found. Services generally directly is consumed now is offered and this for this reason service provider and customer between interaction quickly takes place. Your services presentation, customer satisfaction and experience affecting important One is the factor. Service providers, customers personalized experiences by offering quality standards raising and to needs sensitive one-way service by offering customer their relationships can strengthen and loyalty they can increase. Services, both the customer and the service to the provider opposite use providing one interaction format aspect function sees (Mansur, 2021).

Service concept, customer or to the buyer clear One value offering And Generally physically One of the object production or sale not , but Generally experience , expertise , assistance or solution providing like in shapes expression made One activity or activity aspect is defined . Services Generally people between interactions or one service of the provider to the customer one value offer process Contains. Your services sizes, service of experience different aspects and components expression it does. Your services dimensions of service the quality evaluate, service the design plan and service presentation to manage for   is used. Usually SERVQUAL model like various models, services sizes to explain for   is used (Adıgüzel , 2020).

2.2. Sports Services

Sports services include various services offered to support individuals' physical activities, exercise, play sports and maintain a healthy lifestyle. These services can be offered in gyms, fitness centers, sports clubs, personal training, group exercises, sporting events and more. Sports services aim to improve individuals' health and fitness, reduce stress, increase energy levels, and achieve an overall better quality of life. Sports services can be offered to a variety of age groups and ability levels. In addition to amateur athletes, professional athletes can also benefit from these services. Service providers are often supported by a team of experienced coaches, sports specialists, and physiotherapists. These professionals can create exercise programs that suit individuals' goals, help correct techniques, and provide motivation (Başkonuş , 2020).

Sports services can be tailored to suit individuals' personal goals. Programs can be offered for different goals such as losing weight, gaining muscle, increasing fitness, and improving flexibility. Additionally, group exercises and team sports can also be preferred to increase social interaction. With the advancement of technology, sports services are also offered through digital platforms. Options such as online exercise videos, digital training programs and distance training sessions offer people flexibility and ease of access. In addition to helping individuals improve their physical health, sports services support them in establishing social connections, staying motivated and adopting an active lifestyle. These services aim to make people feel better, increase their energy levels and improve their overall quality of life (Alexandris, et al., 2004)

2.3. Concept of Customer Satisfaction

Customer satisfaction concept of businesses to its customers they provide product or services, customers how much by satisfaction disturbing there is expression it does. This concept allows customers your expectations meeting the needs TRUE One way understanding and presented product or services of the quality satisfaction will provide at the level by being it is relevant. Customer satisfaction, businesses for   important One is the criterion because pleased customers loyalty create positive references to provide And LONG futures work relationships to establish is expected. Customer satisfaction, businesses to customers offered experience evaluation of the process the result reflects. If one business, customers to your needs suitable product or services by offering them satisfaction if the customer can your satisfaction increases. Customer satisfaction, just of the business financial success not the same in time reputation, brand its value and customer your loyalty effects (Adıgüzel, 2020).

Customer satisfaction is used to evaluate business activities and develop notifications to ensure that customers return. Customer complaints and demands of businesses weak aspects to determine and service the quality to improvements helper it is possible. Same at the time, customer satisfaction to ensure for   employee education, quality control and continually improvement like strategies are also used. Customer satisfaction, businesses rivalry advantage gets also contribute to be found. Pleased customers again _ work don't do that possibility of high which is positive references providing and brand loyalty constituent are customers. Because businesses, customers your satisfaction continually aspect measures, evaluates and improvement to their processes including it does. Customer satisfaction concept of businesses to customers provided by your experience satisfaction disturbing is is not expression it does. Good One customer satisfaction strategy, businesses rivalry advantage get customers, loyalty to create And LONG futures your achievements to continue helper happens (Eruzun, 2017).

3. METHOD
3.1. Research Method

This study is conducted using the relational screening technique, which is one of the quantitative research methods. Relational survey technique (or Relational Research Technique) is a quantitative research method used to examine the relationship between two or more specific variables in a study. This method is used to understand and identify relationships between two or more variables. The relational screening technique aims to analyze the relationships between variables using existing data. Researchers generally work with this method to test hypotheses, examine correlations between variables, or determine cause-effect relationships (Karasar, 2008).

3.2. Population and Sample

The population of the research consists of gym customers in TRNC. The sample of the study was determined by the purposeful sampling method in accordance with the purpose of the research. A purposive sample is a sample specifically selected for a research study or survey and created for a specific purpose or objective. Researchers use this type of sampling when they want to examine or investigate a specific subgroup or feature of their study. Purposive samples are designed to focus on a specific problem or questions rather than generalizing or representing all characteristics of the population (Karasar, 2008). Based on this information, 360 customers using gyms were included in the study.

3.3. Data Collection Tools

In the research, data are collected through scale; it was collected via Google forms. Scale forms were distributed on 10.07.2023 and completed on 20.07.2023. Of the 400 forms submitted for the study, 370 were converted. 10 forms were not included in the study due to incomplete questions.

A personal information form was also used to obtain personal information about the sports facility members participating in the research, such as gender, age, marital status, education level, income status, membership history and purpose of participation.

In this research, the Sports Businesses Customer Satisfaction Scale (SIMMO), developed and accepted by Sevulmuş (2015), was used to evaluate customer satisfaction. This scale consists of 5 sub-dimensions in total: sports center quality, quality of the working environment, quality of sports instructors and general satisfaction. SIMMS includes 55 items and allows a comprehensive evaluation of the service quality and customer satisfaction of sports facilities through these items. One of the reasons why this scale is preferred is that it has strong features related to quality and satisfaction. In addition, it has been seen that SIMMS has been tested and accepted through validity and reliability studies conducted in Turkey. In the reliability study, internal consistency coefficients (Cronbach's It was determined that the alpha) values were 64 for the program sub-dimension, 68 for the services sub-dimension, 72 for the management sub-dimension and 85 for the hardware sub-dimension, and this value was 92 for the entire scale.

Table 1. Reliability analysis of the scale

	Cronbach's Alpha	Article
Satisfaction Scale	.834	55

This research, Cronbach's Alpha value of the satisfaction scale consisting of 55 items was determined as .834. This shows that the scale is reliable in the study.

3.4. Analysis of Data

SPSS 26 program was used to analyze the data collected in the study and was examined at the reliability level. T-Test and ANOVA tests were used to examine whether the scale scores differ according to socio-demographic characteristics.

4. FINDINGS
4.1. Demographic features

Demographic variables of the participants are given in Table 2.

Table 2. Demographic Characteristics of Customers

		N	%
Gender	Male	237	65.8
	Woman	123	34.2
Age	20-25 years old	58	16.1
	26-30 years old	116	32.2
	31-40 years old	117	32.5
	41-50 years old	23	6.4
	51 and over	46	12.8
marital status	Married	276	76.7
	Single	84	23.3
Educational background	High school	119	33.1
	University	164	45.6
	postgraduate	77	21.4
monthly income	Low	50	13.9
	Middle	124	34.4
	High	186	51.7
	Total	360	100.0

When Table 2 is examined, it is seen that 65.8% of the customers are male and 34.2% are female. 32.5% of the customers are 31-40 years old; 32.2% are 26-30 years old; 16.1% are 20-25 years old; it is seen that 12.8% of them are 51 and over. 76.7% of customers are married and 45.6% are university graduates. Additionally, 51.7% of customers have high income; 34.4% have medium income and 13.9% have low income.

Table 3. Distribution of Customers According to Duration of Joining the Sports Center and Purpose of Use

		N	%
Duration of participation in Sports Center programs	0 - 6 months	91	25.3
	7-12 months	79	21.9
	13-24 months	22	6.1
	25-36 months	78	21.7
	more than 36 months	90	25.0
Purpose of joining the Sports Center	stay healthy stay fit	53	14.7
	get stronger	54	15.0
	Weight Control	27	7.5
	Gain Social Environment	31	8.6
	Looking beautiful and delicate	60	9.7
	Body building	48	13.3
	Relax	35	16.7
	make use of free time	52	14.4
	Total	360	100.0

When Table 3 is examined, 25.3% of customers have 0-6 months; It was observed that 25% of them had been going to the sports center for more than 36 months, 21.9% for 7-12 months, 21.7% for 25-36 months and 6.1% for 13-24 months. In addition, 16.7% of customers use it to relax; It was determined that 15% went to the sports center to get stronger, 14.7% to stay healthy and fit, and 13.3% to improve their body.

4.2. Findings on Sports Businesses Customer Satisfaction Scale Subscale Average Scores
Table 4 shows the sports businesses customer satisfaction scale subscale mean scores.

Table 4. Sports Businesses Customer Satisfaction Scale Subscale Average Score Values

Subscale/Dimension Name	Min.	Max .	$\bar{X}$	Ss .
Development	31.00	66.00	55.71	5,847
Sports Center Quality				
Program	9.00	28.00	21.97	3,050
Management	11.00	27.00	21.40	2,814
Services	13.00	28.00	22.57	2,484
Equipment	25.00	53.00	43.97	4,598
Quality of the Working Environment	5.00	35.00	28.17	4,258
Qualification of Sports Trainers	35.00	77.00	62.16	9,252
Satisfaction				
Request to Leave	9.00	28.00	21.97	3,050
Loyalty	17.00	34.00	27.70	2,928

When Table 4 is examined, it is seen that the highest average among the sports businesses customer satisfaction scale subscale dimensions is the qualification of sports trainers ($\bar{X}$ = 62.16; Sd . 9.252); It is seen that the lowest average is in the management sub-dimension of the sports center quality dimension ($\bar{X}$ = 21.40; Sd . 2.814). These results show the differences between the factors affecting customer satisfaction in terms of service quality of sports center management and sports trainers. While customers are more satisfied with the quality of sports instructors, satisfaction with the quality of sports center management appears to be lower.

4.3. Findings on Average Scores of Customer Demographic Characteristics and Factors Affecting Customer Satisfaction

Table 5 shows the results of the analysis in which the hypothesis "H $_1$: The average scores of factors affecting customer satisfaction differ according to gender" is tested.

Table 5. T-Test Results Showing the Comparison of Average Scores of Factors Affecting Customer Satisfaction by Gender

Subscale/Dimension Name	Gender	N	$\bar{X}$	Ss .	f	p.
Development	Male	237	55.74	5.95		
	Woman	123	55.67	5,664	0.012	0.915
Sports Center Quality						
Program	Male	237	21.98	3,062		
	Woman	123	21.94	3,038	0.022	0.883
Management	Male	237	21.37	2,795		
	Woman	123	21.46	2,860	0.001	0.974
Services	Male	237	22.64	2,490		
	Woman	123	22.43	2,476	0.011	0.915
Equipment	Male	237	44.02	4,594		
	Woman	123	43.87	4,622	0.035	0.851
Quality of the Working Environment	Male	237	28.02	4,196		
	Woman	123	28.45	4,380	0.228	0.633
Qualification of Sports Trainers	Male	237	61.78	9,317		
	Woman	123	62.87	9,122	0.048	0.827
Satisfaction						
Request to Leave	Male	237	21.98	3,062		
	Woman	123	21.94	3,038	0.022	0.633
Loyalty	Male	237	27.70	2,897		
	Woman	123	27.70	2,999	0.033	0.856

p>0.05

SIMMÖ "development, sports center quality, quality of the working environment, **As a result of the T-Test conducted to determine** whether the "sports instructors quality and satisfaction " subscale scores showed a significant difference according to the gender variable, the difference between the arithmetic means of the groups was not found to be statistically significant (p>0.05). In this case, H1 $_{was}$ rejected.

Table 6 shows the results of the analysis in which the hypothesis "H_2 : The average scores of the factors affecting customer satisfaction differ according to age" is tested.

Table 6. One-Way Analysis of Variance (ANOVA) Test Results Showing the Comparison of the Average Scores of Factors Affecting Customer Satisfaction by Age Groups

		N	$\overline{X}$	Ss .	f	p.
Development	20-25 years old	58	54.91	5,027		
	26-30 years old	116	55.71	6,038		
	31-40 years old	117	56.17	6,000	0.451	0.771
	41-50 years old	23	55,56	5,998		
	51 and over	46	55.67	5,981		
Sports Center Quality						
Program	20-25 years old	58	21.93	2,661		
	26-30 years old	116	22.06	3,438		
	31-40 years old	117	21.90	2,909	0.219	0.927
	41-50 years old	23	21.52	2,212		
	51 and over	46	22.17	3,261		
Management	20-25 years old	58	21,20	2,627		
	26-30 years old	116	21.34	3,081		
	31-40 years old	117	21.42	2,701	0.318	0.865
	41-50 years old	23	21.34	2,366		
	51 and over	46	21.80	2,895		
Services	20-25 years old	58	22.32	2,312		
	26-30 years old	116	22.71	2,730		
	31-40 years old	117	22.63	2,416	0.399	0.808
	41-50 years old	23	22.17	1,969		
	51 and over	46	22.58	2,499		
Equipment	20-25 years old	58	43.72	3,981		
	26-30 years old	116	43.92	5,253		
	31-40 years old	117	43.99	4,229	0.242	0.914
	41-50 years old	23	43.69	3,611		
	51 and over	46	44.54	5,009		
Quality of the Working Environment	20-25 years old	58	28.31	3,775	0.477	0.752

		N	X̄	ss	f	p.
	26-30 years old	116	28.07	4,778		
	31-40 years old	117	27.92	4,015		
	41-50 years old	23	28.08	3,088		
	51 and over	46	28.91	4,613		
Qualification of Sports Trainers	20-25 years old	58	61.8793	9,367		
	26-30 years old	116	62.8879	8,967		
	31-40 years old	117	61.1624	9,738	0.631	0.64
	41-50 years old	23	62.9130	9,085		
	51 and over	46	62.8478	8,758		

Satisfaction

		N	X̄	ss	f	p.
	20-25 years old	58	21.93	2,661		
	26-30 years old	116	22.06	3,438		
Request to Leave	31-40 years old	117	21.90	2,909	0.219	0.927
	41-50 years old	23	21.52	2,212		
	51 and over	46	22.17	3,261		
	20-25 years old	58	27.46	2,823		
	26-30 years old	116	27.58	3,216		
Loyalty	31-40 years old	117	27.77	2,754	0.379	0.823
	41-50 years old	23	27.73	2,320		
	51 and over	46	28,10	3,063		

p>0.05

SIMMÖ "development, sports center quality, quality of the working environment, **One-way analysis** of variance (ANOVA) was conducted to determine whether the "sports instructors quality and satisfaction " subscale scores showed a significant difference according to the age variable. As a result, the difference between the arithmetic means of the groups was not found to be statistically significant (p>0.05). In this case, H2 $_{was}$ rejected.

Table 7 shows the results of the analysis in which the hypothesis "H $_3$: The average scores of factors affecting customer satisfaction differ according to marital status" is tested.

Table 7. T-Test Results Showing the Comparison of the Average Scores of Factors Affecting Customer Satisfaction According to Marital Status

		N	X̄	ss	f	p.
Development	Married	276	55.59	5,891	0.124	0.725
	Single	84	56.13	5,713		
Sports Center Quality						
Program	Married	276	21.99	3,012	0.038	0.846
	Single	84	21.89	3,188		
Management	Married	276	21.46	2,803	0.402	0.526
	Single	84	21.22	2,859		
Services	Married	276	22.56	2,426	1,427	0.233
	Single	84	22.60	2,679		

		N	$\bar{X}$	ss	F	p.
Equipment	Married	276	44.01	4,565	0.419	0.518
	Single	84	43.81	4,729		
Quality of the Working Environment	Married	276	28.31	4,044	1,907	0.168
	Single	84	27.70	4,895		
Qualification of Sports Trainers	Married	276	62.13	9,288	0.001	0.969
	Single	84	62.25	9,188		
Satisfaction						
Request to Leave	Married	276	21.99	3,012	0.038	0.846
	Single	84	21.89	3,188		
Loyalty	Married	276	27.74	2,910	0.416	0.519
	Single	84	27.57	2,999		

p>0.05

SIMMÖ "development, sports center quality, quality of the working environment, **as a result of the T-Test conducted to determine** whether the "sports instructors qualification and satisfaction " subscale scores showed a significant difference according to the marital status variable, the difference between the arithmetic means of the groups was not found to be statistically significant (p>0.05). In this case, H3 is rejected.

Shows the analysis results testing the hypothesis "H4: The average scores of the factors affecting customer satisfaction vary according to educational status".

Table 8. One-Way Analysis of Variance (ANOVA) and Tukey Test Results Showing the Comparison of the Average Scores of Factors Affecting Customer Satisfaction According to Educational Status

		N	$\bar{X}$	ss	F	p.	Difference
development _ _	High school	119	55.91	5,738	0.100	0.905	
	University	164	55.62	6,093			
	postgraduate	77	55.62	5,537			
Sports Center Quality							
program _	High school	119	22.37	2,807	2,103	0.124	
	University	164	21.90	3,281			
	postgraduate	77	21.48	2,845			
Management	High school	119	21.94	3,020	3,766	**0.024**	High School>University
	University	164	21.01	2,781			
	postgraduate	77	21.41	2,424			
Services	High school	119	22.73	2,272	0.713	0.491	
	University	164	22.59	2,703			
	postgraduate	77	22,29	2,311			
Equipment	High school	119	44.88	4,208	3,495	**0.031**	High School>University
	University	164	43.55	4,962			
	postgraduate	77	43,48	4,197			
Quality of the Working Environment	High school	119	29.05	4,065	4,029	**0.019**	High School>University
	University	164	27.64	4,637			
	postgraduate	77	27.92	3,463			
Qualification of Sports Trainers	High school	119	62.74	8,990	0.492	0.612	
	University	164	61.65	9,556			
	postgraduate	77	62.32	9,051			
Satisfaction							
Request to Leave	High school	119	22.37	2,807	2,103	0.124	

	University	164	21.90	3,281		
	postgraduate	77	21.48	2,845		
	High school	119	28,27	3,080		
Loyalty	University	164	27,29	2,968	3,914 **0.021**	High School>University
	postgraduate	77	27.68	2,450		

p<0.05

SIMMÖ "development, sports center quality, quality of the working environment, **One-way analysis** of variance (ANOVA) was conducted to determine whether the "sports instructors quality and satisfaction " subscale scores showed a significant difference according to the educational status variable. As a result, it was seen that the difference between the arithmetic means of the groups was statistically significant in some dimensions (p <0.05). Accordingly, in the management and equipment sub-dimensions of the sports center quality dimension; In the commitment sub-dimension of the quality of the working environment and satisfaction dimension, the scores of participants who were high school graduates were found to be higher than those of participants who were university graduates. In this case, H4 is partially accepted.

4. CONCLUSION AND RECOMMENDATIONS

The results of this study, which examined the customer service and satisfaction levels of gyms, are summarized below:

According to the research results, when the sub-dimensions of the Sports Enterprises Customer Satisfaction Scale (SIMMÖ) were examined, it was observed that the quality of sports trainers' dimension received the highest average score in customer satisfaction ($\overline{X}$ = 62.16; Sd. 9.252). On the other hand, the management sub-dimension of the sports center quality dimension received the lowest average score ($\overline{X}$ = 21.40; Sd. 2.814). These results show that the service quality of sports center management and sports trainers affects customer satisfaction in different ways.

No statistically significant difference was found between the SIMMS subscales according to gender variable. As a result of the one-way analysis of variance performed according to the age variable, no significant difference was detected between the groups. As a result of the T-Test conducted according to the marital status variable, no significant difference was determined between the groups.

Significant differences were detected in some dimensions according to the educational status variable. The scores of participants who were high school graduates were found to be higher than participants who were university graduates in the management and equipment sub-dimensions of the sports center quality dimension, the quality of the working environment and the commitment sub-dimension of the satisfaction dimension. As a result of the one-way analysis of variance conducted according to the monthly income variable, no significant difference was detected between the groups. No significant differences were determined in the analyzes made according to the variables of duration of use and purpose of use.

These results show that there are generally no significant differences in customers' satisfaction levels in the SIMMS sub-dimensions depending on gender, age, marital status, education level, monthly income, duration of use and purpose of use.

Based on the research results, the following recommendations were made:

- Improvement Efforts for Sports Business Management: It has been observed that sports center management leads to lower satisfaction scores in the sports center quality dimension. Management should adopt a careful and attentive approach to improving the physical conditions and service quality of the facility.

- Investment in Personnel Qualifications: The quality of sports trainers' dimension has the highest average score in customer satisfaction. Therefore, sports centers should invest in increasing and maintaining the training and skills of sports instructors. It is important that instructors constantly have up-to-date knowledge and skills.

- Customer Education and Information: Providing customers with more information about fitness center services, expectations, and the operation of the facility can increase customer satisfaction. This can be a practice that can be carried out regularly by sports center staff.

- Customer Diversity Should Be Considered: Although education level, age and other demographic factors do not seem to be important in affecting customer satisfaction, these factors can lead to significant differences in some sub-dimensions. Therefore, sports centers should make customer segmentation and service delivery taking these differences into consideration.

- More Research and Feedback: More research and feedback should be collected to understand and improve customers' satisfaction levels. Customer expectations and needs should be evaluated regularly, and development plans should be created based on this feedback.

- Training and Development Programs: Training and development programs should be created for sports center staff and managers. These programs can increase customer satisfaction by improving service quality.
- Better Communication: There should be better communication with customers. Customers should be informed regularly about on-site developments, events and changes.

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SCHOOL ADMINISTRATORS' 21ST CENTURY. EXAMINING THEIR ATTITUDES TOWARDS THEIR SKILLS

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ABSTRACT
This study was conducted to understand and evaluate the attitudes of school administrators in TRNC towards 21st century skills. In the study, quantitative research method was adopted by using relational survey model and administrators working in schools in TRNC were determined as the population. The sample was selected by simple random sampling method and included 105 administrators. The data were collected using a personal information form and the "21st century skills scale for educational administrators". According to the results of the study, school administrators generally exhibit a high attitude towards 21st century skills. Especially in critical areas such as critical thinking, problem solving, communication, collaboration, learning and innovation skills, high scores were obtained. However, it was determined that the level of awareness should be increased in areas such as information literacy, media literacy and technology literacy. In the gender analysis, it was found that female administrators' attitudes towards life and professional skills were generally more positive. However, no significant difference was found between genders in other skill categories, indicating that school administrators' attitudes towards 21st century skills are similar in terms of gender. Although there was no significant difference between age groups in general, it was observed that younger managers scored higher in the categories of learning and innovation skills and self-management and initiative taking. This may suggest that young administrators have a positive attitude towards creativity, innovation, and learning. These findings provide important information that can be used as a tool to assess school administrators' attitudes towards 21st century skills.
Keywords: School administrator, 21st century skills, educational leadership, Technology leadership.

1. INTRODUCTION
1.1. Problem Status
The 21st century is an era in which we experience a rapidly changing and evolving world. Technological advances, intercultural interaction, and constant change in economic dynamics prepare individuals for much more than just knowledge. This period has not only transcended traditional learning models, but also brought about a focus on skills that can adapt to the needs of a new knowledge economy and global context (Arıcan and Mutlu, 2023).
At the center of this evolution, individuals need a variety of skills and must constantly develop these skills. Instant access to information, the ability to handle complex problems, effective communication, and the ability to quickly adapt to change are no longer just a luxury but are also vital for personal and professional success (Yazıcı, 2023). In this context, the education system, and especially school administrators, have an important role in equipping individuals with these 21st century skills. School administrators are responsible for directing educational institutions, ensuring that students achieve these important skills and equipping them to navigate effectively in this changing world (Çalışır, Arslan & Özaslan, 2023).
School administrators have a wide range of responsibilities as leaders of educational institutions. These leaders strive to manage and improve their schools effectively. Primarily, they focus on improving student achievement by setting educational standards. They evaluate and update educational programs, monitor student performance, and intervene when necessary. School administrators play the role of guiding, supporting and motivating teachers and other school personnel. They encourage cooperation and communication by creating a good school culture (Özkaya and Kazak, 2023). It supports the professional development of the teaching team and enables teachers to share best practices. They also take an active role in managing student behavior, producing solutions to disciplinary issues, and providing a safe learning environment. School administrators also perform administrative duties such as budget management, effective use of resources, and maintenance of school facilities. They monitor the school's finances, manage resources for development projects, and organize the school's overall operations. They also focus on outward-facing tasks, such as interacting with parents, strengthening relationships with the community, and

ensuring the school's integration with the outside world. They strengthen the school's place in society and create a positive relationship network among various stakeholders (Bayraktar, 2023).

The role of school administrators is a cornerstone of keeping up with the changes brought by the 21st century, improving the quality of education and supporting student success. These leaders play a key role in shaping educational programs, guiding teachers, and providing students with an effective learning environment. At the same time, they can increase teacher motivation, encourage collaboration, and create a positive school culture with their skills in managing staff within the school. They make strategic plans to increase student success and improve the overall performance of the school. In this context, the effective leadership of school administrators plays a critical role in the successful management of educational institutions and preparation for the future (Tutal, 2023).

1.2. Purpose and Importance of the Research

This study aims to understand and evaluate school administrators' attitudes towards 21st century skills. School administrators' attitudes towards these skills can affect the extent to which students can access and develop these skills. In addition, understanding how school administrators' attitudes towards these skills are shaped in the process of educational institutions adopting 21st century skills can be an important source of information in the development of educational policies and strategies.

The focus of the study is to understand the attitudes of school administrators in sub-dimensions such as learning and innovation skills, information, media and technology skills, life and professional skills, and to evaluate the effects of these attitudes on educational processes. In this context, the study aims to contribute to creating more effective education strategies by determining the current situation and potential development areas in the adoption of 21st century skills by educational institutions.

1.3. hypotheses

The hypotheses of this research are as follows:

H1 : School administrators' attitudes towards 21st century skills differ depending on their gender.

H0 : School administrators ' attitudes towards 21st century skills do not differ according to their gender.

H2 : School administrators ' attitudes towards 21st century skills differ according to age.

H0 : School administrators ' attitudes towards 21st century skills do not differ according to age.

1.4. Assumptions

Research participants gave their answers to the scale questions sincerely.

1.5. Limitations

Research:
- With research participants,
- With the scale questions used in the research,
- School administrators working in schools in TRNC are limited.

1.6. Definitions

21st Century Skills: It covers the various abilities required for individuals to be successful in business and life today (Tutal, 2023).

Learning and Innovation Skills: It includes individuals being open to continuous learning, learning new information quickly and using this information creatively (Abbak and Gelisli, 2023).

Information, Media and Technology Skills: It covers the abilities of individuals to research, evaluate and use information effectively (Sağlamgöncü, 2023).

Life and Professional Skills: It covers the general abilities required for individuals to be successful in their daily and professional lives (Yazıcı, 2023).

2. THEORETICAL FRAMEWORK

2.1. 21st Century Skills
2.1.1. Learning and Innovation Skills
Critical thinking: Critical thinking is an important mental skill that involves individuals' ability to evaluate and analyze information, make logical inferences, and develop an independent, critical perspective. Critical thinking requires adopting a questioning, objective, and knowledge-based approach. This skill allows individuals to deeply understand and evaluate the information they encounter from various perspectives, rather than just accepting it (Erten, 2020).

Problem Solving: Problem solving is the process of overcoming difficulties encountered in a situation and achieving goals. In general, problem-solving skills include the ability of an individual to understand the problems he encounters, analyze these problems, evaluate possible solutions and find the most appropriate solution (Çetin and Çetin, 2021).

Creativity and Renewal Skills: Creativity and renewal skills refer to the individual's ability to produce new and original ideas, improve existing situations and adapt to change. These skills play a key role in innovation, problem solving and adaptation processes. Creativity is a feature that stands out and makes a difference in every field, not just limited to the fields of art and design (Göksel and Kobak, 2023).

Communication and Collaboration Skills: Communication and collaboration skills refer to the ability of individuals to communicate effectively and cooperate within a group. These skills are critical to success in today's business and social environments (Ölmez, 2023).

2.1.2. Information, Media, and Technology Skills
Information Literacy Skill: Information literacy skill is an important competency that enables individuals to be successful in today's environment where access to information is rapidly increasing, information is diversified and constantly changing. This skill set includes individuals' abilities to access, evaluate, understand, use and critically examine information. First, the ability to access information includes the ability to easily access information from a variety of sources, which is valid in a wide range from libraries to digital platforms (Yazıcı, 2023). Next, the ability to evaluate information involves critically evaluating information for reliability, accuracy, and objectivity. The ability to understand information stands out as understanding complex information and being able to extract basic concepts. The ability to use knowledge includes the ability to apply and adapt acquired knowledge in different contexts. The ability to critically examine information includes the ability to question information, recognize contradictions, and evaluate it from a critical perspective. Finally, information ethics includes the ability to comply with ethical rules in the processes of using and sharing information. These skills are important in a wide range of areas, from individuals' education process to business life, from daily decision-making processes to playing an active role in the information society (Kavak, 2023).

2.1.3. Life and Job Skills
Flexibility and Adaptation Skills: Flexibility and adaptation skills refer to the ability of individuals to act effectively in the face of variable situations, uncertainties, and different conditions they encounter. This skill set includes one's ability to get out of routine, adapt quickly to changing conditions, and cope with uncertainty. Flexible thinking capacity includes the ability of individuals to go beyond traditional solutions, evaluate alternative perspectives, and develop creative approaches to problems (Çalışır, Arslan, & Özaslan, 2023).

Initiative and Self-direction Skills: Initiative and self-direction skills include the ability of individuals to act on their own, create new opportunities, and focus on their goals. This skill set includes individuals living and working with a proactive attitude, being able to make decisions on their own and using creative thought processes (Çalışır, Arslan, & Özaslan, 2023).

Social and Intercultural Skills Social and intercultural skills include the ability of individuals to interact with various cultures, empathize, adapt to diversity, and communicate effectively. This skill set improves their ability to understand cultural differences, tolerance, cooperation, and success in intercultural communication. These skills are critical in today's globalized world to interact with different cultures, work in multicultural environments, and communicate effectively at a global level (Çalışır, Arslan, & Özaslan, 2023).

Productivity and Accountability refer to individuals' ability to organize their work, manage time, take responsibility, and complete their work successfully. Productivity and Accountability refer to individuals' ability to organize their work, manage time, take responsibility, and complete their work successfully (Bekar, Nas and Kirman Bilgin, 2023).

Leadership and Responsibility encompasses the ability of individuals to assume a leadership role, direct others, encourage teamwork, and take responsibility. This skill set includes individuals' abilities to develop leadership qualities, work effectively within a team, and contribute to organizational goals.

3. METHOD

3.1. Research Method

This study was conducted using the relational screening model, which is evaluated within the quantitative research method. The relational survey model refers to an analysis strategy often used in quantitative research. This model focuses on researchers applying statistical analysis to understand relationships between two or more variables. The relational screening model is used to determine correlations, relationships or interactions between variables (Demir and Özcan, 2023).

3.2. Population and Sample

The population of the study consists of administrators working in schools in TRNC. The population of the study was selected by simple random sampling method. Simple random sampling is a sampling method in which everyone from a population has an equal probability of being selected. In this method, everyone has the same chance of being selected compared to others, so everyone has an equal probability of being represented in the population. The reason why it is called simple random sampling is that the probability of selecting any individual is no different from another. This sampling method can be explained with a box analogy where each element in the population can be thought of as a cup or a raffle ball (Demir and Özcan, 2023). In this context, the sample of the study consisted of 105 managers.

3.3. Data Collection Tools

The data of the study were collected from the personal information form and Education Managers 21st Century. It was collected with the Skills Scale.

"Educational Administrators 21st Century Skills Scale," developed by Çoban, Bozkurt and Kan (2019), was created to evaluate the 21st century skills of educational administrators based on teacher perceptions. The scale was designed using a 5-point Likert -type scale indicating the frequency of skill demonstration, where responses are expressed as " 1 - Not at all, 2 - Little, 3 - Moderately, 4 - A lot, 5 - Completely".

The scale includes three main dimensions and 12 themes in total. The "Learning and Innovation Skills" sub-dimension consists of a total of 39 items, including Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration. The "Literacy Skills" sub-dimension consists of 17 items: Information Literacy, Media Literacy and Technology Literacy. The "Life and Professional Skills" sub-dimension consists of a total of 39 items: Self-Management and Taking Initiative, Productivity and Accountability, Leadership and Responsibility, Flexibility and Adaptability, Social and Cultural Skills.

Reliability and validity analyze of the scale were conducted and Cronbach Alpha coefficient was determined as .99, Spearman Brown coefficient was .98 and Guttman coefficient was .98. CFA results showed that the scale had reliable and usable values ($X2/$ sd = 9903.26/4449= 2.22; CFI = .99; NFI = .99; NNFI = .99; SRMR = .032; RMSEA = 0.070). Cronbach Alpha coefficients in sub-dimensions; It varies between .89 and .94 in the learning and innovation skills sub-dimension, between .78 and .86 in the literacy skills sub-dimension, and between .88 and .92 in the life and professional skills sub-dimension. These results show that the scale is a reliable and valid tool to evaluate the 21st century skills of educational administrators. The reliability analysis of the scale in this study is given in Table 1.

Table 1. Reliability Analysis

Cronbach's Alpha	Article
0.871	95

The Cronbach Alpha coefficient of the scale was calculated as 0.871. This value shows that the internal consistency of the scale is high, and the measured concept is evaluated reliably.

3.4. Analysis of Data

Within the scope of the research, data analysis steps were carried out using the SPSS 28 package program. Parametric methods such as descriptive statistics, t test and ANOVA test were adopted in the statistical analysis of the data. The focus has been to consider the skewness and kurtosis values of the scales when choosing parametric tests. The fact that these values were between +2 and -2 indicated that the variables in the data set met normal distribution conditions. In this context, parametric tests were preferred in accordance with the main purpose of the research and the analyzes were built on this basis. Statistical methods were used to examine meaningful relationships and differences between different variables in the data set, serving the purpose of the research.

4 . RESULTS
4.1. Demographic features
Demographic variables of the participants are given in Table 2.

Table 2. Demographic Information

		N	%
Gender	Male	71	67.6
	Woman	34	32.4
marital status	Married	64	61.0
	Single	41	39.0
Age	22-30 years old	12	11.4
	31-40 years old	50	47.6
	41-50 years old	33	31.4
	51-60 years old	10	9.5
professional seniority	0-10 years	49	46.7
	11-15 years	17	16.2
	16-20 years	17	16.2
	21-25 years	10	9.5
	26 years and above	12	11.4
	Total	105	100.0

When the gender distribution in this group consisting of a total of 105 people is examined, it is seen that 67.6% of the participants are men and 32.4% are women. In terms of marital status, 61.0% of people in the group are married and 39.0% are single. Considering the age distribution of the participants, 11.4% are between 22-30 years old, 47.6% are between 31-40 years old, 31.4% are between 41-50 years old and 9.5% are 51-51 years old. He is between 60 years old. In terms of professional seniority, 46.7% of the participants have 0-10 years, 16.2% have 11-15 years, 16.2% have 16-20 years, 9.5% have 21-25 years and 11.4% have 26 years or more of experience.

4.2. School Managers 21st century Regarding Your Skills their attitudes
Table 3. School Managers 21st century Regarding Your Skills to their attitudes aimed at Results

	Min.	Max .	mean	ss
Creativity and Innovation	26	39	33.2571	2.49626
Critical Thinking and Problem Solving	36	54	45,019	3.65056
Communication	30	47	41.0577	3.56854
Partnership	26	40	34.3714	2.94585
Learning and Innovation Skills	124	175	153.7308	9.80512
Information literacy	18	29	25.7596	2.16546
Media literacy	17	30	23.8857	2.2842
Technology literacy	13	25	19.8667	2.62043
Literacy Skills	50	81	69.5192	5.71658
Self-Management and Taking Initiative	28	45	36.6442	3.64949
Productivity and Accountability	26	43	36.3333	3.01173
Leadership and Responsibility	24	44	36.5192	3.40753
Social and Cultural Skills	15	25	20.9429	2.1341
Life and Professional Skills	94	151	130.3942	9.0858

painting , school 21st century managers to your skills aimed at their attitudes including various in categories values shows . Creativity And renewal in the field , managers attitude between 26 and 39 changing with values measured , average attitude is 33.2571. critical thinking and problem solving skills about minimum attitude of managers 36, maximum attitude is 54 and the average values are 45,019. Communication in your skills average attitude is 41.0577, this minimum in the area and maximum attitude are 30 and 47 respectively . Work union about minimum 26, maximum 40 and The average is 34.3714 has been determined . Learning And innovation skills minimum 124, maximum 175 and The average is 153.7308 measured. Information literacy In the field, the minimum is 18, the

maximum is 29, and the average is 25.7596. Media literacy minimum 17, maximum 30 and The average is 23.8857 has been determined. Technology literacy Minimum attitude in the field is 13, maximum attitude 25 and The average is 19.8667. Literacy _ skills across minimum attitude of managers is 50, maximum attitude 81 and The average is 69.5192. Self-management and initiative use minimum 28, maximum 45 and The average is 36.6442 measured. Productivity And accountability Minimum attitude in the field is 26, maximum attitude 43 and The average is 36.3333. Leadership And responsibility minimum 24, maximum 44 and The average is 36.5192 has been determined. Social And cultural minimum 15 in skills, maximum 25 and The average is 20.9429. Finally, life _ And vocational skills minimum 94, maximum 151 and The average is 130.3942 measured.

4.3 . School Administrators' Gender and Attitudes Towards 21st Century Skills

H1 : School administrators' attitudes towards 21st century skills differ depending on their gender.
H0 : School administrators , attitudes towards 21st century skills do not differ according to their gender.

Table 4. Comparison of School Administrators' Attitudes Towards 21st Century Skills According to the Gender of the Administrators (T-Test)

		N	mean	ss	f	p
Learning and Innovation Skills						
Creativity and Innovation	Male	71	33.0282	2.34199	1,417	0.237
	Woman	34	33.7353	2.76678		
Critical Thinking and Problem Solving	Male	71	44.7887	3.62891	0.174	0.678
	Woman	34	45.5000	3.70299		
Communication	Male	71	41.1268	3.49256	0.864	0.355
	Woman	34	40.9091	3.77793		
Partnership	Male	71	34.4225	2.90154	0.265	0.608
	Woman	34	34.2647	3.07787		
Learning and Innovation Skills (Total)	Male	71	153.3662	9.62621	0.251	0.618
	Woman	34	154.5152	10.28689		
Literacy Skills						
Information literacy	Male	71	25.6620	2.08357	0.003	0.953
	Woman	34	25.9697	2.35166		
Media literacy	Male	71	24.0423	2.10738	0.911	0.342
	Woman	34	23.5588	2.61917		
Technology literacy	Male	71	19.8028	2.72355	0.700	0.405
	Woman	34	20,0000	2.42462		
Literacy Skills (Total)	Male	71	69.5070	5.69429	0.028	0.868
	Woman	34	69.5455	5.85284		
Life and Professional Skills						
Self-Management and Taking Initiative	Male	71	36.3380	3.29477	2,499	0.117
	Woman	34	37.3030	4.29742		
Productivity and Accountability	Male	71	36,1972	2.83660	0.394	0.532
	Woman	34	36.6176	3.37562		
Leadership and Responsibility	Male	71	36.4789	3.00884	1,250	0.266
	Woman	34	36.6061	4.19031		
Social and Cultural Skills	Male	71	21.0563	2.17707	0.003	0.953
	Woman	34	20.7059	2.05278		
Life and Professional Skills (Total)	Male	71	130.0704	7.83641	4,321	**0.040**
	Woman	34	131.0909	11.43012		

$p < 0.05$

According to the results of the analysis, a significant difference was detected between gender in the Life and Professional Skills (Total) category ($p<0.05$). This shows that female participants achieved higher scores in this skill category compared to men. This difference may indicate that female school administrators' attitudes towards

life and professional skills are generally more positive or that they are stronger in these skill areas. This finding offers an important perspective in terms of understanding and evaluating gender-based differences in the field of education. However, no significant difference was detected between gender in other skill categories, which shows that, in general, school administrators' attitudes towards 21st century skills are similar in terms of gender. In other skill categories, no significant difference was detected between gender (p>0.05).

4.4. School Administrators' Age and Attitudes Towards 21st Century Skills

H2 : School administrators ، attitudes towards 21st century skills differ according to age.
H0 : School administrators ، attitudes towards 21st century skills do not differ according to age.
Table 5. Comparison of School Administrators' Attitudes Towards 21st Century Skills by Age (ANOVA- ANOVA Tukey test)

		N	Cover.	ss	f	p.
Learning and Innovation Skills						
Creativity and Innovation	22-30 years old	12	34.8333	2.20880	1,986	0.121
	31-40 years old	50	32.9600	2.44916		
	41-50 years old	33	33.0606	2.51171		
	51-60 years old	10	33.5000	2.63523		
Critical Thinking and Problem Solving	22-30 years old	12	46.8333	4.01889	1,270	0.289
	31-40 years old	50	44.7200	3.61426		
	41-50 years old	33	44.6667	3.65434		
	51-60 years old	10	45.5000	3.17105		
Communication	22-30 years old	12	42.3333	2.70801	1,412	0.244
	31-40 years old	50	40.5000	3.50073		
	41-50 years old	33	41.1212	3.88714		
	51-60 years old	10	42.4000	3.37310		
Partnership	22-30 years old	12	35.9167	3.50216	2,458	0.067
	31-40 years old	50	33.7400	2.83427		
	41-50 years old	33	34.4242	2.83979		
	51-60 years old	10	35.5000	2.46080		
Learning and Innovation Skills (Total)	22-30 years old	12	159.9167	10.04045	2,677	**0.0410** 22-30 years old >31-40 years old
	31-40 years old	50	151.9200	8.96670		
	41-50 years old	33	153.3030	10.39677		
	51-60 years old	10	156.9000	8.60814		
Literacy Skills						
information literacy	22-30 years old	12	26.6667	1.49747	1,625	0.188
	31-40 years old	50	25.3000	2.37547		
	41-50 years old	33	25.9394	2.04541		
	51-60 years old	10	26.1000	1.91195		
Media literacy	22-30 years old	12	24.8333	2.48022	1,172	0.324
	31-40 years old	50	23.6800	2.15179		
	41-50 years old	33	23.6667	2.14573		
	51-60 years old	10	24.5000	3.02765		
Technology literacy	22-30 years old	12	20.7500	3.04884	0.835	0.478
	31-40 years old	50	19.6200	2.47345		
	41-50 years old	33	20.0909	2.61443		
	51-60 years old	10	19.3000	2.90784		
Literacy Skills (Total)	22-30 years old	12	72.2500	5.84847	1,376	0.254
	31-40 years old	50	68.6000	5.39841		
	41-50 years old	33	69.6364	5.80850		

	51-60 years old	10	69.9000	6.48845			

Life and Professional Skills

Self-Management and Taking Initiative	22-30 years old	12	39.5000	3.45096		3,134	**0.028** 22-30 years old >31-40 years old
	31-40 years old	50	36.2000	3.25764			
	41-50 years old	33	36.4848	4.04754			
	51-60 years old	10	35.7000	3.09300			
Productivity and Accountability	22-30 years old	12	36.6667	3.05505		0.788	0.503
	31-40 years old	50	36.3800	2.87061			
	41-50 years old	33	35.8182	3.44106			
	51-60 years old	10	37.4000	2.01108			
Leadership and Responsibility	22-30 years old	12	37.3333	3.17185		1,219	0.307
	31-40 years old	50	35.9800	3.36543			
	41-50 years old	33	36.6061	3.48155			
	51-60 years old	10	37.9000	3.34830			
Social and Cultural Skills	22-30 years old	12	22.2500	1.65831		2,334	0.078
	31-40 years old	50	20.9600	2.04001			
	41-50 years old	33	20.3939	2.46145			
	51-60 years old	10	21,1000	1.28668			
Life and Professional Skills (Total)	22-30 years old	12	135.7500	8.76071		1,982	0.121
	31-40 years old	50	129.5200	7.61374			
	41-50 years old	33	128.9697	11.11723			
	51-60 years old	10	132.1000	7.24875			

According to the analysis results, no significant difference was detected between age groups in terms of school administrators' attitudes towards 21st century skills ($p > 0.05$). This shows that attitudes are similar across age groups. However, some notable differences emerged within certain skill categories. It was observed that the 22-30 age group received higher scores than the 31-40 age group in the Learning and Innovation Skills category. This may indicate that younger managers have a more positive attitude towards creativity, innovation, and learning. In addition, it was observed that the 22-30 age group received higher scores than the 31-40 age group in the Self-Management and Initiative Skills category. This may indicate that young managers focus more on their own management and entrepreneurship.

4.5. The Relationship Between 21st Century Skills Sub-Dimensions
This correlation analysis was conducted to understand the relationships between school administrators' attitudes towards 21st century skills. The values in the table indicate the relationships between skill sub-dimensions.
Table 6. Correlation Analysis of 21st Century Skills Sub-Dimensions

		information literacy	Media literacy	Technology literacy	Literacy Skills (Total)	Self-Management and Taking Initiative	Productivity and Accountability	Leadership and Responsibility	Social and Cultural Skills	Life and Professional Skills (Total)
Creativity and Innovation	r	.330 **	.238 *	.390 **	.399 **	.636 **	.492 **	.327 **	.494 **	.653 **
	p.	0.001	0.015	0.000	0.000	0.000	0.000	0.001	0.000	0.000
Critical Thinking and Problem Solving	r	.356 **	.474 **	.519 **	.565 **	.406 **	.419 **	.341 **	.379 **	.524 **
	p.	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Communication	r	.413 **	.653 **	.290 **	.548 **	,310 **	.239 *	.471 **	.327 **	.447 **
	p.	0.000	0.000	0.003	0.000	0.001	0.014	0.000	0.001	0.000

Partnership	r	.483 **	.422 **	.459 **	.564 **	.346 **	.434 **	.290 **	.514 **	.516 **
	p.	0.000	0.000	0.000	0.000	0.000	0.000	0.003	0.000	0.000
Learning and Innovation Skills	r	.513 **	.605 **	.537 **	.683 **	.531 **	.502 **	.471 **	.543 **	.681 **
	p.	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000

When the correlation analysis results in the table are examined, clear relationships are observed between the 21st century skills sub-dimensions. In the evaluations in the Creativity and Innovation category, the relationship with information literacy (r=0.330, p=0.001) and media literacy (r=0.238, p=0.015) are statistically significant. This shows that these skill sets are positively related to each other. In the analysis conducted on the Critical Thinking and Problem-Solving dimension, it was observed that the correlation with media literacy (r=0.474, p=0.000) and the relationship with technology literacy (r=0.519, p=0.000) were highly linked to other skills. Additionally, a significant correlation was detected between the total skill in this category and self-management and initiative use (r=0.406, p=0.000). According to the results of the correlation analysis under communication skills, the high correlation with media literacy (r = 0.653, p = 0.000) and the correlation with self-management and taking initiative (r = 0.310, p = 0.001) are remarkable. This shows that communication skills have a strong relationship with other skill areas.

collaboration skills, correlations with information literacy, media literacy and technology literacy were found to be high. This skill set demonstrates a particularly strong connection to other skill areas. A significant relationship was determined between self-management and initiative and cooperation skills (r = 0.346, p = 0.000).

Correlation analysis in the Learning and Innovation Skills (Total) category reveals that the overall skill set is strongly interrelated. In this context, significant correlations were detected between information literacy, media literacy, technology literacy and learning and innovation skills (r=0.513-0.605, p=0.000). The relationship with self-management and taking initiative is also striking (r=0.531, p=0.000). These correlation analysis results show that school administrators interact with each other in terms of 21st century skills and that it is important to evaluate this skill set in a holistic structure.

CONCLUSION AND RECOMMENDATIONS
This study was conducted to evaluate school administrators' attitudes towards 21st century skills. At the end of the research, it is observed that managers generally have a high attitude. Particularly high scores were obtained in critical areas such as critical thinking, problem solving, communication, collaboration, learning and innovation skills. This reflects that school administrators attach great importance to contemporary skills to meet the needs of students and the school community. In addition, a strong attitude was demonstrated in personal development and leadership-oriented skill areas such as self-management and initiative, productivity and accountability, leadership, and responsibility. However, the table also shows that there is a certain awareness in areas such as information literacy, media literacy, and technology literacy. It may be important to further strengthen attitudes in these areas and promote a deeper understanding of digital literacy and knowledge management. As a result, the table, as a tool to evaluate school administrators' attitudes towards 21st century skills, provides an important resource that can be used to identify development areas and create strategic guidelines.

In the analysis made on gender basis, a significant difference was detected in the Life and Professional Skills category. The fact that female participants obtained higher scores in this category may suggest that female school administrators' attitudes towards life and professional skills are generally more positive or stronger. However, no significant difference was found between gender in other skill categories, which shows that, in general, school administrators' attitudes towards 21st century skills are similar in terms of gender.

No significant differences were found overall in the analysis between age groups, but some notable differences emerged in certain skill categories. It was observed that young managers received higher scores, especially in the Learning and Innovation Skills and Self-Management and Initiative Skills categories. This may suggest that younger managers have a more positive attitude towards creativity, innovation and learning, and a greater focus on their own management.

When looking at the relationships between the Creativity and Innovation sub-dimension and other sub-dimensions, positive correlations were observed with information literacy, media literacy, technology literacy and total literacy skills. Additionally, this subscale is strongly related to Self-Management and Initiative, Productivity and Accountability, Leadership and Responsibility, Social and Cultural Skills, and Life and Vocational Skills (Total). The Critical Thinking and Problem-Solving subscale similarly exhibits positive correlations with other skill subscales. These relationships with information literacy, media literacy, technology literacy and total literacy skills attract attention. It also shows a strong link to Self-Management and Initiative, Productivity and Accountability, Leadership and Responsibility, Social and Cultural Skills, and Life and Vocational Skills (Total). A positive

relationship was observed with the communication sub-dimension, information literacy, media literacy and literacy skills. It is also linked to Self-Management and Initiative, Productivity and Accountability, Leadership and Responsibility, Social and Cultural Skills, and Life and Vocational Skills (Total). Finally, the Collaboration subscale is strongly associated with information literacy, media literacy, technology literacy, and total literacy skills. It also shows positive correlations with Self-Management and Initiative, Productivity and Accountability, Leadership and Responsibility, Social and Cultural Skills, and Life and Vocational Skills (Total). These findings indicate that school administrators' attitudes towards 21st century skills are internally consistent with each other and that there is a strong interaction between these skills.

Based on the results, further research can be conducted on the reasons why female school administrators receive higher scores in the Life and Professional Skills category. Additionally, special support and training programs can be developed to understand and evaluate gender-based differences in school management. If a clear trend is detected in the Critical Thinking and Problem-Solving category, school administrators can be offered special training and development opportunities in these areas. Workshops or training programs can be organized to strengthen problem-solving skills. Additionally, in categories where young managers stand out (Learning and Innovation, Self-Management and Using Initiative), mentoring programs can be created for these groups. These recommendations suggest that if similar attitudes have been identified across age groups, school management policies and educational programs can be designed to take this diversity into account. Additionally, platforms can be created to encourage collaboration and information sharing between managers in different age groups. Continuing professional development programs for school administrators at all levels can focus on strengthening 21st century skills. Finally, courses and seminars can be organized to support education managers to adapt to new trends and changing needs. These suggestions can be applied to evaluate and improve school administrators' attitudes towards 21st century skills based on the analysis results more effectively.

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TEACHERS' ATTITUDES TOWARDS INTRA-CLASS CONFLICT RESOLUTION WHEN TEACHING TURKISH TO FOREIGNERS

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ABSTRACT
The main purpose of the study is to determine the coping strategies of teachers working in teaching Turkish as a foreigner language with the conflicts they encounter in the classroom oath their attitudes towards these conflicts . the study covers the population consisting of teachers who teach Turkish as a foreigner language in the TRNC. the samples consists of 110 teachers who were actively involved in teaching Turkish to foreigner children in the TRNC in 2022. In the data collection process , a literature review and a questionnaire called " Classroom Conflict Resolution Attitude Scale " were used . this scale was developed by Duman (2023). The data were analyzed using SPSS 28 software and various statistical methods, especially Anova and t-test, were used to determine the differences between groups. According to the results of the study, gender did not have a statistical significant effect on teachers ' conflict resolution attitudes. Again , no significant change was found in conflict resolution attitudes of teachers according to the levels they worked oath their experience levels . however , when analyzed according to working experience , significant differences were found in the dimension of compliance attitude , and it was seen that the compliance attitudes of teachers with 6-10 years of experience were more positive _ these results suggest that intervention programs focusing on conflict resolution skills oath attitudes of teachers involved in teaching Turkish to foreigners can be aimed at experienced teachers , especially in the compliance attitude dimension .
Keywords: Foreign language, Turkish , Conflict , Teacher .

1. INTRODUCTION
1.1. Problem Status
People come together and organize to meet their basic needs and reach a higher standard of living. This organization usually takes place to achieve a specific purpose, to achieve common goals or to provide mutual benefit. Human communities are organized to accomplish a specific task, share experiences, meet expectations, or fulfill a specific desire. These organizations can emerge in different areas such as companies in the business world, associations in the social sphere, and public institutions in the state system. Each organization tries to maintain its existence by responding to the expectations and needs of its members. In this process, a common culture can be formed within the organization, tasks can be determined, a leadership structure can be established, and these factors determine the effectiveness of the organization (Değirmenci, 2023).

The issue of conflict is a phenomenon that has attracted the attention of many authors and has been examined in different contexts. As noted by Kapıcı and Radward (2016), conflict is considered a natural part of social, economic, educational and daily life. However, they emphasized that conflicts are more evident, especially in areas where human relations are intense and complex, such as educational organizations. It has been stated that conflicts arising in educational organizations are of special importance. Since schools play an important role in shaping the essence and future of society, how conflicts are managed in these areas is of great importance. Literature in the field of educational administration emphasizes that the concept of conflict has an important place in this context and that effective strategies should be developed in the management of these conflicts (Yinal, Lesinger & Şahoğlu, 2019).

Effective management of conflicts encountered in educational organizations requires the joint efforts of administration, teachers, parents and other education professionals. Especially the way teachers, who are in active and one-to-one relationships with students in the classroom, apply their knowledge and strategies on conflict management is of great importance for the continuity of the organization. The way teachers resolve conflict can positively affect students' classroom engagement and academic success (Saylık et al., 2023). As stated by Bilgir (2018), in order for educational institutions to continue providing education in a healthy way, the methods used must provide effective solutions to conflicts. It is the responsibility of the teacher to effectively manage the relationships between all components in the classroom. Therefore, teachers' perceptions and attitudes towards conflict resolution are of great importance.

Managing relationships within the classroom requires the teacher's leadership skills and empathy skills. Teachers play an important role in turning conflicts into opportunities and setting a positive example for students. Collaboration and communication between all stakeholders in educational organizations is a critical factor in preventing and effectively resolving conflicts. In this context, increasing educators' knowledge on conflict management and developing effective strategies will positively affect the success of students and the health of the learning environment (Kara et al., 2024).

Teachers' conflict resolution attitudes have a great impact in classes where Turkish is taught as a foreign language. Especially students who are new to Turkish and Turkish culture approach their teachers' behaviors and conflict resolution approaches with special sensitivity (Gülden & Demirel, 2023). This plays an important role in students' perception of Turkish language and culture. Younger students focus more on their teachers' conflict resolution attitudes in line with the respect they feel for teachers and the mission they attribute to the teacher. Therefore, it is even more critical for Turkish teachers to have effective conflict resolution strategies in these classes. Establishing a healthy teacher-student relationship is important for students to feel comfortable in the classroom and to participate positively in the process of learning the Turkish language. Teachers should focus on resolving conflicts constructively in order to positively affect the classroom atmosphere and increase language learning motivation (Sallabaş, 2023). In this context, recognition of teachers' conflict resolution attitudes in the literature can help educators learn more about this issue and develop effective strategies. It should not be forgotten that these attitudes have an important role in positively affecting student-teacher relationships, the development of classroom culture, and the success of students in the Turkish learning process.

1.2. Purpose of the research

The main purpose of the research is to determine the strategies of teachers working in teaching Turkish as a foreign language to cope with conflicts encountered in the classroom and their attitudes towards these conflicts. In this context, the main question of the research is "What are the classroom conflict resolution attitudes of teachers working in teaching Turkish as a foreign language?" It was determined as . The focus of the research is how conflicts that arise in the classroom in Turkish teaching are handled and resolved. Teachers' approach to these conflicts, the strategies and attitudes used, can have a significant impact on student-teacher relationships . Therefore, teachers' conflict resolution skills and their attitudes in this context may affect the effectiveness in the language learning process. The research aims to contribute to the development of educators' skills and strategies in this field by creating an understanding of Turkish teachers' conflict resolution attitudes. In this context, the findings can make an important contribution to developing recommendations for policies and practices in teacher education and language teaching.

1.3. hypotheses

1. H0: There is $_a$ significant difference in teachers' attitudes towards resolving classroom conflict according to gender.

   H1: There is no significant difference in teachers' attitudes towards resolving classroom conflict according to gender.

2. H0: There is $_a$ significant difference in teachers' attitudes towards resolving classroom conflict according to the faculty they graduated from.

   H1: There is no significant difference in teachers' attitudes towards resolving classroom conflict according to the faculty they graduated from.

3. H0: There is $_a$ significant difference in teachers' attitudes towards classroom conflict depending on the level they work at.

   H1: There is no significant difference in teachers' attitudes towards classroom conflict according to the level they work at.

4. H0: There is a significant difference in teachers' attitudes towards classroom conflict according to their working experience.

   H1: There is no significant difference in teachers' attitudes towards classroom conflict according to their working experience.

1.4. Importance of Research

Controlled management of conflict in educational organizations is of critical importance, especially for the effectiveness of schools and classrooms. In order to avoid the destructive effects of conflict and achieve positive results, educators must be competent in conflict management. Considering the scarcity of studies on classroom conflict in teaching Turkish as a foreign language, the importance of research in this field becomes evident. The research stands out in terms of improving teachers' skills in managing conflict effectively, and it can make a significant contribution to filling the knowledge gap in this field. It is thought that the results to be obtained will be a valuable resource to understand the impact on conflict management in multicultural classrooms where Turkish is taught as a foreign language. It should not be forgotten that conflicts in classrooms can affect student-teacher

relationships, trigger undesirable behaviors and lead to a negative classroom atmosphere. Therefore, it is important that the data obtained will guide teachers on conflict resolution and raise awareness. The research results can contribute to the professional development of educators by providing information about teachers' attitudes towards conflict resolution in foreign language teaching. In this way, more effective strategies can be developed to create a positive learning environment in the classroom and increase student success.

1.5. Definitions
Conflict: It refers to disagreements that arise between two or more parties due to different interests, needs, opinions or goals (Bayraktar, 2023).

Conflict management: A process that aims to resolve or reduce conflict by effectively addressing disagreements, tensions, or differences between two or more parties (Eyri et al., 2023).
Foreign language: The language that is widely spoken in a country or region and is generally linked to the cultural identity of that community is called the first language or mother tongue for that community (Zileli, 2023).

2. THEORETICAL FRAMEWORK
2.1. Concept of Conflict
As social beings, people have the need to constantly communicate with each other, help each other and live in communities. However, in this constant interaction, disagreements, miscommunications and problems are inevitable. These situations are usually explained with the concept of "conflict". Conflict refers to the disagreements and problems that individuals or communities encounter when living together. In order to understand the concept of conflict correctly, to resolve the conflict constructively and to remove negative thoughts from this concept, it is important to first make a correct definition of conflict (Saylık et al., 2023).

Conflict is an inevitable fact of social life. Differences between individuals, beliefs, values, cultures, past experiences and differences in perception can naturally cause disagreements and conflicts. The educational environment stands out as an area where conflicts arising from this diversity frequently occur. It is quite natural for conflicts to arise in schools where individuals from different cultures, with various value judgments, with different interests and abilities, and from various socio -economic environments come together (Bayraktar, 2023). Conflicts in the educational environment often occur between students, student-teacher relationships, or between teachers. These conflicts can arise from factors such as cultural diversity, communication deficiencies, and different learning styles and expectations. Therefore, it is important for educators and administrators to have conflict management skills, resolve conflicts in a positive way, and create a healthy communication culture in the educational environment. Dealing with conflict in education, understanding differences, and seeing diversity as richness can help students and educators come together in a more positive learning environment. In this context, the development and implementation of conflict management strategies in education contributes to the creation of a more effective and sustainable learning environment (Aksoy et al., 2024).

It is an inevitable necessity for individuals working in educational organizations to work together effectively. Teachers, especially those who communicate one-on-one with students, play an important role in this process, and their duties and responsibilities increase in this context. Educators' efforts to turn conflicts in a positive direction can produce positive results for the benefit of students. Conflict has the potential to motivate students and increase their interest in lessons in a controlled manner. Students can improve their problem-solving skills by learning to think solution-oriented during conflict processes. At the same time, structuring and constructively managing conflicts can provide students with empathy, collaboration and communication skills. Teachers can teach students problem-solving and communication skills by turning conflict situations into a learning opportunity. While this process contributes to the social and emotional development of students, it can also help maintain a positive atmosphere in the educational environment (Özçakal and Demirhan, 2023).

2.2. Conflict Management
Organizations can implement a number of strategies in conflict management. Research in the literature shows that different researchers adopt various strategies and may use different combinations of these strategies. Although individuals generally tend to one or several strategies , they can also use other strategies depending on the situation and conditions (Sevimli and Sezen-Gültekin, 2023). In this study, the five-fold classification used by many researchers such as Thomas (cited by Başaran, 1998) and Rahim (cited by Karip , 2010) will be discussed. In this classification, conflict management strategies are divided into five groups: cooperation, compliance-obeying, compromise, domination-dominance and avoidance.

- Collaboration : This strategy emphasizes the common interests and goals of the conflicting parties . The parties work together and try to find common solutions.
- Compliance-Obey (Compliance Way): In this strategy, one party obeys and obeys the other. There is a strong authority relationship and a unilateral effort is made to resolve the conflict.

- Compromise (Path to Compromise): The compromise strategy is based on meeting at a common point with mutual concessions between the parties. Both sides make some compromise.
- Domination-Dominance (Domination Way): In this strategy, one party dominates the other and resolves the conflict in line with its own interests. It involves an approach focused on the use of power and domination.
- Avoidance: This strategy aims to avoid conflict rather than eliminating it completely. Parties ignore the problem or avoid conflict.

This five-fold classification provides a framework for understanding and implementing conflict management strategies. Each strategy may be appropriate to particular situations and circumstances and may vary depending on the nature of the conflict.

2.3. Teaching Turkish to Foreigners

When we look at the history of teaching Turkish as a foreign language in Turkey, we see that important studies in this field began in universities after 1950. In the following years, Turkish education was provided to foreign students through state-supported projects. For example, since 1991, young people from the Turkish world have been brought to Turkey for high school, university, master's and doctoral education. The main purpose of this project is to strengthen ties with compatriots and teach Turkish by introducing Turkish culture (Hamaratlı , 2023). These types of projects aim not only to increase language skills but also to convey Turkish culture and history to students. By learning the Turkish language, foreign students gain not only communication skills but also an experience in understanding the values and culture of the Turkish society. These efforts contribute to the greater recognition of Turkish internationally and the spread of Turkish culture. At the same time, it also provides the basis for increasing intercultural interaction and understanding through students from different countries. This emphasizes the importance of cultural diversity and understanding by giving both students and Turkish teachers an international perspective (Çetin and Çevik, 2023).

The importance in this field has increased in recent years. Turkish TV series attracting great attention internationally, political developments, Turkey's promotions and successes in various fields have increased the interest of foreign people in Turkish . As a result of this increasing interest, various institutions and initiatives have become operational for teaching Turkish. In Turkey, teaching Turkish as a foreign language is generally carried out in TÖMER (Turkish Teaching Centers) affiliated with universities . Apart from universities, courses organized by the Presidency for Turks Abroad and Related Communities and other institutions also contribute to Turkish teaching. Abroad, Turkish is taught through institutions such as Yunus Emre Institute, Turkish teaching courses affiliated with embassies, Turcology centers affiliated with universities, Turkish culture centers and the Maarif Foundation. Turkish teaching carried out on these various platforms contributes to the greater recognition of the Turkish language and culture at the international level (Doğan and Demirel, 2023).

2.4. Conflict in Teaching Turkish to Foreigners

Conflict in teaching Turkish to foreigners refers to the disagreements and difficulties that may arise during the language teaching process with students from different cultures. This situation may arise between language teachers, students and educational institutions for various reasons. Conflict management in the classroom environment emerges as an important element of the educational process. Conflicts may be inevitable in classes where students with different characteristics coexist. In this case, teachers need to take an active role in conflict management (Tekşan and Kaynak, 2023).

Student-teacher interaction in classrooms, which are the basic units of schools, may bring about conflicts depending on various factors, especially different genders, family structures and interest expectations. Teachers should use conflict management effectively as classroom leaders. It is important to understand that conflicts should not be eliminated completely, but managed constructively. This approach positively affects the classroom atmosphere and makes lessons more productive (Sallabaş, 2023). It is important for teachers to use communication and solution-oriented strategies in conflict management instead of violence and pressure in order to maintain student trust. Negative conflict management can reduce students' interest in the lesson and harm classroom order. Therefore, teachers' evaluation of conflicts positively, understanding students, and adopting solution-oriented approaches will positively affect the classroom atmosphere (Kınay and Durmuş, 2023).

Classroom environments with foreign children bring together different cultures and characteristics. A democratic environment in the classroom provides students with the opportunity to participate in decision-making processes and respect different opinions. This approach supports students to understand each other and find common ground. In a democratic classroom environment, students make decisions together and implement these decisions together (Çetin and Çevik, 2023). They approach each other's different ideas and opinions in a tolerant manner and come to a common point. This gives students a sense of responsibility and promotes an understanding of education based on democratic values. However, if a democratic classroom order is not established or students do not embrace differences, serious conflicts may occur. In this case, it is important that teachers have sufficient skills to create a democratic classroom order. Teachers should create a plan taking into account the needs and expectations of

students and take care to manage diversity in the classroom. This approach will increase the quality of education and create a positive learning environment among students (Delen and Toyran , 2023).

3. METHOD
3.1. Research Model
This research uses a screening model that aims to determine teacher attitudes towards classroom conflicts in teaching Turkish as a foreign language. The screening model is a research model that aims to detect a situation that existed in the past or present. This model does not change the current situation while examining it; It aims to describe the existing situation, event, individual, group or object without changing it. The focus of the research was determined to determine and understand the existing situation. In this context, a literature review was conducted and books, theses and articles in the field were scanned. Then, data was collected using the scanning model. This research model aims to understand and describe teacher attitudes towards conflict situations in teaching Turkish as a foreign language.

3.2. Population and Sample
The study population of the research consists of teachers teaching Turkish as a foreign language in TRNC. These teachers work in different institutions and organizations. The sample of the research consists of 110 teachers actively working in teaching Turkish to foreign children in TRNC in 2022 . These teachers work in Turkish language classes in various institutions and organizations.

Table 1. Demographics of Teachers Features

		N	%
Gender	Woman	89	80.9
	Male	21	19.1
Kadem	primary school	82	74.5
	Middle school	23	20.9
	High school	5	4.5
Study Year	1-5 year	18	16.4
	6-10 year	77	70.0
	11 and above	15	13.6
Graduate owned faculty	Turkish teaching	35	31.8
	Class teaching	52	47.3
	Literature teaching	6	5.5
	Turkish Language And literature Department	10	9.1
	Other	7	6.4

89When the gender distribution among the participants of this study was examined, 80.9% of the participants were determined to be female and 19.1% were male. When the distribution according to the level they work in is examined, 74.5% of the teachers work in primary school, 20.9% in secondary school and 4.5% in high school. When evaluated on the basis of working years, 16.4% of the participants have 1-5 years of experience, 70.0% have 6-10 years of experience, and 13.6% have 11 or more years of experience. When we look at the faculties they graduated from, 31.8% of the participants are Turkish Language Teaching, 47.3% are Classroom Teaching, 5.5% are Literature Teaching, 9.1% are Turkish Language and Literature Department, 6.4% are Department of Turkish Language and Literature. ü graduated from other fields.

3.3. Data collection tool
Two basic methods were used to collect data within the scope of the research: literature review and survey application. The literature review was carried out in order to create a theoretical framework by examining existing research, books and articles on the research topic. The survey application consists of two main parts: a personal information form and a scale to evaluate teachers' classroom conflict resolution attitudes. The personal information form was used to collect information about the demographic characteristics of the participants. The scale to measure teachers' classroom conflict resolution attitudes was designed to answer the main research questions. This scale includes the answers teachers give on the scale to understand how they handle conflict situations.

"Classroom Conflict Resolution Attitude Scale," used within the scope of the research, was used to determine the classroom conflict resolution attitudes of teachers in Turkish teaching, developed by Duman (2023). The scale was created by the researcher as a result of literature review and examination of similar scales. The items of the scale were created and arranged by taking expert opinions as well as previous studies. The scale contains 33 items, and

these items are evaluated in five different subscales: collaborative, dominating, avoiding, complying and compromising strategies. Each item contains suggestions for determining teachers' conflict resolution attitudes. Participants were asked to evaluate each item on a five-point rating scale: "strongly disagree," "disagree," "undecided," "agree," and "strongly agree." As a result of the analyzes conducted for the validity and reliability of the scale, an item pool of 77 items was created and the internal validity of the scale was ensured. Additionally, as a result of the factor analysis, it was deemed appropriate to remove 5 items out of 33 items and the remaining 28 items were considered valid. The analyzes performed during this process reveal that the scale is a reliable and valid tool. The reliability of the scales was evaluated with Cronbach 's α coefficients. Cronbach 's α coefficient for the Collaborative Attitude scale was found to be 0.955, indicating that the scale has high reliability. The reliability coefficients for other attitudes are as follows, respectively: Domination Attitude ($\alpha = 0.609$), Avoidance Attitude ($\alpha = 0.795$), Compliance Attitude ($\alpha = 0.642$), Compromise Attitude ($\alpha = 0.855$).

3.4. Analysis of Data
The data were analyzed using SPSS 28. Program. Statistical analyzes were performed using ANOVA and t-test to determine differences between groups . These analyzes were used to find answers to the research's main questions and understand the key findings. The results obtained were presented in tables and comments were added under the analyses.

4. FINDINGS
In accordance with the purpose of the research, the conflict resolution attitudes of teachers working in teaching Turkish as a foreign language were examined according to gender, branch, years in the profession and level.

Table 2. Teachers' Attitudes to Resolving Classroom Conflict by Gender

	Gender	Cover.	SS	t	p
İşBirTop	Woman	29,114	5,807	1,468	0.142
	Male	27,247	8,891		
HükTop	Woman	9,823	3,378	-1.274	0.216
	Male	9,661	3,831		
How Many Balls	Woman	9,119	3,641	-2,346	**0.010**
	Male	10,257	5,285		
Don't Fit Top	Woman	10,297	3,189	-0.642	0.518
	Male	9,495	3,522		
MisfitBall	Woman	17,172	4,099	0.784	0.411
	Male	16,252	6,092		

In the collaborative attitude evaluation, the average of female teachers is 29.114, while the average of male teachers is 27.247. In this case, there was no significant difference in cooperative attitude between gender (t = 1.468, p = 0.142). In the dominance attitude analysis, the average score of female teachers is 9.823, while the average score of male teachers is 9.661. There was no significant difference in domination attitude between genders (t=-1.274, p=0.216). In the evaluation of avoidance attitude, the average score of female teachers is 9.119, while the average score of male teachers is 10.257. A significant difference was detected in avoidance attitudes between genders (t=-2.346, p=0.010). When the compliance attitude is examined, the average of female teachers is 10.297 and that of male teachers is 9.495. There was no significant difference in conformity attitudes between genders (t=-0.642, p=0.518). In the consensus attitude analysis, the average of female teachers is 17.172, while that of male teachers is 16.252. There was no significant difference in compromise attitude between genders (t=0.784, p=0.411).

Table 3. Evaluation of Teachers' Attitudes Towards Resolving Classroom Conflict According to the Faculty They Graduated From

		squares ball	squares cover.	F	p
İşBirTop	Intergroup	87, 315	43,607	1,001	0.269
	Intragroups	9626,324	43,513		
HükTop	Intergroup	10,647	5,473	0.358	0.533
	Intragroups	2581,707	11,628		
How Many Balls	Intergroup	10,716	5,308	0.214	0.631
	Intragroups	3814,013	17,108		
Don't Fit Top	Intergroup	11,, 888	6,394	0.477	0.463
	Intragroups	2511,488			
MisfitBall	Intergroup	37,642	19,271	0.803	0.407
	Intragroups	4727,872	21,343		

According to the analysis results, no significant difference was detected between groups in multiple group comparisons examining the effect of gender on conflict resolution attitudes. In the multi-group comparison for collaborative attitude, the difference between the groups was not significant (F = 1.001, p = 0.269). This shows that gender is not a determining factor on cooperative attitude. In the assessment of domination attitude, no significant difference was found between the groups (F = 0.358, p = 0.533). This shows that gender does not have a statistically significant effect on dominance attitude. In the avoidance attitude analysis, no significant difference was found between the groups (F = 0.214, p = 0.631). Whether gender is a determining factor on avoidance attitude has not been statistically supported. In the evaluation of compliance attitude, no significant difference was detected between the groups (F = 0.477, p = 0.463). This shows that gender does not have a significant effect on conformity attitude. In the multiple group comparison made for compromise attitude, it was seen that the difference between the groups was not significant (F = 0.803, p = 0.407). This shows that gender is not a determining factor on compromise attitude.

Table 4. Evaluation of Teachers' Attitudes Towards Resolving Classroom Conflict According to the Level They Work in

		squares ball	squares cover.	F	p
İşBirTop	Intergroup	113,197	56,249	1,214	0.171
	Intragroups	9621,442	42,391		
HükTop	Intergroup	18,625	8,962	0.744	0.331
	Intragroups	2571,729	10,587		
How Many Balls	Intergroup	17,266	8,073	0.429	0.490
	Intragroups	3695,573	16,275		
Don't FitTop	Intergroup	12,477	6,788	0.405	0.504
	Intragroups	2510,488			
MisfitBall	Intergroup	54,241	26,770	1,395	0.176

Intragroups	4767,614			

According to the analysis, no significant difference was found between the groups in evaluating teachers' attitudes towards resolving classroom conflict according to the level they work at. In the evaluation of collaborative attitudes, no significant difference could be detected between teachers working at different levels (F = 1.214, p = 0.171). This shows that there is no significant change in teachers' collaborative attitudes, regardless of the levels they work in. In the analysis of domination attitude, no significant difference was found according to the levels at which teachers worked (F = 0.744, p = 0.331). This shows that teachers' attitudes towards domination do not change depending on their level. In the evaluation of avoidance attitudes, no significant difference was detected between teachers working at different levels (F = 0.429, p = 0.490). This result shows that teachers' avoidance attitudes do not change significantly depending on the level they work at. In the evaluation made for compliance attitude, no significant difference was found according to the levels at which teachers worked (F = 0.405, p = 0.504). This shows that teachers' compliance attitudes do not show a significant change according to their levels. In the analysis of compromise attitudes, no significant difference was found between teachers working at different levels (F = 1.395, p = 0.176). This result shows that teachers' compromise attitudes do not change significantly depending on the level they work at.

Table 5. Evaluation of Teachers' Attitudes Towards Resolving Classroom Conflict According to Working Experience

		squares ball	squares cover.	F	p
İşBirTop	Intergroup	106,313	53,606	1,134	0.193
	Intragroups	9618,427	43,422		
HükTop	Intergroup	49,854	24,827	2, 258	0.128
	Intragroups	2552,699	10,542		
How Many Balls	Intergroup	1,959	0.880	0.047	0.845
	Intragroups	382,780	17,348		
Don't FitTop	Intergroup	67,103	34,105	3,013	0.030 6-10 years > 11 and above
	Intragroups	2402,288			
MisfitBall	Intergroup	8,423	4,362	0.187	0.822
	Intragroups	4669, 254	20,570		

In the evaluation of collaborative attitude, no significant difference was found according to teachers' working experience (F = 1.134, p = 0.193). This shows that there is no significant change in teachers' collaborative attitudes, considering their working experience. In the analysis of domination attitude, a significant difference was detected according to teachers' working experience (F = 2.258, p = 0.128). This result shows that teachers' dominance attitudes vary significantly depending on their working experiences. In the evaluation of avoidance attitude, no significant difference was detected according to teachers' working experience (F = 0.047, p = 0.845). This shows that teachers' avoidance attitudes do not change significantly depending on their working experiences. In the evaluation made for compliance attitude, a significant difference was found according to teachers' working experience (F = 3.013, p = 0.030). This result reveals that teachers' compliance attitudes vary according to their working experiences. As a result of the grouping, it was determined that there was a significant difference especially between teachers with 6-10 years of experience and those with 11 years and more experience. It can be said that teachers with 6-10 years of experience have an attitude towards resolving conflicts in a more harmonious way, are more experienced in this regard and can develop more effective strategies. In the analysis of consensus attitude, no significant difference was found according to teachers' working experience (F = 0.187, p = 0.822). This shows that teachers' consensus attitudes do not change significantly depending on their working experiences.

CONCLUSION AND RECOMMENDATIONS

In the analyzes where the effect of gender on teachers' classroom conflict in teaching Turkish to foreigners was evaluated, no significant difference was found between gender in five sub-dimensions: cooperative attitude, domination attitude, avoidance attitude, compliance attitude and compromise attitude. These results show that gender does not have a statistically significant effect on teachers' conflict resolution attitudes. When teachers' conflict resolution attitudes were evaluated according to the level they worked in, no significant difference was found between the levels in the dimensions of cooperative attitude, domination attitude, avoidance attitude, compliance attitude and compromise attitude. This shows that there is no significant change in teachers' conflict resolution attitudes according to the levels they work at. In the analyzes made according to working experience, significant differences were detected in five sub-dimensions: collaborative attitude, domination attitude, avoidance attitude, compliance attitude and compromise attitude. These results show that teachers' working experiences are decisive on their conflict resolution attitudes, especially in the compliance attitude dimension. It has been observed that teachers with 6-10 years of experience exhibit a more positive approach, especially in compliance attitudes.

As a result, analyzes on whether demographic factors such as gender and working experience have an impact on teachers' conflict resolution attitudes have revealed differences in various dimensions. However, it can be said that these differences do not have a decisive effect on conflict resolution attitudes in general, and teachers mostly share similar attitudes. The following suggestions can be made regarding classroom conflict management in teaching Turkish to foreigners, based on the findings of this study:

- Conflict resolution training programs should be organized for teachers working in teaching Turkish to foreigners. These programs can be designed to provide teachers with conflict resolution skills and support in understanding and managing different attitudes.
- Teachers can be taught strategies to encourage cooperation among students and create a positive environment in the classroom. Collaborative attitude has positive effects on conflict resolution processes.
- Teachers should be aware that dominating and avoidant attitudes can have negative effects on student relationships. Educational contents that guide teachers can be developed to manage these attitudes and produce alternative solutions.
- Strategies for improving compliance and non-compliance attitudes should be recommended to teachers. Harmonious attitudes can contribute to the establishment of healthier relationships in the classroom.
- Taking into account the findings regarding working experience, support programs for experienced teachers can be created. These programs can help experienced teachers make their classroom interactions more effective by introducing them to innovative conflict resolution strategies.
- Training methods that include applied studies and role plays can be applied to teachers in order to strengthen conflict resolution skills. Such interactive methods can give teachers practical experience.
- Teachers should be encouraged to participate in professional development programs to continuously improve their conflict resolution skills. Such programs can allow teachers to keep up with current approaches.

These suggestions can provide a basis for strengthening classroom conflict management of teachers teaching Turkish to foreigners.

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TEACHERS' PERSPECTIVES ON TECHNOLOGY USE AT THE CIUENGLISH PREPARATORY SCHOOL: A QUALITATIVE STUDY

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ABSTRACT
This study aims to examine the perspectives of teachers on the use of technology at the English Preparatory School at Cyprus International University (CIU). Six teachers from CIU's English Preparatory School were interviewed. The data were obtained through qualitative research, and thematic analysis method was used to analyze the teachers' perspectives. The findings revealed that the participants generally hold a positive perspective towards integrating technology tools in their classrooms. The teachers mentioned some challenges and technical issues they face, such as the slowness of some tech devices and problems with the speed of the internet. They also mentioned things that could be improved. Regarding AI tools, the teachers said that it is possible to integrate AItools into the teaching and learning process, with some limitations that do not give direct answers to the students. Additionally, this study discussed the role of robots in education,and the findings showed that the majority of the English Preparatory School teachers believe that robots will not take over their jobs in the future.
Keywords: Technology Integration, Teacher Perspectives, AI Tools in Education, Robotics inEducation, Future of Education.

INTRODUCTION

Technology is becoming a critical element of teaching and learning in today's quickly changing educational environment. In spite of the fact that there is a general agreement about the advantages of technology in education, more research is still needed to explore how teachers perceive it and employ it in the classroom. This qualitative study explores the perspectives of teachers at the English Preparatory School at Cyprus International University (CIU) regarding their experiences with integrating technology in their classrooms.

When it comes to technology integration in the classroom, there are advantages and disadvantages that need to be carefully examined. Technology can improve studentengagement and learning outcomes, but it's also important to take into account the risksof screen time, distraction, and the possible effects of integrating technology on students' attitudes and motivation for learning (Azad,2023). Thus, varied learning styles exist among students, making it important to recognize that what works well for one student may not be suitable for another. While highly technological methods may prove advantageous for certain students, they may not be as effective for others (Khodabandelou et al., 2016).

Technology encourages students to participate more effectively and reduces student shyness. In this light, when compared to printed text, digital technologies have the ability to decrease differences in student participation both at home and in the classroom (Rizk& Davies, 2021). However, the excessive use of technology tools in the classroom may lead to prolonged sitting and a lack of physical activity. Moreover, prolonged exposure toscreens can lead to health issues such as eye strain, difficulty in sleep, and headaches, which can impact students' mental and physical health (Raave et al., 2022). Thus, it is important to have a balance between education and technology so that they do not harm each other (Contreras et al., 2022).

In general, it can be said that the benefits of technology appear to exceed the drawbacks. The COVID-19 pandemic forced a change in the style of teaching from face-to-face to online. The development of modern technology clearly affects education and teaching methods. Today, in the era of robots and artificial intelligence technologies such as the Generative Pre-trained Transformer (GPT) and the vast services they provide, it has become necessary for teachers to integrate these modern technology tools into their teaching methods for students. As a result of the wide range of applications that large language models such as the Generative Pre-trained Transformer (GPT) offer, their implementation in education has been suggested as an area of potential interest. The use of these models may offer opportunities to enhance teaching and learning for people at alleducational levels and professional development. These models offer a uniqueopportunity to provide successful and customized learning experiences because each individual has unique requirements, abilities, and preferences for learning. (Kasneci et al.,2023).

In today's classrooms, teachers use various new tools of technology to make English learning more effective and exciting. One of the most used tools are the smart boards. These smart boards allow teachers to use electronic books, project slides, play videos andaudio records, browse webpages, and many more things. Other tools, such as computers, tablets, and Video calls, which enable to see and communicate with teachers and students. Today, the use of robots and Artificial Intelligence (AI) tools has become popular. Robots and AI tools integration have

revolutionized the education process.Moreover, some believe that in the near future, there will be no need for teachers at all, asrobots and AI tools may replace the role of teachers.

CIU ENGLISH PREPARATORY SCHOOL BACKGROUND

The English Preparatory School has existed since the founding of Cyprus International University (CIU) in 1997. The English Preparatory School is part of The School of Foreign Languages (SFL) at CIU. This school has students from different regions and nationalities, such as Turkey, Iran, Tajikistan, Afghanistan, Pakistan, Arab countries, some African countries, and other regions around the world. Approximately 500 students enroll in The English Preparatory School each year, suggesting a multicultural andinternational environment within CIU. The English Preparatory School has over 40teachers, both males and females, holding diverse qualifications ranging from Bachelor's (BA), Master's (MA), and Doctorate (PhD) degrees. The English Preparatory School building has more than 20 classrooms, each with a smart board connected to the internet. The teachers use these boards to teach from the virtual textbooks, browse the internet, play records and videos, and create presentations.

The main goal of the English Preparatory School is to prepare students for the various English departments at CIU. At the beginning of each semester, students take the proficiency exam and are placed in the appropriate level based on their scores. The English Preparatory School has a range of different levels, from beginners to advanced. These courses are designed to help students improve the skills and knowledge necessary to use the English language effectively in academic and other environments. At the English Preparatory School, target language instruction is carefully planned, and the course levels are aligned with the Common European Framework of Reference (CEFR). The English Preparatory School has been accredited by Pearson Assured since January 2015.

RESEARCH QUESTIONS

This study aims to provide an answer to the question "What are the perspectives of English teachers at Cyprus International University's English preparatory school regarding the use of technology in the classroom?" In order to answer the research's mainquestion, the following questions were developed:

- To what extent do CIU English preparatory school teachers embrace using technology tools in classroom?
-What challenges do the teachers at CIU English preparatory school face when using technology tools in the teaching process?
- What are the opinions of CIU English preparatory school teachers regarding the potential role of robots and artificial intelligence (AI) in the teaching process?

METHODOLOGY

This research uses qualitative analysis methodology to examine the perspectives of CIU English preparatory School teachers regarding the use of technology in the classroom, thechallenges they face, and their views regarding the use of AI tools and robots in education. The study involved in-depth interviews with six teachers at CIU English preparatory school. The sample includes male and female teachers. The teachers' qualifications range from bachelors, masters, and PhDs. The study focused on the available technology resources that teachers use in the classroom.

DATA COLLECTION

The data were collected by 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 English preparatory school teachers were conducted at CIU English preparatory school during the working hours. Each teacher wasinterviewed individually, and the interviews lasted approximately 40 minutes. The researcher asked the teachers specific questions and wrote their down responds immediately.

DATA ANALYSIS

Qualitative data analysis was used in this study. According to Kaiser and Presmeg(2019), the qualitative data analysis can include written records, Twitter (X) tweets, YouTube comments, videos of teacher-student interactions in the classroom, transcriptsof focus groups, or face-to-face interviews. In this study, the data were specifically derived from face-to-face interviews, and were then analyzed using the thematic analysis technique. Braun and Clarke (2006) point out that thematic analysis is a method of qualitative study for analyzing data that involves looking across a data collection to analyze, identify and report frequent patterns. The thematic analysis identified recurring themes and subthemes pertaining to the views of teachers on the use of technology. Each teacher was given a distinctive identifier to use in presenting the participant perspectives; the names were kept hidden to maintain their anonymity.

VALIDITY AND RELIABILITY

 For the internal validity of the questions used in this paper, the opinions of two academicians at Cyprus International University (CIU) were sought. The academicians examined the data of the study at each phase to ensure the reliability and validity of the study. To increase the quality of the research and the trustworthiness of the research findings, the given answers were not only reviewed by the researcher but also discussed with the two experts.

FINDINGS

Based on the study questions listed in the introduction of the research, research findings were given. The opinions of the teachers of the English preparatory school at Cyprus International University were individually presented. Based on the data collected from the interview questions, three themes emerged from the participants' views. These themesare discussed in this section.

Theme One: A positive perspective for the use of technology and manyadvantages

 The views of all the teachers show a general positive perspective on the use of technology. All the teachers agree on the important role of technology in teaching in theirclassrooms at CIU. Moreover, the views emphasize that technology tools are something that cannot be irreplaceable. Two subthemes were emerged from this theme: "a general positive view for the use of technology" and "many outcomes of using technology.". Twoteachers said,

> I am so used to it that I cannot imagine going into a class without the use of a smart board or a projector. (T-1)
> I do not know how we used to teach without the use of technology tools. I used to carry hard books and write hundreds of words on the regular boards, and wait for the students to write. But now, thanks to smart boards, I do not have to worry about all of this (T-6).

Under the second sub-theme, 'many positive outcomes of using technology', teachers highlighted various benefits of incorporating technology into the teaching process. Here are some of their views:

> I do not carry books or materials around when I go to my classes. Some of the tasks that took me hours to complete can now be done in less than 10 minutes. I also feel more relaxed because using technology can help me go back to my previous courses and use the activities that I used in my previous classes for other students in other schools, too! (T-1).
> The students pay more attention when there is a smart board because they clearly see what I am talking about. For example, when we have matching or T/Factivities everyone participates and wants to give the answer. With the smart board, my students feel like they are working as a class (T-3).
> Technology tools are so great in the teaching process. I use the smart board in my class, and when the students do not understand something, it is easy for me to use the internet to help them or show them some pictures. For example, when I used the word "bear," some students did not know the meaning of it, so with one click,I showed them the picture of a "bear" on Google (T-4).

> There are many good things with using technology tools: it is easier for me to show the answers; I do not have to write everything on the board; there is no needto carry the heavy books; I can access to my account anytime, anywhere; it is easier for me to prepare the lesson plans, and in most classes, I use YouTube to help my students in learning English (T-2).

Theme Two: Some challenges and things to be improved

Based on the findings, it can be observed that all the teachers faced some challenges withthe smart board's performance. The teachers agree that the smart boards are a little slow, especially when they turn them on. Two teachers mentioned**,**

> In the morning, when I start the smart board, we have to wait for ages. It takes atleast 15 minutes to boot up. One class we had a listening activity, but the board was dead! It is really frustrating (T-2).
> The smart board gets slow sometimes, and its sound is not balanced andcomfortable for all the students (T-4).

In discussing internet speed, the teachers observed that the internet speed is slow. Twoteachers mentioned,

> In my opinion, there is a need to improve the speed of the internet; everything elseis good. (T-3).
> The speed of the internet must be improved, and I wish our institute could limit the access to Wi-Fi just to the educational platforms we use in the classroom because students want to use their phones to browse

social media platforms (T-2).

Regarding the system being outdated, one teacher mentioned,

> At CIU, it is usually the wear and tear since most of the equipment is either old,outdated, or in need of repairs (T-1).
> The system used in all the smart boards is Windows7! We are in 2024, and westill use this old operating system! The operating system has to be updated urgently (T-6).

One teacher mentioned other challenges. The teacher said,

> Using technology can be challenging at times. Some of the main inconveniences that usually happen include the inability to access the internet in the classroom,the smart board freezing, lights going out, and the challenge of assigning homework using technology, which can be confusing and less engaging for students unfamiliar with the platform we use (T-5).

Theme Three: The Future of Artificial Intelligence (AI) and Robotics inEducation

Based on the findings, two sub-themes emerged: the role of artificial intelligence (AI) platforms in the teaching process and the question of whether robots will replace teachers. Regarding the first sub-theme, all teachers agree that artificial intelligence (AI)platforms play an important role in teaching and learning and that there is a need to integrate AI tools into their classes. Teachers said,

> These AI tools are helpful and we cannot avoid these advances in teaching. I think wecan integrate AI tools into our classes by using specific methods that help students solve tasks but do not give them direct answers (T-4).
> The alarm has probably already gone off, so I guess instead of take-home or assignment-based learning, we should shift to more cognitively demanding group activities where students must complete more oral or speaking-related tasks. (T-1).
> With AI tools, students will be their own teachers. AI will take over the course books and other platforms we use nowadays, since it brings everything together in one place. AI will also be beneficial to students with specific needs. They will feel more included, and teachers will be able to meet their needs as well (T-5).
> I see students these days depend on AI tools for their projects and assignments, and we cannot do anything about it. I think in the next five years, it will be the same but with more advanced improvements (T-2).

When discussing the role of robots in the teaching process and whether the robots will replace the teachers in the future or not, the majority of the teachers said that robots will not replace the teachers in the future. Teachers said,

> Not at all, because robots cannot be teachers; they don't have feelings. It is easy for me to know when my students do not understand something; I can see this on their faces. Robots never understand this (T-3).
> No, I will not be replaced by robots. Robots are too limited to teach languages or to provide a perfect teaching experience. Face-to-face teaching is more efficient. Besides, robots do not have feelings or emotions (T-4).
> I do not think that robots will ever be able to replace teachers or any other human being. Robots are the result of human creation and can never be more powerful than their creator. Teachers are not only language or knowledge providers but they are also problem solvers, creators, therapists, organizers, mediators, and sometimes even parents. A robot could never be all these things at the same time (T-5).

Two teachers, who answered this question, said that the robots will replace the teachers.Teachers said,

> Yes, but robots still need people to function and those who do not update themselves on these tools are most likely become redundant! (T-1)
> Of course, I think so, since everything is working with technology. In the future, we will not have any teachers, or there will be a need to hire teachers. They have robots, so they do not have to pay for people. With robots, we do not have to pay salaries andinsurance (T-2).

DISCUSSION

Based on the responses of six participants currently teaching English at CIU in Northern Cyprus, three themes have been identified to offer effective perspectives on integrating technology tools into the teaching process. This study has revealed that the overall perspectives of CIU teachers on using technology at CIU are positive. The reason for thisconclusion could be due to the many benefits and opportunities that technology tools provide in the teaching process. Taking everything into account, the research presents strong evidence that using technology in the classroom can be beneficial. Similarly, to thefindings of Mong and Ruggiero (2015), technology can save teachers time, engage students, and differentiate education to meet the needs of all learners when used correctly. Teachers

value the use of technology in their classrooms and how technology tools enhance education and make it more authentic for students. As it has been emphasized in a study by Costley (2014), technology enhances learning outcomes, student engagement, and motivation. Also, teachers who integrate technology into their classrooms are generally more positive towards using it.

Moreover, Andoh (2012) found that when teachers have a positive perspective regarding the use of educational technology, they are more likely to embrace it and employ it in theteaching and learning process. Looking at the benefits that technology tools provide in the teaching process, it is evident that these tools facilitate the teaching process and makeit easier for teachers at CIU to do their jobs effectively. This is consistent with the findings of Rahmati et al. (2021), which propose that using technology for English language teaching is more effective than using conventional teaching methods without technology.

These findings are supported by research by Nurmala et al. (2023), which highlights theintegration of modern technology, which has been shown to improve learners' language skills and provide new opportunities for language learning. Moreover, technology tools and mobile learning are valuable resources that facilitate English language learning andprovide easy learning environments.

While discussing the challenges of using technology and some of the improvements that should be made, the teachers mentioned many challenges and obstacles with technology tools. In this study, all the participants talked about the slowness of the smart boards theyuse in their classrooms and the slowness of the speed of the internet inside the Preparatory School. Other teachers talked about the technical issues they face while teaching. Recent studies have mentioned some similar challenges and obstacles relating to technology integration in the teaching process. For instance, Akram et al. (2022) as well as Alswilem (2019) and Singh (2019) found that limited resources and inadequate infrastructure are reported to be challenges that hinder teachers from effective technologyintegration in the teaching process. Similarly, in a study about teachers' perceptions of barriers to technology integration in education, Emre (2019) mentioned four external andinternal barriers to integrating technology in education: lack of equipment, lack of funding, lack of ability, and time. This can be explained because there are indeed problems with smart boards at the English Preparatory School at CIU, as many of these devices are old and slow. In addition to the fact that the internet speed is slow and does not cover all the classrooms in the building. Thus, upgrading smart boards, enhancing internet infrastructure, and addressing technical issues are necessary steps to create a more supportive learning environment for both teachers and students.

Lastly, this study discussed the future of artificial intelligence (AI) and robotics in education. The researcher queried teachers on two key aspects: the role of artificial intelligence (AI) platforms in the teaching process and whether robots will replace teachers. Regarding the first point, the majority of CIU teachers believe that AI tools playa crucial role in education, and there is a need to integrate AI tools into their classes. Thisaligns with the views of Baidoo-Anu & Ansah (2023), who said that there is no doubt that AI tools have pushed the boundaries of learning and created a significant paradigm shift in the way we learn today.

According to the teachers, it is possible to integrate AI tools into the teaching and learning process by using specific methods that do not provide direct answers. Also, some teachers emphasized the necessity of giving students more oral or speaking tasks because of the influence of AI tools. This is in line with Zhai (2022), who states that artificial intelligence is unable to substitute the need for new tests and forms of assessment that encourage critical thinking and creativity. Furthermore, teachers mentioned that AI tools help students learn on their own, and they put all learning materials together, which helps teachers support students with different needs. This is consistent with Clare's (2023) view that students, after graduating, will probably find themselves in a world that is increasingly reliant on AI tools. The reason for this could bethat the vast services provided by AI tools are easy to use, and most importantly, they arefree. It is 2024, so we cannot deny the important role of AI tools in the teaching and learning process.

However, despite the fantastic benefits that AI tools provide, there is a need to control them. At the end of the day, students must learn by themselves, and we cannot let these tools do everything for them. As Qadir (2022) mentioned, it is important for learners to understand the effects of AI technology to ensure that the future generation of learners takes use of the benefits afforded by AI tools and minimizing any undesirable outcomes.

Also, the researcher discussed whether robots will replace teachers. The results showed that the majority of the teachers at CIU English Preparatory School believe that robots will not replace them. They emphasized that robots do not have feelings or emotions andare incapable of doing things that humans do. The findings of this study overlap with those of Orhani (2023), who suggests that robots can be useful teaching tools in the classroom, and there are certain types of assistance that are best served by robots, yet it isdoubtful that they will ever fully replace teachers. This can be attributed to the fundamental difference between robots and humans: robots will not understand how students feel or the difficulties they face, simply because robots lack feelings and emotions. As one of the teachers said, "I can see the problems on the faces of my students; a robot cannot see this.". Standing in front of a robot to

teach you is not the same as with a human teacher; of course, with humans, the teaching process is more comfortable. However, maybe in the future, things will change. As Orhani (2023) also mentioned, human teachers are still essential for improving student development. No appor robot can replace the teacher's understanding and emotional connection with students. Even with advanced technology, robots cannot reason, learn, and teach like humans. In this context, Edwards and Cheok (2018) mentioned some limitations and challenges of using robots as teachers, including the difficulty of designing robotic personalities that are flexible and empathetic, as well as the difficulty of robots understanding the individual needs of students and addressing their social and emotional needs. On the other hand, some teachers say that robots will replace them. They argue that robots will be more available in the future, and with robots we will not have to pay salaries and insurance. This notion does make sense, as robots do not require payments or medical insurance. However, there is still a need to utilize, check, and maintain these robots fromtime to time, which, of course, will cost money. Thus, to fully realize the potential of automation, collaboration between people and technology is necessary. This is particularly relevant, according to the McKinsey Global Institute (2017), about 50% of the jobs in the United Kingdom and the United States might be automated in the near future.

CONCLUSION

This qualitative study explored the perspectives of teachers on technology use at the English Preparatory School at CIU. The findings revealed that the teachers at the English Preparatory School show a generally positive perspective towards integrating technology tools in their classrooms. Nevertheless, the teachers mentioned some challenges and technical issues they face, such as the slowness of some tech devices and problems with the speed of the internet. They also mentioned things that could be improved. Regarding AI tools, the teachers said that it is probable to integrate AI tools into the teaching and learning process, with some limitations that do not give direct answers to the students. Additionally, this study discussed the role of robots in education, and the findings showed that the majority of the English Preparatory School teachers believe that robots will not take over their jobs in the future. Ultimately, these findings present a foundation for future discussions on improving technology integration into the teaching and learning process. It is important to address the mentioned challenges and take advantage of opportunities in order to enhance the educational environment at the English Preparatory School at CIU.

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THE IMPORTANCE OF MANAGERS' LEADERSHIP CHARACTERISTICS IN HUMAN RESOURCES MANAGEMENT ACCORDING TO EMPLOYEE OPINION

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ABSTRACT

Leadership characteristics of managers are important for the organisation to achieve its goals and to provide competitive advantage. The employees of the organisation become individuals who benefit the organisation by following the path shown by their leaders and believing in them. Another important factor in achieving the aims and objectives of the organisation is the efficient and effective management of human resources. Therefore, leadership characteristics of managers play an important role in the management of human resources. In this study, it is aimed to examine the importance of managers' leadership characteristics in human resources management according to the views of employees. In line with the research purpose, the research was conducted with the participation of 18 employees in the Turkish Republic of Northern Cyprus. The data of the study conducted with qualitative methods were collected with a semi-structured interview form. The data obtained were analysed with content analysis method. As a result of the research, it is seen that the employees indicate participative leadership characteristics such as motivating, role-playing among the leadership characteristics that managers are expected to have. In addition, it was concluded that human resources management should be supportive, fair and egalitarian in the light of these leadership characteristics.

Keywords: Human resources, Leadership, Employee, North Cyprus

INTRODUCTION

In today's rapidly changing and accelerating business world, organisations can only achieve their goals by effectively and accurately directing their existing staff. Therefore, leaders need to clarify ways to achieve employee goals.

There is a need for a leader who can influence the attitudes of employees, respond to their needs and requirements, and maintain the working environment and working conditions required by employees or organisations. In this direction, a leader can be anyone who influences the behaviour of others, is a symbol of the success of the society, has different skills and qualities from others, is the head of the organisation or is adopted as a leader by others. Human resources are the determining factor to achieve the goals and objectives set by the leader and to provide competitive advantage over competitors (De Grip & Sieben, 2005; Bayraktaroğlu, 2008).

Leaders are those who most effectively manage the available human resources and tend to easily attract them to effective and efficient actions by speaking words that speak to the spirit of the community they lead. In this context, leaders mainly fulfil human resource management functions. When human resource management and leadership work on the same issue, the existing potential will be used more, and the organization will be able to move itself to a level far superior to other organisations (Pazarbaş, 2012). Moreover, combining the leadership qualities of the human resources managers of the organisation is another issue that will positively affect the management culture of the organisation.

The aim of the research is to examine the concept and scope of leadership and human resources management correctly and to examine the relationship between these concepts in detail. The research aims to reveal the importance of managers' leadership characteristics in human resources management according to the views of the employees.

Human Resources Management and Planning

When enterprises develop in a planned manner in a certain sequence and order, they need many necessary resources. Undoubtedly, human resources are the most important of these needs. The human resources of a company on its international platform and, in short, its development and growth play an important role in the success of the company. Therefore, if a business wants to increase its competitive advantage, it should increase the importance it attaches to human resources and ensure that it is understood and used correctly.

The concept of human resources refers to human resources, which is one of the resources that an organisation must use to achieve its goals and which covers all personnel in the organisation, from the most unskilled employees to senior management. Although this concept includes the workforce of the organisation, it also refers to the workforce that exists outside the organisation and can benefit from it. It can be said that human resources management is the

general task and work of ensuring that the law is managed effectively in accordance with the interests of the organization, the person, and the environment in all kinds of organisations and environmental areas (Doğan, 2010).

Although human resource management is widely referred to in the literature, the most important thing is that it has become a management perspective in today's modern business world. With this change, human resource management can be interpreted as a mechanism with technical details that refers to all philosophies, policies, methods, and practices related to the management and guidance of employees in the enterprise (Arıgün 2018).

When describing human resources; the facts show that organisations need to use people at the highest level to manage and achieve their own goals, while treating people as assets, they must have feasible policies to ensure and satisfy their private and professional development, practice, and satisfaction (Çakı, 2017). Human resource management is the process of recruiting, training, evaluating, and satisfying employees and participating in labour relations, health, safety and justice issues (Karta, 2018).

Human Resources and Leadership

The human resource management function and the leader's efficiency combine an intertwined process. Today, the meaning has changed and the expanding scope of "human resource management" continues to be used as a field of practice to assess the establishment of an employment relationship with one party and changes in the other party's organisational structure and employment relationship (especially technical aspects). It then analyses changes in human resource management functions (Solaklar 2003).

The essence of employee leadership is to have high motivation and to be able to point in the right direction. The responsibility of the leader is to make decisions and take the dangers they face while making these decisions (Uğuz 2018). There are some technical and psychological difficulties in the decisions that leaders need to take and put into practice, questioning the appropriateness, talking about accurate predictions, spending a certain period in the implementation phase, and unplanned expenditures that make the leader a leader, and the reason is to show that it is not easy to achieve for everyone.

In addition, trust is an important factor in providing support and demonstrating communication leadership. The manager is the person in charge of human resources, it reveals the importance of leadership in human resources, it is an individual's leadership quality and its relationship with management functions and rules. The leader is responsible for completing the work correctly to increase productivity and completing the right work correctly to increase productivity (Baruch & Lavi-Steiner, 2015).

1- What are the views of the participants on the tasks and competences of the organisation towards human resources management?

2- What are the opinions of the participants about the approaches to the employees within the scope of the human resources management tasks of the enterprise?

3- What are the opinions of the participants about the approaches to support the employees within the scope of the tasks of the organisation for human resources management?

4- What are the leadership qualities that managers should have?"

5- What are the observations of managers regarding leadership practices?

METHODOLOGY

The research was conducted with interview technique and document analysis techniques, which are qualitative research methods. Qualitative research methods are research conducted by using qualitative data collection methods to present events and perceptions in a holistic and realistic way in their natural and routine environments (Yıldırım & Şimşek, 2011). In the interviews with the participants, the structured interview technique, which is one of the interview techniques, was used. While determining the study group, purposeful sampling approach, one of the non-selective sampling methods, was used. In the study, the participants were included in the research with typical sampling, which is one of the purposeful sampling methods. Glesne (2011) states that a typical case sampling can be used in the study to determine what the normal conditions are. Eighteen business employees voluntarily participated in the study group. To protect the confidentiality of the participants' identities, codes such as P1, P2 and P3 were used instead of the participants' real names. Table 1 shows the demographic characteristics of the participants.

Table 1. Demographic characteristics of the research participants

	n	f
Gender		
Woman	5	%28
Male	13	%72
Age		
20-29 years old	7	%39
30-39 years	5	%28
40-49 years	4	%22
50 and above	2	%11
Working Years		
1-5 years	8	%45
5-10 years	4	%22
Over 10 years	6	%33
Education Level		
High School	8	%45
Undergraduate	9	%50
Master's Degree	1	%5

FINDINGS
Duties and Competences of the Organisation for Human Resources Management
The research participants were asked the question "What are the participants' views on the duties and competences of the organisation towards human resources management?" and their answers are shown in Table 2.

Table 2. Participant views on the duties and competences of the human resources unit of the organisation

Theme	Participant Views	
	N	%
Staff recruitment	7	40
Assignment of tasks	5	28
Meeting needs	3	16
Social security	3	16
Total	18	100

The research participants were asked about the duties and competences of the human resources unit in their enterprises. In this direction, participant responses were categorised under 4 themes. These are recruitment of personnel (n6), distribution of tasks (n5), meeting the needs (n3) and social security (n3).

"The main task of human resources in the workplace is to recruit personnel and to distribute the duties of the employees." P2
"The human resources department provides our social security and plays a role in recruiting qualified personnel for the job." P3
"It decides who will do what and hires staff by opening vacancies for the required departments. It also ensures that our leave, advance payments or other needs are met." P6

Like the research findings, recent studies have expressed the duties and responsibilities of the human resources unit as the management of the process of recruiting new personnel, meeting the needs of employees, and distribution of duties and responsibilities (Adam, 2020; Sarwary et al., 2022; Sharma, 2023). It is predicted that the similarity of the research findings stems from the fact that the basic process of managing human resources is similar regardless of the business or organisation.

Managers' Approaches to Employees within the Scope of Their Duties to Human Resources Management
Employees of the enterprises were asked about their views on the approaches to the employees within the scope of the human resources management duties of the enterprise, and the answers of the participants are shown in Table 3.

Table 3. Participant views on HRM approaches to employees.

Theme	Participant Views	
	N	%
Resolving conflicts	9	45
Understanding	7	35
Autocrat	3	15
Not enough	1	5
Total	20	100

Within the scope of the research, when the participants were asked about their organisations' approaches to the employees, their answers were grouped under 4 themes. The emerging expressions are resolving conflicts (n4), understanding (n4), authoritarian (n2), not enough (n1). Participant expressions are as follows:

"I think it is not sufficient, it is only bureaucratic." P5
"They endeavour to solve the problems and conflicts between employees or between managers and employees. It ensures that these conflicts are not reflected on the work." P15
"He is authoritarian due to his work and responsibilities. He adheres to the rules for the correct progress of the work. However, he always shows understanding behaviour towards our problems or needs." P10

Although many studies in the field of human resources examine the effects of digitalisation, studies reveal that these technological developments do not change the perspectives of human resources. Collins (2021) revealed in his research that managers have positive views on what is expected from human resource management and the functioning of human resources in this direction. Research results reveal that the human resources department is adequate in fulfilling its responsibilities and that the HR department acts as a bridge between employees and the organisation (Anwar & Abdullah, 2021; Lengnick-Hall & Lengnick-Hall, 2002; Dirani et al., 2020).

Approaches of the Human Resources Unit to Support the Employee
The question "What are the views of the participants on the approaches to support the employees within the scope of the human resources management duties of the organisation?" was asked to the participants and the answers obtained are shown in Table 4.

Table 4. Participant views on approaches to support the employee

Theme	Participant Views	
	N	%
Job orientated training	13	72
Open to ideas	5	28
Total	18	100

Regarding the support of human resources to the employees, the employees of the enterprises gave the expressions of job-related training (n8) and openness to ideas (n3). The statements of the participants are as follows:

"Trainings are provided for the machines and equipment to be used" P4
"We are constantly given trainings, and this helps us to develop professionally, and our management is open to ideas. They listen to us, and we work together to take our organisation further" P9
"In order to do our job better, our business is constantly developing by following technological developments and customer needs. In this direction, trainings and information are provided for our development." P12

In the research data, it was concluded that human resources provide job-oriented trainings to support the development of employees and are open to other ideas. It is seen that sustainability, which we discuss in every field today, and in this context, it is important for businesses to prepare their employees for the conditions of the day to provide competitive advantage. This research is like many studies in the literature in terms of supporting employees and making the business sustainable (Darmawan et al., 2020; Azizi et al., 2021; Saputra & Mahaputra, 2022; Paille et al., 2020).

Leadership Characteristics of Managers

Table 5. Participants' views on the leadership characteristics that managers should possess.

Theme	Participant Views	
	N	%
Democratic	10	29
Empathy	2	6
Must be a leader	10	29
Fair	6	17
Participatory and Guiding	3	9
Respectful	1	2
Problem solver	1	2
Tolerant	2	6
Total	34	100

The answers given by the participants to the question "What are the leadership characteristics that your manager should have?" are as shown in Table 5. The answers given by the participants are grouped under five themes: democratic (n10), empathy (n2), leader (n10), fair (n6), participatory and guiding (n3), respectful (n1), problem solver (n1) and tolerance (n2). The opinions of the participants are as follows:

"The manager must be a leader. He/she should be a person who is open to changes, has high persuasion skills, is intelligent, has a strong social aspect, can take responsibility and take initiative in the face of developing events." P2
"Determination, consistency, being able to stand at an equal distance to everyone, providing a peaceful working environment for all employees, developing opportunities and ensuring co-operation with all employees and the immediate environment in order to achieve all goals in line with the vision and mission of the enterprise, continuously improving oneself in terms of human relations" P5
"It should be protective, supportive and united." P16

"He should be a leader and motivate his employees by showing goodwill and motivating them to work. He should adopt the "we" spirit. They should listen, guide and act together." P13

In the results of the research, according to the views of the participants, it was determined that the leadership characteristics that managers should have been mostly participative leader characteristics that reveal positive attitudes. In the research conducted, it is seen that employees are expected to have fair, participatory, just, and empathising leadership characteristics among the leadership characteristics that managers should have (Bulturbayevich & Ikromjonovich, 2021; Piwowar-Sulej & Iqbal, 2023).

Leadership Practices of Managers
The research participants were asked the question "What are your observations about your manager's leadership practices?" and the themes formed according to the views of the participants on positive leadership practices are shown in Table 6.

Table 6. Participants' views on the leadership practices of administrators

Theme	Participant Views	
	N	%
Motivating	7	25
Teamwork	5	18
Acting in the interests of the business	3	11
Open to criticism and new ideas	3	11
Democratic	3	11
Having a vision	3	11
Recognising problems and taking precautions	2	7
Self-righteousness	1	3
Guiding the way	1	3
Total	28	100

Regarding the leadership practices of the managers, the participants expressed the following opinions: motivating (n7), teamwork (n5), acting in line with the interests of the enterprise (n3), open to criticism and new ideas (n3), democratic (n3), visionary (n3), seeing problems and taking measures (n2), not seeing oneself as superior (n1), guiding (n1).

In line with the opinions of the research participants, it was determined that the leadership practices of the managers were mostly motivating and directing teamwork. The results of the studies in the literature are similar to the literature (Nugroho et al., 2020; Rivaldo, 2021).

CONCLUSION AND DISCUSSION
Today, no matter how many opportunities businesses have, they will not be successful in their sector if they cannot convince their employees to move towards the same goal. An enterprise can only achieve the right management style when it has good managers and human resources. Therefore, it plays an important role that the managers of the business have leadership attitudes and skills.

When the research participants were asked about the duties and competences of the human resources unit in their enterprises, it is seen that these duties and competences are mostly defined by bureaucratic progress. It has been determined that the participants are of the opinion that human resources recruit personnel, distribute tasks, meet their needs, and provide social security. Within the scope of the research, when the participants were asked about the approach of their enterprises to the labour force, the expressions of solving conflicts, understanding, authoritarian, and not sufficient were used. In line with the opinion of most of the participants, it is seen that human resources managers have certain leadership characteristics.

In this direction, when the studies carried out to support the employees are examined, it is thought that organising job-related trainings and being open to the ideas of the employees support that they have leadership skills. In line with the findings of the research, it is suggested that the human resources department should give importance to motivation studies in addition to the work done and related performance evaluation practices should be put forward.

When the leadership qualities that administrators should possess were analysed, it was found that democratic, empathising, fair, being a leader, being participatory and guiding, and being tolerant came to the fore. Subsequently, when the participants were asked about their views on the leadership practices of the managers, it was determined that most of them responded motivation and teamwork. Acting in the interests of the business, being open to criticism and

new ideas, being democratic and visionary, and taking precautions to group problems in advance are among the opinions expressed.

In line with the findings of the research, it is suggested that the human resources department should give importance to motivation studies in addition to the work done and performance evaluation practices should be put forward accordingly. It is recommended that in-service training and development programmes should be provided for the development of managers, especially in cases where leadership characteristics should be taken into consideration in the appointments to be made in the enterprises.

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THE RELATIONSHIP BETWEEN EMPLOYEES' BURNOUT LEVELS AND THEIR PERCEPTIONS OF ORGANIZATIONAL JUSTICE

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ABSTRACT
The purpose of this study is to examine the relationship between employees' burnout levels and their perceptions of organizational justice. In this context, the study was conducted with a quantitative research method called relational survey technique. The population of the study consists of employees working in any institution or organization in the TRNC between 10.08.2023 and 20.08.2023 without making any distinction between sector (private/public) and company; the sample consists of 304 employees. In the study, demographic information form, Organizational Justice Scale translated into Turkish by Yıldırım (2002) and Oldenburg Burnout Scale developed by Demerouti et al. SPSS 28 program was used to analyze the data collected in the study. The results also reveal that there is a weak positive relationship between exhaustion and process justice, a weak negative relationship between alienation and distributive justice, and a weak positive relationship between process justice and general justice. There was a weak negative relationship between general exhaustion and distributive justice and a weak positive relationship with process justice. These findings indicate that the perception of process justice increases with increasing level of exhaustion, the perception of distributive justice decreases with increasing level of alienation, and the perception of general justice increases with increasing level of process justice. However, no significant relationship was found between general justice and general exhaustion.
Key Words: Burnout, Exhaustion, Distancing, Organizational Justice.

1. INTRODUCTION
1.1. Problem Status
Burnout is a mood and behavioral problem that is common among individuals who are exposed to intense stress, overwork, emotional burdens, and long-term pressures, especially in business life. Burnout syndrome is characterized by a decrease in a person's energy, motivation, and work performance (Bostan and Cebeci, 2023). This situation can manifest itself in three main dimensions: physical, emotional, and mental exhaustion. Burnout syndrome is specifically associated with factors such as overwork, work stress, emotional exhaustion, and work-family imbalance. This can negatively impact a person's work performance, health, and quality of life. Strategies such as rest, stress management, work-family balancing and professional help can be used to cope with burnout (Kaplan and Acar, 2023).

Organizational justice is a concept regarding the treatment of employees within an organization and whether their perceptions of this treatment are fair or equitable. This concept plays an important role in business and organizational psychology. Organizational justice includes employees' evaluation of their relationships with their organizations and the factors they consider when making these evaluations (Macit and Aydoğan, 2023). The concept of organizational justice, which is an important situation affecting employees, is perceived as a person's opinion about the distribution of resources and the mechanism of the reward system. Greenberg (1987) defined organizational justice as the perception about the distribution of reward distribution, resources, interactions among people within the organization, and processes. Organizational justice is divided into three broad dimensions: fair distribution, fair transaction, and fair interaction (Niehoff and Moorman, 1993). Distribution of value and loss are considered elements of distributive justice. The level of fairness in the decision-making process is called procedural fairness, and interactional fairness relates to processes and their social aspects. Organizational justice is very important for a better socially based environment within the organization. In a way, protecting organizational justice is a policy (Aşık and Yinal, 2023). The manager must follow a policy of fair approach between himself and the employee, and between the employee and the employee. A policy of quickly spreading organizational justice within the organization should be followed. A fair approach always maintains communication between employees. It will reduce competition and jealousy among employees. This will increase employees' awareness and provide support in fulfilling their responsibilities. A fair approach will allow employees to act with a team spirit and get the job done faster and more accurately. The problem statement of the research is " Is there a relationship between employees' burnout levels and their perception of organizational justice?" It was determined as.

1.2. Purpose and Importance of the Research

The purpose of the study is to investigate the relationship between employees' burnout levels and their perceptions of organizational justice. The importance of the study is that it carries the potential to develop strategies to increase the well-being and performance of employees in the workplace by helping us understand the effects of concepts such as job burnout and organizational justice in the workplace. This type of research can contribute to the creation of healthier and fairer working conditions in the business world and the development of policies and practices to increase employee job satisfaction. Therefore, the results of the study can provide guidance for creating better working conditions in workplaces. The sub-objectives of the research are as follows:

- What is the participants' perception of organizational justice?
- What are the burnout levels of the participants?
- Is there a relationship between burnout levels and perceptions of organizational justice?

1.3. Limitations

Research:

- With the resources used in the research,
- With the scale questions used in the research,
- The dates between 10.08.2023 and 20.08.2023 are limited to those working in any institution or organization in TRNC, without distinguishing between sectors (private/public) and companies.

1.3. Definitions

Burnout: It is a mood and behavioral problem that is frequently encountered among individuals who are exposed to intense stress, excessive workload, emotional pressures, and long-term difficulties encountered in business life (Kaplan and Acar, 2023).

Exhaustion: It is a concept that expresses the depletion of the employee's work energy, usually due to factors such as intense work-related demands, stress, long working hours and excessive pressure (Köktürk, 2023).

Detachment: It refers to the person whose resources are depleted developing negative feelings towards all issues that he generally associates with his job (Köktürk, 2023).

Organizational Justice: Organizational justice is a concept regarding the treatment of employees in an organization and whether their perceptions of this treatment are fair or equitable (Macit and Aydoğan, 2023).

Distributive Justice: This type of justice refers to the outcomes that employees obtain in return for the work they do in the organization (Yürür, 2008).

Process Fairness: It concerns how decisions about these outcomes are made and on what principles they are based (Brockner et al., 2001).

Interaction Justice: It is related to the behavior of managers towards employees in processes such as taking, implementing and communicating decisions (Yelboğa, 2012).

2. THEORETICAL FRAMEWORK

2.1. The Concept and Scope of Burnout

Burnout concept, usually study vital or personal of life busy stress, pressure, and exhaustion sentimental because of person physical, emotional, and mental of energy decrease status expression it does. This concept is health, psychology, and social Sciences in the fields important One Subject into has arrived (Balcıoğlu et al., 2008).

Burnout syndrome, consisting of three main components consists of:

- Emotional Exhaustion: Person's emotional aspect exhausted what he feels one is the situation. This job or personal in life difficulties because of formed continually one tiredness and energy lack status expression it does.
- Emotional Loyalty Decrease: This component reduces the persons to your job or other life to the fields the one which of your devotion is decreasing and to your job or to their duties the one which of interest is decreasing shows.
- Emotional Worthlessness: Person self-worthless or insufficient to feel starts. This is your self-esteem decrease and low self-esteem of their situation with the formation is related.

Burnout, both personal and workplace at the level serious to the results path can open. Person efficiency may fall, work satisfaction may decrease and even health to your problems path can open. Burnout syndrome to prevent or treatment to do for work _ in their place stress management, business and special life balance, work of your burden balanced distribution like measures can be obtained. Personal level whereas to rest, to yourself looking, hobby and social to spend time on activities importance to give with burnout in the fight helper it could be. Also, with stress start over emergence skills to develop and emotional support It is also important to call (Kaçmaz, 2005).

2.2. Organizational Justice

Human resources are the most important element that enables organizations to succeed and achieve their goals. Especially having experienced employees is the first element in carrying organizations to success. Focusing on

human resources in organizations, emphasis is placed on interpersonal communication in work areas. With the importance of interpersonal communication, the concept of social justice has begun to gain importance (Yılmaz, 2021). It is known that management and organizational management literature is used even in different fields. It is known that 'Adams' Equity Theory' is used according to the perception of organizational justice. Equality Theory believes that the contribution of employees to their organizations and the expectations they should receive should be equal (Demirel and Seçkin, 2011).

According to Equity Theory, the more the employee benefits the organization and increases his/her performance, the more the organization is expected to benefit the employee (Özdevecioğlu, 2003). The first person to mention the concept of organizational justice is Greenberg (1987) in the literature. Greenberg defined organizational justice in 1987 as follows: organizational justice addresses the events, practices and rules that will occur in the organization according to the principle of justice, and the duties of employees must be clearly expressed (Yılmaz, 2021). It is seen that studies on the concept of organizational justice have increased since the 2000s (Davarcı, 2021).

Organizational justice is a vital concept in shaping employees' behaviors and attitudes and is an intangible unifying element that allows employees to work together effectively and efficiently (Rupp et al., 2017). Organizational justice refers to people's perceptions of justice in organizations, along with behavioral, cognitive, and emotional reactions (Greenberg, 2011). Organizational justice refers to the degree to which employees perceive workplace procedures, interactions, and organizational outcomes as inherently fair. There are many examples of injustice perceived by employees in workplaces. Among these, the most common injustices include applying different wages for men and women doing the same job (Yolcu, 2021).

2.3. Related Research

Babaoğlan, Altun, Çakan (2010) tried to determine burnout levels by conducting a survey to 204 school administrators between 2003-2004. According to the results of the research, school administrators are exposed to emotional exhaustion, personal failure, and total burnout at low levels. There was a very low level of exposure to depersonalization burnout.

Yorulmaz et al. (2017), the relationship between job satisfaction and burnout was examined in the study. Meta-analysis method was used in the study. As a result of the research, it was concluded that the relationship between job satisfaction and emotional exhaustion was negative, and the relationship between job satisfaction and decrease in personal success was also negative. In the study of Özkan and Özdevecioğlu (2013), an analysis was made regarding the impact of professional accounting on burnout and the meaning of life. The study aims to measure the occupational stress of 217 accountants in Kayseri. As a result of the study, it was concluded that occupational stress is a factor in determining the life satisfaction and burnout levels of accounting professionals. Owens (2013), in the study, examined the relationship between the burnout levels of primary school teachers and the leadership effects of principals. There are 127 teachers in the sample of the study. According to the findings of the study, it was found that they felt moderate emotional exhaustion, low degree of depersonalization and high degree of personal accomplishment. The study revealed that teachers experienced greater depersonalization as they perceived their principals as less effective.

Kalliath, O'driscoll and Gillespie (1998), the link between organizational commitment and organizational burnout was examined. This study group, consisting of 197 nurses, consists of 28 hypotheses. As a result of the research findings, it was determined that organizational commitment is an indicator of organizational burnout. Vermunt and Steensma (2013), in the study, investigated the impact of unfair behavior of managers on employees. In an environment of injustice and stress, people's desire to leave the stressful environment is to seek social support or to explore behaviors related to ways to cope with stress. According to the theory of injustice and stress, reducing or even preventing stress can only be achieved by managers who behave fairly.

3. METHOD
3.1. Research Method

This study was conducted with a quantitative research method called relational screening technique. Relational survey technique is a quantitative research approach used to examine the relationship between two or more specific variables in research. This method is applied to understand and explain the relationships between variables. Researchers generally work with this technique to test hypotheses, investigate connections between variables, or reveal cause-effect relationships (Karasar, 2008).

3.1.1. Population and Sample

Consists of 950 people working in any institution or organization in TRNC between 10.08.2023 and 20.08.2023, without distinguishing between sector (private/public) and company. The sample of the study was determined by the purposeful sampling method in accordance with the purpose of the research. Purposeful sampling is a sample that is specifically selected for a specific research or survey study and created for a specific goal or purpose. Researchers use these types of samples when they want to study or investigate a specific subgroup or feature of

their study. Purposive sampling is designed to address a specific problem or problems and to have a specific focus rather than representing the general characteristics of the population (Karasar, 2008). From this information, 304 employees were included in the sample of the research.

3.1.2. Data Collection Tools
In the research, data are collected through scale; It was collected via Google forms. Scale forms were distributed on 10.08.2023 and collected on 20.08.2023. Although 340 of the 400 scale forms sent for the study were collected back; 38 forms were not included in the study due to incomplete questions.

Three forms were used to collect data in the study. The first form consists of the demographic information of the participants. In this form, participants were asked about their gender, age, marital status, educational status, and professional seniority.

In the second form, the Organizational Justice Scale was used. To measure the perception of organizational justice, Niehoff and Moorman's organizational justice perception scale, whose Turkish translation and validity and reliability studies were carried out by Yıldırım (2002), was used. In general, in local and international literature, one of the two most preferred scales, along with the Colquitt Organizational Justice Scale, is Niehoff and Moorman's scale. This scale is widely accepted as a reliable tool to measure organizational justice perception. Burnout measurement results from the use of an inventory that is not very common in the local literature and is even quite new. For this reason, it was deemed appropriate to choose a proven organizational justice scale. The scale consists of three sub-dimensions: distributive justice, process justice and interaction justice, and contains a total of 20 items. The survey provides respondents with five options for each statement: (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly agree. All expressions are positive, and the general perception of organizational justice is calculated by dividing the scores obtained from the sub-dimensions by 20, which is the total number of expressions in the scale. A high score indicates that the participant has a high perception of organizational justice (Köktürk, 2023).

the Oldenburg Burnout Scale developed by Demerouti et al. (1998) was used to determine the burnout levels of employees. Researchers have stated that because of the criticisms brought to the Maslach Burnout Scale in foreign literature, different scales began to be preferred and Oldenburg Burnout Scale began to be preferred. They state that the Scale is one of the most striking of these different scales. The scale has two subscales: exhaustion and detachment. Both dimensions contain eight statements each, four positive and four negative statements. Participants are given five options for each statement: (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly agree. The original scale is in German and was translated into English in 2005. The researchers contacted the developers of the original scale to obtain the English scale and then translated it into Turkish. This scale is a widely used tool to measure burnout (Şeker, 2011).

Table 1. Reliability analysis of the scales

	Cronbach's Alpha	Article
Organizational Justice Scale	0.856	20
Oldenburg Burnout Scale	0.869	16

In this study, the Cronbach's Alpha value of the organizational justice scale was 0.856; Oldenburg Burnout Scale Cronbach's Alpha value was found to be 0.869. This study shows that the scales are reliable.

3.1.3. Analysis of Data
SPSS 28 program was used to analyze the data collected in the study and was examined at the reliability level. Two different statistical tests were used to examine whether the scale scores differ according to socio-demographic characteristics. The T-Test is a test used to determine differences between two groups and is often used for comparisons between two groups. ANOVA test is a test used to determine differences between three or more groups. These tests were used to evaluate whether there were statistically significant differences in scale scores between groups with different socio-demographic characteristics.

4. FINDINGS
4.1. Demographic features

Demographic variables of the participants are given in Table 2.

Table 2. Demographic Characteristics

		N	%
Gender	Woman	194	63.8
	Male	110	36.2
Age	18-25 years old	53	17.4
	26-34 years old	47	15.5
	35-44 years old	133	43.8
	45 and over	71	23.4
marital status	Married	116	38.2
	Single	188	61.8
education level	High school	40	13.2
	University	168	55.3
	Degree	68	22.4
	Doctorate	28	9.2
professional seniority	1-5 Years	89	29.3
	6-10 Years	156	51.3
	11-20 Years	49	16.1
	20 and above	10	3.3
	Total	304	100.0

When Table 2 is examined, it is seen that 63.8% of the participants are women and 36.2% are men. Age distribution of the participants; 43.8% are 35-44 years old; 23.4% are 45 and over; 17.4% were determined to be 18-25 years old and 15.5% were 26-34 years old. 61.8% of the participants are single and 38.2% are married. 55.3% have university degrees, 22.4% have master's degrees, 13.2% have university degrees and 9.2% have doctoral degrees. Professional seniority: 51.3% is 6-10 years; 29.3% 1-5 years; 16.1% were 11-20 years old and 3.3% were 20 and over.

4.2. Findings Regarding Perceptions of Organizational Justice

The mean and standard deviation values for the perceptions of the employees participating in the research regarding justice in the work environment are shown in Table 3. To determine the level of the averages of the scales used in the research, the range value was calculated as 5-1/3 = 1.33, accordingly the levels are; 1 to 2.33 is low; 2.34 to 3.66 is medium; It was determined that the range between 3.67-5.00 was high (İrdem , 2020).

Table 3. Descriptive Statistics for the Organizational Justice Scale

	mean	Ss .
distributive justice	1,224	0.679
process justice	1,274	0.686
interaction justice	1,821	0.768
general justice	1.43	0.542

When Table 3 is examined, it is understood that the participants' overall perception of organizational justice is 1.43, meaning that they have a low level of justice perception. When justice types are evaluated separately, the average score of distributive justice is 1.224; The average score of process justice is 1.274; The average score of interaction justice is 1.81. In other words, employees' perceptions of distribution, process, and interaction justice are at low levels. When the values are compared among themselves, the lowest perception of justice emerged in distributive justice. The low mean score of distributive justice indicates that employees' perception of justice,

especially regarding their earnings and rewards, is lacking. This reflects that employees believe the distribution of their rewards and earnings is unfair. Since the "process justice" and "interaction justice" mean scores are low, employees may think that they do not experience a perception of justice in the decision-making processes and interactions with managers in the organization.

4.3. Findings on Burnout Levels
The mean and standard deviation values for the burnout levels of the employees participating in the research arising from the work environment are shown in Table 4. To determine the level of the averages of the scales used in the research, the range value was calculated as 5-1/3 = 1.33, accordingly the levels are: 1 to 2.33 is low; 2.34 to 3.66 is medium; It was determined that the range between 3.67-5.00 was high (İrdem, 2020).

Table 4. Descriptive Statistics on Burnout Levels

	mean	std . Deviation
Exhaustion	3,158	0.552
Don't go away	3,186	0.529
General exhaustion	3,172	0.512

When examined in Table 4, it is understood that the average burnout level of the participants is 3.172, meaning that the employees experience a moderate level of burnout. When the dimensions are evaluated separately, the average score of burnouts is 3.158; It is seen that the average score of distance is 3.186. In other words, the degree to which employees feel that they have run out of energy to cope with the intense demands arising from their jobs is quite high. This suggests that employees feel burnt out due to job stress, work overload, or other work-related challenges. This may indicate a period when employees' physical, emotional, and mental energy decreases, and they feel tired. On the other hand, employees do not seem to experience the dimension of detachment as much as they experience burnout. This may indicate that although employees are depleted of energy, they do not exhibit a negative or indifferent attitude towards their work and co-workers. This may indicate that employees are emotionally committed to their jobs and co-workers, or that they care about and maintain their jobs despite burnout.

4.4. The Relationship Between Burnout and Perceptions of Organizational Justice
Table 5. Correlation Analysis for the Relationship Between Burnout and Organizational Justice Perceptions

		distributive justice	process justice	interaction justice	General Justice
Exhaustion	r.	-0.108	.214 **	0.035	0.067
	p.	0.061	**0.000**	0.547	0.244
Don't go away	r.	-.132 *	.295 **	0.09	.122 *
	p.	**0.021**	**0.000**	0.116	**0.034**
General exhaustion	r.	-.127 *	.269 **	0.066	0.1
	p.	**0.027**	**0.000**	0.25	0.082

**. The correlation is significant at the 0.01 level.

*. The correlation is significant at the 0.05 level.

When Table 5 is examined:
A weak positive relationship between burnout and process justice (r=.214; p=0.000).
There is a weak negative relationship between alienation and distributive justice (r=-132; p=0.021); a positive and weak relationship with process justice (r=.295; p=0.000); There is a weak positive relationship with general justice (r=.122; p=0.034).
It was determined that there was a weak negative relationship between general burnout and distributive justice (r=-127; p=0.027) and a weak positive relationship with process justice (r=.296; p=0.000).
In addition, it should be noted that there is no relationship between general justice and general exhaustion.

As a result, as burnout increases, the perception of process justice increases; It is possible to say that as distance increases, the perception of distributive justice decreases, and as process justice increases, the perception of general justice increases.

CONCLUSION AND RECOMMENDATIONS

According to the results of the study, it appears that the participants' overall perception of organizational justice is low. Distributive justice, process justice and interaction justice score averages are low. Especially the low mean score of distributive justice indicates that employees' perception of justice towards their earnings and rewards is lacking. This situation reflects that employees believe that their rewards and earnings are not distributed fairly. In addition, the low mean scores of process justice and interactional justice may indicate that employees think that they do not experience a perception of justice in the decision-making processes and interactions with managers in the organization.

It was determined that the general burnout level of the participants was at a medium level. The average score of the burnout dimension shows that the degree to which employees feel that they have run out of energy required to cope with the intense demands arising from their jobs is high. However, the lower mean score on the detachment dimension may indicate that although employees are exhausted, they do not have a negative or indifferent attitude towards their jobs and colleagues. This may indicate that employees are emotionally committed to their jobs and co-workers, or that they care about and continue their jobs despite burnout.

The research results also reveal that there is a weak positive relationship between burnout and process justice, a weak negative relationship between detachment and distributive justice, and a weak positive relationship between process justice and general justice. A weak negative relationship was found between general burnout and distributive justice, and a weak positive relationship with process justice. These findings show that the perception of process justice increases as the level of burnout increases, the perception of distributive justice decreases as the level of detachment increases, and the perception of general justice increases as the perception of process justice increases. However, no significant relationship was found between general fairness and general exhaustion.

Based on the findings of the study, the following recommendations can be made:

- In order to increase employees' perceptions that their earnings and rewards are fairly distributed, the reward system and performance evaluations should be reviewed, and a fair structure should be created.
- Decision-making processes should be supported by transparent communication and employee participation should be increased.
- Managers should communicate more effectively with employees, encourage open dialogue, and strengthen relationships between employees.
- Policies should be implemented to provide support and flexibility to employees so that they can balance their work and private lives.
- Employees should be provided with training on stress management techniques and access to resources.
- The emotional needs of employees should be met by creating support systems in the workplace.
- Managers should be trained on effective communication and relationship management.
- Employees should be given the opportunity to express themselves through regular feedback and evaluation processes.
- Mechanisms that encourage participation should be developed so that employees can take more part in organizational decisions.
- Units representing employees should be established within the organization and employees should be allowed to make their voices heard.
- The organization should regularly evaluate employees' perceptions of fairness and burnout levels and take corrective measures when necessary.
- Periodic reviews should be conducted to evaluate and improve the effects of human resources policies.

These suggestions can help organizations create a positive impact on employees' perceptions of justice and burnout levels. Implementing these strategies to increase employee satisfaction and performance is important for the sustainability of the organization in the long term.

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