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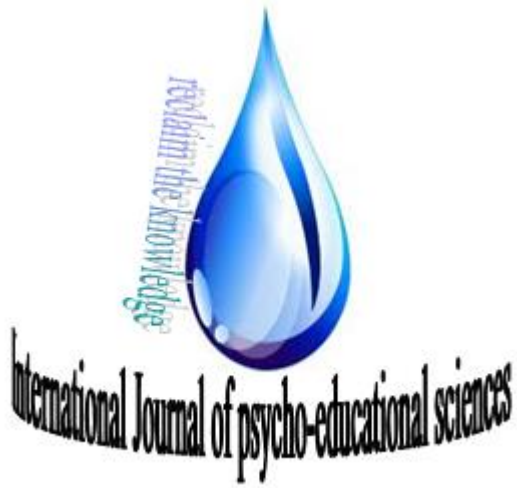
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The Development of English Language Skills Self-Efficacy Scale for Higher Education Students

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Abstract

The aim of this study is to develop the English language skills self-efficacy belief scale for higher education students. For this purpose, the trial form has got 48 items. In the fall semester of the 2017-2018 academic year, the trial form was applied to a total of 305 university students. Explanatory factor analysis was conducted to prove the construct validity of the developed scale. For the factor analysis of the data, it is shown that the data set is suitable for factor analysis as the KMO value is 0,96 and the Barlett test significance value is 0,000. The communality values to select items, factor loadings and item total correlations were examined in item selection. The scale is formed as four factors; reading, writing, speaking and listening, and a total of 29 items. In order to determine the appropriateness of the scale to the students of the same level, the scale was applied to 301 preparatory students in School of Foreign Languages of a university. As a result of confirmatory factor analysis, the scale of 22 items, the high item total correlations of the items forming the scale factors show the high structural validity of these scale items. In the confirmation study, the Cronbach Alpha internal consistency coefficients of the scales were 0,82 to 0,91. These values show that the scale provides reliable results, in other words, the scale correctly measures the students' self-efficacy beliefs in 4 basic language skills.

Keywords : Educational sciences, self-efficacy, scale development, language skills.

Introduction

Language means any instruments of expression, agreement, language that people make with words or signs to convey their thoughts and feelings (TDK, 2018). 'Language is the tool of tools' without language it is not possible to use any knowledge, to make it useful to others (Dewey, 1939). At the same time, language is a very powerful bridge between the individual, society and culture, playing a major role in nationalization and the emergence of its own existence (Kolaç, 2008). Today, because of the British colonialism, America's being pioneer in military and technology, and the globalization processes that began in the 1990s after the Soviet Union's disintegration, the global common language is accepted as English. English is the most widely used common communication medium in many fields such as media, tourism, commerce, technology and science (Oral, 2011).

Language acquisition is a process in which people acquire the ability to perceive and comprehend language as well as produce words and sentences to communicate (Wikipedia, 2018). Language acquisition is the most impressive dimension in human development and begins with the first voices released during early infancy. Linguists and psychologists have been investigating for generations of what brings this baby to this stage and how it leads to more complex sentences, starting with the baby's step of extracting these first voices. This process which begins with specifying basic needs and uneasiness and continues with the desire to communicate develops with the growth of the child (Lightbown & Spada, 2006).

Second language acquisition differs from native language acquisition. There are some theories about how foreign language acquisition is. Krashen (1982) states that if we acquire the first language with the theory of intuitive acquisition, the second language is acquired in the same way using the actual communication situations. Skinner (1957), as a theory of habit formation, imitates, memorizes and finds truth by doing exercises. Chomsky (1957) states that cognitive process theory involves understanding and enforcing language rules. Johnson

(1996), on the other hand, by skill learning theory, sees language as a skill such as other skills, and understands rules and expressions with explanations and can be used fluently and skillfully through practice (Akt. Ur, 2012). Although these theories do not cover foreign language learning on their own, they are the basis for different methods.

In the learning of a foreign language process, the nature of the input presented to the learners, the learners' input usage process, the role of the classroom interaction and the role of the error have a great importance. When a learner comes across with information, he or she starts an acquisition process, like the native language, and uses some strategies to formulate the rules on the back, pass through the production, and make corrections with feedback received from the experiments. During the input process, the learner inserts the necessary knowledge into the common language system through the learning filter. Interclass interaction is the transformation of input into output. The feedback from the teacher and other learners is that the learners test their learning and make corrections in the language system, make effort to understand the output of the new language, and make communication more accurate and more appropriate. The error, however, is the inevitable and positive side of the foreign language learning process, because error is the reflection of language development (Hedge, 2011).

In foreign language teaching, teachers need to consider that each learner has different knowledge, skills, and expectations, and that their age, education, social and cultural backgrounds lead to differences. Teachers are expected to be motivating, encouraging informative, model, guide, observer and have the skills to evaluate and give feedback (Edge and Garton, 2013).

When we look at the history of language teaching, the question that more effective methods and approaches should be explored in secondary or foreign language teaching has been discussed for centuries. One of the first solutions to the problem of solving the language teaching problem has always been the adoption of a new teaching approach or method. As a result of this trend, methods and approaches have emerged to be used anywhere in the world. The approach can be described as a set of beliefs and principles that can be used as a basis for teaching a language. Each of these approaches has a core set of theories and beliefs about language nature and language learning within it. The method expresses a specific instructional design or system based on a particular language theory and linguistic arrangement, but also includes the detailed features of the content, the roles of teachers and students, teaching procedures and techniques. When we compare it with approaches, we can say that the lifespan of the methods is shorter but more advantageous than approaches. The general nature of the assumptions and principles of approaches often does not come across in the class in a clear application. Thus, much of the teachers' individual skills, experiences and interpretations have a great role, and there is usually no way to teach learners right or wrong according to an approach (Richards & Rodgers, 2012).

The methods and approaches used in foreign language teaching are generally aimed at improving the basic language skills of the language. Speaking, listening, reading and writing are expressed in four basic language skills. In the literature, listening and reading are perceptual skills, speaking and writing are expressed as production skills.

The most challenging skill for learners of foreign language learning is undoubtedly speaking skill, which is part of our everyday life (Thornbury, 2005). Speaking is a skill that involves putting together a message, conveying the message brought together, and

communicating with other people. To achieve this, students need to be able to answer what other people say and be able to use the appropriate language for the situation they are in and the person they are talking to (Lindsay & Knight, 2006). Speaking skill involves a productive skill and a cognitive process as it has been said before. First, the learner thinks about the subject he wants to talk about on the target language and creates sentences using grammar and words so that listeners can understand it. Later, he pronounces using pronunciation and intonation to be clear and understandable. The entire process of the learner must be reasonably streamlined to be able to do so in the chat stream (Hadfield & Hadfield, 2012). Therefore, it is necessary to make continuous efforts to understand and use the target language (Ersöz, 2000). In the process of learning a foreign language, students' speaking skills can be improved by giving them opportunities to find ideas and helping them to feel ready to speak, helping them to communicate in various activities to be fluent (Hadfield & Hadfield, 2012).

Writing skill is productive and difficult when compared to speaking skill for most students. The reasons for this are; writing is a learned skill, and unlike speaking, it does not take much place in everyday life. There is interaction in speaking and momentary feedback can be obtained, but the reader is not there in the writing skill. In addition, grammar is very important for forming sentences correctly in writing, and there are rules of formal writing (Hadfield & Hadfield, 2012). The writing process is as important as the product obtained. First, a topic and a genre are selected, ideas are taken by brainstorming, ideas are laid out, the appropriate grammar and words are found in the text, the text is organized, a draft text is created, feedback is given for content and grammar (Scrivener, 2010). Like other skills, different writing styles must be taught and processes must be applied properly in order to improve writing skills. Teachers should be motivating, encouraging, resourceful and feedback provider when giving their writing skills (Harmer, 2015).

The other skill that is considered difficult for foreign language education is listening skill. Listening is a perceptive skill because information from an external source is tried to be understood in this skill (Linse, 2005). The learner may not understand a single word at the time of speech even if he knows all the grammar rules. There may be several reasons for this:

- People can talk at a difficult pace to follow.
- Pronunciation can be made unintelligible.
- It is not possible to predict where the sentence start and end.
- The details of what has been said may not be understood.
- The main theme of what is meant to be told may not be found.
- The attitudes people want to express may not be known (Scrivener, 2010).

The aim of attaining listening skills is to enable students to cope with the natural listening situations to be encountered in real life. However, books and teachers in the school environment may be inadequate in real life facial communication (Ur, 2012). It must be convincing to learner that it is unnecessary to try to understand every word that is heard in order to improve the listening skill. The same is true in the native language because no effort is made to understand each word during listening. With the many exercises to be done on the basis of the main idea, the learner should be made aware that it is unnecessary to understand each word. Second, the ability to guess should be improved using various pre-listening activities so that learners can compensate by guessing where they missed during listening. Finally, useful learning activities should be taught in the student-learning environment and practical situations should be taught, such as asking the speaker to repeat or be more explicit (Edge & Garton, 2013).

Reading skill in foreign language learning means reading and understanding. Reading skill is a perceptive skill like listening skill. The biggest difference between them is the reading methods and speed between individuals (Scrivener, 2010). In reading, there are some sub-skills such as the use of past experiences to make sense of the content of the text, the prediction of the events in the later parts of the text, and the removal of the contextual meaning of the unknown words. It should be noted that students should focus on reading to develop this skill and not be stuck in a single unknown word or unnecessary detail (Hadfield & Hadfield, 2012). There are some false assumptions that all the words related to reading must be read and understood correctly, that the text is fully understood if all the words are known, and that the longer the reading takes, the longer it takes. On the other hand, to interpret an unnecessary or misspelled word in the text correctly, to understand a subject without any knowledge even if all the words of the text are known, and to read a long text very quickly, which is our past knowledge, refutes these assumptions (Ur, 2012). Reading improves vocabulary, grammar, spelling and punctuation. To improve reading skills, there should be a variety of texts and reading objectives such as finding main ideas and special details, making sense from words (Harmer, 2015).

The self-efficacy of the learners must be high so that the four basic language skills mentioned above can be taught well to the students. Self-efficacy can be characterized as a reflection of the extent to which an individual can perform the necessary actions in situations he or she is in (Bandura, 1997). In other words, self-efficacy is the judgment of people about their ability to organize and make necessary actions (Bandura, 1986). These judgments are influenced by previous successes and failures, which have an important role in determining people's choices, goals, efforts and determination (Bandura, 1995; Ormrod, 2006). Bong and Clark (1991) defined self-efficacy as a mental appraisal based on a set of requirements that individuals need to bring together. Self-efficacy is defined as a person's perception of competence, rather than the actual level of competence. This is an important distinction because people can underestimate or exaggerate their true abilities and influence how they use these unrealistic abilities (Alis, 2008). Kruger and Dunning (1999) stated that unskilled individuals may be misled by misleading superiority due to their inaccurate lack of knowledge to understand more than their true capabilities. Individuals with high self-efficacy beliefs are committed to achieving their goals. Individuals with low self-efficacy beliefs do not try and struggle with difficulties in achieving their goals (Eggen and Kauchak, 1999).

In language learning, students can also evaluate their self-efficacy towards language skills. They may try to strengthen their skills with various activities and reinforcements by focusing on the skills they lack. It is very important for the learners to know their proficiency in language skills, to prepare activities to increase their self-efficacy, or to give more importance to the activities that are achieved when they are studying English. The aim of this study is to improve the English language skills self-efficacy belief scale for higher education students.

Method

This section contains explanations on the item pool, pilot implementation and confirmation study.

Writing Items

The researchers examined the studies in the field and a 48-item trial form was formed considering 4 basic skills in English. 3 educational curriculum and instruction specialists, 2

English training specialists were asked about the suitability of the materials to be measured, and the final form was given to the trial form. The items in the measure are arranged on a 5-point scale; 'I strongly disagree(1)', 'I don't agree(2)', 'I partially agree (3)', 'I agree(4)' and 'I strongly agree(5)'. All of the scale consists of positive questions.

Pilot Study

In the fall semester of the 2017-2018 academic year, the trial form was applied to a total of 305 students; 127 preparatory students studying at School of Foreign Languages of a university and 178 students studying at English Language and Literature at the same university. The study group consisted of 189 female students and 116 male students. The reason for the preparation and English Language and Literature students to be taken together is that both courses are taught in English.

Explanatory factor analysis was carried out using SPSS 23.0 in order to determine the validity of the scale. The suitability of the data for factor analysis was examined by Kaiser-Meyer-Olkin (KMO) and Barlet Sphericity test. In this study, it is shown that the data set is suitable for factor analysis. Communalities, factor loadings and item total correlations were examined to select items. The Cronbach Alpha Coefficient formula is used for the reliability study of the scale. As a result of the exploratory factor analysis, the items with low communality to factor loadings and covariance were eliminated and the final scale was composed of 29 items.

Confirmation Study

The final scale was applied to a total of 301 preparatory students, 154 of whom were female and 147 were male, attending School of Foreign Languages of a university in the spring semester of 2017-2018 academic year.

Confirmatory factor analysis was conducted using AMOS 21 to determine the appropriateness of the self-efficacy scale for English language skills to higher education preparatory students. In order to determine the suitability of the model presented as a result of the analysis from the student group, the fit index values were examined. In order to identify the discrimination levels of the scale items, corrected item-total correlations were determined and for reliability, Cronbach Alpha (α) internal consistency coefficient was determined.

Findings

Explanatory Factor Analysis

An exploratory factor analysis was performed for the construct validity of the scale. The suitability of the data for factor analysis was examined by Kaiser-Meyer-Olkin (KMO) and Barlet Sphericity test. The value of KMO is higher than 0,60 and the Barlett test is significant, suggesting that data is appropriate for factor analysis (Büyüköztürk, 2017). In this study, it is shown that the data set is suitable for factor analysis because the data have a significance of 0,96 for the KMO value and 0,000 for the Barlett test significance value.

The scale factors, factor loadings and item total correlations of the factors that constitute the factor and the explained variance for each factor, Cronbach Alpha reliability coefficient are given in table 1.

Table 1. *Factor Loadings and ItemTotal Correlation Values of Self-Efficacy Scale for English Language Skills*

	Reading		Writing		Speaking		Listening	
	Factor Loading	Item Total Correlation	Factor Loading	Item Total Correlation	Factor Loading	Item Total Correlation	Factor Loading	Item Total Correlation
2	0,67	0,77						
3	0,72	0,81						
4	0,72	0,78						
5	0,67	0,65						
6	0,70	0,77						
7	0,65	0,69						
10	0,65	0,72						
11	0,70	0,74						
22			0,69	0,73				
23			0,68	0,75				
24			0,71	0,73				
25			0,72	0,68				
26					0,60	0,75		
27					0,70	0,73		
28					0,77	0,81		
29					0,72	0,78		
31					0,64	0,77		
33					0,72	0,78		
34					0,69	0,78		
37					0,54	0,62		
38					0,72	0,73		
39							0,70	0,80
40							0,62	0,72
41							0,68	0,76
42							0,65	0,68
43							0,71	0,74
44							0,65	0,70
46							0,62	0,62
48							0,68	0,72
Eigen Value	5,67		5,53		4,84		3,26	
Explained variance (%)	19,55		19,06		16,68		11,25	
Cronbach Alpha(α)	0,92		0,87		0,93		0,91	

As a result of the factor analysis, the items that the factor loadings and the contribution to the common covariance were low (1,8,9,12,13,14,15,16,17,18,19,20,21,30,32,35,36,45,47) were eliminated from the scale and the final scale consisted of 29 items. It is seen that the scale has a total of 4 factors with a eigen value of over 1. These factors are; reading, writing,

speaking and listening, and a structure suitable for the concept of English language skills has been achieved.

When you look at Table 1, it is seen that the scale consists of 4 factors. The first factor is the reading factor and this factor consists of a total of 8 items. The factor loadings of the items in this factor range from 0,65 to 0,72; item total correlations ranged from 0,65 to 0,81. The reading factor accounts for 19,55% of the total variance. The reliability coefficient is 0,92. The second factor is the writing factor and consists of a total of 4 items. The factor loadings of the items forming this factor are between 0,68 and 0,72; item total correlations ranged between 0,68 and 0,75. The writing factor accounts for 19,06% of the total variance. The reliability coefficient of this factor was found to be 0,87. The third factor is the speaking factor, which consists of a total of 9 items. The factor loadings of this factor varies between 0,54 and 0,77; item total correlations ranged between 0,62 and 0,81. Speaking factor accounts for 16,68% of the total variance. The reliability coefficient is 0,93. The fourth factor is the listening factor and consists of a total of 8 items. The factor loadings of this factor varies between 0,62 and 0,71, and item total correlations range between 0,62 and 0,80. The listening factor accounts for 11,25% of the total variance. The reliability coefficient is 0,91. All factors account for 66,54% of the total variance.

The reliability coefficient of 0,70 and above is sufficient for reliability (Büyüköztürk, 2017). In this case, it is possible to say that the reliability values of the factors forming the scale are sufficient.

Confirmatory Factor Analysis

Confirmatory factor analysis was conducted to determine the appropriateness of the English language skills self-efficacy scale, developed from the data gathered from school of foreign languages preparatory students and English language and literature students from grade 1, 2, 3 and 4. In order to determine the suitability of the model presented as a result of the analysis from the student group, the fit index values were examined. In order to identify the discrimination levels of the scale items, corrected item-total correlations were determined and for reliability, Cronbach Alpha (α) internal consistency coefficient was determined. The model for confirmatory factor analysis is given in Figure 1.

Confirmatory factor analysis of the self-efficacy scale for English language skills to determine eligibility for students of similar level showed that the model's chi-square ($\chi^2 = 402,096$; $sd = 199$; $p < 0,05$) value is significant. Item 4, 7, 8, 19, 20, 27 and 28 have been removed because of low factor loadings and to increase fit index values.

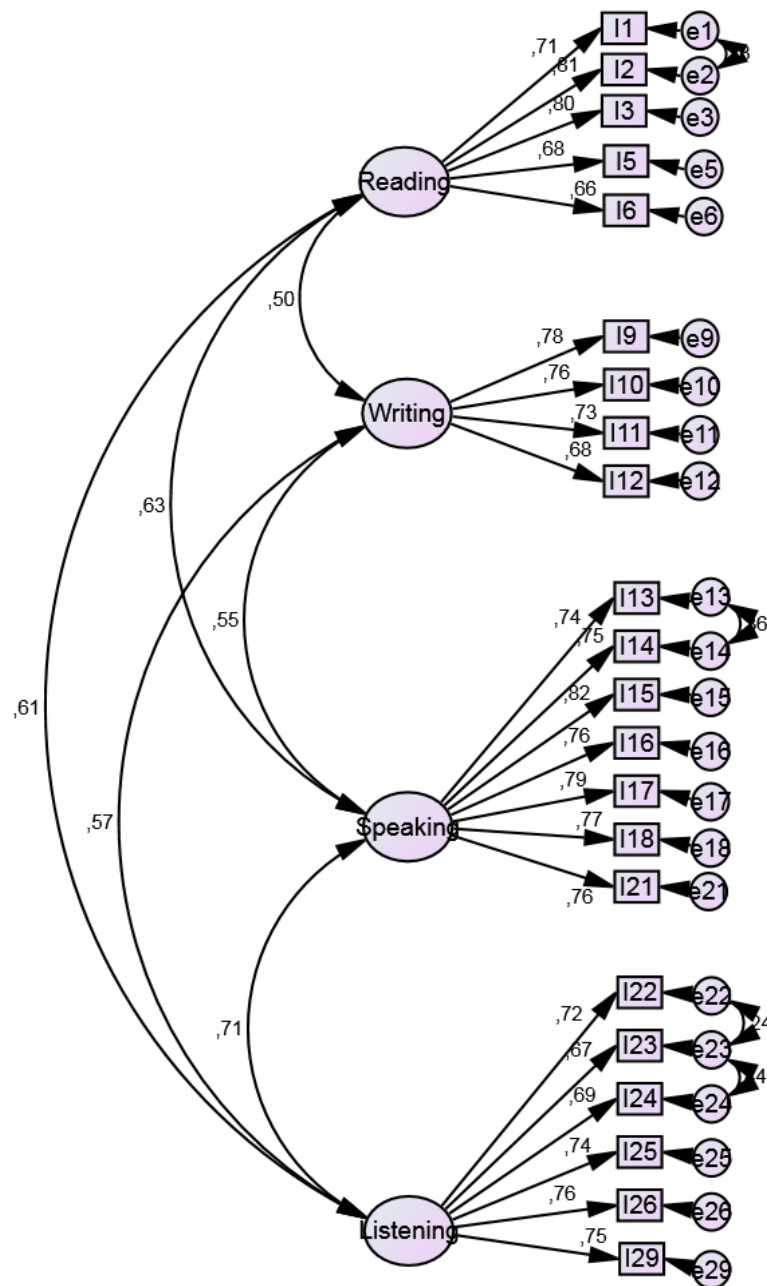


Figure 1. *The model for confirmatory factor analysis*

At Table 3.2. other fit index value ranges and model-related fit index values are also presented. From the Table 3.2. the model's χ^2 / sd value was calculated as 2,02. The RMSEA value of the good fit of the model was calculated as 0,06. In models that are well fitted to the sampling group, this value is expected to be below 0,05, and it is acceptable to be below 0,08. Other fit index values of the model; GFI value is close to acceptable fit with 0,89; acceptable

fit with AGFI value 0,86; good fit with the CFI value of 0,95 and an acceptable fit with the NFI value of 0,90.

Table 3.2. Model Fit Index Values

Fit Indexes	Fit Index Values	Good Fit	Acceptable Fit
χ^2/sd	2,02	≤ 2	≤ 5
RMSEA	0,06	$\leq 0,05$	$\leq 0,08$
RMR	0,04	$\leq 0,05$	$\leq 0,08$
GFI	0,89	$\geq 0,95$	$\geq 0,90$
AGFI	0,86	$\geq 0,90$	$\geq 0,85$
CFI	0,95	$\geq 0,95$	$\geq 0,90$
NFI	0,90	$\geq 0,95$	$\geq 0,90$

Reference: (Byrne, 2010; Hooper, Coughlan ve Mullen, 2008; Hu ve Bentler, 1999; Schermelleh-Engel, Moosbrugger ve Müller, 2003; Schumacker ve Lomax, 2004)

Factor loadings, item-total correlations and internal consistency coefficients of the scale items obtained at the end of factor analysis are given in Table 3.3.

Table 3.3. Factor Loadings, Item-Total Correlations and Internal Consistency Coefficients of Confirmatory Factor Analysis of Scale Items

Factor	Item	Factor Loading	Item Total Correlations	α
Reading	1	0,71	0,68	0,86
	2	0,81	0,77	
	3	0,80	0,73	
	5	0,68	0,61	
	6	0,66	0,56	
Writing	9	0,78	0,69	0,82
	10	0,76	0,66	
	11	0,73	0,66	
	12	0,68	0,59	
Speaking	13	0,74	0,72	0,91
	14	0,75	0,74	
	15	0,82	0,78	
	16	0,76	0,72	
	17	0,79	0,75	
	18	0,77	0,72	
	21	0,76	0,71	
Listening	22	0,72	0,69	0,87
	23	0,67	0,69	
	24	0,69	0,69	
	25	0,74	0,67	
	26	0,76	0,69	
	29	0,75	0,66	

When table 3.3. examined, the reading factor composed of 5 items and the factor loadings of these items ranged from 0,66 to 0,81; item total correlations ranged from 0,56 to 0,77, and the Cronbach Alpha internal consistency coefficient (α) of the same items was 0,86. The writing factor is composed of 4 items and the factor loadings of these items are between 0,68 and 0,78; item total correlations ranged from 0,59 to 0,69, and the Cronbach Alpha internal consistency coefficient (α) of the same items was 0,82. The speaking factor is composed of 7 items and the factor loadings of these items are between 0,74 and 0,82; item total correlations ranged from 0,71 to 0,78, and the Cronbach Alpha internal consistency coefficient (α) of the same items was 0,91. The listening factor is composed of 6 items and the factor loadings of these items are between 0,67 and 0,76; item total correlations ranged from 0,66 to 0,69, and the Cronbach Alpha internal consistency coefficient (α) of the items was 0,87. Accordingly, it can be said that the internal validity values and internal consistency of the scale items are above the acceptable values. As a result of the analysis, the English language skills self-efficacy belief scale was found to be in accordance with higher education students.

Results

The aim of this study is to improve a self-efficacy belief scale for university students' 4 basic English language skills. For this reason, the pilot implementation of the scale, which was prepared as 48 items, was applied to a total of 305 students who took English preparatory education in the School of Foreign Languages and English Language and Literature department students of a university. At the end of the pilot study, it was seen that the scale was composed of factors of reading, writing, speaking and listening, reflecting the 4 basic language skills. The item total correlations of the items constituting the scale were high and when the internal consistency coefficients of Cronbach Alpha were examined, it was found that it changed between 0,87 and 0,93.

The 29 item self efficacy scale, developed by the data gathered from school of foreign languages and English language and literature grades 1,2,3, and 4 students, was applied to 301 students of Foreign Languages School of a university in order to determine the appropriateness to English language learners at the same level. As a result of the confirmatory factor analysis, the item total correlations of the items constituting the scale factors are high indicates that these scale items' construct validity is high, in other words, the students with the measured characteristics distinguish the students who do not have that feature. The Cronbach Alpha internal consistency coefficients of the scale items in the confirmation study ranged from 0,82 to 0,91. These values show that the scale provides reliable results, in other words, students' 4 basic language skills self-efficacy beliefs are measured correctly. As a result of confirmatory factor analysis, the scale was finalized with 22 items. When the fit index values of these 22 items were examined, it was observed that the model was in good fit.

This scale can be used to reveal the self-efficacy beliefs of higher education students on English language skills. The scale can be applied to students at different levels of teaching by doing adaptation studies. By doing validity and reliability studies, the English version of the scale can also be used.

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Appendix 1. *English Language Skills Self-Efficacy Scale (English Version)*

Item Number	Reading Skill	I strongly disagree(1)	I don't agree(2)	I partially agree (3)	I agree(4)	I strongly agree(5)
1.	I can understand when I read a magazine article in English.					
2.	I can understand when I read a newspaper in English.					
3.	I can understand when I read a book in English.					
5.	I can understand when I read a novel in English.					
6.	I can understand when I read short stories in English.					
Writing Skill						
9.	I can write an English text according to the spelling and punctuation rules.					
10.	I can write an English text that forms cohesion with parts of speech (conjunctions, etc).					
11.	When writing in English, I can notice my spelling mistakes.					
12.	I find myself sufficient in the writing parts of English exams.					
Speaking Skill						
13.	I can make dialogue in English.					
14.	I can express myself easily in informal conversations.					
15.	I can speak English fluently.					
16.	I can speak English in a given subject without prior preparation.					
17.	I can express my feelings and thoughts in different forms in English.					
18.	I can speak English in educational interviews (Erasmus, Graduate etc.).					
21.	I find myself sufficient in the speaking parts of English exams.					
Listening Skill						
22.	I can understand conversations in English.					
23.	I can understand the English songs I listen to.					
24.	I can listen and understand English videos (TV program, series, etc.).					
25.	I can do the activities while listening to English (filling in the blanks, questioning, etc.).					
26.	I can write what I hear while listening to English.					
29.	I find myself sufficient in the listening parts of English exams.					

Appendix 2. İngilizce Dil Becerilerine Yönelik Öz-Yeterlik Ölçeği

Madde No		Hiç Katılmıyorum	Katılmıyorum	Kısmen katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
	İngilizce Okuma Becerisi					
1.	İngilizce bir dergi makalesini okuduğumda anlayabilirim.					
2.	İngilizce bir gazeteyi okuduğumda anlayabilirim.					
3.	İngilizce bir kitabı okuduğumda anlayabilirim.					
5.	İngilizce bir roman okuduğumda anlayabilirim.					
6.	İngilizce kısa hikayeleri okuduğumda anlayabilirim.					
	İngilizce Yazma Becerisi					
9.	İngilizce bir metni yazım ve imla kurallarına uygun olarak yazabilirim.					
10.	İngilizce bir metni anlam bütünlüğü oluşturacak öğelerle (bağlaçlar vb.) yazabilirim.					
11.	İngilizce yazarken yazım hatalarımı fark edebilirim.					
12.	İngilizce sınavlarının yazma bölümlerinde kendimi yeterli bulurum.					
	İngilizce Konuşma Becerisi					
13.	İngilizce diyalog kurabilirim.					
14.	Resmi olmayan konuşmalarda kendimi rahatlıkla ifade edebilirim.					
15.	İngilizceyi akıcı bir şekilde konuşabilirim.					
16.	Verilen bir konuda ön hazırlıksız İngilizce olarak konuşabilirim.					
17.	Duygu ve düşüncelerimi İngilizce olarak farklı şekillerde ifade edebilirim.					
18.	Eğitim mülakatlarında (Erasmus, Lisans üstü vb.) İngilizce konuşabilirim.					
21.	İngilizce sınavlarının konuşma bölümlerinde kendimi yeterli bulurum.					
	İngilizce Dinleme Becerisi					
22.	İngilizce konuşmaları anlayabilirim.					
23.	Dinlediğim İngilizce şarkıları anlayabilirim.					
24.	İngilizce videoları (tv programı, dizi vb.) dinleyip anlayabilirim.					
25.	İngilizce dinlerken aktivitelerini (boşluk doldurma, soru cevap vb.) yapabilirim.					
26.	İngilizce dinlerken aynı anda duyduklarımı yazabilirim.					
29.	İngilizce sınavlarının dinleme bölümlerinde kendimi yeterli bulurum.					



The Involvement of Adults in Formal Education and Lifelong Learning Activities According to OECD Data: An Evaluation In the Light of OECD Education at a Glance 2017³

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Abstract

The aim of this study was to examine the participation of adults in OECD countries in formal education and lifelong learning activities according to OECD Education at a Glance 2017 data. In the study, descriptive screening model was used as it was intended to enlighten and evaluate a situation. Document review was used to collect the data of the study. The data was obtained from C6 indicators of OECD Education at a Glance 2017 report. This indicator provided information on how many adults participated in educational activities in OECD countries and presented detailed analysis of the barriers to the participation of adults in these activities. These documents were primarily divided into two as "the participation levels of adults in formal education and lifelong learning activities" and "participation barriers". Then, the documents were examined and evaluated taking into account the research problems. According to the results of the research, the participation levels of the adults in the study in an educational activity to meet their educational needs varied. The barriers to participating in the educational activities of the adults in the survey were divided into four categories as; child care or family responsibilities, too busy at work, too expensive, and other. In the light of the findings obtained from the research, it is suggested that the causes and solution offers for low adult participation in lifelong learning activities in Turkey can be deeply analyzed with qualitative research and efforts can be made to encourage the adults to participate in these activities.

Keywords: OECD, adult involvement, lifelong learning

Introduction

Adult education can play an important role in helping adults to develop and maintain their basic information processing skills and to acquire other knowledge and skills during their lifetime. Beyond formal education, adult education is essential to provide organized learning opportunities for adults, especially for those in need of adapting to changes in their careers, and to make the access to them easier (OECD, 2013).

The Organization for Economic Co-operation and Development (OECD) divides the objectives of adult education into two distinct groups as national objectives and local objectives. National objectives are based on the aim of acquiring new knowledge and skills for the individuals depending on the economic, cultural, political, scientific and technological changes within a society. Local objectives are based on the aim which will enable the societies to solve their local problems and facilitate their lives within the places they live (Türkoğlu & Uça, 2011, p. 51).

Today, adults need formal and informal education in order to be able to meet their needs such as work life, job satisfaction and personal development and for self-actualization (Gökkaya, 2014, p. 72). In the World Adult Education Conference organized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in Montreal, Canada in 1960, adult education was accepted as "lifelong learning" and after that, the concept of lifelong learning began to be more widely used. Lifelong learning, in its most general and specific form, can be defined as a process that begins at birth and lasts until death (Duman, 2000, p. 69).

Lifelong learning can contribute to non-economic goals such as personal achievement, health, civic engagement and sociality. Social coherence requires that the individuals have the basic knowledge and skills necessary to be aware of their rights and responsibilities as citizens and to benefit from the virtues of social life. Hence, the big differences in the participation of adults among OECD countries at similar economic development levels in

adult education activities indicate that there are significant differences in the learning cultures, learning opportunities in the workplace, and adult education systems (Borkowsky, 2013).

The concept of lifelong learning became a current issue among EU member countries in the 1980s. Within the context of lifelong learning, the importance given to adult education was significantly reflected to applications with the Leonardo da Vinci action program in the field of vocational training and the Socrates action program implemented in 1995. With these steps, adult education has become one of the main topics of European political negotiations (Turkish Statistical Institute, 2012).

In Turkey, adult education took place in eight different five-year development plans from 1963 to 2005. In addition, the first emphasis on adult education was made in the National Education Council Meeting held in 1939. In the National Education Council Meeting held in 1949, it was decided to establish Public Education Centers and thus, the importance of adult education was understood in those years. Although adult education was considered as significant for many years and took place in the National Education Council Meetings and in the Development Plans, it could be seen that it was not successful enough and participation levels were low according to OECD and Turkish Statistical Institute (TURKSTAT) reports.

The reasons for adult education or lifelong learning can be specified as scientific and technological developments, the necessities of economic and social development, the length of the average human lifespan, the shortening of working hours, the rapid developments in knowledge and technology and the necessity for continuous acquisition of new knowledge and skills for this, professional mobility, and the increase in the effects of communication and mass media and the desire of the compatibility in international affairs. More than anything else, adult education is essential because of the contemporary society structure and the changes in human nature. Adult education or lifelong learning provides the individuals to improve themselves, to overcome the rapid social, economic, cultural, technological and professional changes they will face, and to actively participate in the political, social and cultural development processes (Duman, 2000, p. 38-39).

As a result of the research of Kaya (2015), which aimed to make a general evaluation of public adult education and lifelong learning practices in Public Education Centers in Turkey, it was concluded that the disadvantageous situation continued especially in terms of gender equality, the literacy rate of women was still not at the desired level, adult education practices were repeated in a kind of vicious cycle, the increased number of courses and trainees were perceived as a success, the practices performed in the centers were conducted in a pedagogical context with the administrators and staff who had formal education experience, many things from the material used to the content of the programs carried the traces of formal education, there was somehow not need for adult education specialists, and there was an anticipation that adults could learn just like children. In the light of these findings, it was estimated that the present situation would continue just like that unless an effective action plan was put into practice to resolve the existing problems and develop prospective policies. Within this context, by comparing the formal education and lifelong education activities between OECD countries and Turkey, the aim of this study was to examine the participation of adults in OECD countries in formal education and lifelong learning activities according to OECD Education at a Glance 2017 data and to raise awareness. In order to achieve this aim, the following questions were asked:

1. According to OECD Education at a Glance 2017 data, what is the participation of adults in OECD countries in formal education and lifelong learning activities?

2. According to OECD Education at a Glance 2017 data, what is the participation of adults in Turkey in formal education and lifelong learning activities?
3. According to OECD Education at a Glance 2017 data, what are the barriers to participation of adults in OECD countries in formal education and lifelong learning activities?
4. According to OECD Education at a Glance 2017 data, what are the barriers to participation of adults in Turkey in formal education and lifelong learning activities?

Method

Research Design

This study, which aimed to evaluate the participation of adults in OECD countries in formal education and lifelong learning activities according to OECD Education at a Glance 2017 data and to raise awareness, was structured in descriptive screening model because screening models are used in the studies that aim to analyze the data in order to determine the specific properties of the components examined and are appropriate models for the researches that aim to describe the situations in the past or present as they exist. In other words, the purpose of screening model researches is to describe and explain the situation examined in detail. Therefore, these kinds of researches are carried out to enlighten and evaluate a given situation (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2012; Creswell, 2009; Karasar, 2009).

Data Collection

In order to collect the data of the study, document review was used. The data was obtained from the C6 indicators of OECD Education at a Glance 2017 report. C6 indicators of the mentioned report provide information on how many adults participate in educational activities in the OECD countries and provide detailed analysis of what barriers there are to the participation of adults who do not attend these activities. Within this context, the categories used in the analysis of the data within the scope of the study were given in Chart 1, and two charts and two tables given in the C6 indicators of OECD Education at a Glance 2017 report were included in the analysis. While Chart 2 and Table 1 provide information on the participation of adults in educational activities, Chart 2 and Table 3 provide information on the obstacles to participation of adults in these activities.

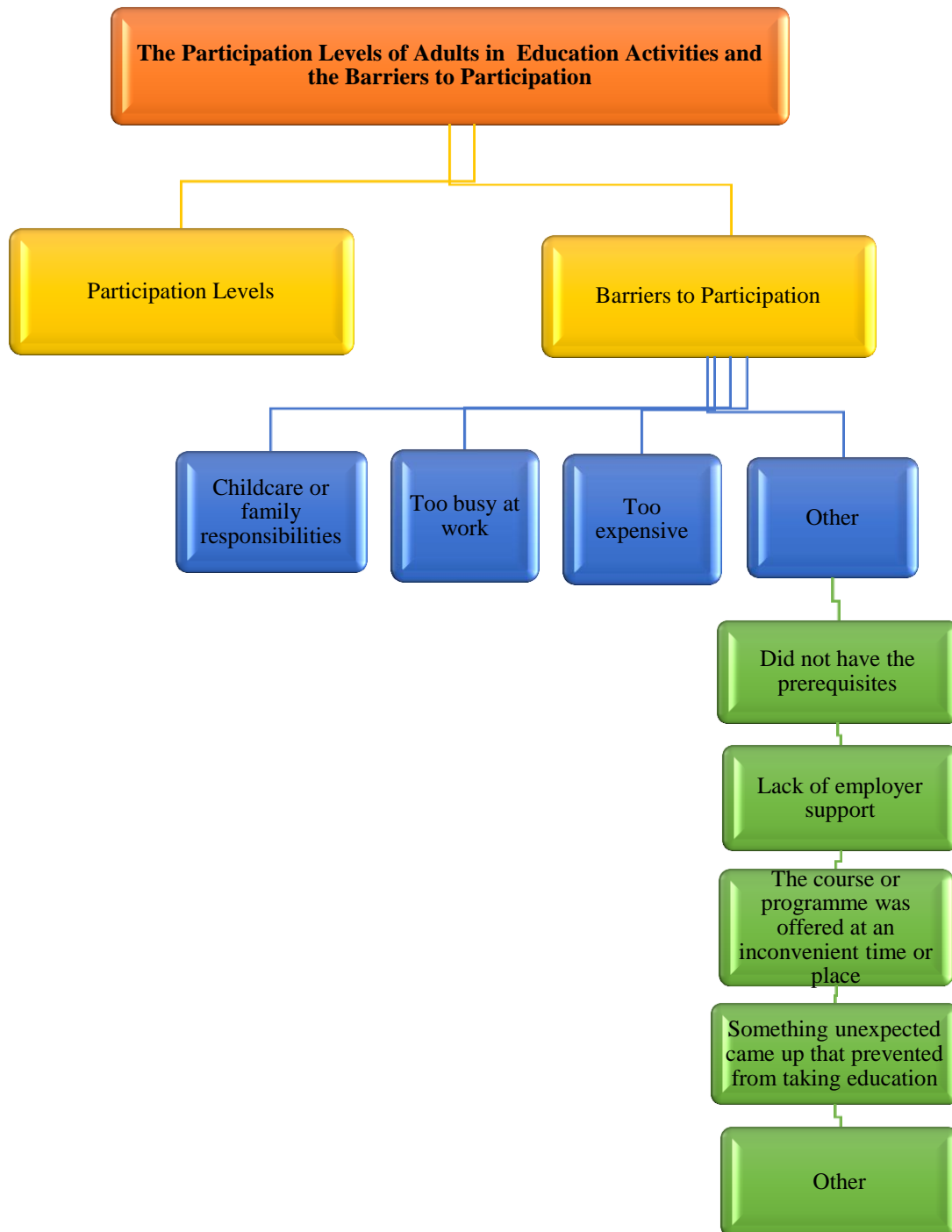
Data Analysis

Prior to the examination of the OECD indicators, literature related to the topic was reviewed and the theoretical framework of the research was established. Within this framework, C6 indicator tables and figures of OECD Education at a Glance 2017 report were examined and it was determined that the categories in these documents could be used and sufficient to answer the research questions. These documents were primarily divided into two data sets as "Participation levels of adults in formal education and lifelong learning activities" and "Barriers to participation". After that, by taking into account the research problems, the documents were examined and evaluated in terms of *i. the participation levels of the adults in OECD countries in educational activities and the participation levels of the adults in Turkey* and *ii. the barriers to participation of the adults in OECD countries in educational activities and the barriers to participation of the adults in Turkey*.

In the analysis of the data obtained from the mentioned indicators, charts and tables were used in accordance with descriptive analysis and the data was classified according to the

relevant categories. The rankings and percentage values of the countries in the figures and tables were evaluated on the basis of OECD averages and the findings obtained were supported by interpretations. In Table 1 below, there are the categories used in the analysis of data.

Chart 1. The categories used in the analysis of the data



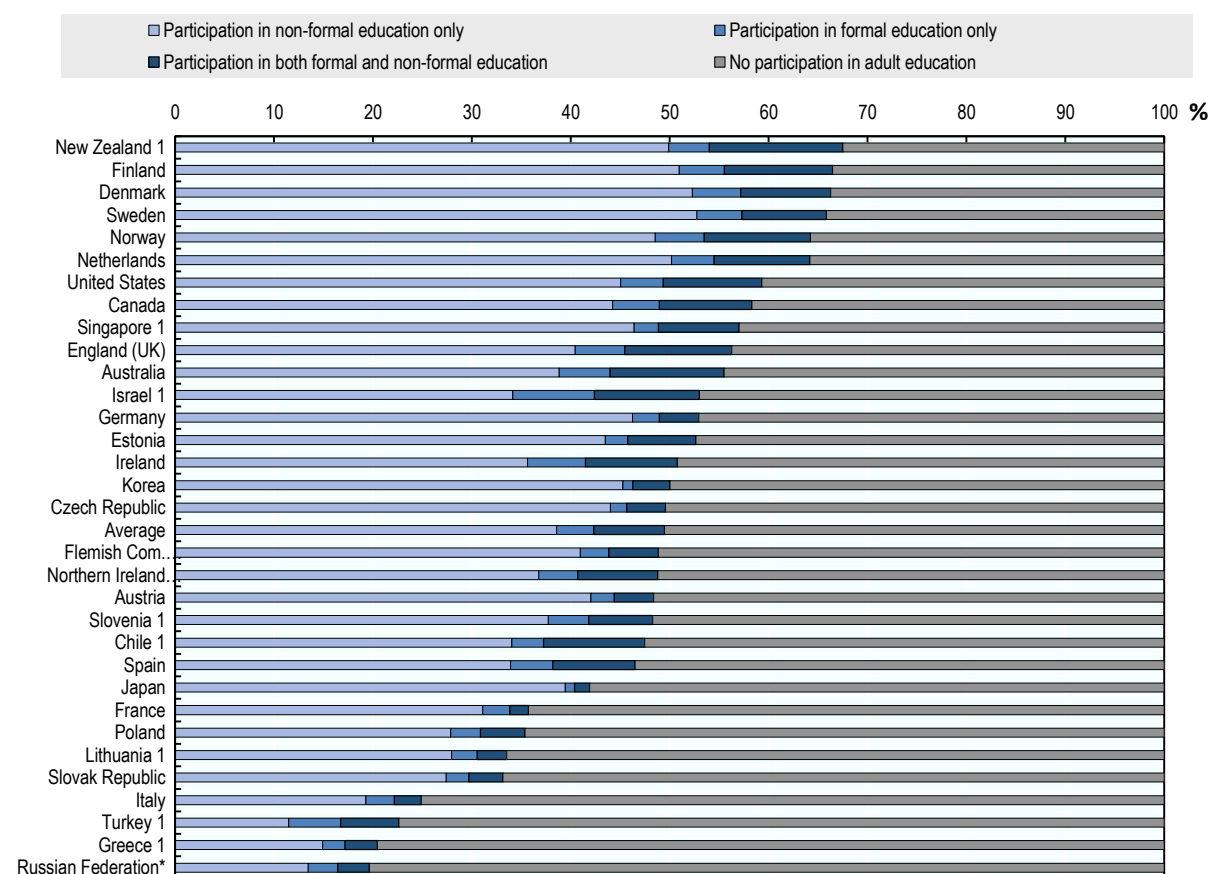
Findings and Discussion

The findings obtained as a result of data analysis were resolved under two categories as “Participation levels of adults in formal education and lifelong learning activities” and “Barriers to participation of adults in formal education and lifelong learning activities”. The category of “Participation levels of adults in formal education and lifelong learning activities” was discussed under “the Findings Regarding the First and Second Sub-problem”, and the category of “Barriers to participation of adults in formal education and lifelong learning activities” was discussed under “the Findings Regarding the Third and Forth Sub-problem”.

The Findings and Discussion Regarding the First and Second Sub-problem

According to OECD Education at a Glance 2017 data, the findings regarding the participation levels of the adults in OECD countries in formal education and lifelong learning activities and the findings regarding the participation levels of the adults in Turkey in formal education and lifelong learning activities were given in Chart 2.

Chart 2. The participation of adults in formal education and/or lifelong learning activities (non-formal education) (2012 or 2015 data)



¹. Reference year is 2015; for all other countries and economies the reference year is 2012.

Source: OECD Education at a Glance (2017), Figure C6.1.

According to OECD data, it was revealed that the participation levels of the adults (the individuals between 25-64 years of age) in the participant countries in an educational activity so as to meet their educational needs differed. As could be understood from Figure 1 above,

when the participation levels of the adults in an educational activity (participation in lifelong learning activities only, participation in formal education only, participation in both formal education and lifelong learning activities) were analyzed, it was found that the highest participation level was in New Zealand (68%) and it was followed by Finland (66%), Denmark (66%), Sweden (66%) and Norway (64%), respectively. Together with the fact that OECD average was 50% regarding the participation in an educational activity, the lowest participation level was in Russia (19%), which was followed by Greece (20%), Turkey (23%) and Italy (25%), respectively.

When evaluated in general, it was evident that in the countries where the participation of adults in formal education was high, the participation in lifelong learning activities tended to be high (e.g. Finland, Sweden, Norway), too. In addition, although Turkey had a very similar level of participation with the leading countries in terms of the participation in formal education and was above OECD average, which made it an exception in this case, it fell further behind and was one of the last in terms of the participation in lifelong learning activities. The reason for the high level of participation in formal education in Turkey may stem from the fact that the individuals over 25 years old continue their higher education. Hence, according to the statistics of the Council of Higher Education in Turkey, while the number of students studying at universities in 2016-2017 academic year were over 7 million, about three and a half million students were those who were between 25-64 years of age. In other words, 48% of the students studying at higher education institutions in Turkey were the individuals aged between 25 and 64. However, it should also be emphasized that 71% of this 48% (approximately two and a half million adults) continue their higher education via distant education or Open University (Yükseköğretim Kurulu, 2017). Moreover, according to the data of TURKSTAT, the participation ratio of the individuals aged 25-34 in formal education in 2016-2017 academic year were calculated as about 12% among the population having education (2017).

The percentage and standard error values regarding the participation levels of the adults in OECD countries in formal education and lifelong learning activities and the participation levels of the adults in Turkey in formal education and lifelong learning activities were given in Table 2.

According to Table 2, it could be seen when the participation levels of OECD countries in lifelong learning activities (participation in lifelong learning activities only and participation in both formal education and lifelong learning activities) were examined that, New Zealand was in the first place (64%), which was followed by Sweden (62%), Finland (62%) and Denmark (61%), respectively. Considering the fact that OECD average was 46%, this difference could be said to be significant. It was also revealed that the countries with the lowest participation of lifelong learning activities was Russia (16%), which was followed by Turkey (18%), Greece (18%) and Italy (22%), respectively. In these countries, which were extremely below OECD average, the participation of adults in a lifelong learning activity seemed to be quite low. The fact the participation of adults in a lifelong learning activity in Turkey was quite low and statistically one of the last might stem from the fact that lifelong learning activities in Turkey are inaccessible, that not enough information was provided or the adults are unwilling to participate in any kind of lifelong learning activities. Within this context, the indicator titled "How many adults participate in education and learning?" of OECD Education at a Glance 2017 data provided relevant data on the barriers to participation of adults in formal education and lifelong learning activities as well as the data presented until now within the study. Accordingly, Chart 2 and Table 2 presented below provided statistical

information about what the barriers to the participation of adults in formal education and lifelong learning activities were.

Table 1: The participation in formal and/or non-formal education (2012 or 2015 data)

	Participation in formal education only		Participation in non-formal education only		Participation in both formal and non-formal education		No participation		Total
	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
OECD Countries									
Australia	5	(0,4)	39	(0,8)	12	(0,5)	44	(0,7)	100
Austria	2	(0,2)	42	(0,7)	4	(0,3)	52	(0,7)	100
Canada	5	(0,3)	44	(0,6)	9	(0,4)	42	(0,6)	100
Chile	3	(0,4)	34	(1,2)	10	(1,2)	53	(1,9)	100
Czech Republic	2	(0,3)	44	(1,2)	4	(0,4)	50	(1,2)	100
Denmark	5	(0,3)	52	(0,6)	9	(0,4)	34	(0,6)	100
Estonia	2	(0,2)	44	(0,7)	7	(0,3)	47	(0,7)	100
Finland	5	(0,3)	51	(0,7)	11	(0,4)	34	(0,7)	100
France	3	(0,2)	31	(0,6)	2	(0,2)	64	(0,6)	100
Germany	3	(0,3)	46	(1,1)	4	(0,3)	47	(1,0)	100
Greece	2	(0,3)	15	(0,7)	3	(0,3)	80	(0,8)	100
Ireland	6	(0,4)	36	(0,8)	9	(0,4)	49	(0,7)	100
Israel	8	(0,4)	34	(0,8)	11	(0,5)	47	(0,8)	100
Italy	3	(0,3)	19	(0,8)	3	(0,3)	75	(1,0)	100
Japan	1	(0,2)	39	(0,8)	2	(0,2)	58	(0,8)	100
Korea	1	(0,1)	45	(0,8)	4	(0,3)	50	(0,8)	100
Netherlands	4	(0,4)	50	(0,7)	10	(0,5)	36	(0,6)	100
New Zealand	4	(0,3)	50	(0,9)	14	(0,6)	32	(0,8)	100
Norway	5	(0,3)	49	(0,7)	11	(0,5)	36	(0,7)	100
Poland	3	(0,3)	28	(0,7)	4	(0,3)	65	(0,8)	100
Slovak Republic	2	(0,2)	27	(0,8)	3	(0,3)	67	(0,8)	100
Slovenia	4	(0,3)	38	(0,8)	6	(0,4)	52	(0,8)	100
Spain	4	(0,3)	34	(0,7)	8	(0,4)	53	(0,7)	100
Sweden	5	(0,4)	53	(0,8)	9	(0,4)	34	(0,8)	100
Turkey	5	(0,4)	12	(0,5)	6	(0,5)	77	(0,8)	100
United States	4	(0,4)	45	(1,1)	10	(0,5)	41	(1,1)	100
Economies									
Flemish Com. (Belgium)	3	(0,2)	41	(0,8)	5	(0,4)	51	(0,8)	100
England (UK)	5	(0,4)	40	(0,8)	11	(0,5)	44	(0,9)	100
Northern Ireland (UK)	4	(0,4)	37	(1,0)	8	(0,6)	51	(0,9)	100
Average	4	(0,1)	39	(0,2)	7	(0,1)	50	(0,2)	100
Partners									
Lithuania	3	(0,3)	28	(0,9)	3	(0,4)	66	(0,8)	100
Russian Federation*	3	(0,3)	13	(1,0)	3	(0,5)	80	(1,6)	100
Singapore	2	(0,3)	46	(0,8)	8	(0,4)	43	(0,7)	100

¹. Reference year is 2015; for all other countries and economies the reference year is 2012.

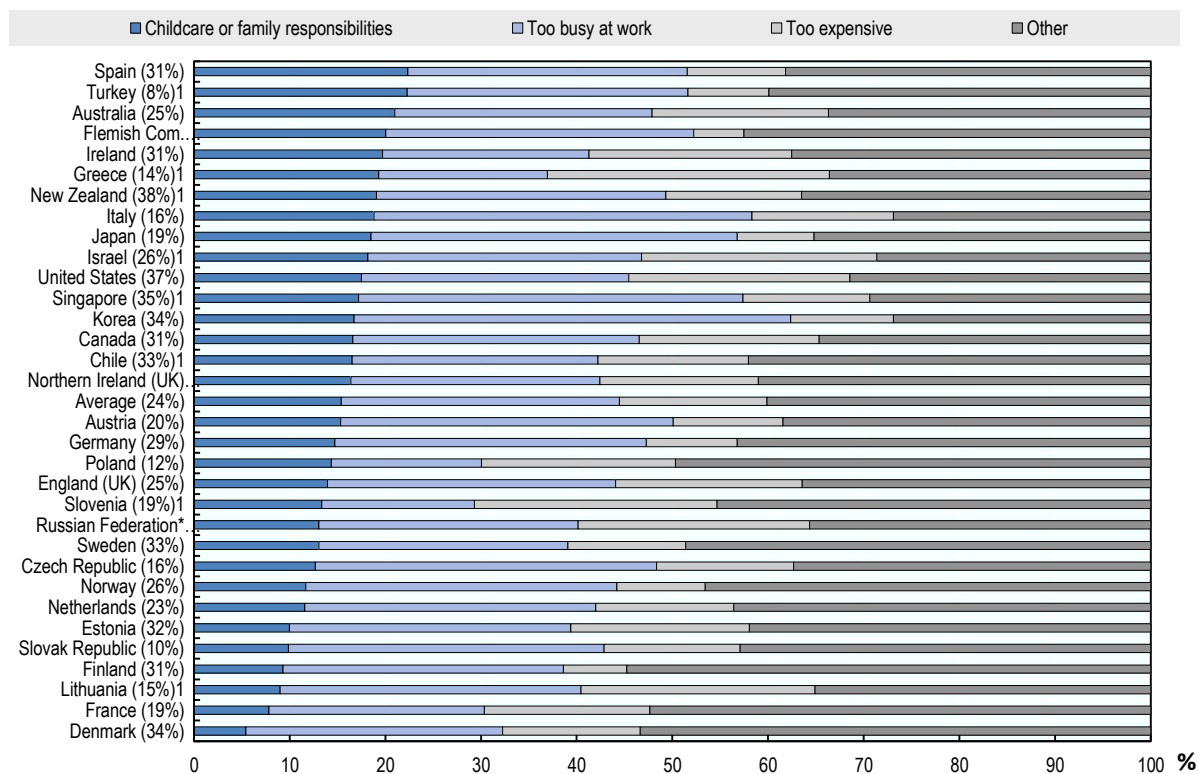
S. E.: Standard Error.

Source: OECD Education at a Glance (2017), Table C6.1a.

The Findings and Discussion Regarding the Third and Forth Sub-problem

According to OECD Education at a Glance 2017 data, the findings regarding the barriers to participation of adults in OECD countries in formal education and lifelong learning activities and the barriers to participation of adults in Turkey in formal education and lifelong learning activities were given in Chart 3.

Chart 3. Barriers to participation in formal and/or non-formal education (2012 or 2015 data)



¹. Reference year is 2015; for all other countries and economies the reference year is 2012.

Note: "Other" includes five reasons cited for not starting the activity: did not have the prerequisites; lack of employer's support; the course or programme was offered at an inconvenient time or place; something unexpected came up that prevented me from taking education or training; other.

Source: OECD Education at a Glance (2017), Figure C6.2.

At this stage of the research, the adults were asked why they did not want to participate in an educational activity. In the light of the responses of adults in OECD countries that attended the research, it was found that the category of "The barriers to participation of adults in formal education and lifelong learning activities" had four sub-categories as childcare or family responsibilities, too busy at work, too expensive, and other. As can be understood from Figure 2, on average, 29% of adults in the OECD countries stated that the most common reason for them was the fact that they were very busy at work. In addition, 15% of adults expressed that they did not participate in an educational activity because of childcare or family responsibilities. In other words, 44% of the adults in the survey could be said to have stated that work or family burden was the biggest obstacle for them to allocate time for educational activities. Besides, when OECD average was examined, it could be seen that 15% of the adults who participated in the study considered that they did not participate in an educational activity due to the fact that the education was very expensive. When an assessment was made considering the fact that the reasons of childcare or family responsibility, too busy at work and education being too expensive were the most frequent

causes, with a total average of 59%, it could be seen that the highest ratio was in Italy (74%), South Korea (74%) and Israel (72%), and the lowest ratio was in Finland (45%), Denmark (46%) and France (48%). Even though Turkey (59%) reached the OECD average considering the total average of the three reasons mentioned, it shared the first place with Spain with an average of 22% in the barriers to participation in an educational activity because of childcare or family responsibilities. It can be said that this data which was significantly above the OECD average (15%) reflected the traces of Turkish family structure. According to the data of 2016, while the enrollment rate in Turkey was 98.81% at primary school level, 99.05% at secondary school level, and 85.31% at high school level, which were the compulsory education stages, the enrollment rate in pre-school education, that is the children between 3-5 years of age was 39.54% (Ministry of National Education, 2016). That is to say, only 4 out of 10 children aged 3-5 received pre-school education, and 6 had to be cared at home. For this reason, it could be thought that adults who had small children at home and who did not benefit from pre-school education might not be able to attend an educational activity. Setting off from this finding, it would not be wrong to say that family responsibilities and having small children at home was one of the biggest barriers for adults to be able to participate in an educational activity.

The detailed data about the barriers to participation of adults in OECD countries in an educational activity and the extension of "other" category were given in Table 2. When Table 3 was examined, together with childcare or family responsibilities, too busy at work and education being too expensive, "other reasons" for the barriers to participation of adults in OECD countries in an educational activity were "not having the prerequisites", "lack of employer's support", "the fact that the course or programme was offered at an inconvenient time or place", and "the fact that something unexpected came up that prevented them from taking education or training", and the reasons other than these reasons were presented under the heading of "other" because they were repeated much less. It was revealed that, on average, 12% of the adults in OECD countries who participated in the survey expressed that they did not participate in an educational activity because of the fact that the course or programme was offered at an inconvenient time or place, 7% stated that they lacked employer's support, 4% stated that something unexpected came up that prevented them from taking education or training, and 3% expressed that did not participate in an educational activity due to lack of prerequisites for education. When "other" reasons were taken into consideration, it could be seen that the countries such as Denmark, France and Lithuania were in the first place while Italy, South Korea and Israel were in the last place. In Turkey, the adults who participated in the survey expressed the reason why they did not participate in an educational activity as the fact that the course or programme was offered at an inconvenient time or place (16%), which was the highest, and as this ratio was above OECD average (12%), it could be said to be significant. The fact that this factor was the highest repeated factor by adults in Turkey could be said to coincide with the reasons of "too busy at work" (29%) and childcare or family responsibilities (15%). The adults in Turkey might be having difficulty matching up with their time and the time and place of the education due to work and family burden. For this reason, they might prefer working or taking care of their family and children rather than participating in educational activities.

Table 2. Barriers to participation in formal and/or non-formal education (2012 or 2015 data).

		Childcare or family responsibilities		Too expensive		Too busy at work		Did not have the prerequisites		Lack of employer's support		The course or programme was offered at an inconvenient time or place		Something unexpected came up that prevented me from taking education or training		Other	
		% (9)	S.E. (10)	% (11)	S.E. (12)	% (13)	S.E. (14)	% (15)	S.E. (16)	% (17)	S.E. (18)	% (19)	S.E. (20)	% (21)	S.E. (22)	% (23)	S.E. (24)
OECD Countries																	
Australia	1	21	(1,3)	18	(1,5)	27	(1,2)	2	(0,3)	6	(0,9)	11	(1,0)	3	(0,5)	12	(0,9)
Austria		15	(1,2)	11	(1,3)	35	(1,6)	1	(0,5)	2	(0,5)	14	(1,3)	7	(0,9)	13	(1,3)
Canada		17	(1,0)	19	(0,9)	30	(0,9)	2	(0,3)	6	(0,5)	12	(0,7)	3	(0,4)	12	(0,6)
Chile		17	(1,2)	16	(1,5)	26	(1,9)	7	(1,1)	8	(1,2)	13	(1,0)	6	(0,9)	9	(1,0)
Czech Republic		13	(2,0)	14	(1,7)	36	(3,5)	3	(0,9)	10	(2,1)	7	(1,4)	6	(1,1)	12	(2,2)
Denmark		5	(0,6)	14	(0,9)	27	(1,2)	2	(0,4)	15	(1,0)	9	(0,8)	5	(0,5)	22	(1,0)
Estonia		10	(0,6)	19	(0,9)	29	(0,9)	4	(0,5)	7	(0,7)	15	(0,8)	3	(0,4)	13	(0,8)
Finland		9	(0,8)	7	(0,7)	29	(1,4)	3	(0,5)	10	(0,8)	21	(1,1)	3	(0,4)	18	(1,2)
France		8	(0,7)	17	(1,1)	23	(1,3)	3	(0,5)	18	(1,0)	4	(0,5)	4	(0,4)	24	(1,1)
Germany		15	(1,2)	9	(0,9)	33	(1,5)	1	(0,3)	10	(1,0)	14	(1,0)	3	(0,5)	15	(1,2)
Greece	1	19	(1,8)	29	(2,2)	18	(2,1)	4	(1,0)	3	(0,9)	11	(1,5)	5	(1,1)	11	(1,5)
Ireland		20	(1,1)	21	(1,1)	22	(1,1)	3	(0,4)	5	(0,7)	10	(0,8)	4	(0,5)	17	(1,2)
Israel	1	18	(1,2)	25	(1,4)	29	(1,4)	2	(0,5)	5	(0,8)	11	(1,1)	1	(0,4)	10	(0,9)
Italy		19	(1,8)	15	(1,6)	40	(2,3)	3	(1,0)	3	(0,8)	5	(1,0)	4	(0,8)	12	(1,4)
Japan		19	(1,4)	8	(1,0)	38	(1,9)	4	(0,7)	1	(0,3)	22	(1,5)	1	(0,4)	7	(0,9)
Korea		17	(0,8)	11	(0,9)	46	(1,3)	2	(0,4)	1	(0,2)	16	(0,9)	2	(0,4)	6	(0,5)
Netherlands		12	(1,0)	14	(1,3)	30	(1,7)	1	(0,4)	9	(0,9)	8	(0,9)	7	(0,9)	18	(1,4)
New Zealand	1	19	(1,1)	14	(1,1)	30	(1,1)	2	(0,3)	7	(0,8)	11	(0,8)	4	(0,5)	13	(0,8)
Norway		12	(1,0)	9	(0,9)	33	(1,3)	3	(0,6)	12	(0,9)	9	(1,0)	6	(0,7)	17	(1,1)
Poland		14	(2,1)	20	(2,2)	16	(1,7)	5	(1,1)	9	(1,5)	13	(1,5)	7	(1,2)	16	(2,3)
Slovak Republic		10	(1,7)	14	(1,9)	33	(2,6)	2	(0,9)	14	(2,4)	8	(1,4)	4	(1,0)	14	(2,0)
Slovenia	1	13	(1,2)	25	(1,8)	16	(1,3)	9	(1,0)	8	(0,9)	14	(1,4)	5	(0,7)	9	(1,1)
Spain		22	(1,0)	10	(0,9)	29	(1,3)	5	(0,5)	3	(0,4)	8	(0,8)	2	(0,4)	20	(1,0)
Sweden		13	(0,9)	12	(1,0)	26	(1,3)	4	(0,6)	8	(0,7)	11	(0,9)	4	(0,6)	21	(1,4)
Turkey	1	22	(2,7)	8	(1,7)	29	(2,7)	4	(1,2)	5	(1,7)	16	(2,2)	2	(0,5)	13	(2,4)
United States		17	(1,1)	23	(1,3)	28	(1,5)	2	(0,3)	4	(0,5)	11	(0,9)	6	(0,8)	9	(0,9)
Economies																	
Flemish Com. (Belgium)		20	(1,4)	5	(0,8)	32	(1,8)	2	(0,5)	6	(1,0)	18	(1,5)	4	(0,7)	14	(1,4)
England (UK)		14	(0,9)	20	(1,4)	30	(1,6)	1	(0,4)	8	(1,0)	9	(0,9)	4	(0,7)	14	(1,1)
Northern Ireland (UK)		16	(1,5)	17	(1,8)	26	(2,2)	2	(0,7)	7	(1,1)	14	(1,7)	3	(0,8)	15	(1,7)
Average		15	(0,2)	15	(0,3)	29	(0,3)	3	(0,1)	7	(0,2)	12	(0,2)	4	(0,1)	14	(0,2)
Partners																	
Lithuania	1	9	(1,4)	24	(1,6)	31	(2,1)	2	(1,0)	8	(1,0)	13	(1,8)	4	(0,7)	8	(1,4)
Russian Federation*		13	(2,8)	24	(2,8)	27	(2,6)	2	(0,7)	5	(1,2)	15	(2,8)	7	(2,4)	7	(2,1)
Singapore	1	17	(1,1)	13	(0,9)	40	(1,4)	2	(0,4)	7	(0,7)	10	(0,8)	4	(0,5)	7	(0,6)

¹. Reference year is 2015; for all other countries and economies the reference year is 2012.

S. E.: Standard Error.

Source: OECD Education at a Glance (2017), Table C6.1b

Conclusion and Suggestions

This research was carried out in order to examine the participation of adults in OECD countries in educational activities according to OECD Education at a Glance 2017 data and to raise awareness in this subject. According to the findings obtained from the research, the participation levels of adults in OECD countries in an educational activity to meet their education needs varied. When the participation levels of adults in an educational activity was examined, it was noticed that the highest participation rate was in New Zealand, which was followed by Finland, Denmark, Sweden and Norway, respectively. Together with the fact that OECD average was fifty per cent regarding the participation in an educational activity, the lowest participation level was in Russia, which was followed by Greece, Turkey and Italy, respectively.

Another finding obtained from the study was the fact that in the countries where the participation of adults in formal education was high, the participation in lifelong learning activities tended to be high, too. Besides, though Turkey, which is an exception in this case, had similar participation rate in formal education with the countries in the first places and was above the OECD average, it fell further behind and was one of the last in terms of the participation in lifelong learning activities.

When the participation levels of OECD countries in lifelong learning activities were examined, it was seen that New Zealand was in the first place, which was followed by Sweden, Finland and Denmark, respectively. Considering the fact that OECD average was forty-six per cent, this difference could be said to be significant. It was also revealed that the countries with the lowest participation of lifelong learning activities was Russia, which was followed by Turkey, Greece and Italy, respectively. In these countries, which were extremely below OECD average, the participation of adults in a lifelong learning activity seemed to be quite low.

The adults in OECD countries who participated in the survey were asked why they did not want to participate in an educational activity and the responses they gave was collected under the category of "The barriers to participation of adults in formal education and lifelong learning activities" and this category was divided into four sub-categories as childcare or family responsibilities, too busy at work, too expensive, and other. When considered that the reasons of childcare or family responsibility, too busy at work and education being too expensive were the most frequent causes repeated by the participants, it could be seen that the highest ratio of mentioning these three reasons together was in Italy, South Korea and Israel, and the lowest ratio was in Finland, Denmark and France. Even though Turkey reached the OECD average within this context, it was in the first place with Spain in the barriers to participation in an educational activity because of childcare or family responsibilities. The category of "other reasons" was divided into five categories as not having the prerequisites, lack of employer's support, the fact that the course or programme was offered at an inconvenient time or place, and the fact that something unexpected came up that prevented them from taking education or training, and "other". When these sub-categories were taken into consideration, it could be seen that the countries such as Denmark, France and Lithuania were in the first place while Italy, South Korea and Israel were in the last place. In Turkey, the adults who participated in the survey expressed the reason why they did not participate in an educational activity as the fact that the educational activity was offered at an inconvenient time or place and as this ratio was above OECD average, it could be said to be significant.

The suggestions made in the light of the research findings are as follows:

- The reason for the low level of adult participation in lifelong learning activities in Turkey and the solution offers can be investigated in-depth with qualitative research design.
- Studies can be carried out in Turkey to encourage the participation of adults in lifelong learning activities.
- Considering the fact that the enrollment rate is very low in pre-school education and that the adults cannot participate in an educational activity due to family responsibilities and having small children at home, studies can be carried out to encourage pre-school education and to increase the enrollment rate in pre-school education.
- Taking into consideration the fact that the educational activity was offered at an inconvenient time or place and being too busy at work are the most significant barriers to participation of adults in Turkey in lifelong learning activities, these activities can be planned better considering the adults who are working.

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Love of Life among Palestinian Students in the West Bank and its Relationship with Selected Variables

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Abstract

Love of life is defined as an overall positive attitude toward life and a liking for life. This study aimed to identify the level of love of life among a sample of Palestinian students in Bethlehem and Nablus governorates during the time of the popular revolt (2015) as well as to ascertain the (extent of) impact of selected demographic variables on this. An intentional random sample of 694 West Bank school and university students was chosen. They responded to the Love of Life Scale. The results revealed that the degree of love of life among West Bank students was average. The mean of the total degree (on the scale) was 3.4. No variance of statistical evidence was found on the love of life scale due to the following -socio-economic variables: gender, religion, place of residence and educational level of both parents (father and mother). However, variance of statistical significance was found due to religion in favor of Christians. The mean for Christian students was (53.58) compared to (53.48) scored by Muslim students. This is a relatively a close percentage. Place of residence findings showed some differences between village and camp in favor of village residents.

Keywords: Love of life, students, Palestine

Introduction

Affected and torn by numerous wars, events and catastrophes (the 1948 Nakba, 1967 war, First Uprising 1987, and Al-Aqsa Uprising 2000), it is absolutely normal for the Palestinians, to think of death more than of life. Death appears to be a daily routine for them caused by the bombing of Israeli war planes or shelling of tanks. Anxiety about death in the midst of such restless and agitated circumstances becomes an inevitable result. Conversely, an assessment of the degree of love of life among a sample of Palestinians might also reflect their psychological condition. In positive psychology, the concepts of good life, personal welfare, or a feeling that “everything is alright” are always explored, studied and assessed. It is possible to imagine “a good life” as a comprehensive structural concept which includes two basic components: happiness and satisfaction with life.

According to Diener (1998) good life is a psychological term which is generally referred to as “happiness”. However, this study prefers to use the concept of “good life” rather than “happiness,” since the latter has many different connotations (or implications). Good life refers to an evaluation of life by the individual himself/herself including the cognitive judgments of this life. For example, it relates to the extent of satisfaction with one’s life in addition to the emotional assessment of it. (Mood and Emotions)

However, several researchers (Diener, Lucas, Oishi, 2002) use the concept “happiness” in this regard (Abdel Khalek, 2016). Veenhoven (2011a), the founder of the World Database of Happiness, which includes reviews of 9884 studies, uses happiness as an umbrella term for all that is good and alright. Based on this sense, happiness is usually used interchangeably with terms like: good life or quality of life. He/She maintains that, “happiness is understood as the extent of a person’s love of his life or to the degree to which one evaluates one’s life as a whole positively” (Veenhoven, 2009).

Argyle, one of the most important figures in the field, has proposed/identified three possible components of happiness: positive emotion, satisfaction, and the absence of negative emotions such as depression or anxiety (Argyle, Martin, and Lu (1995). Accordingly, positive emotions are an integral component of happiness. Appositive emotion could be about things in the past, present or the future. Positive emotions about the future can include optimism, hope, faith, and trust. Positive emotions about the present can encompass: joy, ecstasy,

serenity/tranquility, vitality, enthusiasm or frenzy, and pleasure. However, the most important of positive emotions is euphoria/ elation/ enjoyment???, the feeling most people have in mind when they are usually talking about happiness, even though happiness is much more encompassing. On the other hand, past positive emotions may include: satisfaction, contentedness, achievement, pride, sincerity, and serenity; yet, it is not necessary that these emotions are always linked together (Seligman, 2005, p. 87).

According to Seligman (1995), the roots of our happiness as adults developed during our childhood. He asserts that teaching ten-year-old children optimistic thinking skills would halve the rate of depression that occurs to them during puberty and thereafter (in: Seligman & Csikszentmihalyi, 2002).

Most of us would not associate happiness with pre-adulthood years, which nowadays range from age 12 to 24. Everybody, including adolescents, often reflects on how hard and stressful it is to be in this period. And the more we say it, the truer it becomes, because we try to live up to the expectations we create. The same is true for modern adulthood. Everybody thinks it is hard to be an adult in our furiously changing world. Not to be stressed is a rarity. But alternative ways always exist. Happiness - not [to be] understood as perpetual pleasure and bliss, but as “engagement” and “loving life fully” -- is always a possibility for those who seek with dedication and acquire the right know-how. This goes for all stages, even for the most tumultuous one: adolescence (Polard, 2015).

Happiness has been the subject of research in a variety of fields. Kristbjörg, Haraldsdóttir (2015) showed that the majority of Icelandic secondary school students describe themselves as happy. Perception of financial status at home, physical health, emotional support from parents, and emotional support from friends were found to be strong predictors of Icelandic secondary school students' happiness. Abdel Khalek (2015) concluded that those who consider themselves as having felt /experienced happiness, reported higher mental and physical health, and that being more religious demonstrated the importance of caring relationships for happiness among adolescents with schools, community, and parents. They stated that happiness was positively associated with meals with family and good connections with friends, school, family, and regular exercise. In contrast, the work of Lambert et al. (2014) indicates the importance of adolescents' relationship with parents. Nickerson and Nagle (2004) also concluded that peer and parent relations were highly correlated with general life satisfaction and attachment relationships predicted positive well-being for adolescents.

Seligman & Csikszentmihalyi (2002) define positive psychology as the area that concerns the personal level which is linked with experience which is of the same value as happiness, satisfaction, and content (past time) present self-experience and emotional happiness (present time) and hope and optimism (in future). On the individual level, positive psychology deals with positive features, like ability to love whether towards others, or animals, plants, courage, talent and wisdom.

On the collective level (social), positive psychology addresses popular attributes which society seeks to acquire and develop. It is these attributes which different institutions like schools, clubs, places of worship, seek to strengthen among their members in the civil society more than focusing on care of others, courtesy, teamwork, or responsibility (Younes, 2011).

Abdel Khalek (2016) assumed that “love of life”, a new concept in the field, is one of the components of good self-life (Abdel Khalek, 2003, 2013b, 2007a, 2004). The definition of love of life is to have a positive attitude by the individual towards his life in general, positive

evaluation, holding fast to it, delightful attachment, and good appreciation. There has been very little research on love of life in the Arab world. Abdel Khalek (2013) conducted a study on Kuwaiti and Lebanese nationals and found that Kuwaitis, of both sexes, love life more than Lebanese with a substantial difference. It was also found that there was a statistically significant difference between the means of male and female on psychological health scale (Abdel Khalek (2013). To the best of our knowledge, there has been no studies on love of life in Palestine. It is hoped that the present research will fill this research gap. The main goal of this study is to identify the level of love of life among a sample of Palestinian students in Bethlehem and Nablus governorates during the time of the popular revolt as well as to identify the impact of several demographic variables on it.

Method

Participants and Procedures

The study sample consisted of 694 West Bank school and university students (private and government) in Palestine.

Instrumentation

The questionnaire battery, including a consent form, a demographic sheet, and the Arab version? Of love of life scale was administered. The Love of Life Scale (Abdel-Khalek, 2016) contains 16 items. Each item is answered and rated on a 5-point Likert-type format, anchored by 1: No and 5: Very much. The total scores range from 15 to 75, with higher scores denoting a higher death obsession. Cronbach's Alpha reliability of the love of life among Palestinian students was (95, 0) denoting high internal consistency and temporal stability. The descriptive analytical method in this study was adopted in order to answer the questions and assumptions presented by the study.

Analysis

Data analysis and sample size calculations were performed using the Statistical Package for Social Sciences Software (SPSS, version 19).

Results

According to the findings of the present study of the total sample of participants (n=694), it was found out that the degree of love of life among West Bank students scored average. The mean of the total degree on the scale scored (3.4) with a standard deviation of (0.88).

Table 1. *Numbers, means, standard deviations of the degree of love of life among West Bank school and university students*

Variable	Mean	Number	Standard Deviation
Love of life degree	3.4	694	0.88

A. Gender

It is clear that there are no significant statistical differences in the total degree between males and females. The mean of male students was (52.96) and females (54.33); it is a relatively close percentage since the level of significance scored (120).

As for the dimension of the gender, there were statistically significant differences regarding the dimension of targeted sense of life. The significance level was (.006) in favor of the females; the females mean reached (14.65) while that of the males reached (14.36).

Table 2. *Results of t-test for variances in total means of love of life among students related to gender variable*

Dimension	Gender	N	Mean	Std	T	Degree of freedom	Level of significance
Love of life	Male	157	52.96	12.69	-.806	2.437	.120
	Female	104	54.33	14.61			
Positive attitude towards life	Male	176	24.35	6.31	-.783	.966	.326
	Female	122	24.38	6.96			
Happy consequences of love of life	Male	174	14.40	14.40	-.35	2.081	.150
	Female	118	14.69	14.69			
Meaningfulness of life	Male	179	14.36	14.36	-.643	7.765	.006
	Female	121	14.65	14.65			

B. Religion

It is clear that there were statistically significant differences in the total degree of love of life between Christians and Muslims. The mean scored by Christian students was (53.58) while the mean for Muslim students was (53.48), which is a relatively close percentage. The level of significance was (0.012). As for the dimension of religion, it was found that the differences regarding the three dimensions were statistically significant.

Table 3. *Findings of t-test of the differences in the total means of Love of Life among students due to the religion variable*

Dimension	Religion	N	Mean	Std	T value	Degree of freedom	Level of significance
Love of life	Christian	29	53.58	17.12	.037	6.476	.012
	Muslim	213	53.48	13.01			
	Total	250	14.65	3.42			

C. Place of Residence

It is clear that there were statistically significant differences in the total degree of love of life. Tukey test was used to identify these differences. Findings showed that differences between a village and a camp were in favor of the village residents. The mean of the village scored (56.41) and (50.73) for the camp where significance level reached (.045).

Table 4. *One Way Anova analysis of the differences in the degree of love of life and its dimensions among students according to the place of residence*

Dimension	Source	Sum of squares	Degree of freedom	Squares Mean	F Value	Level of significance
Love of life	Between groups	1126.52	2	563.26	3.148	0.045
	Inside groups	45987.7	257	178.94		
	Total	47114.2	259			

D. Educational level of father

Table 5. shows that there were no statistically significant differences in the means of the subjects' degree differences on the love of life scale due to the educational level of the father since the statistical significance was greater than 0.05. at the total degree of love of life.

Table 5. *One Way Anova analysis of the differences in the degree of love of life and its dimensions among students according to educational level of father*

Dimension	Source	Sum of squares	Degree of freedom	Squares Mean	F Value	Level of significance
Love of life	Between groups	1567.73	5	313.547	1.739	.126
	Inside groups	45625.01	253	180.336		
	Total	47192.7	258			
	Inside groups	60.208	296	12.72		
	Total	62.596	298			

E. Educational level of mother

It is clear from Table 6 that there were no statistically significant differences in the means of the subjects' degree differences on the love of life scale due to the mother's educational level since the statistical significance was greater than 0.05.at the total degree of love of life.

Table 6. *One Way Anova analysis of the differences in the degree of love of life and its dimensions among students according to educational level of mother*

Dimension	Source	Sum of squares	Degree of freedom	Squares Mean	F Value	Level of significance
Love of life	Between groups	5	1021.58	204.31	1.123	.348
	Inside groups	251	45657.8	181.904		
	Total	256	46679.4			
	Inside groups	296	60.208	12.72		
	Total	298	62.596			

Discussion

This is the first study that examines love of life among Palestinian students in Bethlehem and Nablus during the popular revolt and its correlation with several demographic variables.

As for the first objective which relates to the investigation of the degree of love of life among West Bank students, the degree scored was average. The mean of this degree on the total degree reached (.304) with a standard deviation of (0.88). Bearing in mind that the study's sample of Palestinian male and female students are living under the yoke of Israeli occupation and are exposed to harsh conditions in their daily lives, it was expected that the averages of love of life would be low compared with subjects from other Arab countries, which are politically and economically much more stable. However, this apparently was not the case. It might be speculated that being exposed to harsh living conditions for a long period (i.e. since 1967), and that these conditions may be working in much the same way as the principle of "flooding" used in psychological therapy. This is consistent with the findings of Al-Arja (2004), which investigated death anxiety among Palestinians during and after the Second Intifada. It was found out that Palestinians score on death anxiety was average, i.e. less or equal to the mean of students in politically stable countries that are not under occupation.

The present findings also highlight/emphasize the adaptive energies as well as the huge adjustment potentials applied, adopted and used by the Palestinians as a result of activation of some personality traits mainly resilience, (Abdel Khalek, 2006). In addition, the findings also show that there were no statistically significant differences in the means of the sample subjects' degree differences on the scale of love of life relating to gender, religion, parents' academic level. This means that the harsh conditions the Palestinian people are experiencing almost constantly (like killing, shelling of homes, and detention of the youths in particular) will temporarily and intermittently constitute an obstacle for the love of life. Yet, the moment these causes cease to exist, the problem will no longer exist.

The present findings are consistent with Abdel Khalek (2013) which examined the absence of differences between males and females in the degree of love of life. The study was conducted on Kuwaiti and Lebanese nationals and showed that both male and female Kuwaitis loved life substantially more than their Lebanese counterparts. This researcher considers the lack of nonexistence of a significance of the parents' educational level might be attributed to the fact that all groups (uneducated or educated including all levels: elementary, preparatory, secondary, diploma, university, or higher) live under the same conditions, and are target to the same by shelling, arrest and martyrdom. Regardless of educational level, these harsh conditions have left a negative psychological impact on all categories, though not on their love of life.

This corresponds to what From (2016) calls the Art of Life, which is the ability to live ones reality with its good and bad and joy and sorrow. It is living life paradoxes. The strength of the Ego entails the ability to adapt, to feel frustrated and to delightfully live life. The study findings indicate statistically significant differences in the total degree of love of life due to the place of residence variable in favor of village residents. It might be suggested that village inhabitants have not been exposed to the same conditions that faced city dwellers have, especially those who live in camps and have been exposed to displacement more than time. They lost their homes and possessions in 1948 and had to live under harsh conditions in the camps. Moreover, these camp inhabitants are under constant shelling and killings; more importantly is the low socio-economic level they have been experiencing. As a result, the

frustration and aggression expressed by students greatly increased and not only sparked but also fueled the Uprising. The camp refugees felt the grievance incurred upon them by the occupation more than other Palestinians.

The study which was conducted on a Palestinian sample of school and university students concluded that the average degree of love of life is average. This means that despite several wars and so many catastrophes that were inflicted upon them, the Palestinians (students) continue to love life. This coincides with Abdel Khalek's study (2016) which indicates that love of life and holding fast to it become even more evident in times of catastrophe and war. A Palestinian can never be deterred no matter how hard the situation is; in fact, life has to go on as well as their innovation and success. This is reassuring for all Palestinians as this stresses the strength, resilience, and hope for a better future for Palestine.

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Focused Ethnography on *Disability* and *Home-based Care* in Scotland in Opinions of Polish Migrants Employed as Caregivers: A Preliminary Research Report

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⁶ The preliminary focus group research and the ethnographic project was designed and then performed from April 2017-April 2018 under Scientific Consortium agreement involving Nicolaus Copernicus University in Toruń, Poland (leader) and University of Warmia and Mazury in Olsztyn, Poland (partner). The research was performed under official agreement and financial support of Faculty of Education Sciences of Nicolaus Copernicus University and Faculty of Social Sciences of University of Warmia and Mazury.

Abstract

Preliminary report on ethnographic research conducted by a team of 4 researchers from Poland in Scotland with the participation of group of economic, migrants from Poland in, employed legally in home-based care in Edinburgh & Livingston. The project was developed and undertaken from April 2017 to April 2018. The main research question was: What kind of disability and care concepts held migrants from Poland employed in home-based care? The collected data from focus groups and individual interviews allowed to generate basic codes and categories of disability and care concepts in the opinions of migrants from Poland. Among them are: the concept of disability and care and detailed subcategories of care, such as: care tasks & duties, care norms & rules, care & taboo, care burdens & difficulties, care values for caregivers, caregivers and artifacts related to home-based care. The research allowed for the development of 3 main themes related to: femininity issues and care for elderly females, concepts of implemented independent living and features of support system.

Keywords: social sciences, education, social work, ethnographic research, focused ethnography, economic migrants, disability, elderly people, home-based care, Scotland.

Introduction

The economic and legally employed migrants from Poland have found since more that decade own and satisfying place for living in Scotland. The following project aimed to explore the concept of *disability* and *home-based care* held by migrants from Poland, employed for at least 1 year in home-based care in Scotland. The research project performed as focused ethnography was constructed and implemented from April 2017 to April 2018 and conducted by 4 experienced researchers from two Polish universities and faculties: the Faculty of Education Sciences of Nicolaus Copernicus in Torun and the Faculty of Social Sciences of the University of Warmia and Mazury in Olsztyn. The research was conducted as focus groups interviews with Polish migrants and semi-structured FTF interviews with specialists.

Review of the literature

Żyta (2011), Borowska-Beszta et al. (2016a) point out the lack of social research on generational families living with adult members with various disabilities. Furthermore, there is lack of the qualitative research undertaken among Polish migrants employed legally as caregivers in various types of employment abroad in: Europe, Asia, Australia, Africa, North and South America. Besides, there is lack of Polish interdisciplinary ethnographic research led on caregiving offered by Polish economic migrants including the perspective of social model of disability and disability studies described by Barnes, (1992), Barnes & Mercer (2001, 2008); Brown (2002), Goodley, (2011), Berger, (2013) concerning the functioning of families with disabled people in long-term care (Wade et al. 2007). The recent survey led by Leszniewski, Krakowiak, Biernat (2017) on lives of Polish migrants in Scotland, have stressed that Polish people form actually the biggest foreign economic migration group in Scotland, working often in home care for disabled and elderly people. The authors indicate the need to undertake the scientific studies on generational families in the cycle of lifelong support for members with disabilities and elderly people at home.

The trends in decentralization of care concept in Europe describe Saltman et al. (2007). Home-based care for disabled people received much attention since the last decade in

Europe. International European comparison between institutional and home care analyze Burau et al. (2007). The conclusion indicate the advantages of home-based care in safe environment. Home care for the elderly people and those at the end of their lives has been long promoted by hospice and palliative care (Krakowiak 2012; Janowicz, Krakowiak, Stolarczyk, 2015), being recently one of the strategies of NHS in Great Britain and Scotland (NHS, 2015). The differences between informal and formal care in Europe analyzes Viitanen (2007) depicting characteristics of both. Buczkowska (2007) indicates that long-term care generally includes: care, therapeutic and care activities that are provided long-term for disabled and limited in their lives as a result of illness, disability or age.

Kędziora-Kornatowska et al. (2010) indicate the conditions of qualification for home-based care for the person as having chronic incapacity for independent living, an impairment of the organism's ability to meet without the assistance of other persons essential life need as: self-service, mobility and communication; with physical or intellectual disability, who have had to use long-term help and support from others in their daily lives; Disabled because of age. Literature analysis indicates gives regularities in the European home-based care system leading to: (a) reduction the costs of caring and transfer them to caregivers and family members (Genet, et al. 2012; Kozierkiewicz & Szczerbińska, 2007), (b) the variety of caregivers in home-based care and their limitations (Palczewska, 2010; Krakowiak et al., 2011; Kuźmicz, 2013; Kułagowska & Kosińska, 2014).

Kuźmicz (2013) points to the different conditions in family related to care secured by family members. These conditions are grounded in: value systems, socioeconomic status, life experiences related to disability and the opportunity to take care of loved ones. (c) Another regularity is the decrease in the capacity and the chances of family members to provide good quality of care (Kułagowska & Kosińska, 2014). In addition, (d) the increase in the number of chronically ill people with disabilities (also in working age) indicates the need for comprehensive care in long-term care (Kułagowska & Kosińska, 2014).

Advantages of patient-center palliative care should be included in home care for disabled and elderly people (Krakowiak, 2012), in Scotland often assisted by Polish migrant workers. Brief analysis raise the question about the challenges of the home-based care offering by Polish economic migrants. The main interest is focused on particular educational content of formal and informal learning that was/is needed by Polish migrants who became caregivers of disabled and elderly people receiving home care assistance in Scotland. The general conclusion after the initial review indicates the need of comprehensive ethnographic research on the content of the learned cultural norms, values, rules, artifacts related to home-based care for disabled and elderly people.

Method

Focused ethnography

Focused ethnography chosen for the research is broadly analyzed and described by Wall (2015). The author indicate after Mayan (2009) that focused ethnography grounded in assumption that "we no longer need to travel to far-away places to study culture; nor is culture defined only along ethnic or geographical lines" (Mayan, 2009, p.37). The author suggests that thank to focused ethnography researchers may explore "cultures and subcultures are everywhere and may be relatively unbounded" (Mayan, 2009: after Wall 2015 p. 3).

Wall (2015 states, that a "focused ethnography usually deals with a distinct problem in a specific context and is conducted within a sub-cultural group rather than with a cultural

group that differs completely from that of the researcher (Wall, 2015). The author after Knoblauch (2005) add, that “focused ethnography is especially relevant when conducting applied social research in highly fragmented and specialized fields of study” (Wall, 2015). The other feature indicated by Wall (2015) is that “participants may not even know each other but the researcher focuses on their common behaviors and shared experiences and works from the assumption that the participants share a cultural perspective” (Wall, 2015).

Theoretical frame and research design

- Rooted in cultural anthropology (Knoblauch, 2005)
- Interpretivist approach - research was embedded in the interpretivist paradigm

(Jemielniak 2012a, 2012b), methodological concepts by, Woods (1986), Hammersley & Atkinson (2000), Brewer (2000), Pole and Morrison (2003), Hymes (2004), Whitehead (2005), Agar (2006), Borowska-Beszta (2005, 2013, 2016a, 2016b). Flick (2010, 2011), Gibbs (2011), Denzin & Lincoln (2009a, 2009b), Creswell, (2009), Rapley (2010), Wall (2015).

- Sociolinguistic ethnography (Spradley 1979, 2016)
- Data-driven research developmental research (Wolcott, 1992)
- Focused ethnography involved emic and etic perspective Spradley (1979, 2016), Wolcott (1992), Angrosino (2010).

The objective of ethnographic research project undertaken since April 2017 until April 2018 was understanding of concepts of *disability* and *care* among Polish economic migrants working legally as caregivers of the disabled and elderly people in Scotland. Preliminary research report is based on assumptions:

- Focused ethnographic research was carried out as fieldwork including 3 focus groups interviews additionally supported by 5 individual FTF interviews with Scottish specialists from the field in the field of caregiving
- Place of the research: Scotland, Edinburgh & Livingston

The main research question was formulated as:

- What concepts of *disability* and *home-based care* held Polish migrants employed as caregivers of the disabled people in Scotland?

Tasks and responsibilities of the research team members and timeline of the project

- Theoretical framework and research design – (PI) Beata Borowska-Beszta
- Fieldwork management, rapport and sampling – Piotr Krakowiak
- Data collection and transcriptions - Beata Borowska-Beszta, Urszula Bartnikowska, Katarzyna Ćwirynkało and partially Piotr Krakowiak.
- Data analysis - Beata Borowska-Beszta, Urszula Bartnikowska, Katarzyna Ćwirynkało
- April 2017 – October 2017: Development of concept, preparation and framework design
- October 2017: 1 week of intensive fieldwork in Scotland in two cities: Livingston & Edinburgh
- October 2017 – February 2018: Data transcriptions
- February 2018 – April 2018: Data analysis

Data collection

The data was collected during the fieldwork in October 2017. All collected data raised from 17 informants and additionally 5 specialists in the field of Scottish home-based care and

disability. Previously, the data collection plans assumed the implementation of 5 focus groups of about 6-12 participants to give data from a purposive sample of 50 participants, but the reality of the fieldwork and data collection, its specificity, challenges related to logistics and research organization in foreign country, building relationships turned out to be much more complicated. As a result, after three intense efforts it was possible to conduct 3 focus groups among Polish economic migrants legally employed in Scotland. The team performed also 5 FTF interviews with Scottish specialists in area of home-based care, elderly care and social work. The total amount of participating informants was 23.

Access and recruitment of purposive sample

Polish migrants were recruited by researcher Piotr Krakowiak, who managed all issues in the fieldwork which concerned the meetings and purposive sample. Participants were recruited while meetings in various Polish cultural centers in Livingston and Edinburgh. Informants in mentioned 3 focus groups research were 17 adults (12 females and 5 males) employed (over 1 year) as caregivers at homes of disabled and elderly people. The informants stayed legally and lived in Scotland more than 5 years up to 12 or more years. The purposive sample was recruited by using snow ball strategy (Maxwell, 1997) that formed heterogeneous (Patton, 1990) group of informants.

The research team performed in preliminary analysis:

- 3 Focus groups interviews lead in: Edinburgh and Livingston with caregivers.
- 5 Individual interviews FTF lead in Edinburgh and Livingston with specialists in the Scottish ground of social work and care giving.
- Totally in preliminary focused ethnography were interviewed 17 participants - Polish migrants (12 females and 5 males) and 5 professionals, what gives 23 persons.

Purposive sample detailed characteristics

- Polish legally employed economic migrants, working more than 1 year in home-based care in Scotland with disabled and elderly people
- Informants in 3 Focus groups FTF (each 4-7 participants)
- Total number of participants in focus groups interviews 17

Additionally

- 5 individual interviews FTF with Scottish professionals in social work (2 males and 3 females)

Ethics of data collection:

- Verbal data: oral informed consent for focus groups (Green & Bloome 1997), and agreement of 17 informants.
- Storage of transcribed data as well as assent to confidentiality and anonymity was assured for informants (Flick, 2011; Angrosino, 2011; Spradley 2016).
- The personal data was encoded and after agreement in consent each participant was named in the written report only after her/his real first name. The names of people mentioned in transcriptions were encoded on letter "E".

Characteristics of collected data and trustworthiness

Research practice during data collection has shown some difficulties. The problems concerned the recruitment of a purposive sample among Polish economic migrants who,

although initially declared willingness to take part in focus groups, in practice it turned out that some did not show up for meetings. Researchers completed 3 full, long focus meetings. Difficulties in recruiting the target group may be connected with that in addition to encouragement in the person of the gate-keeper, key informant, books imported from Poland, the team did not take into account other incentives to participate in the research.

The second type of problems concerned the collection of data by the team and some problems within the group related to non-compliance in the concept of focus interviews themselves and their conduct.

Focus groups interviews FTF (4-7 persons)

- 1 focus (47min: 45 sec.) 4 participants; (2 males and 2 females) transcription: 38 536 characters
- 2 focus (47min:21 sec.) 7 participants; (3 males and 4 females) transcription: 43 905 characters
- 3 focus (2h 54min:17 sec. (!) 6 participants: (6 females) transcription: 169 138 characters

Trustworthiness was assured by triangulation and member check (Flick, 2011; Angrosino, 2010; Rapley, 2010).

- Triangulation of data sources, team of researchers, meeting the criteria and standards of qualitative research. Member check.

Data analysis

- Verbal data analyses - coding and categorization procedures (Gibbs, 2011; Kvale, 2011; Flick 2010, 2011), analysis of cultural themes (Spradley 1979, 2016; Borowska-Beszta 2013, 2016b).

Results

The following research results, due to the extensive data collected during field work, have been narrowed to the presentation of the main *disability concepts* and much broadest is discussed the *home-based care concepts categories* generated and held by participants of the research - economic migrants from Poland in Livingston and Edinburgh. The research also indicated the shape of three cultural themes related to independent living concept implemented successfully since years in Scotland. Speaking on concepts of disability – the data basically indicated understanding it as the level of independence or dependence of the client, and was based on the social model of disability. The second way of conceptualizing disability has indicated the understanding it in the perspective of the medical model of disability. No informant has indicated that she/he conceptualized the disability of clients in the perspective of the theoretical model of personal tragedy.

Concepts of disability

“Mrs. Emer - pearl at eight in the morning”

- Disability as level of independence
- Disability as medical condition

Anita: *These people are mostly independent, the person I deal with is relatively independent, has its own flat, lives there alone. She has care for 24 hours a day, and someone stays there for the night. She is so independent that she simply moves, but she must be assisted by such "personal care".*

Anita: *I had previous experience with a person who had a personality disorder, who had been in the hospital for 8 years and just after leaving the hospital, she could not function normally in society.*

Agnieszka: my first Mrs. Emer - the pearl at eight in the morning. Hairstyle – “Little Queen”, she was cool, she was, yes...a nice impression. Well, the other man, it was Edan - after the stroke, probably, a strong, tall man, well built and I had to deal for the first time with real old age.

Iwona: At the moment I deal with elderly people. They are people who want not be taken to nursing home, but they do not manage 100% themselves at home. So they need such light support, encouragement and with this our work they are able to function independently. These are, of course, those who have physical abilities, who must cope in the toilet, especially must be independent during the night.

Ewa: [...] has advanced MS (multiple sclerosis). Who does not walk, who for a minute is unable to stop, because she is shaking all the time.

Iwona: It is difficult for such people, when this independence is taken away from them, when it comes to such a moment that this person sits and is unable to do anything. It's just a total breakdown for her ... This is the worst thing that can be.

Alice: Well, grandma with dementia, she did not know what she was doing, every move in her direction she took it as if it was an attack. She could spit or fight, hit me.

Ewa2: Because they are people with dementia, they are difficult people, but in turn, if you undertake this work, then you need to know what to expect.

Iwona: They were people. Most of them are already permanently in beds. Some of them - a small part, were people who could still walk, but with dementia, so that they...lost memory already ... this sclerosis, on pampers already at all, etc. Also such an advanced level of care.

In addition to the clear division of conceptualization of disability in the social model (dependence or independence) or medical perspective - detailed analyzes 2 above indicated additional disability concepts as the sub-structure and sub-categories, such as:

- Differentiation of the disability concept depending on:

The level of dependence: the internal sense of dependence, the external assessment of the degree of dependence, events indicating the degree of dependence, the needs of a disabled person

Social-cultural: generational dissimilarity, cultural determinants of behavior, dependence on life history

- Search for places or solutions:

Search for a place or solutions - a category that bridges the diversity of disability and solution concepts.

- Solutions

Human: scope of interference

Beyond human: technical, financial and organizational support.

Concepts of care - "...but some part of his body he did not let me touch..."

Disability concepts generated from verbal data are closely related to the concept of care analyzed in more detail below.

- Concept of care
- Care tasks & duties
- Care norms & rules
- Care & taboo
- Care burdens & difficulties
- Care values for caregivers
- Caregiver
- Artifacts

Concept of care

- Care as walking & visiting
- Centered persons care
- Care as supporting independence of client
- Care as taming

- Caregiver as being closest person

Alicja: *the first time I went to care, it was just walking around the houses and helping people. A kind of caregiver walking around the houses.*

Ewa: *[the client is always in the first place and his ... his voice. What he/she expects and requires, regardless of whether he/she has cognitive problems or not. Every time we have to ask. Valued care. This is called centered person care.*

Anita: *but we rather try to stand aside, and she rather decides what she wants to do, where to go, sets the menu and things like that, no?*

Iwona: *Our task is not to do everything for someone, to take away all his/her independence and only to make him/her feel needed all the time, that he/she is at home, this is his/her home and we are just there to help him/her a little so that he/she would still feel ... just so useful. Not that he's/she's sitting like a plant, and we're doing everything around him/her.*

Iwona: *And this is a form of independence too. What he wants, he buys it, does not ask anyone - "Son, I ran out of bread or something." This is where independence is.*

Honorata: *In contrast, we do not do it for less than an hour...Honorata: [It does not make sense. At the end we must even make tea, give water, put laundry or just talk...*

Honorata: *Yes. One must feel after our visit, that everything is done, that she/he do not have to do anything, that there is a visit completed.*

Agnieszka: *Both ... and they ask me what is good? Well, what will be good for them, what now will I do now? or what can I offer them yet? And just like Honorata says, with every visit, every week, they just open up...*

Ewa: *[(loud) maybe there is no rehabilitation as such ...*

Honorata: *[for example, with this gentleman, I had 5 visits to him ... and only for two visits he let me touch him ...*

Iwona: *Sometimes we are [caregivers] those closest to them, and of course they ask, "What's up? Did you have a weekend off? And daughter? And remember... remember.*

Care tasks & duties (excerpt)

- Help in self-service activities - partial or total support in washing, dressing, toilet, transport to the bathtub, toilets, away from home
- Help in housework (inserting laundry, cleaning, serving a meal, bringing laundry to or from the laundry)
- Distributing drugs and collect them from the pharmacy
- Transporting clients („grandmas, grandpas”) outside the home for socializing
- Service and care last for not less than 1 hour
- Assistance and conversation - providing nice company and conversation
- Giving information and feedback from the world

Anita: *You have to help her with the money, to shop. She has her own car so I drive her everywhere - she has problems with walking. Uses such a "walker". In addition, she has problems with eczema on her legs, so that we must have to take care of the same "medication". Do her shopping, bring her everywhere to her...*

Iwona: *To do a little cleaning, a little ... They are elderly people, who, for example ... she/he knows how to turn on the laundry, but she/he cannot carry a basket with these things, right? So she/he segregates things herself, and so on, and I, for example ... My task, for example ... I'll just take and carry to the laundry, turn on and bring her/him dry and clean clothes later, and this lady/gentleman will take care of the cupboard.*

Iwona: *We only support these people. And now we do, we help in personal hygiene and of course in dressing ... in all such things that ... during the day that is done at home. Of course, plus medical care and medicines. Well, we do everything properly. Two meals are also issued for those who are sponsored by the Council - so that these people would have valuable food, of course. Well, what else?*

Ewa: *[and the client in whose case it was possible, for the risk account to be made - risk assessment - that the client must have two caregivers. Because such risk assessment is done on the basis of the worst case scenario. And if he/she does it - because here he/she is the one who is called - occupational therapist - who comes and makes such a risk scenario. This scenario is based on the darkest event that can happen. So - this person will have an accident, if there is only one person, there is a chance that this will happen. But in 9 cases out of 10 this person has no problem that he/she would be with 1 caregiver.*

Agnieszka: *- "tomorrow you go to the clients" - I used to say that ... after the first meeting, after the first training, first my Mrs. Emer - pearl at eight in the morning. Hairstyle - "Little Queen", she was cool, she was, yes... a nice impression. Well, the second man, it was Edan - you, after the stroke, probably, a huge, tall man,*

well built and I was dealing for the first time with real old age, where you had to: help, wash, dress, and ... the pressure jumped high! I was not afraid of old age, as well but I remember that after this training - can I manage? Are you sure?

Ewa: Eee ... and in fact her care consisted of ... everything on: help in eating, on ... help ... for example in ... going somewhere ... for... to study, to assist her.

Honorata: [desserts ... Gosia: [and it is really high quality. It's not that bad!

Honorata: [it's not that we have to cook ourselves. We usually prepare something that is cooked already

Agnieszka: we take it out of the freezer and the microwave ... 10 minutes and we have dinner...

Ewa: [to the oven ...

Honorata: [we must clean up afterwards. It works...

Ewa: For some of these people we are just the only people who come and ... For such a care a lawyer is looking after the person's property, when the person does not have a close family or if for some reasons this family does not have contact or this person does not maintain contact with his/her family, so then the lawyer organizes care for such a male/female.

Ewa: From the beginning to the end, that is from purely physical care, from washing, clothes, assisting in changing the dressings...

Ewa: Eee ... assisting in the catheterization - during catheterization, doing the cleaning of the bladder, for example. Different things. With such care yyyymaybe not psychological but supporting these people anyway. Riding with them on trips, speaking, giving them support. E the whole day is a work 1 to 1.

Ewa: Some of these people were fed parenterally - PG. So giving this extracorporeal food. In addition, feeding such people with problems in swallowing, with choking ... So that all this, among other things, belonged to my duties, and completing documents: risk assessments. Filling the care plan, accepting new people, because every new person who came had to be saved to the system, information had to be entered, if nothing had changed since the previous visit. What are the new diseases? What's new?

Gosia: Well, as Ewa said they are...they are...how we say it - clients - patients. There are people who need it. Really (louder with emphasis) I had such an impression that they need our company and preparation...and sitting, talking. Spend this moment together. Make coffee, tea, something to eat. I... know we devote attention to these people more than any real medical care does.

Izabela: I come because I want to, because I like it. They can like it too, they may not, but usually it's such an idea that we do not make friends with them because we cannot do it, but this relationship should be so positive, right? And bringing something good (...) Sometimes it is an hour of conversation or being with someone at all, sometimes it is just sitting with someone and looking at the sky, at the stars, watching birds together, a small, quick walk is enough.

Gosia: From washing, dressing, through medicines through serving a meal. Basics.

Honorata: - Ummmm ... what we do is actually care and help people who are in their homes at home and ... feel good about it. As there are such worse states, they simply go to other centers. Our job is to help these people. Watch them because they forget about drugs, sometimes you have to ... clean up ... prepare food, dress up to wash, help with washing. Transport. Some of our actions require just such hoys to carry, transfer to another room, to the bathtub.

Honorata: These are the basic things we do not do anything extraordinary. We do not have the right to change dressings. Actually, we do not even have the right to pick up a person who is lying on the floor. Its internal corporate arrangements. So there are other people from that, they come. We are only supposed to take care of these people so that they will not lack anything. That they be in good condition, which they have something to eat, that they have care. Mainly it's also about talking to them. They really need such information from the world because they are trapped in these homes. They rarely leave so they are curious about everything.

Agnieszka: I think what else I can add...Well, everyone is different, everyone has their own routine, everyone has own habits. Well... and how are people who are very resourceful... but for example, the family feels safe when someone visits the mother. There are people - what makes me smile at work, I work for a year and a half and I have been doing the same for breakfast for a year and a half. Well, just...(silent laughter in the background) Well ... for a year and a half now, all days are the same ...!

Ewa: [This ... is rooted in this culture ... It's not even an individual matter, it's only a cultural matter. They are prisoners of their own culture.

Honorata: [sometimes we only visit once a day because this person lives with the family. This is just help with bathing, at the toilet. Everything else is done by the family members. They simply cannot cope with such things as: washing, changing. And only that. So these visits are not that frequent. Just 1 a week, every day or every 2 days.

Ewa: but we have, for example, clients who have the service much more often. They have 5 times a day. They have 24-hour care. So then we change. For example, caregivers come, for example, for a few hours. Then another caregiver comes for a few hours. Later again. And there is someone else for the whole night. Someone is

all the time. Well it is depending on the needs, depending on what is happening and, for example, there are clients who started from 1 hour a day and finally had a 24-hour care service. Until the end. Either to the death of the client or to transfer to a nursing home.

Ewa: [In addition, we are still trying to facilitate the administration of these drugs to minimize the risk of incorrect administration of medicines. The pharmacy prepares a blister pack - that is, medicines are - every day is uploaded through the door of a client - and every time in which medicines should be taken - it is sent by the pharmacy...

Honorata: [right dose, hours ...

Agnieszka: [this ... this is great for example, and this blister pack is for the whole week. And here the pharmacies, through the door, just throw in the letterbox ...

Honorata: [and sometimes you have to pick up ...

Agnieszka: [and sometimes you have to pick up. But generally, the drugs arrive home in advance. Drugs are free and we have very few drugs...

Honorata: [he takes them from various places, transports them to one place ... You can order a special taxi, where the company pays for it, because the client has such a service or another, and want to go to church/chapel.

Care norms & rules

- Befriending as a norm
- Keys of access to client
- Monitoring of daily life activities
- Subtle control of sexual life
- Reports
- Prohibitions in home-based care

Izabela: I cannot make real friends with them. I cannot. Well, I cannot share my own data with them, just as volunteers cannot share their phone numbers with them, they cannot reveal this information about themselves, such ... personal, so to speak. Especially at the beginning. There are situations such as, for example, when it comes to a mobile phone number. We had such a person but with dementia that went deeper into relationship and exchange the number with female volunteer. This relationship also changed and we had a situation that our volunteer had to change the phone number, because this lady called her at night. She called her several times a night. So these are very practical things.

Honorata: [we as people who come...and these people, for example ... are in bed, and do not have to open the door. We have to call the company and ask for the code to enter. And we open the door with such a special key, which is secured there, then we have to reset. In the same way we have different clients, where there are safes with medicines, because these people themselves cannot have access to these drugs, and we have codes for those safes to give them the drugs at the right time. It was not in Poland!

Anita: yes, of course. She cannot be left alone. She has a boyfriend, we have to be present always: his support worker and me. We are always both in this presence, but she also takes contraceptives. Beata: that is, the agency is watching over it so that procreation will not occur? Anita: Yes, it's just people who are not able to have sexual contacts, maybe because they are people who can be used that way? Someone else can use them in this way. Because she, for example (this woman) she is obsessed with men, so we control her... She has a graphic when she can meet with particular male and always in the presence of someone. Beata: how did it happen that she has such a form of contact with men? Who accepted this plan? Because this is what I would say a little bit progressive plan: one woman and six men?

Anita: this is the whole "team" that work on this case, but they're not all at once in meeting, it's a graphic designer. She was allowed once a month with one such man to meet. But this is the type that we go to bingo together, or he is invited home and for dinner. This is the meeting. Beata: How many sexual partners she has? Anita: no, there are not any, it is (contraceptives) just like something happened, for safety. No, no (laughs) it's gone. No, no, (laughs) that's not the way it works.

Ewa: [in addition, we as caregivers are subject to an institution called the Care Commission. We are regularly supervised and checked ... we work according to established legal norms, the breaking of which is a violation of the law.

Ewa: [Reports] and...We have to prove that this care is being carried out in the right way. Based on the reports, based on what we have reported from the caregivers and caregivers are responsible for their actions...That's why all they write and report is the protection of themselves. Because these people - and the company - are responsible for what's going on at the moment. These reports and all documentation are documentation that can later be used in court if there is a lawsuit. We've never had such a situation but...!

Agnieszka: *[very often there are people, children of our clients who invent a problem where it is not. They can also be so hotheaded that...where it would seem that the service is done as best as possible ... but it is always but! We are dealing with people simply. Some are, others are so...*

Ewa: *[and the client in whose case it was possible for the risk account to be made - risk assessment - that the client must have two caregivers. Because such risk assessment is done on the basis of the worst case scenario. And if he does it - because here he is the one who is called - occupational therapist - who comes and makes such a risk scenario. This scenario is based on the darkest event that can happen. So - this person will have an accident, if there is only one person, there is a chance that this will happen. But in 9 cases out of 10 this person has no problem that she would be with 1 guardian.*

Ewa: *[Yes. And only then ... And only then, because it is based on experience. Qualifications, these are professional qualifications, i.e. the person who performs the profession must actively work in it. Otherwise, he/she is not able to do these qualifications.*

Agnieszka: *[... I will not mention the hairdresser and grandmothers! We do not wash their heads in life. They have hairdressers for it. I never washed my grandma!*

Agnieszka: *[listen - all grandmothers have hairdressers! (merrily)...*

Honorata: *[ladies for changing dressings, nurses, have a manicure service ... pedicure ...*

Agnieszka: *[for manicure!*

Honorata: *[and ... you are really going to the next visit and immediately – And your client has scarred fingers, because someone did it badly, and we must...*

Beata: *Was something prohibited different that, for example, something ladies cannot do something?*

Ewa: *[cutting off nails ...*

Iwona: *It's good here too ... there are often falls, right? - With these elderly people, etc., then I am not allowed to raise a person here alone. I cannot use any equipment at all, I cannot use ... - it's the most popular ... There must be two people. So I'm alone at night, I have to ask for help. And there is a telephone for such crisis caregiver - they just come and carry.*

Ewa2: *well, practically everything that a wholesome person does: poking, pushing, just like you said - putting in shame...*

Alicja: *[forcing to eat...*

Ewa2: *or to leave a person on the toilet while you go to the phone and check something and the person is there on the toilet. It threatens safety. It's practically everything that while caring for healthy person, and here even more.*

Care burdens & difficulties

- Sadness caused by the death of the clients - because of more than befriending quality of established bonds between caregivers and clients
- Transferring emotional burdens from work to own families and private lives
- Aggression (verbal, physical) of clients with disabilities (difficult but understood)
- Dilemmas while cultural differences and customs – preparing the „same breakfast for 1 year”; or clients „drink 6-7 coffees a day” (what about nutrition plan?)
- Subtle dilemmas with independent living rules - client decides in all matters no matter of his/her real health condition and consequences (e.g. dementia in progress)
- Too much paper work
- Gossiping a little bit as the way of regular communication of the clients with disabilities with various caregivers. Transferring (and remembering) a lot of the private data of caregiver. How?
- Not regular time of work

Iwona: *it is how someone passes away (dies). You are on a daily basis with these people and they treat you, as you were a family member. Because not all families, not all children are so caring, they visit their parents and are in such close contacts.*

Adrian and Alice: *People also died, with whom Alice got used to. There was also a woman who had a Polish husband, and who with Alice was singing a Polish hymn every day while bathing. And in one moment that person died. Before that she was asking Alice for some small things that: she would like to pee, that this... that...After her death Alice began to cry, she was completely disturbed. I said that the end, give it a rest, because the supervisors who were there did not allow her to treat those people as a loved one, like someone with whom one spent every day.*

Ewa2: *the worst thing was that when the time was approaching so that he would die, I could not prepare for it.*

Ewa2: *I can just say physically decayed in health, and mentally, you will feel it already, it's because it's really a job that you come, maybe not every day, but very often, it's working with elderly people, you come every day and you see what's happening to them. And it is not that it does not reflect psychologically on you, that you do not see in your psyche how this person walks, how he is looking for something, how he gets undressed, how he does not know what's wrong with him going on, it's so sad.*

Ewa: *[death of client] This is so painful...because I know that this man ... somewhere goes! In Some degree, he leaved. Either I knew someone from the very beginning, where the disease was not advanced and later in time this person got worse, worse, worse...so much so that it is not the same man anymore! It was scary!*

Anita: *And it depends on who has the problem, no? (laughs) Because then you stay alone, I had previous experience with a person who had a personality disorder who had been in the hospital for eight years and just after leaving the hospital, she could not function normally in society. And she could be so aggressive that the police did not cope with her. This is the most difficult one. And the most difficult is the hardest. I think the hardest thing is that we cannot touch that person, even if she attacks us, we cannot defend ourselves. We can do it somehow (demonstrates the embrace), but we cannot hit anyway. Or run away, or ... I do not know. This is the biggest problem.*

Ewa: *[but from the one I've done before - you cannot go home without loads. Looking at a young female who is not much older than me, who has advanced MS. Who does not walk, who for a minute is unable to stop, because she is shaking all the time, it's hard to come home, sit down and think like that - it's great!*

Honorata: *we already know that this particular person is...is dangerous to him/herself, to others. Something can happen and we cannot take the risk. We cannot primarily expose the caregivers who come there, if someone is aggressive - no...We cannot expose someone to something that can happen. That this caregiver will be after...maybe beaten, hit. On the other hand, s/he would be exposed to insults. Whether a visit to this person will cause a lot of stress....*

Agnieszka: *[we had, we had such a client ... which, already - the time of our visit ended - she saw that we were gathering - then she was getting nervous and thinking up - "And that's what I need, and that's it" - to endure as long as possible. To stay ... and I do not know ... and not as such malice, but only to last as long as possible. This visit.*

Gosia: *[She beats caregivers and in general - you know who I am talking about - I was terribly afraid... and it lasted for 4 hours. And just the day before that visit I did not sleep anymore. I was afraid that she will push me - from the stairs! - You cannot stand in front of her. Wonders! So what ... she turned out to be such a great person ... really ... great!*

Gosia: *[The lady...whom I did not know. And she also has her regular caregiver... right?! That ... this lady - iii ... And this caregiver just told me - this person needs yyy ... how to say? Yyy ... - the right person! A person who will not be afraid of her. Because if she sees that someone is afraid of her...well then she is aggressive...*

Ewa: *[I also did not have a problem with her until we were driving (saying laughing) and ... I just go through the lights and she hit me in the car while I was driving, because she wanted me to turn right!*

Ewa: *[I sprained because we were doing it anyway and she - "Why do not you turn right?" - She has such an advanced Alzheimer's. And also, and so it is that with a given person, with her regular caregiver - she also beats her...*

Gosia: *[the most surprising was the preparation of these strange meals. In the morning, for example - I'm not talking about those ready ones. No, because...these were really cool. Just for example, toast - with butter and a cup of coffee and that's all.*

Agnieszka: *[e.g., what is funny - these people drink 6-7 coffees* Ewa: *[coffees! a day ... Yeah.*

Honorata: *[they can do whatever they want ... Some people have access to choose what meals they want to get. And the family does not really influence it. They try, of course - because we have such clients from family members who said that - "No, because you have to eat fish once a week ..."*

Gosia: *[or "you cannot chocolate"*

Ewa: *[and ...we have to prove that...that this care is being carried out in the right way. Based on the reports, based on what we have reported from the caregivers and caregivers are responsible for their actions...That's why all they write and report is the protection of themselves. Because these people - and the company - are responsible for what's going on at the moment. These reports and all documentation are documentation that can later be used in court if there is a lawsuit. We've never had such a situation but!...*

Agnieszka: *[very often there are people, children of our clients who invent a problem where it is not. They can also be so hotheaded that ... where it would seem that the service is done as best as possible ...but it is always - but! We are dealing with people simply. Some are so, others are so...*

Ewa: *If we are not able to continue caring for this person - we say - we are sorry, we have such and such time. We are not able to continue our care because the situation has changed. This man, e.g. a family, a client needs 2 guardians and the family says no! We will not pay for 2 caregivers you have to cope with it as 1. Where is*

transporting with a lift! There is no such possibility! If something happens, then this family will come and say, - listen - why did this person have an accident?

Magda: [you know, promotions would be associated with more duties plus probably some more paperwork. But I do not really like the paperwork. Mainly I like contact with children and do needed... papers.

Ewa: [but it is also dangerous...it is very dangerous. The point is to maintain a professional relationship between what we tell the client from own backyard, our own life. This is very difficult, very difficult (with emphasis), really, because at some point of gratitude and how this person treats you, you start to open more and more, more and more, only more and more, that this person also transmits this information to own family which do not like it very much!

Honorata: [... they pull it out from us! Gossiping somewhere over there... they want...

Ewa: [sideways, sideways, sideways ... from 1 person they will pull...such a tiny crumb. From the next, another tiny crumbs and the entire puzzle is built. Beata: [But that will they remember all data? Honorata: [hehehe ... (laughs)

Anita: the difficulty is that these are irregular working hours. "The work is set for 3-4 weeks, but there are no regular working hours, it is work from seven to six, or from 10 to 10, this type, no?"

Care & values of caregiving

- Signs of gratitude for everything and articulation – as smile, touch by the hand, nice words: *I missed you so much, thank you, child*
- Building relationships and real relationships with disabled and lonely elderly people at homes
- Human life stories and narratives of clients - there is no such thing in the office
- Care at homes gives adrenaline and is addictive
- The work with disabled clients teaches humbleness and distance to one's own life problems

Gosia: [smile ... how they are holding your hand...they say thank you!, this is...

Ewa: [And until ... "Oh ... I missed you so much!"

Iwona: This is above all. This gratitude for some smallest..., for any help, for the fact that someone came to them at all, visited that, they ask: "Well, how are you feeling today? How are you? "Do you remember that the daughter visited and," How's everyone at home? "This is a huge thank you," Thank you for coming. Thank you, child. Even sometimes making tea or whatever - sometimes they just need to sit down and talk. Just sit and listen. They are very grateful for ... for everything.

Agnieszka: [but these are such relationships ... true, listen to us! We go ... to their home, to their lives, to their routine, to their intimate ... in intimate situations. That everyday life. And we ... we have these relationships - where often children do not have them - well know! Well! Well!

Anita: Yes, it is a very satisfying job, because these people are very attached to us and it is certainly a plus that there is no such ... such direct control, no one is standing over us and we can give a lot from each other. Although there is a "care-plan" that we must work according to it, but we can do a lot of it. If we are creative, then we can create different things from each other, if you agree.

Agnieszka: [I think it is very interesting. I'm fascinated by all their stories! These are...these relationships, real emotions (with enthusiasm) This is something, it does not translate into an office work. In the office there is no...This is something that!

Ewa: [we are on a different basis...we know their secrets - often ...

Magda: [building a relationship with them. Smile... go for a walk. Conversation - for them - it means a lot (with emphasis). Small things when for us...

Ewa: [it is so ... it is the unpredictability of the situation in which one is entering. This is adrenaline, one that is addictive and it's not like that - I do not know - (laughs) parachuting. This is not an addictive adrenaline - but on the other hand - addictive because helping - even for money - because we do - this is our job - is still addictive.

Ewa: They knew everything about us and each time - we came, for example, twice a year - they knew and remembered everything! Absolutely everything! It was unbelievable. One gentleman, for example, was collecting cards - coupons - for Lego for my child.

Honorata: [... it is also such interfering in our lives, because they ask - "And how did you spend your holidays?" "And where are your next holidays?" And what are you doing at the weekend? - They want to be on...

Gosia: [this work teaches humility above all and such a distance to oneself... And our problems - invented many times - in a collision with such reality – a person whose only world is to sit on a wheelchair and look ahead? Well, we can just re-evaluate some things...

Magda: *[well, I'm a little bit fresh, because I've been working in this profession for only 2 years. As for today, I love my job and I certainly would not like to change it. I know I can burn out - because it is very hard work and very often I come back with a migraine and totally tired, mainly - this is not physical work for me more is psychological work...*

Care & taboo

- Native language accent of caregiver & Scottish Gaelic accent of client – both complicated issues, are under attention and mainly resolved by managers of home-based care
- Nationality of caregiver – Polish caregivers as not accepted by some elderly couple
- Gender of caregiver – e.g. preferred males for elderly Scottish female: „*males only*”
- Age of caregiver – complicated as adolescent caregivers have nothing to speak about with elderly caretakers
- Beauty of caregiver - to young and to gorgeous Polish female as caregiver for young and disabled Scottish females
- Carnality of client and *intimacy barrier issues* - a long time of adaptation to caregiver including restricted body areas of touching – during regular service – e.g. shower, bath etc. Especially when different gender of caregiver and client. Changes after establishing intimate understanding, safety and dignity.

Honorata: *some clients even reserve and express existing language barriers that "we just do not understand each other" something ...* Ewa: *[accent (with emphasis, loud) ...* Ewa, Honorata: *[...and it works both ways...*

Izabela: *language is a barrier for me. After all. All the time. And this is also what I think is related to such a cultural approach, because you can speak English, but you can ... Well, this is not my language. I know this. I know that it will not be my first language for the rest of my life. I will always think in Polish. We construct sentences, we think in Polish as if. Well, I'm not talking about slang and like that anymore ... Because it's also a thing that it's hard to go through.*

Honorata: *[But I have already noticed that, for example, on the first visit there are such because Do not...hiding - we speak with a slightly different accent, we have a different culture, they too... different...*

Honorata: *[Families] No. They cooperate with us, they even ask for some individual information. There's no taboo there. They are all related to the company. Usually, when a problem comes out somewhere...first you have to write a report...*

Agnieszka: *[Write a report (loud)...*

Honorata: *... and send information to the service company. If it is a wish that it is straight to the family, we call and notify the family, but all these links connect. We cannot simply omit something....*

Agnieszka: *Or if I'm not able to, or something does not play between me or this person, he has the right to just give up his care. He can choose another client (hesitation), so to speak...*

Ewa: *It is that the caregiver n is assigned to this client and this client says "I want another person and the end". We try to make these clients have the best possible service, but also, making the caregivers unhappy does not make any sense, because this site will not play. No way. It's like in life ... we like some people and we do not necessarily feel good with others. It works both ways (loud). The client has the right to say - "I'm sorry, I do not have anything to this person, but I feel better with this one, with this and that one..." Therefore, we always present a few people at the beginning and then some of them stay in the form in which they were moved or changed just the person says - "Can I have this and that person? - and that's enough for me.*

Ewa: *[we had clients who said - "we absolutely do not like Poles". What is not...What is illegal. [...]] [They could not but... they said ... But they said (loudly) and there is something that - let's agree - it was not politically correct - but this gentleman and his wife were over 90 years old and generally - well - occurrence to court (laughs: focus group members, Honorata, Ewa)*

Ewa: *[for example, we had a lady who did not become our client who said that "absolutely no woman will touch her" - she only wanted men. Agnieszka [... and grandma - this was in fact "grandma" (loud). - What happened? - We did not have males who would be ready. This lady, cognitively and psychologically, did not meet the standards and we knew that there would be a problem with that, so unfortunately we had to refuse this service.*

Honorata: *[yes! ...* Ewa: *[for a young girl, because, for example, very young people are very often in the care, for example... Gosia: [after school...*

Ewa: *[sixteen-years-old...*

Ewa: 16, 17, 18, 20 years old, which really have no topic to talk about with clients ...

Ewa: These people (loud, with emphasis) also want to feel...worthily...with this guardian! Also...young people, if a young, shapely, able-bodied girl comes to them and this young female is in a wheelchair and also had such a life, and is not with what is happening in her life at this moment - she will not want that person!

Beata: [that is beauty? ... Honorata: [yes...(quietly).

Honorata: As we have, for example, clients - so far I came to male - but some part of his body he did not let me touch...It is only time (2 sec)... such... such ...sense that he is treated well and that he is not treated so objectively ...only let him. After some time - OK. I'm glad you came - we can start.

Honorata: I have the same problems with female, who is after mastectomy and she has not let me so far. I used to come to her for services, but someone else always came from her family and washed her. She never let me wash her and recently she herself asked for it - "Could you take me a bath?" - So it also need a time for them, that they feel so comfortable with you! It takes a while. And it does not matter if you are a trained person or not. They just have to feel that - you will not look at them differently. That you will not subtly concentrate to it what they are ashamed of, what they are ashamed of ... How you treat them, yes, after some time they open themselves. They ask for it themselves...

Honorata: [andand sometimes it is hard. They are ashamed of what they have and how they do it ... and how they need to be around them...to get to them ... but after a while they are great. They are happy they cannot wait for this visit. And it is so in their eyes - no?! This...

Honorata: [sometimes requires. Well, I have not worked in this company for quite a long time. There is no one yet. But I have already noticed that, for example, on the first visit there are such because...Do not...hide, we speak with a slightly different accent, we have a different culture, they also...different...

Agnieszka: [we have to add families to it. Because they live after them! Because their culture is a bit different and it can be seen with the naked eye! This house is differently decorated (smile). For example, what was fun to me ...They have a lot of photos, from their grandchildren, from their youth...

Ewa: [Completely! Here (in Scotland) after all, there are no such close relationships. Not in every family. A large percentage of people do not have such close contact with the family as in Poland. That these families were once so multi-generational that the children had the responsibility to look after their parents, grandparents and... that Polish families are so ...- „Are we on the way or not on the way, we have a duty, and we have to look after, because it is our duty ". There is no such thing here. It looks a bit different culturally. Here are these shelter apartments accommodation, these people change in life...

Ewa: Here (in Scotland) it is not, here this house, if the family does not look after the person, and there is a need for this person to go to a nursing home - This house is simply sold and this money from this house is transferred to look after that person in residential facility. All these resources that are collected by this person during his/her lifetime are then transferred to look after that person for that final protection. And how lucky she is that she will die earlier - well, then the family may inherit something. But there are also such exceptions that the family very much wants to inherit the house in a good neighborhood and does everything to prevent this person from going to a nursing home. And practically this grandmother, is kept speaking frankly - in the closet - that these funds do not go somewhere to the state. We also had such situations that there was no indication at all that this person was at home. It was not possible. We came. I looked after such a lady, but she is no longer alive. Maybe - good for her. There was absolutely everything there. In this house...

Caregiver:

- Qualifications
- Learning training
- No criminal record

Ewa: generally, the profession of caregiver is a profession that was eligible as a profession to all people - after another profession like cleaning, or on a par with cleaning - as so-called - margin. Due to the fact that one day in the care, anyone could come to look after clients! Absolutely everyone! Girls or boys who finished school - at the age of 16 - have no education - everyone could go and work as a caregiver. This situation has changed. At the moment, everyone cannot work in the care. The person who will work in care must be qualified. At this point the caregivers who work...in ...terrain - they must be registered. This is called policy. This is the Regulated Bill that regulates the work of doctors and nurses. Caregivers must all be registered, on October 2nd each year. And everybody has to undergo training every year, in 5 years from the date of registration they have to finish the qualification. Minimum - Scottish Vocational Qualifications. Without this, they will not be able to continue working in the profession at all.

Ewa: Internal certifications here that confirm that I do what I do, and I know what I'm doing. And in fact, there are also annual trainings. We were obliged to have an annual series of trainings that were provided by the company and this is a week of training that is very intense.

Ewa: *[every person who is employed, is checked, has a proven criminal record, full no criminal record in so much detail...*

Honorata: *[5 years back probably?*

Ewa: *[Working with...vulnerable people is generally about checking and ... cannot work if it is somehow - if it is unclear - or we get references that there is nothing - that's why we always ask for references from 2 places. From the employer and from someone who knows this person ... Without reference the same, this person probably will not get a job.*

Ewa: *[no! (with emphasis) The employer writes or gives oral references, from which we must make a note, which must be in the documents, because we must have a basis for why this person was not employed. In addition, there is additionally - there are trainings - there is induction - an introduction to work. Later there are changes on which the person follows the work of the other person, and depending on what experience and what kind of education this person has - if it is someone who has never had contact with another person - this shadowing - he will have more. If he worked in the profession, if he has medical education in any degree, then the training is a little less - because this person - we assume that he knows what he is doing! But if there is a need for more of these trainings - these are the trainings.*

Ewa: *[shadowing] means that this person, goes with a given caregiver-experienced and shows what is doing at the client's place, i.e. the routine of that person, the documents are filled out. Because on induction, they are 4 hours in which they say, say, speak and each company has such an introduction to work*

Ewa: *[in addition, we as guardians are subject to an institution called Care Commission. We are regularly supervised and checked and work according to established legal norms, the breaking of which is a violation of the law.*

Ewa: *[Yes. And only then, because it is based on experience. Qualifications, these are professional qualifications, i.e. a person who performs this profession must actively work in it. Otherwise, s/he is not able to do these qualifications.*

Artifacts

- Apartments equipped by the Council
- Hoys
- Cell phones
- Personal care clothes
- Drugs & care supplies supported by the Council

Ewa: *[because then such a procedure looks like this: the person [disabled, dependent] gets a flat. This, of course, is time. But because it is a significant disability and non-resourcefulness of life, this person gets a caregiver and that's enough.... And it depends on which case. For some, it takes a bit longer, because these people decide what flat they want to get, in what neighborhood. It's not just that I'm asking you: "You have a mix somewhere in the middle of some environment and you have nothing to say. And you get on the 4th floor without a lift. „It is not like that. This is an apartment always prepared for this and must be adapted, adapted. If hoys are needed under the ceiling, the ceiling, then the ceiling hoys will be mounted. All things that are needed for such a person to live will be assured. For this care ...*

Ewa: *[Hoy - this is a lift. This is a lift. There is a rail.*

Honorata: *[hoy, just security for such a person... Ewa: [that's the equipment ...*

Agnieszka: *[(with emphasis) we must also say aloud that help and these apartments are adapted and this is a huge step.*

Ewa: *[uniform, work in uniform above all. Gloves, a plastic apron because we walk from one person to another. Frequent washing of hands. At least I hope that this is happening ... but in the previous work I washed my hands, so that I had enough dermatitis - because my skin broke, and this glove work that I literally had for ... cracked skin. So what else?*

Ewa: *[phone in the car, and iii ... and keys! (laughter) and frequent calls from the company: - "Can you take ..." - I make these calls and they either answer or not (laughs).*

Anita: *I think: the phone, because it is a phone without a break, we are on the phone, yes, yes, this is the main guess. Keys, keys must always have. What else? Maybe some of these folders are associated with me, because you always have to write these protocols you have to write*

Honorata: *[we also have items all of which are helpful to move to another room, to another room ...*

Agnieszka: *[hoy is so much ...*

Ewa2: *[Hoy is a device that lift person, so there are devices ...*

Honorata: *[... and almost every house is different, lift ... It's not like you have the same thing. And it is regulated. If you have a problem with this leg, because something happened suddenly, they are already changing...*

Honorata: *[trolleys and any such help, those on wheels ...mmm...what are moving ... and try to walk on their own.*

Agnieszka: *[bathrooms are adapted ... Everything is...*

Agnieszka: *[Walker. How many here? You have 3 in one room and 2 in the next.*

Agnieszka: *[No... I'm not talking about free pads, inserts, diapers, pampers. Well...well...well then...that's it...these are basics!]*

Agnieszka: *[needed drugs come through the door - thrown in. grocery shopping? - ready.*

Ewa: *[And yes, they can order products from the catalog. They receive. I do not know if soups...dishes]*

Iwona: *... Well, I do not know?...Well, safety bracelets ...Some wear such a button on their neck. If something happens - such an emergency situation - well, I do not know - chest pain, fall or something, everyone pushes and automatically sends a signal to central and... Sometimes to the Council, but there are other service companies and they call us. It depends who signed the contract. And someone calls us and says, - "Please go check. I have a signal from and from that person."*

Cultural themes

Preliminary results and data analysis indicated the existence of three cultural themes related to the general patterns of the concept of independent living implemented in home-based care in Edinburgh and Livingston and Scottish support system.

They are:

- Respected dignity of femininity of elderly females: Implemented concept of independent living respects dignity and femininity of elderly females

Agnieszka: *[listen - all grandmas have hairdressers! (cheerfully)... FG: [laughter of women.*

Honorata: *[ladies for changing dressings - bandages, nurses, have a manicure service ... pedicure ... Agnieszka: [for manicure!"]*

- Home-based care as a home-designed isolation: The concept of independent living as a trap

Honorata: *„Mainly it's also about talking to them. They really need such information from the world because they are trapped in these homes. They rarely leave so they are curious about everything."*

- Lack of flexibility in Scottish support system of home-based care: System of support perceived as a prison

Ewa: *[here it is also that a little bit everyone becomes prisoners of the system ... in which they function. Because they (Scottish people) do not make any change. Here with our (Scottish) colleagues is very difficult. If they are already working in some system and he/she is stubborn - there is no chance ... (quietly, exhale long). It's just banging your head with concrete.*

Preliminary conclusion

The concept of home-based care illustrated the picture of a complex and rewarding type of paid activity in opinions interviewed migrants, when the majority of participants were females (12). While 5 male informants expressed opinions of care as more temporary form of employment. Mainly female informants expressed their satisfaction with legal employment as home-based caregivers, they felt valued and needed. The situations that were unpleasant and incidental were rarely mentioned. Their understanding disability and home-based care is a construct based on the concept of independent living of people with disabilities and dependent people being implemented broadly in Scotland. Participants of the research sometimes mentioned the chasm and gap which in their opinions exists between the care of home-based care and care in the care home, institutions highly criticized.

The results of the preliminary focused ethnography revealed three main cultural themes related to care concepts in the opinions of migrants from Poland. The first subject indicated as a kind of amazement and admiration concerned:

1. *Respected dignity of femininity of elderly females*, expressed in the practical fulfillment of the needs of a good image, well-being thanks to hairdressers and beauticians employed for women in late adulthood.

The second was related to secondary construction of home isolation at homes:

2. *Home-based care as a home-designed isolation*, which meant that, paradoxically, the concept of independent living of disabled people of different ages, and dependence levels and especially of the elderly is a kind of trap, as some clients, for example, having dementia and other degenerative diseases. Especially elderly clients with dementia who have an unlimited desire and free unlimited choice for particular type of diet, which can unfortunately work to their detriment. The limits and the helplessness of the caregivers' actions in these situations are subtle but discernible. They need to and they respect clients' wishes, even risky for them. The system also has weakened secondarily family ties because a father or mother with dementia do not have to call longer own adult children with the request "*Son, I ran out of bread*" because they can call the caregivers and support system staff. On the one hand, the concept of independent life raised the certain level of autonomy for the disabled people themselves, but, according to the research participants, also subtly weakened secondarily bonds with generational families.

The third indicated some features of established support system rules of home-based care based on the concept of independent living:

3. *Lack of flexibility in Scottish support system of home-based care*, which means that the Scottish home-based care system is based on rigid procedures and rules, and there is no question of changing these procedures or negotiations of its changes, which would be more optimal for individual client, in the opinion of the caregivers. The system becomes somehow a prison for all its participants: clients, caregivers, family and supervisors.

What facilitates the work of home-based caregivers from Poland and is highly by them appreciated is related to three dimensions. First is financial support for the clients and their families assured by Edinburgh City Council and the Scottish authorities. Support includes also paid equipment that caregivers have at work as: hoist lifts and other necessary supplies that provides the system of supporting for independent living in Scotland. The second dimension is related to satisfying salaries for the caregivers for their work and satisfying career opportunities.

Much of the recognition of the research and focus groups informants was concerned also with planned transitions of clients, supported by Edinburgh City Council, related to the allocation of apartments to young or elderly adults with disabilities. Besides, equipping them with wheelchairs, walkers, and all needed prosthetics and supplies to provide other daily assistance in support programs. The third dimension is related to organization of work and not extensive work time in home-based care, which allows women's caregivers to lead an active professional life with a satisfactory payment, raise children, lead own family life and participate in local communities' cultural events. The only moment of confusion, sometime a bit silenced by informants, may be the fact that diplomas, even university degrees diplomas from Poland, are not honored in Scotland, it is impossible to nostrify them and, therefore, having in Poland proper level of nursing specialized education - like, among others, Honorata - an educated and experienced in Warsaw hospital cardiology nurse - works in Scotland below her qualifications as a home-based caregiver.

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The Effectiveness of a Life Skills Training Based on the Response to Intervention Model on Improving Disruptive Behavior of Preschool Children

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Abstract

The purpose of this study was the effectiveness of a life skills training based on the response to intervention model on improving disruptive behavior of preschool children. The sample of the study comprised of 61 children (53 males and 8 females, Mean age= 5.2 years, SD = .87) attending two pre-schools in Baltim Town, namely Sanabil Kids and Basil School. Teacher's rating of Child's disruptive behavior scale to collect and analyze data. ANCOVA analysis for the differences in post- test mean scores between experimental and control groups on disruptive behavior showed that ($F= 132.872$, $p< 0,01$). T. test results for the differences in post- test mean scores between experimental and control groups showed that ($t=19.155$, $p< 0,01$) in the favor of experimental group. So, that there were differences in post- test mean scores between experimental and control groups on disruptive behavior in the favor of experimental group. Scheffe test for multi-comparisons in disruptive behavior test showed that there were statistical differences between pre and post measures in favor of post-test, and between pre and follow up measures in favor of follow up testing, but no statistical differences between post and follow up testing. Findings were discussed and implication of findings was included.

Keywords: Life Skills Training, Response to Intervention Model, Disruptive Behavior, Preschool Children

Introduction

In most early learning settings, skills taught may are not the same; they vary , but generally include the following: reciting days of the week, identifying colors, numbers, letters, and other early academic skills. Current research indicates that the skills that teachers and early education experts identify as positive indicators for school readiness have shifted from academically oriented skills to skills that are social in nature (Heaviside & Ferris, 1993; Lin, Lawrence & Gorell, 2003; Piotrkowski, Botsko, & Matthews, 2001).

Hanley et al. (2007) defined Preschool Life Skills as “desirable responses to commonly occurring and evocative classroom situations”. Much of the current research has attempted to evaluate procedures for teaching preschool life skills (PLS) in preschool classes with typically developing children. For instance , Hanley, Heal, Tiger, and Ingvarsson (2007) implemented a classwide teaching program with 16 typically developing preschoolers to teach instruction following, functional communicative responses, delay tolerance, and friendship skills in response to data suggesting that non familial center-based childcare in the first 4.5 years of life was a risk factor for developing problem behavior (National Institute of Child Health and Human Development, Early Child Care Research Network, 2003). Children were exposed to contrived situations that targeted a specific skill (e.g., following instructions, tolerating delays imposed by teachers). A multiple-probe design across units showed acquisition of the skills and reduction of problem behavior for most children.

Luczynski& Hanley (2013) evaluated the effects of the preschool life skills program (PLS; Hanley, Heal, Tiger, & Ingvarsson, 2007) on the acquisition and maintenance of functional communication and self-control skills, as well as its effect on problem behavior, of small groups of preschoolers at risk for school failure. All instruction was provided in a small group context according to the current Response- to-intervention (RTI) framework, which is applied in typical elementary school settings. Six children were taught to request teacher attention, teacher assistance, and preferred materials, and to tolerate delays to and denial of those events during child-led, small-group activities. Teaching strategies included instruction, modeling, role play, and differential reinforcement. Six additional children randomly assigned

to similarly sized control groups participated in small-group activities but did not experience the PLS program. Within-subject and between-groups designs showed that the PLS teaching procedures were functionally related to the improvements and maintenance of the skills and prevention of problem behavior.

Response to Intervention (RtI) offers a comprehensive model for the prevention of delays in learning and behavior. The idea of Response to Intervention (RtI) in preschool goes back to a belief that “early delays may become learning disabilities if not addressed at the age when a child should be proficient with particular skills” (Coleman et al. 2009, p. 4).

PLS was initially evaluated as a classwide program and characterized in Hanley et al. (2007) as a Tier 1 application in a response-to-intervention (RTI) framework (National Center on Response to Intervention, 2010). The universal interventions (Tier 1) are implemented with all students to help prevent the development of social or behavioral problems and increase prosocial behavior. Hanley et al. (2007) used Tier 1 interventions, teaching skills at a classwide level to all students in a natural setting and using teacher praise to differentially reinforce prosocial behavior. Subsequent studies evaluated PLS in a small-group (Tier 2 application; Beaulieu, Hanley & Roberson, 2012; Luczynski & Hanley, 2013; Luczynski, Hanley, & Rodriguez, 2014). Selected interventions (Tier 2) focus on individuals who are not responsive to universal interventions and require more targeted interventions that are delivered in a small-group setting. Miltenberger et al. (2004) used BST during a Tier 2 intervention by using instructions, modeling, rehearsal, and feedback to teach firearm safety to a small group of young children. Targeted interventions (Tier 3) focus on students who do not respond adequately to Tier 1 or Tier 2 interventions and require individualized instruction for skill deficits or interventions for severe problem behavior (Campbell & Anderson, 2011; Gresham, 2004). Tier 3 interventions often consist of antecedent strategies to prevent problem behavior, instructional strategies to teach desired behavior, and individualized consequences to decrease problem behavior and increase appropriate behavior (Anderson & Borgmeier, 2010).

Purpose of study

The purpose of this study was the effectiveness of a life skills training based on the response to intervention model on improving disruptive behavior of preschool children.

Research Questions

The following two research questions were posed and investigated in the study:

1. Are there differences in post-test scores mean between control and experimental groups on disruptive behavior of preschool children?
2. If the program is effective, is this effect still evident a month later?

Methods

The study employed the quasi-experimental design to examine the effectiveness of a life skills training based on the response to intervention model on improving disruptive behavior of preschool children.

Sample

The sample of the study comprised of 61 children (53 males and 8 females, Mean age= 5.2 years , SD = .87) attending two pre schools in Baltim Town, namely Sanabil Kids and Basil School.

Measures

Teacher's rating of Child's disruptive behavior scale. This scale was developed for this study. Teacher's rating of Child's disruptive behavior scale was designed in reference to literature review. I developed 20 items based on focus group themes and the literature. The scale utilizes a 4-point Likert scale response option consisting of never (0), rarely (1), usually (2) and always (3) for each item. Two methods were used to assess reliability: internal consistency and stability as described below: 1. Internal consistency: this was assessed using Cronbach's alpha coefficient. The value of 0.7 or above was considered satisfactory. Test-retest analysis. N=25 children from the study sample completed the scale twice with an interval of 2 weeks. The intraclass correlation coefficient (ICC) was calculated and a value of 0.4 or above was considered acceptable.

Procedure

Permission to conduct this study was obtained from both schools principals and students' parents. The training program consisted of 10 sessions; each lasted for 40 minutes, three sessions weekly. The PLS program was implemented using the response-to-intervention (RTI) model. Universal interventions (Tier 1) are implemented with all children to help. In Tier 1, behavioral expectations and social skills were taught. It also includes consequences for appropriate (e.g., tokens for appropriate behavior that are exchanged for a small item) and inappropriate behavior (e.g., timeout for inappropriate behavior. Tier 2 focuses on individuals who are not responsive to universal interventions and require more targeted interventions that are delivered in a small-group setting. Tier 2 interventions include explicit instruction of skills, structured prompts for appropriate behavior, opportunities for the children to practice the skills, and frequent feedback to the student. Tier 3 focuses on children who do not respond adequately to Tier 1 or Tier 2 interventions and require individualized instruction. Tier 3 interventions often consist of antecedent strategies to prevent problem behavior, instructional strategies to teach desired behavior, and individualized consequences to decrease problem behavior and increase appropriate behavior. Each session consisted of instructions, modeling, and role play and feedback.

Data Analysis

The effects of implementing a life skills training based on the response to intervention model on improving disruptive behavior of preschool children were assessed using a repeated-measures design, pre-post- and follow-up testing.

Results

Table 1 shows data on ANCOVA analysis for the differences in post-test mean scores between experimental and control groups on disruptive behavior. The table shows that ($F=132.872$, $p<0.01$).

Table 2. ANCOVA analysis for the differences in post- test mean scores between experimental and control groups on disruptive behavior

Source	Type III Sum of squares	df	Mean square	F	Sig.
Pre	2.167	1	2.167		
Group	597.747	1	597.747	364.670	0.01
Error	95.070	58	1.639		
Total	701.934	60			

Table 2 shows t-test results for the differences in post- test mean scores between experimental and control groups on disruptive behavior. The table shows that ($t=19.155$, $p<0,01$) in the favor of experimental group. The table also shows that there are differences in post- test mean scores between experimental and control groups on disruptive behavior in the favor of experimental group.

Table 2. *T. test results for the differences in post- test mean scores between experimental and control groups on disruptive behavior*

Group	N	Mean	Std. deviation	T	Sig.
Experimental	31	15.45	3.40	19.155	0.01
Control	30	47.63	2.94		

Table 3 shows data on repeated measures analysis for disruptive behavior. The table shows that there are statistical differences between measures (pre- post- follow up, $p<0,01$).

Table 3. *Repeated measures analysis for disruptive behavior*

Source	Type III sum of squares	df	Mean square	F	Sig.
Between groups	6323.974	1	6323.974	240.362	0.01
Error 1	1710.165	59	26.310		
Between Measures	3743.818	2	1871.909	319.483	0.01
MeasuresxGroups	3827.121	2	1913.561	326.591	0.01
Error 2	761.695	116	5.859		

Table 4. shows data on Scheffe test for multi-comparisons in disruptive behavior test. The table shows that there are statistical differences between pre and post measures in favor of post test, and between pre and follow up measures in favor of follow up testing, but no statistical differences between post and follow up testing.

Table 4. *Scheffe test for multi-comparisons on disruptive behavior*

Measure	Pre M= 47.83	Post M= 15.45	Follow up M= 16.00
Pre	--	--	--
Post	18.95*	--	--
Follow up	17.85*	1.10	--

Discussion

The purpose of this study was the effectiveness of a life skills training based on the response to intervention model on improving disruptive behavior of preschool children. ANCOVA analysis for the differences in post- test mean scores between experimental and control groups on disruptive behavior showed that ($F= 132.872$, $p<0,01$). T test results for the differences in post- test mean scores between experimental and control groups showed that ($t=19.155$, $p<0,01$) in the favor of experimental group. So, that there were differences in post- test mean scores between experimental and control groups on disruptive behavior in the favor of experimental group. Scheffe test for multi-comparisons in disruptive behavior test showed that there were statistical differences between pre and post measures in favor of posttest, and between pre and follow up measures in favor of follow up testing, but no statistical differences between post and follow up testing. The results of this study goes in the

same line with Hanley et al. 's(2007) , who implemented a classwide teaching program to teach social skills to preschool children using behavioral skills training (instructions, modeling, role play and feedback) and contriving opportunities to practice the skills in the classroom. The results was 74% reduction in problem behavior and a four-fold increase in the target skills. Luczynski and Hanley (2013) delivered the training using small-group instruction. This modified small-group PLS program was effective in teaching and maintaining social skills, and to prevent problem behavior in the classroom.

Implication of Findings

A number of implications have emerged from the results of the present study. First, Good generalization of skills across teachers was observed with all participants. The present study assessed generalization of skills by using generalization probes or follow-up. Universal interventions (Tier 1) helps increase prosocial behavior. Selected interventions (Tier 2) can be valuable as it was delivered in a small-group setting ,includes explicit instruction of skills, structured prompts for appropriate behavior, opportunities for the children to practice the skills, and frequent feedback to the children. Targeted interventions (Tier 3) include instructional strategies to teach desired behavior, and individualized consequences to decrease problem behavior and increase appropriate behavior.

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The Effectiveness of Social Stories Intervention on Aggressive Behavior of Aggressive Preschool Children

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Abstract

The purpose of this study was the effectiveness of social stories intervention on aggressive behavior of aggressive preschool children. The preschool aggression scale was distributed among the teachers to complete it for all 4-5 year old children in 2 kindergartens. Based on teachers' ratings of children's aggressive behavior, those who scored more than 125.77 for boys and more than 117.48 (Vahedi, Fathiaza, Hosseini-Nasab, Moghaddam, 2008) for girls, a 14 subject sample size (7 subjects in each group) was determined for the present study. Aggression Scale for Preschoolers (Shahram Vahedi et al., 2008) was employed for data collecting and analyzing. Z Value results for the differences in post- test mean rank scores between experimental and control groups on Aggression Scale for Preschoolers. The table shows that (Z) values were (-2.232) for verbal aggression, (-2.431) for physical aggression, (-2.301) for relational aggression, (-2.455) for impulsive anger, and (-2.661) for the composite score. These values are significant at the level (0.01, $p < 0,01$) in the favor of the treatment condition. The second objective of the study was to determine the effect of social stories on decreasing aggressive behaviour in aggressive preschool children. The treatment consisted of aggression training through use of social stories. The children's performance on aggression was measured pre and post intervention. The table shows that (Z) values were (-2.447) for verbal aggression, (-2.561) for physical aggression, (-2.423) for relational aggression, (-2.401) for impulsive anger, and (-2.546) for the composite score. These values are significant at the level (0.01, $p < 0,01$) in the favor of post testing.

Keywords: Social stories intervention, aggressive behaviour, aggressive preschool children

Introduction

As Tremblay (2000) puts it, aggressive behavior is part of the typical development of young children. When children reach the age of 2 or 3, they show a peak in their level of aggression (Alink et al., 2006). Children, at this age, lack of verbal abilities and they have increased motor skills and sense of autonomy, as a result, they use physical aggression as a tool to express themselves (Campbell, 2002). Preschool period is considered to be a period of decline in the level of physical aggression appears, nevertheless, some children continue to show a high level of aggression and are at risk for the development of a chronic and persistent pattern of aggressive behavior (Broidy et al., 2003; Shaw, Lacourse & Nagin, 2005).

Carol Gray (2003), the director of The Gray Center for Social Learning and Understanding states that a Social Story should be individualized and four basic types of sentences should be found: (a) descriptive, (b) directive, (c) perspective, and (d) affirmative. Descriptive sentences define who is involved, where the situation takes place, what is happening, what is expected, and why. Directive sentences explain to the child what is expected of and how to respond to the situation, by using "I will try..." statements. Perspective sentences describe what others may be feeling or thinking. Finally, affirmative sentences are used to help the child define or remember the story better. These four basic sentence types and a ratio that defines their frequency are the most important components of the Social Story.

Gray and Garland (1993) stated that numerous uses of social stories included: (a) explaining routines or changes in routines, (b) describing social situations without intimidating, (c) teaching academic skills, (d) teaching social skills, (e) training adaptive skills, and (f) dealing with difficult types of behavior, including emotional expression, aggression, or obsessive behavior (Gray, 2000).

The goals of Social Stories are to share accurate social information and to promote social understanding. Social stories intervention was used with some success when targeted behaviour such as aggression, screaming, tantrums, grabbing toys and inappropriate table manners (Kuo & Mirenda, 2003; Rowe, 1999; Scattone, Wilczynski, Edwards, & Rabian, 2002; Toplis & Hadwin, 2006).

Tricia and Ronald (2011) investigated this previously undocumented use of social stories. Social stories were used to decrease aggression and improve positive peer relations in a Head Start pre-school setting. Participants included three four-year old pre-school students. A single-subject, ABC multiple baseline design with counterbalanced treatment order was implemented where social stories were compared to a neutral book. Direct observations and pre- and post-Behaviour Assessment System for Children-2 (BASC-2) Teacher Rating Scale (TRS) scores were examined. Results revealed some support for the usefulness of social stories in this setting and with this population.

Although social stories were first developed for use with autistic children, the approach has also been successful with children, adolescents, and adults with autism and other social and communication delays and differences, as well as normally developed individuals (Gray, 2004).

Purpose of study

The purpose of this study was the effectiveness of social stories intervention on aggressive behavior of aggressive preschool children.

Research Questions

The following two research questions were posed and investigated in the study:

1. Are there differences in post- test ranks mean between control and experimental groups on aggressive behavior?
2. Are there differences in post-test ranks mean for the experimental group on aggressive behavior?

Method

The study employed the semi experimental design to examine the effectiveness of social stories intervention on aggressive behavior of aggressive preschool children.

Sample

The preschool aggression scale was distributed among the teachers to complete it for all 4-5 year old children in 2 kindergartens. Based on teachers' ratings of children's aggressive behavior, those who scored more than 125.77 for boys and more than 117.48 (Vahedi, Fathiaza, Hosseini-Nasab, Moghaddam, 2008) for girls, a 14 subject sample size (7 subjects in each group) was determined for the present study.

Measures

Aggression Scale for Preschoolers (Shahram Vahedi et al., 2008). This questionnaire aimed to evaluate various types of aggression, including verbal aggression, physical aggression, relational aggression, and impulsive anger. The questionnaire was filled out by the teachers. In this 43-item questionnaire, the first 14 questions are related to verbal aggression and the next 13 are about physical aggression; also, there are 9 questions on relational aggression, and the last 7 items deal with impulsive anger. This questionnaire was filled out by the teacher using 5 options (0=never, 1=rarely, 2=once a month, 3=once a week, and

4=often). The scores of verbal aggression, physical aggression, relational aggression, and impulsive anger were between 0 and 56, 0 and 52, 0 and 36, and 0 and 28, respectively. Thus, the scores of the whole test could range from 0 to 168. The children whose aggression scores were two standard deviations above the mean (117.47 for girls and 125.77 for boys) were diagnosed as aggressive. The Cronbach's alpha was estimated to be 0.98 for the whole scale, 0.93 for verbal aggression, 0.92 for physical aggression, 0.94 for relational aggression, and 0.88 for impulsive anger. A factor analysis of this scale using principal component analysis with Varimax rotation resulted in four elements of verbal aggression, physical aggression, relational aggression, and impulsive anger, which was indicative of the construct validity of the scale.

Procedure

Permission to conduct this study was obtained from both schools principals and students' parents. 21 session were conducted and carried out for the treatment condition. Each session taught the target children a certain behavior. Each session consisted of instructions, modeling, and role Play and feedback. The control group, however, received no interventions throughout the course of research.

Results

Social stories and aggressive behaviour

The first objective of the study was to determine if use of social stories would be more effective for the treatment group compared to the control group. For this purpose, the post intervention scores of both treatment and control groups were analyzed. Table 1. shows Z Value results for the differences in post- test mean rank scores between experimental and control groups on Aggression Scale for Preschoolers. The table shows that (Z) values were(-2.232)for verbal aggression,(-2.431)for physical aggression, (-2.301)for relational aggression, (-2.455)for impulsive anger,and (-2.661)for the composite score. These values are significant at the level (0.01, $p < 0,01$) in the favor of the treatment condition.

Table 1. Z Values results for the differences in post- test mean rank scores between experimental and control groups on aggressive behaviour

Variables	Groups	N	Mean Ranks	Sum Ranks	Mann-whiteny	Z Value	Sig
Verbal aggression	Ex	5	8	40	Zero	-2.232	0.01
Physical aggression	Ex	5	8	40	Zero	-2. 431	0.01
Relational aggression	Ex	5	8	40	Zero	-2. 301	0.01
Impulsive anger	Ex	5	8	40	Zero	-2. 455	0.01
Composite	Ex	5	8	40	Zero	-2. 661	0.01

The second objective of the study was to determine the effect of social stories on decreasing aggressive behaviour in aggressive preschool children. The treatment consisted of

aggression training through use of social stories. The children's performance on aggression was measured pre and post intervention. The table shows that (Z) values were(-2.447)for verbal aggression,(-2.561)for physical aggression, (-2.423) for relational aggression, (-2.401)for impulsive anger, and (-2.546)for the composite score. These values are significant at the level (0.01, $p < 0,01$) in the favor of post testing.

Table 2. *Z Values results for the comparison of mean rank scores of the treatment condition at pre- and post intervention on aggressive behaviour*

Variables	Negative Ranks		Positive Ranks		Z Value	Sig.
	Mean	Sum	Mean	Sum		
Verbal aggression	3	15	Zero	Zero	-2. 447	0.01
Physical aggression	3	15	Zero	Zero	-2. 561	0.01
Relational aggression	3	15	Zero	Zero	-2. 423	0.01
Impulsive anger	3	15	Zero	Zero	-2. 401	0.01
Composite	3	15	Zero	Zero	-2. 546	0.01

Discussion

The first objective of the study was to determine if use of social stories would be more effective for the treatment group compared to the control group. For this purpose, the post intervention scores of both treatment and control groups were analyzed. Z Value results for the differences in post- test mean rank scores between experimental and control groups on Aggression Scale for Preschoolers. The table shows that (Z) values were(-2.232)for verbal aggression,(-2.431)for physical aggression, (-2.301)for relational aggression, (-2.455)for impulsive anger, and (-2.661)for the composite score. These values are significant at the level (0.01, $p < 0,01$) in the favor of the treatment condition. The second objective of the study was to determine the effect of social stories on decreasing aggressive behaviour in aggressive preschool children. The treatment consisted of aggression training through use of social stories. The children's performance on aggression was measured pre and post intervention. The table shows that (Z) values were(-2.447)for verbal aggression,(-2.561)for physical aggression, (-2.423)for relational aggression, (-2.401)for impulsive anger,and (-2.546)for the composite score. These values are significant at the level (0.01, $p < 0,01$) in the favor of post testing.

This findings go in the same line with Benish and Bramlett.(2011) revealed some support for the usefulness of social stories in this setting and with this population Social stories offer additional information about social situations, enabling children to better understand and interpret what is expected in their environment. Social stories were acceptable to the nursery as an intervention.

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Evaluation of 5th Grade English Curriculum According to Stufflebeam's Context, Input, Process, Product (CIPP) Model

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Abstract

Communication is the transfer of any sensation, thought or information to the other side in different ways. The most important means of communication among people is language. Foreign language is called as languages except native language. English is very important as the first foreign language in our country and it has become an effective tool for communicating, participating in international business activities and learning about events around the world. Language teaching is more than educating a class; it is a process involving different activities, and it is the teacher's responsibility to determine when and how learners will interact in the classroom environment. English teachers want to provide their students with the information they need to be competent at a certain level of target language and English curriculum has also been changed. Curriculum evaluation is considered as an element of the curriculum. For this reason, the purpose of the this study is to assess the Secondary School 5th grade English Curriculum according to Stufflebeam's CIPP model, depending on the teacher's opinions. In this study, it is aimed to present an existing situation by referring to teachers' opinions on Secondary School English Curriculum, thus a descriptive model was used and this is a "single case study". The sample of the research consists of 10 teachers who actively work in a private school in the province of Aydın in the academic year of 2017-2018. Semi-structured interview form was used to determine the opinions of teachers ,who are practitioners of the 5th grade in secondary school, about English Curriculum .The interview form consists of 12 questions, 3 for context evaluation, 3 for input evaluation, 4 for process evaluation and 2 for product evaluation. In this context, as a result of the interviews made with the teachers as the practitioner and the expert of the curriculum, it has been inferred that the curriculum has not been properly fulfilled in an assessment and measurement as a result of the partial deficiencies when we analyzed the content, process and product. This case indicates that those who implement the curriculum are undecided about the curriculum.

Keywords: Curriculum Evaluation, Fifth grade English Curriculum, Language Teaching,

Introduction

Communication is the transfer of any sensation, thought or information to the other side in different ways. The most important means of communication among people is language. Language is generally the direct means of communication between people (Tosun, 2006). It is also assumed that there are over five or six thousand languages spoken in the last century on earth. From past to now, some of these languages have been continuously spoken by more people through interaction and trade among them whereas some of these languages have disappeared. When we look at the languages most spoken on the world, we come across with Chinese, English, Spanish, Hindi and Turkish.

Language is much more than a simple expression; it also helps two individuals and countries in different cultures to contact with each other. Every human being has a common native language spoken in their surroundings, family, society and country. Foreign language is called as languages except native language. For our country, this concept of foreign language is sometimes French, sometimes German. In today's globalizing world, English has become a universal language, and this language makes you one step ahead of every other field. For this reason, English is very important as the first foreign language in our country and is demanded by our people. Many people are aware of the value that the English has in today's world. For

this reason, the demand for learning English is increasing day by day. There are many different factors that make English dominant and important; In the developing world, many things are done in English, including intercountry trade, education abroad. While some people see English as the opening window to the outside world because it is a widely used language as a means of communication with people from different countries; some people see that they can follow the latest research done on Earth, so the English is a necessary tool for them to reach the source of information. It is widely accepted that English has become an effective tool for communicating, participating in international business activities and learning about events around the world.

Sebütekin (1987, s. 515) stated the importance of the foreign language in terms of the individual as follows; Foreign language knowledge helps people from different countries to share their knowledge, experience, thoughts and feelings with each other in the shortest way, thus it makes easier for individuals to develop their societies as well as providing practical benefits in their education, professional work and daily life (as cited in Koydemir, 2001).

A big deal has been given about teaching foreign languages in Turkey, a lot of time has been spent both in public and as an individual (Işık, 2008). After 1950 English has been the most widely taught as a foreign language in schools (Genç, 1999, cited in Seçkin, 2011; Yücel et al., 2017) Language teaching is more than educating a class; it is a process involving different activities, and it is the teacher's responsibility to determine when and how learners will interact in the classroom environment. English teachers want to provide their students with the information they need to be competent at a certain level of target language. After the proclamation of the Republic, the importance of foreign languages was emphasized in order to create a modern society but the preparations for foreign language education were began in the 1980s. (Yücel et al. 2017) Referring to the development of foreign language education in Turkey, at first the foreign language education started in 6th grade with the law enacted in 1997 and English education was introduced as 2 hours of compulsory and 1 hour of elective per week in the 4th grade (Aslan, 2008). In 2006, the Ministry of National Education decided to update the primary curricula in order to adapt the constructivist approach to the curriculum (Kandemir, 2016).

Therefore, the English curriculum has multiple intelligence theories in 2006; teacher - centered education has been omitted; the curriculum has updated with a student- centered curriculum which focuses on the mix of teacher-student collaboration student- centered instead of teacher-centered, process curriculum instead of product evaluation (MOE, 2006). In 2012, a major reform was made in the area of education and the 8-year compulsory education was updated to 12 years. In addition to this, the transition from 8 + 4 to 4 + 4 + 4 years model has been regaulted in the Turkish Education System. English curriculum has also been changed and The starting point of English education has been taken down from 4th grade to 2nd grade in primary education. In other words, 8-years-old children in the old system were studying English while 6-year-children started to learn English including listening, speaking activities. English lessons are organized on weekly course schedules in the 2nd, 3rd, and 4th grades as 2-hour courses and in the 5th, 6th, 7th, and 8th grades as 4-hour courses in the week (Kandemir, 2016).

Studies show that language development is faster when one starts at a young age to learn a foreign language. Lambert (1973; as cited in İlter, Er2007) mentioned that the kids would be more successful than their peers in the future education life if they started to learn foreign language education before critical age period of the native language acquisition. Learning foreign languages in Turkey has been reduced to younger ages.

Curriculum evaluation is an important way to measure whether a curriculum actually works or not as planned. When weaknesses are identified, it helps to protect the quality of the curriculum as it allows for the development of a curriculum and ensures a successful and new curriculum by verifying its success. (Rosenbusch, 1991). Curriculum evaluation is considered as an element of the curriculum, which is the comparative outcome of the effectiveness of the curriculum in the direction of the data obtained by different measurement techniques in order to change the missing pieces. (Gözütok, 1999). Uşun (2009) defines curriculum evaluation as "a tool that can be used on the road to achieving the goals for which the applicants of the field will be able to decide on the applicability of the curriculum they plan." Oliva (2009) curriculum evaluation is the process of obtaining information for the evaluation of systematically determined decisions in the preparation of a curriculum.

The overall aim of the CIPP model, which gives importance to process evaluation, is to look at all the components of the evaluation and look for answers to these questions. Stufflebeam's Context, Input, Process and Product evaluation model is "a comprehensive framework for conducting formative and summary assessments of projects, staff, products, organizations and evaluation systems" (Stufflebeam & Shinkfield, 2007). The model emerged in the late 1960s to provide greater accountability for the US urban school district reform project, and aims to address the limitations of traditional assessment approaches (Stufflebeam, 1971). The CIPP evaluation model is structured to provide and guide a comprehensive, systematic review of social and educational projects, especially in the dynamic and septic conditions of the real world "(Stufflebeam & Shinkfield, 2007). Over the years, the model has been refined (Alkin, 2004) and used by various disciplines (Stufflebeam & Shinkfield, 2007).

It reveals deficiencies in the curriculum being implemented. Therefore, it is highly suitable for evaluating social context projects that emerge dynamically. (Alkin, 2004). According to Stufflebeam and Shinkfield (2007), the most basic principle of the model is "to develop, not to prove". the proactive implementation facilitates the decision-making and quality assurance of model, and makes the way for retrospective use. They provide a unique systematic and contextual guide to the assessment of needs, services and learning. Stufflebeam and Shinkfield demonstrate this connection with the following observation: Context, Input, Process, and Product evaluation has strong alignment with service and principles f the model. It seems that the CIPP model looks at the education from a more system point of view. It focuses on providing an assessment service for the current curriculum to the decision makers of an institution, rather than pursuing an individual study. (Madus, Scriven and Stufflebeam, 1983: 124, as cited in Dinçer, 2013).

Context Evaluation

The purpose of the contextual assessment is to assess the overall physical preparedness of the curriculum, to analyze whether the current objectives and concerns are in accordance with the needs, and to assess the sensitivities of the identified needs to the identified needs in an effective manner (Stufflebeam, 2003). The aim is to define the environment, to define the desired and absolute conditions connected to that environment, to focus on the unreachable or ignored needs, and to define the logic behind the requirements that have not been achieved.

Input Evaluation

The purpose of the input evaluation is to help the recognition of a curriculum that the necessary changes can be made. In the course of the input assessment, experts or assessors will likely identify or formulate relevant approaches. They then identify possible approaches and begin to develop a sensitive plan (Stufflebeam, 2003). The input evaluation shapes the curriculum for the identified needs. It then defines strategies and procedures that will achieve

desired outcomes in the field of education. Finally, it is the most important aspect to define and identify the capacity of the new system, to examine and seriously control possible approaches and to present additional strategies. The outcome of the input assessment is a step to compensate for the needs identified. The input assessment is designed to provide data and determine how resources will be used to achieve curriculum objectives (Ornstein and Hunkins, 1993).

Process Evaluation

Process evaluation increases the opportunity for the curriculum to regularly judge the area it applies properly and efficiently. It is used by prescribers to predict difficulties and to receive feedback on important changes that need to be overcome and to evaluate other decisions (Ornstein and Hunkins, 1993). The process evaluation observes the implementation process of the curriculum. Questions, is it done? and curriculum provide continuous control at the application point. Significant purposes of process evaluation include feedback on process enrollment and scope of activities and whether regulatory or auditing of the curriculum is necessary or not.

Product Evaluation

Product evaluation identifies and includes planned and unscheduled curriculum outcomes (Stufflebeam, 2003). The main role of product evaluation is to measure, clarify and evaluate the success of a curriculum (Stufflebeam and Shinkfeld, 1985). Questions, did the curriculum succeed? "It's also similar to the outcome evaluation. The purpose of the product evaluation is to evaluate the value and importance of the curriculum results. The main objective is to verify the curriculum that meets the requirements of all curriculum participants. The Product evaluation can result in the curriculum being modified or removed. It can also evaluate the outcome of curriculum activities. The context analyzes the diversity between results and a predetermined standard in relation to data about the input and process. The objective is to examine the curriculum plan in a particular classification (Ulum, 2016).

The purpose of the study is to evaluate the secondary school 5th grade English Curriculum according to Stufflebeam's CIPP model depending on the teacher's opinions. The research question is "What are the opinions of teachers about the English curriculum being applied in the fifth grade regarding the context, input, process and product dimension?"

Method

Design

In this study, it is aimed to describe the existing situation by referring to teachers' opinions on secondary school English curriculum, thus a descriptive model was used and this is a descriptive "single case study" (Yin, 2001; Yıldırım & Şimşek, 2013) which is one of the types of qualitative research.

The participants

The sample of the research consists of 10 teachers who actively work in a private school in the province of Aydın, Turkey in the 2017-2018 academic year. The information about teachers' ages and their experiences are indicated in the following chart:

Teacher	Age	Experience (year)
T1	33	8
T2	26	2
T3	26	3
T4	28	5
T5	30	6
T6	38	10
T7	35	11
T8	42	18
T9	36	13
T10	24	1

Data Collection Tools

Semi-structured interview form was used to determine the opinions of teachers, who are practitioners of the 5th grade in secondary school, about English Curriculum. The interview form consists of 12 questions, 3 for context evaluation, 3 for input evaluation, 4 for process evaluation and 2 for product evaluation.

Data analysis

In this study, an interview form was prepared in which the teacher who applied the English Curriculum included interview questions in order to determine their opinion on the effectiveness of the curriculum. Questions that should be included in the context of Context-Input-Process-Product model were formed in the interview form. Teachers' expressions are coded as "Ö1, Ö2, Ö3, Ö4 Ö10". At the beginning, observation and interview records were transferred to the article in Word form. Then the observation record and interview record are coded by two investigators to confirm the reliability of the data. The resulting codes are classified under themes. As a result, these codes are combined and interpreted.

Findings

Context Dimension of the English Curriculum

Three questions were asked to the teachers in context dimension. The first question directed at the teachers is "What is the goal of the 5th grade English curriculum? " The following codes were obtained from the answers given by the teachers under the goals of the curriculum theme that "To get into the dialogue, to acquire the skills of reading, writing and listening, to use of language at a self-sustaining level". The views of the four teachers are expressed as follows:

T3: "To educate individuals who can express themselves at the basic level of English, have enough vocabulary to interact with people, enter into dialogue. "

T5: " To bring the students to the level from A1 to A2+. Our objective is professionalize reading, writing and listening skills as a priority. "

T7: " The ability to use international language at world standards and to follow globalization"

T10: " English language, which is a universal language in which technology is rapidly developing and the world is becoming smaller and smaller, is to train individuals who will be able to perform all four skills at a sufficient level by each individual. "

As a second question about the context dimension, teachers were asked: "What can you say about the curriculum in general?" question.

Eight of the 10 teachers talk about the weakness of the English curriculum. The views of teachers are expressed as follows:

T2: *"Curriculum jamming and trying to raise things on time is limiting teachers."*

T4: *"In most cases, our curriculum focuses more on books and annual program rather than speaking, which is most needed in English Language Teaching."*

T5: *"Lesson hours are quite inadequate. Most of the time, there is not enough time left for activities that reinforce learned topics. This can be regarded as a negative aspect of the curriculum."*

T6: *"In Curriculum, Natural environment formation was used for communicative and realistic language using, and language learning. Language is learned more quickly through the use in the natural environment can be regarded as a positive aspect of the curriculum."*

T8: *"The curriculum creates an environment that is connected with life so that students can transfer the information they learn to their lives in a realistic way. The positive part of the curriculum is that it is easier for students to learn because they can transfer English into their lives."*

T9: *"Listening comprehension, reading comprehension, writing and speaking are positive aspects of the curriculum. Books are changed every year. This is the negative one."*

Two of the 10 teachers talk about the strength of the English curriculum. The views of teachers are expressed as follows:

T7: *"Due to the flexibility of the teaching hours, we have more opportunities in terms of time and activity. Thus, we have a better chance of interacting with our students in order to communicate in English. Our curriculum focuses on 4 skills and I can say that our curriculum is advantageous because the activities are time-adjusted."*

T10: *"In the curriculum, sequential textbooks are used in terms of material and activity, as well as the curriculum has a substructure supported by auxiliary resources. Therefore our curriculum is full and responds to achievements."*

As a final question of the contextual assessment, the teachers were asked "Is the total duration of the English curriculum sufficient?" question, while three teachers indicated that the curriculum duration was inadequate, 7 teachers said that the total duration of the curriculum was sufficient. The views of teachers are expressed as follows:

T1: *"I do not think it's enough. we have problems about time and place that students can use language in natural settings. Students see English only as a course and the language is used only in the classroom."*

T2: *"As I mentioned before, the total time is not enough for activities that enable students to learn all of the foreseeable issues and to reinforce language."*

T4: *"I think it's enough. Through the acquisition, students can dare to express themselves at a simple level, due to they are subject to an intensive English curriculum at some age levels."*

T6: “*Language learning is a process. If the process is longer, the language is learned quickly. Time is Adequate. ”*

T8: “*When students are exposed to the English language extensively, they feel the necessity of involuntarily thinking and expressing themselves in English.*”

T9: “*I think it is enough due to the curriculum is carried out with 3 different teachers (1 native) in 20 hour and 14 hour format and every skill is seperated..*”

Input Dimension of the English Curriculum

There are 2 questions were asked to the teachers in context dimension. The first question directed at the teachers is "What preparations are you making to achieve the objectives of the curriculum?". The following codes were obtained from the answers given by the teachers under the preparations for the curriculum theme that ““watching video, games, activities, and visual tools”.

The views of the teachers are expressed as follows:

T2: ‘*Preparing the environment and preparing the listening and comprehending parts in a proper way, as well as using audio, visual, visual tools.*”

T4: “*It is necessary to prepare an environment that will enable the student to be exposed to the language by providing audio and visual materials.*”

T7: “*We use our weekly program*”

T8: “*We use our weekly plans, but we use word-level activities with our own creativity to help students. But always because of the second plan we have a chance to make preparations before the current regularly shared lesson plans..*”

T10: “*I share with my students by preparing documents and audio-visual materials about what to achieve every month on the annual program Schedule*”

As a second question about the input dimension, teacher were asked: “ What are your opinions about materials used in lessons(Course book, resource book, CD, etc.)? Do these materials have an impact on learning English?” question. All the teachers have mentioned that the materials used are useful and have a positive effect on the students. The views of the teachers are expressed as follows:

T1: “*I think that the supplemental resources and the literary materials as homework format given every weekend are too much for both teachers and students. However, I think that the visual and audial materials we use as secondary school are adequately emphasized.*”

T3: “*I think it is enough because the activities on the audiovisual materials and the supplementary books through the electronic media which enable the students to be active increase the level of sympathy of the students towards to the foreign language.*”

T7: “*The development of the technology facilitated use of materials used in lessons. Especially, visual and audial materials make great contributions to learning. The fact that the students see what they hear at the same time on the screen is a great contribution to learning.*”

T8: “*There are many activities in the books that are appropriate for students. Reinforcing learned topics with materials such as video and flashcard is very effective on the student.*”

Process Dimension of the English Curriculum

There are 4 questions were asked to the teachers in process dimension. The first question directed at the teachers is 'Which method(s) (strategy / technique) do you use during the course?' " The following codes were obtained from the answers given by the teachers under the techniques / strategies applied in the curriculum theme that "Communicative Language Teaching Method and Suggestopedia". Teachers' views, mostly using the Communicative method, are expressed as follows:

T1:“ *I like to use Total Physical Response (TPR) and communicative language teaching(CLT) methods. I do not prefer to use the Grammar Teaching Method.(GTM)”*

T5:“ *I prefer to use production-oriented speaking activity and the game-oriented methods. The aim is to both reinforce and apply the words learned.”*

T7:“ *I also like to use Communicative approach as many teachers..”*

T10:“ *I prefer to use a communicative approach in my classes because I think that learning in English is permanently learned by socially. ”*

One of the teachers stated that he used the Suggestopedia technique during the course;

T9: “*In my opinion, the grammatical work done by memorizing is not permanent. I like CLT-level lessons that students are active.”*

As a second question about the process dimension, teacher were asked: “ are you satisfied with the process of teaching?”question. Some of the teachers expressed that they were not satisfied with the process. They mentioned adherence to curriculum and inadequate course time.

The views of the teachers are expressed as follows:

T2:“ *I am satisfied with the process except for time inadequency.”*

T3:“*I am not pleased with sharp lines and insistence of the curriculum.”.*

T4:“ *Time is inadequate, the obligation to adhere to the curriculum negatively affects the process.*

T6:“ *In general, I am satisfied, but there are major shortcomings in terms of curriculum”.*

T9:“ *Because of the institutional and one-sided management style, there are many points in which teachers are in difficult situations due to differences between the central and local situation..”*

T10:“ *Students generally feel that they lack of everyday speech or abroad experiences because they always use official language in foreign language teaching and parallel to it in the curriculum.”*

As a third question about the process dimension, teacher were asked: “Do you encounter difficulties in practice?”question. The vast majority of teachers mentioned of the difficulty of curriculum and student levels. The views of the teachers are expressed as follows:

T1: “*According to the student level, some activities can not be implemented”*

T2: *"In some cases, we encounter difficulties; time, classroom control, student level, the curriculum etc."*

T4: *"Yes, student-level is one of problems I encountered during implementation."*

T5: *"Yes, readiness has a certain influence on language learning. Students who do not have readiness can not learn the language"*

T7: *"I sometimes have difficulty in controlling the class. I have difficulty in reaching the levels of the students. As the course is short, I can not complete individual trainings"*

T8: *"Being related to the curriculum makes me very hard I can not tell my students about the things that they can see more in daily life. Students can not go far from reciting education."*

The final question posed to teachers on process evaluation is "What kind of process is required for a good English course for you?" When the answers are examined, general themes are "planning, active participation, beginning of an effective lesson". Teacher's opinions about the question are like these.

T2: *"There must be plenty of communication however certainly an impressive warm-up must be done for being sure that the whole attention of the learners is directed to the subject. After that, the lesson planning that all the students should have the right to say should be done."*

T3: *"Pre-course and post-course practice and post-course control process should be well planned and implemented as far as possible."*

T5: *"First of all, a plan must be made before the lesson. The plan is helping to the teacher considerably. Beginning with a course that attracts the attention of the student increases the rate of learning of the student pretty well. Activity should be done whenever possible about learned topics."*

T6: *"A good English course is that the student is constantly exposed to the language, S/he is always active and busy with language. The longer and more efficient the process is, the healthier the learning is."*

T8: *"Since the course is spiral, the previous topics must be repeated at all times. Then, the new subject is provided to be taught the students in the context of the deduction approach so that the lesson process which contains current events and are edited to educate individuals who have a rather analytical way of thinking than memorizing teaching is needed."*

T10: *"I think that it is necessary to have a process that will increase permanence with the stories and videos that will keep the students in constant curiosity and have dialogues in each unit in accordance with fictional achievements."*

Product Dimension of English Curriculum

Two questions were asked to the teachers in the product evaluation dimension. The first question directed at the teachers is "how do you test the english competencies of the students? What do you think about the efficiency and usefulness of impact tools (exams, project-performance assignments), evaluation of curriculum implementation evaluations (outcome evaluation, process evaluation)?"

When the teacher opinions is regarding to efficiency of used measurement instruments are examined, the teachers' answers are gathered under the themes (being insufficient of the exams and efficiency of formative assessment). The teacher opinions are expressed in the following way:

T1: *"I think that the proficiency of that you mean if it is exam adequacy to know english, it is enough for me, but proficiency is use of language like speaking it is not enough for me. I think that they are inadequate in terms of proficiency in the meaning of language. The exams should be supported by project and performance assignments. "*

T2: *"We have practices that test reading, writing, listening, speaking and grammar separately. They also just can not evaluate the result and it can evaluate the process. Except for exams there are also available competitions and games. "*

T3: *" If the applying evaluations are implemented with the measurement instruments in a reliable way the effects on learning will be great."*

T5: *" ,I think that the exams are useful to measure the qualifications of the pupils but it is very important rather formative assessment (like the portfolio) than summative assessment ."*

T6: *"Under the Progress exam, measurement tools are used that the students' one-month processes and other skills to measure separately listening, speaking, speaking and grammar skills. At the end of the semester, under the name of the final exam students are invited to speak individually, and are expected to express themselves in English in a conversational mood with visual materials."*

T9: *"There are shows which students write their theater and perform in front of the class. In addition, drama and musicals along with regularly implemented process monitoring exams are also applied."*

The final question was directed to the teachers on product evaluation is "Is it enough to measure exams (performance tasks, MIS) throughout the year?" Four of the 10 teachers participating in the study find that the exams are insufficient. Teacher views on the topic are as follows:

T2: *"I think it is inadequate. I think that only academic-focused measurements are made. "*

T5: *"No, because as a college we observe that our students find these tests easy. I find the materials prepared by MEB especially simple. "*

T7: *"It is sufficient if our goal is to measure language skills at academic level, but I am skeptical about transferring to their lives by themselves."*

The other six teachers think that the exams are sufficient. Teachers expressed their views as follows:

T1: *"We have many open-ended and multiple-choice assessment and evaluation techniques. Project assignments or oral or written presentations are also used to evaluate the process. That's why it is enough."*

T4: *"If we want to measure the listening and writing skills of the students, the exams are sufficient; based on these exams we can not understand whether the student can use the knowledge in daily life. "*

T9: *"I just do not think that the exams are enough. As I said, exams are important, but it is necessary to do activities that measure whether students can transfer the information they learn into their own life. "*

T10: *"During the course of the year, more tests are used than required. Instead of measuring the productivity of learning with only the test, more measurement tools should be applied to serve more creative ideas"*

Conclusion and Discussion

In order to be able to determine whether a curriculum is effective, the curriculum needs to be examined and evaluated in detail. In this context, as a result of the interviews made with the teachers as the practitioner and the expert of the curriculum, it has been inferred that the curriculum has not been properly fulfilled in an assessment and measurement as a result of the partial deficiencies when we analyzed the content, process and product.

This research was carried out to find an answer to the question of "what are the opinions of teachers about the English curriculum being implemented in the 5th graders?". Curriculum (or curriculum) evaluation is the systematic collection, analysis and reporting of descriptive and judicial information about the goals, design, process and output of a curriculum (Çeliker, 2015). Teachers' views have been applied to achieve this goal. The answers to the questions on the interview form used as a data collection tool in the study formed themes encoded by the researchers and the themes were analyzed. It was determined that these answers are in agreement with each other. This case indicates that those who implement the curriculum are undecided about the curriculum.

Regarding the contextual dimension of the curriculum, answering the question "What are the views of teachers about the contextual dimension of the English curriculum in the fifth grade? When the answers to the questions of this scope are analyzed, it is often said that the teachers have knowledge about the curriculum's goal and that the total employment is sufficient but the weaknesses of the curriculum are found. Context; it is the first step of the CIPP model. The objectives, the needs to be met, and the context in which the problem is solved are examined in the context of the curriculum (Unal, 2013).

As for the input dimension of the curriculum, it is aimed to answer the question "What are the opinions of the teachers about the input dimension of the English curriculum in the fifth grade?" When the answers to these questions are evaluated, it is seen that the teachers are prepared for the lesson and that they especially prepare the contents for the visual and audial materials in order to provide more active participation of the students and that the tools provided by the institution during the course enable the active participation of the students. Input evaluation provides information about the resources needed to reach the goals of the curriculum and how these resources can be used, as well as serving for decisions on structuring. The experts determine the capacity of the training environment and determine the appropriate strategy and the curriculum objectives (Özaydın et al., 2012). It was determined that the input size of the curriculum was sufficient according to the opinions of teachers in this data.

When asked about the process dimension of the curriculum, the question "What are the views of teachers about the process dimension of the English curriculum being applied to the fifth grade?" was asked. Most of the teachers indicates that they use, the Communicative Language Teaching method which is the contemporary learning approach, and they are against to the methods which focus on learning with memorization and grammar knowledge.

It can be said that they are indecisive about the course duration. In general, a good lesson should be well planned at first, and the student should be actively involved in activities.

The product evaluation, which is the final stage of the model, involves collecting data about the product of the curriculum and comparing the product with the expected product (Yaşar and Ersoy, 2012). Product evaluation includes assessment of success (Parmaksız and İncirci, 2016). It is based on the comparison of the product with the actual product by collecting data. This assessment provides information about whether or not the curriculum which is implemented will continue or how should be affected (Demirel, 2013).

Teachers are asked about the product assessment dimension of the curriculum, "What are the views of teachers about the product dimension of the English curriculum being applied to the fifth grade?" the teachers have mentioned the exams which are made, are insufficient for measuring the knowledge and skills of the students and portfolio, performance tasks and similar evaluations should be carried out in addition to the exams in the process and product. To contribute to this process, the CIPP model developed by Stufflebeam, which contains many aspects of the curriculum, has been used in the research. The most important theme underlying this model is that the most important purpose of that assessment is not revealing, it is enhancing (Arseven, 2009). It is thought that the findings obtained from the study of the evaluation of the 5th grade English language curriculum will give some insight to the researcher who will work on this area.

Suggestions

This research is limited to the 5th grade English Language Teaching Curriculum and similar studies can be done for other levels. It takes a lot of time and effort to study all the dimensions of Stufflebeam's model which deals with all four dimensions of the curriculum. The research can be done in detail for each dimension. In addition, the data obtained will be more meaningful. Surveys and questionnaires can be used as a means of collecting data in order to increase the validity of the survey. It can be included in all stakeholders in education.

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Academic Procrastination, Self-Efficacy Beliefs, and Academic Achievement among Middle School First Year Students with Learning Disabilities

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Abstract

The purpose of this study was two-folds: to examine the relationship between academic procrastination, self-efficacy beliefs, and academic achievement .And to investigate the relative contribution of academic procrastination, self-efficacy beliefs to academic achievement among middle school first year students with learning disabilities .The correlational design was used . The sample of the study comprised of 100(all of them were females ,Mean age= 12.6 years , SD = .41) middle school first year students with learning disabilities attending three schools in Zagazig City during the academic year 2017/2018, second term . The study utilized questionnaires and instruments to measure the variables. The correlation coefficient results revealed significant negative relationship between self-efficacy beliefs and academic procrastination ($r = -.232$), academic procrastination and academic achievement($r = -.154$) while the correlation coefficient was positive for relationship between academic self-efficacy and academic achievement($r = .278$). The results of multiple linear regression analysis was indicated that self-efficacy beliefs and academic procrastination accounted for 20% of total academic procrastination variance ($F(2, 340) = 32.75, p < .001$). In addition to this academic procrastination ($\beta = -.36, p < .001$) and self-efficacy beliefs ($\beta = .35, p < .001$) made significant contributions to the model. Findings were discussed and implication of findings was included.

Keywords. Academic procrastination, self-efficacy beliefs, academic achievement, middle school first year students with learning disabilities

Introduction

Social cognitive theory (Bandura, 1986) is of a particular importance as it can be well suited to explain the complex relationships of academic procrastination, self-efficacy beliefs, and academic achievement in students' learning context. Academic procrastination affects students passively, and students lack of self-control. And both lower self-efficacy for academics and higher academic procrastination can lead to poor academic achievement (Judge & Bono, 2001). It can be inferred that students with higher levels of academic procrastination will have lower grades and poorer academic achievement than their non-procrastinating peers due to having poorer self-regulation skills (Zimmerman, Bandura, & Martinez-Pons, 1992).

Self-Efficacy Beliefs and Academic Achievement

A growing body of research examined the relationship between self-efficacy beliefs and academic performance (Brown et al.2008; Heggstad and Kanfer, 2005). For example, in their study, Komarraju and Nadler (2013) found positive correlation between self-efficacy beliefs and academic achievement. Findings of this study indicated that self-efficacy beliefs, effort regulation, and help-seeking accounted for approximately 18 % of the variance in academic achievement (e.g., GPA). Bandura et al. (2001) found that students' academic, social, and self-regulatory learning self-efficacy beliefs were predictors of academic aspirations and scholastic achievements.

Using our academic subjects (mathematics, science, language arts, and social studies) with middle and high school students to examine the relationship between personality traits and self-efficacy beliefs in relation to academic achievement, Caprara, Vecchione, Alessandri, Berbinio, & Barbaranelli (2011) found that student's grades (past academic performance on mathematics, science, language arts, and social studies) influenced students' self-efficacy beliefs in high school.

Academic Procrastination and Academic Achievement

Procrastination has been seen as an impediment to academic success because it decreases the quality and quantity of learning (Adel Abdulla et al., 2013, Fathi Abdul Hamid and Mourad Ali, 2015). Meta-analyses studies (Kim & Seo, 2015; Richardson, Abraham, & Bond, 2012; Steel, 2007) were conducted to test the relationship between procrastination and academic performance. These studies reported that students who procrastinate are more likely to perform poorly. For example, Ferrari & Scher (2002) demonstrated that high levels of procrastination are associated with lower academic performance. In an attempt to examine the relationship between academic procrastination, online course participation, and achievement, as a basis for developing an intervention for academic procrastination, Goroshit (2018) found that studying procrastination was negatively associated with final exam grade as well as with the three online course participation measures. Final exam grade was positively associated with two of the online course participation measures, and they positively correlated with each other. In addition, results indicated that studying procrastination, in combination with online course participation measures, explained about 50% of variance in final exam's grade. Frequency of activities in course Web site had the strongest positive effect on final exam's grade.

Purpose of Study

The purpose of this study was two- folds: to examine the relationship between academic procrastination, self-efficacy beliefs, and academic achievement. And to investigate the relative contribution of academic procrastination, self-efficacy beliefs to academic achievement among middle school first year students with learning disabilities.

Research Questions

The following two research questions were posed and investigated in the study:

1. Are there correlation between academic procrastination, self-efficacy beliefs, and academic achievement?
2. What is the relative contribution of academic procrastination, self-efficacy beliefs to academic achievement among middle school first year students with learning disabilities?

Method

The study employed the correlational design to examine the relationship between academic procrastination, self-efficacy beliefs, and academic achievement. And to investigate the relative contribution of academic procrastination, self-efficacy beliefs to academic achievement among middle school first year students with learning disabilities.

Sample

The sample of the study comprised of 100 (all of them were females, mean age = 12.6 years, SD = .41) middle school first year students with learning disabilities attending three schools in Zagazig City during the academic year 2017/2018, second term.

Measures

The study utilized questionnaires and instruments to measure academic procrastination, self-efficacy beliefs, and academic achievement.

1- *the Procrastination Assessment Scale-Students* (PASS; Solomon & Rothblum, 1984). The PASS is a two-part, 44-item scale. The first part of the scale evaluates the prevalence of procrastination in six academic areas: writing term paper, studying for an exam, keeping up

with reading assignments, performing administrative tasks, attending meetings, and performing school activities in general. For each academic area, students completed three rating scales indicating the degree to which they procrastinate on the task (1= Never procrastinate ; 5= Always procrastinate), whether procrastination on the task is a problem for them (1= Not at all a problem ; 5= Always a problem), and whether they want to decrease their procrastination on the task (1=

Do not want to decrease; 5= Definitely want to decrease). Total scores ranging from 12 to 60. Higher scores indicated higher levels of academic procrastination. The second part of the PASS describes a procrastination scenario, *delay in completing a writing assignment*, and then provides statements of many possible reasons for procrastinating. Students were asked to think of the last time they procrastinated on a writing assignment and to indicate how much each of 26 separate reasons reflected why they procrastinated. Respondents rated each statement on a 5-point Likert scale depicting the reasons they procrastinated (1 = Not at all reflects why I procrastinated; 5 = Definitely reflects why I procrastinated). Ferrari(1989) reported coefficient alphas for procrastination frequency as .75. Beck, Koons, & Milgrim, (2000) established convergent validity through measuring significant relationships with elf-handicapping ($r = .53$).

2- *Expectancy of Self-efficacy for Adolescents Scale*(Muris, 2001). The scale measures three domains of self-efficacy: (1) social self-efficacy ; (2) academic self-efficacy ; and (3) emotional self-efficacy. Each item has to be scored on a 5-point scale with 1 = not at all and 5 = very well. Cronbach's alphas were 0.88 for the total self-efficacy score and between 0.85 and 0.88 for subscale scores. Factor analysis of the SEQ-C revealed three factors that were in keeping with the intended subscales: social self-efficacy, academic self-efficacy, and emotional self-efficacy.

3- *Academic Achievement* was measured by the end of school year grade point average (GPA).

Procedure

Permission to conduct this study was obtained from both schools principals and students' parents. The participants were informed by the researcher regarding the purpose of the study. Students' names were not used for identification purposes. Students were not offered incentives for their participation, and they were told that the questionnaires would not affect their class grades. The instruments were distributed and participants were asked to fill in them. The instruments were completed while the researcher remained in the classroom, and collected once students completed them.

Data Analysis

Data was analyzed using the Statistical Software Package for the Social Sciences (SPSS). Computations for correlations, and regression were done.

Results

Correlation analysis

The correlation coefficient results revealed significant negative relationship between self-efficacy beliefs and academic procrastination ($r = -.232$) , academic procrastination and academic achievement($r = -.154$) while the correlation coefficient was positive for relationship between self-efficacy beliefs and academic achievement($r = .278$).

Table 1. *Correlation Matrix for Academic Achievement*

	Self-efficacy beliefs	Academic procrastination	Academic achievement
Self-efficacy beliefs		-.232	
Academic procrastination			-.154
Academic achievement	.278		

**p< 0.01, two-tailed.

*p< 0.05, two-tailed.

Regression analysis

The results of multiple linear regression analysis was indicated that self-efficacy beliefs and academic procrastination accounted for 20% of total academic procrastination variance ($F(2, 340) = 32.75$, $p < .001$). In addition to this academic procrastination ($\beta = .35$, $p < .001$) and self-efficacy beliefs ($\beta = -.36$, $p < .001$) made significant contributions to the model.

Table 2. *Results of the Component Analysis for Academic Achievement*

Variables	B	Std. Error	β	t	P	R	R²	Δ R²	F
constant	47.84	4.32				.44	.20	.19	32.75
self-efficacy beliefs	.47	.08	.35	6.15	.000				
academic procrastination	-.11	.02	-.36	-6.31	.000				

Discussion

The purpose of this study was two-folds: to examine the relationship between academic procrastination, self-efficacy beliefs, and academic achievement .And to investigate the relative contribution of academic procrastination, self-efficacy beliefs to academic achievement among middle school first year students with learning disabilities. The correlation coefficient results revealed significant negative relationship between self-efficacy beliefs and academic procrastination ($r = -.232$) , academic procrastination and academic achievement ($r = -.154$) while the correlation coefficient was positive for relationship between self-efficacy beliefs and academic achievement ($r = .278$). The results of multiple linear regression analysis was indicated that self-efficacy beliefs and academic procrastination accounted for 20% of total academic procrastination variance ($F(2, 340) = 32.75$, $p < .001$). In addition to this academic procrastination ($\beta = -.36$, $p < .001$) and self-efficacy beliefs ($\beta = .35$, $p < .001$) made significant contributions to the model.

There was a significant relationship between self-efficacy beliefs and academic achievement. That is, students who had high self-efficacy beliefs levels did achieve higher grades. This result is in the same line with previous studies (e.g. Schunk et al., 2008; Usher and Pajares, 2008), which provided strong evidence that self-efficacy is a positive predictor of performance outcomes in different subjects. Usher and Pajares (2008, p. 751) indicated that self-efficacy beliefs “predicts students' academic achievement across academic areas and levels.” According to Bandura's Social Cognitive Theory (SCT) in which defined self-efficacy

beliefs as “an individual's belief in his or her own ability to organize and implement action to produce the desired achievements and results” (Bandura, 1997, p. 3), students who are high in academic procrastination frequently report lower levels of academic self-efficacy which in return result in decreased academic motivation, interest in school subjects, and lower academic achievement. The results of this studies support the findings of previous research (e.g. Akinsola, Tella, & Tella, 2007; Beck, Koons, & Milgrim, 2000; Moon & Illingworth, 2005; Wang & Englander, 2010).

Implication of Findings

A number of implications have emerged from the results of the present study. First, those students with higher academic procrastination scores did have lower academic achievement. Hence, students need to feel like there is a solution available to them if they desire to improve their tendencies for procrastination. It was not difficult for students to succeed in counteracting the effects of procrastination tendencies when it comes to academic achievement. Great problems may occur for students when they combine low academic self-efficacy with high procrastination tendencies. An assessment of both procrastination behaviors and academic self-efficacy beliefs could help students persist longer and work harder in their academics. This may have a buffering effect on procrastination. Similarly, improving students' self-efficacy may have a positive effect on their academic adjustment.

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Development of Science Education Peer Assessment Scale: Validity and Reliability Study*

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Abstract

The aim of this research is to develop a scale that prospective science teachers in the Education Faculties compare themselves to their peers according to the "Science field Teacher and Professional Skills" courses. For this reason, 25 items related to Physics, Chemistry, Biology, Science Experiments and Professional Skills courses were prepared. Scale forms prepared in 5 scaled Likert types were administered to 298 students enrolled in 2nd, 3rd and 4th years in two universities. Data were analyzed in SPSS 22.00 for Exploratory Factor Analysis (AFA) and in the Lisrel 8.8 statistics software for Confirmatory Factor Analysis (DFA). As a result of the AFA, the factor load is not determined as its own factor by subtracting 1 item from the contingent item and 1 item. The remaining 23 items, obtained from the Varimax analysis, resulted in 5 sub-dimensions including four field education and one occupational skill dimension. The total variance explained by the structure is 72.62% and the factor loadings range from 0.66 to 0.89. BMD value 0.89 Bartlett test significance level $p < 0.001$. The reliability coefficient of the scale is Cronbach $\alpha = 0.91$. The Gutman Split-Half and Spearman-Brown coefficients are also good for the scale and both coefficients are 0.92. According to the results of DFA, the compliance indices are quite good (RMSEA= 0.051, Chi-square= 387.75, $df = 217$ RMR= 0.04, CFI= 0.98, IFI= 0.98, RFI= 0.95, NFI= 0.96, NNFI). = 0.98, GFI = 0.90, AGFI = 0.87). According to these results, it may be said that this scale is a valid and reliable measurement tool that science teacher candidates can compare their knowledge and professional skills in this area with their peers.

Keywords: Science education, peer assessment, scale development, validity, reliability.

Introduction

The academic self-concept, which is an important aspect in the academic achievement and evaluation process, is defined by Arseven (1986) as the belief that a student develops his / her competence in relation to a certain academic occupation compared to other students. Research shows that students who have similar characteristics have success in learning process in favor of students having high academic self-concept (Saracaloğlu & Varol, 2007). Although the perceptions are important variable on academic success and attitudes towards science laboratory (Şenler, Karisan, Bilican, 2017) the concept of self does not only occur with one's own perceptions or expectations, but also the thoughts of the people around him or her. Peer opinions or opinions, especially in adolescence or young adulthood, are influential on the individual since adolescence is a period of intense emotional situations.

Social development is the period in which a person learns to act in harmony with the society in which he / she lives. According to Horrocks, the peer group gives young people an opportunity to understand and interpret the world, and helps them to make sense of themselves and the universe (Demir et al., 2005). Self-concept is divided into two groups as academic and non-academic. The academic self-concept includes self-concept of language, social studies, mathematics and science courses developed by the individual about the courses of the school; The non-academic self is the self-concept of the individual's social relationships, emotional life and physical appearance (Arseven, 1986).

People are actively involved in defining their identities. Identity formation processes that involve many different factors, such as parents and other powers, friends, institutions and groups, are quite complex. The views reflected by friends and friends, as a result of social comparisons, self-evaluation and identification with social groups are seen as important predictors of the concepts of identity of young people. Studies on identity development show that there is a positive and meaningful relationship between friendship, group identification and identity orientation (Aslan & Dönmez, 2013).

Age, profession, social situation, etc. in terms of each other is defined as *peer*. Peers who are defined as equal to each other, have an important role in many periods of life socially

and emotionally. Peer group is a forum where values and attitudes are discussed. In this way, it helps to gain personal independence (Çırpan and Çınar, 2013). Peer relations are defined as the whole of interaction with the same age, level of development or maturity, with continuity between the people sharing similar past, value, life, lifestyle and social context. Most often, peer relations and friendship concepts are mixed. However, friendship is an emotional bond with several peers. Of course, peer relations of all ages are different from each other (Gülay, 2010). Peer relations are a multi-faceted relationship that involves positive and negative behavioral examples and interacts with other social relations in society (Rodkin & Hodges, 2003).

Positive or negative perceptions are the research area of many subjects such as quantum thought. Whether it is explained by energy or a cognitive process, what one thinks about himself is so important that his peers think and compare his ideas about himself or vice versa. Most of our lives in the time of comparison to make conscious or unconscious. In fact, we do a comparison of everything we perceive physically (hot-cold, small-large, etc.). But of course, what is important in the self-perception of his self is about his comparisons. Social comparison theory was developed by Leon Festinger in 1954. Festinger argues that people are fully motivated when they are aware of their abilities, and that in order to understand this, the individual compares himself to other people. Social comparison theory can be summarized as follows (Karasakal & Aksu, 2014):

- People have the process of developing their own thoughts and abilities
- People develop themselves by comparing themselves with other people in the absence of physical standards
- In general, people prefer to encounter their own.

Festinger's Social Comparison Theory has many explanations about the development of individual success, the causes of attitudes and judgments and the formation of the concept of self (Buunk and Mussweiler, 2001). The Social Comparison Theory was born as a theory which tried to understand the self-assessment of the individual in the 1950s. According to Festinger (1954), there is a universal impulse to evaluate man's convictions and abilities. These evaluations should be as straightforward, objective and realistic as it is likely to have negative opinions or to misrepresent the ability to have a non-valid judgment. For this reason, people search for physical standards when evaluating (Teközel, 2007). Within the scope of this theory, when individuals compare themselves with others, they go towards “up” or “down” comparisons; In the upward comparisons, it is stated that the individual compares himself with other individuals who are superior to himself, and in the case of downward comparisons, it is stated that the individual compares himself with the individuals with lower levels (1). As a result of these comparisons made in the light of continuous personal and other evaluations, the individual sets out his own social and personal value (charm, success, intelligence etc.) (Bilbek & Yılmaz, 2014).

There is consensus on that personal and motivational variables have an impact on learning (Karisan & Yılmaz-Tüzün, 2013). A student's peer comparison in a way he perceives himself and his friends has motivational consequences (Salmivalli, Ojanen, Haanpää, & Peets, 2005). One way for a person to learn about himself is to make a comparison. The fact that the individual knows about himself is increasing during his adolescence (Ayдын, 2005). Learning environments, in which students are active learners and construct their own knowledge through personal experiences, are seen as important places to achieve this goal (Karisan, Bilican Senler, 2017). In Turkey, the university environment is one of the most important individual development environments in which social diversity is maximized in

terms of social comparison and the development of the self-concept of the younger generation is ensured. Another comparison type in this learning environment where both social comparisons and other comparisons are made is to make peer comparisons according to academic interest. One aim of education is to ensure the self-confidence of people and to help them achieve a positive sense of self. Personality tests, autobiography and so on to help the person know his / her self. techniques are used. Recently, however, alternative evaluation approaches have emerged. Self-assessment and peer evaluation are among the alternative assessment approaches. In this study, peer comparison is discussed.

Purpose

In this study, it is aimed to develop the Science Education Peer Comparison Scale (SEPCS) in order to measure the comparison of Science Education students' their own academic study fields in science education. It is thought that the scale will help researchers in peer comparison studies.

Method

Participants

In the development of the SEPCS, 298 students from the 2nd, 3rd and 4th years of two teacher training institution in two public universities participated in the study. The research was conducted in the 2017-2018 academic year. According to Tabachnick and Fidel (2001), 300 people are considered sufficient for factor analysis. The numerical distributions of the participants are given in Table 1.

Table 1. Distribution of participants by university, class and gender.

	2nd year		3rd year		Last year		Total
	Female	Male	Female	Male	Female	Male	
University 1	37	10	36	11	39	10	143
University 2	45	8	44	9	39	10	155
Total	82	18	80	20	78	20	298

Scale

Science Education Peer Comparison Scale is prepared for the comparison of field education and vocational skills courses as required by the undergraduate program of Science Education. For this reason, a 25-item pool of 5 dimensions, namely physics, chemistry, biology, science experiments and vocational skills courses, was created. The level of participation in the items is 5-point Likert type and is rated as `Never (1), Rarely (2), Sometimes (3), Frequently (4) and Always (5)`. After these procedures, validity and reliability analyzes were computed.

Procedures

Construt, face and content validity of the scale were examined. Evaluation of face and content validity were realised with two academicians science field education and two educational sciences experts. As a result of the corrections made by the experts, the scale consisted of 25 items. After this process, 298 Science Education students being in 2nd, 3rd and 4th years were received the SEPCS. The application period of the scale varies between 5-10 minutes.

The construct validity of the scale was investigated by using Exploratory Factor Analysis (EFA). Kaiser-Meyer Olkin (KMO) coefficient and Barlett's Sphericity test results were analyzed to determine the suitability of the data for factor analysis. Cronbach α , Gutman Split-Half and Spearman-Brown coefficients were calculated to provide evidence for reliability. In order to provide evidence for item validity, item correlations and item test correlations were examined. Confirmatory Factor Analysis (CFA) was performed to confirm the structure. Data for AFA were used for SPSS 22, CFA for Lisrel 8.8 statistical programs. In addition, the correlation coefficients between the factors forming the scale and the student transcript grades were also calculated.

Findings

The construct validity of the SEPCS was examined using principal component analysis which is a technique of the Factor Analysis. The suitability of the factor analysis (sample size and adequacy) and the appropriateness of the data to the normal distribution were tested before starting the analysis. Accordingly, the KMO value is 0.89 and this value is expressed by Pallant (2007), where the factorability condition is met when it is greater than 0.60. For the Barlett's Sphericity test, the significance value of $\chi^2 = 5022.597$ $sd = 300$ $p < .$ In order to determine the suitability of each item for factor analysis, it was decided to include substances with an anti-image correlation value greater than 0.50 in factor analysis (Sipahi, Yurtkoru and Zinko, 2008). These results show that factor analysis can be performed on the scale.

Findings Related to Factor Analysis

The concept of construct validity of the scale is related to revealing the conceptual structure. Factor analysis technique is first applied to determine the construct validity (Field, 2005). Factor analysis data are shown in Table 2.

Factor analysis is used to reveal the basic structure of a large number of variables (Şencan, 2005). As a result of Varimax rotational factor analysis, it was seen that item 5 did not emerge in its own dimension and item 24 had high load value in more than one factor. Therefore, KMO value was calculated as 0.89 and Barlett's Sphericity test $P = 4549.737$ $sd = 253$ $P < 0.001$. Factor analysis of the scale structure initially designed by researchers physics (5 items), Chemistry (5 items), Biology (5 items), Science Experiments (4 items) and Professional Skills (4 items) were observed to overlap with the 5-dimensional structure. A factor with multiple factors states that at least 3 items should be present (Little, Lindenberger & Nesselrode 1999; Velicer & Fava, 1998). It is recommended to remove substances with a load value of less than 0.30 (Field, 2005). Factor load values vary between 0.66-0.89. Factor load value explains the relationship between the factor and factor is expected to be high (Kline, 1994). It was noted that the common variance was greater than 0.50 (Köklü, 2002; Çokluk et al, 2010). The smallest common variance is 0.60. The variance explained for the whole scale was 72.62%. Cronbach's internal consistency coefficient is 0.91 and in Table 2, common variances, anti-image correlation coefficients, factor loads, Cronbach's coefficients, eigenvalues and substances of sub-dimensions are presented. The Gutman Split-Half and Spearman-Brown coefficients were also good and the coefficient was 0.92.

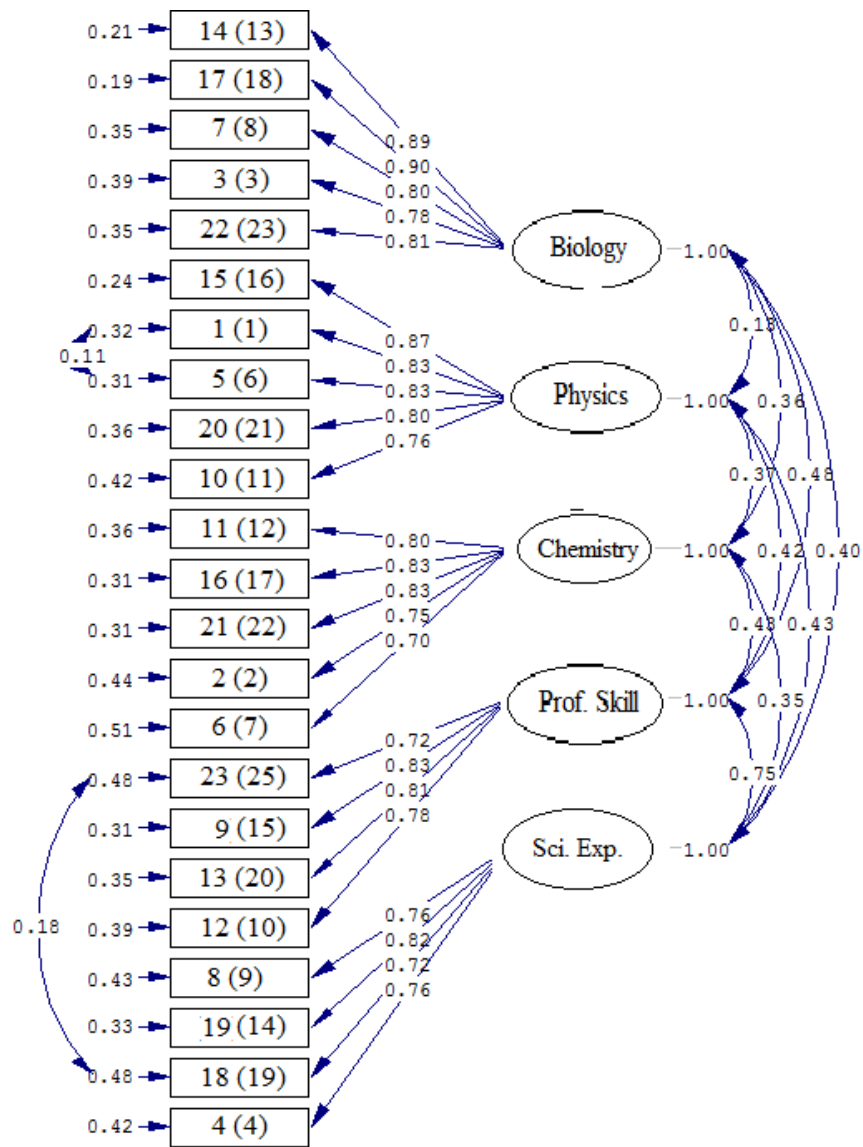
Table 2. Results of Factor Analysis of Science Education Peer Comparison Scale.

Sub Factors	Item No*	Items	Common Variance	Anti Image r	Factor Load
BIOLOGY	14 (13)	I'm as good as my friends in biology.	0.84	0.88	0.89
	17 (18)	I'm as successful as my friends in biology.	0.83	0.86	0.87
	7 (8)	I'm as good at biology as my friends.	0.76	0.88	0.85
	3 (3)	I'm not as scared of biology as my friends.	0.68	0.90	0.80
	22 (23)	I like biology topics as much as my friends	0.70	0.91	0.79
	Cronbach α= 0.92 Explained Variance: 16.904 Eigenvalue: 3.388				
PHYSICS	15 (16)	I'm as skillful as my friends in physics.	0.79	0.91	0.86
	1 (1)	I'm as good as my friends in physics.	0.79	0.87	0.86
	5 (6)	I'm as good as my friends in physics.	0.80	0.86	0.84
	20 (21)	I like physics subjects as much as my friends.	0.73	0.89	0.83
	10 (11)	I'm not as afraid of physics as my friends.	0.68	0.88	0.79
	Cronbach α= 0.91 Explained Variance: 16.380 Eigenvalue: 3.767				
CHEMISTRY	11 (12)	I like chemistry as much as my friends.	0.75	0.83	0.84
	16 (17)	I'm as good as chemistry with my friends.	0.76	0.88	0.84
	21 (22)	I'm as good at chemistry as my friends.	0.74	0.92	0.81
	2 (2)	I'm as successful as chemistry in my friends.	0.71	0.88	0.76
	6 (7)	I'm not as scared of chemistry as my friends.	0.61	0.89	0.75
	Cronbach α= 0.89 Explained Variance: 15.172 Eigenvalue: 3.490				
PROFESSIONAL SKILLS	23 (25)	I'm not as scared of my profession skills as my friends.	0.69	0.89	0.76
	9 (15)	I'm as skillful as my friends in professional skills.	0.72	0.91	0.74
	13 (20)	I'm as successful as my friends in professional skills.	0.71	0.88	0.73
	12 (10)	I'm as good as my friends in vocational skills.	0.66	0.91	0.72
	Cronbach α= 0.86 Explained Variance: 12.365 Eigenvalue: 3.844				
SCIENCE EXPERIMENTS	8 (9)	I like to do science experiments as much as my friends.	0.77	0.85	0.85
	19 (14)	I'm as successful as my friends in doing science experiments.	0.75	0.92	0.77
	18 (19)	I'm not as scared of doing science experiments as my friends.	0.60	0.89	0.67
	4 (4)	I'm as skillful as my friends in doing science experiments.	0.63	0.94	0.66
	Cronbach α= 0.84 Explained Variance: 11.800 Eigenvalue:2.714				
Total Cronbach α= 0.91 Explained Variance : %72.62					

* The old item numbers are given in brackets.

Findings Related to Confirmatory Factor Analysis

A five-item, 23-item construct with AFA was tested with DFA. Compliance indices calculated as a result of the analysis were re-calculated by adding two modification corrections to the model and the fit indices of the model were recalculated. Accordingly, RMSEA= 0.051, Chi-Square= 387.75, df= 217 RMR= 0.04, CFI= 0.98, IFI= 0.98, RFI= 0.95, NFI= 0.96, NNFI= 0.98, GFI= 0.90, AGFI= 0.87 was calculated. Figure 1 shows the standardized values and error variances of the model.



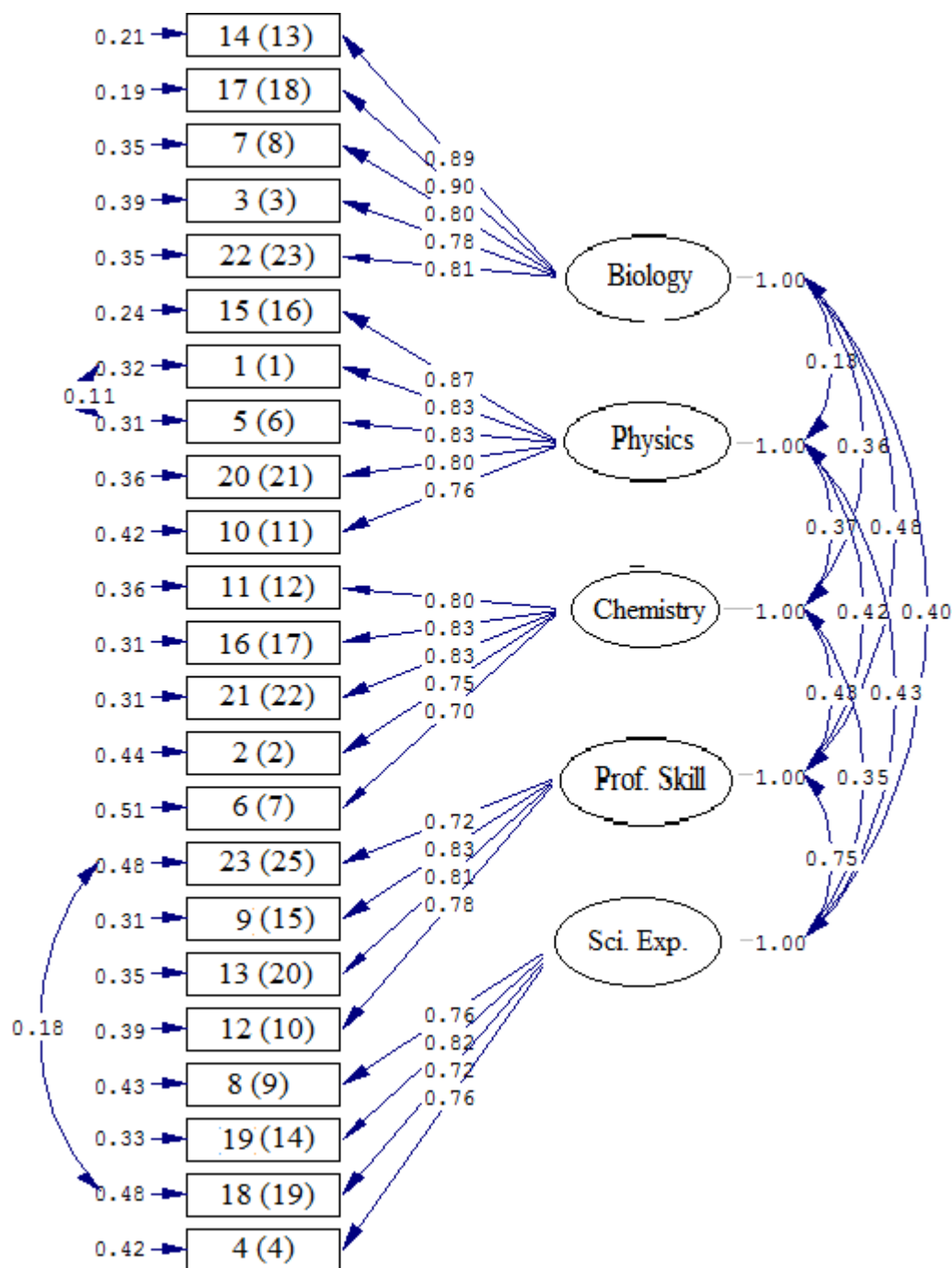


Figure 1. DFA Analysis Standard Values and Error Variances.

Results

In this study, Science Education Peer Comparison Scale was developed for the undergraduate students of the science teacher tranings programs. In order to determine the psychometric properties of the scale, the validity and reliability studies of the scale were done with 23 items. In line with the expert opinions the scale was finalized. This final version of the scale was implemented with a total of 298 prospective teachers from two teacher training faculty in two different universities on a voluntary basis.

In order to determine the factor structure, exploratory factor analysis and confirmatory factor analysis were performed to determine the accuracy of this structure. As a result of exploratory factor analysis, explaining 72.62% of total variance; A total of 23 items were collected in a five-factor structure including biology, physics, chemistry, profession skills and science experiments. Items 3, 7, 14, 17 and 22 Biology 3; items 1, 5, 10, 15 and 20 Physics 5; items 2, 6, 11, 16 and 21 Chemistry 2; items 9, 12, 13 and 23 Professional Skills 9; items 4, 8, 18 and 19 were included in the 'Science Experiments 4 dimensions. The score which can be taken from the five-point Likert scale varies between 23 and 115. The low scores of the trainees in the scale were weak when compared with their peers in terms of the factors in the scale dimensions; The higher the scores they get, the more they can be interpreted as being perceived as more adequate. The fact that there is a significant relationship between the students' academic achievement and FEAÖÖ contributes to the validity of the scale. It can be said that Science Education Peer Comparison Scale which is obtained as a result of this study is a valid and reliable measurement tool which can be used in peer comparison studies of Science Teacher Education programs.

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