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### **Message from the Editor**

I am very pleased to publish first issue in 2022. As an editor of Turkish International Journal of Special Education and Guidance & Counselling (TIJSEG) this issue is the success of the reviewers, editorial board and the researchers. In this respect, I would like to thank to all reviewers, researchers and the editorial board. The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to Turkish International Journal of Special Education and Guidance & Counselling (TIJSEG), For any suggestions and comments on TIJSEG, please do not hesitate to send mail. The countries of the authors contributed to this issue (in alphabetical order): Canada, Cyprus, Nigeria, Turkey, and United States.

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Vol 11, No 1 (2022)

## Table of Contents

Message from the Editor

*Prof.Dr. M Engin Deniz (Editor in Chief)*

## Research Articles

PSYCHEDELIC-ASSISTED THERAPY FOR YOUTH AND WHAT WE KNOW FROM ADULT STUDIES

*Alicia FEDEWA, Maggie RICHARDSON, Amber WATSON*

EFFECTS OF GRAPHIC ORGANIZERS AND SOCIO-ECONOMIC STATUS ON ACQUISITION OF SOCIAL SKILLS AMONG PUPILS WITH INTELLECTUAL DISABILITY IN IBADAN

*Oyeyemi Omolayo OLADIMEJI*

INVESTIGATION OF THE RELATIONSHIP BETWEEN THE NEEDS OF PARENTS WHOSE CHILDREN ATTEND THE INCLUSION CLASS AND THEIR LEVELS OF BURNOUT

*Birke AKÜN, Cahit NURI, Vasfiye KARABIYIK*

CREATING A SPACE WITHIN THE BASIC EDUCATION FRAMEWORK FOR ALTERNATE LEARNING SYSTEMS FOR UNIVERSALIZING ACCESS TO EDUCATION

*Nasir Mohammed BABA, Aisha Zaid IBRAHIM, Nura BAWA*

PSYCHOLOGICAL COUNSELING TO THE MOTHER WHO IS AFRAID OF LOSING HER CHILD: A CASE REPORT

*Ahmet TOPLU, Anıl GÖRKEM*

RELATIONSHIP OF CRISIS MANAGEMENT OF SCHOOL PRINCIPALS AND PSYCHOLOGICAL CAPITAL OF TEACHERS

*Nejat İRA, Gökhan YALÇIN*

SOCIOECONOMIC PREDICTORS OF CYBERCRIME AMONG NIGERIAN YOUTHS IN IBADAN METROPOLIS

*Augusta Nkem MOLOKWU*

NATURALISTIC OBSERVATION WITHIN ACTION RESEARCH: PLAUSIBILITY

*Thomas G. RYAN*

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## PSYCHEDELIC-ASSISTED THERAPY FOR YOUTH AND WHAT WE KNOW FROM ADULT STUDIES

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### Abstract

Psychedelic-assisted therapy has garnered national media coverage over the last several years and is touting significant benefits for adult mental health. Part of the Phase III clinical trials, however, will be soliciting adolescents as participants in this alternative therapy. An overview of the research in psychedelic-assisted therapy and what this would look like for adolescents will keep school psychologists informed on this potential treatment for youth who struggle with a variety of mental health concerns.

**Keywords:** Social-emotional intervention, PTSD, depression, anxiety.

### INTRODUCTION

Since 2019, youth mental health disorders have increased by 9% for adolescents in the United States (Mental Health America, 2021). More alarming is that minority youths' percentages are much higher than this average; 12.4% of children who identify as more than one race have a mental health disorder (e.g., depression, anxiety, substance abuse, emotional disturbance, etc.), and LGBTQ\* youth have the highest rate of suicidal ideation (Mental Health America, 2021). These percentages are well above the average rate for all adolescent children (Center for Disease Control, 2021). Further, a significant lack of available resources, especially in conjunction with the Covid-19 pandemic, is contributing to a higher prevalence of abuse, neglect, and the increasing diagnostic rates of post-traumatic stress disorder (PTSD) in children (Department of Veterans Affairs, 2021).

The search for treatments to address anxiety and depressive symptomatology have grown 62% since 2019, which was most significantly found in the adolescent age group (Mental Health America, 2021). The continual growth of diagnosed mental health disorders among youth coupled with the declining rate of practitioners (Mental Health America, 2021) and effective modes of treatment (Merikanas, et al., 2013) make the need for effective and novel treatments that much more necessary. Depression and anxiety disorders associated with past trauma have especially shown resistance to adequate treatment among youth (Louis et al., 2010). These indications have provided an avenue for researchers to explore the potential of psychedelic-assisted therapy for adolescents in clinically approved settings. Recently, the medicinal use of psychedelics to treat mental disorders in adults has





gained popularity, and subsequently, more credibility in western culture from ongoing clinical trials data (Reiff et al., 2020; Schenberg, 2018; Smith, 2019)

Although the use of psychedelic-assisted therapy to address adult symptomatology is gaining more traction amongst researchers, the use of such substances for youth suffering from 4 mental disorders is unknown. However, Phase 2 and 3 trials with adults suggest promising evidence for the application of psychedelics in improving adult mental health (Carhart-Harris et al., 2016; Gasser et al., 2014; Mithoefer, 2011; Mithoefer, 2013). Additional studies will soon be underway for the application of MDMA (3,4-MethylenedioxyMethamphetamine) and Psilocybin (the active ingredient in “magic mushrooms”) for adolescents—likely to target trauma, depression, and anxiety—within the next 2-3 years given that adult clinical trials are currently in Phase III of FDA approval. Thus, soon, school psychologists will be able to inform teachers, parents, and other stakeholders about this alternative treatment and will need to be aware of current research, practice, and cultural implications involving psychedelic-assisted therapy for adolescents. Thus, this paper will outline what this therapy could look like for youth based on current research and practice for adults. Implications for practitioners and clients of color will be discussed and resources will be provided for practitioners who wish to pursue additional information on the topic.

## PSYCHEDELIC-ASSISTED THERAPY WITH ADULTS

### Psychedelics Used and Empirical Outcomes

In the last decade, clinical studies using both natural and synthetic psychedelics to address mental health disorders have widely increased (Reiff et al., 2020). This shift has been in response to the growing need of practitioners due to an increase in mental health disorders, limited accessibility to treatment (Mental Health America) and the stall of development in innovative, traditional medications (Schenberg, 2018). The research on potential benefits of psychedelics is not a novel idea, but a reemergence of what was put on hold with the U.S. Controlled Substance Act of 1970 that classified the undermentioned drugs as Schedule 1 (Brown, 2021). In fact, empirical research dating back to the 1950's and 1960's showed promising results for improving adult mental health (Reiff et al., 2020). Nearly 70 years later, researchers have found themselves back at these initial findings. Modern nomenclature now refers to this process as Psychedelic-Assisted Psychotherapy, otherwise known as “PAP”. Clinical studies on PAP have sought to learn the effects of specific substances for clients with anxiety, depression, PTSD, substance-abuse, and suicidality. Such therapeutics have included Lysergic Acid Diethylamide (LSD), MDMA, 2-(2- Chlorophenyl)-2-(methylamino) cyclohexanone (Ketamine), and Psilocybin (Schenberg, 2018). Given the differences of chemical structure and effects, each substance has been carefully selected, administered, and studied for clients who exhibit similar clusters of symptomatology.

The most widely investigated pairing has been Ketamine with depressive disorders as it is currently the only nationally legal psychedelic available (Dore et al., 2019). Ketamine has also been used for obsessive-compulsive disorder (OCD), PTSD, suicidal ideation, and substance misuse. Its effects include modifying consciousness (i.e., changing mood and cognition; Mion, 2017) and administration is through oral or intranasal methods over 1-12 sessions. According to Schenberg (2018) 68 trials have been completed with 21 ongoing, which included nearly 6,000 individuals. The second most studied substance is MDMA through oral administration over the course of two to three sessions. Participants who participate in MDMA trials have been diagnosed with PTSD, Autism Spectrum Disorder (ASD) with social anxiety, existential anxiety, or Alcohol Abuse Disorder (Schenberg, 2018). 17 trials have been completed with many more ongoing at the present time after MDMA was designated as a breakthrough therapy for PTSD by the FDA in 2017 (Feduccia et al., 2019). The third most researched psychedelic is Psilocybin, which is given orally over one to three sessions. Eight trials have been completed with five ongoing studies with over 500+ participants. Psilocybin has been researched with depression, existential anxiety, alcohol dependence, cocaine related disorders, and cigarette dependence (Schenberg, 2018). Clinical findings have suggested that this is a potentially



useful therapy for depression, as fMRI scans have shown evidence of “improved ability” to recall memories and increased “vividness” and visual imagery of memories. Compared to placebo, psilocybin has been shown to exclusively activate brain regions associated with sensory experiences and vision (Brown, 2021; Carhartt-Harris, 2016). Finally, LSD, the most potent of the psychedelics researched to date, has been administered orally over the course of two sessions to address existential anxiety. Currently, only three trials have been conducted for this therapy with 100+ participants (Schenberg, 2018). Initial results found this was an effective therapy for adults with life-threatening conditions (e.g., terminal cancer) with anxiety scores dropping and maintained at the 12-month follow-up (Brown, 2021; Gasser et al., 2014). Two other psychedelics that are not presently in clinical trials but have been evaluated in smaller research studies, include ibogaine and Ayahuasca, most notably for substance use disorders (Reiff et al., 2020; Schenberg, 2018).

### Structure of Psychedelic-Therapy Sessions

PAP sessions include preparatory, and post drug-free therapy sessions sandwiched with the actual administration and therapeutic session of the drug. Overall, there are very few sessions completed for each client compared to traditional psychotherapy (Schenberg, 2018). The preparatory meeting aims to establish a relationship between the therapist and client in a safe and judgment-free environment (Reif et al., 2020). This is followed by the actual administration session where a trained professional administers the drug and provides structured therapy and monitoring of the client. A safe “set and setting” (MAPS, 2004) is a critical component of successful psychedelic-assisted therapy. The setting is the physical environment for the experience, where the session will take place (MAPS, 2004). This will look different for each person given their unique situation, interests, comfortability, and goals. The set refers to the mindset and emotions of the client as they enter the psychedelic experience. The set of the person changes and can be made to feel safe and welcomed within the therapeutic relationship (MAPS, 2004). Cultural considerations are imperative in the considerations of set and setting. The preparation and a focus on individual characteristics, goals, and safety are of the utmost importance when participating in PAP. Clients may listen to music and wear an eye mask as the therapist encourages them to bring their thoughts, emotions, and memories into awareness. The goal, then, is for the psychedelic to deepen their insight, facilitate change, and foster personal growth (Brown, 2021). Post-administrative sessions revolve around processing the therapeutic session and integrating the insights and meaning from the experience into everyday life (Schenberg, 2018).

### Long-Term Outcomes

It has been concluded through 95+ clinical trials that psychedelic substances decrease symptoms of mental-health disorders for extended periods of time (notably years for some follow up studies over very few sessions; Frood, 2012; Schenberg, 2018). Specific benefits include facilitating positive, meaningful, or “mystical” psychological experiences; enhancing the therapeutic relationship; cultivating introspection and awareness of thoughts, feelings, and memories; helping the client process and regulate difficult emotions; and enhancing cognitive flexibility and creativity (Brown, 2021). The positive outcomes for client mental health paired with a significantly lower cost and time-effectiveness of the treatments are encouraging. Moreover, clients have reported an extended period of relief from symptoms or abstinence from previously abused drugs. In fact, self-reported abstinence from alcohol went up considerably after psilocybin treatment and were maintained at 36 weeks post-therapy (Bogenschutz et al., 2015; Brown, 2021). Psilocybin was found to be effective for anxiety and depression in terminally diagnosed cancer patients at seven-week follow up (Ross, 2016). Another example of the benefit of PAP was seen by Luoma et al. (2020) with MDMA on social anxiety for adults with autism; 80% of those who were administered the drug reported a positive outcome compared to placebo groups at one-month post-administration (Brown, 2021). Further, compared to placebo groups, researchers found that MDMA helped to regulate negative emotions like anxiety (Dobin, 2002; Brown 2021) and after just two PAP sessions, most people in the treatment group no longer met the criteria for PTSD and were able to maintain these outcomes for over a year at follow-up (Brown 2021; Mithoefer et al., 2019).



## **Safety of Psychedelic-Assisted Therapy**

It should be noted, too, that adverse effects for any of the PAP therapeutics have been minimal. Because of the chemical structure of many of the compounds, the effects are nonaddictive and relatively safe (Brown, 2021). Concerns primarily focus on the type and amount of the administered psychedelic. Drugs that are consumed in large amounts can adversely affect one's physical and mental health (Brown, 2021; Hill & Thomas, 2011; Nichols 2016), especially those of synthetic nature like LSD and MDMA (Brown 2021; Nichols, 2016). It is clear from these findings that both the client's history and current medication regimen should be thoroughly considered when deciding on PAP as a recommended therapy (Brown, 2021; Johnson et al., 2018; Reiff et al., 2020). Likewise, targeting what drug, how much, and when to administer is equally as important once a client and their therapist decide to proceed (Nichols, 2016).

## **POTENTIAL FOR PSYCHEDELIC-ASSISTED THERAPY WITH ADOLESCENTS**

It should be re-emphasized that there are no current clinical trials taking place with PAP and adolescents. Thus, there are currently only anecdotal findings regarding PAP as a possible therapy for youth given the positive and encouraging outcomes with adults. MDMA-assisted therapy, for example is being sought to help “heal the psychological and emotional damage caused by sexual assault, war, violent crime, and other traumas” (MAPS, 2021) in addition to “social anxiety related to life threatening illnesses” (MAPS, 2021). Specific clients targeted would be those who have not responded to other therapies or medications in relief of symptoms. America's youth are no stranger to these types of mental health disorders and traumas. Therefore, it is important to consider this therapy in relation to PTSD and other disorders as MDMA makes its way through Phase 3 clinical trials, producing the possibility for youth to be tested as early as 2023 when it is deemed safe and efficacious for adults in the earlier stages of Phase 3 (National Institutes of Health, 2021). Until then, personal experiences and testimonies are the best considerations practitioners have for PAP usage with adolescents at present.

The Multidisciplinary Association for Psychedelic Studies (MAPS) has been one of the leading groups advocating for psychedelic and marijuana therapy for families and adolescents. Their mission is to provide accurate educational information surrounding illegal substances that may be of use in treating the mental health crisis in America. Specifically, their Rites of Passage project aims to share families' experiences with such substances to provide information to others who are considering or may be curious about the potential use and risks of psychedelics.

In terms of anecdotal findings, there are several limitations to consider, as fear of societal rejection, legal ramifications, and health considerations often discourage parents from recounting their child's usage of mind-altering substances. The MAPS website (<https://maps.org>) gives various accounts from parents. In one article, a mother discusses how an informal PAP therapy of Ayahuasca helped her son overcome opioid addiction. This aligns with the current research previously discussed revolving around substance abuse as a potential area for psychedelics to be useful in treatment. Another article depicted a mother and son's peyote ritual as a rite of passage. “When he was eleven and twelve, he was drifting away from our close bond. More troubled in school, getting into fights, and becoming rebellious, he was clearly ready to create a new identity of his own within the context of his peer group and the outside world” (MAPS, 2004). The mother described taking her son into the mountains and introducing him to plant medicines such as peyote, mescaline, and psilocybin. Together, the pair said prayers, and the mother recounted her prior experience with the drug at hand. Further, she informed her son about the effects in advance of ingestion. “I talked about the traditional uses of psychoactive plants, and I explained how they were tools. I told him how the plants were teachers, and they were medicines and that this was the appropriate, respectful way to use them in whatever form you get them in, whether 1peyote, mescaline, or LSD” (MAPS, 2004). Following the “trip,” she stated that her son's demeanor changed greatly. He was more honest, easy-going, and developed a stronger bond with his mother. This specific example exemplifies the consideration of cultural



practices that must be considered for individualized experiences as well as the power of set and setting for influencing client outcomes.

Within the MAPS website, there are many accounts regarding the potential of MDMA at the end-of-life care or to develop a closer, more harmonious bond with others. For example, one couple successfully used MDMA to cope with the premature death of their 13-year-old son who had been diagnosed with cancer (MAPS, 2004). In another account, a daughter helped to administer MDMA to her terminally ill father at the end of his life. She described the experience as monumental in easing his suffering while also creating an everlasting bond with him at what would have normally been the worst experience of her life. This relationship building piece appears to be a common theme among those that have used MDMA with their children. One U.S. federal prosecutor stated:

“I was having trouble communicating with my teenage daughter. We took MDMA together, hoping it might help our relationship. My daughter started crying. She said I never really listened to her. Wagging my finger at her, I adamantly insisted that I was always receptive to hearing what she had to say. Suddenly, I realized that I had interrupted her. Then I admitted that I had not really listened to her. After that, we began to work more closely on the specific things that were interfering with our intimacy.” (MAPS, 2004).

Given these anecdotal testimonies, it is evident that there is a major overlap between these personal experiences and the clinical structure of PAP therapy. Further, the usage between children and their parents seems to address the same research potential of these substances (i.e., mental health disorders, substance abuse, existential anxiety, etc.). Although cultural considerations have not been emphasized in the research thus far, it should be an important factor in the conversation regarding PAP as we discuss in more detail below. These findings--along with the controlled, adult clinical trials--shed light on the potential of this therapy to address the growing state of mental health decline and shifting cultural context for the medicinal use of drugs in society.

## WHAT WOULD PSYCHEDELIC-THERAPY LOOK LIKE FOR YOUTH?

Psychedelic-assisted therapy for youth would likely share common practices with current practices for adults with a few exceptions. First, like adults, participants would be screened carefully for underlying cardiovascular health conditions and psychiatric conditions, excluding those with certain personality disorders (Steig, 2021). Given that youth are less likely to have developed such severe symptomatology, the excluded criteria will likely not affect as many youths as it does for the current adult samples involved in clinical trials. Like adults, adolescents would undergo an extensive intake process to review what possible topics may arise during the drug-induced therapy session. It will be important for this information to be evaluated and analyzed to illustrate how these past occurrences have potentially affected their present symptomatology. After the intake is complete, several preparatory sessions (typically 3, 90minute sessions) would be completed to gather extensive background information and to prepare the youth for the psychedelic-assisted session.

On the day of the psychedelic-assisted therapy session, the adolescent would likely be led by the therapist and perhaps one additional co-therapist for the duration of the 6–10-hour session. The room would be set up like a comfortable living area and the participants would be able to comfortably eat, drink and use the restroom as they please throughout the session. The youth would also be given protective eyewear and soothing music tailored to the particular psychedelic and intention of the session to allow for a comfortable “set and setting.” These factors are considered essential in adult psychedelic assisted therapy to achieve optimum results within the therapy session. When individuals are kept at ease and safe within their environment, there is a better chance of processing difficult events that affect current functioning. The adolescent client would receive their first dose at the beginning of the session and then an optional additional half dose of the psychedelic substance about ninety minutes into the session as is typical with MDMA-assisted therapy for adults (Steig, 2021).



From that point, clients are directed inward to the previously discussed topics of the preparatory sessions.

It is important to acknowledge the similarities to adults, as Psychedelic-assisted therapy will not stop after the first session for adolescents. In addition to the preparatory sessions, after the psychedelic-assisted therapy session, adolescents would be aided by their clinicians to help make sense of the topics that arose during the session in several follow-up sessions, a process known in the psychedelic-assisted therapy literature as “integration” (Williams et al., 2020). It is the goal of these integration sessions to link current symptomatology with previous adverse experiences and to provide the client with the support to make the changes necessary in their lives (Steig, 2021). For adolescents, a critical component to healing will be ensuring they have the social and therapeutic support necessary to heal after a possibly insightful and intense psychedelic experience. These components would be integral to the post psychedelic-assisted therapy sessions where integration would take place for adolescents engaging in this type of therapy.

## **CULTURAL CONSIDERATIONS FOR PSYCHEDELIC-ASSISTED THERAPY**

Given the rising mental health concerns for children and adolescents who identify as black or persons of color (Staff, 2020), as well as the stigma associated with psychedelic use in communities of color, an especially important aspect to consider in the future of psychedelic-assisted therapy for adolescents is the level of cultural competence of the therapist (Staff, 2020). Having cultural competence involves being able to recognize and have an awareness for how diversity impacts the therapeutic relationship and conceptualization of the client’s presenting problem. This skill will be essential for psychedelic-assisted therapy as practitioners will be assisting youth who exhibit psychological distress in a vulnerable state and process of consciousness. Adolescents with psychological distress can include people of color, which will require culturally sensitive care. In the adult psychedelic-assisted literature, there are racial inequalities which are perpetuated by a distrust of psychedelic substances in many communities of color (Staff, 2020). To avoid the perpetuation of this cycle in the treatment of adolescents, it will be critical that clinicians who are providing psychedelic-assisted therapy for youth receive the necessary training to carry out culturally responsive care and provide a therapeutic environment for adolescents that will be safe and minimize harm. Integrating effective strategies for social justice within psychedelic therapy may include advocating for fair practices, being aware of one’s privileges, and educating themselves as well as others around them on issues of privilege and power and how these manifest in the therapeutic relationship (Song et al., 2019). When psychedelic-assisted therapy becomes a treatment option for youth in the future, School psychologists can look for providers who exhibit culturally responsive practices and promote issues of diversity and inclusion within their clinical centers and communities.

## **RESOURCES FOR FUTURE EXPLORATION**

This article is by no means exhaustive of the current state of research in psychedelic-assisted therapy. The following websites and articles may be of interest to school psychologists who wish to know more about the current state of research and application of PAP in clinical settings. Because clinical trials for adolescent PAP could begin as early as 2023, understanding the state of the research for adults provides a window into the possible outcomes and applications for youth.

1. Multidisciplinary Association for Psychedelic Studies (MAPS): <https://maps.org/research/mdma>

This site provides an overview of published and ongoing clinical trials research for MDMA-assisted psychotherapy and provides training for therapists to conduct psychedelic-assisted therapy.

2. Compass Pathways:

<https://compasspathways.com/our-research/psilocybin-therapy/therapist-training/>



This site provides an overview of published and ongoing clinical trials research for psilocybin and provides training for therapists to conduct psychedelic-assisted therapy.

3. The Ketamine Training Center: <https://theketaminetrainingcenter.com/resources/>

This site provides an overview of published and ongoing clinical trials research for Ketamine-assisted psychotherapy and provides training for therapists to conduct Ketamine-assisted psychedelic therapy.

4. Peer-Reviewed Article on the role of LSD and MDMA in psychedelic-assisted therapy: Smith, D. E. (2019). The role of Psychedelic Drugs in the evolution of psychedelic medicine. *Journal of Psychoactive Drugs*, 51(2), 98-101. <https://doi.org.ezproxy.uky.edu/10.1080/02791072.2019.1589607>

This peer reviewed article reviews the historical context of psychedelic drugs and illustrated how LSD can act as a potential therapeutic treatment for alcoholism. Also, the use of therapeutic intervention using MDMA.

5. Empirical Study on Placebo vs Psychedelics and Contextual Factors: Olson, J. A., Suissa-Rocheleau, L., Lifshitz, M., Raz, A., & Veissière, S. P. L. (2020). Tripping on nothing: Placebo psychedelics and contextual factors. *Psychopharmacology*, 237(5), 1371–1382.

<https://doi-org.ezproxy.uky.edu/10.1007/s00213-020-05464-5>

Provides an overview of psychedelic effects using a placebo on control groups to analyze the comparison of psychedelic experiences.

6. MDMA-assisted therapy for Trauma in Adults: Pixler, L. (2017). Psychedelic movement: Healing trauma through MDMA (3,4-15 methylenedioxymethamphetamine)-assisted authentic movement psychotherapy. *Journal of Transpersonal Psychology*, 49(2), 121-135.

Provides an overview of a clinical trial using MDMA-assisted psychotherapy while examining the connection between psychedelic substances and PTSD.

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## EFFECTS OF GRAPHIC ORGANIZERS AND SOCIO-ECONOMIC STATUS ON ACQUISITION OF SOCIAL SKILLS AMONG PUPILS WITH INTELLECTUAL DISABILITY IN IBADAN

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### Abstract

Pupils with Intellectual Disability (PwID) experience difficulties with acquisition of social skills. They find it difficult to initiate and maintain positive social relationships. Previous studies focused on enhancing academic skills of PwID with little emphasis on fostering functional skills. Therefore, this study determined the effects of Graphic Organizers (GO) strategy on acquisition of social skills among PwID. Three special schools were purposively selected. Twenty-six pupils that scored between 20 and 55 in the Screening test were adopted. Participants were randomly assigned to GOS (13) and control (13) for ten weeks. Slosson Intelligent Test ( $r=.95$ ) and Pupils Social Development Checklist ( $r=.80$ ) were used. Data were analyzed using Analysis of covariance and Scheffe post-hoc test at .05 level of significance. There was a significant main effect of treatment on acquisition of social skills ( $F=12.200, p<.05, \eta^2=.347$ ). Participants in GOS group obtained the highest mean score (33.37) and control (27.40). Graphic organizers strategy fostered acquisition of social skills of PwID. Therefore, the strategy should be adopted in teaching PwID.

**Keywords:** Graphic organizers strategy, socio-economic status, pupils with intellectual disability, acquisition of social skills.

### INTRODUCTION

Social skills are component of adaptive behavior necessary for effective functioning of an individual in society. Social skills are fundamental to smooth relationships and interactions. These skills include eye contact, taking turn, asking for permission, sharing, saying sorry and thank you as at when due to mention but a few. Social Skills are essential in our day-to-day interactions, everybody needs social skills including Pupils with Intellectual Disability (PwID), and once it is discovered that it is lacking, it can be learned. These skills can be acquired gradually by PwID. Social skills are learned verbal and non-verbal behaviors that are performed within a specific social context (Karra 2013). According to Allan, Bellack, Mueser, Susan Gingerich and Julie (2004), Social skills are specific behavior that people generally use while having interaction with others and that enable them to easily achieve their individual goals. There are various social agents through which these skills can be learned, for instance, home, school, neighborhood or environment.

PwID initiate fewer social interactions and lack prompt responses to peers compared with their counterparts without disabilities when they are in social context. They lack correct perception of social situations. PwID have problem learning various skills most especially social skills. They find it difficult functioning effectively and interacting with peers, parents and significant others as expected because of their peculiar condition. They lack proper manner of handling issues and display negative attitude towards social skills utilization. Allan et al (2004), posited that PwID usually experience diverse problems while

interacting with others, they often encounter problem with treatment providers, family members, care givers and others which often result in difficulties in adjustment at home, the community and eventually brings about a degenerated quality of life.

However, the Sustainable Development Goals (SDGs), especially goal 4, centers on inclusive and equitable education for all, it focuses on eliminating segregations and disparities that are accorded persons with special needs and denial of access to all levels of education because of their various forms of disabilities including persons with ID regardless of their IQ. Meanwhile, Social skills is one major means through which pupils with ID learn but lack of social skills is the major characteristics of pupils with ID. This is the major reason it appears as a component of the universally adopted definition of ID by American Association on Intellectual and Developmental Disability (AAIDD) which maintained that intellectual disability is a disability characterized by significant limitation both in intellectual functioning and adaptive behavior which covers many every day social practical skills, and this disability originate before the age of 18 (AAIDD 2010). The issue of adaptive behaviour is reflected in this definition as it relates to its importance in daily functioning and social responsibility that is expected of an individual's age and cultural group.

Socioeconomic status of the parent determines a lot about the acquisition of social skills among learners with ID. Parents' socio-economic status influences or stimulates a child to either display some antisocial behavior or desist from them. Keskinova, Jovanova and Ajdinski (2013), maintained that intellectual disability brings about different changes in the functioning and personality of a child with intellectual disability, but it also negatively impacts the whole family and mostly results in reduced quality of life. The home climate such as the size of the family, relationship between the siblings and parent-child relationship has a way of affecting a child's development of social skills. The socio-economic status of the pupils can be determined through their parents' occupation, educational level, residence and types of gadget in the home and so on. The social economic status of parents of pupils with intellectual disability could have negative influence on the social behavior of these pupils in school, home and the community at large.

Pupils from homes where the socio-economic status of the parents are high are likely to be socially competent than their counterparts from homes where the socio-economic status of parents are low, where parents are struggling to make ends meet. Children from families that are with low socio-economic status are often enrolled in schools with low standard which will eventually affect their standard of education and acquisition of necessary social skills. They enter school with fewer social skills and go at a very low pace as it relates to the development of necessary social skills and social interactions that children naturally develop as they meet with children from various backgrounds in the school environment.

Bremer and Smith (2004) reiterated that although there is need for specific academic skills like math, literacy, and independent living of persons with intellectual disability, but the absence of adequate social skills will not assure successful outcomes of any other acquired skills. Gresham, Sugai, and Homer (2001) also commented that lack of social skills are the key criteria in defining the many high-incidence disabilities that hinder students' excellent academic performance and progress such as specific learning disabilities, attention deficit/hyperactivity disorder (ADHD), intellectual disability and emotional disturbance. It is therefore, necessary to assist students learn the appropriate social skills in order to reduce the effect of these disabilities on their entire life success and achievements.

One of the key concepts to take note in pupils with ID is adaptive behavior which comprises of three major areas thus: conceptual, social and practical skills. The conceptual skills include academics which involve reading, writing, and expressive language. Social skills on the other hand include skills that are needed to maintain an effective social and interpersonal relationship such as taking turns, paying attention,

obeying rules, and making eye contact. Rutherford, Quinn, and Mathur (2004) viewed social skills as a set of behavior that allows individuals to initiate and maintain positive social relationship, contribute among peers, demonstrate self-acceptance and allow for effective coping. Social skills are also the ability to perceive and interpret social situation, generate appropriate social responses, and interact with others (Smith 2007). It is certain that lacks of social skills are the major barrier to all other misdemeanors in learners with ID. There has been research documentation which attested to the negative impact of attention deficit hyperactivity disorder and disruptive behavior disorders on social functioning in children with ID (Pearson, Lachar, Loveland, Santos, Faria, & Azzam 2000.)

Pupils with ID are very poor in perceiving social cues, they are not sensitive to social instructions which make it difficult for them to relate effectively with friends and family (Tammy Reynolds, Zupanick, Psy, & Dombek 2013). Investing into close relationship is difficult for pupils with ID because they have underdeveloped social skills as acquisition of social skills depends on certain intellectual abilities. Assessing academic skills, harnessing vocational opportunities and occupational guidance skills become a serious problem for any individual with negative attitude towards acquisition of social skills. Dekker, Koot, Van der Ende, and Verhults, (2002) maintained in one of their population based study that among learners with mild and moderate ID, social problems were among the most prominent behaviors that distinguished children with disabilities from their nondisabled peers. It is therefore imperative for researchers to research into how to help pupils with ID acquire the necessary social skills they will need to be effectively integrated into social context in which they are likely to find themselves in the nearest future and at the same time the bases for accessing educational opportunities.

Researchers have advocated the use of research based instructional strategies in teaching pupils with ID to acquire a wide range of skills, for instance, modeling and shaping, Audio Taped and individualized instructional strategies and Mnemonics and Direct instructional strategies but none of them had investigated into acquisition of social skills among pupils with ID. Most of these studies centered on improving the academic skills and intellectual functioning of pupils with ID, little had been done in the area of improvement of their functional skills, and more importantly the acquisition of social skills among pupils with ID which should be the main focus of their curriculum. Meanwhile, pupils with ID can attain levels of independence in life where they will not need the assistance of any care giver or family member to be self-reliant if they are taught with research based strategies. Sower and Smith (2002) maintained that school-based learning programs have been of tremendous assistance in helping PwID learn from friends and peers, since they are mostly restricted from participating in some community-based activities. One of such programs is graphic organizers. In order to make life more meaningful to pupils with ID, this study focused on teaching PwID self-awareness, identifying physical needs, identifying psychological needs, maintaining good interpersonal skills and socially responsible behavior.

Graphic organizers are visual communication tools that employ visual symbols to express ideas and concepts to convey meaning. Graphic organizers are visual representation of concepts, knowledge or information that incorporates both text and pictures (Learner and Kline 2006). Gajria, Jitenda, Sood and Sacks, (2007) averred that Graphic organizers make materials that are difficult to understand, more accessible to pupils with ID. Research has shown that comprehension skills of pupils with ID can be significantly improved with the use of graphic organizers (Bulgren, Deshler, & Lenz, 2007). Graphic organizers are used across the curriculum; they can be used to teach cause and effect, note taking, comparing and contrasting concepts and organizational skills .Graphic organizers allow both the teacher and pupils to keep an overview of what the topic of discussion is at all times. They are therefore useful in teaching acquisition of social skills and its development to pupils with ID.



## Statement of the Problem

Pupils with ID are faced with different challenges and one of such challenges is lack of adequate social skills that make forging ahead in life possible for them. Acquisition of appropriate social skills that help them to function effectively in social context and in the society at large is a serious problem for PwID. It is essential to balance the teaching of academic skills and functional skills to PwID.

Acquisition of social skills is one major functional skill that this study addressed. It has been discovered that PwID are incompetent as a result of lack of social skills which hinders their participation in some school and home-based activities. They often display social ineptitude. They find it extremely difficult to participate in leisure and recreation activities due to lack of adequate social skills. Lack of social skills is a barrier to acquisition of academic skills and harnessing vocational opportunities, hence the need to balance the two. In order to address this challenge, some strategies and techniques have been employed by various researchers, but few have examined the effect of graphic organizers to foster the acquisition of social skills among PwID. This study therefore addressed the problem of acquisition of social skills among PwID using graphic organizers strategy and socio-economic status.

## Purpose of the Study

The main purpose of this study was to examine the effect of graphic organizers and socio-economic status of parents on the acquisition of social skills among PwID, and in specific terms to:

1. Determine the effectiveness of the strategy (graphic organizers and the control) in enhancing the acquisition of social skills among PwID.
2. Examine the influence of Socio-economic status of parents on acquisition of social skills among the participants.

## Hypotheses

The following hypotheses were tested at .05 level of significance.

- 1) There is no significant main effect of treatment groups (Graphic organizers strategy, and Control) on social skills acquisition of participants.
- 2) There is no significant main and interaction effect of treatment groups (Graphic organizers strategy, and Control) and Socio Economic Status on social skills acquisition of participants.

## METHOD

### Research Design

This study adopted a pretest, posttest, control quasi experimental design with 2x2x2 factorial matrix. This was achieved through the use of graphic organizers and control in enhancing the acquisition of social skills of pupils with ID.

### Participants

The participants for this study comprised all PwID in selected public special schools in Ibadan who were identified as having problem with acquisition of appropriate social skills. Twenty five primary four and five PwID that have not acquired appropriate social skills were purposively selected participants for this study using Pupils Social Development Checklist to determine social skills acquisition of the participants. The schools include Hisb Lai Algalib (H.L.A) Ibadan, Omoyeni Schools for the handicapped Orita-Aperin, Ibadan and Oluyole Cheshire Home Ibadan. Purposive sampling technique was used to determine the study sample.

### Instruments

The following instruments were used for this study;

- 1) Slosson Intelligent Test (SIT) by (Slosson 2006) Revised version-.90. It was published by Richard Slosson in 1963, revised severally later, while the interpretation manual was first



published in the year 1990 and revised in the year 1998, 2002 and 2006 respectively. Slosson’s Intelligence Test requires a period of 20-25 minutes to administer and score. The researcher received training on the usage of the instrument. The pupils were screened with this instrument to ascertain their degree of intellectual disability (mild, moderate, severe or profound). It also helped to screen out pupils with multiple disabilities as they were not the target population for the study. It is a screening instrument for children and adults as a measure of ability and test of general intelligence. The instrument was adapted by the researcher. The reliability coefficient was calculated differently for each age level and ranged from .90 to .98 and it was concluded to be correlated with its criterion. The validity and reliability were tested and established before its usage in this study to identify the target audience. The face and content validity was also determined. SIT was used to screen pupils in the three selected schools, it is very important to do this so as to identify the degree of intellectual disability of each pupil in the selected classes.

- 2) Pupils Social Development Checklist .80. This is an adapted version of Young Children’s Social Development Checklist developed by McClellan and Katz (1993). It helps to determine the acquisition and the rate at which a child’s social skills are developing. It was adapted by the researcher to identify pupils with inappropriate social skills development. The check list has four sections which were completed by the pupils with the help of the teachers who served as the research assistance. They include (a) individual attribute, (b) the social skills attribute, (c) peer relationship attribute and (d) adult relationship attribute. The scale was used to determine the previous knowledge (pre-test) and the (post-test) scores of the participants. Anyone that scores above average in the checklist has acquired appropriate social skills. Those with below average scores have not acquired appropriate social skills and they formed the target for this study. The instrument was validated using Cronbach alpha method  $r=.80$ . The reliability index was determined by revalidating the instrument by the researcher in order to get the psychometric properties.

### Analysis of Data

In the analysis of data, the descriptive and inferential statistics were used to analyze the collected data. Mean and Standard deviation were the descriptive statistics used while the inferential statistics of analysis of Covariance (ANCOVA) was used to test the stated null hypothesis at .05 levels. It was also used to test the significant difference between the means and to take care of the interaction effect between the treatment and the control. It also reduces the effects of extraneous variations in the pre and posttest measures. Estimated marginal means of participants was also computed.

## RESULTS

**Hypothesis one:** There is no significant main effect of treatment groups (Graphic organizers strategy, and Control) on social skills acquisition of participants.

**Table 1.** Summary of Analysis of Covariance (ANCOVA) of post-test showing the interaction effect of treatment (graphic organizer, and control) on Participants acquisition of social skills by treatment.

Source	Sum of Squares	Df	Mean Square	F	Sig.	Eta. Sq
Corrected Model	234.036	2	117.018	7.776	.003	.403
Intercept	398.122	1	398.122	26.456	.000	.535
Pretest Achievement	0.036	1	0.036	0.002	.961	.000
Treatment	183.596	1	183.596	12.200	.002	.347
Error	346.118	23	15.049			
Corrected Total	580.154	25				

R Squared= .403 (Adjusted R Squared = .352)

The results from the Table 1 shows that there is a significant main effect of treatment (graphic organizer and control) on acquisition of social skills of participants ( $F=12.200$ ,  $p<.05$ ,  $\eta^2=.347$ ). Therefore the hypothesis is rejected; this implies that treatment had a significant effect on social skills acquisition of participants in the study. The Table 1 also shows the contributing effect size of 34.7%.

**Table 2.** Estimated marginal mean scores from the analysis of treatment (graphic organizer and control) on acquisition of social skills of participants

Treatment Groups	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Graphic organizers	33.366	1.143	31.000	35.731
Control	27.404	1.143	25.038	29.769

Table 2 shows the estimated marginal means of Treatment (graphic organizer and control) on acquisition of social skills of participants. It was revealed that after controlling for the effect of acquisition of social skills, participants in the control group had the least mean score (Mean<sub>Control</sub>=27.40), followed by those in the graphic organizers strategy group (Mean<sub>Graphic organizers</sub>=33.37). This implies that the graphic organizer strategy group was more potent in acquisition of social skills relating to the study.

**Hypothesis two:** There is no significant main and interaction effect of treatment groups (graphic organizers strategy, and control) and socio economic status on social skills acquisition of participants.

**Table 3.** Summary of Analysis of Covariance (ANCOVA) showing the interaction effect of treatment (graphic organizer, and control), and socio-economic status on acquisition of social skills of participants

Source	Sum of Squares	Df	Mean Square	F	Sig.	Eta. Sq
Corrected Model	254.687	4	63.672	4.108	.013	.439
Intercept	316.044	1	316.044	20.392	.000	.493
Pretest Achievement	0.799	1	0.799	0.052	.823	.002
Treatment	152.712	1	152.712	9.853	.005	.319
Socio-Economic Status	1.391	1	1.391	0.090	.767	.004
<u>2-way interactions</u>						
Treatment x SES	18.012	1	18.012	1.162	.293	.052
Error	325.467	21	15.498			
Corrected Total	580.154	25				

R Squared= .439 (Adjusted R Squared = .332)

The results from the table above shows that there is no significant interaction effect of treatment (graphic organizer and control) and socio-economic status on acquisition of social skills of participants ( $F=1.162$ ,  $p>.05$ ,  $\eta^2=.052$ ). Therefore the hypothesis is accepted; this implies that treatment and socio-economic status had no significant effect on acquisition of social skills of participants in the study. The Table 3 also shows the contributing effect size of 5.2%.

**Table 4.** Estimated marginal means of treatment and socio-economic status on acquisition of social skills of participants

Treatment	SES	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Graphic organizer strategy	Low	32.440	2.321	27.613	37.266
	High	33.789	1.305	31.075	36.503
Control	Low	28.214	1.401	25.302	31.127
	High	25.815	1.939	21.782	29.849

Table 4 shows the estimated marginal means of treatment and socio-economic status on the acquisition of social skills among the participants.



## DISCUSSION, CONCLUSION, and RECOMMENDATIONS

Based on the result of the analysis, the findings were discussed as follows: This study determined the effects of graphic organizers strategy on acquisition of social skills among PwID. The influence of socio-economic status was also determined. The hypothesis was tested using Analysis of Covariance (ANCOVA) and Estimated Marginal Means. The result of the main effect of treatment on participants' acquisition of social skills revealed that there is a significant main effect of treatment on participants' acquisition of social skills. In view of this, the null hypothesis is not accepted. It can be inferred that there is a significant main effect of treatment on the acquisition of social skills of the participants, meaning that the experimental group (Graphic Organizers) benefited more on the acquisition of social skills than the control group. The result indicated that there was a statistically proven significant difference between the achievement scores in acquisition of social skills of the experimental group and the control group. This means that social skills of pupils with intellectual disability were enhanced when taught with the aid of graphic organizers. However, this study negates the findings of some researchers who had a negative perspective of graphic organizers, for instance, Okoruwa (2007) averred that this strategy is dull and boring and therefore provides little or no feedback to learners. It is possible anyway that his finding was carried out on another set of participants without cognitive impairment. It could also be as a result of inappropriate usage of graphic organizers by teachers as teachers need the technical knowhow, the understanding and adequate knowledge of the development and right usage of graphic organizers. It is therefore necessary to note and admit that training pupils with inappropriate social skills and also with condition of incomplete mental development cannot be done conventionally by mere writing on the chalk or writing board, rather, they must learn by being involved in learning process and seeing through pictures which makes concepts that are difficult to comprehend more accessible to general group of learners with disabilities.

Consequently, the experimental group performed significantly better compared to the control group on acquisition of social skills. This result agrees with the findings of Kilickaya (2019) who reiterated that from the review made from some studies, it was discovered that if learners are allowed to integrate graphic organizers into their leaning, it enhances learning. Graphic organizers in enhancing the acquisition of social skills of PwID. These findings also corroborate the assertion of Amaal Ahmed (2017) which maintained that graphic organizers have multiple benefits, some of which is the fact that it helps learners grasp information by seeing the relationships between ideas and concepts presented by authors, and that it helps in memory recall. These findings is also in consistence with the findings of Abdul-Majeed (2016) which posited that the visual representation of graphic organizers provide learners with a structural framework and the actual information they are to learn, he also maintained that the use of graphic organizers brings about students' motivation when it comes to writing.

### Conclusion

The study was carried out to experimentally determine the effect of graphic organizers strategy on acquisition of social skills among PwID. Findings have shown that this strategy is effective on PwID. It was discovered that graphic organizers was more effective considering its effect and the impact on these group of learners, while the conventional method used on the control group was least effective.

Teachers are therefore advised to regularly employ the use of this strategy on PwID who lack appropriate social skills. The findings of this study should be an integral part of decision in an attempt to enhance the social skills of PwID.

### Recommendations

Based on the finding of the study, the following recommendations are made:

- (1) Adequate social skills acquisition is necessary requirement for successful learning outcome at home, in the school environment and in the community at large. It is therefore necessary to seek the assistance of experts in the special education field who can effectively teach PwID via graphic organizers strategy.
- (2) Graphic organizers strategy should be adopted as mode of teaching PwID in enhancing their social skills both in the general classroom setting and special education centers.

### **Limitation of the Study**

This study investigated the effect of graphic organizers and social economic status on acquisition of social skills among pupils with intellectual disability. However, only pupils with mild, moderate and severe intellectual disability in three special schools were the participants for this study. This simply means there are pupils with similar challenges in various other schools which cannot make the result to be generalized.

The findings of this study showed that limited studies have been carried out with graphic organizers and social economic status to enhance the social skills of pupils with intellectual disability. There are various other proven strategies that could still be used to improve the acquisition of social skills of pupils with intellectual disability.

Further, there are other behaviour modification aspects of pupils with intellectual disability that research can still be subsequently extended to. The study is also limited in time, ten weeks was used on field for this study. Peradventure the results might have been better if more time is devoted or allotted to the study.

### **Suggestions for Researchers and Practitioners**

This study has provided insight for further studies in the aspect of acquisition of social skills among pupils with intellectual disability. It is suggested therefore, that various other treatment packages can be explored to improve on social skills of pupils with intellectual disability. So also, graphic organizers can be used to improve on other aspects of behaviour modification of pupils with intellectual disability for instance, attitude to social skill development, social competence, self- help skills, and social inclusion and many more.

A study of this nature should possibly cover a wider scope than the researcher attempted, it is therefore suggested that a replica of this study should be carried out shortly to determine the authenticity of the results and the impact of this study on the participants and to also check how far and how productive the impact is, on the participants. Further research should also be carried out with other intervening variables like gender and demographic factors.

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The author paid attention to all ethical rules. The researcher obtained permission from the school head teacher in each of the schools via the letter of introduction collected from the Department of Special Education University of Ibadan. After the permission have been granted, the researcher personally consulted the assistant head teacher in each school, and the class teacher who served as research assistants. She also took permission from the parents of the pupils through their teachers, and sought their consent before the commencement of the treatment.

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## INVESTIGATION OF THE RELATIONSHIP BETWEEN THE NEEDS OF PARENTS WHOSE CHILDREN ATTEND THE INCLUSION CLASS AND THEIR LEVELS OF BURNOUT

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### Abstract

Present study aims at determining the relationship between the needs of parents whose children are attending inclusion classes in the TRNC and their burnout levels. This study encompasses 150 parents in total. The scale used within the scope of the research was applied to the parents of children with special needs (150 participants), who attend the general education class affiliated to the TRNC "Ministry of National Education and Culture Primary Education Department" in the 2019-2020 academic year, via Google Forms. In this regard, scanning model was utilized in the present research. In the study, the "Scale of Identifying the Needs of Parents whose Children Attend Inclusive Education" was utilized to determine the desires of the parents and the "Maslach Burnout Scale-Parent Form" was employed by researchers to reveal the burnout levels of the parents. Based on the relational results between the scale of determining the needs of the families of the students receiving inclusive education and the "Maslach Burnout Scale", it has been determined that there are statistically significant and positive correlations between the scores that the parents got from the scale of determining the needs of the families of the students receiving inclusive education, from the sub-dimensions of the scale, from the overall "Maslach Burnout Scale" and from the sub-dimension of emotional burnout in the scale.

**Keywords:** Inclusion, parent, burnout, special education.

### INTRODUCTION

Inclusive education takes a great significance in the field of special education. This allows students with special needs to demonstrate their life skills independently (Metin, 2012; Akbaba & Tutuncu, 2021; Sengun & Toptas, 2021). As the school is kind of a system and structure, where individuals are taught life skills and also a structure where school life skills are learned by students with special needs who continue inclusive education (Sucuoglu & Kargin, 2010). Students with special needs who participate in inclusive education acquire all the skills they will need in the society, especially the social skills, as a result of their interaction with their peers at school. Every student participating in inclusive education approaches the performance of their peers faster in independent living skills and important steps are taken in that direction to become a member of the society (Kocyyigit, 2015; Buldu, Ozer & Caliskan, 2021).



The student with special needs required to be assisted by several different and varied resources. The family ranks first among these resources. Psychological and physiological health of family members can be considered as a prerequisite for the family to ensure such support to the child who has special needs education (Anılan & Kayacan, 2015).

Every family gives birth to their children with the expectation of having a child with a normal development. However, having a child with special needs brings along various psychological processes in parents too (Akandere, Acar, & Bastug, 2009; Nuri, Akcamete, & Direktor, 2019; Sevimli, 2022). Also, the acceptance process differs from family to family. Roles and responsibilities in the family change after the child with special needs set foot in the family. Every family's lifestyle and thoughts are different. This also applies to families with children with special needs. Such varied thoughts and lifestyles also affects inclusive education (Sivrikaya & Tekinarslan, 2013; Akbaba & Tutuncu, 2021; Sengun & Toptas, 2021; Topal, 2021).

In order for inclusive education practices to be successful, teachers, children with normal development, inclusive students and families of both groups, school management, support special education services and additional services should be taken into consideration (Batu & Kırcaali-İftar, 2006). Necessary support should be given to the teacher in the classrooms, where inclusive education is implementing. Special education support services are classified by Sucuoglu and Kargin (2006) as support education services provided in the classroom (counselor, special education teacher and cooperative learning, educational support) and outside the classroom (resource room and mobile special education teacher) (Sucuoglu & Kargin, 2006).

When the studies on families with children with special needs are considered, it is noticed that the number of studies on the issues affecting the welfare and attitudes of families is quite limited. However, studies on various psychological variables such as families' psychological symptoms, stress perception, coping attitudes, difficulties in the family, family needs and perceived social support provide important information regarding the experiences of families (Yuzbası, 2019). When the literature is scrutinized, research on the issues and stress levels experienced by the families with children who has special needs (Karadag, 2009; Sardohan Aslan & Seker, 2011; Yıldırım & Akcamete, 2014; Sivrikaya & Ciftci Tekinarslan, 2013; Sengul & Baykan, 2013; Yazar, Bayramoglu, & Senol, 2021; Sevimli, 2022), families studies on expectations (Ozsoy, Ozkahraman, & Callı, 2006; Wang & Michaels, 2009; Topal, 2021; Aydemir, 2021) have been conducted. However, mentioned studies illustrate that there is a requirement to investigate the relationship among the needs of families whose children attend the inclusion class and their burnout levels. Identifying the problems and burnout levels of parents are quite important in order to raise awareness and inform the relevant people, institutions and organizations.

Various studies proving that the needs of the parents of children with special needs are influenced by some variables as presented in the related literature (Ersoy, Quadir & Temiz, 2018; Kumcagız, Bozkurt, & Kurtoglu, 2018). However, in the relevant literature and other studies; it was noticed that the burnout levels and needs of the parents of children with special needs were investigated separately (Toy & Kesici, 2020; Kucukozyigit, Aslan, & Yalcin, 2021), it is noteworthy that the relationship among burnout levels and their needs has not been examined yet.

Furthermore, no research has been found in the TRNC that examines the relationship between the needs of families whose children attend inclusion classes and their burnout levels. This situation necessitated the present study. In line with this need, in this study, it was aimed to reveal the relationship between the needs of parents whose children is continuing an inclusion class in the TRNC and their burnout levels. In line with this, following questions are set properly in connection to the research aim to seek answers:

1. What are the needs of parents whose children attend an inclusion class?
2. What is the burnout level of the parents whose children attend the inclusion class?

3. What is the relationship between the needs of parents whose children attend the inclusion class and their burnout levels?

## METHOD

### Research Model

The relational screening model was used in this study, which was conducted to reveal the relationship between the needs of parents whose children attend the inclusion class and their burnout levels, and to examine them in terms of various variables. Relational screening models are research designs which indicate the existence and degree of change between two or more variables (Karasar, 2009).

### Sample

This research was carried out by sending a questionnaire to the parents of children with special needs (150 participants), who attend schools with inclusive education under the TRNC Ministry of National Education and Culture, Primary Education Department, in the 2019-2020 academic year. Demographic findings of the research group are given in Table 1. When Table 1 is examined, 26.0% of the parents included in the study are 20-29 years old, 36.67% are 30-39 years old, 37.33% are 40 years old and over, 52.67% are females. It was found out that 47.33% of them were married, 85.33% of them were married and 14.67% of them were single.

**Table 1.** Distribution of parents by their socio-demographic characteristics

Variables	Number (n)	Percentage (%)
<b>Age</b>		
20-29	39	26,00
30-39	55	36,67
40 and above	56	37,33
<b>Gender</b>		
Female	79	52,67
Male	71	47,33
<b>Marital Status</b>		
Divorced	22	14,67
Married	128	85,33

### Data Collection Tools

#### Family Demographic Information Form

A "Family Demographic Information Form" was prepared by the researcher in order to obtain information about the age, gender and marital status of the parents whose children attend the inclusion class.

#### The Scale for Determining the Needs of the Families of Students who have Inclusive Education

In this study, the "Scale of Identifying the Needs of Parents whose Children Attend Inclusive Education" developed by Tekinarslan, Sivrikaya, Keskin, Ozlu, and Ucar-Rasmussen (2017) was used. The scale consists of 35 items and is examined in 5 sub-dimensions. The sub-dimensions of the scale are as follows: Need for Social Support (8 items), Need for Environmental Regulation (8 items), Need for Information (7 items), Need for Adaptation (7 items), Need for Assistance (5 items). The scale is scored as a 3-point Likert type. The minimum score taken from the scale is 35 and the highest is 105. The high score obtained from the scale is interpreted as the needs of the families of the students receiving inclusive education are high. The chi-square statistics of the scale calculated with the Barlett Sphericity test were found to be significant and the data matrix was found to be appropriate. In addition, the Cronbach Alpha internal consistency coefficient of the scale was found to be .91.

### Maslach Burnout Scale

“Maslach Burnout Scale” developed by Maslach and Jackson (1981) was adapted into Turkish by Ergin (1992). Consisting of 22 items in total, the scale evaluates burnout in three dimensions. The rating type of the scale was used as a 5-point Likert (0-4). 9 in the Emotional Burnout Dimension (1, 2, 3, 6, 8, 13, 14, 16 and 20), 8 in the Personal Accomplishment Dimension (4,7,9,12,17,18,19 and 21), and in the Depersonalization Dimension, there are 5 (5,10,11,15 and 22) items. When the literature is examined, it was found out that Duygun and Sezgin's (2003) study, which was conducted with a research group consisting of mothers of mentally retarded children stated that the Turkish version of the “Maslach Burnout Scale” includes 2 factors. These two factors are expressed as emotional burnout and personal sense of accomplishment. It is noteworthy that Duygun (2001) employed different expressions in terms of the goal of restructuring instead of the expression "work" in the Turkish version of the Maslach Burnout Scale. For example, there are differences between "my child" instead of "my job" and "care of my child" instead of "the nature of my job". In this form of the scale, the first factor expressed as "emotional burnout - depersonalization" consists of 13 items (1, 2, 3, 5, 6, 8, 10, 11, 13, 14, 16, 20, 22), while the second factor called "personal sense of accomplishment" consists of 8 items (4, 7, 9, 12, 17, 18, 19, 21) (Duygun & Sezgin, 2003). Items 4, 7, 9, 12, 16, 17, 18, and 20 of the scale require reverse coding. The level of burnout gains interpretation with two separate scores from each subscale. Since the high score obtained from the “Emotional Burnout” subscale is interpreted as the participant's high level of emotional burnout, it is noticed that a positive relationship can be added. On the other hand, there is a negative relationship since a high score on the Personal sense of accomplishment subscale indicates a low sense of achievement. Lastly, the Cronbach Alpha internal consistency coefficients for the Maslach Burnout Scale's "emotional burnout" and "personal sense of accomplishment" sub-dimensions were .89 for emotional burnout and .80 for personal accomplishment. The overall Cronbach alpha internal consistency coefficient is .88.

### Data Collection and Analysis

The research data were obtained through the "Scale for Determining the Needs of the Families of Inclusive Education Students" and the "Maslach Burnout Scale". Since the research was conducted during the COVID-19 pandemic process, the scales were sent to the families between 01.03.2020 and 15.05.2020 via e-mail and other instant messaging platforms, and they were asked to answer them electronically. Data were gathered by reaching out 150 families via an online platform called Google Forms. Responses from families were recorded digitally. After the data collection process was terminated, the data were analyzed through the Statistical Package for Social Sciences (SPSS) 24.0 program. The compliance of the parents with the normal distribution of the “Scale of Identifying the Needs of Parents whose Children Attend Inclusive Education” and “Maslach Burnout Scale” scores was examined with the Kolmogorov-Smirnov and Shapiro-Wilk test, and it was noticed that it did not produce a normal distribution. Therefore, non-parametric hypothesis tests were utilized. The Spearman test was also employed to examine the relationships between the “Scale of Identifying the Needs of Parents whose Children Attend Inclusive Education” and “Maslach Burnout Scale” scores.

## RESULTS

### Findings on Requirements

**Table 2.** Parents' scale of identifying the needs of parents whose children attend inclusive education scores

	n	Mean	Std.Dev.	Bottom	Top
Social Support Need	150	19.04	4.89	8	24
Environmental Regulation Requirement	150	24.13	4.00	14	28
Adaptation Requirement	150	17.14	3.73	7	21
Information Requirement	150	14.92	3.50	6	18
Need for Help	150	12.31	2.80	5	15
<b>Scale of Identifying the Needs of Parents whose Children Attend Inclusive Education</b>	150	87.53	16.93	40	106



When Table 2 is examined, 19.04±4.89 points from the Social Support Needs sub-dimension, 24.13±4.00 points from the Need for Environmental Arrangement sub-dimension, 17.14 points from the Need for Adaptation sub-dimension in the "Scale of Identifying the Needs of Parents whose Children Attend Inclusive Education". It was determined that they scored ±3.73 points, 14.92±2.80 points from the Need for Information sub-dimension and 12.31±2.80 points from the Need for Help sub-dimension. It was revealed that the teachers got an average of 87.53±16.93 points from the "Scale of Identifying the Needs of Parents whose Children Attend Inclusive Education", the lowest score being 40 and the highest score being 106.

### Findings Regarding the Burnout

**Table 3.** Parents' Maslach burnout scale scores

	n	Mean	Std.Dev.	Bottom	Top
Emotional Burnout - Depersonalization	150	48.00	8.70	20.00	63.00
Sense of Personal Success	150	23.71	6.54	12.00	37.00
<b>Maslach Burnout Scale</b>	150	71.71	9.72	53.00	98.00

When Table 3 was investigated, it was noticed that the parents got an average of 48.00±7.70 points from the emotional burnout-depersonalization sub-dimension, and 23.71±6.54 points from the personal sense of accomplishment sub-dimension in the "Maslach Burnout Scale". It was revealed that the parents got the lowest 25 and the highest 110 points from the "Maslach Burnout Scale" in general, and the average score obtained from the scale was 71.71±9.72.

### Relationships between Needs and Burnout

**Table 4.** Relationships between the "Scale of Identifying the Needs of Parents whose Children Attend Inclusive Education" and "Maslach Burnout Scale" scores

		Emotional Exhaustion - Depersonalization	Feeling of Personal Achievement	Maslach Burnout Scale
Social Support Requirement	r	.353	.189	.409
	p	.000*	.020*	.000*
Environmental Regulation Requirement	r	.309	-.094	.177
	p	.000*	.252	.031*
Adaptation Requirement	r	.329	-.082	.222
	p	.000*	.317	.006*
Information Requirement	r	.401	-.023	.339
	p	.000*	.776	.000*
Need for Help	r	.350	-.088	.266
	p	.000*	.283	.001*
<b>Scale of Identifying the Needs of Parents whose Children Attend Inclusive Education</b>	r	.367	-.013	.299
	p	.000*	.879	.000*

When Table 4 is examined, it has been determined that there are statistically significant and positive correlations between the scores of the parents from Scale of Identifying the Needs of Parents whose Children Attend Inclusive Education and from the sub-dimensions of the scale, and the scores they got from the "Maslach Burnout Scale" in general and the emotional burnout sub-dimension of the scale (p<.05). As the scores of the students receiving inclusive education from the Scale for Determining the Needs of their Families in general and from the sub-dimensions in the scale increase, the scores they get from the overall "Maslach Burnout Scale" and the emotional burnout-Depersonalization sub-dimension of the scale also rise. It was obtained that there was a positive correlation between the scores that the parents got from the social support need sub-dimension in the Scale of Identifying the



Needs of Parents whose Children Attend Inclusive Education and the scores they got from the sub-dimension of the sense of personal achievement ( $p<.05$ ). Accordingly, as the scores obtained by the parents from the social support need sub-dimension in the “Scale of Identifying the Needs of Parents whose Children Attend Inclusive Education” increase, the scores they get from the sense of personal achievement sub-dimension also rise.

## DISCUSSION

Parents' interest in their children's education, which is one of the basic building blocks of the inclusion process, is extremely important in solving the problems in the inclusion process and making it more effective (Sahin, 2017). At this point, the needs of the families who should be involved in the process should be determined and this process should be shaped by considering these needs (Nuri, 2019). It is emphasized that the first step in providing the most appropriate support and service to families is to determine family needs (Yuzbasioglu, 2019; Kucukozyigit, Aslan & Yalcin, 2021). With this understanding, the needs of families must first be determined in order for the education and support services to be given to children with special needs to reach their goals and be more effective and efficient (Yuksel & Tanriverdi, 2019; Nuri, Akcamete, & Direktor, 2019). Proper and valid identification of these needs ensures that the real needs of families are determined, that family education and support programs overlap with these needs, and that the programs to be implemented are structured on the basis of needs (Yigin, 2008). If the services provided to the family do not meet the basic needs, the success of the programs decreases and in parallel, the program cannot fulfill its purpose (Arkan, 2019; Nuri, Akcamete, & Direktor, 2021). In order to prevent such negative situations, it is extremely important to determine all the needs of the family with a standardized tool and to make the services more effective and efficient (Cavkaytar, Ardic, & Aksoy, 2014).

The participation of the family in the inclusion process is extremely important in terms of obtaining information from the families about the out-of-school performance of their children with special needs and determining the aims of the education programs. The participation and support of families cannot be denied in providing home-school parallelism at the level that should be applied at home (Tekinarslan et al., 2018; Nuri, Akcamete, & Direktor, 2021). Therefore, in order for families to be more active in the development process of their children, it is necessary to determine parent-child interaction, family structures, emotional states, parents' burnout levels, problem-solving skills, resources and needs (Sahin, 2017; Akbaba & Tutuncu, 2021).

According to the relational results between the Scale of Identifying the Needs of Parents whose Children Attend Inclusive Education and the “Maslach Burnout Scale”, the scores that the parents got from the scale of determining the needs of the families of the students who received inclusive education and from the sub-dimensions of the scale, and the overall “Maslach Burnout Scale” and emotional burnout in the scale, there were statistically significant and positive correlations. As the scores of the students receiving inclusive education from the scale of determining their families' needs in general and from the sub-dimensions in the scale increase, the scores they get from the general “Maslach Burnout Scale” and the emotional burnout-depersonalization sub-dimension of the scale also increase. It was revealed that there was a positive correlation between the scores the parents got from the social support need sub-dimension in the scale of determining the needs of the families of the students receiving inclusive education and the scores they got from the sub-dimension of sense of personal achievement (Yarar, Bayramoglu, & Senol, 2021). Accordingly, as the scores of the parents in the sub-dimension of the need for social support in the scale of determining the needs of the families of the students receiving inclusive education increase, the scores they get from the sub-dimension of the sense of personal achievement also increase. In parallel with the correlation data of the study, Sahin (2017) found a positive correlation between emotional exhaustion, which is a sub-dimension of the “Maslach Burnout Scale” of mothers with children who have autism and learning difficulties, and depersonalization, lack of personal achievement and dysfunctional coping. Mutlu (2015) stated that as the level of general burnout increases, the levels of emotional exhaustion and



depersonalization also increase. In connection to this, it was revealed that as the general burnout level increased, the level of personal achievement also increased. Based on the correlation data of the study, the parents of children with special needs attend the inclusive classroom, the constant physical and emotional strain brought about by raising a child, the rejection of the situation, the conflict between family members, the inability to adapt to the society due to the child's problem behaviors, isolation from social environments, increased need for information in new situations (Nuri, Akcamete, & Direktor, 2019; Nuri, Akcamete, & Direktor, 2021). It can be pointed out that several negative effects such as social support and social support increase the burnout.

## Conclusion and Recommendations

To sum up, looking at the relational outcomes among the Scale of Identifying the Needs of Parents whose Children Attend Inclusive Education and the “Maslach Burnout Scale”, the scores that the parents got from the scale of determining the needs of the families of the students who received inclusive education and from the sub-dimensions of the scale, and the overall “Maslach Burnout Scale” and emotional burnout in the scale, statistically significant and positive correlations between the scores have been identified. As the scores of the students receiving inclusive education from the scale of determining their families' needs in general and from the sub-dimensions in the scale increase, the scores they get from the general “Maslach Burnout Scale” and the emotional exhaustion - depersonalization sub-dimension of the scale also increase. It was determined that there was a positive correlation between the scores the parents got from the social support need sub-dimension in the scale of determining the needs of the families of the students who received inclusive education and the scores they got from the personal achievement sub-dimension. Accordingly, as the scores that parents get from the social support need sub-dimension in the scale of determining the needs of the families of the students receiving inclusive education increase, the scores they get from the sense of personal achievement sub-dimension also increase.

The following points can be recommended within the scope of this research: Considering the outcomes of the research, the fact that the mother provides the child's care to a large extent and the fathers provide the income of the family more, has emerged as a reflection of the responsibilities that gender stereotypes impose on female and male. In order for the mother, who takes care of the child with special needs, to spare time for herself and to realize her social functionality, it should be ensured that she engages in activities where she can socialize at least once a week with various social projects. The financial and moral support given to the children of parents who have children attending the mainstreaming class can be increased in favor of mothers. Home or workplace burdens of parents who have children attending the mainstreaming class should be reduced and positive discrimination should be applied to them. For further studies, it is believed that it will greatly contribute to the existing literature to study how variables such as the communication of parents with children with special needs with their other children, the acceptance and adaptation process of siblings with special needs, and environmental and physical factors affect the level of burnout of families.

## Disclosure statement

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## CREATING A SPACE WITHIN THE BASIC EDUCATION FRAMEWORK FOR ALTERNATE LEARNING SYSTEMS FOR UNIVERSALIZING ACCESS TO EDUCATION

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### Abstract

This paper examines the need to universalize access to quality basic education to all children of school age against the current deficiencies and weaknesses of the existing structures of the formal primary schools. The formal school system, the paper noted, is inadequate, inaccessible, and unaffordable to a growing number of school-age children whose parents are poor or live in rural areas. In addition, these children come to school with some background factors which are often incongruous with the ethos of the formal school system, and which therefore place them at a competitive disadvantage with other learners. Using the framework of the ‘expanded vision’ of basic education as contained in the Jomtien Declaration, the Dakar Framework of Action and Nigeria’s Universal Basic Education (UBE) program, this paper attempts to highlight the roles that alternative traditional school systems, such as the Quranic schools, can play in meeting the learning needs of these marginalized children.

**Keywords:** Universal basic education, Quranic schools, alternative education.

### INTRODUCTION

There are three developments with regards to demand for education at the basic level which compel another look at primary schools as the main agents for the delivery of education. First, there are large numbers of school-age children who are out of school despite years of investment in this regard. As of the 2015/16 session, there were 10.7 million children aged 6-11 out of school (Federal Ministry of Education, 2019). Secondly among those enrolled, some drop out before completing the full cycle of schooling or are unable to transit to the next level of schooling (Junior Secondary School, JSS, in Nigeria) after completion. While the Universal Basic Education Commission (UBEC) reported a primary dropout rate of 1.52%, 16.23% of completers of primary schools were unable to transit to JSS (Universal Basic Education Commission, 2018). Thirdly those who complete the full cycle of schooling end up having low learning outcomes mainly due to the poor state of infrastructure,



personnel, and other learning resources in their schools. These resource shortages are documented in the UBEC digest cited earlier. Public primary schools in Nigeria have problems of access, retention, and achievement; all of which cumulatively work to the advantage of the poor and rural populace.

In Nigeria, 81% of the public primary schools are in the rural areas (Universal Basic Education Commission, 2018), yet the percentage of children out of primary school in rural areas was 44% compared with 15% in urban areas as of (UNICEF, 2013). The percentage of children out of primary school in the poorest quintile was 77% compared to 6% among the richest quintiles. One possible cause of this variation is the cost of education. For the poor, these costs involve much more than the direct costs of schooling such as school fees, cost of uniform, feeding and books; they also include the hidden or opportunity costs of schooling. Because children may be involved in livelihood economic activities competing for their time, the hours spent by them at school involve some form of a loss to their families. The consequence of this is irregular attendance at school, drop-out or outright refusal to enrol. Children of the poor are also least likely to have the basic nutritional status necessary for effective learning (Carcillo et al., 2017): children often come to school hungry, tired, and lacking motivation for learning.

Even as the formal education system struggles with high demand and low efficiency, several non-formal schooling options exist that both complement and compete with it. Most of these options are provided for, recognized, and regulated by the state as part of an expanding private education sector that is active in the formal basic education sector. For instance, of the 79,763 primary schools (offering the full cycle of Primary Education including early childhood and pre-primary) in Nigeria as of 2018, more than half (46,933) or 59% are private (Universal Basic Education Commission, 2018). The distribution of private schools by geo-political zones shows that the South-West has the highest number at 18,445 (23%) while the Northwest and North-East trail the rest with 4,014 (5%) and 2,550 (3%) respectively. The import of these statistics concerning the Northwest and North-East will become clearer soon.

Schools also exist outside the scope of Nigeria's education that competes with and compromises its overall goals of providing universal access to education for all in line with the vision of the Sustainable Development Goals (SDGs). The most worrying of these are privately owned schools of early religious education and training are commonly known as Quranic Schools that encroach into the enrolment base of formal basic education and restrict access to it for those it enrolls. Given that most of these schools do not integrate the core components of formal basic education into their curricula (English, Mathematics, Social Studies, & Science), the students they enrol are technically considered as out of school (The World Bank, 2017). There are no reliable statistics to date of the number of these schools or the students they enrol. But official estimates of the number of Quranic school children out of school (Almajirai) run into millions making them be among the largest category of out of school children in Nigeria, probably second only to girls. Given that Quranic schools are more prevalent in the North-East and North-West which are also the zones with the highest number of OOSC, this assertion is hardly surprising.

The challenge before the country now is how to ensure that the children that Quranic schools enrol are included in basic education. For several decades now, the country has been experimenting with various models of integrated curricula for Quranic schools that aim to provide the integrated teaching of the core components of formal basic education alongside the religious content that they teach. The design of these programmes is non-formal which involves the use of several policy instruments, curriculum materials, and the participation of state and non-state actors. The latest policy direction of the FGN is to institute an alternate education programme that aims to provide a parallel track outside of the formal school system to provide differentiated education programmes and provisions tailored to the uniqueness of the different categories of OOSC.

Making a specific reference to one category of OOSC in Nigeria, the Almajirai, this paper analyses the existing framework of the UBE programme in Nigeria to determine how adequately prepared it is



to provide for the flexible inclusion of the alternative education programmes as optional tracks to basic education. This is part of a larger study that analyses integrated curricula targeting Quranic schools in three states in Northern Nigeria (Katsina, Sokoto, & Zamfara) from the perspectives of its end-users and practitioners.

The study interrogates the assumption that the integrated curriculum approach in Islamic education is highly contested. It reflects doctrinal schisms that are discernible at the level of classroom and pedagogy even when the debates from which they originate are framed in theological terms. The study, therefore, argues that an investigation into the integrated curriculum within the context of Quranic schools must discern the ideological and doctrinal undertones (and implications) implicit in everyday curriculum realities and determine their place within the larger framework of the struggle for knowledge control. The component of the study that this article reports on focuses on the analysis of existing policy frameworks that surround the development and implementation of integrated curriculum for Quranic schools.

Specifically, it asks; what are those aspects of the structure or internal mechanisms of the formal primary schools that work to the disadvantage of the poor and the rurally located, and lead to educational inequality? How do traditional/non-formal approaches fit into the framework of Universal Basic Education? How can they be made to work for the poor and the rural populace? These are the issues raised in this paper, and they are discussed regarding the Qur'anic School System of Northern Nigeria.

## METHOD

The methodology used for this component of the research is document review and analysis. The first phase of this exercise was an online search of the relevant policy documents relating to basic education in Nigeria. Some of these documents such as the NPE, UBE Act, NFE policy guidelines are so well known and readily available online. But in addition, the research team also reached out to relevant MDAs in the management of basic, non-formal, and Islamic education (mainly SUBEB, SAME, & AIEB) in Katsina, Sokoto, and Zamfara states. The research team interacted with the relevant government officials in these MDAs as the first group of respondents. The aim was to obtain the relevant background information on the status of integration of Quranic schools in the state, ongoing programmes, their implementers, curriculum materials used, and their contacts. The documents obtained through this exercise were numerous, but this analysis focused on the three policy documents earlier mentioned, commentaries about them, and periodic guidance received from NMEC on the NFE sector.

## RESULTS and DISCUSSION

### **The formal school system and its limits**

Nigeria's NPE considers basic education to be the education given to children from birth to 15 years of age and it consists of Early Child Care and Development Education, ECCDE (0 - 4 years) and 10 years of formal basic schooling. The 10 years of formal schooling is segmented into one year of pre-primary schooling (4-5 years), 6 years of primary education, and 3 of Junior Secondary School (JSS). While recognised as forming part of the basic education, the ECCDE component is not considered as part of the 10-year free and compulsory basic education that the state is obligated to provide for each Nigerian child. ECCDE is left with private providers and social development services (Federal Republic of Nigeria, 2013). The decision to include one year of pre-primary education came after the UBE Act which had considered basic education to be ECCDE and 9 years of formal schooling (Federal Republic of Nigeria, 2004).



The Act also defines Universal Basic Education (UBE) to include basic education (as conceptualized above) and the other forms of education that are presumably non-formal. This according to the Act includes “adult literacy and non-formal education, skills acquisition programmes and the education of special groups such as nomads and migrants, girl child and women, Almajirai, street children and disabled groups” (FRN, 2004, Section 15 i). The basic education and UBE dichotomy introduced by the policy documents may appear trite, but it is telling of the skewed priority of government towards formal schooling. It permits the two sub-structures (especially the favoured structure) to form an identity, probably unwittingly, through a process defined as self-categorisation or identification.

Self-categorisation enables the formation of identity when the self takes itself as an object and can categorise, classify, or name itself in particular ways that distinguish it from other social categories or formations (Stets & Burke, 2000). A social identity is an individual’s (or in this case, an institution’s) knowledge of belonging to a social category or group. A social category or group, on the other hand, is formed when individuals view themselves as belonging to the same social category or hold a social identity that is common to other individuals in the category or group.

That is why even in its broadest definition of a school, the UBE Act suggests a formal structure and excludes the possibility of structures outside that definition to be accommodated within that definition. According to the Act, school “means a primary or junior secondary school *but does not include a class for religious instruction, a trade Centre, a training -college or any other institution intended solely for the education of adults*” (FRN, 2004, Section 15 i, emphasis added). The same section of the Act went further to define a primary school as “a school, which provides a six-year basic course of full-time instruction suitable for pupils between the age of six years and twelve years”. Notice how the Act systematically excludes schools of religious instruction, trade centres, and learners over the age of 12 from consideration in its scoping of schooling under its consideration. Contrast this with the reality that a significant number of children are late starters in formal education or missed out completing primary schooling at the ‘right’ age due to dropout. For the latter category of learners, second chance schooling means that they may re-enrol when they are way beyond the official age of schooling.

The provisions of the UBE Act are out of sync with the contemporary reality and needs of basic education that has been acknowledged by the NPE. For instance, in some of its provisions, the NPE relaxes the age barrier when it anticipated that UBE shall respond to the needs of many young learners whose education was interrupted by providing them with complementary approaches to the acquisition of basic education (FRN, 2013). This flexibility was further reinforced in subsequent years following the implementation of the Better Education Service Delivery for All (BESDA) programme by the FGN from 2018 financed by a World Bank loan. The BESDA programme recognized that a school whether public, private, or religious could be recognized as a basic education institution so long as it taught the four core subjects of English, Mathematics, Social Studies, and Science.

Within this framework, it is, then possible for schooling options that were excluded by the formalized approach of the UBE Act to serve as complementary to formal schools in attaining UBE goals in Nigeria. If they offered the core basic education subjects and enjoy state support, they may as well meet up to the standard set by the UBE Act to be considered as public schools. This is because the Act defined as public any school that “is assisted out of funds provided by the Federal or State Government or a local education authority or a local government or is maintained by a local education authority or a local government” (Section 15 i).

### **The UBE and alternate schooling: Coexistence and adaptation**

The UBE program is conceived as a holistic approach to the problem of many children out of school, high dropout rate and declining quality of primary education in many countries, particularly sub-Saharan African countries. Consequently, the new vision of basic education has been widened in both its objectives and scope to cover areas that have traditionally been left out in the past drives to



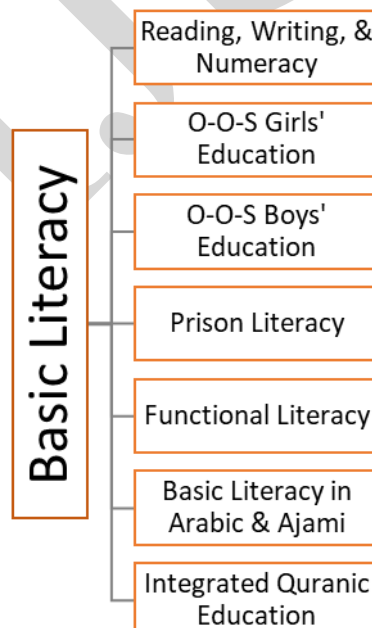
universalize access to education. For instance, two of the objectives of the UBE program (Federal Ministry of Education, FME, 2000) fall within the purview of this concern:

1. To provide free, compulsory universal basic education for every Nigerian child of school-going age.
2. Cater for dropouts and out-of-school children/adolescents through various forms of complementary approaches to the provision and promotion of basic education.

The components of the UBE program that would fall under these complementary approaches would include NFE provisions under the administrative control of the NMEC. The Commission lists these programmes to include a programme for the acquisition of functional literacy, numeracy, and life skills especially for adults; a special program for nomadic populations; out of school/non-formal program for out-of-school children/youths and school dropouts; and non-formal skills and apprenticeship training for adolescents and youths who have not had the benefit of formal schooling (NMEC, 2017). The NMEC has programme offerings for the identified learners in three categories: basic literacy, post-literacy, and continuing education.

The basic literacy component has diversified provisions tailored to the unique needs of different categories of learners as illustrated in Fig. 1. Over the years, the basic literacy components have diverse curricula developed independently by government agencies (notably NMEC), development partners (notably UNICEF, UNDP, & USAID), or jointly between the two parties (government agencies & the development partners).

In 1997, UNICEF assisted NMEC to develop NFE curricula targeting out-of-school boys; the girl-child and adolescent girls; and Quranic schools. The version of the NFE curriculum for Quranic Schools was first published in 1999, revised in 2003, and has metamorphosed into the Harmonized Curriculum for Integrated Quranic education in 2011. Within the same period, UNICEF/NMEC has developed accompanying primers and facilitators' guides for these curricula in English, Mathematics, Health Education, Basic Science, Social Studies & Civic Education, Business and Vocational Studies, & Life Skills Activities. In 2019, NMEC issued a Basic Literacy and Numeracy curriculum that serves as the official curriculum for use in NFE centres.



**Figure 1.** Basic Literacy and Numeracy curriculum that serves as the official curriculum for use in NFE centres



Results of the preliminary survey in Katsina, Sokoto, and Zamfara indicated that the official curricula designed for use in IQEs are hardly used. In their place, the IQEs use curricula and materials designed, implemented, and funded by International Donor Agencies and their partners. The projects that stood out as the most active in the IQE field in the three states were:

1. Reading and Numeracy Activity (RANA), funded by UKAID through UN Children's Fund (UNICEF), the project aims to improve the quality of literacy and numeracy instruction for girls and boys in primary grades 1–3. Initially piloted in Katsina & Zamfara (2015-2018), now expanded to six states in Northern Nigeria as RANA light intervention in formal schools (in Kebbi & Niger) and HASKE, the non-formal IQE component (in Bauchi, Katsina, Sokoto, & Zamfara).
2. HASKE curriculum materials (which is a scale-up of the non-formal component of RANA).
3. Mu Karanta Reading Material. This was the main learning material for USAID/NIGERIA's Northern Education Initiative Plus (NEI+) a five-year project funded by the United States Agency for International Development (USAID). The project had the goal of strengthening the ability of the states of Bauchi and Sokoto to provide access to quality education—especially for girls, orphans, and children enrolled in non-formal learning centres and to improve children's reading skills (United States Agency for International Development, 2017).

### **Positioning Qur'anic school system as an alternate delivery system**

The Federal Government of Nigeria has conceived an alternate school system that seeks to address the educational needs of out-of-school children in a flexible environment that considers their unique needs and circumstances. The FGN launched the alternate education programme in January and inaugurated a Technical Working Group (TWG) in April of 2021. The FGN inaugurated a high-powered National Steering Committee on ASP co-chaired by the Ministers of Humanitarian Affairs and Education on 26th January 2021. This initiative is to redress a disturbing pattern of children abandoning formal schools to engage in menial jobs in the markets, streets, and workshops. This situation, the Presidency added, is against the backdrop of the 13 million children reported to be out of school by some UNICEF sources.

The goal of the ASP is a holistic and comprehensive inclusive participation of vulnerable children in basic education through the initial provision of a limited scope of subjects in Mathematics, English language, Basic Science and Social studies. However, in subsequent years, the programme will provide relevant technical skills that will enable the beneficiaries to participate in gainful economic activities. A Technical Working Group (TWG) of 33 persons was inaugurated for the programme on April 13, 2021.

Alternate education as an education system provided within a formal or non-formal setting designed to address the needs of students/individuals who are underserved or at risk. Nigeria has had its fair share of underserved, marginalised, and at-risk children existing in such categories as Girl-Child, Almajirai, and Nomadic and worsen Nigeria's disturbing access indicators. With the existing security situation across many states especially in Northern Nigeria, the country must contend with an increasing number of displaced children whose education is interrupted.

The categories of children described above and many others who are marginalized and excluded from participation in formal education often possess characteristics that the formal school system does not recognise and is not prepared to accommodate. Many of these children are out of school due to social and economic exclusion and the absence of effective social safety nets that rob them of their childhood. The children must start earning income at an early age and, in some cases, support their families through their economic activities that leave them limited time for stable and prolonged participation that formal schooling requires. Those of them that are displaced due to security





concerns, social crises, or natural disasters, do not have the residential permanence that attending formal schooling would require.

Shortly before the declaration of the FGN on the alternate education programme, the Nigerian Educational Research and Development Council (NERDC) has, in conjunction with some international donors, developed an accelerated curriculum for use with different categories of OOSC. This includes Almajirai, the girl child, nomadic children, out of school boys, and other categories of marginalized children.

Accelerated Education is the process of moderating the time to promote access to certified education for children and adolescents who have missed out on substantial amounts of schooling. Accelerated Education is flexible and meant for over age learners (typically age 10 – 18) with curriculum, pedagogy and materials that are genuinely accelerated, and relevant language of instruction used. The learning environment is inclusive, safe, and ready for learning. However, for it to function as a legitimate, credible education option that results in learner certification, it must be aligned with the national education system (Accelerated Education Working Group, 2017).

The National Council on Education (NCE) at its 64th official session held on 6th November 2019, gave its approval to the draft ABEC for out of school children in Nigeria. Developed by NERDC with funding support from a European Union (EU) Consortium led by PLAN International, the curriculum is a condensed version of the 9-Year Basic Curriculum to be implemented in a 3-year cycle. The curriculum targets OOSC between the ages of 10 – 18 years whose education had been interrupted due to some of the reasons stated earlier. The flexibility of the curriculum addresses the unique needs of children who are forced to work, are over-age, are young mothers, or who face other forms of exclusion from entering or remaining in the formal education system.

The curriculum covers five subjects: English Language, Mathematics, Nigerian history and values, basic science technology, and one Nigerian language. It was officially handed over to the Hon. Minister of Education by the NERDC on 29th April 2021. At the presentation, the Executive Secretary of NERDC said the ABEC was designed to:

provide a catch-up educational programme suitable for the educational needs of OOSC and in the process mainstream them to formal school programme or provide them with alternative career path through enrolment into vocational training centres, after completing basic education (“FG, EU, Others Develop Education Curriculum for Out-of-School Children,” 2021).

Considering what has been achieved in the process of developing curricula and programmes customised to the unique needs of Quranic schools, especially by international NGOs, this shift in policy position by the government provides a means of rectifying the isolation of Quranic schools and other non-formal systems that had hitherto defined the UBE programme. This is because, despite its limitations, the Qur'anic school system is still a potent force in the development of education in many parts of northern Nigeria. There are certain features of this school system that make it attractive to those who are marginalized by state-sponsored schools, the poor and the rural populace. The attractions of this school system are based on the following features it possesses:

1. It is culturally and religiously relevant to the people. It provides Qur'anic literacy and training in Islamic etiquettes which are necessary for the development of an Islamic personality and continuity of Islamic traditions.
2. It is flexible to the rhythm of life of the poor and rural communities. Qur'anic schooling does not conflict with the economic function of children as school hours often take account of and make allowances for other engagements of the learners.
3. It is cheap. Qur'anic schooling does not entail many expenses; there are no tuition paid, no school uniforms, and no prescribed textbooks to be bought.



Unfortunately, these features of the Qur'anic schools that make it attractive also renders it unsuitable for the formalized structure of the state school system. It has also been part of the reason why previous attempts at reforming the system have either not been successful or have resulted in the development of other splinter school systems (Umar, 2001). Islamiyya schools; and Schools of Arabic and Islamic Studies are offshoots of failed attempts to the reform Qur'anic school system. The problem is that these past attempts have tended to gloss over the traditional mandates of the Qur'anic schools for which they are valued, and which ensures their continuity. Therefore, even though the Qur'anic School System has a lot of promise in its absorptive capacity for expanding access to basic education, there is still the fear that the attempt to improve the quality of their delivery may introduce elements that may make them too formal or too secular. Another concern is the provision of linkages between the formal school system and the Qur'anic schools in such a way that there is educational, social, and economic mobility for the recipients of alternative schooling.

## Conclusion

The formal primary school has a very crucial role to play in the provision of basic education to all children of school age. However, many such children cannot be reached or served well by the existing structures of the formal primary schools. Non-Formal traditional structures like the Qur'anic schools are also in their current state not suitably disposed to the delivery of basic education, they need to be reformed. Reforming those means introducing some elements of the formal structures of primary education into their curricula. The challenge is how to do that without at the same time compromising their traditional mandates or their flexibility and cheapness which make them very attractive alternatives to people who are underserved by the formal school structures.

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## PSYCHOLOGICAL COUNSELING TO THE MOTHER WHO IS AFRAID OF LOSING HER CHILD: A CASE REPORT

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### Abstract

Fear is defined as a natural response to a perceived or real threat (Gullone, 2000). Individuals who experience fear might exhibit affective, behavioral, and cognitive reactions. By minimizing these reactions, it is critical for the client to have normal feelings and thoughts. In this case, the goal is to alleviate the client's concern that her husband may take her child after he is released from prison. The goal of this study is to minimize the client's anxiety about losing her child by utilizing a cognitive behavioral approach, an individual-centered approach, a gestalt approach, and psychological counseling strategies. In addition to the cognitive and individual-centered approaches, a holistic approach was used in the sessions, which included Worden's (2001) and Mallinson's (2001) models. As a result, an eclectic method was utilized to create a case formulation. Furthermore, the study was conducted in a qualitative manner. After the counseling sessions, it was seen that the client's fear level has decreased significantly. The client's concern was lessened even more a few days before the last session, since her spouse did not exhibit any unpleasant behavior after his release from prison.

**Keywords:** Anxiety, fear, separation anxiety.

### INTRODUCTION

Fear is a natural reaction that a person has in order to survive when confronted with a real or imagined threat (Gullone, 2000). Fear is a state of anxiety caused by a real dangerous thought in the individual (Segal, 1999). Fear, according to Furedi (2017) (as referenced in Şenol & Gülver, 2020), is a mechanism that allows people to focus cognitively on an unknown and unexpected situation. The fear that an individual would be physically destroyed and hurt by another person (Schultz, 1991; as stated in Çoker, 2014) is the source of the fear.

Since the concept of fear cannot be precisely defined, it is clear that it is an intangible and immensely complicated emotion. It is, however, only linked to other activities, movements, and ideas. Many studies have combined the ideas of fear and anxiety, and it has been claimed that they produce misunderstandings because they are used interchangeably (Gullone, King, & Ollendick, 2000). In his book *The Concept of Anxiety*, Kierkegaard (1844) addressed the concepts of fear and anxiety in many ways. To begin with, anxiety is characterized by uncertainty, whereas fear is focused on an external object. Secondly, anxiety is best described as a feeling without an object, rather than as an emotion. Finally, anxiety has no object and generates more discomfort than fear (as cited in Çoker, 2014). While fear is presented as a reaction to threats that must be avoided, anxiety is described as a generic and implicit reaction to the same dangers (Hackney & Cormier, 2008).

Despite the fact that most neurobiological approaches to distinguishing fear and anxiety use similar criteria in general, they have also found that there are no significant differences between them

(Perusini & Fanselow, 2015). It can be demonstrated in this study that the mother's fear symptoms about losing her child are linked to the anxiety disorder criteria in the DSM-5 diagnostic criteria. According to the DSM-IV criteria, the first one is extreme worry while leaving or anticipating separation from home or profoundly loved people. Secondly, he is constantly worried that he will lose the people he cares about or that something horrible will happen to them. Lastly, he is constantly and excessively concerned that a traumatic incident may cause him to be separated from the person to whom he is emotionally attached. Anxiety, according to these definitions, is a sensation of unease and tension caused by the fear of unknown or unpleasant circumstances (Türkbay, 1999).

Anxiety is one of the first emotions humankind has experienced, and it's assumed that this anxiety is mostly separation anxiety (Ruppert, 2011; quoted in Çetin, 2017). Children with separation anxiety suffer unreasonable and excessive worry when they are away from an attachment figure (Schneider et al., 2010; as cited in Çetin & Avcı, 2022). According to Bowlby (2014), one of the earliest emotions triggered by the threat of breaking the relationship and separation from the mother is fear. Anxiety is one of the fears that children experience as they grow. Separation anxiety, social anxiety, and school-related anxiety are all common forms of anxiety seen in the development of children. It is a pre-school circumstance in which the child is separated from his or her mother and sent to an unknown location. This scenario, according to Akman (1994; cited in Çetin, 2017), prohibits the child from adapting to his surroundings. In fact, it's possible that the core of the child's worry is the parents' nervousness about being separated from their children. For example, if a mother says to her child words like "I can't live without you for a minute," "I'm grateful that you exist," and "I'm always thinking of you," make it possible that the child's anxiety might indeed increase.

When the literature is examined, it becomes clear that fear and anxiety are frequently mistaken due to similar symptoms. We experience the feeling of fear when we are frightened, besides our facial shape and behaviors express fear, heartbeat and breathing also change because the adrenaline in the blood increases (Cüceloğlu, 2012). The primary difference between anxiety and fear is that anxiety is a conscious condition, but fear is not (Dağ, 1999; cited in Nazlıoğlu, 2019). Some psychologists say there are three different situations between anxiety and fear, according to some psychologists. One of them is that the source of fear is known, while the source of anxiety is not. Second, fear is more severe than anxiety. Thirdly, fear takes less time than anxiety (Cüceloğlu, 2012). Sylvers, Lilienfeld, and La Prairie (2011) determined the differences in trait anxiety and trait fear features and grouped them into six separate dimensions in their study.

**Table 1.** Characteristics of trait fear and anxiety

Dimensions	Anxiety	Fear
Emotional Valence	Negative	Negative
Time of Focus	Focus on the Future	Focus on the Present
Arousal Time	Continuous	Sudden and Short
Type of Defense Mechanism	Approach	Avoidance
Threat Specificity	Irregular	Specific
Perception of Pain	Advanced	Atrophied

Source: Sylvers, Lilienfeld, LaPrairie, 2011; quoted by Nazlıoğlu, 2019

The table above illustrates the distinctions between anxiety and fear. Fear, on the other hand, is quick and short-term, and it is believed to be directed towards the present in specific ways, whereas worry is always and irregularly seen as future-oriented.

When examining at studies on fear, it is clear that it is linked to a range of circumstances. Both fathers and mothers of children with a high fear of abandonment and being alone have significant separation anxiety and low marital satisfaction, according to a study conducted by Çetin and Avcı (2022). Mothers of children with a high fear of abandonment were found to have low interest in and attitudes



toward parenting. However, the mothers of children with low and high fear of being alone were shown to have similar parenting, parenting interests, and self-efficacy. Separation anxiety in adults is similar to separation anxiety in children toward their parents, according to studies conducted by Manicavasagar, Silove, and Curtis (1997). According to another study, 83% of moms of children with separation anxiety disorder or whose mothers had an extreme anxiety condition had anxiety in their lives. It was discovered that 57 percent of these mothers were diagnosed with their children (Last, 1987; cited in Türkbay, 1999). Fear has a function, according to a study conducted by Çoker (2014), in that it ensures the continuity of static forms in macro and micro areas, preventing fear from deviating from a predefined realistic frame. Separation anxiety disorder causes deterioration in functionality in social and academic life, as well as interpersonal connections, according to Kaya (2021), and treatment of this disorder is vital in terms of creating stronger relationships later in life and development.

The client's problems were studied in this study, including her concern that her husband, who was sent to jail, would take the child away after his release, her lack of self-confidence, her difficulty to verbalizing her feelings, and her helplessness. It is intended to analyze the effectiveness of the psychological counseling process employing cognitive behavioral approach, individual-centered approach, gestalt approach, and psychological counseling techniques in order to eliminate these negative consequences. Based on these circumstances, 8 sessions of psychological counseling were conducted using cognitive behavioral, individual-centered, gestalt, and psychological counseling techniques in order to raise awareness of the client's problems and produce solutions, reduce her fear, improve her self-confidence skills, and allow her to express her feelings and thoughts freely. When looking through the literature, there isn't a single case report study that uses an eclectic approach to help the mother who is fearful of losing her child. In this context, it is expected that this study, which takes an eclectic approach, will benefit professionals who work in the fields of guidance and psychological counseling.

## METHOD

### Research Model

This qualitative research, which is a case report, was carried out. Cases take many shapes in our lives, including events, perceptions, experiences, conceptions, situations, and orientations. As a result, we can come across these scenarios in a variety of ways in our daily lives (Yıldırım and Şimşek, 2021). From an educational or scientific standpoint, a case report must present a detailed description of a client's concerns. This study is a case report that examines the effectiveness of psychological counseling techniques such as the individual-centered approach, cognitive behavioral approach, gestalt approach, and psychological counseling techniques in reducing the negative effects of the client's fear of losing their child, helplessness, inability to express their feelings and thoughts, and lack of self-confidence.

### The Definition of the Case

A. K., the client, is a 28-year-old woman who is a high school graduate and works for the government. A.K. is the youngest of four siblings and family members. Her mother and father divorced when she was young, and she and her four siblings were placed in a child welfare facility when she was six years old, owing to their terrible financial situation. She claimed that she was deprived of her parents' love as a result of being separated from them during the process, that she struggled to express her thoughts and feelings, that she lacked confidence, that she had to take care of her siblings, and that she tried not to make her siblings feel the negativity, despite they had many difficulties. As a result, she indicated that the client's separation from her family when she was a youngster was a painful experience for her, and she saw the events negatively, resulting in a negative impact on her personality. She also indicated that she did not meet with her father as a child owing to her parents' divorce, that she did not have much in common with her father after that, and that she began seeing him again once she got married. Later, she reported that her father had developed lung cancer a few



years after remarrying in another province, and that she contacted him when he was in the hospital, and he invited her to come and visit him. She also revealed that she accepted her father's offer and traveled to see him, and that her father died at the time, which had a bad impact on her. The client and husband married in 2009, and after six years of marriage, her husband was sentenced to seven years in jail for using a forbidden substance in 2015. Client A.K. was enraged with her husband since she was living alone with her child as a result of her husband's incarceration, and her child was deprived of his father's love and attention, and these sentiments of anger were expressed during the counseling session. In discussions, she has consistently claimed that her son does not deserve such punishment. Fear that her spouse would attack her after he is freed from prison, or that he may seek parental rights for her child, inability to make a decision, and distraction are among the client's cognitive reactions. Hatred, anger, fear, and helplessness are examples of emotional reactions; crying and expressing introverted attitudes are examples of behavioral reactions. Furthermore, it is claimed that the client's incapacity to express herself and her thoughts, low self-esteem, low psychological resilience, persistent unpleasant emotions, and unfavorable attitudes toward others all contribute to the client's anxiety and anger.

### **Data Collection Tools**

The counseling evaluation form, emotion diagram, rating scale, and interview form were used to evaluate the data in this study.

### **Counseling Evaluation Form**

There are questions that vocally evaluate the researcher's psychological counseling process. During the counseling process, questions were asked about what the client had accomplished in solving her problems, the positive and negative aspects of the counseling process, the level of goal achievement, the appropriateness of the techniques and strategies, the client's role, and the types of problems that were being addressed. This form was also used to assess the client's progress after the 8th session.

### **Interview**

While the interview technique is widely utilized in qualitative research, it is also a data-gathering strategy utilized while conducting a detailed study to uncover social reality. The gathering of data face-to-face during interviews is used in this technique to increase the depth of the research (Yüksel, 2020). A verbal communication procedure involving at least two people is defined as an interview. Similarly, an interview is defined as the gathering of information from relevant individuals in order to answer the study questions (Büyüköztürk et al., 2016). It has been observed that it is utilized in associated with a wide variety of approaches, including interviews, observations, and questionnaires. In this study, interviews were used together with different methods.

### **Process**

In this study, it was aimed to reduce the client's fear that her spouse, who entered the prison, could take the child after his release, by using cognitive behavioral approach, individual-centered approach, gestalt approach and psychological counseling techniques. Between October 22, 2021, and January 07, 2022, this research was conducted using an eclectic strategy as part of the supervision training for a university's guidance and psychological counseling doctoral program. The client gave written informed consent for this study to be utilized for scientific publication and under supervision. Client interviews took place once a week in an office setting, in 8 sessions of 50 minutes each. The sessions are described in detail below.

### **First Three Sessions**

This part of the research covers the first 3 sessions in which good relations with the supporter and the client are established. The first session is the individual recognition session. The second session is the problem recognition session. The third session is the session in which the purpose and sub-objectives are determined.

**1. Session.** The client signed the voluntary consent form in this session. Following the introduction, extensive information on the procedure was provided, as well as structuring. In order for the client to



feel at ease, a close relationship setting was built. Following the client's admission that she has had numerous problems from childhood to the present, her family situation from childhood to the present was examined. Client A.K. reported that she was taken from her family when she was six years old and placed in a child welfare institution, where she had difficulties there. She later stated that her spouse was sentenced to prison as a result of his use of a prohibited substance, that she had numerous problems at that time, and that she had broken up with him as a result of these issues. Because she stated that she's still a mother and that she had many problems when she was a child and that she did not want to put her child through the same difficulties. She also stated that she has been experiencing recent worries and that she is not in good mental health. When she was asked what her expectations from the counseling process are, she said that she wanted to find solutions to her problems and peace of mind.

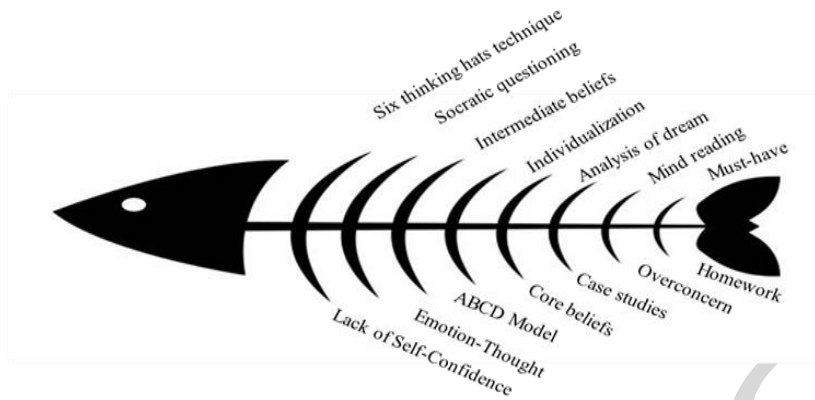
**2. Session.** By making a summary of the first session, the client stated that she did not experience anything negative since the previous session to this session, and that she took care of her son. She said that her parents divorced when she was a kid, that she never saw her father, that her father had no feelings of fatherhood for her, and that when he died of an illness, it had little impact on her and her siblings, and that the mourning phase was brief. Later, the client claimed that she does not want to go through the difficulties she went through as a child. Her husband was sentenced to prison six years after their marriage, and she was afraid that he might harm her and take her child away once he is released. As a result, when asking the client open-ended questions to identify the problem, the focus was on determining whether the problem situation was produced by undesirable emotional reasons, behavioral situations, or cognitive misinterpretations. In general, it was decided that this was the root of the problem.

**3. Session.** First and foremost, what had occurred between the prior and current sessions was discussed. She described how she spends time with her son and expressed concern for his future. Thereupon, a homework assignment was given to learn what the goal of her son is, where he wants to see himself in the future. She was asked to take notes and talk here. The "homework technique," a cognitive behavioral technique, was applied in this case. Later, she stated that she is enraged with her husband's family, that her husband was sentenced to prison, that she was called by her father right before he died, despite the fact that she had not seen him since she was a child, that the processes she had gone through had a negative impact on her, that she has fears, feels helpless, lacks self-confidence, that her emotions fluctuate, and that she has difficulty expressing herself. These issues were explored, and goals were established. "If you had to offer a score in the range of 1-10 for your current condition, how much would you give?" the client was asked. She indicated she would give 1 or 2 points. The third session is very important in terms of determining the objectives. "Reducing the client's anxiety that her spouse may wish to take her child after he is released from prison and may request custody of her child" was the study's principal goal. "To reduce the fear of believing that her spouse will harm her," "to reduce negative emotions by working to increase self-confidence," "to produce alternative solutions against the state of helplessness," and "to reduce the effect of the trauma she was exposed to as a child," are some of the sub-objectives of the study.

### **Intervention Phase**

This part of the consultant consists of 5 sessions. In general, cognitive behavioral approach, individual-centered approach, gestalt approach and psychological counseling techniques were used. Furthermore, it has been said that the client's psychological resilience is low as a result of her exposure to several traumatic incidents during childhood.

The client's problems were schematized with fishbones within the scope of the case formulation, and the solutions to the problems were conceptualized using the fishbone technique during the counselor's intervention phase.



**Figure 1.** Problems and solutions of client a with the fishbone model.

**4. Session.** It was decided to make a recap of the previous session. In the previous session, the client was given homework to convey her son to complete about his future goals. It was the center of attention. The client said that she has similar thoughts to her son on a regular basis. For example, she indicated that she wants her child to be a doctor, and when asked, he likewise stated that he wants to be a doctor. Later, the client reported that her father had lung cancer and lived in another city. She also said that she was with him when he died. She expressed her distress and indicated that this event had been traumatic for her. "If my father were present when I needed him, he would object to my marriage and investigate the person I intend to marry, and I would strongly believe that I should not marry this person." On the other hand, one of the cognitive behavioral thinking mistakes, "must-have," is applied here. When a person's actions fall short of particular expectations, the "must-have"s that arise in the individual lead to feelings of shame and guilt (Burns, 2020). "Mind reading," one of the cognitive behavioral thinking errors, comes to the fore in this interview after she stated that her aunt does not think highly of her, that she wants to cease contact with her, and that she has beliefs that her aunt favors her other cousins over herself. The client said that after her husband was sentenced to prison, her husband's parents did not call her, did not financially support her, did not look after their grandchild, and her rage grew to hatred since they did not fulfill their responsibilities. She added that her son shares her viewpoint. When the counselor presented a question, "If you had a magic wand in your hand, what would you change?", "I would want to transform my life. To put it another way, I would not want to go through such a traumatic experience. I'd like my husband to stand by my side by keeping him away from his friends who have a negative influence on him." she replied. She was given homework that required her to write down and explain the events and situations that created the emotions (rage, anger, regret, and joy) that affected her the most until the next interview. The "homework strategy," which is a cognitive behavioral technique, was used in this case. Homework isn't only an extracurricular activity; it's also an important aspect of the cognitive behavioral approach (Beck, 2021). An activity was carried out to comprehend the client's emotional problems and the separation of feelings and thoughts by offering a list of feelings and inventory of feelings. In this activity, the client was shown two photographs and asked to choose from a list of emotions which the feelings in the pictures represented. The client stated that she had general negative feelings. "If you were to describe your emotional condition in your daily life, how would you express it?" was the following task, according to this inventory. The client claimed that there was 20% "hatred" and 80% "anger" in the graph when asked "what rate you would give if you were to represent the rate of these feelings on the graph?" An individual approach has been illustrated here. The individual-centered approach created by Rogers for the client's emotional difficulties is well-known to be beneficial.



Following that, the gestalt technique established by Binswanger, Boss, Frankl, and May was used as an effective strategy. (Hacney & Cormier, 2008).

**5. Session.** When the counselor asked the client, "What are the events in your life that have had the most detrimental impact on you?" she stated that she had divorced from her husband and that her grandfather had died. "Fear that her husband will soon be freed from prison and may harm her," "fear that her husband may file a custody case for her child," and "fear that her spouse may set a negative example for her child" are among the other concerns. This speaks to the fundamental conviction in "helplessness." The client feels terrified as a result of this predicament. Alternative intermediate beliefs such as "the client can settle in a new city," "she can report the problem to the police," "she can talk to her lawyer," and "the client can ask for support from her own family" have been established in the event of such a situation. The client's fear was observed to reduce in this manner. Ellis et al. (1997). The basic purpose of cognitive behavioral therapy is to demonstrate erroneous ideas that produce negative emotional effects in people (Corey, 2008). Focusing techniques (Hacney & Cormier, 2008) were also employed to communicate current feelings and thoughts during this session. She added that her resentment over the terrible situation she had with her aunt, which she had previously discussed, had not subsided, and that her aunt refused to comprehend her. The six-hat thinking technique, which is utilized in teaching techniques, was applied to enable the client to describe her feelings and thoughts in many ways about the events that she had just encountered and that had the most impact on her. She was requested to place each hat on her head and convey her feelings and thoughts according to their colors in this technique. The goal was to raise consciousness by recognizing the distinction between her sensations and thoughts. Although cognitive behavioral therapy employs a variety of cognitive, emotional, and behavioral approaches to assist clients in reducing their irrational thoughts, the dialogue process is critical in both daily life and counseling (Corey, 2008). Despite the fact that the client's typical personality is quiet, introverted, and insecure, she stated, "I am a positive person who keeps up with the people around me, and I am amusing." As a result, one of the psychological counseling approaches used was confrontation. The client stated that her education life was left unfinished, and that she always had a desire to study at university. The gestalt method is used in this case. People may keep feelings like resentment, wrath, anxiety, grief, and guilt hidden, according to Corey (2008).

**6. Session.** First and primarily, what transpired from the previous session to this session, as well as the assigned assignments, were covered. She explained that she had a busy week, that her grandmother had contracted CIV-19, and that her son was ill. She said that her son's condition was caused by her leaving the window open while he was asleep at night, and that she blamed herself and was unhappy with herself. The "personalization" error, which is one of the thinking errors, was present. Examples of emotions were read to the client in order for her to learn to interpret and express emotions, and she was asked to figure out which feeling each one expressed. Then she was asked what emotions she was experiencing at the time. Gestalt therapy emphasizes the importance of being present in the moment. It's critical to recognize and appreciate the significance of the moment you're in (Corey, 2008). Furthermore, the client could not see or had trouble expressing positive emotions in past sessions, and had previously revealed negative emotions. However, as she indicated before, in this session, it was attempted to present other viewpoints by using the cognitive-behavioral approach's "restructuring technique" by discussing in depth the cognitive distortions of negative ideas and how to change negative thoughts into positive ones. This event was considered to be a positive development for the client, and that the counselor's use of motivation-enhancing words to encourage her would increase her self-confidence abilities. In addition, after she stated that she spends a lot of time with her son, that her son has some negative behaviors because he is in the early stages of adolescence, and that this change makes her tired, a brief overview of adolescence was given, and it was discussed that this process should be managed well. Following that, it was discussed what can be done to ensure that the mother has time for herself, despite the fact that the importance of each kid to the mother is well understood. The client reported near the end of the session that she had a dream and that the experience



had an effect on her that lasted a few days. Dreams are significant in psychoanalytic therapy because they bring the subconscious to the surface of consciousness and provide insight into some areas of unresolved difficulties (Corey, 2008). One of the cognitive behavioral approaches utilized here was "socratic questioning." In other terms, the Socratic technique is defined as having an individual taught or learned something new through the use of questions targeted to the individual (Çapar, 2018). It was designed to investigate the client's emotional reactions and behaviors toward "automatic thoughts," a cognitive behavioral approach, by asking questions like "what could have caused you to have this dream?" "Who was in the dream?" and "what was the impact of the dream that affected you so much?"

**7. Session.** It was centered on what had occurred between the prior session and this session; she stated that she had not had a particularly busy week and that she was caring for her son. The client reported that her son sobbed whenever the subject of his father was brought up, therefore he avoided discussing his father and cautioned the person who brought it up whenever the subject was brought up around him. A couple more examples were given to allow the client to convey her feelings and to double-check prior studies. In the example, it was mentioned that the client has a good attitude toward emotions and that she now expresses her emotions more freely as a result of her increased emotional awareness. As a result, we can observe that our emotional sub-goal was accomplished. Returning to the topic of dreams, the client mentioned that she had not experienced many dreams previously, but this one had a profound impact on her and she could not forget it even after ten days. "She escaped by grabbing her son's hand in a remote spot," the client said in her dream. She did, however, say that she didn't recall anything from the dream in the previous session. Individual-centered therapy questions concentrating on feelings rather than thoughts were asked throughout this interview, such as "When was the last time you experienced this feeling?" and "What does it mean to you to be with your son in your dream?" Following that, the client said that her son is more important to her than everything else in her life. She claimed that she is terrified that after her husband is released from prison, he will petition for custody of her son and take him away, and that this is the source of all her difficulties. She also added that as the date for her husband's release from prison approached, her worry grew. The "ABCD model" of Ellis, which is a cognitive behavioral model for diminishing the client's fear, was used to provide many alternative solutions. Cognitive elements are seen to be essential in emotional and behavioral issues, life experiences, and environmental situations connected with them in cognitive behavioral therapy (Çapar, 2018).

**8. Session.** This is the final session, and first and foremost, what transpired from the previous to this session was discussed. Termination is a success indicator defined by Quintana (1993) as a lost experience, a mixture of unhappiness and the past, success and pride, and a temporary growing experience (Cormier, 2008). This session included a general assessment. The client stated in this termination session that she has had many problems since childhood, and that while she feels helpless, she can find alternative solutions to the events by developing alternative thoughts, that she has emotional ups and downs, and that she is confident in herself because she sees the events in a positive way. She indicated that she now has positive ideas about the happenings and is able to express herself freely, and that her anxieties that her husband would take her kid from her after he was released from prison had diminished. In addition, during previous sessions, the client claimed that her spouse would be released from prison soon, but that she did not know the precise date. When she arrived for the last session, she mentioned that her husband had been released from prison, but that he had not done anything to endanger her until now, but that she was concerned. She stated that she had not met him since his release from prison and that she would make every effort to avoid meeting him in the future. She claimed that she has the self-assurance and capacity to take the appropriate precautions, as established in earlier meetings, if her spouse acts against her and her child. Finally, it was determined whether positive outcomes were gained from the strategies applied to the content of the psychological counseling process from the beginning of the sessions, whether the goals were met or not, and what situations were missing. As a result, the process was completed.



## FINDINGS

After the therapy session, the client was asked to rate the effectiveness of the counseling by answering the questions on the interview assessment form orally. What the client gained for solving problems, whether she gained a new perspective during the counseling process, whether she began to understand herself, where the client wants to see herself as a result of the consultation, whether she achieved the common goals with the consultant, what kind of variables were beneficial for the client, and on which problems the client's evaluations regarding the need to focus on consultation were taken into consideration.

According to the client's self-evaluation, the consequences of the traumas she has been subjected to since childhood have decreased, and her psychological resilience in dealing with negative situations has increased. She stated that her negative attitude toward the situations she encounters has changed, and she can now look at them in a more positive light. She was angry because she couldn't express her feelings and thoughts before, but now, thanks to the counselor's influence, she can express her feelings and thoughts to the other person more easily, and the rate of her positive emotions has increased. The client claimed that she used to feel helpless in situations she couldn't solve, such as her ex-husband threatening to take her child away, but that now she has other options and feels stronger. She even stated that she would make a future appointment for her son to undergo psychological help. Her ex-husband's release from prison occurred during the client's final sessions, and she claimed that her worry of her ex-husband harming her diminished, and the fact that he did not exhibit harmful attitudes and behaviors made her feel more at ease. She stated that she benefited greatly from psychological treatment and that she is now much more relieved and that it is beneficial to her. Although she indicated she would give her a score of 2 out of 10 for her psychological state at the start of the counseling process, she now says she can offer 9 or 10 points. Despite having been through a lot in her life, she claims that her capacity to fight has increased. She noted that numerous approaches are utilized in the psychological therapy process, and that she has significantly profited from them and formed alternate viewpoints as a result of them. She showed her happiness by stating that she was grateful since she was able to discuss her difficulties during the psychological therapy procedure and find solutions to them.

According to the findings of this study's qualitative evaluations, the client's 8-session counseling process was effective, she was able to express herself, and she contributed to the development of coping skills for her problems.

## DISCUSSION, CONCLUSION, and SUGGESTIONS

For the client's problems, such as intense fear of losing her child, belief that her partner could harm herself and her child, low self-confidence skills, and difficulties in expressing her feelings, cognitive behavioral approach, individual-centered approach, gestalt approach, psychological counseling techniques, and emotional intervention techniques were used in this study. Emotional intervention strategies were used in eight sessions. Before beginning psychological counseling, the client was informed of the procedure and the appropriate arrangements were made. It has been put to the test on a qualitative level by examining the client's thoughts on the strategies and procedures used in the counseling process. In the following stages, it was seen that the client generally opened up in the counseling process, but that she showed some resistance on some problems. Examine customers' reluctance and resistance, and assist them understand that they are not evil or strange (Egan, 2011). The consultation process was not disrupted or delayed in any way. Cognitive behavioral approaches like mind reading, must-have, personalization, Socratic questioning, the ABCD model, and identifying negative ideas, feelings, and actions and replacing them with positive ones were employed during the counseling process. Emotion-focused studies from the individual-centered method, Bono's 6 thinking hats technique, the gestalt approach, and psychological therapy techniques were also utilized. Following these investigations, it was discovered that the client's dread of being separated from her child had diminished.



When looking at the research, it is clear that there are a variety of techniques to lowering fear and anxiety in adults. Cognitive behavioral therapies, on the other hand, have been employed more frequently. The use of cognitive behavioral therapy, individual-centered therapy, gestalt therapy, and psychological counseling procedures in this study demonstrated an eclectic approach. Ellis's cognitive behavioral approach, which he established in 1998, is employed in anxiety, fear, personality disorders, psychotic disorders, child raising, and social skills training (Corey, 2008). Separation anxiety was treated with cognitive treatment and family therapy in Kaya's study (2021). According to the qualitative findings of the research, it has been revealed that the psychological counseling process, the approach methods adopted and the intervention are effective. These treatments have been found to have a good impact on the improvement of the disorder in interpersonal relationships, academics, and social life of the mother who fears losing her child. According to the findings of the Karlıdağ, Ünal, Avcı, and Sipahi (2002) study on familial separation anxiety disorder, there is a close association between attachment and psychopathology. Separation anxiety in children and separation anxiety in parents were investigated in a study conducted by Çetin (2017), and it was discovered that the parents of children with a high fear of abandonment and being alone also had high levels of anxiety as a result of the research. Furthermore, moms of children who have a low fear of being alone were found to have more positive parenting views than mothers of children who had a high fear of being alone.

Alternative intermediate beliefs have been constructed in response to the client's fearful intermediate and core beliefs in this case study. Cognitive behavioral therapy, gestalt therapy, individual-centered therapy, and psychological counseling strategies have all been shown to help clients overcome their fears. Furthermore, the qualitative data revealed that technical and applied interventions in the psychological counseling process were helpful, and that as a result of the applications, the client's fear of losing the child, in which she could express her feelings and thoughts, diminished. This research is regarded to be effective in helping women who are terrified about losing their child. Making case reports on issues like depression, grief, trauma, anxiety, aggression, love and marriage problems is regarded to be good for individuals who work in the field of counseling, psychological counseling, and psychology, in addition to what is discussed here.

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## RELATIONSHIP OF CRISIS MANAGEMENT OF SCHOOL PRINCIPALS AND PSYCHOLOGICAL CAPITAL OF TEACHERS

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### Abstract

The aim of this study is to investigate the relationship between the crisis management skills of school principals who manage schools and the psychological capital of teachers. Scanning model was used in the research. The population of the research consists of 939 teachers, consisting of 396 primary school teachers and 543 secondary school teachers, who work in 34 schools in total, 15 of which are primary schools and 19 are secondary schools, affiliated to the Ministry of National Education in the city center of Çanakkale in the 2021-2022 academic year. The sample of the study consisted of 274 teachers working in primary and secondary schools located in the city center of Çanakkale. Data results were analyzed in SPSS 22.0 program. In the study, when the relationship between the crisis management skills of school principals and teachers' gender, working years at school and branch variables was examined according to teachers' perception levels, it was determined that the difference was not at a significant level. When the relationship between the psychological capital of teachers and the crisis management skills of school principals is examined, a positive and moderate relationship was determined between self-efficacy and the period before the crisis, the period during the crisis and the period after the crisis, and it can be said that self-efficacy is a positive predictor of crisis management skills.

**Keywords:** Crisis management skills, psychological capital, teacher.

### INTRODUCTION

Global events, new developments in technology, innovative approaches, competitive competition environments have increased the interest in crisis management. Crises are not only caused by problems caused by humans, there are also crises caused by nature; However, crises that arise under the influence of human beings are in the middle of the social reaction because they are predictable (Kerzner, 2013).

Schools get their share of developments in the world. Managers and teachers also need to be aware of these developments and constantly renew themselves. School administrators should be sensitive to the events in the environment and surroundings in order to find suitable solutions to the problems that will arise with the help of their past experiences and to implement them, they should not underestimate the problems experienced and should focus on them sensitively, realizing that there are lessons that can be taken from each event in order to create alternatives It should try to solve the problems in the field completely, and if it is not able to do this, it should try to overcome the crisis with the least damage. The knowledge and skills of the administrators are of vital importance on the management of the school environment. Making education efficient at school is closely related to the approach of the administrators to the events. When the researches on the crisis management skills of school principals are examined, for example; It has been determined that the higher the education level, the more sensitive individuals are to the crisis (Bayram, 2015).

It has been determined that there is no difference in the perceived crisis resolution skills of school administrators in crisis management processes (Yılmaz & Yıldız, 2015). The concept of psychological capital is closely related to the problems that individuals experience within the educational organization. Stress, tension and difficulties experienced by individuals can cause negative emotions in them. Therefore, psychological capital is a resource that educators should develop among themselves in order to increase the performance of individuals (Burhanuddin, Ahmad, Said, & Asimiran, 2019). When the studies on psychological capital are examined, for example; It has been determined that job satisfaction and psychological capital have a positive relationship with each other (Türesin Tetik, Ataç, & Köse, 2018). The aim of this study is to determine how school principals manage the crises that arise at school and to investigate their relationship and relationship with teachers' psychological capital, to determine teachers' psychological capital and school principals' crisis management skills. In the globalizing world, very rapid developments and changes occur. Developing and changing educational understandings necessitate the change and development of school administrators. In this respect, crisis management skills of school principals are of great importance. In today's education models, it is a very effective form of management for school principals to perceive and prevent the crisis before it happens, but if it cannot prevent it, they can overcome this situation with the least damage and focus on its positive aspects and learn lessons. In order to increase the psychological capital levels of teachers, it is very important to improve the conditions they are in. The desire and desire of teachers to work at school will begin to increase substantially. This study is very important in terms of determining the perceptions of teachers working in state institutions, school principals working in schools, about the management styles of emerging crises, and determining the effects of crisis management skills on teachers' psychological capital and their contribution to education and training. In addition, it is important to determine whether teachers have sufficient knowledge and awareness about the crisis management skills of school principals and the sub-dimensions of the concept of psychological capital. Crises, as in the past, present negative events for institutions and organizations, as well as opportunities and opportunities. Organizations should monitor the crises that occur in the areas they live in and prepare their plans and programs before the crisis occurs. If the crisis cannot be prevented; The positive and negative aspects of the crisis should be examined and the crisis should be turned into an opportunity. If it is not possible to do these, it should be aimed to overcome the negative effects of the crisis with minimum damage (Özdemir & Uçar, 2020).

According to Haşit (2013), the main features of the crisis are as follows:

- Crises are events contrary to the ordinary life of life. Crises require appropriate changes in organizations. Organizations may have difficulty adapting to this situation.
- Crises emerge in different forms. It continues in the form of steps depending on each of the reasons.
- Crises affect the way organizations behave. Behavior resolution styles of organizations sometimes bring about a positive change. Ensuring that the crisis reflects positively on the organization is closely related to the manager.
- If managers can perfectly manage the crisis and adapt to the new changes that arise, they will show more improvement than their competitors. In this sense, managers can become ready for more complex crises. There are many definitions of the concept of crisis. In addition, each institution has its own crisis resolution method. Although there is no theory based on the details of the reasons for the emergence of crises, a general point of view about the crisis and its causes emerges. It can be said that not every event that occurs can be considered a crisis, that crises have their own characteristics, and that although there are different types of crisis, more than one feature of the crisis types is similar. Accordingly, (Tutar, 2000; Tuz, 2001) stated the characteristics of crises as follows:
- Crises negatively affect an organization's goals, economic, political, cultural and social life.
- Crises arise suddenly at an uncertain time.



- In order for crises to be resolved and fully extinguished, a rapid response to the crisis and implementation of crisis plans are required.
- When crises occur, they are events that cause confusion and maximum tension in managers.
- What is important in solving the crisis is to prevent the crisis at the first stage before the crisis occurs. If appropriate ways are developed to solve the crisis at the first stage, it can be prevented from happening.
- Since crises develop suddenly, they create an environment of uncertainty as they require a quick decision-making style.

Crisis is defined differently in every school. Independent and different schools may react differently to the same events. They may be affected differently by similar events. A similar situation in the same school can cause a crisis at different times and can be seen as an event that can be tackled with ordinary measures (Aksoy & Aksoy, 2003). The reason why the crises that occur in schools are more important than those that occur in other institutions is that the school covers children. Crises that occur in schools are student injuries, harming someone who is out of school, and events that occur in the laboratory (Savcı, 2008). The crises experienced in the school can damage the reputation of the school, education and training, and the order of the school. Considering that a crisis may occur in schools, the risk factor should always be considered. Like all organizations, schools should attach great importance to crisis management (Sagin, 2008). crisis preparation period; It consists of the stages of having a management center for crises, forming a team to manage the crisis, preparing a brochure about the crisis, and training all employees in the organization. A crisis plan should be established together with other institutions, namely the Police, National Education, Civil Defense, Non-Governmental Organizations, Health Organizations and Judicial Organizations. Schools generally limit the way of crisis management by doing exercises on natural disasters and fires. Activities should be planned in schools before, during and after the crisis. Managers should first prepare functional plans related to crisis management, analyze them and establish a team to intervene when a crisis occurs, and demonstrate crisis management skills that can be applied in practice (Poland, Pitcher, & Lazarus, 1999).

The positive psychology movement was founded in 1998 by Martin Seligman, president of the American Psychological Association. Positive psychology is a field of science that ignores the negative characteristics of people and tries to reveal their positive characteristics. Positive psychology, which covers more than 15 fields, questions how events that contribute to the management of the lives of individuals in the environment they live in, enable them to approach this environment in a more organizational way and make life meaningful (Seligman, 2002). positive psychology; The individual's being better in his new life compared to his past life is a field of psychology that is mostly based on the positive features of life (Peterson, 2000).

Positive psychology in the sense of science; It has been defined as an area that does not highlight the negative features of individuals, but rather takes their positive features as a reference and argues that their development should be supported (Seligman et al., 2005). What are the factors that individuals, groups and societies need for change and development and how their effects can be increased constitute the field of positive psychology (Kobau & Seligman, 2011). Positive psychology provides support for individuals to be productive, hardworking, productive and good by taking action in areas where clinical psychology is weak and deficient, which contributes to mental illnesses and purification of individuals from psychological disorders (Seligman, 2002; Cameron et al., 2003). The emergence of positive psychology has revealed new thoughts and desires in terms of understanding the personal experiences of individuals. Over the years, many researchers have presented many theoretical perspectives (Bryant & Cvangros, 2004). The concept of psychological capital; It is defined as the most sensitive type of capital, which is based on moral values and is difficult to measure because its components are closely related to the human factor (Luthans & Jensen, 2002).





Psychological capital; The level of effort of a person is a very important capacity that affects his/her performance in the workplace (Peterson et al., 2011). Psychological capital is the situation in which individuals working in an organization can successfully use their social, economic and productivity capital in order to exhibit their performance at the highest level (Envick, 2005). Psychological capital is a type of capital that highlights the positive and strong aspects of people, seeks the best ways to develop them, and enables them to relate to the situation of working people and the organization they are involved in (Samancı & Basım, 2018; Göçen, 2019).

The importance of psychological capital becomes apparent and clear when an individual or organization decides to overcome difficulties to achieve success. These difficulties are; It can manifest in a variety of ways, including lack of funding, legal restrictions, poor economic situation, an increase in industry or industry standards, employee turnover, new competitors, changing customer needs, and other events and circumstances. Such situations can force organizations to change their plans, cause the organization to change its entire direction, or even cause the organization to fail completely. For this reason, it is of great importance to provide and maintain psychological capital in organizations for a better and more effective fight against all these negative situations. Psychological capital has emerged as a result of the individual or organization's ability to cope with difficulties in order to achieve success. These; economic difficulties, legal restrictions, employees leaving their jobs, changing needs. These events can affect the entire structure of the organization, cause the organization to fail, and change the organization's plans. Therefore, the concept of psychological capital becomes important in order to be able to combat events that may cause such negative consequences (Envick, 2005).

Psychological capital can increase people's social and human capital levels. Studies have shown that the ability to take a better position in tense situations and in social relations is associated with positive psychological states (Taylor & Brown, 1994). According to Nelson and Cooper (2007), there are some criteria for any event to be counted as psychological capital. These:

- Psychological capital is a unique type of capital.
- It denotes more than human capital and social capital.
- Psychological capital is based on theory and research.
- Psychological capital is one of the capitals that can be measured.
- It has an impact on the performance of people in the work environment in which they work.
- Psychological capital has a feature that can be developed because it is based on a situation.

### **Purpose of the Research**

The purpose of this research is to reveal the relationship between the crisis management skills of the school principals who manage the schools and the psychological capital of the teachers, taking into account the personal characteristics of the teachers, and to offer suggestions by considering the data in this research.

### **Problem Statement**

- What are the crisis management skills of school principals and the psychological capital levels of teachers in terms of teachers' perceptions?
- Do these levels differ significantly according to their individual characteristics?
- Is the relationship between these levels significant?

### **Sub Problems**

- What are the crisis management skill levels of school principals in terms of teachers' perceptions?



- Teachers' perceptions of school principals' crisis management styles, which are their individual characteristics;
  - Gender
  - Marital status
  - Age group
  - Educational status
  - Branch
  - Years of work in the profession
  - Form of employment
  - Years of study at the school where they work
  - Is there a significant difference according to variables such as the type of school they work in?
- What are teachers' perceptions of their psychological capital?
- Teachers' perceptions of their psychological capital are their individual characteristics;
  - Gender
  - Marital status
  - Age group
  - Educational status
  - Branch
  - Years of work in the profession
  - Form of employment
  - Years of study at the school where they work
  - Is the difference significant in terms of variables such as the type of school they work at?
- Is the relationship between teachers' psychological capital and school principals' crisis management skills significant?
- Do teachers' psychological capital predict the crisis management skills of school principals?

## METHOD

### Model of the Research

The research has a quantitative design and aims to determine the crisis management skills of school principals in terms of teachers' perceptions according to the relational survey model and to investigate the relationship with teachers' psychological capital. The scanning model is the model that defines the events and objects, which are the subject of research, that continue to exist in the past and the period we live in, within the conditions in which the individual lives (Karasar, 2013).

### Participants

In the 2021-2022 academic year, a total of 274 teachers, 139 primary school teachers and 135 secondary school teachers, working in 34 schools in total, including 15 official primary schools and 19 secondary schools affiliated to the Ministry of National Education, in Çanakkale city center participated in the study.

**Table 1.** Distribution of teachers participating in the study by educational status

Educational Status	n	Percent
Associate Degree	9	3.3
Licence	252	92.0
Degree	13	4.7
Total	274	100.0

In Table 1, it has been determined that 3.3% of the teachers participating in the research have an associate degree, 92.0% have a bachelor's degree, and 4.7% have a master's degree in terms of the educational status variable. The graduation levels of the teachers participating in the research regarding doctorate and other educational backgrounds were not encountered.

### Data Collection and Analysis

In this study, which was conducted in the fall semester of the 2021 and 2022 academic years, the scales were sent face-to-face and online to the teachers via the link created by the researcher in Google form. The answers were collected face to face and online. In this context, 67 of 274 data tools were filled in face to face, and 207 of them were answered online. The purpose of the research and how it will be implemented were explained to the teachers in writing. It has been stated that it is important for teachers to choose items that reflect their real situations in order for the research to reach its purpose. Teachers who volunteered during the data collection process answered the scales. The research aims to investigate the psychological capital levels of teachers within the scope of the survey model and to determine the relationship between the crisis management skills of school principals and teachers' psychological capital. Therefore, the Crisis Management Skills Scale developed by Aksu and Deveci in 2009 was used to determine the crisis management skills of school principals. The scale consists of 31 items, including the period before the crisis, the period of the crisis and the period after the crisis. The created scale is in the form of a likert-type five-point rating scale up to “(1) Never (5) Always”. The Cronbach Alpha reliability coefficient of this scale is .91. The pre-crisis period dimension of the scale; 1-2-3-4-5-6 and 7th items, crisis period dimension; Items 8-9-10-11-12-13-14 and 15, and the post-crisis period dimension 16-17-18-19-20-21-22-23-24-25-26-27-28-29 Articles 30 and 31 constitute.

The Psychological Capital Scale (PSÖ), which aims to determine the psychological capital of teachers, was adapted into Turkish by Öztekin Bayır (2018). Scale; It consists of four sub-dimensions, namely self-efficacy, hope, resilience, and optimism, and has 24 items. The Cronbach Alpha reliability coefficient of the scale is .92.

The self-efficacy dimension of the scale; 1-2-3-4-5-6. scale items, hope dimension; 7-8-9-10-11-12. scale items, psychological resilience dimension; 13-14-15-16-17-18. scale items, optimism dimension; 19-20-21-22-23-24. scale items. In this study, Psychological Capital Scale (PSÖ) was used to determine teachers' psychological capital levels.

**Table 2.** Limits and levels of scale options

Scale options	Borders	Levels
Never	1.00 to 1.80	Very low
Rarely	1.81 to 2.60	Low
Sometimes	2.61 to 3.40	Middle
Mostly	3.41 to 4.20	High school
Anytime	4.21 to 5.00	Very high

**Table 3.** Limits and levels of scale options

Scale options	Borders	Levels
I strongly disagree	1.00 to 1.80	Very low
I don't agree	1.81 to 2.60	Low
I'm undecided	2.61 to 3.40	Middle
I agree	3.41 to 4.20	High school
Absolutely I agree	4.21 to 5.00	Very high

Table 2 and Table 3 show the lower limits, upper limits and their corresponding levels for the scale options.

### Analysis of Data

The data collected from the personal information form and scales were analyzed with the SPSS 22.0 program, transferred to the computer and analyzed. Taking into account the personal characteristics of the teachers who participated in the survey (gender, marital status, age group, education level, branch, years of work in the profession, the type of employment in the school they work, the years of work in the school they work in, and the type of school they work in), frequency and percentage calculations were made for descriptive statistical analyzes. For the obtained data, t test and Anova were applied.



According to Anova, in cases where the difference was significant, the LSD test was applied to determine between which groups there was a difference. The relationships between the two scales used in the study were determined by using the Pearson-Moment product correlation coefficient. In addition, regression analysis was conducted to determine whether teachers' psychological capital levels predicted school principals' crisis management skills.

### FINDINGS

“Is there a significant relationship between the crisis management skills of school principals and the dimensions of teachers' psychological capital?” has been determined. For the solution of this sub-problem, the correlations between the scale scores of the Crisis Management Skills Scale and the Psychological Capital Scale were calculated and the results are shown in Tables 69-70-71. Calculations were made by considering both the total scale and subscales. In the literature, where there are different classifications, it is generally seen that there is a weak relationship (.00 to .30)' a moderate relationship (.31 to .49)' a strong relationship (.50 to .69), and a very strong relationship (.70 to .100). It is interpreted as meaning (Tavşancıl, 2006).

**Table 4.** The Relationship between the pre-crisis period and the lower levels of psychological capital (Correlations)

	Self-efficacy	Hope	Resilience	Optimism
Crisis Pre Period	.394(**)	.351(**)	.283(**)	.234(**)

According to Table 4, considering the relationship between the pre-crisis period and the lower levels of psychological capital; Between pre-crisis period and self-efficacy level, .394 ( $p < .01$ ), between pre-crisis period and hope level .351 ( $p < .01$ ), between pre-crisis period and psychological resilience level .283 ( $p < .01$ ), there was a correlation of .234 ( $p < .01$ ) between the pre-crisis period and the level of optimism. When all the scales and the lower level scales are examined, it can be said that there is a moderate and positive correlation between the pre-crisis period and the lower levels of psychological capital.

**Table 5.** The Relationship between the crisis period and the lower levels of psychological capital (Correlations)

	Self-efficacy	Hope	Resilience	Optimism
Crisis period	.389(**)	.346(**)	.328(**)	.293(**)

Considering the relationship between the crisis period and the lower levels of psychological capital according to Table 5; Between the crisis period and the level of self-efficacy .389 ( $p < .01$ ), between the crisis period and the level of hope .346 ( $p < .01$ ), between the crisis period and the level of resilience .328 ( $p < .01$ ), it was determined that there was a correlation of .293 ( $p < .01$ ) between the crisis period and the level of optimism. When all of the scales and the lower level scales are examined, it can be said that there is a moderate and positive correlation between the crisis period and the lower levels of psychological capital.

**Table 6.** The relationship between the post-crisis period and the lower levels of psychological capital (Correlations)

	Self-efficacy	Hope	Resilience	Optimism
Post Crisis Period	.507(**)	.476(**)	.443(**)	.371(**)



According to Table 6, considering the relationship between the post-crisis period and the lower levels of psychological capital; .507 ( $p < .01$ ) between the post-crisis period and the level of self-efficacy, .476 ( $p < .01$ ) between the post-crisis period and the hope level, .443 ( $p < .01$ ) between the post-crisis period and the psychological resilience level (.01), there was a correlation of .371 ( $p < .01$ ) between the post-crisis period and the level of optimism. When all the scales and the lower level scales are examined, it can be said that there is a moderate and positive correlation between the post-crisis period and the lower levels of psychological capital.

**Table 7.** The predicting power of the self-efficacy dimension variable on crisis management skills

Variable	B	Standard Error B	B	t	p	Binary r	Partial r
Still	2.788	.191	-----	14.637	.000	-----	-----
The Period Before the Crisis	-.066	.083	-.074	-.792	.429	.234	.243
Crisis Sequence Period	-.028	.108	-.031	-.261	.794	.293	.303
After the Crisis Period	.420	.101	.452	4.155	.000	.371	.380
R=.375	R <sup>2</sup> = .141	F=14.765	P=.000				

Self-Efficacy: Predictive variable  
Crisis Management Skills: The predicted variable

According to the results of the regression analysis, it can be observed that there is a positive and moderate relationship between self-sufficiency and the pre-crisis period ( $r = .39$ ), but the correlation between the two variables is calculated as  $r = .38$  when other variables are taken into account. It is seen that there is a positive and moderate relationship between self-sufficiency and crisis period ( $r = .38$ ) but the correlation between the two variables is calculated as  $r = .38$  when other variables are taken into account. It is seen that there is a positive and moderate relationship between the self-sufficiency dimension and the post-crisis period ( $r = .50$ ), but the correlation between the two variables is calculated as  $r = .50$  when other variables are taken into account. According to the results of the analysis, the self-proficiency size variable can be seen to be a positive fatigue of crisis management skills ( $p < .001$ ). There is a .268 level of common ground between self-sufficiency size and crisis management skills. This can be explained by the self-sufficiency dimension of 26.8% of the total variance for crisis management skills.

**Table 8.** The power of the hope dimension variable to procedure crisis management skills

Variable	B	Standart Error B	B	t	p	Binary r	Partial r
Still	2.646	.158	-----	16.696	.000	-----	-----
The Period Before the Crisis	.073	.069	.093	1.056	.292	.351	.350
Crisis Sequence Period	-.207	.090	-.259	-2.308	.022	.346	.344
After the Crisis Period	.517	.084	.627	6.138	.000	.476	.476
R=.492	R <sup>2</sup> = .242	F=28.701	P=.000				

Crisis Management Skills: Predictive variable  
Hope: Predicted variable



According to the results of the regression analysis, it can be observed that there is a positive and moderate relationship between hope and the pre-crisis period ( $r=.35$ ), but the correlation between the two variables is calculated as  $r=.35$  when other variables are taken into account. It is seen that there is a positive and moderate relationship between hope and crisis period ( $r=.34$ ) but the correlation between the two variables is calculated as  $r=.34$  when other variables are taken into account. It is seen that there is a positive and moderate relationship between the hope dimension and the post-crisis period ( $r=.47$ ), but the correlation between the two variables is calculated as  $r=.47$  when other variables are taken into account. According to the results of the analysis, the hope size variable can be seen to be a positive fatigue of crisis management skills ( $p<.001$ ). There is a .242 level of common ground between the size of hope and crisis management skills. This may indicate that 24.2% of the total variance on crisis management skills is expressed in the dimension of hope.

**Table 9.** The psychological resilience dimension of crisis management skills

Variable	B	Standart Error B	B	t	p	Binary r	Partial r
Still	2.736	.167	-----	16.355	.000	-----	-----
The Period Before the Crisis	-.035	.073	-.044	-.483	.629	.283	.281
Crisis Sequence Period	-.117	.094	-.142	-1.240	.216	.328	.327
After the Crisis Period	.506	.089	.596	5.692	.000	.443	.443
R=.452	R <sup>2</sup> = .205	F=23.156	P=.000				

Crisis Management Skills: Predictive variable  
 Psychological resilience: Predicted variable

According to the results of the regression analysis, it can be observed that there is a positive and weak relationship between psychological resilience and the pre-crisis period ( $r=.28$ ), but the correlation between the two variables is calculated as  $r=.28$  when other variables are taken into account. There is a positive and moderate relationship between psychological resilience and crisis period ( $r=.32$ ); however, when other variables are taken into account, the correlation between the two variables is calculated as  $r=.32$ . It is seen that there is a positive and moderate relationship between psychological resilience and the post-crisis period ( $r=.44$ ), but the correlation between the two variables is calculated as  $r=.44$  when other variables are taken into account. According to the results of the analysis, the psychological endurance dimension variable can be seen to be a positive fatigue of crisis management skills ( $p<.001$ ). There is a .205 level of common ground between psychological resilience and crisis management skills. This can be explained by the psychological resilience dimension of 20.5% of the total variance for crisis management skills.

**Table 10.** The Power of Crisis Management Skills to Procedure the Dimension of Optimism

Variable	B	Standart Error B	B	t	p	Binary r	Partial r
Still	2.788	.191	-----	14.637	.000	-----	-----
The Period Before the Crisis	-.066	.083	-.074	-.792	.429	.234	.243
Crisis Sequence Period	-.028	.108	-.031	-.261	.794	.293	.303
After the Crisis Period	.420	.101	.452	4.155	.000	.371	.380
R=.375	R <sup>2</sup> = .141	F=14.765	P=.000				

Crisis Management Skills: Predictive variable  
 Optimism: Predicted variable



According to the results of the regression analysis, it can be observed that there is a positive and weak relationship between optimism and the pre-crisis period ( $r=.23$ ), but the correlation between the two variables is calculated as  $r=.24$  when other variables are taken into account. It is seen that there is a positive and weak relationship between optimism and crisis period ( $r=.29$ ) but the correlation between the two variables is calculated as  $r=.30$  when other variables are taken into account. It is seen that there is a positive and moderate relationship between optimism and the post-crisis period ( $r=.37$ ), but the correlation between the two variables is calculated as  $r=.38$  when other variables are taken into account. According to the results of the analysis, the optimism dimension variable can be seen to be a positive fatigue of crisis management skills ( $p<.001$ ). There is a .141 level of common ground between optimism and crisis management skills. This can be explained by the optimism dimension of 14.1% of the total variance on crisis management skills.

### Conclusion and Recommendations

The crisis management skills of administrators working in public schools are at an intermediate level. ( $\bar{x}=3.20$  for the pre-crisis period,  $\bar{x}=3.22$  for the crisis period,  $\bar{x}=3.59$  for the post-crisis period). Based on the results of the analysis, it can be said that the crisis management skills of school principals are at the highest level in the post-crisis period, and the lowest level is in the pre-crisis period. According to the findings, the crisis management level of school principals working in public schools is at the highest level in the post-crisis period, and at the lowest level in the pre-crisis period. According to the results of the analysis, the lowest level of crisis management skills of school principals in the pre-crisis period is  $\bar{x}=3.10$  and "Crisis scenarios are created before a crisis occurs". item is out. The highest level is  $\bar{x}=3.28$ , "It can detect crisis signals from different sources before the crisis occurs". item is out. According to the crisis period levels, the lowest level is "Preparing an emergency action plan to be implemented in the crisis period" with  $\bar{x}=3.12$ . item is out. The highest level  $\bar{x}=3.38$  "It organizes trainings on crisis management that will cover all employees". item is out. In the post-crisis period, the lowest level is  $\bar{x}=3.32$ , "It sets new targets after the crisis". item is out. The highest is with  $\bar{x}=3.48$ , "It enables employees to participate in the decision-making process". item is out.

In their research, Karakuş and İnandı (2018) determined that the crisis management skills of school principals were at the level of "mostly" during the crisis before and after the crisis, and at the level of "sometimes" during the crisis.

In his research, Gezer (2020) determined that the crisis-solving skills of school principals in the pre-crisis period and during the crisis are at the level of "sometimes" and "most of the time" after the crisis.

In the research of Zeyad (2020), attention should be paid to educating decision makers in the decision-making process in times of crisis and increasing their awareness of the factors affecting the crisis decision-making process.

In their study, Özarslan and Diker (2020) determined that there were significant differences between the sub-dimensions of the crisis period and the post-crisis period and the genders of the participants. They stated that as the education level of the participants increases, their interest and awareness can be increased against the crisis situations that arise in the institution they work for. As a result of the study, they determined that the crisis management skills of the institution are at a medium level.

In addition to these studies, it was investigated whether the variables of "gender, marital status, age group, education level, branch, working year in the profession, working year at the school they work in and the type of school they work in" have an effect on the crisis management skill levels of school principals. The results of the research reveal that there is no significant difference between the crisis management skills of school principals (pre-crisis period, crisis period, post-crisis period) and teachers' gender, working years at school and branch variables, according to teachers' perceptions, while there are significant differences between marital status and educational status. are available. Considering the variable of teachers' working years in the profession, it was determined that there were significant differences in the period before and after the crisis, but there was no significant



difference during the crisis period. Considering the variable of the type of school the teachers work in, it was determined that while there were significant differences in the period before the crisis, the differences were not at a significant level in the crisis period and in the post-crisis period.

When the self-efficacy, hope, resilience and optimism levels of the participants in the research were evaluated; It was determined that the difference between the highest and lowest level averages was small and the average values of the dimensions were close to each other. In the study, it was determined that the highest psychological capital perceptions of teachers were determined in the dimensions of hope with an average of  $\bar{x}=3.96$  and in the dimensions of resilience with an average of  $\bar{x}=3.95$ , while the lowest average was determined in the sub-dimension of optimism with an average of  $\bar{x}=3.74$ . When similar studies on psychological capital are examined, in the results of Öztekin Bayır's (2018) doctoral thesis research, while teachers' hope and self-efficacy dimensions have the highest average; Optimism and resilience dimensions have lower averages. According to the perceptions of the teachers participating in the research, the average of the optimism dimension, which is a sub-dimension of the psychological capital scale, is lower than the average of the other dimensions. The negativities brought by the pandemic period and the negative thoughts of teachers about their future professions may have been effective in the low average of the optimism dimension. Environmental factors, teachers' financial concerns can be shown as other reasons for these. In such cases, what needs to be done may be to eliminate the reasons that reduce the optimism dimension of the teachers.

It can be said that the mean values of psychological capital sub-dimensions are slightly different from each other and in a positive direction. The psychological capital levels of the teachers participating in the research are high. According to the other results obtained from the research, it was determined that the difference between the variables of the teachers' branch, marital status, working year in the school they were in, age group was not significant. Significant differences were found between teachers' gender variable and self-efficacy and hope. It was determined that the difference between psychological resilience and optimism levels was not at a significant level. It has been determined that there are no significant differences between the variable of teachers' working years in the profession and self-efficacy and hope. Among the dimensions of resilience and optimism, those with 1 to 5 years of employment; It has been determined that there are significant differences between those who are 6 to 10 years old, 11 to 15 years old, and 16 years and older. While it was determined that there were no significant differences between the type of school variable where the teachers work and the dimensions of hope, resilience, and optimism; It has been determined that there is a significant difference with the self-efficacy dimension.

Yalçın (2019) determined in his research that teachers have a high level of positive psychological capital. No difference was found in the sub-dimensions of "self-efficacy, hope, resilience, optimism" according to the gender of the teachers.

In their study, Tösten and Özgan (2017) determined that variables such as teachers' age group, marital status, seniority, size of the school they work in, the type of faculty they graduated from, and satisfaction levels in salaries affect teachers' psychological capital levels. They also determined that teachers' perceptions of their positive psychological capital were at the maximum level.

Patnaik and Mishra (2017) examined the relationship between psychological capital and employee engagement in their research. In the results obtained, it was determined that psychological capital was positively related to employee engagement.

In the study, it is seen that the difference between teachers' perceptions of psychological capital level and school principals' perceptions of crisis management skills is significant. When the relationship between teachers' psychological capital and school principals' crisis management skills was examined, the following findings were reached. According to the results of the regression analysis, the relationship between self-efficacy and the pre-crisis period ( $r=.39$ ) is positive and moderate. The relationship between self-efficacy and the crisis period ( $r=.38$ ) is positive and moderate. The relationship between self-efficacy and the post-crisis period ( $r=.50$ ) is positive and moderate.





According to the results of the analysis, it can be said that the variable of self-efficacy dimension is a positive predictor of crisis management skills. Considering the results of the regression analysis, it was determined that there was a moderate positive relationship between hope and the pre-crisis period ( $r=.35$ ). It has been determined that there is a moderately positive relationship between hope and the crisis period ( $r=.34$ ), and a moderately positive relationship between hope and the post-crisis period ( $r=.47$ ). According to the results of the analysis, it can be said that the hope dimension variable is a positive predictor of crisis management skills. Considering the results of the regression analysis, it was found that there was a weak positive relationship between resilience and the pre-crisis period ( $r=.28$ ), and a moderately positive relationship between resilience and the crisis period ( $r=.32$ ). It has been determined that there is a moderately positive relationship between psychological resilience and the post-crisis period ( $r=.44$ ). According to the results of the analysis, it can be said that the resilience dimension variable is a positive predictor of crisis management skills. Considering the results of the regression analysis, a weak positive relationship between optimism and the pre-crisis period ( $r=.23$ ), a weak positive relationship between optimism and the crisis period ( $r=.29$ ), optimism and the post-crisis period. It has been determined that there is a moderate positive relationship between ( $r=.37$ ). According to the results of the analysis, it can be said that the optimism dimension variable is a positive predictor of crisis management skills.

### **Suggestions for researchers**

- An article can be written on the relationship between teachers' crisis management skills and their psychological capital.
- This research includes the central district of Çanakkale province. The study can be done all over Turkey.
- In this study, quantitative research method was used. In addition, the study can be supported by qualitative research methods such as observation and interview.
- The sample group determined in the study consists of teachers working in public schools. Comparisons can be made by including teachers working in private schools in the sample group.
- In the study, teachers' psychological capital levels were investigated. In addition, studies can be conducted to investigate the psychological capital levels of school administrators in the future.
- The number in the literature can be increased by conducting research on how school principals perform their crisis management skills.
- For each concept constituting the school organization, research on psychological capital levels can be done.
- Quantitative studies can also be conducted to more clearly reveal the relationship between each of the variables, which is the qualitative dimension of the research, and psychological capital.

### **Recommendations for practitioners**

- According to the results of the research, there is a positive and moderate relationship between crisis management skills and psychological capital. In order to increase this level, in-service training can be given to school administrators and teachers on crisis management skills and psychological capital by the Çanakkale Provincial Directorate of National Education.
- Each teacher can have their own study room by making practices that will increase the psychological capital of teachers.
- Teachers can be encouraged to participate in activities that will allow them to discover themselves.
- In addition to the programs for individual teachers, psychological capital development programs covering the school organization can be applied.
- School administrators can apply to resources of crisis management skills that will contribute to the development of teachers' psychological capital.
- Trainings can be organized by the school principal for the factors that hinder the development of teachers' psychological capital.



- Efforts can be made for the goals of teachers to receive postgraduate education and necessary facilities can be provided to teachers in this regard.
- Policies that will increase the personal rights of teachers and solve their economic problems can be developed.

### Limitations of the Research

- This research is limited to 274 teachers working in official primary and secondary schools in Çanakkale city center.
- The results of this research are limited to the measures of "Crisis Management Skills Scale", "Psychological Capital Scale", "Personal Information Form".

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I declare and confirm that we have acted in accordance with ethical rules throughout the entire research and that there is no conflict of interest between authors.

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## SOCIOECONOMIC PREDICTORS OF CYBERCRIME AMONG NIGERIAN YOUTHS IN IBADAN METROPOLIS

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### Abstract

The Nigerian society today is bedeviled by cybercrimes known in the local parlance as Yahoo Yahoo. Many people are losing their hard-earned fortune to this menace while the country is continually facing image damage in the comity of nations. It is necessary therefore to examine the causes of cybercrimes among Nigerian youths in order to proffer solutions. This study is an investigation into some socioeconomic predictors of cybercrimes among Nigerian youths in Ibadan Metropolis. Descriptive research design of survey type was adopted. Participants were one hundred and fifty youths within the age range of 18-35 selected through convenience sampling. Four hypotheses guided the study. Socioeconomic Predictors of Cybercrime Questionnaire (SOPOC-Q) designed and validated by the researcher was used to collect data for the study. Data collected were subjected to analysis using frequency count, percentage and analysis of variance (ANOVA). Results shows that internet [ $F_{(1,148)}=9.617$ ;  $p<.002$ ] is the most significant contributor to cybercrime followed by peer influence [ $F_{(1,148)}=1.768$ ;  $p<.186$ ] and unemployment [ $F_{(1,148)}=1.829$ ;  $p<.176$ ] were significant contributors to cybercrime among the participants while economic hardship [ $F_{(1,148)}=.66$ ;  $p<.79$ ] was not significant. Stringent measures to curtail the activities of internet fraudsters, early orientation of children on the need to avoid bad and wayward peers and the need for government and non-governmental organization to provide jobs for unemployed individuals were recommended.

**Keywords:** Cybercrime, Nigerian youths, socioeconomic predictors, yahoo-yahoo.

### INTRODUCTION

The Nigeria social and conventional media nowadays are awash with reports of cyber frauds. The rate of cyber fraud these days especially amongst the youths is so alarming. The cyber space has become insecure as a result, academic, financial, security institutions and even individuals have resorted to the use of passwords and security codes to secure their websites, portal and accounts. According to Alfakoro, Yushau, Ismaila and Ayodeji (2022) the social media aid the control of fraudulent practices and at the same time increases mechanisms for supporting governance. However, some Nigerian youths actively use the social media to practice one form of internet fraud or the cybercrime, otherwise known in the Nigerian parlance as *Yahoo Yahoo*. Bello (2017) noted that cybercrime is a fast growing crime that has continued unabated with the day-to-day involvement of many youths. These youths, according to Bello (2017), are obsessed with the get- rich-quick syndrome. These youths who are called *Yahoo* boys and girls are so desperate that they swindle others of their hard-earned income. They have resorted to using a blend of spiritual elements with internet surfing, in order to enhance victimisation rates on the web (Tade, 2018).

Socioeconomic factors are social and economic factors which may cause or influence cybercrime. Socio factors such as peer influence is likely to have influence on the decision of youths. This is because peer remains a very strong agent of socialization (Sennott & Mollborn, 2017). Peers form social groups and norms to which members are expected to conform. As noted by Jakaykody (2018), majority of adolescents engage in certain activities due to the need for acceptance, curiosity, and peer pressure. Many youths are

doing what their friends are doing, while those not yet doing such, as seriously yearning to be like their peers. Adebayo and Asebiomo (2019) observed that peer pressure contribute to decision-making, action and inaction of youngsters. In Bogani's (2017) view, some youths, especially adolescents do not have access to accurate information, and consequently, resort to friends and family relatives. Several other pieces of research have consistently revealed that peers are a prevailing source of control for adolescents (Sylvia, Frank, Omotosho, & Hagan, 2021).

Unemployment is another societal problem that could be responsible for criminal activities and vices. The study by Igbinedion and Ebomoyi (2017) revealed that inflation and unemployment positively impacted the crime rate, while Adekoya and Razak (2018) showed a negative relationship between the misery index such as unemployment and property crime. Nigeria is faced with the challenges of unemployment among youths – many youths who have graduated from higher institutions of learning are not able to get jobs that can earn them good livelihood. This has led to upsurge in crimes and criminal activities (Adekoya & Razak, 2018). Poor economy which is characterized by economic hardship such as inflation and lack of purchasing power often make lives unbearable. People may take to crime such as stealing and cyber fraud in order to earn living for survival.

Going by the remark of Glickman (2005), the incidence of cybercrime has led to global painting of Nigeria as a major corner stone of cyber fraud among the comity of nations. This is in spite of government efforts at curbing this evil trend in the society, the perpetrators have continued to up their game and remain continually elusive. This is one explanation why cybercrime has become an integral transnational threat since considering that the perpetrators have increasingly developed more boldness and hidden under complex online activities.

### **Statement of the Problem**

The greedy desire to get rich quick in the face of gross unemployment has pushed the youths into cybercrime and ritual killings. Certainly cyber fraud has become major menaces among Nigerian youths, and continue to affect the image of Nigeria negatively. The incidence of cybercrime which is now reported almost daily in Nigeria has done so much damage to the reputation of Nigeria in the comity of nations. The rate of ritual killing has almost become daily occurrence and calls for serious attention. These two notorious activities must be put under the lens in order to curb further occurrence. In view of these, the researcher is motivated to study the socioeconomic predictors of cybercrime among Nigerian youths in Ibadan Metropolis. This ugly development is capable of scaring investors away from the country. Besides, individuals and institutions are counting their losses due to cybercrime and money ritual on daily basis. The desire to get rich at all cost seems to have become the heartbeat of many youths nowadays. Youths who become rich at tender age via this evil means can become bad influence on other law-abiding youths if these menaces are not curtailed. There is therefore the need to understand the causes of this crimes

### **Purpose of the Study**

The main purpose of this study is to investigate the socioeconomic predictors of cybercrime in Ibadan Metropolis, Nigeria. Other objectives of the study are;

- i. to find out the effect of economic hardship on cybercrime in Ibadan Metropolis.
- ii. to examine the effect of unemployment on cybercrime in Ibadan Metropolis.
- iii. to investigate the effect of peer influence on cybercrime in Ibadan Metropolis.
- iv. to ascertain the effect of the internet on cybercrime in Ibadan Metropolis

### **Hypotheses**

The following hypotheses will be tested:

- i. There will be no significant effect of economic hardship on cybercrime among youths in Ibadan Metropolis.



- ii. There will be no significant effect of unemployment on cybercrime among youths in Ibadan Metropolis.
- iii. There will be no significant effect of peer influence on cybercrime among youths in Ibadan Metropolis
- iv. There will be no significant effect of the internet on cybercrime among youths in Ibadan Metropolis

## METHOD

The study adopted descriptive survey research design. All youths residing within Ibadan Metropolis were the population.

### Sampling Technique

The participants for the study were 150 youths between the ages of 18-35 who are residing in Ibadan Metropolis were randomly selected via convenience sampling techniques.

### Data collection tools

Instruments used to collect data is Socioeconomic Predictors of Cybercrime Questionnaire (SOPOC-Q) designed and validated by the investigator. The instrument has two sections: Section A is the biodata of the respondents and Section B is the question items on the subject of study, to which each participant is expected to respond. This section uses four likert- scale (*Strongly Agreed, Agree, Disagree* and *Strongly Disagree*). Data collected was analysed using descriptive statistics such as frequency count, percentage and analysis of variance (ANOVA).

### Validity and Reliability

The reliability testing and consistency of the instruments tagged Socioeconomic Predictors of Cybercrime Questionnaire (SOPOC-Q) was done using Cronbach Alpha. The reliability coefficient was set at = .74. The instrument, was subjected to face validity by expert in the Department of Special Education and Educational Psychology to establish its suitability, clarity and content validity. Their suggestions and criticisms were incorporated into the final draft.

### Analysis of the data

In the analysis of the results, the ANOVA was applied to variables displaying a normal distribution. The statistical significance level of the results was agreed as  $p < .05$ . By switching to the 25<sup>th</sup> edition of the statistical application called SPSS, the collected data was prepared for review (Statistical Package for the Social Sciences).

## RESULTS

Findings regarding the participants' socio-demographic data.

**Table 1.** Participants' socio-demographic data

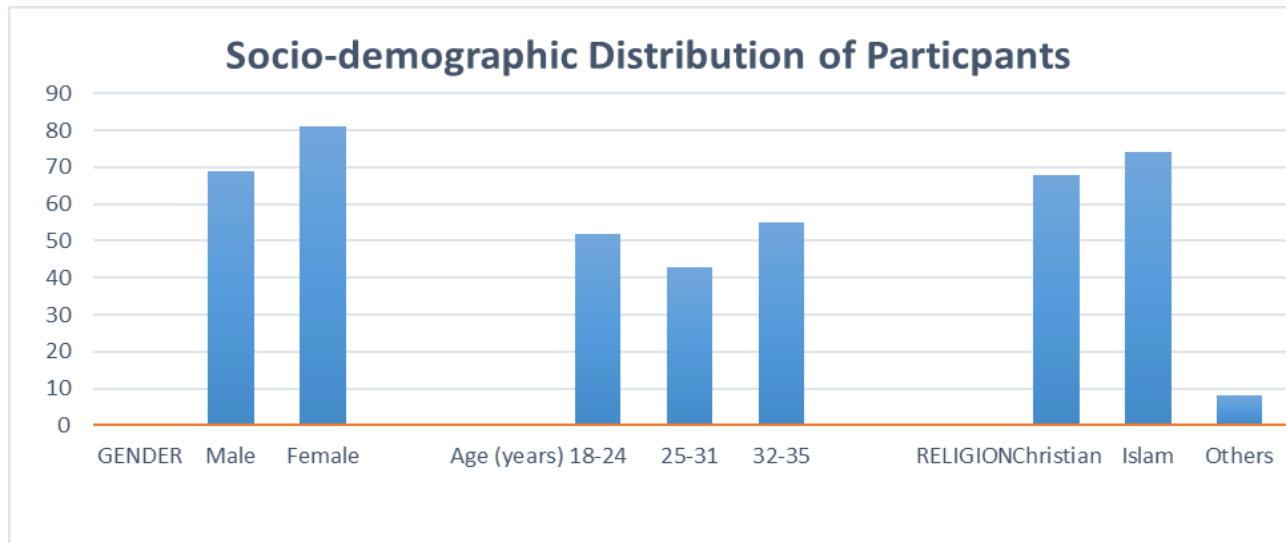
Sub-variable	n	%
Male	69	46
Female	81	54
Total	150	100
18-24 years	52	34.7
25-31 years	43	28.7
32-35 years	55	36.6
Total	150	100



**Table 1** (Continued). Participants’ socio-demographic data

Sub-variable	n	%
Christianity	68	45.4
Islam	74	49.3
Others	8	5.3
Total	150	100

Source: Field Survey (2022)



**Figure 1.** Socio-demographic distribution of participants

Table 1 above and the bar chart show the socio-demographic data of the participants. It shows that the participants were male and female youths within the age range of 18-35 years who are mostly Muslims and Christians.

The Table 2 depicts the statistical analysis of the data collected on the field. The analysis of Variance (ANOVA) was used to determine the contribution of peer influence to cybercrimes. Find below the model summary of the analysis.

**Table 2.** Analysis of variance (ANOVA) of contribution of peer influence to cybercrimes

MODEL SUMMARY					
Model	R	R-Square	Adjusted R-Square	Std Error of the Estimate	
1	.109	.012	.005	12.849	

ANOVA					
Source of variation	Sum of Squares	Df	Mean Square	F	Sig.
Regression	291.885	1	291.885	1.768	.186 <sup>b</sup>
Residual	24434.275	148	165.095		
Total	4726.160	149			

a. Dependent variable: Cybercrime

b. Predictor: (Constant) Peer Influence

\*Significant at .186

Table 2 above which has two parts which shows the model summary and ANOVA. The model summary reveals an R-square (the coefficient of determination) of 0.012. This means the proportion of variance of the dependent variable (cybercrimes) account for 1.2% of the difference in the independent variable (peer influence). The Table 2 further shows the analysis of variance of peer influence on cybercrimes. It shows

that F-ratio (1.768) is greater than the level of significance (.186) i.e. [ $F_{(1,148)}=1.768$ ;  $p<.186$ ]. Therefore, the null hypotheses is rejected. Peer influence therefore contributed to cybercrime in the study area.

Peers influence contribute in forming and consolidating organized social groups with unwritten norms that members are bound to obey. The need for acceptance, curiosity by peer puts pressure on many youths to tow the line of their friends while those not yet involved yearn for it. (Adebayo and Asebiomo 2019); Sylvia, Frank, Omotosho, & Hagan, 2021).

**Table 3.** Analysis of variance (ANOVA) of contribution of internet to cybercrimes

MODEL SUMMARY					
Model	R	R-Square	Adjusted R-Square	Std Error of the Estimate	
1	.247 <sup>a</sup>	.061	.055	12.525	
ANOVA					
Source Of variation	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1508.621	1	1508.621	9.617	.002 <sup>b</sup>
Residual	23217.539	148	156.875		
Total	24726.160	149			

a. Dependent variable: Cybercrime

b. Predictor: (Constant) Internet

\*Significant at .002

Table 3 above has two parts which show the model summary and ANOVA. The model summary reveals an R-square (i.e. the coefficient of determination) of .061. This means the proportion of variance of the dependent variable (cybercrime) account for 6.1% of the difference in the independent variable (internet). The table further shows the analysis of variance of peer influence on cybercrimes. It shows that F-ratio (19.617) is greater than the level of significance (.002) i.e. [ $F_{(1,148)}=19.617$ ;  $p<.002$ ]. Therefore, the null hypotheses is rejected. Internet therefore contributed to cybercrimes in the study area.

In spite of governmental efforts at curbing cybercrime, there has been a repetitive outcry of being swindled. The perpetrators unfortunately, are increasingly developing more boldness as they are constantly perfecting their elusive ability.

**Table 4.** Analysis of variance (ANOVA) of contribution of unemployment to cybercrimes

MODEL SUMMARY					
Model	R	R-Square	Adjusted R-Square	Std Error of the Estimate	
1	.110 <sup>a</sup>	.012	.006	12.846	
ANOVA					
Source Of variation	Sum of Squares	Df	Mean Square	F	Sig.
Regression	301.830	1	301.830	1.829	.178 <sup>b</sup>
Residual	24424.330	148	165.029		
Total	24726.160	149			

a. Dependent variable: Cybercrime

b. Predictor: (Constant) Unemployment

\*Significant at .178

Table 3 above has two parts which show the model summary and ANOVA. The model summary reveals an R-square (the coefficient of determination) of .021. This means the proportion of variance of the dependent variable (cybercrime) account for 2.1% of the difference in the independent variable (Unemployment). The table further shows the analysis of variance of peer influence on cybercrimes. It shows that F-ratio (1.829) is greater than the level of significance (.178) i.e. [ $F_{(1,148)}=1.829$ ;  $p<.002$ ].





Therefore, the null hypotheses is rejected. Therefore, unemployment contributed to cybercrimes in the study area.

Unemployment has proved to be hydra headed societal problem that feeds criminal activities and vices. Adekoya and Razak (2018) in his findings highlights the relationship between unemployment and upsurge in crimes and criminal activities.

**Table 5.** Analysis of variance (ANOVA) of contribution of economic hardship to cybercrimes

MODEL SUMMARY					
Model	R	R-Square	Adjusted R-Square	Std Error of the Estimate	
1	.021 <sup>a</sup>	.000	-.006	12.923	
ANOVA					
Source Of variation	Sum of Squares	Df	Mean Square	F	Sig.
Regression	11.104	1	11.104	.066	.797 <sup>b</sup>
Residual	24715.056	148	166.994		
Total	24726.160	149			

a. Dependent variable: Cybercrime

b. Predictor: (Constant) Economic Hardship

\*Significant at .797

Table 5 above has two parts which show the model summary and ANOVA. The model summary reveals an R-square (i.e. the coefficient of determination) of .000. This means the there was no variance between the dependent variable (cybercrime) and the independent variable (Economic hardship). The table further shows the analysis of variance of economic hardship on cybercrimes. It shows that F-ratio (0.066) is less than the level of significance (.797) i.e.  $[F_{(1,148)}=.066; p<.797]$ . Therefore, the null hypotheses is accepted. Therefore, economic hardship did not contribute to cybercrimes in the study area.

Economic hardship may force youths into cyber fraud for survival. Bello (2017), concluded that obsession over get- rich-quick syndrome pushes these youths (*Yahoo* boys and girls) to a point of desperacy that they see swindling others a way out in order to survive.

## DISCUSSION, CONCLUSION and SUGGESTIONS

The researcher investigated the effects of socioeconomic factors on cybercrimes in Ibadan, Oyo State. It was found that peer pressure contributed to cybercrime in the study area. This finding is consistence with the finding of Osuntuyi, Ireymi and Aluko (2021) as well as Esiri (2016) who reported that youths who engage in cybercrimes are often influence by their peers. Behaviour that does not conform to the cultural norms or laws of a given society at a particular time and is oftentimes negatively sanctioned, is referred to as criminal. This criminal behaviour, Esiri (2016) stated is sometimes influenced by peer pressure because of lack of proper parental care or upbringing.

The internet was also found to be a significant contributor to cybercrime in the study area. This finding is consistent with Oloworekende (2019) who reported that e various social media platforms have also help in sustaining the practice of cyber fraud as most of online personalities also known as online influencer’s are in one way or the other linked to the lifestyle of fraud. Flaunting their ill-gotten wealth over the various social media platforms and reiterating the notion of hard work which is mostly referred to as fraud or scamming is used to mount pressure on most youth massively to engage in all forms of cyber fraud so as to attain financial success in the face of economic hardship. Moreover, Ibrahim (2016) remarked that access to the internet allows youths to hack into other people’s account, disguise, and dupe unsuspecting people, perpetrate and perpetuate internet fraud,



Unemployment was also found to be a significant contributor of cybercrime in the study area. This aligns with the findings of Osuntuyi, Ireymi and Aluko (2021) who reported that inability to get a means of livelihood contribute to cybercrime. According to Ibrahim (2019), evidence has shown that people perpetrate a significant proportion of these general crimes in their youthful age mostly because they have no job. Given the fact that higher institutions in the country continue to churn out graduates with no corresponding means of employment whatsoever, the number of unemployed individuals has continued to go higher with over 20 million unemployed persons in the country (National Bureau of Statistics [NBS], 2020; Kazeem, 2020). Since the rate at which jobs are provided does not commensurate the number of labour force in the country individuals whose quest is to make a living at all cost end up in illicit activities when there are no meaningful avenues of making a living or improving their livelihood (Kazeem, 2020).

Lastly, it was found that economic hardship does not contribute to cybercrime in the study area. This finding however negate that of Lawanson and Afolabi (2020) who reported that factors responsible socio-economic situation such as economic hardship coupled with massive unemployment and educational mismatch between youths seeking employment and the labour market requirements. Economic hardship being faced by an average citizen which has exerted pressure on the way of life is a direct cause of cybercrimes such as internet frauds, *Yahoo Yahoo*, and banking fraud that is now common among youths (Amin, 2019).

## Conclusion

Peer influence, the internet and unemployment are contributors to cybercrimes in the study area. Economic hardship does not have effect on cybercrime in the study area.

## Suggestions

Based on the findings in the study, the following recommendations are necessary:

- i. There should be more stringent internet measures aimed at curtaining the activities of cyber fraudsters. Parents should warn and caution their children early on the need to avoid abuse and misuse of the internet.
- ii. Government and private organization should intensify efforts to provide jobs for the teeming unemployed youths in Nigeria. This will reduce the incidence of internet frauds among youths.
- iii. Individuals should be adequately oriented on the negative effect of peers. This can be done through the concerted efforts of parents, schools, religious organization and non-governmental organisations (NGOs).

## Ethics

As the author of this study, I declare that I collected data in accordance with ethical rules during the research process and acted in accordance with all ethical rules

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## NATURALISTIC OBSERVATION WITHIN ACTION RESEARCH: PLAUSIBILITY

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### Abstract

Naturalistic Observation and Action Research share common qualitative rudiments. This is not inflammatory nor controversial as each means of inquiry requires careful planning, application, and review to realize worthwhile personal and professional outcomes. Both research modes are largely subjective non-experimental efforts that complement other types of research and supply perspective and next steps that generate theory while verifying data. Differences are overt and so are similarities that need be illuminated to support both research and researchers who may need to disentangle each. To aid in this exercise of clarity, exemplars are included that illustrate possibilities within tertiary contexts.

**Keywords:** Action research, naturalistic observation, qualitative.

### INTRODUCTION

Naturalistic Observation (NO) is a popular and mature mode of research utilized by seminal researchers such as Darwin, Pavlov, and Piaget. Early researchers embraced the opportunity to observe and describe what they observed via investigations. Outcomes included detailed records that captured perspective and behavior in a strategic and systematic manner (Ryan, 2020). The documented observations unfolded in the natural world and did not require, nor allowed for manipulation or control of what was observed within contexts (Bradley, 2021).

NO continues to this day as symbol of quality scientific examination that appears in empirical, qualitative, and mixed methods research. NO is direct observation by the researcher and does not require other sources of data to be valid (ecological validity) as NO is a slice of reality documented in a natural and authentic manner (Creswell & Guetterman, 2019). NO in research herein is covert and a means to observe, document and reflect upon data collected recursively. NO can be completed over a period of hours, days, weeks, or years which produces valid, copious, and rich descriptions of qualitative observations.

Piaget, a researcher of psychology believed observational research was a type of “correlational (i.e., non-experimental) research in which a researcher observes ongoing behavior.... It is a social research technique that involves the direct observation of phenomena in their natural setting” (Atlas.ti, 2018, p. 1). Bradley (2021) also claimed NO “differs from an experimental approach in that it looks to observe people in their natural environment to test or verify previous research” (p.5). An example would be the recent project completed by Mastin and Vogt (2016) who observed Mozambican infant engagement and early vocabulary development in a naturalistic manner.

NO in this review is a nonparticipant observational mode in which no intervention by a researcher is required nor planned. NO herein is the study, often of behaviors occurring naturally with no attempt to manipulate variables. NO studies of this type “require appropriate study designs, reproducible protocols,



... and adequate resources to yield valid and generalizable results” (Creswell & Guetterman, 2019, p.35). For example, in “ethological theory, a branch of behaviorism, places the strongest emphasis on naturalistic observation, biological in origin. Ethology stresses that behavior is strongly influenced by biology, which is tied to evolution and is characterized by critical or sensitive periods (Santrock et al., 2015, p. 41). While certain modes of research incorporate NO, in doing so creates tension between the research modes, in this case ethology and NO, since many believe NO is unique and not purely quantitative nor qualitative (Creswell, 2015; Lincoln & Guba, 1985), and certainly not experimental since NO requires observation in a natural setting avoiding any contact (covert) with what is observed (Bradley, 2021).

NO observational data can be graphed, imaged, sifted, sorted, and labelled via codes and numbered observations (Coplan et al., 2015). Covert NO is distinctive as it does not require ethics approval and is granted exception when it does not involve any “intervention staged by the researcher, or direct interaction with the individuals or groups; individuals or groups targeted for observation have no reasonable expectation of privacy; and any dissemination of research results does not allow identification of specific individuals” (Government of Canada, 2022, p.1). This mode of inquiry, natural, without direct “interaction with people; does not include collecting personal information that will be disseminated with visual materials; and ... there is no reasonable expectation of privacy among those being observed” (Government of Canada, 2017a, p.1). Therefore, NO is restricted to public places where people may expect to be seen and observed.

Naturalistic observations can be “used to identify the heuristics people apply as they work on real-world problems, primarily complex problems in which performance unfolds over a long period of time. Investigator observations represent one of the more frequently used observational techniques” (Mumford & Leritz, 2005, p.322). Piaget (1952) employed NO to explore instruction and constructivism to confirm and link perceptions with observations (Chen & Wang, 2021; Marcella & Howes, 2015). NO allows the researcher to observe human behavior intuitively (Goffman, 1959), with subjects unaware of the NO (covert) (Eby 2011; Lincoln & Guba, 1985).

As with any research mode there are limitations and sources of error (Creswell & Guetterman, 2019). For example, NO can include observer bias as multiple conclusions may be realized from observational data (Bradley, 2021, p.5). The inability of the observer who cannot control variables that may affect behaviour leaves the investigator in a deductive stance when revisiting NO data. Also, NO can only be in public places since researchers must respect privacy and only observe where people expect to be observed with a public place; for instance, Grady et al. (2012) used NO during preschool drop-off which unfolded in a public place.

Arthur-Banning et al. (2009) observed sport behavior and realized that positive behaviours increased positive actions in others hence they claimed there was a relationship between the sportsmanship behaviors of adults as spectators and athletes in youth basketball games. It could be however that both adults and youth knew they were being observed which may have changed the behaviour. Reactivity concerns can lead to efforts to conceal the activity of the observer and/or habituation where the observer is so frequently on-site and well known that the observed are unaffected by the observed presence. For example, a researcher at a public beach may not interact with anyone yet is able to observe all. As noted in figure one the observer must be covert and not intervene, manipulate, or participate and only observe in public places while keeping data anonymous.



**Figure 1.** NO elements (Image developed by author provides rudiments required for covert NO).

NO is somewhat popular today as Chen & Wang (2021) enacted NO to observe social appearance anxiety among high school students and Ryan (2020) used NO to observe COVID 19 related behaviours. Coplan et al. (2015) observed schoolyard social participation and DiMercurio et al. (2018) observed infants and self-touch to generate theory. In each case the researchers sought to observe in a natural setting, avoiding any interference within the research contexts. Other NO researchers such as Vlachou et al. (2014) witnessed bullying among children and Amato (1989) studied caretakers of children. Clearly using covert NO the researcher must observe certain protocols, criteria, and conditions to ensure there is no contact, anonymity and ethical conditions are met (Eby, 2011).

### **1.0 NO within Action Research**

NO and AR share common points in that neither is generalizable (Ryan, 2021), as each mode centres upon a planned and strategic singular and unique identified area of concern (Ward & Millar, 2019). AR and NO are a means used to observe, sense, and decode naturally occurring reality that yields observations and tacit knowledge which is made visible via documentation of what is perceived (Dahlberg 2012; Fyfe, 2012). AR and NO are an authentic means to open a window into experience as observations may trigger memories. In addition, AR is “concerned with developing practical knowing in the pursuit of worthwhile human purposes” (Reason & Bradbury, 2008, p. 4) whereas NO is enacted to capture everyday life to learn and explore what is observed in detail within a natural setting.

AR is habitually an iterative procedure of planned action, reflection (Zuber-Skerritt, 2018) and revision that occurs over time (Ryan, 2018). NO can also be planned action requiring reflection upon what is observed, and re-examinations are enduring as collected data provides an understanding of context (evidence) (Creswell & Guetterman, 2019). AR is purposeful, requiring multiple steps (phases) that are recursive which help to process what is experienced (Ryan, 2018) just as NO can be used to better understand our natural world via repeated valid observation, reflection, and documentation.

Both NO and A.R. help the researcher to take what seems complex and distills actions into less difficult aspects that may lead to both theory and practical clarifications (Reason & Bradbury, 2008). A.R. is



malleable and inclusive, frequently complementing current educational settings within distinct acts, reflection, and revisionary steps. Ultimately, AR helps to “addresses a specific, practical issue and seeks to obtain solutions to a problem” (Creswell, 2012, p.577), whereas NO can be used to naturally gather evidence non-experimentally to verify theory while confirming findings of past or present.

Kemmis (2009) believes AR is a “critical and self-critical process aimed at animating these transformations through individual and collective self-transformation: transformation of our practices, transformation of the way we understand our practices, and transformation of the conditions that enable and constrain our practice” (p.463). NO can be used to learn about self by looking at others and comparing the NO data to our own daily regime and enduring beliefs (values). NO can be a means to translate the world around us in an authentic and natural manner. For example, Ryan’s (2020) NO of COVID 19 related behaviours may impact the researcher in a personal and transformative manner. As humans’ complete investigations there is a reaction to the research as the experiences of researchers are self-impactful and reflexive (Ryan, 2005).

## 2.0 Action Research

McNiff (2002) suggests,

action researchers enquire into their own. Action research is an enquiry conducted by the self into the self. You, a practitioner, think about your own life and work, and this involves you asking yourself why you do the things that you do, and why you are the way that you are. When you produce your research report, it shows how you have carried out a systematic investigation into your own behaviour, and the reasons for that behaviour (p.5).

By looking into self and personal experience via reflection there may be no contact with others as the actions are happening within and it is only when the information is written down does the research take a physical form. Documenting self, there is transformation as the cognitive becomes visible and the information can be shared physically, revisited and these actions play a role in transforming self, understanding and perhaps even values (enduring beliefs).



Figure 2. AR phase/cycle/step (Image developed by author provides components required for AR).

“This action research cycle can now turn into new action research cycles, as new areas of investigation emerge. It is possible to imagine a series of cycles to show the processes of developing practice” (McNiff, 2002, p.10). Therefore, AR can be multiphase and used to move forward while solving problems, locating solutions, and facilitating the processing of experience. These outcomes appear to be transformative as new information allows the researcher to take new stances, act differently and even influence what is thought and stated. AR is deliberate, systematic, and grounded commitment. The research is grounded in “the ontological ‘I’ of the researcher, and uses a living logic; that is, researchers organize their thinking in terms of what they are experiencing at the moment” (McNiff & Whitehead, 2006, p.42). An Action Researcher can do this individually, without contact of others and without intervention in some AR efforts (Ryan, 2005), as the research landscape is examined to better understand the sense of place.

### **3.0 NO and AR: Divergence**

Both AR and NO include reflective cognitive efforts, actions and planning inquiry aimed at refining and cultivating understanding. Neither AR nor NO is limited to one discipline however each mode is subjective and therefore has inherent limitations. Admittedly some of the actions in AR are interventions that can be applied immediately as AR spirals during the steps (phases) of AR and it is this intervention that sets AR apart from NO. NO can eventually lead to change however, only after the study is made public and readers make the changes, or the researcher implements change following the NO study. This is so because NO must not involve any “intervention staged by the researcher” (Government of Canada, 2022, p.1). This is required for NO to remain free of required ethics approval in Canada. If a NO study is granted ethics approval, then the NO study may plan to intervene, yet it becomes something augmented away from the covert NO mode explained herein.

NO excludes “direct interaction with the individuals or groups” (Government of Canada, 2022, p.1) whereas AR regularly is participatory involving direct interaction with individuals and often groups in education (Ryan, 2021). NO and sometimes AR unfold in public where “individuals or groups targeted for observation have no reasonable expectation of privacy” (Government of Canada, 2022, p.1). AR often is undertaken by educators in public schools with permissions and ethics approval however, in covert NO the researcher can, and must observe without direct contact, for example, students at recess, on field trips, track meets, external school competitions or anywhere that is truly public, and the covert observer can be at a distance without contact or intervention.

Upon the collection of data via NO and AR any “dissemination of research results does not allow identification of specific individuals” (Government of Canada, 2022, p.1). In both modes anonymity is preserved, yet in AR where the goal is improved understanding via revisions McNiff (2002) recommends:

when you produce your research report, it shows how you have carried out a systematic investigation into your own behaviour, and the reasons for that behaviour. The report shows the process you have gone through in order to achieve a better understanding of yourself, so that you can continue developing yourself and your work (p.5).

Conversely, in NO the researcher is observing others in public places to compare, contrast, theorize, verify certain aspects of human behaviour in the natural world (Mehu & Dunbar, 2008). NO can be completed individually or with multiple observers just as AR can be a solo effort or facilitated group project. Both modes of inquiry seem unending and natural yet in the planning phases, start and end points are detailed as well as strategic actions to lead to successful outcomes.

Both AR and NO are unreliable since replication is somewhat impossible as the observed situations are unique experienced contexts that cannot be repeated or revisited naturally. Creswell and Guetterman (2019) caution; human observation is infused with bias and error as observers are distracted internally and externally from time-to-time, and reflective accounts may be inaccurate compared to a video record that is





less likely to miss details within contexts. Still NO and AR may be the best suited modes of observation given the situation under investigation and each mode helps to realize new problems as observation and careful reconsideration of observations is both enlightening and useful. Both modes of inquiry generate large amounts of data that can be strategically and systematically examined recursively.

#### 4.0 NO Exemplar

What follows is a NO exemplar that was an assignment within a tertiary level course. Students were paired and instructed to carry out a NO on a topic related to the Health and Physical Education course.

##### Naturalistic Observation

*1. What research question(s) were you trying to answer via observation and why was this question important to you?*

The following research questions directed our focus for this naturalistic observation. What beverage choices do students make for lunch? Are people more likely to have a sugar-sweetened beverage (SSB) compared to water?

These questions are important because there is currently an obesity epidemic occurring in North America. Hu's (2013) research has found that a long-term intake of sugar-sweetened beverages (SSB) can lead to obesity and risk of type-two diabetes. Although this study observes beverage choices of adults, the obesity epidemic is affecting children and youth as well. Many countries are banning SSB from schools and community centres in hope to reduce obesity in children.

*2. What was your research hypothesis? What was the reason underlying your hypothesis?*

Will individuals choose to purchase and consume a sugar-sweetened beverage over water? Our hypothesis is that more individuals will choose to purchase and consume a sugar-sweetened beverage than water. We came to this hypothesis by considering our background research which concludes that the obesity epidemic facing our society may be at least partly attributed to accessibility, quantity (size of the sugar-sweetened beverage) and the frequency individuals ingest these SSBs. One other factor we considered while coming to our hypothesis was the fact that we were in a cafeteria where there were many options of sugar sweetened beverages. We accounted for approximately 26 different options. The cost of the SSB was comparable to the cost of a bottle of water.

*3. What was the operational definition of the naturally occurring IV in your project? What operational definition did you use for the DV in your project?*

The independent variable (IV) in our study is the beverage choices that are available for purchase in the cafeteria. The options that were observed included pop, juice, iced cappuccinos, energy drinks and water. We did not account for hot beverages including tea, or coffee. The dependent variable (DV) in our study was the choice of beverage each person decided to have for lunch. Therefore, the choice of beverage (DV) that each person made depended on the options available (IV).

*4. How did you avoid intervening in the situation you were observing to avoid reactivity?*

To avoid intervening in the situation we were observing we did not interact with any of the people in the cafeteria. Instead, we walked about the room taking notes and used visual observations. The people that we were observing had no knowledge that we were recording their beverage choices and therefore accurate data was able to be collected.

*5. What specific procedures did you use for time sampling, situation sampling, and participant sampling?*

We did our naturalistic observation during the lunch our purposefully so that we could observe the most amount of people at one time. The time between 12:30-1:30 pm is when the cafeteria is the busiest with both students and staff. We also chose to sample in the cafeteria rather than other areas of the school to observe the most amount of people for the purpose of our study. Although a similar number of people



attend the cafeteria each day during the lunch hour what we observed may have had a different result if we were to observe at the beginning of the school year. At the time that we did our observational sample it was close to exams and a time where many final assignments are due. This may cause more people to buy SSB's rather than bring their own healthier beverage.

*6. Describe the conclusions you would draw based on the results of your study.*

Through our observation and data analysis we confirmed our hypothesis: more individuals choose SSB over water when purchasing a beverage. 68/100 observed individuals chose a SSB such as pop, juice, or an iced cappuccino. That is 68% of students choose SSB as opposed to water. Leaving 32/100 individuals (32%) choosing to purchase water over an SSB. Through background research and our own research study we have concluded that the purchase and consumption of SSB is high.

*7. Identify at least 2 weaknesses (limitations) of your study. Describe what type of follow-up study would be needed to better support your hypothesis.*

One limitation of our study would be that we were accounting for beverages that were purchased. We did not include people in the study who were drinking their own beverages brought from outside the cafeteria. This limits our study as more people may have had reusable water bottles in which they fill throughout the day. These people were not observed nor included in this study. Additionally, this study was conducted in a cafeteria which means this information may not be accurate of the everyday choices an individual may make. By no means is this study conclusive of individuals everyday choices. For example, an individual may drink water at home and only have a SSB one a week and we perhaps have observed this individual on a day where they were not in routine behaviour. To confirm this according to the National Health and Nutrition Survey state that more individuals consume SSB outside the home than in.

A follow up study that would perhaps lead to better results would be a follow up by researchers in which individuals are asked to participate in a short survey. After researchers observe their beverage choice individuals may be offered a survey where they respond to a variety of questions regarding their daily beverage choices. This would be a self-reported survey.

## RESULTS

The purpose of the analysis is to summarize our observations into sugar-sweetened beverages (SSB) compared to water. We categorized the beverage choices in this way because research shows that SSB are a leading cause of obesity which causes many health problems for people of all ages (Hu, 2013). We wanted to compare how many people in the cafeteria chose a SSB over the healthier option, water. When doing our observation we used a T-table to record beverage choices and recorded how many people chose that option. We capped our number of people observed at 100 and then summarized these numbers in a Table 1 and Table 2 below. We then condensed the numbers into a bar graph that demonstrates the number of people that chose a SSB compared to water in Figure

### Average Reliability

Sugar-sweetened Beverages =  $68/71 = 96\%$ .                      Water =  $29/32 = 91\%$

Overall, there was little discrepancy between the data collected from both observers.

### Observation Notes

Time of Observation: 12:30-1:30

Number of People Observed: 100

Beverage Options Observed: Pop, Water, Juice, Iced cappuccinos, etc.

\*Observation Notes were taken by hand but then summarized in the chart below

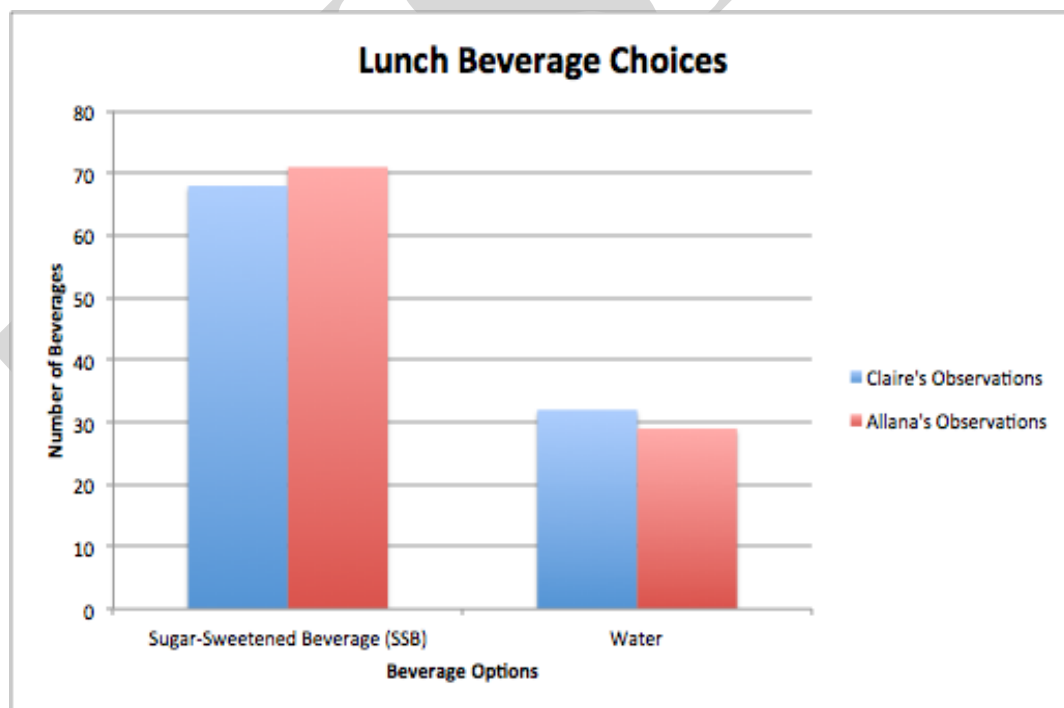


**Table 1.** C’s Observation Notes

Beverage Type	Number Observed
Pop	46
Juice	9
Iced Capps	6
Energy Drink	7
Water	32

**Table 2.** A’s Observation Notes

Beverage Type	Number Observed
Pop	52
Juice	11
Iced Capps	2
Energy Drinks	6
Water	29



**Figure 3.** Lunch beverage choices

**AR Exemplar**

What follows is an AR exemplar that was an assignment within a tertiary level teacher pre-service program/course. Students were instructed to carry out AR while completing pre-service teaching practicum.

**5.0 Action Research Task – November Teaching Practicum**

I continued my pre-service teaching adventure in the grade five/six classroom for the three-week November practicum. Although I worked with the same, wonderful Associate Teacher (AT), the classroom was the same, the students were the same, yet my management strategies and experiences were entirely different. It is important to mention that my AT is now past the point of never raising her voice. I have noticed she does this quite often now, as the mid-year frustration of difficult students is beginning to take its toll on her patience. Even though her diminishing tolerance opened the gate for me to use this strategy as a way of management, I decided it was not the approach I wanted to take in my lessons. Overall, I was able to discover what strategies work best for me. I was able to learn more about my own management style due to length of this practicum. I was there long enough to implement, review and alter my personal methodologies accordingly.

**Act**

My practicum was full of learning experiences – some more pronounced than others. The revisions that I made since October to my management strategies worked out fantastically; especially with my one behavioural student who was having some difficulties in the classroom but was even more unmanageable in the gymnasium. After careful, personal consideration and discussion with my associate teacher, I decided to approach this situation from a different angle. I began each day by preparing this student for the gym class. I told him exactly what we were going to be doing. I explained what equipment we needed, the warm-up, the drill, and the activity I had planned for the gym class that day. After telling him step by step how the class was going to unfold, I told him because it was going to be so busy, I needed help setting up the equipment and making sure the class ran as smoothly as possible. He jumped at the chance and volunteered to help me immediately. Judging by his reaction, I decided against allowing him to pick an activity once per week. I felt the sense of responsibility and positive reinforcement was enough of an incentive for this student to stay focused on his task. Fortunately, I was right. I also modified and used this strategy with other disruptive students in the class. Particularly in gym class, I would ask them, “show the class how to...” when he or she was getting out of line. This automatically seemed to focus their attention back on the content of the lesson. Once they completed the demonstration, I would give them lots of positive reinforcement, i.e., “thank you so much for your participation – that was excellent!”

**Reflect**

This revision to my management strategy turned out to be one of my greatest accomplishments. Of course, the first disruptive student (my new helper) needed a few gentle reminders he was “setting an example” as an assistant, his behaviour was completely controlled. Gym class was not only successful; this student also felt a sense of achievement and had fun participating in the class. As for the other disruptive students who were asked to demonstrate a skill, I believe this kind of attention was exactly what they needed at that moment. In my opinion, they were acting in a disorderly way to gain attention from other students and myself. Instead of giving them negative attention, I provided them an opportunity to gain attention in a positive way. This way, it was a win-win situation. They received attention, I was able to continue my lesson without being disrupted, and the rest of the students were able to benefit from minimal distractions. In addition, the other students (and myself) were not nearly as irritated as we normally were by the end of the lesson.



## **Revise**

I will continue this strategy when I return to the classroom in the winter term. I know I will not be working with the same students, but I am confident the purpose of this method based on preparation and positive reinforcement can be adapted and implemented with any student experiencing behavioural difficulties.

## **Act**

Throughout my language lessons, I ran several reading groups. To keep the students focused while other students were reading aloud, I enforced a “random round- robin” strategy. This meant I could call on any student to read at any time. I found this not only kept their attention on the book being read, but it also pushed them to listen more carefully.

## **Reflect**

I employed this method for the course of my lessons, and it proved to be efficient each time. As a student, I used to hate this kind of method. I used to feel as though I was put on the spot and felt anxiety about being asked to read in front of the class. Because I am so aware of this and can distinctly remember how much I disliked my teacher for doing such an awful thing, I observed the students constantly and assessed their comfort level. The very last thing I wanted to do was hinder a child by creating anxiety about a learning activity. Due to the age level of the students (10-11 years old), however, they were overly willing to volunteer to read. This was great, but I also wanted them to focus and pay attention. This strategy deemed itself particularly useful based on the behaviours of the group.

## **Revise**

I initially used and continue to use this strategy because I observed how eager all the students in my reading group were to read aloud. Perhaps in the next few grade levels, this strategy would not be as successful. Students are more self-conscious as they enter puberty and their teenage years. They tend to experience a higher level of anxiety when centered out and put on the spot – especially in front of their peers. Perhaps if I were working with older students, I would utilize a round-robin management technique, but allow each student to prepare for his or her read-aloud part by assigning pages before the class

## **Act**

One of the difficulties in management occurred when I was teaching math. Math scares me – literally. I hated it as a young student, and I hate it even more now that I am an older student having to revisit these early concepts. It was my responsibility to teach the grade fives their lesson while my AT taught the grade sixes. Even though I put a lot of time into reviewing the text, going over concepts already taught, following the guide in the teacher’s resource, and thoroughly examining the assigned questions, my lessons still were not very successful. I spent most of my time desperately attempting to get the students to understand what I was trying to teach. It was a very frustrating feeling trying to reach the students when all I saw were blank stares and panicky looks in return. After a couple minutes, some students were quiet, but many of them began to throw their hands up and try to explain how they attempted to figure out the question. Feeling desperate and overwhelmed, I (and the rest of the grade 5’s) listened to each student’s proposed mathematical method (i.e., “I did it like this, Ms. Yeoman. Is this right? Because I got this...”). I ended up completely lost on how to teach the lesson, and the students ended up feeling overwhelmed and confused.

## **Reflect**

First, I was ineffectively using my interpretation of the textbook’s ideas of teaching instead of listening enough to the specific needs of the students sitting in front of me. I was trying to teach the students something more advanced than what they were ready for. I was trying to teach in a way that not only did not work for me, but also in a way that did not work for the students either. Once I realized this mid-class,

I began to feel flustered and grasped at the first attempt at potential learning that came my way. Although it may have sounded like a decent plan, it was a complete waste of time, and it made the lesson even more confusing than it already was. My intentions were to help the students work through their difficulties and hopefully, at the same time, help others who experienced the same problems. Instead, I sent the group into a whole new level of confusion by going over a bunch of ways how *not* to work out a problem, rather than working out the correct solution in a simpler way.

### **Revise**

After thorough reflection and an in-depth discussion with my AT, I decided I needed to keep my math lessons simple. Instead of following the instruction given in the text, I had to simplify the strategy being imposed. This would not only help the students with their comprehension, but it would also allow me to feel more confident as a teacher. By simplifying the lesson for the students, I am simplifying the lesson for myself. For example, when introducing the lesson, I would use single digit numbers instead of 4-digit numbers until the students understood the concept. Gradually, I would make the numbers larger – but only when I received the verbal and physical cues that students understood the concept.

By answering and attempting to solve each student's individual confusions, I created an unnecessary state of minor panic amongst the students. Next class I will ask them to be patient until the lesson is done. I will ask the students to lower their hands for the moment, and if they are still confused by the end of the lesson, I will go around and help them work out their problems on a one-to-one level. This way, the students who are grasping the concepts do not become bombarded with useless information and those who are confused still attain the help he or she needs.

Overall, I believe I learned two very important lessons on good and effective teaching: One is that positive reinforcement goes a long way and two, K.I.S.S.! (Keep It Simple Silly), I am grateful I had this opportunity to experience and develop these tools of classroom management via AR. I will absolutely be utilizing this new knowledge in my own classroom.

### **Conclusion**

The perception that Naturalistic Observation and Action Research share common points is much more understandable, yet each means of inquiry requires careful preparation, application, and reflective revisions to realize both personal and professional outcomes. Both research modes are qualitative, subjective non-experimental efforts that generate theory and verify data. Differences and similarities need to be understood and clarified as researchers move forward yet it is “through such reflection and reevaluation, the teacher may gain a clearer sense of the way in which the past shapes and informs possibilities for action in the present” (Rudduck, 1991, p.94). Both NO and AR are a means to sort and rearrange enduring beliefs (values), and motives in research and teaching however; is teaching not research in action, trial and error, discovery, problem-solving and experiential?

### **Recommendations**

For many years NO has been documented via observations in the natural world and this should continue being careful not to manipulate or control what is observed within contexts.

Both research modes are limited as are all qualitative, subjective non-experimental research efforts and this should be addressed in each study hereafter.

NO and AR can, and should, be used in mixed methods as both generate much data that can be systematically examined recursively.

NO can be utilized to translate our world in an authentic and natural manner, yet limitations must be observed and noted in each study.



Using NO and AR can generate insight and rich data that can be recursively visited over time making both a means to develop longitudinal studies.

Both NO and AR can suffer from observer bias as multiple conclusions may surface that are tenuous at best.

## Ethics

Covert NO does not necessitate ethics approval when it does not involve any “intervention staged by the researcher, or direct interaction with the individuals or groups; individuals or groups targeted for observation have no reasonable expectation of privacy; and any dissemination of research results does not allow identification of specific individuals” (Government of Canada, 2022, p.1). Therefore, the author collected all data in accordance with Government of Canada ethical research policy, practices, and protocols during the research process.

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