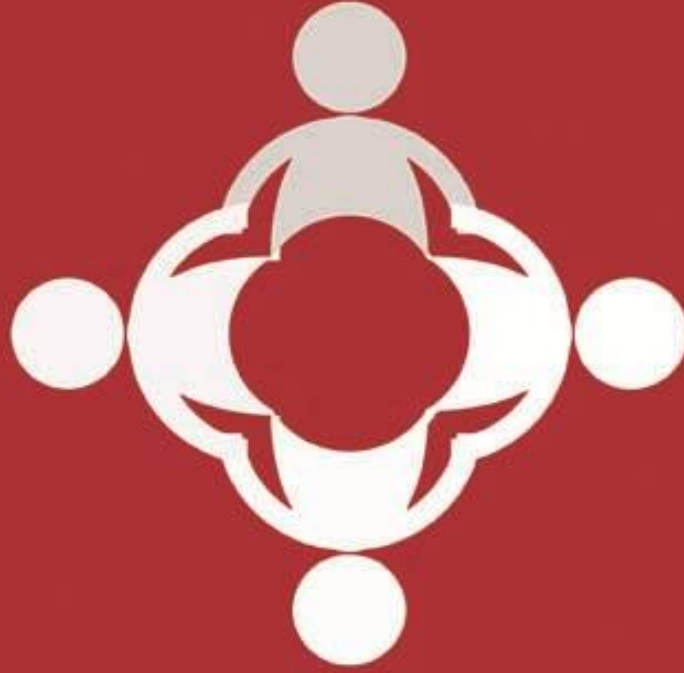


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Prof. Dr. Hakan Sarı
Prof. Dr. Ömer Üre
Editors

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Message from the Editor

I am very pleased to publish first issue in 2016. 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 The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to Turkish International Journal of Special Education and Guidance & Counselling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.

Prof. Dr. Hakan SARI

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Vol 5, No 1 (2016)

Table of Contents

Articles

Special Education Teachers' Efficacy: Implementation of Inclusive Education Program
Ghulam HAIDER, Ali RAZA, Tariq Nadeem KHAN

The state of special schools in Ghana: Perceptions of special educators in Ashanti and Brong Ahafo regions of Ghana
Maxwell Peprah OPOKU

The Effects of Perceived Parental Acceptance and Rejection on Infidelity Tendency
Cemaliye DIREKTÖR, Cahit NURI

Effective Mathematic Instruction Strategies for Students with Learning Disabilities
Onur Emre KOCAOZ

KKTC Üniversitelerinde Çalışan İdari Personelin Hizmet İçi Eğitim ile Mesleki Doyumları Arasındaki İlişki ve Görüşleri
Anıl SAYILIR



SPECIAL EDUCATION TEACHERS' EFFICACY: IMPLEMENTATION OF INCLUSIVE EDUCATION PROGRAM

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Abstract

This study aimed to find the efficacy of special education teachers that could address the specific needs of inclusive setup. Literature was reviewed and a questionnaire which contained twenty six questions was developed to collect data using a five point likert's scale from the conveniently random selected sample of special education teachers were engaged to answer queries. The objective was to look into the teaching efficacy of the teacher that could lead to a successful inclusion. The data were calculated to find inferences about the efficacy that came up as strong link in students' achievement and they were teachers' concern and belief. It was found that these two elements of efficacy seemed to have greater impact on the outcomes of teaching and learning. The study reflected that the teachers were not only willing but also capable to implement inclusive education.

Key Words

Teaching efficacy; Inclusion; implementation of Inclusion; concerns and beliefs of teachers

Introduction

Teaching is a scientific process which entails planning delivery and evaluation. The process revolves around a teacher or a student with definite objectives and outcomes. Teaching learning situation may present itself in different forms ranging teacher centered to student centered. In either type the role of a teacher is significant as he/she serves as the pivotal link between the learner and the content. The attributes that lay behind the successful teaching may incorporate knowledge; skill and belief on the part of teacher were later defined in terms of efficacy by researchers and scholars. Efficacy relies on one's belief and self-confidence to get good results. Essentially, in other words self-efficacy is a power to manage in different situations and modify these situations towards the required objectives. It does not straightly depend on the results. It is the effort of a teacher that he puts for the achievements of his students according to his belief.

In this study we concluded two scopes of teachers' efficacy i.e. general efficacy and personal efficacy. Efficacy of teacher depends upon teacher's belief and his confidence through which he puts his efforts for the education of the students. High level of confidence and strong belief of a teacher encourages hard work by application of new strategies and high student achievement.



Now, inclusive education has become a global agenda and countries like Pakistan are also striving to achieve this goal. Fast Track Initiative for education which provided scope for investment in inclusive education (UNICEF, 2010). These developments have positioned schools as facilitators for exercise of “Right to Education”. They recognize ‘comprehensive schooling for all’ and lay down the standards for inclusion.

Inclusive education enrolls each and every student under oneroof irrespective of their individual difference. Inclusion is a set of services containing regular education and special services given to a child having special needs. The factual meaning of inclusive education is” Education for all” respecting the rights to every human being according to his/her needs. It requires commitment and tolerance of a person who carry out inclusive education program. Inclusive education is a different educational practice that requires knowledge, beliefs and active participation of teacher in respect of values. It systematically focuses on flourishing learning environment for students. Inclusive education makes the teacher a critical influence in education for inclusion and the development of the inclusive setting. Efficacious teachers tend to engage in showing productivity and desired behavior as compared to teachers having low self-efficacy. Low efficacious teachers easily give up in a tough situation especially when they encounter the students having learning problems, which leads to limited expectations, efforts and resulting in low student achievement. The efficacy of special education teachers about inclusive education program is required for its better implementation. Teacher education and teacher efficacy may ensure successful implementation of inclusive policies and practices. The pedagogic skills of a teacher and the efforts of implementation are the key to success.

The researcher conceived the idea to look for efficacy of teacher serving in special education setup in Pakistan because they would play a pivotal role in implementing appropriate education for students with special needs. Since the research has identified an obvious link between a student achievement and teacher efficacy, the study holds its importance to discuss the special education teacher’s efficacy in terms of inclusion. The teaching efficacy components as mentioned in literature include, teachers belief, motivation, willingness, readiness, performance, confidence, concern and competence. This study research aims to find the efficacy of teachers serving in Special Education to implement inclusive education programs.

Since teaching efficacy is a strong correlate of student achievement and success, the researcher aimed to explore the teacher efficacy with particular reference to inclusive education. The study was planned to find out awareness, competence, skill and readiness among special education teachers regarding inclusive education in Pakistan.

Objectives of the study

Objectives of the study include:

1. To explore the awareness level about efficacy among special education teachers.
2. To compare the efficacy with gender, age, qualification, experience and area with teaching efficacy.
3. To find out efficacy of teachers serving in special education.



Literature Review

For the purpose literature the following studies such as; Good & Brophy, (2000); Haider, (2008); Vinson, (1994); Bandura (1995); Felder and Porter, (1994) ; Carl Rojers (1902-1987); Singh R (1984); Albert Bandura (1997) ; Denham & Lieberman (1980); Housego (1992); Culver (1984); Jerald (2007); Henson (2001) and Harvey (2003) were reviewed. With the help of the said studies efficacy as well as the teacher efficacy in respect of inclusion, the components which determine the teacher efficacy including readiness, willingness and motivation, teacher's confidence, performance and competence as a correlate to teacher efficacy have been discussed.

Inclusion is the program which does not focus on just putting the students with disabilities in regular setting. The education programming in inclusion is also based on learners' need. It is essential to understand the different requirements of the students having different needs. Efficacy depends on one's belief and self-confidence to achieve better learning outcomes. Basically, in other words self-efficacy is a power to handle in diverse circumstances and to change these circumstances towards the desired purpose. It does not straightly depend on the results. It is the effort of a teacher that he puts for the achievements of his students according to his belief.

The role of school and the society is to promote a comprehensive education program that accommodates all the students regardless of their disability. This chapter also pointed out the trends and practices of inclusion which are taking place globally. Teacher's role and contribution towards the inclusion were also discussed.

Experimental researches showed that teacher efficacy can predict the teacher's competence and motivation of teaching. Wheat-ley (2005) also concludes that efficacious teachers seem to be more satisfied with their job and always ready to accept new and innovative ideas. They try to take part in extra activities in school both individually and collectively. Tshcannen-Moran and colleagues (1998) designed a model that reflects the teacher efficacy depends on teacher's own judgments about their own potential. Bandura, A. (ed.) (1995) also recognized four different basis of efficacy: mastery experiences, vicarious experiences, verbal persuasion, and arousal.

In order to work further on this hypothesis the researcher has conceived this entire effort in pursuit of the situation within Punjab province. Teachers from special education setup were questioned in order to develop a view point about the phenomena of teacher efficacy about inclusive education. The subsequent chapters will discuss the procedural out lay of the study; that led to the final conclusion in this particular subject matter.

Methodology

A descriptive survey was used to investigate the research problem formulated in this study. The independent variables were represented by teachers' gender, age, teaching experience and Area of respondent. Teachers' efficacy about inclusive education was dependent variable. The tools comprised of 26 questions specifically designed to gauge the efficacy of special education teachers in southern Punjab and entailed question. The collected data was analyzed by Statistical Package for Social Sciences (SPSS).



Population comprised special education teacher serving in department of special education government of Punjab in Punjab Province. Punjab District comprises three zones, i.e. Northern, Central and Southern Punjab. For the sake of convenience Southern Punjab was addressed in terms of Divisions, namely Multan, Bahawalpur and Dera Ghazi Khan. Govt. of the Punjab has launched a project named as “Punjab Inclusive Education Project”. The researcher tried to study about teacher efficacy on the basis of said project. Six institutions from each division were selected on the basis of urban and rural classification on convenient basis. The sample was selected on the basis of convenient sampling and constituted 150 teachers, serving in Government Special Education Institutions in Southern Punjab. The instrument of the study was a questionnaire. It had 26 questions. The tool was specifically designed to evaluate the Special education teachers’ efficacy on a five point likert’s scale. The questionnaire administrated to 150 teachers and personally collected by the researcher.

Questionnaire was piloted on 14 teachers of two different Government institutions. Item analysis was performed on filled in questionnaire. The Cronbach alpha reliability co-efficient was calculated to find out the reliability of the questionnaire for pilot testing. The value of alpha reliability co-efficient for pilot testing was 0.87.

Data were collected from 18 special education institutions of special education Government of Punjab. These institutions were situated in Multan, Bahawalpur and Multan divisions of Punjab province. The researcher personally collected the data.

The collected data was analyzed by the researcher by using SPSS. Descriptive and inferential statistics were used for interpretation of the results on the basis of empirical data. Data was analyzed and interpreted for inferences. Recommendations were made in the light of findings. Higher statistical tools including t-Test have been used to infer relationship between the demographic variables and efficacy.

Table 4.1
showing Demographic Statistics in Terms of Gender

	<i>Frequency</i>	<i>Percentage</i>
	41	27.3
	109	72.7

Table 4.1 shows the demographic data in terms of gender. There were 72.7 percent females and 27.3 percent males in the study.

Table 4.2
Teaching Experience of the respondents

<i>Teaching Experience</i>	<i>Frequency</i>	<i>Percentage</i>
1 - 15 years	123	82
Above 15 years	27	18



Table 4.2 shows the demographic data in terms of teaching experience. There were 18 percent of the respondents have 1-15 years teaching experience and 82 percent of the respondents have teaching experience more than 15 years in the study.

Table 4.3
Age Wise Distribution of the Data

Age	Frequency	Percentage
1 - 35 years	96	64
above 35 years	54	36

Table 4.3 shows the demographic data in terms of age. There were 64 percent of the respondents that fall in the age group of 21 - 35 years while 36 percent of the respondents are above the age of 35 years in the study.

Table 4.4
Academic Qualification of the Respondents

Qualification	Frequency	Percentage
Below M.A	23	15.3
M.A and Above	127	84.6

Table 4.4 shows the demographic data in terms of Qualification. There were 23 percent of the respondents who were below M.A and 84.6 percent of the respondents who have M.A and Above Qualification in the study.

Table 4.5
Area Wise Distribution of the Sample

Area	Frequency	Percentage
Urban	83	44.7
Rural	67	55.3

Table 4.5 shows the demographic data in terms of area. There were 44.7 percent of the respondents who were teaching in rural centers and 55.3 percent of the respondents who were teaching in urban centers in the study.



Table 4.6
Institutions wise and data

Division	Name of institution	Area	Respondents
Multan	Government Special Education Center Kabeerwala	Rural	09
	Government Girls High School Multan	Urban	08
	Government Special Education Center Vehari	Urban	08
	Government Special Education Center for Deaf Vehari	Urban	08
	Government Special Education Center Burewala	Rural	06
	Government Special Education Center Mailsi Multan	Rural	11
Bahawalpur	Government Degree College Special Education Bahawalpur	Urban	10
	Government Institute of Slow learner Bahawalpur	Urban	08
	Government special Education School for Deaf	Urban	11
	Government Special Education Center Sadar Bahawalpur	Rural	08
	Government Special Education Center Ahamad-pur	Rural	05
	Government Special Education Center Hasilpur	Rural	08
Dera Ghazi Khan	Government Institute for Slow Learners DG Khan	Urban	09
	Government Shaadab School for Mentally Challenged Children DG Khan	Urban	11
	Government Special Education Center Layyah	Urban	10
	Government Special Education Center Jampur	Rural	06
	Government Special Education Center KotAddu	Rural	07
	Government Special Education Center KotChutta	Rural	07
3	Total	18	150



The Table 4.6 depicts the institution wise data. 18 different institutions were randomly selected from three administrated division of southern Punjab including Multan, Bahawalpur and Dera Ghazi Khan.6 Institutions were selected from each division in which, 3 from urban and 3 from rural area. The sample of study was comprised of 150 teachers serving in these above said mentioned institutions.

Table 4.7
Teacher's Belief

Sr. No	Item	Nothing	Very Little	To some extent	Quite a bit	A great extent
1	How much can you do to make the school a safe place?	0(0%)	0(0%)	42(28%)	72(48%)	36(24%)
2	How much can you do to get students to believe they can do well in school work?	0(0%)	0(0%)	24(16%)	60(40%)	66(44%)
3	How well can you establish a classroom management system with eachgroup of students?	0(0%)	18(12%)	31(21%)	29(19%)	72(48%)

Table 4.7 depicts teacher's belief as a component of the efficacy. As is evident from the Table. In response to the first statement above, 48 percent of the respondents felt that they can do "Quite a bit" to make school a safe place. 44 percent of the respondents reported that they can get students to believe they can do well in school work to "A great extent". 48 percent of the respondents agreed that they can establish a classroom management system with eachgroup of students as "A great extent".

Table 4.8
Teacher's Motivation

Sr. No	Item	Nothing	Very Little	To some extent	Quite a bit	A great Extent
1	How much can you do to motivate students who show low interest in schoolwork?	0(0%)	12(8%)	34(23%)	59(39%)	45(30%)



2	How much can you do to help your students, value learning?	0(0%)	4(2.5%)	21(14%)	67(44.5%)	58(39%)
3	How much can you assist families in helping their children do well in school?	0(0%)	22(14.6%)	66(44%)	43(28.6%)	19(12.6%)

Table 4.8 depicts that Teacher’s motivation as a component of the efficacy. As is evident from the table. 39 percent of the respondents agreed that they can do “Quite A Bit” to motivate students who show low interest in schoolwork. 44.5 percent of the respondents reported that they help their students, value learning "Quite a bit". 44 percent of the respondents agreed that they can assist families in helping their children do well in school but "To Some Extent"

Table 4.9
Teacher’s Willingness

Sr. No	Item	Nothing	Very Little	To some extent	Quite a bit	A great extent
1	How much can you do to make students enjoy coming to school?	0(0%)	10(6.6%)	34(22.6%)	71(47.3%)	35(23.3%)
2	How much can you do to reduce school dropout?	0(0%)	2(1.3%)	26(17.3%)	43(28.6%)	79(52.6%)
3	How much can you do to teach all the students with different abilities?	0(0%)	4(2.6%)	39(26%)	58(38.6%)	49(32.6%)



Table 4.9 depicts that Teacher's Willingness as a component of the efficacy. As is evident from the table. 47.3 percent of the respondents were in agreement to "Quite a bit" in making students enjoy coming to school. 52.6 percent of the respondents reported that they reduce school dropout to "A great extent". While, 38.6 percent of the respondents realized that they can teach all the students with different abilities.

Table 4.10

Teacher's Readiness

Sr. No	Item	Nothing	Very Little	To some extent	Quite a bit	A great extent
1	How well can you establish routines to keep activities running smoothly?	0(0%)	2(1.3%)	23(15.3%)	64(42.6%)	61(40.6%)
2	To what extent can you craft good questions for your students?	0(0%)	32(21.3%)	56(37.3%)	37(24.6%)	25(16.6%)
3	How much can you do to foster student achievement?	0(0%)	9(6%)	21(14%)	67(44.6%)	58(38.6%)

Table 4.10 depicts that Teacher's Readiness as a component of the efficacy. As is evident from the table. 42.6 percent of the respondents felt that they can establish routine to keep activities running smoothly to "Quite a bit". 37 percent of the respondents reported "To some extent" about crafting good questions for the students. 44.6 percent of the respondents agreed to have a great role in fostering students' achievement at "Quite a bit" level.



Table 4.11
Teacher's Performance

Sr. No	Item	Nothing	Very Little	To some extent	Quite a bit	A great extent
1	How much can you do to promote learning when there is lack of support from the home?	0(0%)	1(0.6%)	28(18.6%)	71(47.3%)	50(33.3%)
2	How much can you adapt the curriculum according to learners need?	11(7.3%)	26(17.3%)	48(32%)	37(24.6%)	28(18.6%)
3	How much can you do to increase students' memory of what they have been taught in previous lessons?	0(0%)	17 (11.3%)	31(20.6%)	65(43.3%)	37(24.6%)

Table 4.11 depicts that Teacher's Readiness as a component of the efficacy. As is evident from the table. 47.3 percent of the respondent agreed that they can promote learning when there is a lack of support from home to "Quite a bit". 32 of the respondent reported that they can adapt the curriculum according to learner's need "To some extent"while43.3 percent of the respondents agreed that they are confident to have their role increasing student's memory to "Quite a bit" level.



Table 4.12
Teacher's Confidence

Sr. No	Item	Nothing	Very Little	To some extent	Quite a bit	A great Extent
1	How much can you express your views freely on important school matters?	0(0%)	3(2%)	49(32.6%)	40(26.6%)	58(38.6%)
2	How much can you do to get through to the most difficult students?	0(0%)	3(2%)	48(32%)	63(42%)	36(24%)
3	How much can you do to help your students think critically?	0(0%)	2(1.3%)	33(22%)	58(38.6%)	57(38%)
4	How much can you do to control disruptive behavior in the classroom?	0(0%)	0(0%)	46(30.6%)	41(27.3%)	63(42%)

Table 4.12 depicts that Teacher's Confidence as a component of the efficacy. As is evident from the table, 38.6 percent of the respondents agreed to express their views freely on important school matters to "A great extent". 42 percent agreed with to get through to the most difficult students "Quite a bit" level while 38.6 percent of the respondents reported that they can develop critical thinking in students up till "Quite a bit". Finally, 42 percent of the respondents realized to have abilities in controlling disruptive behavior in the class room to "A great extent".



Table 4.13
Teacher's Concern

Sr. No	Item	Nothing	Very Little	To some extent	Quite a bit	A great Extent
1	To what extent can you make your expectations clear about student behavior?	0(0%)	12(8%)	38(25.3%)	57(38%)	43(28.6%)
2	How much can you do to get students to work together?	0(0%)	4(2.6%)	30(20%)	38(25.3%)	78(52%)
3	How much can you do to get children to do their homework?	0(0%)	3(2%)	25(16.6%)	71(47.3%)	51(34%)
4	How much can you do to enhance collaboration between teachers, parents and the administration to make the school run effectively?	0(0%)	6(4%)	23(15.3%)	52(34.6%)	69(46%)

Table 4.13 depicts that Teacher's Concern as a component of the efficacy as is evident from the table. 38 percent of respondents agreed that they can make their expectations clear about student behavior "Quite a bit". 52 percent of the respondents thought that they can do to "A great extent" to get students to work together. 47.3 percent of the respondents realized that they can do "Quite a bit" to get children to do their homework while 46 percent of the respondents agreed that they can enhance collaboration between teachers, parents and the administration to make the school run effectively upto "A great extent".

**Table 4.14 Teacher's Competence**

Sr. No	Item	Nothing	Very Little	To some extent	Quite a bit	A great Extent
1	How much can you do to adjust your lessons to the proper level for individual students?	0(0%)	7(4.6%)	64(42.6%)	43(28.6%)	36(24%)
2	How much can you use a variety of assessment strategies?	0(0%)	5(3.3%)	44(29.3%)	59(39.3%)	42(28%)
3	How well can you implement alternative strategies in your classroom?	0(0%)	15(10.3%)	56(37.3%)	42(28%)	37(24.6%)

Table 4.14 depicts that Teacher's Competence as a component of the efficacy. As is evident from the table. 42.6 percent of the respondents were in agreement that they can adjust lessons to the proper level for individual students as "To some extent". 39.3 percent agreed that they were confident "Quite a bit" in using a variety of assessment strategies with, here in the second statement. 37.3 percent of the respondents reported that they can implement alternative strategies in their classroom "To some extent".

**Table 4.15
Combine Mean of Efficacy Components**

Efficacy Components	<i>M</i>	<i>SD</i>
Teacher's Belief	3.09	0.81
Teacher's Motivation	2.83	0.83



Teacher's Willingness	3.03	0.88
Teacher's Readiness	2.94	0.87
Teacher's Performance	2.75	1.02
Teacher's Confidence	3.03	0.9
Teacher's Concern	3.12	0.91
Teacher's Competence	2.78	0.87

Table 4.15 reflects upon the combined mean of the teacher efficacy components. As is evident teacher's concern noticed to have a greatest value in terms of mean and standard deviation is 3.12 and 0.91 respectively. The next significant component is teaching belief which has a mean of 3.09 and standard deviation 0.81.

Table 4.16
Comparison of self-efficacy level of teachers on the basis of gender

Gender	N	M	Df	t	Sig
Male	41	78.95	148	2.517	.002
Female	109	79.40	68.20		

*P < .05 Level of Significance

Table 4.16 shows that there is a significant difference in the self-efficacy level of male and female. It shows that female teachers have more efficacy level as compared to the male teachers.

Table 4.17
Comparison of teacher efficacy on the basis of area

Area	N	M	Df	t	Sig
Rural	67	78.9	148	1.517	.008
Urban	83	79.5	125.37		

*P < .05 Level of Significance



Table .4.17 shows that there is a significant difference in the teacher efficacy on the basis of area. It shows that urban respondents have more efficacy level as compared to the rural.

Table 4.18
Comparison of teacher efficacy on the basis of experience

Experience	N	M	Df	t	Sig
1-15 years	123	77.39	148	3.517	.23
Above 15 years	27	80.52	147		

*P < .05 Level of Significance

The table 4.18 shows that there is no significant difference between the teachers with experience 1-15 years and with the experience above 15years. It concluded that experience does not affect the teacher efficacy with the increasing of number of years.

Table 4.19
Comparison of teacher efficacy on the basis of age

Age	N	M	Df	t	Sig
Age 21-35 years	96	69.39	147	2.952	.89
Above 35 years	54	72.52	145		

*P < .05 Level of Significance

Table 4.19 depicts that there is no significant difference between the teachers with age level from 21-35 years and with the age above 35 years. It means that teacher efficacy does not affect with the increasing of age.

Table 4.20
Comparison of teacher efficacy on the basis of Qualification

Education	N	M	Df	t	Sig
Below MA	23	69.39	143	2.952	.003
MA and Above	127	77.52	144		

*P < .05 Level of Significance

Table 4.20 shows that there is a significant difference between the teachers with below MA qualification and the teachers with MA and higher qualification. It can be concluded that the qualification affect the teacher efficacy positively.



Findings

- 48% of the teachers felt that they can make school a safer place.
- 44% of the teachers realized that they can make students believe in them.
- 48% of the teachers agreed they can establish a classroom management system.
- 39% of the teachers thought that they can motivate the students to show interest in the school work.
- 44.5% of the teachers reported that they can help the students' value learning.
- 44% of the teachers agreed that they can assist families in helping their children do well in school.
- 47.3% of the teachers agreed that they can make students enjoy coming to school.
- 52.6% of the teachers agreed that they can reduce school dropout.
- 38.6% of the teachers felt that they can teach students with different abilities.
- 42.6% of the teachers reported that they can establish routines to keep activities running smoothly.
- 37.3% of the teachers agreed that they have skills to craft good questions for the students.
- 44.6% of the teachers felt that they can increase student's achievement.
- 47.3% of the teachers reported that they can promote learning when there is lack of support from home.
- 32% of the teachers thought that they can adapt the curriculum according to learner's need.
- 43.3% of the teachers were confident about their role to increase student memory.
- 38.6% of the teachers believed that they can express their views freely on important school matters.
- 42% of the teachers agreed to get through the most difficult students at times.
- 38.6% of the teachers reported that they can develop critical thinking in students.
- 42% of the teachers realize their strengths in controlling disruptive behavior in class rooms.
- 38% of the teachers agreed that they can make their expectation clear about students' behavior.
- 52% of the teachers feel that they can make the students work together.
- 47.3% of the teachers are confident that they can do a great deal to get students do their home work.
- 46% of the teachers agreed that they can enhance their collaboration between teachers, parents and administration to make schools run effectively.
- 42.6% of the teachers agreed that they can adjust lesson to the level of individual students.
- 39.3% of the teachers reported that they can confidently use assessment strategies.
- 37.3% of the teachers agreed that they can use and implement alternative strategies in class rooms.
- Teachers concern and belief are the most effective component of efficacy.
- The efficacy levels of female teachers are more than that of male.
- Urban teachers tend to have better efficacy scores that rural.
- There lies no significant difference in experience and efficacy, i.e. efficacy does not change with the increasing number of years in experience.
- There lies no significant difference in experience and efficacy, i.e. efficacy does not change with the increasing numbers of years in age.
- There is a positive impact of education on efficacy. More academic qualifications will yield better efficacy.



Conclusions:

The following conclusions are being made on the above findings:

The special education teachers exhibit to have qualities that are reflective of their teaching efficacy. Higher scores on the key efficacy components were witnessed, i.e. in teachers belief, concern, willingness and confidence. It can be concluded that the teacher's in special education are not only skillful and experienced but the willingness on their part for adapting the content and instructional option for students with different abilities, is reflective of their eagerness towards implementation of inclusion. The reported abilities of the teachers in the form of fostering critical thinking, persuasion, controlling disruptive behaviors and sharing expectations enables them to address to the diversified needs of students in an inclusive set up.

The teaching efficacy levels of female and urban teachers are found on the higher side as compared to males and rural teachers respectively and are depictive of their respective focus on inclusion. The age and experience does not seem to effect teaching efficacy however academic increment has been found as a critical factors in improving teaching efficacy.

Recommendations

In the light of the conclusions above it is recommended that special education teachers may be readily placed in inclusive setups since they possess the essential abilities for inclusive class rooms. Since age and experience have been found to have a less significant relationship with teaching efficacy, teachers of all age groups should be given opportunity to participate in inclusion. Inclusion should be started in urban areas prior to rural and suburbs since the teachers have a more inclination in cities.

It is further recommended that an identical study be conducted on a larger scale with a bigger sample size. It is also recommended that the efficacy of regular teachers may also be analyzed in terms of inclusion. A separate study should address to elements of age and experience in reference to the teaching efficacy as well.

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Appendix 1 Teacher Efficacy Scale (TES)

Name _____ Age _____

Gender _____ Qualification _____

Teaching Experience _____

Name of Institution _____

This questionnaire is designed to gauge the teacher efficacy regarding implementation of inclusive education program.

You can record your response on five point likert scale ranging from 0-4 while 0 indicating nothing and 4 indicates to great extant.

- 0. Nothing
- 1. Very Little
- 2. To Some Extant
- 3. Quite A Bit
- 4. A Great Extant

1.	How much can you do to make the school a safe place?	0	1	2	3	4
2.	How much can you do to get students to believe they can do well in school work?	0	1	2	3	4
3.	How well can you establish a classroom management system with each group of students?	0	1	2	3	4
4.	How much can you do to motivate students who show low interest in school work?	0	1	2	3	4
5.	How much can you do to help your students, value learning?	0	1	2	3	4
6.	How much can you assist families in helping their children do well in school?	0	1	2	3	4
7.	How much can you do to make students enjoy coming to school?	0	1	2	3	4



8.	How much can you do to reduce school dropout?	0	1	2	3	4
9.	How much can you do to teach all the students with different abilities?	0	1	2	3	4
10.	How well can you establish routines to keep activities running smoothly?	0	1	2	3	4
11.	To what extent can you craft good questions for your students?	0	1	2	3	4
12.	How much can you do to foster student achievement?	0	1	2	3	4
13.	How much can you do to promote learning when there is lack of support from the home?	0	1	2	3	4
14.	How much can you adapt the curriculum according to learners need?	0	1	2	3	4
15.	How much can you do to increase students' memory of what they have been taught in previous lessons?	0	1	2	3	4
16.	How much can you express your views freely on important school matters?	0	1	2	3	4
17.	How much can you do to get through to the most difficult students?	0	1	2	3	4
18.	How much can you do to help your students think critically?	0	1	2	3	4
19.	How much can you do to control disruptive behavior in the classroom?	0	1	2	3	4
20.	To what extent can you make your expectations clear about student behavior?	0	1	2	3	4
21.	How much can you do to get students to work together?	0	1	2	3	4
22.	How much can you do to get children to do their homework?	0	1	2	3	4
23.	How much can you do to enhance collaboration between teachers, parents and the administration to make the school run effectively?	0	1	2	3	4
24.	How much can you do to adjust your lessons to the proper level for individual students?	0	1	2	3	4
25.	How much can you use a variety of assessment strategies?	0	1	2	3	4
26.	How well can you implement alternative strategies in your classroom?	0	1	2	3	4



Appendix II

Name of institution

1. Government Special Education Center Kabeerwala
2. Government Girls High School Multan
3. Government Special Education Center Vehari
4. Government Special Education Center for Deaf Vehari
5. Government Special Education Center Burewala
6. Government Special Education Center Mailsi Multan
7. Government Degree College Special Education Bahawalpur
8. Government Institute of Slow learner Bahawalpur
9. Government special Education School for Deaf
10. Government Special Education Center Sadar Bahawalpur
11. Government Special Education Center Ahamad-pur
12. Government Special Education Center Hasilpur
13. Government Institute for Slow Learners DG Khan
14. Government Shaadab School for Mentally Challenged Children DG Khan
15. Government Special Education Center Layyah
16. Government Special Education Center Jampur
17. Government Special Education Center KotAddu
18. Government Special Education Center KotChutta



THE STATE OF SPECIAL SCHOOLS IN GHANA: PERCEPTIONS OF SPECIAL EDUCATORS IN ASHANTI AND BRONG AHAFO REGIONS OF GHANA

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Abstract

Special education is aimed at providing a wide range of services to enable children who need special assistance, logistics and teaching methods to participate in the educational system. Special schools perform these functions by providing children with disabilities the support they need to participate in teaching and learning. This study investigated the state of special schools in Ashanti and Brong Ahafo regions of Ghana. The aim was to assess conditions in the schools, from the perspectives of special educators, to ascertain if the schools were performing the functions for which they have established. An in-depth interview was conducted with 20 participants, made up of special education officials at the national head office, district special education coordinators, headmasters and teachers of special schools. The results from the study suggest that special schools in the two regions were ill-resourced and were turning out students with low academic and vocational achievements. These findings are discussed in relation to the purpose of special education and the commitment of government to provide quality education for children with disabilities.

Keywords: Children with disabilities, general education, special education, Ghana.

Introduction

Several studies have explored the perception of educators on special education and a common theme in most of the studies is that special education provides the most appropriate form of education for children with disabilities (Gadagbui, 2008; Kiyuba & Tuku, 2014; Miles, 2000). Advocates believe that it will be more beneficial if children with disabilities are handled by specialized teachers, using specially designed curriculum and instructions tailored to meet their unique needs and abilities (Akyeampong et al, 2007; Hayford, 2013; Oliff, 2004; Swain, Sally & Colin 2003).

Some proponents of special education argued that segregating children with disabilities from other children and providing them with services tailored to meet their needs will be more beneficial to them and other children who do not need additional services (Mickelson, 2002; Obi & Mensah, 2005). In other words, it is believed that the needs of children with disabilities are best met when they are placed in separate classrooms (Gilmore, Campbell & Cuskelly, 2003). Studies have found that many teachers in general education lack adequate training and knowledge to handle children with disabilities in general classrooms. There is also a perception that children with disabilities are difficult and stressful to handle. Consequently, some teachers feel unprepared to handle children with disabilities in inclusive setting (Mamah, 2006; Yekple & Avoke; 2006). For example, studies by Agbenyega (2003) and Yekple & Avoke (2006) have found that many general education teachers in Ghana have expressed concern about their ability teach children with disabilities and have thus argued that general education is unsuitable for such children.



Furthermore, there are concerns that special needs students are likely to reduce standards of education in general education system and so they should be segregated from other students (Mamah, 2006). Some educators are concerned that including children with disabilities in general education will lower standards in two ways. Firstly, their own academic standard will be affected adversely and their presence in the classroom will also negatively affect the progress of other students (Bunch, 2007). Mamah (2006) mentioned that in many countries such as Ghana, mainstream schools are under increasing pressure to raise academic standards. These schools are therefore reluctant to admit pupils whose presence, it is thought, would have negative impact on the overall profile of results.

Current trends in the educational system in Ghana support the above assertion. At the end of the Basic Education Certificate and Senior High School examinations, the results are analyzed and a “league table” indicating the performance of each education district is prepared. As a result, school heads, and even district directors of education are concerned about the examination results of their schools and districts respectively. They are therefore not willing to compromise their standards by admitting students with special needs because of the notion that they are likely to lower standards (Avoke, 2004).

Special schools have therefore become integral part of the special education programme, providing the most conducive environment to enhance teaching and learning for children who, for a wide range of reasons, may require extra support and adaptive pedagogy to participate in class (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2011). It should be noted that until the introduction of inclusive education in about a decade ago, most children with disabilities in Ghana are placed in special schools, probably because of some or all of the above reasons. This study therefore seeks to assess special educators’ perception of the performance of special schools in two regions in Ghana.

Special Education in Ghana

As described above, the dual system of education, where children without disabilities attend mainstream schools while those with disabilities attend segregate residential schools is still being practiced in Ghana. And as with general education, special education in Ghana was started by the Christian Missionaries, and later took over by the government of Ghana (Kyere, 2009). The main targets of special education in Ghana are children who have visual impairment, hearing impairment and intellectual and behavioral disabilities (Akinkugbe, 2013; Kyere, 2009).

There is no separate policy governing the operation of special education in Ghana; the policy on general education caters for special education (UNESCO, 1995). Activities in special education are therefore closely related to those in general education—special schools follow the general education curricular, with slight modifications to address the needs of specific categories of children with disabilities. Also, there is a separate division of the Ghana Education Service—Special Education Division (SPED)—responsible for implementing policies on special education and overseeing the running of special schools (Ministry of Education, 2013). SPED is therefore one of the agencies under the Ministry of Education and receives funding from the central government. However, SPED receives a very small percentage of the total funds allocated to the sector in a fiscal year. For example, in 2010, SPED received 0.7% of the total funds allocated to the education sector; in 2011, the division received 0.5% and in 2012, it received 0.4% (Ministry of Education, 2013).

Besides the academic programmes, it is required that all special schools established vocational departments (Kyere, 2009). However, there are some variations in the content and duration of the



programmes being offered in the special schools to cater for the needs of the different categories of disability. For instance, blind students are supposed to learn typing, as part of their basic education, while deaf schools place a great deal of emphasis on vocational training. Moreover, deaf students spend more years in school at both the basic and secondary levels, one extra year at each level, than hearing students (Kyeremeh, 2009). For children with intellectual disabilities, the focus is primarily to provide “a variety of activities which the mentally handicapped should undertake so that their residual potentialities can be identified and developed into skills for future life [sic]” (UNESCO, 1995, p.8). Since special education does not target children with physical disabilities, they are supposed to attend mainstream schools. All children seeking admission into special schools are supposed to undergo a rigorous screening process to determine their suitability before admission. However, lack of expertise and inadequate assessment centers are challenges to effective assessment and placement (Agbenyega, 2003).

In terms of teacher training, a course in special education has been introduced in the initial colleges of education to enable pre-service teachers to acquire some knowledge and skills on children with special needs. In-service courses are also being offered to teachers who have no training in special education, and resource teachers are being provided to support teachers in the classroom (UNESCO 1995). However, it is doubtful if the content of the course is enough to adequately prepare teachers to handle pupils with special needs. Studies in Ghana have shown that many of the teachers lacked the skills to manage children with disabilities in the classroom (Agbenyega, 2003; Obi & Mensah, 2005).

Although a lot of efforts are being made to improve access to education for children with disabilities, it is unclear if special schools in Ghana are performing their functions effectively. A report by the Ministry of Education (2013) suggests that there seemed to be a reduction in the number of children enrolled in special schools in Ghana. For example, enrolment during the 2006/7 academic year was 6,432 pupils but it was reduced to 5,560 at the end of the 2012/13 academic year (Ministry of Education, 2013). Although there is lack of definitive data on the academic performance of children attending special schools, a cursory assessment of the number of students with disabilities attending tertiary institutions suggests that all is not well with special education. According to Opoku et al (2015), officials at SPED have confirmed that the academic performance of children in the special schools was far worse than their counterparts in general education. This study investigated the state of special schools, from the perspective of special educators, in two regions in Ghana. The aim was to determine whether special schools were effectively performing functions for which they have been established. The following research questions were explored: 1) what is special school educators in Ashanti and Brong Ahafo Regions’ perception of the resources available to children with disabilities in special schools in the two regions? 2) what is special educators’ perception about the performance of children with disabilities in special schools in the two regions

Materials and Methods

Study design

The study was an exploratory study which used qualitative data collection method (interviews) to elicit information from participants on the state of special schools in the two regions. Qualitative method suited this approach because it allowed in-depth exploration of the subject under investigation. Baxter & Jack (2008) argued that interviews give study participants the chance to respond to questions freely without limitations. Since the study investigated the state of special schools from the perspective of the



participants, it required flexibility in interviewing participants to gain insights into their viewpoints, and qualitative method offered this opportunity.

Study participants and sampling technique

In all, 20 participants: four officials from the national head office of SPED (the Deputy Director of SPED, the officer in-charge of Deaf schools, and the Head of schools for the Intellectually Disabled and Blind schools), four headmasters recruited from the four special schools in Ashanti and Brong Ahafo regions. The special schools were Garden City Special School for the Intellectually Disabled and Ashanti School for the Deaf in Ashanti Region, and Shalom Special School for the Intellectually Disabled and Bechem School of Deaf in Brong Ahafo region. Also, eight teachers, two each from the four special schools were selected with the help of headmasters to participate in the study. In addition, four district special education coordinators attached to the four districts where the special schools were located were included part in the study.

The sampling technique used for selecting the participants is purposive. This implies that participants were recruited based on certain characteristics they possessed. These are their involvement in educating children with special needs and being knowledgeable of conditions of educational facilities for children with disabilities in Ashanti or Brong Ahafo regions. The technique enabled the researchers to select participants who gave satisfactory answers to the interview questions.

The researchers obtained an introductory letter, which explained the purpose of the study, from Centre for Disability Rehabilitation Studies. The letter was submitted to the Director of SPED at the national head office in Accra, who informed the various unit heads of SPED. A letter from SPED was then sent to all the heads of special schools and district special education coordinators in both regions informing them about the study and eliciting their co-operation. Separate meetings were held with the headmasters, district special education coordinators, resource teachers and dates were scheduled for the interviews.

Out of the total number of participants, majority (70%) were males. In terms of their ranks as professionals in the Ghana Education Service (GES), Principal Superintendents were the most (30%) among the participants whereas the least was the rank of Assistant Director I and Deputy Director (5%). In relation to working experience, 30% had work between 1 and 5 years compared to 10% who had worked between 21 and 25 years. The mean number of years a participant had worked was 11. On qualification, 35% of the participants were holders of Diploma certificates while only 10% had Master's. Table 1 below provides a summary of the ranking system in GES while Table 2 presents a summary of the demographic characteristic of participants.



Table 1. Ranking in the Ghana Education Service

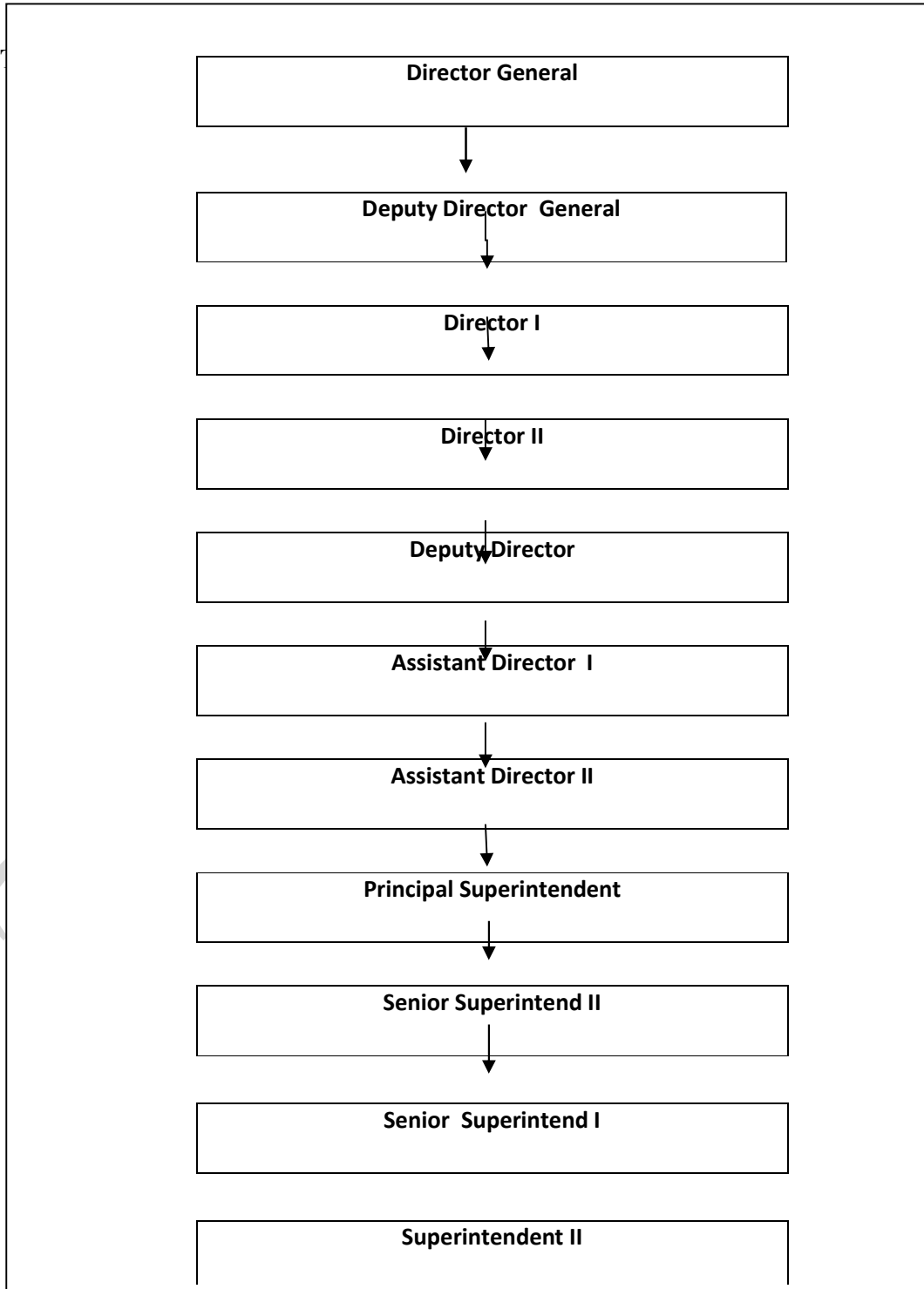




Table 2 Demographic characteristics of participants

Category	Frequency	Percentage (%)
Sex		
- Male	14	70
- Female		
Total	6	30
	20	100
Rank		
- Deputy Director	1	5
- Assistant Director I		
- Assistant Director II	1	5
- Principal Superintendent		
- Senior Superintendent I	3	15
- Senior Superintendent II		
- Superintendent II	6	30
Total	4	20
	3	15
	2	10
	20	100
Qualification		
- Master's Degree	2	10
- Bachelor Degree		
- Diploma	11	55
Total	7	35
Working Experience		
- 1-5 years		
- 6-10 years		
- 11-15 years		
- 16-20 years	5	25
- 21-25 years		



Total	4	20
Mean	6	30
	3	15
	2	10
	20	100
	11	

Method of data collection

The researchers conducted face-to-face interviews with participants using a semi-structured interview guide based on the objectives of the study. Some of the issues discussed include participants' job description, resources available for the children, measures to encourage participation, supports from government and parents, accessibility of the schools, teacher training, source of funding and challenges teachers encountered in teaching children with disabilities (see Table 3 below). Apart from these main questions, there were sub-questions to probe the answers provided by the participants. With consent of the participants the interviews were audio-recorded. All participants spoke English which is the official language in Ghana. The interviews were conducted in offices of participants so that they would feel comfortable interacting with the researchers.

Table 3. Abridged interview guide for participants

Questions for Headmasters and Teachers	Questions for Special Education Official at National Head Office
Please tell me your name, your job description, and how long you have been working in your present position.	Please tell me your name, your job description, and how long you have been working in your present position
Please to what extent are the available educational facilities meet the needs of children with disabilities in Ghana?	Please to what extent are the available educational facilities meet the needs of children with disabilities in Ghana?
What measures have been put in place to encourage participation of children with disabilities in basic schools?	What measures have been put in place to encourage participation of children with disabilities in basic schools?
What is the role of government and parents in the education of children with disabilities?	What is the role of government and parents in the education of children with disabilities?



Does direct or indirect cost of education serve as a barrier to educating children with disabilities?	Does direct or indirect cost of education serve as a barrier to educating children with disabilities?
How crucial are teachers as well as teaching and learning materials in the education of children with disabilities?	How crucial are teachers as well as teaching and learning materials in the education of children with disabilities?
source of funding and challenges teachers encountered in teaching children with disabilities	What measure do you think should be put in place to enhance participation of children with disabilities in school?
Do you have any question or other remarks?	Do you have any question or other remarks?

Data management and analysis

The audio-recorded discussions were transcribed verbatim by the researchers. The researchers listened to each audio recording several times before transcribing to word format. Transcripts were compared to add missed information. A Microsoft word file was created for the final transcripts, which was saved and password-secured on a portable computer accessible to only the researchers. With the aid of Weft Qualitative Data Analysis software (Weft QDA), themes and sub-themes, based on the research questions were developed. Specific codes were assigned to recurring ideas related to each research questions, which later grouped together into categories to form themes. Quote relevant to the each theme from the transcripts were linked to their respective themes.

Ethical issues

Ethical clearance was obtained from Kwame Nkrumah University of Science and Technology's Committee on Human Research and Publication Ethics before the fieldwork was undertaken. The researchers respected the rights of the respondents and ensured that informed consent was completed before carrying out any interview. No gifts were given to the participants

Results

Academic achievement

In Ghana, students at the basic level are supposed to take part in the Basic Education Certificate Examination (BECE) before entry into secondary and technical schools. There was a general consensus that the performance of children in the special schools was very poor and this was attributed to lack of qualified teachers. Although officials from SPED, were aware that some of the teachers were not qualified



to handle children with disabilities, they said there was nothing they could do. Two officials at SPED commented:

For the past three years, the hearing impairment had 46% passed in 2011; 32% pass in 2012 and 30% passed in 2013. Whereas for the visually impaired, there were 78% passed in 2011; 47% pass in 2012 and 56% in 2013. The deaf students are not performing because most teachers don't know the sign language so it really affects their performance [SPED official 2, male]

We have to make use of the normal teachers in the system since there are not many of teachers who have the skills to teach in special schools. We know it is not right but the situation has made it necessary for us to use teachers without the skills to teach in special schools [SPED official 1, male].

Responses from some teachers and headmasters confirmed assertions by SPED officials that some of the teachers in the special schools lacked the skills to teach children with disabilities. For example, some of the teachers complained of the difficulties they faced teaching children with disabilities because they do not have the needed skills.

We lack the skills to teach and at times I want to explain things to them but I don't know how to use the sign language. I only learnt it from here (special school), I was never taught the sign language anywhere and so it is very difficult for me to teach them (deaf children) [Teacher 5, male].

I was posted to this school against my will. I didn't know what I was coming to do here because I have no special training to teach these children. I am still learning and trying my best to cope with how teaching is done [Teacher 2, male].

A headmaster from one of the special schools corroborated the above claims and commented that:

Most of the teachers here are general trained teachers who have no knowledge about special education. That is the kind of teachers posted here and I write to complain all the time but the same thing keeps happening each year [Headmaster 1, female]

Teachers are one of the most essential resources in any educational system, so without qualified teachers, the performance of children would be adversely affected.

Vocation training

Participants discussed the importance of vocational training to children with disabilities, which is one of the core functions of special schools in Ghana. There was general agreement that for children with disabilities to be independent and competitive on the labour market, they should be provided with appropriate vocational training. However, responses from some of the participants suggest the special schools were not providing the children with the appropriate skills. This appears to be due to lack of resources and the perception that children with disabilities are incapable of learning. Two headmasters of schools for the intellectually disabled remarked:



We have not been able to graduate any of the children. They will just be in the school and drop out at some point. We are not training them to take up job outside but only giving them basic life skills. We don't have teaching and learning materials. So we use whatever we can get around the environment [Headmaster 3, male].

We have them (children with disabilities) here so when they are fed up, then they will go home or drop out. Their retention memory is very low which can just absorb a few things. Always some people have to be on them keeping an eye on them. From here, it becomes discouraging to employ them. The problem is that, our children never graduate. They become fed up and drop out of the school [Headmaster 2, male].

It could be deduced from the above comments that even the heads of the special schools have low expectation of the children, and so, they were unlikely to provide the children with employable skills.

Provision of resources

Participants commented on the availability of learning materials and infrastructural development in the special schools. According to some of the participants, most of the schools did not have teaching and learning materials tailored to meet the learning needs of children with special needs. The teaching and learning materials for children in the special schools were the same as those being used in general education. The materials were also not supplied to the schools regularly. For example, an official of SPED admitted that materials were sent to schools “every two years because of the cost involved in purchasing the materials from abroad.” Two headmasters also remarked:

For the whole of the year, no registers, no notebook, no teaching materials have been supplied to us. So I ask the teachers to buy from their own pockets which will be refunded to them later on when the school gets funds from either the government or from philanthropists. It so sad but that is the reality of the situation. I can't do anything about it [Headmaster 4, female]. .

We are not getting the teaching and learning materials because the service grant is not coming. For now, there is no fund for that. They don't supply us any teaching and learning materials. Money for teaching and learning material comes from the service Grant and of late it has not been coming. The government used to give us money to purchase materials but it is not coming these days. The parents pay some money for us to purchase those materials needed. That is the only chance for us to get the school running [Headmaster 2, male].

In terms of infrastructural development, almost all participants expressed their dissatisfaction with the nature of infrastructure for the special schools. It was revealed that government did very little in terms providing infrastructure to the schools. Classrooms, dormitories and dining halls in the schools were built by philanthropists and non-governmental organizations (NGOs). Three participants observed:

If you see the attention they (government) give to normal children as in the provision of infrastructure, even if you go to senior high schools and see the sort of structures they are putting up... That is not the case here (special school). If you look at our dormitory here, it was built by an NGO. Government is yet to put up any dormitory for this school. All



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these classrooms were put up by the German government. The entire infrastructures here are from outsiders [Headmaster 3, male].

A volunteer who came to Ghana built the school facilities that are here. He single handedly built about 80% of the facilities with monies mobilized from his country. Every facility here was built by someone so it high time the government comes to build classrooms and dormitories for the children [Headmaster 1, female].

As a specialist, I would say Ghana as a country has not provided equal opportunity. A lot of things go into the teaching of children with disabilities which are not available in Ghana. Government is not doing much to help in relation to building classrooms and other things. Here, we have foreigners who are helping to put up classrooms and dormitories. They are the once we depend on but not the government [Teacher 2, male].

Due to inadequate infrastructural development, almost all the schools in the regions were overcrowded, making it hard for the schools to admit more children; congestion was a major problem facing school administrators and teachers in the special schools. An official of SPED noted that:

We are aware that most children with disabilities are out of school in Ghana because the special schools for children with intellectual are choked with a lot of children on the waiting list, making it difficult for most of them to be in school [SPED official 1, male].

The sentiment of the official was supported by headmasters and teachers in special schools. For instance, two headmasters claimed that:

When you come around this time, there won't be any place for them [children with disabilities] so we put them on the waiting list after going through the screening process. If the facility is able to accommodate all the children, then this is not the number you would have met. The boys are sleeping in one of the classrooms. In the evening, they will pack the tables and sleep then re-arrange in the morning for classes. We don't have enough classrooms, dormitory, offices and stores [Headmaster 1, female].

There are great numbers of children with disabilities in the streets or homes. If there is space, we will admit the children but the facilities are not enough. There are a lot on the waiting list which is about 400. Our dormitories were not made for too many children [Headmaster 4, female].

Teaching and learning have been affected as a result of the increasing number of children in the schools without a corresponding increase in infrastructure. Again, two headmasters explained:

We are supposed to have about eight children in each classroom but due to few classrooms that are available, the number of children in each classroom is between 14 and 25. The furniture in the classroom is not even meant for them but they are managing with it because we don't have any option at the moment [Headmaster 2, male].



We have problem with dormitories and classrooms. It will be difficult admitting more children. A maximum of fifteen children should have been in a classroom but every class has between 25 to 30 children. This is because we don't have enough classrooms [Headmaster 3, male]

Furthermore, some respondents complained about the inadequacy of funds as well as delays in releasing the funds to special schools by the central government. According to an official at SPED “support of government to special schools has always not been enough. Out of the budget for GES, SPED gets only 1% allocation” making it difficult to allocate enough funds to the special schools. All the headmasters of the schools, complained about inadequacy of the funds as well as delays in releasing the funds to the schools. The following quotes from three headmasters illustrate the extent of the problem:

Normally, it [funds] come very late. Even at the beginning of the term we delayed in re-opening because of lack of funds. The grant from the government is woefully inadequate. No money for administration, electricity and water bills. Now we have not received service grants for administration over 4 years now so everything is based on the feeding grant [Headmaster 3, male].

The money should come every term but of late, it is not coming. We opened the whole term and nothing has come. Last term they brought part of the money the school should have gotten. This term they have brought the portion that was left. This term's grant is yet to come and I don't know when they are going to bring it. We buy on credit. It has got to a time food sellers don't want to sell to us. We are just handicapped if the grants are not in. The school has been served a letter by Volta River Authority, (VRA) that if we do not come and settle their electricity bills, our lights will be disconnected. The bills have piled up and they have threatened to disconnect the lights [Headmaster 3, male].

The money doesn't come regularly. For the past two years, it has been worse. We have only three weeks to go home but we have only been given a quarter of the grant. We buy on credit. For example we took rice from suppliers at the cost of GHC86 early this year but we making additional payment of GHC23 for each bag. Last week I gave the school GHC100 to help feed the children today. We keep the children here and we suffer [Headmaster 1, female].

Since financial resources are essential to run the schools, inadequate funding would definitely affect the smooth administration of the schools. And since some of the officials at SPED also complained of the inadequacy of the funds, it suggests that the problem is serious.

Distance to School

Distance from school was another issue that was discussed extensively by the participants. Because the special schools are few and located in urban areas, children with disabilities residing in rural areas or far from where the schools are located, were finding it difficult to enroll. Some participants commented:

Special schools in Ghana are few so only few children can have access. I usually see most of them (children with disabilities) on the street but anytime I approach the parents to



take their children to school, they mention that the schools are far so they can't afford to take them there (District Special Education Coordinator 3, male)

I always feel sad when a child come from far to access education. These schools should have been everywhere but as a country we have not invested that much to assist children with disabilities. Not all parents can afford to travel such a long distant to get admission for their children and that explains the reason why most are home [Headmaster 4, female].

Providing transport for children staying nearby while those coming from far away are given accommodation in the schools would have alleviated the problem. However, the schools lacked the capacity to transport the children on daily basis because of lack of vehicles. Two headmasters shared their experience as follows:

The school is supposed to transport some of the children from nearby suburbs to the school to solve the problem but we don't have buses to do that. We mostly house those from afar and tell parents who stay around to find their own means of transport. They are not coming because the parents can't afford the daily transportation [Headmaster 1, female]

All our official vehicles have broken down and my car is now used for official work. I have to sacrifice to get the school running. The arrangement couldn't continue because there wasn't any money for fuel and the parents were not prepared to contribute for their children to be transported. We can't do that anymore and we will educate the few we can house on campus [Headmaster 4, female]

The location of schools has also made it impossible for parents to visit their children regularly. Parents visited the schools only at re-opening or during vacation, and would not even attend Parents-Teacher-Association meetings to discuss issues concerning the welfare of their children.

When you invite the parents, they won't come because they will complain about the distance. It is challenge for us as we need the parents closer so that they can assist us in managing the children but it is not happening according to how we want [Headmaster 3, male]

During vacation, some of the children still have to stay with us because their parents won't come for them. It is costly for them to travel such long distances and most of these parents are poor so the school keeps the children all the time [Teacher 4, female]

The children are happy and feel relaxed when they are visited regularly but here is a situation whereby a parent will never come here again until we call to tell them that we have vacated so they should come and take their children. Some don't have money for transport and we have to give them to take their children back home [Headmaster 1, female]

The above narratives, suggest that conditions in the special schools in the two regions were not ideal for children with disabilities, and this have been confirmed by officials at SPED.



Discussion

The ultimate aim of special education is to increase access to quality education for children with children disabilities by creating an environment that is conducive and responsive to their unique needs. This is based on the assumption that general education cannot accommodate children with disabilities because they have unique needs, which are not considered in general education (UNESCO, 2011). Consequently, schools designated as special should be adequately resourced with suitable support services and resources, and should employ customized instructional programmes that will address the needs of children with disabilities (UNESCO, 2011). However, findings from the study suggest that the special schools in the two regions lacked the capacity to handle children with disabilities. The schools lacked vital resources required to effectively handle children with disabilities; as a result, the learning needs of the children were not being met.

Recall that the special education and general education in Ghana use the same curricular. This requires that teachers in the special schools should be able to effectively adapt the curricular to make them disability-friendly. However, the lack of resources and well-trained teachers meant that teachers would find it extremely difficult to make the necessary adaptations. The ability of teachers to effectively help the children to participate in both classroom and extra-curricular activities would be limited, leading to low achievements in the children (Akyeampong et al, 2007; Gadagbui, 2005; Kiyuba & Tuku, 2014). The consequence is that the children are targeted and negatively labeled by the teachers. This observation supports findings by Agbenyega (2003) about teachers' reaction when they encountered challenges handling children with disabilities in the classroom. According to the author, teachers who lack of skills and were unable to cope with the challenges in the classrooms, become frustrated and verbally abuse the children. It is therefore not unexpected that children in the special schools were performing poorly in their final year examinations.

The findings from the study also suggest that the special schools were not effectively performing one of their core objectives of providing training for the children. It is expected that if the children are unable to perform well academically, they should be able to acquire vocational skills to make them employable after school. However, the findings suggest that the children do not acquire skills needed on the labour market. Lack of resources and low expectation of the capabilities of the children by teachers are the major factors. This finding corroborates findings by Gadagbui (2008), Oliff (2004) and Porters (2001), who observed that special schools are yet to be beneficial to children with disabilities as the children are not given the necessary training to make them productive after completion. Similarly, Hayford (2013) and Kiyuba & Tuku (2014) mentioned that special schools do not have good programmes for children with disabilities, so the children are kept in the schools as long as the parents want.

Conditions in the special schools, as the findings revealed, point to lack of commitment on the part of government to support education for children with disabilities. This attitude of governments may be due to the huge financial resources required to manage schools for children with disabilities. The large financial outlay required to run special schools, coupled with limited resources in the country, meant that government may be unable to meet all the financial needs of special schools. The Education Sector Report of 2013 showed that SPED was receiving meager amount of funds allocated to the education sector over the years (Ministry of Education, 2013). Several authors have described special education as expensive, making it impossible for governments to adequately provide the needed financial assistance to the schools (Mickelson, 2002; Porters, 2001).



Another possible reason for the lukewarm attitude on the part of government towards special education is the general attitude of society towards educating children with disabilities. This finding is consistent with previous studies which indicated that education for children with disabilities has not been a priority of many governments (Gobah, 2014; Fefoame, 2008; Save the Child, 2008; Miles, 2000). Labeling and categorizing children in terms of abilities create problems for the children. According to Kiyuba & Tuku (2014), labeling creates an impression of lack and worthlessness, and this can affect the way education of children with disabilities is treated

Policy Implications

Although, the inclusive education policy, which is being implemented, may alleviate some of the challenges special schools are encountering, government should be more committed and give equal attention to special schools as it is being done for mainstream schools. Since expansion of the special schools will be difficult due to the huge financial outlay required vis-a-vis the current Ghana's -economic situation, the schools selected to practice inclusive education should be well-resource to admit more children with disabilities in order to reduce the pressure on the special schools.

Moreover, government should be a bit more committed and ensure that resources are allocated timely to special schools since inadequate resource is a major factor hampering the smooth operation of special schools. Also, there is the need to train more teachers who will be able to handle the needs of children with disabilities in schools. Since the course content of special education being offered in the colleges of education may not be adequate to prepare teachers to handle children with disabilities (Obi & Mensah, 2005), the curriculum of the colleges of education and other teacher training institutions should be reviewed to make them more relevant. Additionally, disabled persons organization should prioritized education and advocate for the implementation of the relevant provisions in the Persons with Disability Act 715 in order to ensure that discrimination against persons with disabilities is eliminated since it is one of the main causes limiting access to opportunities for persons with disabilities.

Conclusion

The study investigated the state of special schools in two regions in Ghana and found that the schools lacked the capacity to adequately prepare the children to be productive in future. Thus, although special education was introduced to address disparities in education between children with disabilities and those without disabilities, the findings of the study suggest that conditions in the schools may deepen inequalities in both regions because children with disabilities have limited access to quality education. In the nutshell, the state of special schools in the two regions defeats the central goal of special education to increase access to quality education for children with disabilities. It also, contradicts government's objective of making education accessible to all children in the country. The main limitation of the study was that data were collected from participants who were from two geographical areas. Therefore, their responses do not represent perception of special educators in Ghana. However, it is important to mention that the findings in the special schools in the two regions may not be peculiar to only these two regions—it may be the same for all special schools in the country. More studies are required in the other schools to provide a better understanding of the state of schools in Ghana. Also, the study focused on special school educators, and so, future studies should include perspectives of direct beneficiaries of special education—children with disabilities and their parents—to provide a holistic picture on the state of special education in Ghana.



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THE EFFECTS OF PERCEIVED PARENTAL ACCEPTANCE AND REJECTION ON INFIDELITY TENDENCY

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Abstract

This study aimed to investigate the effects of parental acceptance-rejection on infidelity and the role of different types of perceived parental rejection and gender on these variables. The sample group comprised of men and women between the ages of 18 and 37, who had been in a romantic relationship for at least one year at the time of the study. The group consisted of 163 participants from Near East University. The Parental Acceptance-Rejection Questionnaire and Infidelity Tendency Questionnaire were administered to the sample group. The collected data was then entered into the SPSS and was analysed using t-test, one-way ANOVA and regression analysis. The mean infidelity score for men was significantly higher than that for women. As the length of relationship increased, the infidelity tendency scores decreased. The results showed that perceived aggression from the mother/father and control from the mother were predictors of infidelity tendency.

Keywords: parental acceptance, rejection, aggression, infidelity tendency

INTRODUCTION

Parents play a significant role in the lives of their offspring. Parental Acceptance-Rejection Theory (PARTheory) to explain and interpret the reasons behind parental acceptance and rejection, the impact on interpersonal relationships as they are perceived in childhood, the possible effects of this perception on children's and adults' behavioural, cognitive and emotional development, as well as on the lifespan of their remaining relationships and socialisation (Rohner, Khaleque & Cournoyer (2007). In this theory, by adopting a universal perspective, Rohner, Khaleque & Cournoyer (2011) aimed to identify the inter-culturally generalizable principles of human behaviour. PARTheory also aims to explain the warmth dimension of parenting (Rohner, 2005), where it defines warmth as the quality of the loving relationship between child and parent (Khaleque, 2013). This dimension is universally valid because every person experiences some form of love with his or her caregivers (Rohner, 2005). The most important hypothesis of this theory is that accepting or rejecting parental behaviour may inter-culturally be different. In addition, perceived rejection from parents may cause similar results in the personality development of children (Rohner, Khaleque & Cournoyer, 2007).

As a result of the studies that compared different cultures, it was found that parents express their rejection in four different ways:

- a. Cold and unaffectionate: lack of love and affection, acting cold
- b. Hostile and aggressive: feeling hostile and acting aggressive
- c. Indifferent and neglecting: acting indifferent and neglecting
- d. Undifferentiated rejection: belief of the child that his/her parents do not love him/her despite the parents not being cold, neglecting or aggressive (Rohner, 2005).

Acceptance-rejection syndrome is characterised by social, emotional and cognitive tendencies (Rohner, 2004). In various studies, it was shown that perceived parental acceptance-rejection has a critical role in personality development (Hussain & Munaf, 2012). According to the theory, children and adults who experienced rejection feel anxious and insecure. Furthermore, rejected individuals tend



to be less dependent on other people (Khaleque & Rohner, 2002). This perceived rejection results in certain personality traits such as low self-respect, negative self-efficacy, a negative worldview, and a perception of the world as a dangerous or untrustworthy place (Rohner & Britner, 2002; Rohner & Khaleque, 2010)

Both PARTheory and attachment theory claim that parenting styles, which depend on parental love, affect relevant cognitive representations and also explain how expectations of parental sensitivity and trust meet emotional needs (Bowlby, 1969; Rohner, Khalaque & Cornoyer, 2010). Both theories suggest that these representations are life long and that they are generalised to other relationships and behaviour associated with intimate relationships (Rohner, 2008). The mother is the first object of love for a baby. The quality of attachment towards this object of love is very important in terms of identifying the emotions and attitudes towards other significant people in later life. Eryavuz (2006) found that there is a positive correlation between perceived parental rejection and perceived rejection by the partner.

Perris and Anderson (2000) argue that there is a significantly positive correlation between the experience of emotional warmth and indicators of secure attachment while there is a significantly negative correlation between experiences of dysfunctional parenting and the same indicators.

People who feel rejected by significant others often construct mental images of personal relationships as being unpredictable, untrustworthy and hurtful (Ahmed, Rohner, Khaleque & Gielen, 2010). Individuals with avoidant attachment tend to be interested in short-term relationships, casual sexual experiences and permissive sexual beliefs. In addition, compared to individuals with other attachment styles, these types of individuals are reported to have early sexual experiences as well as open or play-like love affairs (Gentzler & Kerns, 2004). Amidon's (2007) study showed that there is a significantly positive relationship between anxious attachment style and infidelity. Here, infidelity is defined as a breach of emotional or physical boundaries with another individual outside the existing relationship (Drigotas & arta, 2001; Hall & Fincham, 2006). Another study also reports that compared to individuals with other attachment styles, individuals with anxious attachment have higher scores for infidelity (Bogart & Sadava, 2002). It is argued that maternal rejection is an indicator for both avoidance and anxious attachment styles (Salahur, 2010). Boğda and Şendil's (2012) study showed that compared to individuals with secure attachment, individuals with insecure attachment received higher scores in tendency for infidelity and that males appear to have higher tendency for infidelity scores.

Quality of marriage is very important in studies of infidelity and/or tendency for infidelity. This quality is found to affect both the level of parents' emotional and physical wellbeing and their stagnation (Weil, 1975; Polat, 2006). It is known that 60-65% of couples who choose to attend marriage counselling do so due to infidelity (Atkins, Baucom, & Jacobson, 2001). Low levels of satisfaction with the marriage, low quality of marriage and conflicts between partners are some factors that were identified to be related to infidelity (Polat, 2006). In a meta-analysis, it was found that 34% of men and 24% of women have sexual activities outside their marriages (Tafoya & Spitzberg, 2007). However, the rate of infidelity in close relationships is higher (Hall & Fincham, 2009). Treas and Giesen (2000), argue that it would be conservative assumptions to say that 15-45% of Americans have relationships outside their marriages (Amato & Previti, 2003).

In the literature, it is argued that men and women are socialised differently in relation to sexuality. While men are encouraged to have more casual sexual relationships, women are guided towards love-focused, monogamous relationships (Oliver & Hyde, 2003). Studies show that men value the sexual component of a relationship more, whereas the emotional component is valued more by women (Hendrick & Hendrick, 2002).



Although there are many studies focusing on non-marital romantic and sexual relationships, there seems to be a lack of studies focusing on polygamous relationships of unmarried couples or couples that do not live together (Agostinelli, Seal, & Hannett, 1994; Treas & Giesen, 2000).

In Schmitt's (2004) study, where the relationship between personality traits and tendency for infidelity was investigated, infidelity was found to be related to both low levels of reconciliatory traits and low levels of conscience. Sexual restriction may increase risk of feelings of rejection and anger in the wake of jealousy (Peters, Eisenlohr-Moul, Pond & DeWall, 2014).

Although infidelity is related to self-perception and perception of others, there is a need to investigate its relationship with rejection. The aim of this study was to investigate the relationship of perceived parental rejection and its types with the tendency for infidelity. In this respect, answers to the following research questions were sought:

1. Is there any difference between the participants' tendency for infidelity scores based on gender?
2. Is there any difference between the participants' tendency for infidelity scores based on the duration of their relationship?
3. Is perceived parental rejection and its types an indicator of tendency for infidelity scores?

METHODS

Participants:

The sample comprised men and women between the ages of 18 and 37 years, who had been in a romantic relationship for at least one year at the time of the study. The group consisted of 163 participants who were in a romantic relationship. Taking into consideration the ages of the students, they were split into two age groups of 18-24 and 25-37 respectively, with an average of 21,31 (S=3,6). Table 1 shows summary statistics of the socio-demographical characteristics of the participants. The consisted of 82 women (%50,3) and 81 men (%49,7). The results of the analysis show that %11 of students (n=18) had a low socio-economic status, %27,3 of students (n=45) had a middle socio-economic status and % 61,3 of students (n=100) had a high socio-economic status. Participants chosen by using random sampling method were recruited from Near East University.

Measurements

General Information Form:

The general information form was created with the aim of collecting demographic questions pertaining to age, sex, economic statue and length of the relationship.

Infidelity Tendency Questionnaire (ITQ):

This inventory was designed by Polat (2006) with the aim of measuring married individuals' infidelity tendencies. In total, it constitutes 30 items, 18 of which measure positive infidelity tendencies and 12 of which relate to negative infidelity tendency behaviour. The negative items were scored reversely and a high score from the inventory indicated a high infidelity tendency. To ensure reliability, Cronbach alpha and split half reliability scores were evaluated and .95 was calculated for Cronbach alpha and .95 was found for two half reliability. This result displays the high internal consistency of the measure. For the present study, the Cronbach alpha reliability was found to be .92.



Parental Acceptance-Rejection Questionnaire Adult Form (Adult PARQ/Control):

The scale was originally developed as PARQ by Rohner, Saavedra and Granum (1978) and later took on its final form of the 73 item PARQ/Control when the control scale was added. Parental Rejection; 1. Cold and emotionless, 2. Aggression, 3. Neglect, 4. Undifferentiated rejection is evaluated by PARQ and Control is evaluated by the 13-item Control Scale. The scale is evaluated as “Almost Never True”, “Rarely True”, “Sometimes True” and “Almost Always True”. High scores show a low level of perceived warmth and maximum rejection. PARQ was applied by Varan (2003). Cronbach Alpha internal consistency was changed to between .86 and .96 for the adult version by the both of mother and father form. Cronbach Alpha scores were found to be .80 for the mother form and .81 for the father form in the present study.

Statistical Analyses

SPSS software version 17 was used to evaluate the data collected in this study by computer. T-test, one way ANOVA and multiple regressions was used to explore the relationship between rejection and rejection types for predicting infidelity tendencies.

RESULTS

The mean infidelity scores (Table 2) of men ($M=92,03$, $SD=10,08$) is significantly higher, $t(163) = -5,733$, two-tailed $p=.000$, $p<.01$, than that of women ($M=82,64$, $SD=10,80$).

The results of the analysis variance (Table 3) showed a significant difference between infidelity tendency scores and length of relationship, $F(2,157) = 14,945$, $p=.000$, $p<.01$. Tukey's test results showed that the participants, whose length of relationship was less than one year ($M=93,85$), had the highest scores for infidelity tendency. As the length of relationship increased, the scores for infidelity tendency decreased. The infidelity scores for participants whose length of relationship was between one and five years ($M=87,56$), were higher than the scores for the participants whose length of relationship was between five and ten years ($M=80,87$).

There were no significant differences found between age and family economic level in terms of infidelity tendency.

Perceived parental aggression (Table 4) from the mother and the father indicates a high and significant relationship with negligence, undifferentiated rejection, coldness and control scores, $R=0.502$, $R^2=0.25$, $p<.01$. These variables explain 25% of the total variance in tendency for infidelity.

According to the standardised regression coefficient, the relative order of importance for the indicating variables is: perceived maternal aggressiveness, perceived paternal aggressiveness and maternal control. When the t-test results for the significance of the correlation coefficient were examined, only maternal aggressiveness was found to be a significant and meaningful indicator of tendency for infidelity. Perceived parental neglect, rejection, undifferentiated rejection and perceived paternal control were not found to be significant in this respect.

DISCUSSION

In this study, the impact of perceived parental rejection in childhood on individuals' tendency for infidelity in early adulthood was investigated. From the point of view of gender, men were found to have higher tendency for infidelity scores. Similarly, Oliver & Hyde (2003) studies show that men are encouraged to have casual sexual relationships while women are encouraged to have love-based sexual experiences.

A significant difference was found between tendency for infidelity scores and the duration of the participants' existing relationships. It was observed that the longer the relationship duration, the lower the tendency for infidelity scores. Studies carried out with unmarried couples are very limited in this



respect. In the current study, there was no significant difference between married and unmarried couples in their tendency for infidelity scores. There seems to be a consensus among researchers that low levels of satisfaction in marriage and conflict between partners are closely related (Polat, 2006). Studies focusing on the relationship between tendency for infidelity and parental experiences in childhood were reviewed. This review showed that some of these studies focused on infidelity and different styles of attachment. In the current study, the aim was to investigate the possible relationship between perceived parental acceptance and rejection and tendency for infidelity.

Both PARTheory and attachment theory indicate that cognitive representations develop based on whether the individual's need for sensitivity and security, which are expected to come from the parents, are met through the relationship established between the child and the parents (Bowlby, 1969). According to the PARTheory, rejected children and adults are generally anxious and insecure (Rohner, Khaleque & Cornoyer, 2010). Moreover, rejected individuals tend to be less dependent on others (Khaleque & Rohner, 2002). Parental rejection plays an important role on personality development (Hussain & Munaf, 2012). It is argued in previous studies that there is a relationship between perceived rejection and certain personality traits, such as low self-perception, feelings of incompetence and a negative worldview (Rohner & Britner, 2002; Rohner & Khaleque, 2010).

When subcategories are examined individually, it can be observed that perceived maternal and paternal aggressions as well as perceived maternal control are indicators of tendency for infidelity in young adults. It is argued that rejected children who do not have a loving parental model, and who therefore do not feel loved, are unable to learn to love others. In his study, Schmitt (2004) found that aggressive personality traits are negatively correlated with tendency for infidelity. In the current study, it was also found that perceived maternal aggression is negatively correlated with tendency for infidelity. It has been argued in many previous studies that aggression is correlated with perceived aggressive attitudes of parents. It is also indicated that the failure to receive the expected love and support from the parents is related to both insecure attachment and projection of perceived rejection on others. In Salahur's (2010) study of the relationship between attachment styles and parental acceptance-rejection, it was claimed that perceived maternal rejection and perceived paternal neglect were indicators of both withdrawn and anxious attachment styles. Furthermore, in another study, participants who were insecurely attached scored higher in tendency for infidelity compared to those who were securely attached (Boğda & Şendil, 2012).

It was found that perceived maternal aggression is an indicator of the tendency for infidelity and that these variables are negatively correlated. Perceived maternal aggression is believed to be a cause of obsession with the mother in childhood. Moreover, this obsession may be projected on to the partner in adulthood. Therefore, our study demonstrates the importance of the relationship that children have with their mothers.

As with any research study, the current study has some limitations. This was a correlational study. It has been observed that the relationship quality and conflicts within the relationship are correlated with infidelity. However, these variables were not taken into account in the current study. Since these variables may affect the tendency for infidelity, it is recommended for further research to focus on these variables and investigate their relationship to the tendency for infidelity.

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Table 1. The Socio-demographic Characteristics of the Students

Variables	N	Percent	
Gender	Women	82	%50.3
	Men	81	%49.7
Socio-economic status	Low socioeconomic status	18	%11.0
	Middle socio-economic status	45	%27.3
	High socio-economic status	100	%61.3

Table 2. The difference between women and men according to infidelity tendency scores

Sex	N	M	SD	df	T	P
Women	82	82,64	10,80	161	-5,733	.000**
Men	81	92,03	10,08			

**p<.01

Table 3. The difference between length of relationship according to infidelity tendency scores

Infidelity	Sum of Squares	df	Mean Square	F	p
Between Groups	3326,541	2	1663,271	14,945	.000**
Within Groups	17473,459	157	111,296		
Total	20800,000	159			

**p<.01

Table 4. Multiple Regression Analysis for Indicators of Tendency for Infidelity

Variable	B	Standard Error	B	t	p	Paired R	Partial r
(Constant)	88.793	7.515		11.816	.000		
Maternal Aggression	-0.774	0.236	-0.524	-3.284	.001**	-0.257	-0.230
Paternal Aggression	-0.310	0.139	-0.300	-2.229	.027*	-0.178	-0.156
Maternal Neglect	-0.278	0.250	-0.175	-1.113	.267	-0.090	-0.078
Paternal Neglect	0.230	0.202	0.189	1.135	.258	0.092	0.080
Undifferentiated Rejection (Mother)	0.198	0.363	0.073	0.545	.586	0.044	0.038
Undifferentiated Rejection (Father)	0.332	0.299	0.157	1.112	.268	0.090	0.078
Maternal Control	0.338	0.160	0.192	2.110	.036*	0.169	0.148
Paternal Control	0.174	0.153	0.102	1.136	.258	0.092	0.080
Coldness (Mother)	0.209	0.143	0.171	1.465	.145	0.118	0.103
Coldness (Father)	0.161	0.120	0.172	1.333	.184	0.108	0.094

R= 0.502

R²= 0.252

F(10,152)= 5.116

p= .000

**p <.01, *p <.05

EFFECTIVE MATHEMATIC INSTRUCTION STRATEGIES FOR STUDENTS WITH LEARNING DISABILITIES MATHEMATIC DIFFICULTIES

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onurkocaoz@aksaray.edu.tr**Abstract**

The impact of mathematic difficulties level varied for each individual from mild to severe. Having math difficulties potentially impact the individual's school, work, and personal life. To close the mathematic performance gap between students with and without LD requires accounting for students' learning needs in order to maximize the use of effective mathematic instructional strategies. The purpose of this paper is to provide an overview of effective math interventions on the mathematical word problem-solving skills for students with LD

Key Words: Learning disabilities, mathematic, computer-assisted instruction

Introduction

Over the last decade the importance of mathematics for students with and without disabilities has been emphasized by federal laws concerning high school graduation and college preparedness in science, technology, engineering, and mathematics (STEM) (U.S. Government Accountability Office, 2005). The shift to student-centered models and the passage of laws, such as The Individuals with Disabilities Education Act (IDEA, 2004) and No Child Left Behind (NCLB, 2002) are prompting more school districts to provide scientific based practices into the process of teaching in order to increase student comprehension of mathematics, reading, and science.

Statistics generated by the U.S. Department of Education in 2008 demonstrate that 2.5 million students between the ages of 3 and 21 have been indicated as a having learning disabilities. Approximately 5% of the all students have learning disabilities (Aud et al., 2011). This number demonstrated that students with learning disabilities are the most common group among those who need special education. Many students with learning disabilities (LDs) struggle more in many subjects compared to those without disabilities. Geary (2004) found that 5 to 9% percent of LD students have a mathematic learning disability (MLD). Interestingly, even if the prevalence of reading disabilities and mathematic disabilities are similar, students with MLD are underrepresented in the special education area (Leong & Jerred, 2001; Mazzocco & Myers, 2003).

A recent report of National Assessment of Educational Progress found that the performance of only 40% of fourth-grade public school students were at or above the proficient level, whereas the performance of only 34% of eighth-grade public school students were at or above the proficient level (National Center for Educational Statistics, 2011). Research shows that students with MLD have problems with: a) number facts, b) computation, c) knowledge transfer, d) the language of math, and e) spatial organization (Garnett, 1998). Hence, students with reading disabilities or difficulties are very likely to have difficulty in mathematic word problem solving (Fuchs & Fuchs, 2002).

Students with LD in either elementary school or middle school have a greater difficulty solving mathematic problems because several steps and skills are required. (Fuchs et al., 2008; Parmar, Cawley, & Frazita, 1996). Further, the importance of math problem solving skills for K-12 students with and without disabilities was noted by the National Council of Teachers of Mathematics (NCTM) in 2013. Nevertheless, the deficiency of mathematic-problem solving skills of students with MLD or at risk is

greater than their peers without MLD (Montague & Applegate, 1993). Parmar et al. (1996) showed that students with LD are one or two grade levels below their peers. To close the mathematic performance gap between students with and without LD requires accounting for students' learning needs in order to maximize the use of effective mathematic instructional strategies. The purpose of this paper is to provide an overview of effective math interventions on the mathematical word problem-solving skills for students with LD.

Effective Mathematic Instruction Strategies

Numerous instruction strategies are common for teaching math problem solving skills, such as explicit/systematic instruction and computer-assisted instruction (CAI). Twenty-six research studies, which have investigated the effectiveness and variety of instructional methods, such as explicit systematic instruction, direct instruction, and visual representations, to increase the mathematic performance of students with disabilities, have been reviewed by the National Mathematics Advisory Panel (2008). According to the findings, explicit systematic instruction is the most effective strategy for teaching computation and mathematic word problem solving for students with LD.

Kroesbergen and Luit (2003) conducted a meta-synthesis of empirical research on mathematic intervention in elementary schools. They included 58 original reports of empirical research on math intervention published between 1985 and 2000. The study of Kroesbergen and Luit in 2003 involved 13 interventions for *preparatory arithmetic*, 31 for *basic facts*, and 17 for *problem solving*. The 58 reports included 2,509 students with MLDs. Kroesbergen and Luit (2003) concluded that both self-instruction and explicit instruction are the most effective methods in teaching math problem solving.

Explicit -systematic instruction

Explicit systematic instruction requires direct explanation of concepts or skills that targeted to teaching. Student- teacher interaction, modeling the target skills, guiding the instruction, and providing immediate feedback are the fundamental components of the explicit systematic instruction (Archer & Hughes, 2011; Jitendra, Griffl, Gardill, Bhat, & Riley, 1998; Tournaki, 2003). According to the National Mathematics Advisory Panel (2008), these components lead to build the foundational skills and conceptual knowledge for students with mathematic difficulties. In the process of explicit systematic instruction, the teacher clearly explains all steps which are needed and establish learning goals. Assessing students' previous knowledge is another important aspect of this instruction method to connect targeted skills in the learning sequence. The teacher demonstrates all steps of new skill/concept by modeling and provides opportunities to determine if the students can perform the targeted skills correctly. Students are actively participating in the learning although the instruction and practices are guided by teacher. Researcher suggested that explicit systematic instruction in the math teaching need to be used frequently.

Wilson and Sindelar (1991) designed a study to explore the effectiveness of explicit instructional strategy teaching and sequential instruction on student mathematical word problem solving skill (e.g., addition and subtraction word problems). There are 62 students who are participated to this study. The result of the investigation indicated that students who assigned either *strategy plus sequence* or *strategy only* performed higher than students from *sequence only* group.

Jitendra et al. (1998) conducted a study to compare two instructional strategies (explicit schema-based strategy and traditional basal strategy) on math word problem skills. There are 34 students with mild



disability or math difficulties at elementary school level participated. Randomized trial research design was employed. The result of posttest, delayed posttest, and generalization test showed that students who were assigned to explicit schema-based strategy group significantly performed higher than students from basal curriculum

Computer-assisted instruction

Both policy-makers and education researchers view integration technology in education as an important component in equipping next-generation students. Computer-assisted instruction (CAI) has been demonstrated in many research studies as an effective method to teach mathematics word problem skills for students with disabilities. Enhancing personalized learning, the use of visualization, more practicing opportunities, and quick feedback are well-known features for teaching math with this instructional strategy (Hannafin & Foshay, 2008; Miles, 2000; Xin & Jitendra, 1999).

Xin and Jitendra (1999) found CAI the most effective instructional strategies for teaching math word problems to students with learning problems. There is a large number of math applications and software available to use for teaching math content for students with and without disabilities. In general, most students and teachers perceive the use of iPads as likely to engage and motivate most students. More empirical research, however, is needed to determine the popular device's effectiveness on teaching and learning across a range of grades and subjects.

Nordness and Haverkost (2013) designed a research study to examine CAI by using portable devices, i.e., iPods with Math Magic application, on subtraction skill three elementary aged students with LD and Behavior Disorder (BD). The students' subtraction scores obtained from curriculum-based assessments were higher compared to their previous assessment results. While there is an improvement by 17% on their subtraction score via CAI, two limitations of this study are its small size (N=3) and the lack of comparison with other instructional methods or different types of technological devices.

O'Malley et al. (2013) investigated whether the use of iPads enhanced the basic math fluency of ten students with special needs. A single subject design (ABABA) was applied to measure the effectiveness of intervention. In a baseline phase, the students were assigned to solve twenty math problems by traditional methods, and in an intervention phase, the students used iPads. Four important findings emerged. First, the intervention impacted basic math fluency positively, based on class-wide assessment. Second, when asked about the use of iPads in math instruction, teachers perceived their use as beneficial in terms of enhancing student engagement and interest in the course topic and content. Third, teachers demonstrated their willingness to use iPads as an instructional tool for math. Fourth, O'Malley et al. (2013) showed that single subject design could be applied to indicate evidence based practice for students with special needs. In conclusion, there was a significant difference ($p < .05$) in the mathematics class-wide test score between the baseline and intervention phase. O'Malley et al. (2013) concluded that iPads as instructional tools were an effective way to enhance the basic math skill rate of students with disabilities. A few drawbacks from the teachers' perceptions were: the need for technical support, and their own lack of enough technical knowledge about using iPads as instructional tools.

Cihak and Bowlin (2009) examined the use of video modeling (VM) instruction by tablet computers on geometry skill of three high school students with LD. They used a multiple design to measure the effectiveness of VM intervention in geometry instruction. Before the test was assigned, the use of VM was allowed to show the students the problem-solving steps needed. The findings of this study suggested that



the three students improved their geometry skill ($M=94$). Moreover, after the intervention was withdrawn, the students maintained their improvement on a geometry test by a mean of 86. The teachers, who were asked to give their perspective on the use of VM in their instruction, pointed out that having flexibility for creating a particular video by considering students' specific needs, was another advantage. In addition, both the teacher and the three students reported that the technology was an innovative way to help them understand mathematical content. Cihak and Bowlin (2009) concluded that the integration of portable computers into geometry instruction enhanced the students' math computing skills and facilitated their learning by providing "increased opportunities for students to watch, listen, and interact with the instructional content" (p. 26). The authors noted a few limitations of this study including the difficulty of generalizing from the small sample size. They also noted that since the intervention occurred in a special education office rather than a classroom, examining the effectiveness of VM for students with disabilities in a classroom needed further investigation.

Discussion

The impact of mathematic difficulties level varied for each individual from mild to severe. Having math difficulties potentially impact the individual's school, work, and personal life (Little, 2009). However, student with mathematical difficulties can demonstrate a greater improvement by implementing scientific based practices into instruction. The importance providing effective instructional strategies for student with and without mathematical difficulty has been underlined by several researchers. In this paper, two scientific based practices; explicit -systematic instruction and computer-assisted instruction overviewed and discussed.

While each of these practices has different strengths and key features, a classroom teacher can implement the most appropriate practice when on his/her students' unique needs are identified. Little and Delisio (2015) summarized the practical aspects of explicit -systematic instruction in math teaching for students with math learning difficulties. These aspects are: a) maximizing the impact of instructional time, b) having low cost, c) combining with other instructional approaches easily if needed, d) implementing with large procures fidelity, and e) using either small or whole class format.

The benefits of the use of education technology have been discussed in studies of its effectiveness on learning (Berson & Balyta, 2004; Bjerred & Bondi, 2012; Saine, 2012). Computer-assisted instruction (e.g., Laptop, iPad, mobile technology) can be integrated into math teaching practices to meet the student needs. A number of different types of technological learning devices, such as computer, Ipad touch, laptops, smart phone and iPads have been widely used as instructional tools to facilitate learning with a focus on engagement, interactive learning, increasing students' conceptual understanding and differentiation, immediate feedback, and personalized learning (Bouck, Bassette, Taber-Doughty, Flanagan, & Szwed, 2009; Henderson & Yeow, 2012; O'Malley et al., 2013; Russell, Bebell, Cowan, & Corbelli, 2003;).

Despite the potential for mobile learning to become an alternative model of teaching, experts continue to debate its overall impact on learning. A large number of schools, districts, and states provided iPads soon after their release by Apple in April 2010 (Apple, 2013). It is clear that more empirical research is needed on the device's effectiveness for teaching and learning across a range of grades and subjects. Researchers have noted that adaption technology in education, teachers having adequate knowledge/skills to implement a technology initiative in a school or classroom, accessibility of technology, willingness or resistance to the use of educational technological devices and technology cost are some of the important



Turkish International Journal of Special Education and Guidance & Counseling 2016, volume 5, issue 1

factors which determine whether this practice would be used in today's classroom (Bjerede, & Bondi, 2012; Henderson & Yeow, 2012; Saine, 2012)

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Turkish International Journal of Special Education and Guidance & Counseling 2016, volume 5, issue 1

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KKTC ÜNİVERSİTELERİNDE ÇALIŞAN İDARİ PERSONELİN HİZMET İÇİ EĞİTİM İLE MESLEKİ DOYUMLARI ARASINDAKİ İLİŞKİ VE GÖRÜŞLERİ

THE VIEWS ON THE RELATIONSHIP BETWEEN THE PROFESSIONAL SATISFACTION AND IN SERVICE TRAINING OF THE ADMINISTRATIVE STAFF THAT WORK AT UNIVERSITIES IN NORTH CYPRUS

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Özet

Kuzey Kıbrıs Türk Cumhuriyeti'nde üniversitelerde idari personellerin mesleki doyumlarının düşük olduğu gözlemlenmiştir. Bugüne kadar bu soruna getirilen çözümler Rehberlik ve Psikolojik Danışmanlık Merkezi tarafından incelenmiştir. Dolayısıyla bu çalışmada, Üniversitelerdeki Hizmet içi eğitimin önemini vurgulamak ve çalışmalara destek olmak amaçlanmaktadır. Kısacası, KKTC üniversitelerinde çalışan idari personelin mesleki doyumlarına çözüm bulmak ve PDR merkezlerinin ve hizmet içi eğitimin önemini vurgulamak araştırmanın önem noktasını oluşturmaktadır. Nicel ve nitel araştırma teknikleri iç içe kullanılmıştır. Hizmet içi eğitim alan grubun son testi ile almayan grubun son testi arasında anlamlı farklılıklar bulunmuştur. Hizmet içi eğitimin, tüm kurum personel ve müdürlerine; sosyal, psikolojik, fiziksel ve mesleki alanlarda programlandırılıp düzenli bir şekilde uygulanması, deneysel araştırmaların artırılması ve geliştirilmesi önerilmektedir.

Anahtar Sözcükler: Mesleki Doyum, Hizmet İçi Eğitim, İdari Personel

Abstract

In Turkish Republic of Northern Cyprus Professional Satisfaction of the administrative staff at universities is low. Until today, the solutions that revealed to solve this problem have been examined by psychological counseling and guidance unit. For this reason, the aim of the study is to emphasize the importance of in service training at universities and uphold the studies on this crucial problem. Overall, the core aim of the study is to find solutions for the high professional satisfaction of the administrative staff that work at universities and to emphasize the importance of psychological counseling and guidance unit with the importance of in service training. Qualitative and Quantitative research methods were used in this study. There were significant differences between the post-tests of the controlled and experimental group. In service training should be designed according to social, psychological, physical and professional needs of the staff and also should be applied to the whole personnel including managers in a well-designed programme. Furthermore, the number of scientific researches should be increased and developed.

Key Words: Professional Satisfaction, in service training, administrative personnel.

Giriş

Üniversite/yüksek öğrenim, Eflatun ve Aristo üniversite kavramının dokunuşlarını gerçekleştirmiş olup, hiçbir politik ve dini etkisi altında kalmadan kendi öğrencileri ile birlikte gerçekleştirdikleri tartışma ortamıyla günümüzde üniversitenin temellerini atmışlardır. Günümüze ise atılan bu adımlar üniversitenin evrensel ölçekte bağımsız ve tüzel kişiliğe sahip kurumlar olarak adını almasını sağlamıştır (Vikipedi, özgür ansiklopedi). Üniversitelerin tarihine bakacak olursak, kurulması; Avrupa'da Hıristiyanlar için ilk üniversite 1119'da Kuzey İtalya'da Bologna'da kurulduğu bilinmektedir. Sonraları, Salerno, Padua, Paris (1200), Cambridge, Oxford (1249), Prag, Viyana'da



da açılmaya başlamıştır. Bologna hukukta, Salerno tıpta. Paris üniversitesi Notre Dame piskoposluk gibi her üniversite belli konularda uzmanlaşmıştır.

Üniversite (üniversitas magistrorum et scholarium) öğretmen ve öğrenciler birliği olarak kurulmuş, daha sonra ise universitas literarum yani bilimler birliği adını almıştır. Üniversitelerin bazıları devlete bağlı eğitim kurumları idi ve özel mahkemeleri vardı. Dersler Usta-çırak ilişkisi içinde işlenirdi. Üniversitelerin temelinde facultas artium- sanat fakültesi bulunurdu. Yedi özgür sanat öğretilip, başarılı olan öğrenciler diğer fakültelere geçebilirlerdi. Facultas theologorum- teoloji fakültesi en önemli fakültesiydi. Ancak sekiz yıl süreyle yedi serbest sanatı okuyanlar ve en başarılı olanlar bu fakülteye girebilirlerdi. Sekiz yıllık eğitimden sonra Baccalaureusu verenler doçent olurlardı. Dört yıllık doçentlikten sonra başarılı olanlar magister (usta-profesör) olarak atanırlardı.

Facultas descretistarum- hukuk fakültesinde papaların buyrukları doğrultusunda kanunlar konusunda eğitim verilir. Facultas medicorum – günümüzde tıp fakültesi-’da okutulan kitaplar; İslam bilginlerinin tıp alanı ile ilgili kitaplarıydı (ibni Sina). Derslerde dört tür teknik kullanılırdı. Bunlar; takrir (lectio), tartışma (disputationes), olağan tartışma (disputationes ordianiare), Olağanüstü tartışmalar (disputationes quodliberales) (Aytaç, 1980) .

KKTC yüksek öğretim yasasına göre ise “Üniversite”; “bilgiyi üretmek, yaymak ve topluma hizmet etmek amacıyla, bilim ve teknoloji ile ilgili araştırmaların yapıldığı, bilimsel kuram ve yöntemlerin üretildiği, geliştirildiği, öğretildiği ve uygulandığı, ulusal kültürün insanlığın evrensel değerleriyle bir arada geliştirilip yayıldığı, özgür ve yaratıcı düşüncenin yeşerme ortamları sağlayan, akademik özgürlük ve kurumsal özerkliğe sahip kamu tüzel kişiliğini haiz yükseköğretim kurumunu anlatır”. Yükseköğretim Yasası Kuzey Kıbrıs Türk Cumhuriyeti’nde 2005 yılında yapılan Meclis oturumunda, “Kuzey Kıbrıs Türk Cumhuriyeti Yükseköğretim Yasası” olarak kabul edilmiş, Anayasanın 94’üncü maddesinin (1)’inci fıkrası gereğince de Cumhurbaşkanı tarafından Resmi Gazete’de yayımlanarak yükseköğretim yasası ilan edilmiştir (Kuzey Kıbrıs Türk Cumhuriyeti, Yükseköğretim Yasası).

Personel ismi Fransızca’dan personnel kelimesinden gelmektedir. Bir hizmet veya kuruluşun - devlet ve diğer kamu kuruluşları-görevlileri, birçok farklı görev tanımları ile çalışan gerçek insanlar olarak tanımlanmaktadır. İdari personel ise, Üniversitelerde görev yapan kişilerin akademik olmayan personel grubunu oluşturmaktadır. Bu gruba öğrenci işleri, rehberlik araştırma merkezleri, muhasebe gibi bölümlerde çalışan personeller girmektedir.

Yalçinkaya, mesleki doyumu, bireyin üniversiteye başlaması ile veya mesleki tercihiyle başlayan ve hayatı boyunca bireyi etkileyen olarak tanımlanmaktadır. Literatürde mesleki doyuma bakıldığında, iş doyumu veya iş tatmini olarak ifade edilmektedir (Yalçinkaya, 2000, s. 42). Barutçugil ise mesleki doyumu, bireyin mesleğini icra edip fizyolojik gereksinmelerini karşılayacak geliri elde etmesini ve kendini geliştirme, yeteneklerini, becerilerini kullanarak üretken olma, toplumda yer edinebilme gibi psikolojik süreçleri içerdiğini belirtmektedir. Barutçugil’in diğer bir tanımına göre mesleki doyum; bir duygu olarak tanımlanmaktadır. Bu duygu, çalışanın yaptığı işin ve kazançlarının, ihtiyaç ve kişisel değer yargıları ile örtüştüğünü fark etmesi durumunda yaşanıldığı belirtilmektedir (Barutçugil, 2004). Locke da Barutçugil ile paralel bir tanım gerçekleştirmiş olup, mesleki doyumu memnuniyet ve olumlu duygular bütünü olarak ifade etmektedir. Tüm bu tanımlara bakıldığında zaman mesleki doyum, olumlu duygu ve tutumlardan bahsedildiğinden olumlu



bir kavram olarak karşımıza çıkmaktadır. Dolayısı ile mesleğe karşı olumsuz duygu ve tutumlar ise mesleki doyumsuzluk olarak bazı araştırmacılar tarafından ifade edilmektedir (Yılmaz, 2008).

İs doyumunun birçok değişkenlere göre de farklılık gösterdiği birçok araştırma ile de desteklenmektedir. Bu değişkenler; cinsiyet, hizmet yılı, gelir düzeyleri gibi değişkenler olabilmektedir. Bozkurt ve Bozkurt'un yapmış olduğu çalışmada, çalışanların hizmet yılı ve elde ettikleri gelir düzeyleri ile mesleki doyum arasında anlamlı bir fark olduğu ortaya çıkmıştır (Bozkurt ve Bozkurt; 2008). Hizmet süresi ile mesleki doyum arasındaki anlamlı ilişkiyi destekleyen birçok çalışmaya rağmen (Akman ve ark.ları, 2006; Bozkurt ve Bozkurt, 2008; Bilge ve ark.ları, 2007; Öz, 2006; Yelboğa, 2007; Bayram ve ark.ları, 2007; Eronat, 2004), aralarında hiçbir ilişkinin olmadığı yönünde de hipotezler doğrulanmıştır (Serinkan ve Bardakçı, 2007).

Yaş, cinsiyet, gibi değişkenler de mesleki doyum üzerinde etkisinin olduğu savunulmakta, bunun yanında bu düşüncüyü çürüten güçlü araştırmalar da yapılmaktadır (Şanlı, 2006; Öz, 2006; Serinkan ve Bardakçı, 2007; Yorulmaz, 2007; Yelboğa, 2007; Bayram ve ark.ları, 2007, Bilge ve ark.ları, 2007).

Tüm bu araştırmalarda da ifade edildiği gibi, bireylerin mesleki doyumlarını etkileyen faktörler fazlalık göstermekte olup, örgütlendirilerek daha iyi açıklanmaya çalışılmıştır. Bunlar,

A. Bireysel Faktörler: Çalışanın kişilik özellikleri (karakteristik özellikler) ve kişisel bilgileri (yaş, cinsiyet, eğitim durumu gibi) bireysel faktörleri oluşturmaktadır. Çalışanın yetiştiği toplum içerisindeki sosyo-kültürel özellikleri ve aynı zamanda meslek konusunda yeterli ilgi beceri ve yetenekleri çalışanın mesleki doyumunu etkileyen etmenler olarak belirtilmektedir.

B. Örgütsel Faktörler: İşverenin (kurumun) benimsemiş olduğu çalışanına karşı vizyon ve misyonunu içermektedir. Bunlar kurumun insan kaynakları ile çalışanlar arasındaki iletişimini, maaşını, ödül sistemi, terfi etme imkanı, çalışanın sosyal güvenlik imkianlarını, çalışma koşullarını içermektedir.

C. Çevresel Faktörler: Çalışanın içinde yaşadığı devletin çalışma politikasını, devletin ekonomik durumunu ve sağladığı iş imkianlarını içermektedir (Alkış, 2008).

Tablo 1 de çalışanların mesleki doyumlarını etkileyen faktörler grafiksel olarak belirtilmiş olup, Akıncı tarafından hazırlanmıştır.

Problem Cümlesi

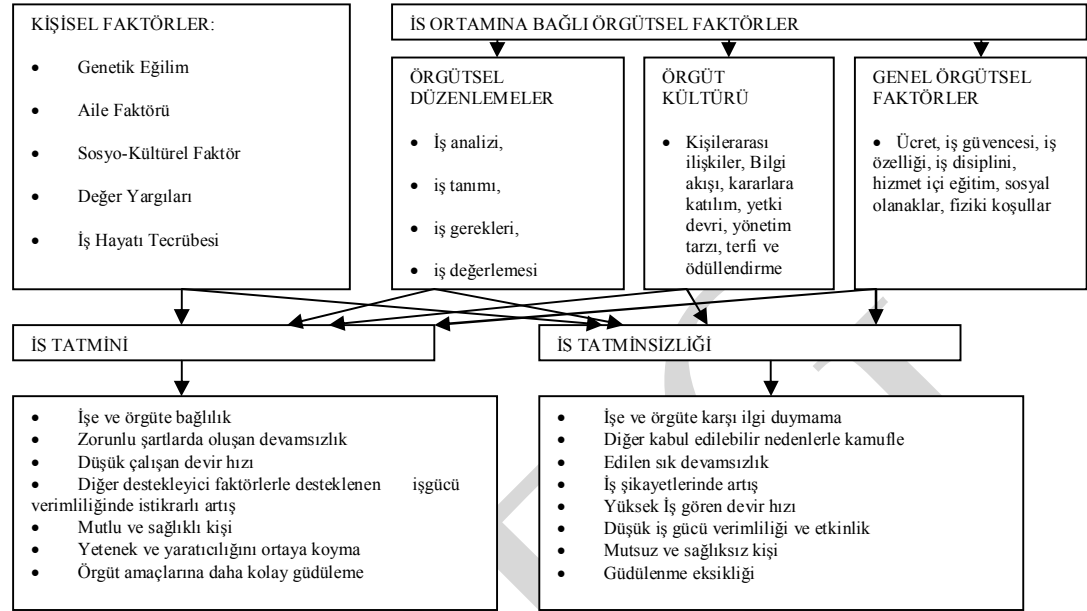
KKTC Üniversitelerinde çalışan idari personelin, hizmet içi eğitim alan grubun mesleki doyumları ile hizmet içi eğitim almayan idari personel grubunun mesleki doyumları konusundaki düşünceleri nelerdir?

Sayıltı

Kontrol altına alamadığım istenmedik değişkenler, sonucu anlamlı derecede etkilememiştir. Ölçme aracının kapsam geçerliliği için uzman kanıtları yeterlidir.



Tablo 1. Çalışanların Mesleki Doyumlarını Etkileyen Faktörler (Akıncı, 2002)



Yöntem

Nicel ve nitel araştırma yöntemi kullanıldı. Deney ve kontrol grubuna ön-test ve son-test olarak ölçme aracı verilmiştir. Yalnızca deney grubuna ön-testten sonra Uzm. Seval İmamoğlu tarafından geliştirilen Stresle Etkili Şekilde Başa Çıkmaya Yönelik Grup Çalışması (Aydın, 2005, s.99) uygulanmıştır.

Ölçme Aracı

Araştırmada veri toplama aracı olarak “Mesleki Doyum Ölçeği” kullanılmıştır. “Mesleki Doyum Ölçeği” (MDÖ) Kuzgun, Sevim ve Hamamcı (1998) tarafından, çalışanların mesleklerindeki mutluluğunu belirlemek amacı ile geliştirilmiştir. Cronbach-alpha güvenilirlik katsayısı .95’dir. Ölçek 20 maddeden oluşmakta olup, 1-5 arası puanlanmaktadır. Değerlendirilmesi ise, ölçekten yüksek puan alınması bireyin mesleki doyumunun yüksek olduğunu, düşük puanlar ise düşük olduğunu belirtmektedir (Kuzgun, Sevim & Hamamcı, 2005).

Bulgular

Yapılan çalışmaya KKTC’de üniversitelerde çalışan idari personelin hizmet süreleri, cinsiyet, medeni durumu, yaş gibi değişkenler denkleştirilerek 10 idari personel dahil edilmiştir. Kontrol grubu ve deney grubu 5’er olmak üzere toplam 10 idari personel çalışma grubunu oluşturmaktadır. Cinsiyet dağılımı, kontrol grubunda 3 kadın 2 erkek, deney grubunda ise 4 kadın 1 erkek olarak çalışmaya katılmıştır.



Tablo 1. Ön Test Puan Ortalamalarına Göre Deney-Kontrol Grubu t-Testi Sonucu

Grup	n	X	S	Sd	t	p
Deney	5	46,60	9,099	8	2,025	,077
Kontrol	5	35,20	8,700			

P***0,05

Deney grubunu hizmet içi eğitim alan ve kontrol grubunu ise hizmet içi eğitim almayan bireyler oluşturmaktadır. Yapılan değerlendirme sonucunda, Deney ve kontrol grubunun öntest puanları ortalamaları arasında anlamlı fark olmadığı ortaya çıkmıştır. Tablo 1 de de görüleceği gibi, deney grubunun ön test ortalaması ile kontrol grubunun ön test puan ortalamaları arasında anlamlı bir fark olmadığını göstermektedir.

KKTC Üniversitelerinde çalışan idari personelin, hizmet içi eğitim alan grubun (deney grubu) mesleki doyumları ile hizmet içi eğitim almayan (kontrol grubu) grubunun mesleki doyumları arasında anlamlı farklılık bulunmuştur. Tablo 2’de de belirtildiği gibi, Deney ve kontrol grubunun sontest puan ortalamaları arasında anlamlı olarak farklılık bulunmuştur. Bu farklılaşma deney grubunun avantajıdır. Meslek içi eğitim alanlar almayanlara göre mesleki doyumları anlamlı olarak artış göstermiştir.

Tablo 2. Son Test Puan Ortalamalarına Göre Deney-Kontrol Grubu t-Testi Sonucu

Grup	n	X	S	sd	T	P
Deney	5	49	9,974	8	2,377	,045
Kontrol	5	36	7,071			

P<0,05

Hizmet içi eğitim programı **alan** mesleki doyumu düşük olan idari personelin ön test sontest puanları arasında anlamlı bir fark bulunmamıştır. Tablo 3’de de görüleceği gibi, hizmet içi eğitim alan deney grubunun öntest ve son test t-testi sonucunda, puanları arasından anlamlı bir fark bulunamamıştır.

Tablo 3 Hizmet içi eğitim alanların öntest-sontest t-testi sonucu

Grup	n	X	S	Sd	T	P
öntest	5	49,000	9,874	4	,511	,636
sontest	5	46,600	9,099			

p>0,05

Tablo 4’de de görüleceği gibi, hizmet içi eğitim programı **almayan** mesleki doyumu düşük olan idari personelin öntest ile sontest puanları arasında anlamlı bir fark bulunamamıştır.

Tablo4. Hizmetiçi eğitim almayanların öntest-sontest puanları t-test sonucu

Grup	n	X	S	sd	T	P
Öntest	5	36,000	7,071	4	1,000	,374
Sontest	5	35,200	8,700			

p>0,05



Cinsiyet ve yaşa göre değerlendirildiğinde ise mesleki doyumun farklılaşmadığı ortaya çıkmıştır.

Sonuç ve Öneriler

Yapılan hizmet içi eğitim sonunda deney grubuna aşağıdaki sorular iletilmiştir.

1. Çalışmayı nasıl değerlendiriyorsunuz?
2. Çalışmanın kendinize neler kattığını düşünüyorsunuz?
3. bu gibi çalışmalar devam ederse katılmayı ister misiniz?

Yukarıda belirtilen birinci soruya cevap olarak ise aşağıdaki cevaplar verilmiştir.

Oldukça *gerekli* ve yararlı bir çalışma olduğunu düşünüyorum. Daha sık tekrarlanmasını arzu ediyorum. Çok eğlenceli olduğunu düşünüyorum. *Sen-ben dili arasındaki bağlantıyı şimdi daha iyi anlıyor* ve öneminin farkındalığını kazandığıma inanıyorum. Çok faydalı bir çalışma olduğunu düşünüyorum. Güzel...

Katılımcıların çalışmanın önemi ve katkıları konusunda farkındalık kazandıkları belirtilmiş olup, çalışmayı aynı zamanda eğlenceli buldukları belirtilmiştir.

İkinci soruya verilen cevaplar ise; *mutlu ve stresden biraz daha uzak olduğumu* hissediyorum. Bundan sonra karşımdakine ben dili ile konuşmayı düşünüyorum. Bu çalışmada birbirimizi *nasıl kırmadan* davranabileceğimizi gözlemlerim. Biraz daha kibar olmayı öğrendim. Bu günden itibaren *ben dilini daha etkin kullanmayı* düşünüyorum. Olumlu olumsuz düşünceler ve sen ben dili arasındaki farkı daha iyi anlayabilip kullanmayı öğrendim. Stresle nasıl mücadele edebileceğimi ve *karşılıklı sağlıklı iletişimin önemini* bir kez daha anladım.

Verilen cevaplar doğrultusunda, katılımcıların etkili iletişim konulu etkinlikten etkilendikleri gözlemlenmiştir. Etkili iletişim konusundaki eğitimlere ihtiyaçları olduğu taraflarınca belirtilmiştir. Bu konudaki eksikliklerin farkındalıklarını kazandıkları gözlemlenmiştir.

Üçüncü soruya verilen cevaplar ise, kesinlikle gözüm kapalı devam ederim. Her zaman için katılım, buna çok ihtiyacımızın olduğunu düşünüyorum. Evet kesinlikle. Tabiki de...neden olmasın!...

Katılımcıların eğitime gönüllü oldukları gözlemlenmiştir. Dolayısı ile gönüllü katılımcılarla, eğitim süresince daha etkin sonuçlara ulaşılacağı düşünülmektedir. Eğitim süresince programa katılım ve gönüllü olarak paylaşımlarda bulunulması gözlemlenmiştir.

Sonuç olarak, stresin hayatımızın her döneminde başgöstermiş olması, bizim mesleki alanlarımıza kadar uzandığını söylemek kaçınılmazdır. Çalışma şartları, maaş, çalışma arkadaşları ile ilişkiler, mesleğini severek yapma, iletişim ve örneklerini artırabileceğimiz birçok etken mesleki alanlarımızda stres faktörlerini oluşturabilmektedir. Yaşamın her döneminde ortaya çıkabilen ve kişinin iyilik halini tehlikeye sokan, belki de kapasitesini azaltan, kişiyi zorlayan stres durumlarının oluşumuna çeşitli faktörler zemin hazırlamaktadır.

Yapmış olduğumuz çalışmada, özellikle hizmet içi eğitim süresince bireylerin iletişim kurma ve kendini ifade etmede güçlük yaşadıkları belirtilmiştir. Dolayısı ile yaşanan bu problemler, mesleki



doyumlarını etkilediği belirtilmiştir. Hizmet içi eğitim programı kapsamında yer alan, olumsuz otomatik düşüncelerle mücadele etme, gevşeme egzersizleri, etkili iletişim konuları yoğun ilgi ve katılım çerçevesinde gerçekleştirilmiştir. Yapılan çalışma sonucunda da bulgularda belirtildiği gibi, stresle başetme konulu hizmet içi eğitim alan deney grubunun ön ve son testleri arasında anlamlı fark görülmüştür. Dolayısı ile stresle başetme programının (hizmet içi eğitimin) mesleki doyum üzerinde etkisi olduğu ortaya çıkmıştır.

Çalışma sonucunda üniversitelerde çalışan idari personelin mesleki doyumlarını artırmaya yönelik aşağıdaki öneriler sunulabilir:

1. idari personele hizmet içi eğitimlerin düzenlenmesi önerilmektedir. Hizmet içi eğitim yalnızca stres yönetimi ile kalmayıp, mesleki, fiziksel, yeteneklerini geliştirme imkianının sağlanabilen ve psikolojik gereksinimlerini gözardı etmeyecek çok yönlü eğitimlerin programlı bir şekilde gerçekleştirilmesi önerilmektedir.

2. çalışma yalnızca idari personele uygulanmıştır. Yapılan çalışmaların tüm kurum personeline ve müdürlere de uygulanması önerilmektedir.

3. bu çalışmaya sınırlı sayıda kişi dahil edildiğinden, daha geniş bir katılımı genellemeye de olanak sağlanabilir. Yapılan çalışmada stres yönetimi konusuna odaklanılmış olup, farklı alanlarda da eğitimler verilerek, çalışmaların yapılması önerilmektedir. Nicel ve nitel türde olan çalışma, diğer çalışmalara ışık tutar niteliği taşımaktadır.

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Extended Abstract

The studies conducted in the Turkish Republic of Northern Cyprus and all over the World seem to focus on academicians and students. However, for a well-functioning university, administrative personnel is just as important as academicians. Job satisfaction to improve work efficiency is supported by numerous studies. Many elements are said to be effective in order to achieve job satisfaction. Variables such as salary and gender as well as improving quality of service are thought to be important when job satisfaction is concerned and universities' administrative staff were given an in-service training on how to deal with stress and the relation between them were analyzed. The main objective of this study is to stress the importance of in-service trainings and support studies. Quantitative and qualitative research techniques were used together. While one group of administrative staff was given in-service training on ways to deal with stress, other group wasn't given anything. The group that was given the training was asked some questions and focus group interview was conducted. There were significant differences in answers of the final test of the group who took the training and who didn't. Following the in-service training questions were asked to the focus group; What do you think of the research?, How do you think the research contributed to you?, Would you consider attending this research again? The answer to the first question: it's crucial and a beneficial study and that they wish it was repeated more often, that the training was fun, that now they comprehend the difference between I language and you language and their awareness was raised on the importance of in-service training. They have also added that they thought this was a beneficial research. It was expressed that participants gained awareness on the importance and benefits of the research as well as the study was thought to be fun. The answers to the second question: I feel I'm happy and under less stress. I think I'll talk to other people in I language. I observed how to communicate without hurting one another. I learned how to be more polite. I'm considering using I language more. I learned the difference between positive and negative thoughts and You and I languages and how to use them. I learned how to deal with stress and the importance of healthy communication with others. In the light of the answers, it was observed that the efficient communication activity had an impact on the participants. The answer to the third question was, I'll continue without any doubt. I'll attend anytime, I think we need this kind of thing a lot. Yes, absolutely. Of course... Why not!.. Participants were seen to be eager to participate. That's why we think that more efficient results may be achieved when worked with participants. During the training, the participants participated and shared voluntarily. It is recommended that in-service training is adapted in social, psychological, physical and occupational fields and conducted on all staff and directors on a regular basis; the number of experimental researches to be increased and the quality improved.