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PUBLISHING MANAGER

Ilhan GUNBAYI

EDITORIAL PRODUCTION ADMINISTRATOR

Ilhan GUNBAYI

HEADQUARTER

Akdeniz University
Faculty of Education
Educational Sciences Department
Kampus 07070 Antalya Turkey
Phone: +90 2423102135
Gsm : +905326622951
Email: jaqmer.editor@gmail.com
editor@jaqmeronline.com

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Message from the Editor

Greetings to our colleagues from all parts of the world. As the editor of Journal of Action Qualitative & Mixed Methods Research (JAQMER), I would like to welcome you to Volume 1, Issue 1.

This edition contains of five articles on one mixed methods research and four in qualitative research that we believe will assist you, the reader, in conceptualizing and solving problems related to developing research or a manuscript with a mixed methods design and qualitative design.

The current issue includes five articles: the first, which is called 'Problems faced by special education school principals: mixed methods research' is a MMR with the convergent mixed method design with the data-transformation variant. In the study, it was aimed to determine, understand and interpret the problems faced by the principals working in special education schools affiliated to the Ministry of National Education. It is thought that the results of the research will reveal the problems faced by special education school principals, and the recommendations to these problems will contribute to the field of management of special education schools and will shed light on both the top policy makers in the planning and programming processes and the school management in their implementation.

The second, which is called 'The effect of short time working allowance on employee assurance and motivation in accordance with the opinions of private school teachers' is a qualitative study with descriptive case study with a holistic single case. The aim of this study was to understand and interpret the effect of the short-time working allowance received by private schools during the Covid19/Pandemic period on employee security and motivation, with the opinions of the teachers who received this allowance.

The third, which is called 'The effect of the motivations of teachers who are working in the institution far from their residence address on their professional and private lives', is a qualitative study with the descriptive phenomenology (phenomenology) design. The aim of this study was to understand and interpret the effect of the motivations of the teachers whose residence address was far from the institution they work in, on their professional and private lives.

The fourth, which is called 'Opinions of teachers working in private schools on creating and developing organizational culture' is with descriptive case study with a holistic single case'. In the study, it was aimed to understand and interpret the construction and development of organizational culture among teachers working in private schools.

In the fifth study, which is called 'Opinions of conservatoire part-time lower secondary school final year ballet students' parents regarding ballet training and their children who want to build a ballet career', it was aimed to understand and interpret the opinions of the parents of 8th grade ballet students who studied part-time at the conservatory and when their children wanted to choose ballet as a profession by searching their views about the ballet education of their children.

These articles are designed to offer thoughts, insight, suggestions, samples and ideas on qualitative and mixed methods research. According to the guidance and the results of articles in this issue, researchers could shape their future qualitative and mixed methods research.

We hope you enjoy the articles in this first issue of the journal and find them informative and useful for designing and developing qualitative and MMR research. Please remember that articles published in JAQMER do not reflect the position of the journal's editorial staff, reviewers.

Dr. İlhan Gunbayi
JAQMER Editor



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Problems faced by special education school principals : mixed methods research

Mustafa Yaşar*

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Abstract. The aim of this research was to examine the problems faced by special education school principals in Turkey. For this purpose, with the permission of the district directorate of national education, data were gathered by interviews with 9 principals who were working at special education schools in Kepez district of Antalya province and voluntarily participated in the research. In this study, in which the convergent mixed method research method was used, the research data collected through semi-structured interviews were analyzed using theme, descriptive and content analysis method in the qualitative phase, and using descriptive statistics based on the frequency of the themes in the quantitative phase. Research findings indicated that special education school principals faced problems in management, bureaucracy, and educational policies; accordingly, it was found that managers could cope with some of these problems, and they needed comprehensive support from the central administration to solve some of them. As a result, it was understood that the number and quality of personnel, the physical conditions and capacities of the schools, the materials specific to the special education field, the contents of the curriculum and resource books, and most importantly, the funds provided by the state were insufficient. In addition, it was revealed that the bureaucratic process did not work fast and effectively, and that families with children in need of special education could not provide adequate support for their children's education.

Keywords: Special education, schools, principals, teachers

Introduction

Education is one of the most important factors that fulfill the function of transferring culture from generation to generation (Başgöz, 1995). At the same time, education is one of the most important tools of development and the most effective tool that increases the creative power and productivity of the society and provides the opportunity to improve the abilities of the individual by providing equality of opportunity (Adem, 1993). "No one can be deprived of the right to education and training", which is the 42nd article of the Constitution, and on this occasion, the education rights of citizens are protected in accordance with international conventions (TR Constitution, 1982). Individuals have the right to receive education in line with their potential abilities. (Universal Declaration of Human Rights, 1948). Thus, it has been accepted that each individual has the right to get education, taking into account their individual differences. States are responsible for educating their citizens as useful individuals both for themselves and for their society by providing the necessary education services. This obligation is also a basic criterion for civilizations to ensure the social and moral development and continuity (Baş, 2007).

Although education and training is the most fundamental right of people, this process should not be seen as just a legal obligation or a right. Because education, which should continue for a lifetime, should also be accepted as an ideal lifestyle (Güleç, Çelik, & Demirhan, 2012 and MEB, 1973). Considering the equality of opportunity in education, "special education" emerges as a complementary and integrating category of the education process, since the physical and emotional potential of the individual and his current abilities should be taken into account while providing education services (Baykoç, 2010 ; Diken & Batu , 2010). Beyond trying to bring these individuals together and train them, special education services should ensure that these individuals are healthy both emotionally and physically at an optimum level and that their interactions with society develop properly. Special education is the education of

* Akdeniz University, Antalya, Turkey, mustafayasar.5207@gmail.com ORCID:0000-0001-6693-1084

specially trained personnel, developed education programs for the education of children in need of special education, and activities carried out in an educational environment suitable for the disabilities and characteristics of these children (Özsoy, Özyürek, Eripek, 2002).

A significant part of the current problems found so far in the researches on the problems faced by special education school principals are those that the principals working in special education institutions and the inspectors who supervise the institutions are not special education graduates and they do not have enough knowledge in the field, part time teachers who do not have knowledge about the field and teachers who become special education teachers with field changes with a short-term certificate program do not know enough about the field and they cause conflict environment by putting the principals in a difficult situation in front of parents, and it is not possible to increase the quality of special education practices with principals who do not have experience in special education (Özyürek, 2008).

In this study, it is aimed to determine, understand and interpret the problems faced by the principals working in special education schools affiliated to the Ministry of National Education. It is thought that the results of the research will reveal the problems faced by special education school principals, and the recommendations to these problems will contribute to the field of management of special education schools and will shed light on both the top policy makers in the planning and programming processes and the school management in their implementation.

For this purpose answers to following questions for both qualitative and quantitative strands were sought:

1. Qual: What kind of management problems do special education school principals face?
Quan: What is the frequency of the themes of the management problems faced by special education principals, and does the frequency of themes of these problems differ according to the duty, the branch, the seniority and the graduation of special education principals?
2. Qual: What kind of problems originated from education policies do special education school principals face?
Quan: What is the frequency of the themes of the problems originated from education policies faced by special education principals, and does the frequency of themes of these problems differ according to the duty, the branch, the seniority and the graduation of special education principals?
3. Qual: What kind of economic problems do special education school principals face?
Quan: What is the frequency of the themes of the economic problems faced by special education principals, and does the frequency of themes of these problems differ according to the duty, the branch, the seniority and the graduation of special education principals?

Method and paradigm of research

This research was carried out as a mixed methods study. Mixed methods research design can be defined as a process which combines, analyzes, and mixes both quantitative and qualitative research and methods in a single study in order to understand a research problem comprehensively (Green, Caracelli, & Graham, 1989; Creswell & Plano Clark, 2018; Morse & Niehaus, 2009; Teddlie & Tashakkori, 2009, Gunbayi, 2020a). While the paradigm of this research in qualitative strand is interpretive as it is subjective and intersubjective views of the individuals, the paradigm of this research in quantitative strand is functional as it is descriptive quantitative research (Gunbayi & Sorm, 2018, Gunbayi & Sorm, 2020; Gunbayi, 2020 a,b). Accordingly, in this research a convergent mixed methods design with the data-transformation variant was used.

In the qualitative strand of this research descriptive case study design with holistic multiple cases was used. Descriptive case studies have been among the most common case studies. They can offer rich and revealing insights into the social world of a particular case (Yin, 2017). In quantitative strand, descriptive statistics based on the frequency of the themes coded were used. Frequency distributions are descriptive

statistics that provide informative and summarized data sets in tables and graphical illustrations (Allen, 2017).

Sampling

The population of the research consisted of principals working in Special Education Schools within the boundaries of Antalya province Kepez District in the 2021-2022 education year. The sample consisted of 3 principals and 6 vice-principals working in special education schools on a voluntary basis (Table 1).

Table 1.

Distribution of demographic variables of the participants

Participant	Status	Seniority	Graduation	Branch
A	Principal	15 and more years	Undergraduate	Theology
B	Vice-principal	6-10 years	Undergraduate	Physical education
C	Principal	15 and more years	Graduate	Physical education
D	Vice-principal	6-10 years	Undergraduate	Visual arts
E	Vice-principal	3-5 years	Undergraduate	Psychological Counselling and Guidance
F	Vice-principal	15 and more years	Undergraduate	Special education
G	Vice-principal	6-10 years	Graduate	Music
H	Vice-principal	15 and more years	Undergraduate	Psychological Counselling and Guidance
I	Principal	15 and more years	Undergraduate	Theology

Data collection

In the research, data were collected through individual face to face interview with semi-structured form, which consisted of main and probe questions prepared by the researcher by taking expert opinion and within the scope of the conceptual framework created by the review of the relevant literature. First of all, the literature was searched, and interview questions were prepared, and expert opinion was sought. Afterwards, the form, which also included the demographic characteristics of the people, was given its final form and made ready for the research. The interview form consisted of 5 demographic questions, 3 basic questions and 9 probe questions.

Ethical procedures

Scientific research ethics were followed at all stages of the research: (1) ethics committee approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 14 decision numbered 381 on November 4th, 2021, (2) permission was obtained from the Antalya Provincial Directorate of National Education for the implementation of the research and (3) an informed consent form was obtained from the participants before the interview.

Validity and reliability of the research

In order to increase the internal and external validity and reliability based on the criteria of credibility, transferability, confirmability and dependability, (Lincoln and Guba, 1985) of the qualitative data, followings were carried out: (1) In order to increase the internal validity (credibility) of the research, an interview form was developed by taking expert opinion and within the scope of the conceptual framework created by the review of the relevant literature and qualitative data were combined, analysed and mixed with quantitative data to understand the research problem comprehensively. (2) In order to increase the external validity (transferability) of the research, the data obtained were generalized analytically by comparisons with the similar researches and a purposive sampling method was chosen based on voluntarism to get opinions and experiences (3) In order to increase the internal reliability



(confirmability) of the research data were coded by two independent researchers and Cohen's kappa coefficient was calculated to determine inter-rater reliability of themes. as 0.81, which indicated that there was a perfect level of agreement between the codings d) In order to increase the external reliability (dependability) of the research, all data collected were kept to prove on demand (Landis and Koach, 1977; Lincoln and Guba, 1985; Cohen, Mannion and Morrison, 2007, Gunbayi, 2018).

Data analysis

In qualitative strand, after the interviews were completed, the recorded audio files were transcribed verbatim using the NVIVO 10 software and the obtained data were analyzed with thematic, descriptive and content analysis methods. In quantitative strand, themes of qualitative data the inter-coder reliability of which was confirmed and demographic data of principals merged into numbers so as to determine whether it differed according to opinions of the principals in terms of their duty, seniority, branch and graduation (Kelle, 1995; Cohen, Mannion & Morrison, 2007). Thus qualitative research "NVIVO 10" software for qualitative strand and excel for quantitative strand were used in the analysis of the data obtained in the study.

Findings

Qualitative findings

1. Management problems

In Table 2 the themes related to the management problems faced by special education school principals and the distribution of themes are given.

Table 2.

Management problems faced by special education school principals

Management problems faced by special education school principals	A	B	C	D	E	F	G	H	I
Problems originated from families' conditions and approaches	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bureaucratic problems	✓	✓		✓		✓	✓	✓	
Inter-organizations communication problems			✓	✓	✓			✓	✓
Problems caused by lack of personnel	✓	✓	✓					✓	

When interpreted the administrative problems faced by special education school principals in general, as in Table 1, it was seen that the problems originated from families' conditions and approaches took the first place. The opinions of the participants on this theme are given below;

Families' belief in school and teachers ensures that the education given at school is reinforced voluntarily by the family at home. This leads to results in behavioral change in a short time (A 1, 1)

Since our school has the potential of parents with a low level of education, they interfere in our education system a lot. This is the problem that arises from their unconsciousness in education (B 1, 1)

While the attitudes of conscious and caring families increase the quality, the attitudes of the opposite type of families harm.(C 1,1)

The attitudes of some families towards school and their lack of interest towards the child at the desired level cause the student's lack of development at home. (D1, 1)

It affects too much. Families can sometimes evaluate the event financially. But sometimes more, really accepting their children and giving them their love, accelerate the development of their children.(E 1, 1)

Families are socio-economically inadequate and may cause behavioral problems in some of the students. Students whose expectations are not met may show aggressive behavior.(F 1, 1)

.... The family, who can understand their children, automatically develops a positive attitude towards school. As I said, it is very important to communicate with your child, the family that can ensure proper communication automatically develops a positive attitude towards school. In other words, if the family can say, let's go to our school, if they can say goodbye to their school happily, or if they can go out together, yes, the child's view of school changes. But if in the family there is an understanding that nothing will happen to this child, what will happen if he or she goes to school, then the child's attitude towards school is really troubled and we observe behavioral problems more.

Now, this situation is not only in special education, but also in other things, if the family is involved, the child's behavior changes, his education develops positively, that is, if he or she is in contact with the teacher, if he or she is in contact with the school, the child's behavior develops in a positive way. But if he or she is not interested, if he or she does not pay attention to the child's self-care, if he or she is not in contact with the school, if he or she is not in contact with the teacher, it happens in a negative way.....(H 1, 1)

Families are very tired and unhappy in this process. If family-school-child communication can be established well, the process can continue without any problems. (I 1, 1)

Later, bureaucratic problems and Inter-organizations communication problems were effective in the management problems faced by special education principals. The opinions of the participants on this themes are given below:

From the school institution level, the District Directorate of National Education, the Provincial Directorate of National Education and the Ministry of National Education, respectively, are faced with a number of problems. For example, the District Special Education Evaluation Board, which directs student enrollments, often directs students even though the quota is full in our school's e-school system.(A 1, 2)

... It is necessary for people who are knowledgeable and experienced in special education to take part in the bureaucracy, and I believe that in this way, the process will be accelerated and solution oriented. The arrival of trained and well-equipped people in the bureaucracy will ensure that the work to be carried out in the field will be carried out more efficiently and healthily.(B 1, 2)

Although we are in ICT age and we do most of the official work on the computer, but still the filing archiving system continues. We still deliver documents with wet signature to the district MEM.(D 1, 2)

It is a bureaucratic problem that authorized persons do not have knowledge about special education...(F 1, 2)

... Although the bureaucratic process has alleviated many things with the DYS program we have used, the bureaucratic processes are still cumbersome, unfortunately. In other words, you are sending an article from here, but the system asks you for national education from the province/district again by making the original copy of that article as the original, that is, it was processed with an electronic signature. This bureaucratic understanding interrupts the work.

...Our age is 21. We are in the 21st century, at this point, the internet age, the software age, the information age, but unfortunately we still have bureaucratic obstacles at this point. As I said, but I look at it in this sense in terms of the most important legal process management. In terms of management, the bureaucratic process of the special education process is predominantly in this direction, I can say that; (1.) Staff(2.) As managers, we do many things, we are like civil servants, in fact, most of the day is spent with constant correspondence. In fact, many of my executive friends do not know what we are. In other words, I don't think that we are able to fully perform our essential duty, our duty as a principal apart from the formal correspondence. (G1, 2)

Now there are managers responsible for us at the center, they must have worked in the field once. In other words, even the concepts we say, most of the foreigners, for example, you call support education, look at their face, they must be from the field, they must be experienced. Since we do not have such managers, we have a lot of problems.(H1, 2)

Communication should be solution oriented. Unsolved problems multiply even more. Therefore, it is necessary to increase the number of personnel who can empathize with solution oriented. (B1, 3)

It will be useful to establish communication between health institutions and MEB institutions. (G.M 3)

As a system, there is a certain integration with MEB institutions and district MEB institutions, DYS system, but there is a certain integration with other institutions of the state, such as health, municipality, population, etc. interaction is less...(D 1, 3)

Inter-organizations communication should be increased, disconnections should be resolved. Awareness will increase as the society accepts us as "WE EXIST" and the institutions accept us. (M1, 3)

Now there is the National Education, which we are in contact with, there are RAMs, there are hospitals. Hospitals can sometimes misdiagnose. Likewise, RAM can place students who are not suitable for us in our school. Or they place the student who needs to come to us in other schools. We have such problems with hospitals and RAMs...

There is a very frequent request for data with the National Education, the number of students, the class sizes, however, they cause disruption to our work by pressing a button.

Communication between institutions should be increased. (I 1, 3)

The problem of the lack of personnel were also influential among the management problems faced by special education principals. The opinions of the participants on this theme are given below.

We are experiencing problems because there is no nurse staff in our school and there is no appointment because there are individuals who use drugs. (A 1, 4)

We have to work with personnel who do not know the job and special training. This leads to the inability to provide the necessary education to students with special educational needs. This is then reflected from the students to the parents, and the parents complain about these issues. Since we do not work with the personnel with the necessary experience, the student inevitably cannot receive the necessary training. The parent isn't happy about it either. (B1, 4)

The absence of cleaning personnel, security personnel and physical therapists creates problems.(C 1, 4)

...The biggest problem is that our teacher colleagues who pay additional tuition fees, do not embrace the work very much, saying that I will leave here in three months, five months or a year, because they can't see their future in life here, they don't feel like they belong here anyway (G 1, 4)

2. Problems originated from education policies

In Table 3 the themes related to problems originated from education policies faced by special education school principals and the distribution of themes are given.

Table 3.

Problems originated from education policies faced by special education school principals

Problems originated from education policies	A	B	C	D	E	F	G	H	I
Curriculum related issues	✓	✓	✓	✓	✓	✓	✓	✓	✓
Having problems with students with ASD	✓	✓	✓				✓	✓	✓

As in Table 2, it was seen that the curriculum related issues ranked first among the problems originated from the Education Policies that special education school principals generally faced. The opinions of the participants on this theme are given below:

It would be a right step to update the current curriculum according to the medium-heavy level of the students. Unfortunately, it is not possible to use some of the books of the Ministry of National Education. (A 2, 1)

It is not aimed at special education students (with moderate-severe intellectual disability) and does not match exactly with the students at my school. The curriculum should be prepared according to the incidents and events in the field.(B 2, 1)

The curriculum is not suitable for the level of students at the institution where I work. It is prepared for medium students.(C 2, 1)

In Turkish and mathematics textbooks, the curriculum that will respond to every student level is appropriate. However, other course materials and books are not available to be suitable for every student.(D 2, 1)

Frequent changes in the curriculum. (M 2, 1)

Lack of appropriate course programs for the type of disability (Mild autism-slight mental illness should be a separate program)... Short duration of courses other than field courses, such as music, physical education, visual arts, etc. (F 2, 1)

...Curriculum should be made available to teachers at the point of a diversified curriculum filled in by the ministry. I see the curriculum incomplete on this subject ... (G 2, 1)

Now our school medium-heavy practice school materials and curriculum are generally prepared for light students and there is no standard...(H 2, 1)

Even if it is in the same class, it should be applicable according to the level.(I 2, 1)

Then, it came to the sub-theme of having problems with students with ASD -Autism Spectrum Disorder-, of the problems experienced in education policies. Below are the opinions of the participants on this theme.

We experience more problems in the autism group...(M 2 2)



We have the most problems in the education of students with Autism Spectrum Disorder...(B 2, 2)

We have problems especially in the education of students with autism spectrum disorder. We face intense behavioral problems. (C2, 2)

...autism is very distressing, that is, the number of students with autism is increasing day by day and they are educated in the same school as middle-weight and mental. However, I think that autism schools should be separated. Because their fields should be very different and their approach to education should be very different. I think that it would be much more effective for teachers who are only interested in autism to be with the teachers who are specialized in autism...(G 2, 2)

We mostly have problems with students with moderate-severe autism in their education. Changing behavior and maintaining it is very difficult.(H 2, 2)

The education process of students with ASD is not efficient.(I 2, 2)

3. Economic problems

In Table 4 the themes related to economic problems faced by special education school principals and the distribution of themes are given.

Table 4.

Economic problems faced by special education school principals

Economic problems	A	B	C	D	E	F	G	H	I
School not physically designed suitable for special education	✓	✓	✓	✓	✓			✓	✓
The effects of low or high socio-economic status of families on children	✓	✓	✓			✓		✓	
The materials not developed according to the characteristics of the children.	✓	✓		✓					
Insufficient salaries allocated to staff								✓	

As in Table 4, it was seen that the sub-theme of School not physically designed suitable for special education among the economic-based problems faced by special education school principals in general ranked first. The opinions of the participants on this theme are given below.

Our school is physically unsuitable for meeting the educational needs of special education students. The building is old and made of masonry, workshop, playground, garden, etc. insufficient.(A 3, 1)A

Since our school was not designed as a special education school, it was not planned, it was later converted from another school, so it is not efficient compared to special education. We have these problems as the classrooms are small, the stairs to the floors are steep, there is no elevator, there are problems in the trip of the children in wheelchairs in the school and they go up to the floors, there is no ramp.(B 3, 1)

The architectural structure of my school is not suitable for a private education institution...(C 3, 1)

This is a special education school, we are missing an elevator here.(D 3, 1)

Buildings built vertically as special education schools create negativities for students. Environmental planning should be planned for these students. (M 3, 1)

For the school, for our own school, I would like to have a garden, sports facilities, for example, a pool. A special education child should not only enter the classroom and be educated, but there should also be activities in the garden, there should be activities in the gym, he or she needs to touch, hear she needs to do sports, for example, some students have physical disabilities, it would be very useful if there was a pool, for example, or a pool that he could go to. . But unfortunately, even the garden is very small and insufficient for us.(H 3, 1)

For physically handicapped individuals, there should be an elevator for the disabled and a ramp for the disabled. Technological devices should be fully equipped in special education classes.(I 3, 1)

The effects of low or high socio-economic status of families on children was the second most important economic problem. The opinions of the participants on this theme are given below.

...Those who are in high economic standing receive additional training from outside in addition to their education at school. (M 3, 2)

...If you say the socio-economic environment in which the family lives, I believe that it affects these children negatively because the limited and underprivileged environment in which the family lives. (F 3, 2)

The low socio-economic level creates problems on the socialization of children.(C 3 2)

Families are socio-economically inadequate and may cause behavioral problems in some of the students. Students whose expectations are not met may show aggressive behavior.(F 3 2)

If the student is in an environment with a high socio-economic status, children's behaviors change for the better, change in a positive way and become permanent. If the socio-economic status is low, it is the same for other students in other fields, and it is difficult to change behavior and make it permanent. If the socio-economic situation of the family and the environment is high, if it does not contribute positively, it falls behind a little. (H 3 2)

Later, the problem arose that of the materials not developed according to the characteristics of the children. The opinions of the participants on this theme are given below.

Teaching materials are not provided in accordance with the disability and age group.(A 3, 3)

As I said at the beginning of the materials, I said the same thing in the training plan, that is, since it is not determined which materials will work exactly on the field, the materials are not made according to the level of the children and their disability. Incoming materials become unusable, so they go down to the field, meet with children and schools one-on-one, plan according to the level of children's disability and remove them in this way, making it more useful for schools to use the materials. (B 3, 3)

We have difficulty in finding materials suitable for each learning area.(D 3, 3)

Finally, as a sub-theme of the economic-based problem, Insufficient salaries allocated to staff was mentioned. The opinions of the participants on this theme are given below.

...I think that it will be effective to direct staff members in special education schools and to encourage them financially, in other words, if our teacher friend works here, it will be effective to encourage him to improve his salary, otherwise this blood loss will continue... (G 3, 4)

Quantitative findings

1. Problems according to Duty

Management problems

The frequencies of the themes on the management problems faced by special education school principals according to duty are presented in Table 5 and Figure 1.

Table 5.

The frequency of the themes of mangement problems faced by special education school principals according to duty

Management problems	Principal (f)	Vice Principal (f)
1 Problems originated from families' conditions and approaches	3	6
2 Bureaucratic problems	1	5
3 Inter-organizations communication problems	2	4
4 Problems caused due to lack of personnel	2	2

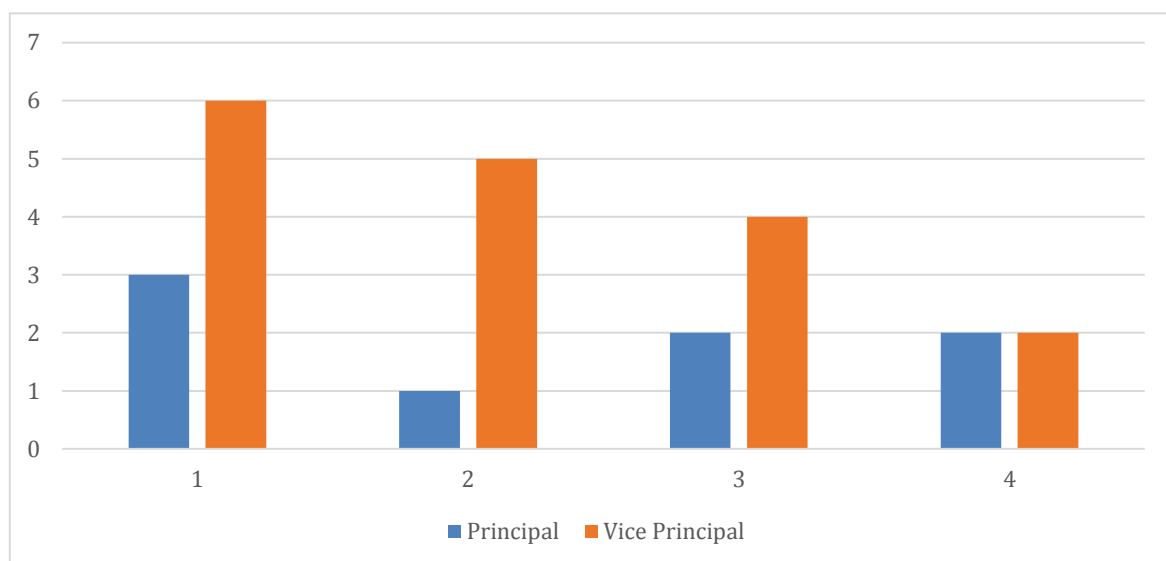


Figure 1. *The graphic of the frequencies of the themes of mangement problems faced by special education school principals according to duty*

When we interpreted the views of special education school principals on management problems they faced according to the duty, it was understood that special education school vice-principals were more likely to encounter problems originated from the conditions and approaches of families, bureaucratic problems, Inter-organizations communication problems, and problems caused from the lack of personnel compared to the principals. From this point of view, it can be interpreted that vice principals were more active in the school management.

Problems originated from education policies



The frequencies of the themes on problems originated from education policies faced by special education school principals according to duty are presented in Table 6 and Figure 2.

Table 6.

The frequency of the themes of problems originated from education policies faced by special education school principals according to status

Problems originated from education policies	Principal (f)	Vice Principal (f)
1 Curriculum related issues	3	6
2 Having problems with students with ASD	3	3

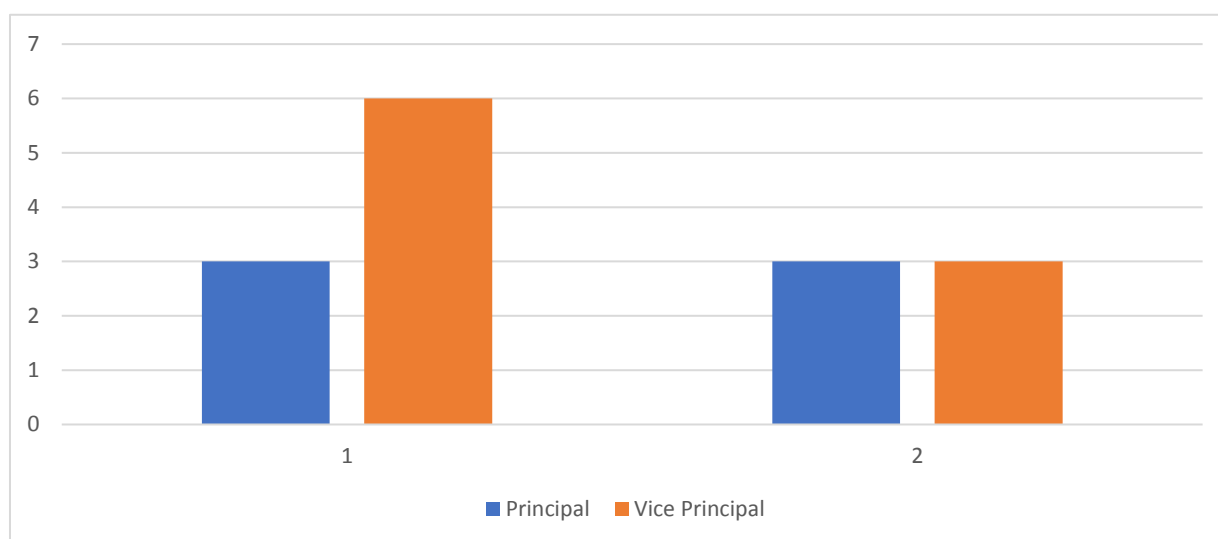


Figure 2. *The graphic of the frequencies of the themes of problems originated from education policies faced by special education school principals according to duty*

When we interpreted the opinions of special education school principals regarding the problems originated from education policies they faced according to duty, they stated that the special education school principals had problems with the curriculum and with the students with ASD. As a result, it can be interpreted that vice principals were more closely related to the educational status of the school compared to the principals.

Economic problems

The frequencies of the themes on economic problems faced by special education school principals according to duty are presented in Table 7 and Figure 3.

Table 7.

The frequency of the themes of economic problems faced by special education school principals according to duty

Economic problems	Principal (f)	Vice Principal (f)
1 School not physically designed suitable for special education	2	3
2 The effects of low or high socio-economic status of families on children	3	3
3 The materials not developed according to the characteristics	3	4



of the children

4 Insufficient salaries allocated to staff

0

1

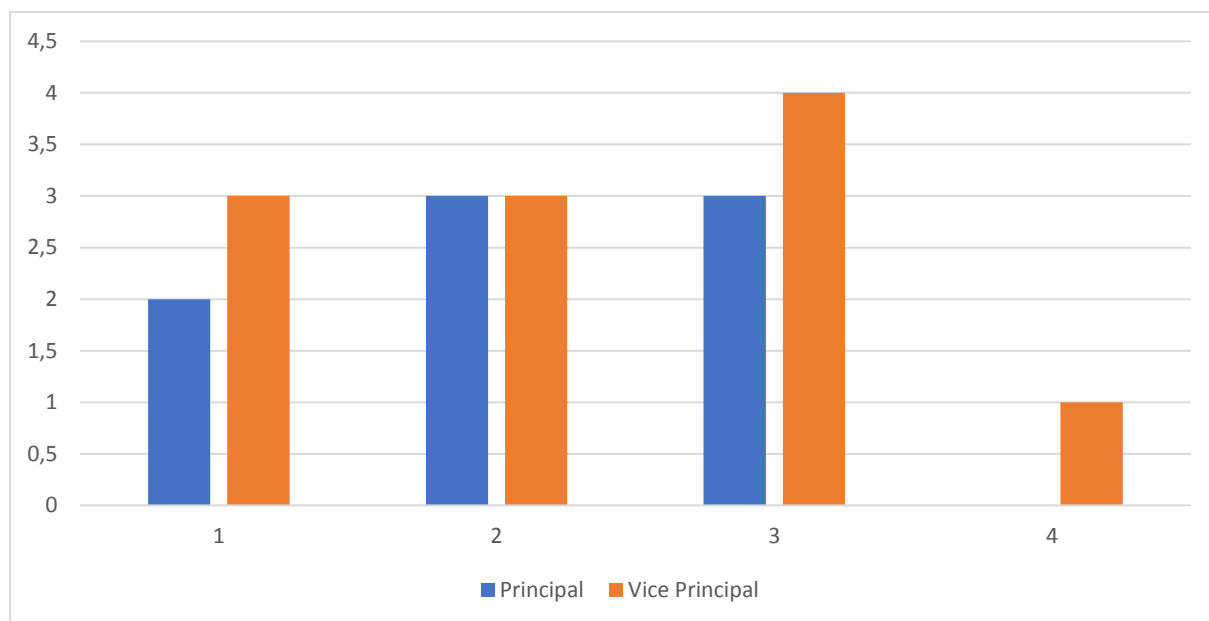


Figure 3. The graphic of the frequencies of the themes of economic problems faced by special education school principals according to duty

When we interpreted the views of special education school principals on economic-based problems according to duty, it was understood that special education school vice principals had more information about the economic situation of the school and families than the principals. Thus, it can be interpreted that vice principals were the first to know and be aware of the economic situation of the school, the needs of the staff, the characteristics and needs of the students.

2. Problems according to branches

Management problems

The frequencies of the themes on the mangement problems faced by special education school principals according to branches are presented in Table 8 and Figure 4.

Table 8.

The frequency of the themes of mangement problems faced by special education school principals according to braches

Management problems	Physical education	Visual arts	Theology	Music	Special education	Psychological Counselling and Guidance
1 Problems originated from families' conditions and approaches	2	1	2	1	1	2
2 Bureaucratic problems	1	1	1	1	1	1
3 Inter-organizations communication problems	2	1	1	0	0	2
4 Problems caused due to lack of personnel	2	0	1	1	0	0

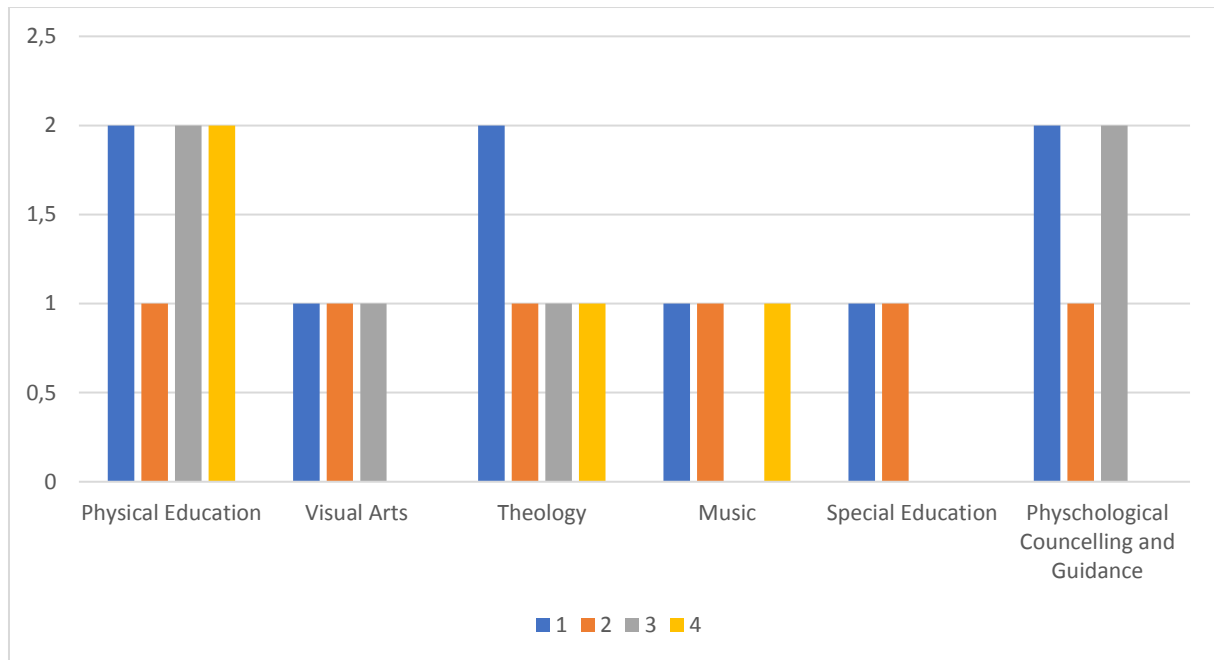


Figure 4. The graphic of the frequencies of the themes of mangement problems faced by special education school principals according to branches

When we interpreted the views of special education school principals on management problems they faced according to the branch, they stated that the principals in the branches of physical education, visual arts, theology, music, special education and guidance and psychological counseling experienced problems originated from the conditions and approaches of their families and bureaucracy. While principals in the branches of physical education, visual arts, theology and music, and guidance and psychological counseling stated that they had problems originated from inter-institutional communication, the managers in the physical education, theology and music branches stated that they had problems due to the lack of personnel. Thus, the fact that opinions on management problems can be interpreted by demographics of participation should be taken into account in order not to be mistaken.

Problems originated from education policies

The frequencies of the themes on problems originated from education policies faced by special education school principals according to branches are presented in Table 9 and Figure 5.

Table 9.

The frequency of the themes of problems originated from education policies faced by special education school principals according to branches

Problems originated from education policies	Physical education	Visual arts	Theology	Music	Special education	Psychological Counselling and Guidance
1 Curriculum related issues	2	1	2	1	1	2
2 Having problems with students with ASD	2	0	2	1	0	1

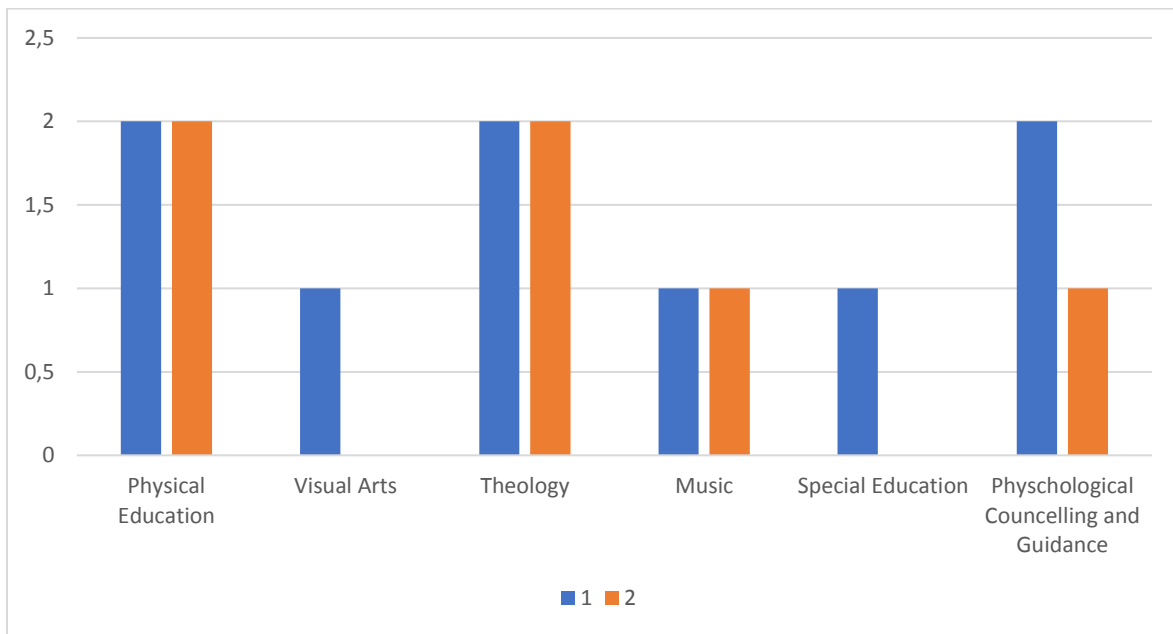


Figure 5. The graphic of the frequencies of the themes of problems originated from education policies faced by special education school principals according to branches

When we interpreted the opinions of the special education school principals on the problems originated from the education policies they faced according to the branches, it was understood that the principals in the physical education, visual arts, theology, music, special education and guidance and psychological counselling branches had problems with the curriculum, and that the principals in the special education and visual arts branches did not have problems with students with ASD. Thus, it can be interpreted that the findings of the problems originated from education policies differed according to the branches.

Economic problems

The frequencies of the themes on economic problems faced by special education school principals according to branches are presented in Table 10 and Figure 6.

Table 10.

The frequency of the themes of economic problems faced by special education school principals according to branches

Economic problems	Physical education	Visual arts	Theology	Music	Special education	Psychological Counselling and Guidance
1 The effects of low or high socio-economic status of families on children	2	0	1	0	1	1
2 The materials not developed according to the characteristics of the children	1	1	1	0	0	0
3 School not physically designed suitable for special education	2	1	2	0	0	2
4 Insufficient salaries allocated to staff	0	0	0	1	0	0

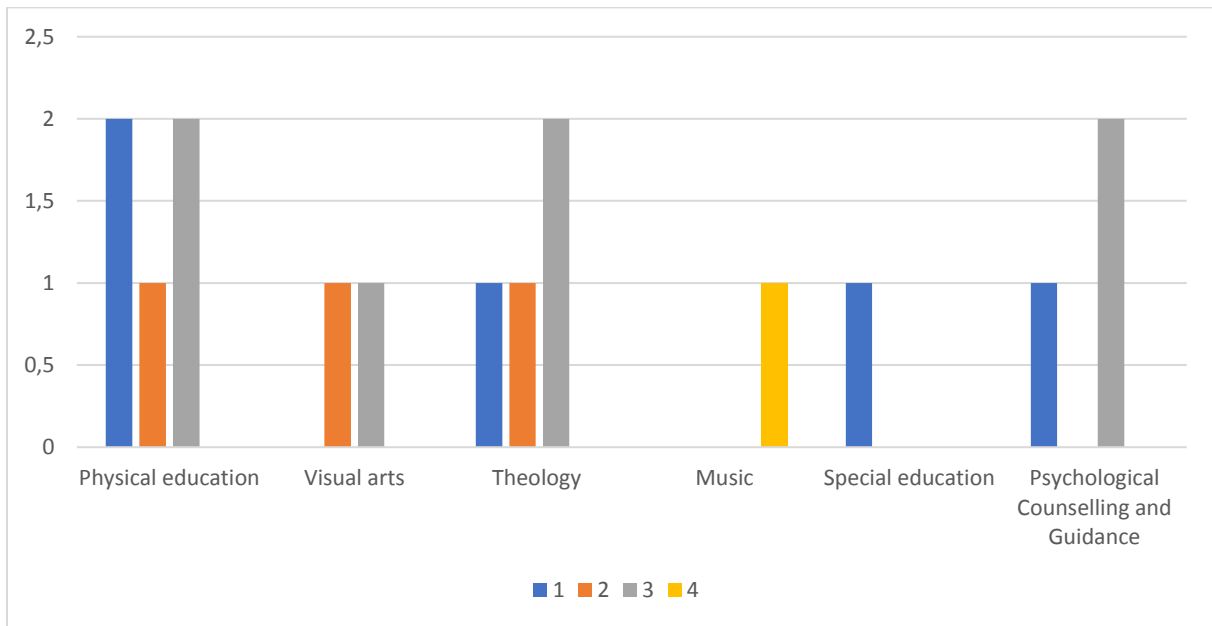


Figure 6. The graphic of the frequencies of the themes of economic problems faced by special education school principals according to branches

When we interpreted the views of the special education school principals on the economic-based problems they faced according to the branches, it was seen that the principals in the visual arts and music branch did not see any problem on the effects of the low or high socio-economic status of the families on the child, the principals in the branches of music, special education, guidance and psychological counseling did not comment on the theme of the materials not developed according to the characteristics of the children and the music and special education branches did not comment on the theme of physically designing schools for special education. On the sub-theme of insufficient salary allocated to the personnel, only the managers in the music branch commented. Thus, it can be interpreted that the findings of economic-based problems differed according to the branches, and the principals in the special education and music branches did not see many situations as a problem as perhaps they focused more on education.

3. Problems according to seniority

Management problems

The frequencies of the themes on management problems faced by special education school principals according to seniority are presented in Table 11 and Figure 7.

Table 11.

The frequency of the themes of management problems faced by special education school principals according to seniority

Management problems	3-5 years	6-10 years	15 years and more
1 Problems originated from families' conditions and approaches	1	1	3
2 Bureaucratic problems	0	2	1
3 Inter-organizations communication problems	1	2	4
4 Problems caused by lack of personnel	0	1	0

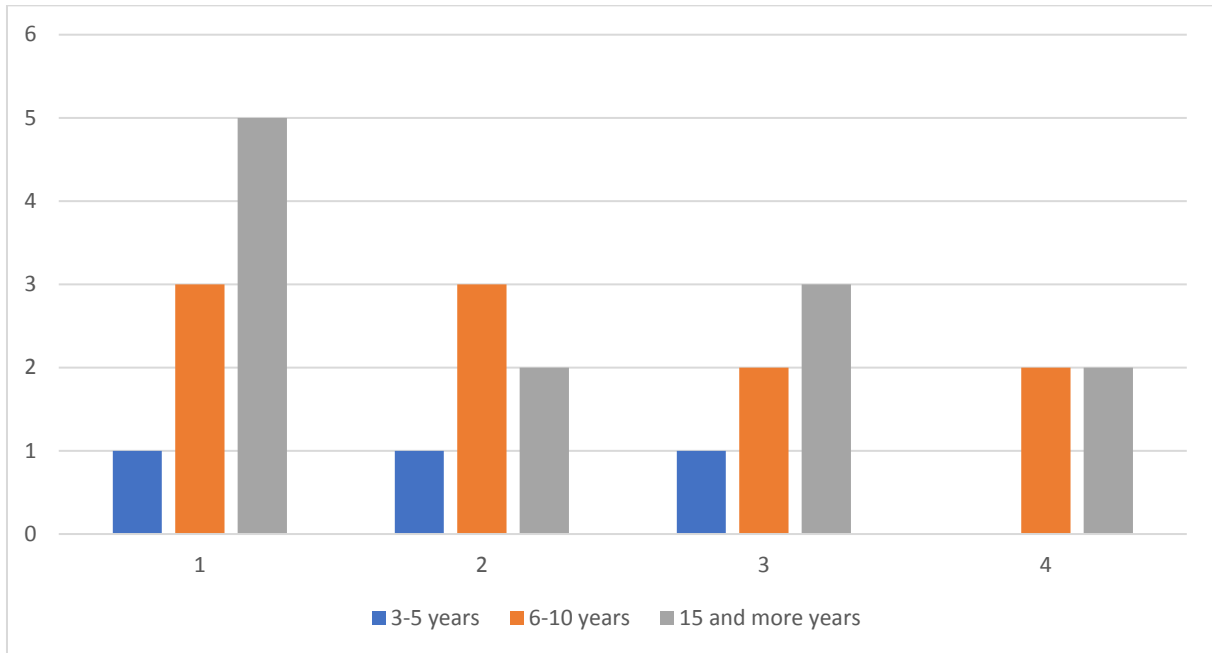


Figure 7. *The graphic of the frequencies of the themes of economic problems faced by special education school principals according to seniority*

When we interpreted the views of special education school principals on the management problems according to seniority in general, it was understood that the problems originated from the conditions and approaches of the families, bureaucratic problems, problems caused by lack of personnel were experienced by principals with 6-10 years the most. This result can be interpreted that as the seniority increases, the managers adapt to the system and experience fewer problems.

Problems originated from education policies

The frequencies of the themes on problems originated from education policies faced by special education school principals according to seniority are presented in Table 12 and Figure 8.

Table 12.

The frequency of the themes of problems originated from education policies faced by special education school principals according to seniority

Problems originated from education policies	3-5 years	6-10 years	15 years and more
1 Curriculum related issues	1	3	5
2 Having problems with students with ASD	1	2	3

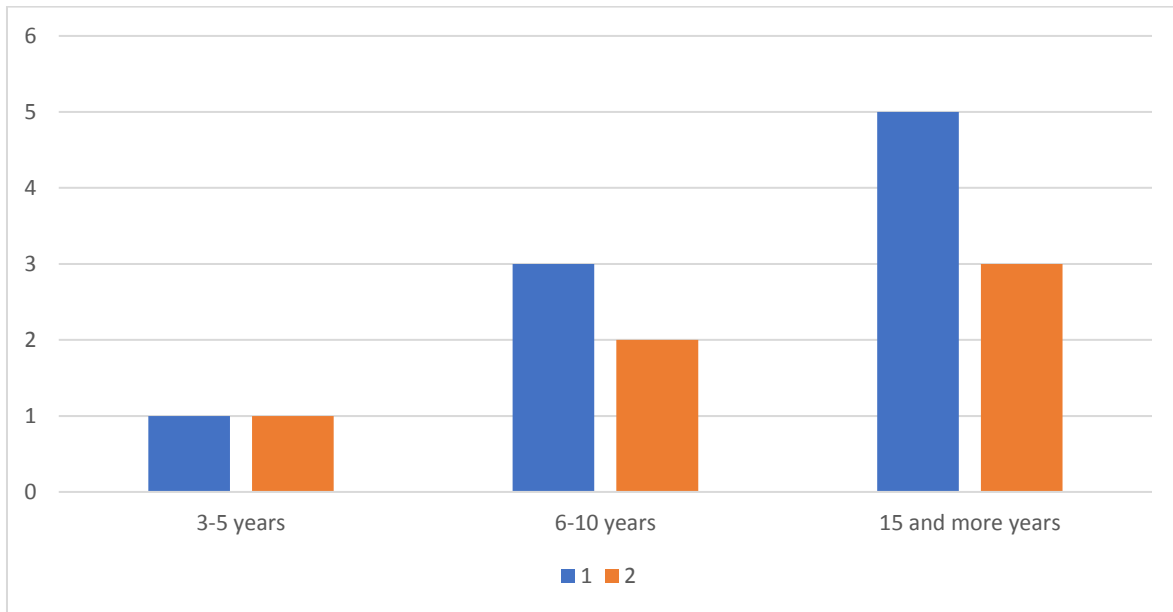


Figure 8. *The graphic of the frequencies of the themes of problems originated from education policies faced by special education school principals according to seniority*

When we interpreted the views of special education school principals on the problems originated from the education policies they faced according to seniority, the themes of curriculum-related issues and having problems with students with ASD differed according to seniority. It was seen that the problems increased more as the seniority increased. On the other hand, the reason why junior administrators had low rates of problems originated from the curriculum and students with ASD can be interpreted as they needed a little more experience to get to know the school.

Economic problems

The frequencies of the themes on problems originated from economic problems faced by special education school principals according to seniority are presented in Table 13 and Figure 9.

Table 12.

The frequency of the themes of economic problems faced by special education school principals according to seniority

Economic Problems	3-5 years	6-10 years	15 years and more
1 The effects of low or high socio-economic status of families on children	1	1	3
2 The materials not developed according to the characteristics of the children	0	2	1
3 School not physically designed suitable for special education	1	2	4
4 Insufficient salaries allocated to staff	0	1	0

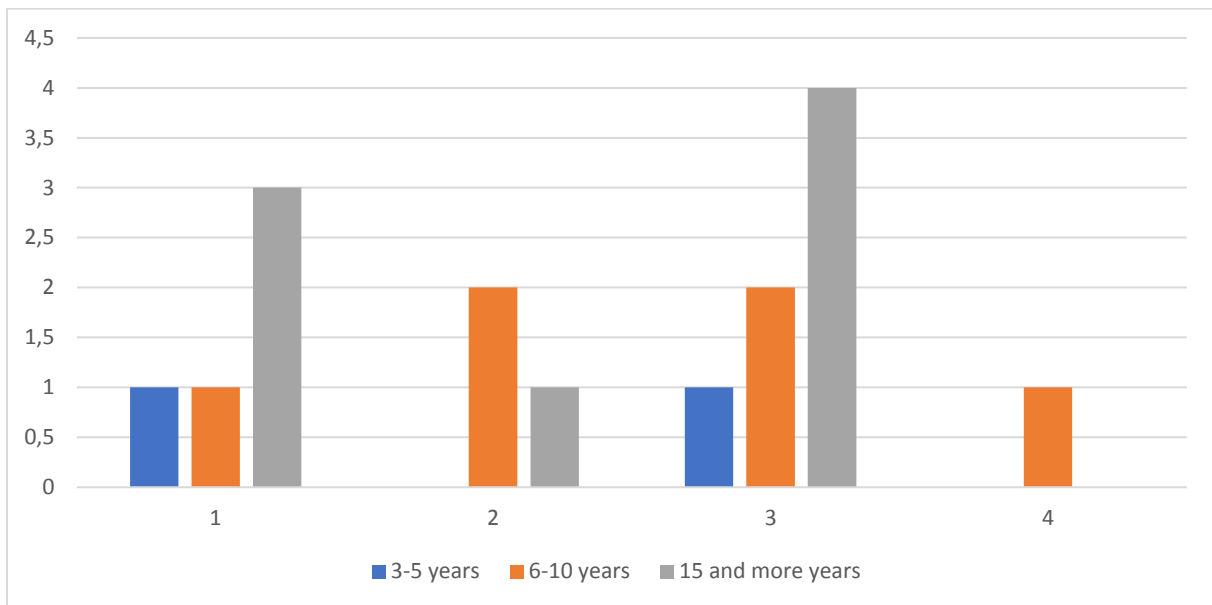


Figure 9. The graphic of the frequencies of the themes of economic problems faced by special education school principals according to seniority

When we interpreted the views of special education school principals on the economic-based problems they faced, according to seniority in general, while the principals between 3-5 years seniority stated that there was only a problem related to the effects of low or high socio-economic status of families on children and the school not physically designed for special education, In addition to the problems experienced by principals with 3-5 seniority, principals with 6-10 years seniority reported problems related to the materials not developed according to the characteristics of the children and the insufficient salaries allocated to the personnel. From this point of view, it can be interpreted that as the duration of seniority increased, economic-based problems became more evident.

4. Problems according to graduation

Management problems

The frequencies of the themes on management problems faced by special education school principals according to graduation are presented in Table 14 and Figure 10.

Table 14.

The frequency of the themes of management problems faced by special education school principals according to graduation

Management problems	Under-Graduate	Graduate
1 Problems originated from families' conditions and approaches	7	2
2 Bureaucratic problems	5	1
3 Inter-organizations communication problems	5	1
4 Problems caused by lack of personnel	2	2

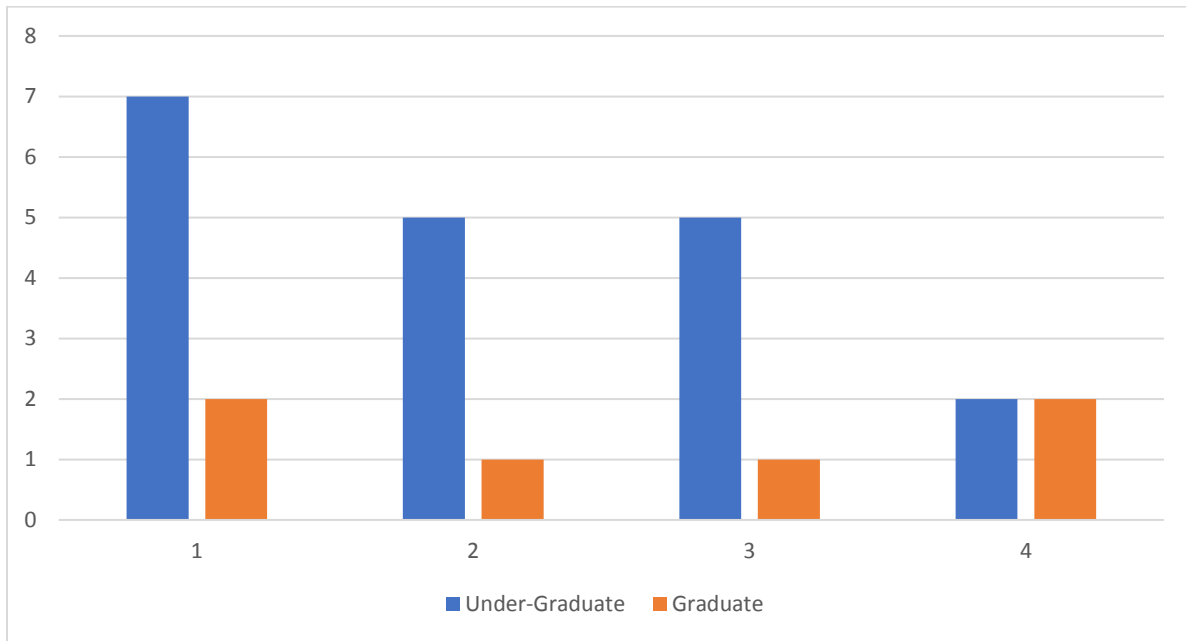


Figure 10. The graphic of the frequencies of the themes of management problems faced by special education school principals according to graduation

When we generally interpreted the views of special education school principals on management problems they faced according to graduation, while principals with under-graduate degree stated that they mostly experienced problems originated from conditions and approaches of their families, then problems due to bureaucratic, inter-organizations communication and finally the lack of personnel, principals with graduate degree stated that they experienced problems originated from the conditions and approaches of the families, lack of personnel, bureaucratic and inter-organizational communication problems relatively lower. Accordingly, it can be interpreted that there were differences between principals with a bachelor's degree and the managers with a master's degree in terms of the rate of experiencing problems originated from management, and that there were fewer problems as the level of education increased.

Problems originated from education policies

The frequencies of the themes on problems originated from education policies faced by special education school principals according to graduation are presented in Table 15 and Figure 11.

Table 15.

The frequency of the themes of problems originated from education policies faced by special education school principals according to seniority

Problems originated from education poicies	Under-Graduate	Graduate
1 Curriculum related issues	7	4
2 Having problems with students with ASD	2	2

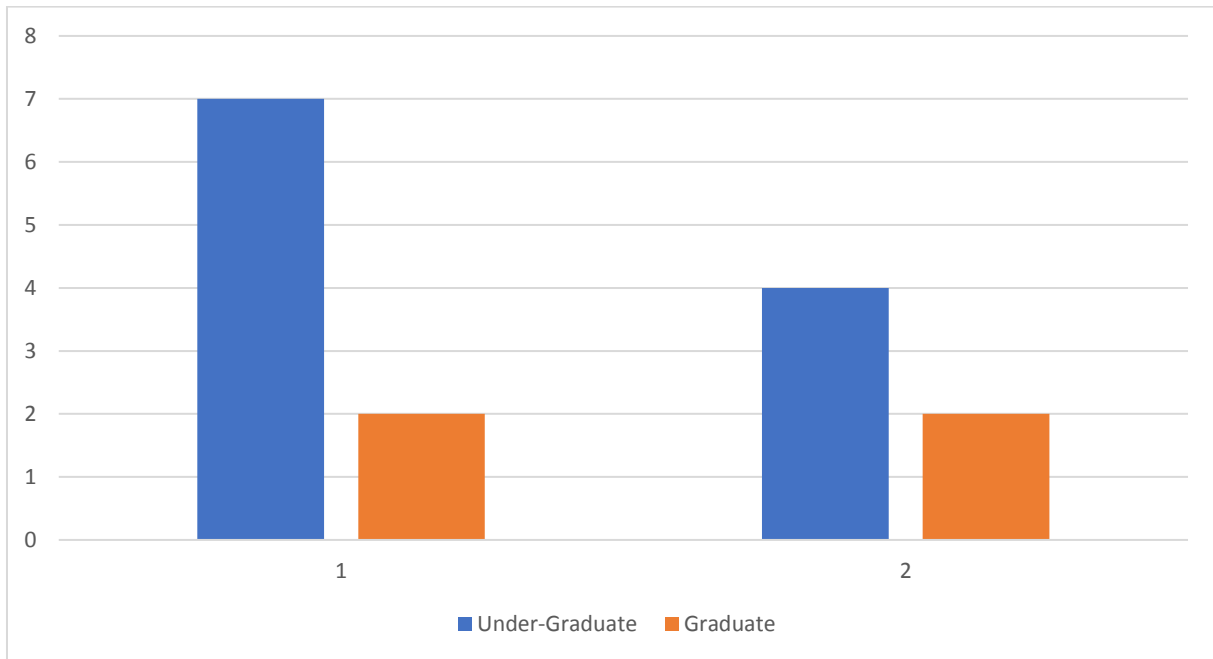


Figure 11. *The graphic of the frequencies of the themes of problems originated from education policies faced by special education school principals according to graduation*

When we interpreted the views of special education school principals on problems originated from education policies they faced according to graduation, while principals with under-graduate degree had problems related to curriculum and students with ASD, principals with graduate degree experienced these problems originated from education policies at a lower rate compared to undergraduate principals. Thus, it can be interpreted that there were differences between the managers with a bachelor's degree and the managers with a master's degree in terms of the rate of experiencing problems originated from education policies, and that there were fewer problems as the level of education increased.

Economic problems

The frequencies of the themes on problems originated from economic problems faced by special education school principals according to seniority are presented in Table 16 and Figure 12.

Table 16.

The frequency of the themes of economic problems faced by special education school principals according to graduation

Problems originated from education policies	Under-Graduate	Graduate
1 The effects of low or high socio-economic status of families on children		
2 The materials not developed according to the characteristics of the children		
3 School not physically designed suitable for special education		
4 Insufficient salaries allocated to staff		

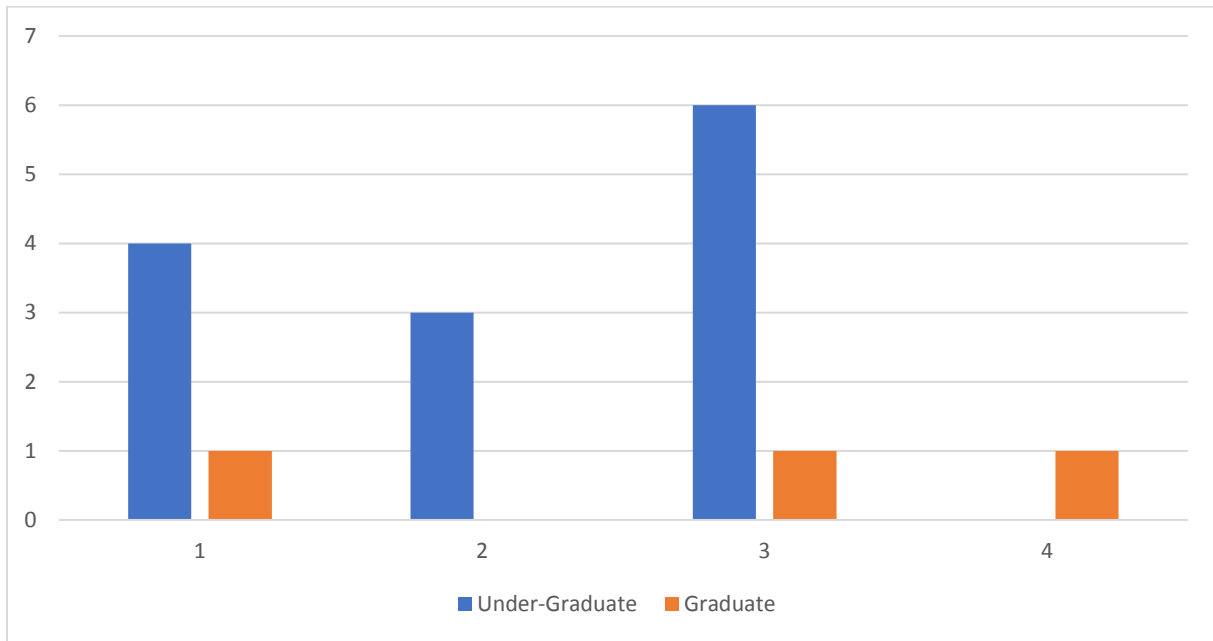


Figure 12. *The graphic of the frequencies of the themes of problems originated from education policies faced by special education school principals according to graduation*

When we interpreted the opinions of the special education school principals on the economic-based problems they faced according to graduation, the principals who had undergraduate degree expressed their views on the themes of the materials not developed according to the characteristics of the children, the effects of the low or high socio-economic level of the families on the child, and the school not physically designed for special education. On the other hand, managers with a master's degree stated that they experienced problems such as insufficient salaries allocated to the personnel, the effects of low or high socio-economic level of the families on the child, and the school not physically designed for special education. These results can be interpreted that the managers with a bachelor's degree experienced economic problems more intensely.

Discussion and conclusion

In this study, the views of special education school principals on the problems they faced were tried to be revealed by using frequency analysis and thematic, descriptive and content analysis methods, based on management problems, problems originated from education policies and economic-based problems.

Management problems faced by special education school principals consisted of problems related to problems originated from families' conditions and approaches, bureaucratic problems, inter-organizations communication problems and problems caused by lack of personnel.

When we evaluated the managerial problems of special education school principals in general, the problems were the interventions of families in school management and teachers and indifference of bureaucrats working in the higher units bureaucratically. It was also stated in the interviews that the authorities did not show sufficient attention to the existing problems. Within the scope of the findings obtained in the research, it was also found that there were various problems related to the personnel issue, and that the top unit managers (staff working in the Provincial and District National Education Directorates) of the special education schools did not have sufficient knowledge about the field of special education. Employment of out-of-field teachers in the field of special education were also other

problems. the employment of out-of-field teachers in special education reduced the quality of education. Accordingly, Özyürek (2008) stated in the study titled “Problems and solutions in training qualified teachers that as a result of the pressures, the need for teachers was tried to be met quantitatively with inadequate teachers..

In the study, it was understood that a significant part of the families did not show enough interest in their children and they were insensitive about the education of their children. Additionally, some families did not care about education for their development, considering their children only as an economic return.

The problems caused by education policies faced by special education school principals were curriculum related issues and having problems with students with ASD.

In the study, it was found that the curriculum was not suitable for children, and that a curriculum was prepared for students with moderate-severe and mild intellectual disability, but it did not include students with ASD. In the study, it was also stated that there was a problem in the student group diagnosed with ASD and the reason for this was due to the lack of special education teachers. There are studies in the literature supporting this finding. Firat & Koçak (2018) stated that the teachers working in special education schools having sufficient knowledge and skills in special education schools positively affected the professional competence of these teachers, while the lack of sufficient knowledge and skills of non-field teachers negatively affected their professional competence levels.

When the problems identified within the scope of the research were evaluated in general, it was understood that almost all of them were economic based. The majority of families with children with special educational needs were low-income families. This also affected the child's success. In order to solve this problem, increasing social assistance and providing the necessary support, especially family education, was necessary to reduce the anxiety levels of families.

In the study, it was also found that the personnel were insufficient, and the salaries and social opportunities allocated to the personnel in the special education practice schools were insufficient. It has been stated that special education teachers preferred the special education classes in the normal school as the economic return was higher and they were less worn out than of classes in special education schools. Similarly, Kocaman (2015) in the study on the problems faced by special education school managers found that special education teachers did not want to work with autistic or severe students, and schools with such students were insufficient than others in terms of the staff.

The physical design of schools in accordance with special education schools was another issue. Many factors were identified such as the absence of ramps, the absence of elevators, the lack of landscaping, and the narrowness of the school's areas. There are studies in the literature that support this issue, as an example Akbaba, & Turhan (2016). (2016) emphasized the current physical condition of the school and identified deficiencies.

Another issue identified in the research was the lack of material. Materials, which are indispensable elements of education, are support tools that facilitate learning for special education and increase skills. Learning will be faster if materials suitable for its function are developed. It would be more appropriate to develop materials suitable for children's characteristics. However, it was found in the study that the developed materials were not suitable for students.

Recommendations

In consistent with the results obtained, following suggestions can be put forward:

The Ministry of Education should ensure that special education programs and regulations be created according to each type of school and institution, with teams including special education school administrators and teachers of all types and levels.

It is necessary to ensure that the bureaucrats for special education working within the Ministry be selected from those who taught and managed in special education schools, and who mastered the problems of the field, and their authority should be increased.

An official database open to access by every institution related to special education should be established.

It should be ensured that all personnel in the field of special education, especially teachers, be constantly included in in-service training.

Care should be taken in the selection of students who want to work as a special education teacher, their personality traits should be taken into account during the process of entering the university, and it should be ensured that they see the environment in which they will work before starting their university education.

Teachers with experience in special education can be assigned to severely disabled, autistic or multi-disabled groups; On the other hand, an arrangement should be made to assign newly graduated teachers to mildly disabled groups, whose working conditions are easier, in order to enable them to gain experience.

Since the insufficient physical environments, educational materials and source books worsen the working conditions of teachers, necessary measures should be taken to solve these deficiencies as soon as possible.

It is necessary to ensure that the personnel working in the provincial and district national education directorates be selected from those who have worked as teachers and administrators in special education schools and who have a good grasp of the problems of the field, and their authority should be increased.

Family education in schools should be increased and be compulsory.

In countries that are pioneers in special education, school projects that set an example in terms of architecture should be adapted to the conditions of the country and implemented.

Salary and social opportunities allocated to the personnel need to be improved. Special education teachers should be given the right to depreciation and early retirement.

It is necessary to increase the economic opportunities offered by the state, to abandon the old and unsuitable schools and to build exemplary schools.

In order for the development of material for special education schools student characteristics should be considered.

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Ethical approval

In the writing process of the study titled “**Problems faced by special education school principals : mixed methods research**”, the rules of scientific, ethical and citation were followed; it was undertaken by the authors of this study that no falsification was made on the collected data. “Journal Action Qualitative & Mixed Methods Research [JAQMER] and Editor” had no responsibility for all ethical violations to be encountered, and all responsibility belongs to the authors and that the study was not submitted for evaluation to any other academic publishing environment.

Ethics committee approval

Ethics Committee Approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 14 decision numbered 381 on November 4th, 2021.

The effect of short time working allowance on employee assurance and motivation in accordance with the opinions of private school teachers

Serra Terzi*

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Abstract. In this research, it was sought to understand the effect of the short-time working allowance received by private schools during the Covid-19/Pandemic period on employee assurance and motivation, with the opinions of the teachers who received this allowance. The sample of the study was the English teachers working in a private school in Antalya, Döşemealtı. Most of the teachers who participated in the interview stated that the short-time working allowance affected their assurance and motivation negatively. They stated that although they worked for full time, their assurances were paid between 10-12 days a month and this would negatively affect their retirement in the future, and this period would be prolonged for almost a year and a half. In addition, they reported that they received their salaries fragmented during this process and that they experienced difficulties in that sense. Studies on short-time working allowance mostly mentioned about the benefits it provided and how it could be used legally. This study was expected to guide private school founders in terms of how the short-time working allowance affected employee motivation and assurance, and to contribute to the literature in this sense. In order to solve the problems caused by the short time working allowance, it was foreseen that the necessary research and development studies should be done before distributing the short-time working allowance to the institutions.

Keywords: Teachers, motivation, the short-time working allowance

Introduction

In the Covid-19 epidemic that affected the world, schools in 191 countries stopped face-to-face education due to the epidemic and many students started distance education. In Turkey, on March 16, 2020, schools took a one-week vacation, and then they started their first online education on March 23, 2020 (UNESCO, 2020).

Many measures were taken and bans were introduced to prevent the disease and its spread around the world. Although these measures and prohibitions varied from country to country, they continued during Covid-19 epidemic. The economic, political, cultural and psychological effects of the Covid-19 epidemic all over the world were deeply felt from the moment the disease emerged (Karaköse, Yirci, Basyigit & Kucukcakil, 2021; Karaköse & Malkoc, 2021a).

Due to the economic crisis experienced during the Covid-19 pandemic process, many workplaces went to downsize, reduce the number of workers, apply unpaid leave, reduce working hours, shut down by temporarily stopping the work, and many people became unemployed. In order to prevent this, the conditions of short-time working and short-time working allowance were simplified, enabling all employers to benefit from short-time working allowance for their employees. Short-time working means that the employee who is insured under the Unemployment Insurance Law No. 4447, the employer's employer, due to compelling reasons or the economic crisis, temporarily reduces the working hours in the institution, reduces the activities in the workplace or stops for a while, the payment of the short-time

* Bahçeşehir College Antalya, Turkey, serra.terzi@bahcesehir.k12.tr ORCID: 0000-0001-9099-8043

working allowance to the employees. regulated by the regulation regulating the procedure containing In short work, working hours can be reduced or employee contracts suspended for a certain period of time. The concept of short-time working is a form of work that provides the employee with a small income opportunity, in order to ensure the continuation of the employee, to prevent unemployment in times of crisis. The duration of short work is limited to three months, but it can be extended up to six months by the Council of Ministers in case of need. Short-time working is an application that contributes positively to the solution of problems that will arise from economic crisis and unemployment and should be applied (Seçkin, 2015).

Short time work is a conceptual phenomenon that has emerged with economic and compelling reasons. As always, private sector employees and corporate owners were most affected by the economic crisis that emerged due to the Pandemic in our country. In order to support this crisis even a little, the concept of short time work was used. Due to the economic crisis experienced with the Covid-19 Pandemic, employers' need for their employees decreased, so instead of continuing to pay wages, employers chose to terminate their employees' jobs as a solution. In order to prevent the employees from being victimized in this regard, applying for short-time working allowance provided important benefits in terms of earning a small income for the employees. The concept of short-time working provided an opportunity for them to return to their jobs after the epidemic, by preventing the dismissal of workers in the economic crisis caused by the epidemic (Bölükbaşı, 2010).

The aim of this study was to understand and interpret the effect of the short-time working allowance received by private schools during the Covid-19/Pandemic period on employee security and motivation, with the opinions of the teachers who received this allowance. At this stage of the research, motivation was defined as “internal and external desire that activates the individual, shapes his/her behaviors and ensures absenteeism”. Since the results of the study would reveal the positive and negative effects of the short-time working allowance on the motivation of the employees, this research will guide the founders of private schools to understand the effect of this allowance, which they received from their own perspective.

Within the framework of the problem statement ‘What are the effects of the short-time working allowance received by private schools during the pandemic process on employee security and motivation?’ answers were sought to the following questions:

1. How do teachers define motivation?
2. Is motivation important for both the individual and the organization? How? Why?
3. What are the factors that motivate teachers in the institution they work in?
4. What are the teachers' opinions about the short-time working allowance?
5. Does the short-time working allowance have an effect on motivation? If yes, how does it affect motivation?

Method and paradigm of research

The paradigm of this research in qualitative strand is interpretive as it is subjective and intersubjective views of the individuals (Gunbayaı & Sorm, 2018, Gunbayaı & Sorm, 2020). Accordingly, in this research descriptive case study case study design with a holistic single case was used (Yin, 2017).

A qualitative approach was chosen in this study. Because in the research, individual interviews with the participants will be made and their views on the subject will be included and it will be supported by document analysis. In this context, case study holistic single case design will be used. Case studies are deep-based studies that try to richly describe events that occur in their natural conditions, under the

constraints of time and space, using various data collection tools (Hancock & Algozzine, 2006, Yin, 2017).

Sampling

This research was conducted between 1 September and 31 December in the first half of the 2021-2022 academic year. The population of the research consisted of the teachers working in Bahçeşehir College Parkorman Campus in Antalya, Döşemealtı. In the research, convenient sampling, which is one of the purposeful sampling techniques, was used, adding speed and practicality to research. Because in this method, the researcher chooses a situation that is close to him and easy to access (Palys, 2008). The study group of the research consisted of 5 English teachers on voluntary basis. (Table 1).

Table 1.

Distribution of demographic variables of the participants

Participants	Status	Branch	School Type	Seniority	Graduate
A	Teacher	English	Primary	10 years	English Language Teaching
B	Teacher	English	Middle	11 years	English Language Teaching
C	Teacher	English	Primary	12 years	American Culture and Literature
D	Teacher	English	Middle	13 years	English Language and Literature
E	Teacher	English	Middle	18 years	English Language Teaching

Data collection

Semi-structured individual and focus group interviews were used to reveal how the short-time working allowance affected employee motivation in line with teacher opinions. Before the interview questions were prepared, national and international literature review was carried out on the research topic. In addition to interview, documents were also used in data collection. The data related to the research were collected from the teachers through interviews between October 26 and December 31. A recording device was used to record and keep data during the interview.

Ethical procedures

Scientific research ethics were followed at all stages of the research: (1) ethics committee approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 14 decision numbered 379 on November 4th, 2021 and (2) an informed consent form was obtained from the participants before the interview.

Validity and reliability of the research

In order to increase the internal and external validity and reliability based on the criteria of credibility, transferability, confirmability and dependability, (Lincoln and Guba, 1985) of the qualitative data, followings were carried out: (1) In order to increase the internal validity (credibility) of the research, In addition to interview, documents were also used in data collection and the records kept at the end of the interviews were controlled by the participants to understand the research problem comprehensively, (2) in order to increase the external validity (transferability) of the research, a purposive sampling method was chosen based on voluntarism to get opinions and experiences, (3) in order to increase the internal reliability (confirmability) of the research data were coded by two independent researchers and Cohen's kappa coefficient was calculated to determine inter-rater reliability of themes.as 0.92, which was a perfect level of agreement between the coding d) In order to increase the external reliability (dependability) of the research, all data collected were kept on demand (Landis and Koach, 1977; Lincoln and Guba, 1985; Cohen, Mannion and Morrison, 2007, Gunbayi, 2018).



Data Analysis

In qualitative strand, after the individual and focus group interviews and document collection were completed, the recorded audio files were transcribed verbatim using the NVIVO 10 software and the obtained data were analyzed with thematic, descriptive and content analysis methods. (Kelle, 1995; Cohen, Mannion & Morrison, 2007, Gunbayi, 2018).

Findings

1. The definition of motivation

In Table 2 the sub-themes related to the definition of motivation by private education teachers and the distribution of themes are given.

Table 2.

The definition of motivation by special education teachers

The definition of motivation	A	B	C	D	E
Perspective					√
Enthusiasm for work	√			√	√
Motivation		√	√		

When interpreted the definition of motivation by private education teachers in general, as in Table 2, it was seen that Enthusiasm for work took the first place. The opinions of the participants on this sub-theme are given below;

I can define motivation as the enthusiasm to work. (A1,2)

The motivation for me is to be happy in the environment you enter, especially in your classes and groups. In my opinion, if you are happy, if you do your job with love, this will motivate you and I think you will be more beneficial to your children. (D1, 2)

Like doing business lovingly, having fun and willingly. (E1, 2)

Later, another sub-theme regarding the definition of motivation was motivation. The opinions of the participants on this theme are given below:

In other words, I can explain it as being motivated: In other words, something needs to motivate you so that your motivation needs to increase.(B1, 3)

An actuation. Making progress to make positive progress.(C1, 2)

Another sub-theme was perspective regarding the definition of motivation. The opinions of the participants on these themes are given below:

Actually, perspective is motivation for me. If you want, if you want to enjoy something or if you want to have fun, you are more motivated and you do it more sincerely.(E1,1)

When we interpreted the realities of the teachers on the definition of motivation, we can understand that the most important factor that caused the employee to do his/her job with pleasure, enjoyment and pleasure was the motivation that motivated the employee in his/her performance to increase the success of the institution.

2. The importance of motivation for the institution and the individual



In Table 3 the sub-themes related to the importance of motivation for the institution and the individual by private education school teachers and the distribution of sub-themes are given.

Table 3.

The importance of motivation for the institution and the individual

The importance of motivation	A	B	C	D	E
In terms of working conditions and corporate success		√			
In terms of being happy and performing better			√	√	√
In terms of respect, support and financial dimension	√				

When interpreted the importance of motivation for the institution and the individual by private education teachers in general, as in Table 3, it was seen that in terms of being happy and performing better took the first place. The opinions of the participants on this sub-theme are given below:

It is important. People work better if they are happy.(C1,2)

Of course it matters. Because if we are happy, of course the institution will benefit from it. As long as we are happy, they will be happy in the organization and receive positive energy, so their recycling will be good for them and us.(D1,2)

... motivation is very important because it makes you not get tired of your work, it makes you have more fun, it makes you happy in life. And this affects every part of your life because you already work many hours a day. This is a very important reason for the institution because the more motivated you are, the more productive you become.(E1,2)

Later, in terms of working conditions and corporate success, and in terms of respect, support and financial dimension were mentioned. The opinions of the participants on those sub-theme are given below;

Of course it matters. Because it is important in terms of working conditions. In other words, when there is no motivation, unfortunately, we cannot show the expected success. However, when motivation is low and high, the desired goals are achieved in terms of both students and increasing the success of the institution.(B1,1)

It is of course important to me and to the institution. My personal opinion, that is, if I need to explain the details, the support given in the school, the respect for my job, the respect for me personally, besides that, of course, the financial return is motivation for me. (A1, 3)

When we interpreted the teachers' views on the importance of motivation for the individual and the institution, we understood that motivation was important in activating the employee and ensuring that he or she exhibit the desired behavior in accordance with the objectives of the institution. Motivation is important for the employee to enjoy his job and be happy in his job. As long as the employee is happy in his job, he will contribute to the effectiveness of the institution. Low and high motivation affects the success of both the institution and the students. The working conditions offered to the employee showed us that the person did his/her job with or without pleasure. The working conditions offered to the employees within the institution were important in their motivation. Since an employee working in bad conditions first expects basic needs to be satisfied, student and school will be next for him or her. As it was understood from the definition and importance of motivation, it is necessary to motivate the employees internally and externally in order to mobilize the employees in line with the goals of the organization in educational institutions whose input and output are human. The more the employee is satisfied with the institution and the environment he loves, the more he acts for the benefit of the institution.

3. Factors that motivate teachers in their institutions



In Table 4 the sub-themes related to factors that motivated private teachers in their institutions and the distribution of sub-themes are given.

Table 4.

Factors that motivate private school teachers

Factors that motivate private school teachers	A	B	C	D	E
Parents		√			
Being appreciated			√		√
Healthy working conditions, respect and support	√				
Students		√			√
Materiality			√	√	
Social relations within the institution			√		√
The extent to which requests can be fulfilled				√	
Individual success					√

When interpreted the factors that motivated private teachers in general as in Table 4, it was seen that being appreciated, students, materiality and social relations within the institution took the first place. The opinions of the participants on those sub-themes are given below:

The organization's value to people. (C2,2)

Of course, the appreciation of others is an additional event. It would be better if it did. Anything the school does can actually motivate you... (E2,2)

In other words, both the student motivates and the student does not. In other words, when you experience a positive and negative situation with them, that motivation event completely changes mutually.(B2,4)

... children's success ... children's success can really have a very good effect on people. The fact that they love you, for example, that they can touch you. It is very nice that people can touch each other's souls.(E2,4)

First of all, of course, that the salaries are paid in full. (C2,5)

Number one and most importantly, if we are happy about something financially, we stay anyway. (D2,5)

My friends are fine. (C2,6)

My colleagues. (E2, 6)

Later, the themes of parents, healthy working conditions, respect and support, the extent to which requests can be fulfilled and individual success followed. The opinions of the participants on those sub-themes are given below:

It is both motivating and not motivating. In other words, when you experience a positive and negative situation with them, that motivation event completely changes mutually. (B2.1)

If I can work in a healthy environment, if my work is respected, if I need any support, if that support is met, these are motivating things for me. (A2,3)

Secondly, to the extent that they can fulfill our wishes, of course, our motivation and motivation increase. (D2.7)

...then I don't feel unsuccessful, that is, I don't feel successful in any of the activities I do or something...(E2,8)

When we interpreted the factors that motivated the employee in the institution, we understood that many factors, not just one thing, were effective in activating the individual in the desired direction. For example, we cannot expect the organization to fulfill its goals by merely satisfying the employee in monetary terms. Humans have a complex structure. It is necessary to consider multi-faceted in mobilizing the employees in desired direction. We should know that we cannot motivate the employee with only internal or external motivation factors, and it is necessary to consider all possibilities internally and externally.

4. Short-time working allowance

In Table 4 the sub-themes related to the views of the private school teachers on short-time working allowance and the distribution of sub-themes are given.

Table 5.

Short-time working allowance

Short-time working allowance	A	B	C	D	E
Insufficient number of insurance premium days despite working		√		√	√
The risk of being unemployed		√			
Positive for the organization, negative for the employee			√	√	√
Fragmentary and incomplete receipt of salary				√	
Online education process	√		√		

When interpreted the views of the private school teachers on short-time working allowance in general as in Table 5, it was seen that insufficient number of insurance premium days despite working and positive for the organization, negative for the employee took the first place. The opinions of the participants on those sub-themes are given below:

...in the short-time working allowance, of course, it would be better if it was not given, so no one paid my premium day count, for example, half and half, but was there any other option, unfortunately there was no other option. (B3.1)

It also affected our insurance. Well, 3-4 days. Even though I am an 8th grade teacher, even though I came fully during the pandemic process, he only slept 3 days out of the 5 days I came every week or because it seemed like this 3-4 days a month, so this situation affected us. (D3.1)

Because, inevitably, your working hours did not seem as though we were online zooming from home. So it doesn't appear in systems. This was a somewhat disturbing event. (E3,1)

Of course, it was done to protect institutions, but in a way, it is a negative situation for us. (C3.3)

So there were occasional setbacks. Therefore, in my opinion, it was not an efficient application. On the contrary, we suffered more (D3,3)

It was a very, very good thing the government did. But what a good effect this has had for us is a question mark. Because, inevitably, your working hours did not seem as though we were online zooming from home. (E3,3)

Then Online education process related to the views of the private school teachers on short-time working allowance followed. The opinions of the participants on this sub-theme are given below:

We continued to work. online. Again, we did our lessons in a verb day. (A3.5)

We worked. We worked for 5 days. We had lessons every day. (C3.5)

Finally, the themes of the risk of being unemployed and fragmentary and incomplete receipt of salary related to of the private school teachers on short-time working allowance followed. The opinions of the participants on those sub-themes are given below:

In other words, when we look at the private sector now, I thought that the event would go to a very different dimension, at first, when the pandemic started, our probability of being unemployed was very high. Actually, to be honest, I'm more glad that I'm not unemployed. (B3,2)

... as far as I know from many of my friends working at private schools, they did not receive a short-time working allowance, so they continued to receive their salaries as normal, but of course, this affected us a lot as we received it in 3 parts. Because he went to bed late and we got it in 3 parts, and that short-time working allowance was also reduced from our own normal salary. We missed out. (D3,4)

When the opinions of the teachers about the short-time working allowance were interpreted, it was seen that the allowance was positive and even supportive for the institution and its owners, but it had negative effects for the employees. We can understand that teachers benefited from this allowance even though they worked, and in case of employment, their insurance was incomplete, their salaries were fragmented from both the short-time working allowance and the institution, thus causing victimization of the employees in many ways.

In addition, the information in the documents examined supported the theme of "receiving the salary fragmentary and incomplete". It proved that the salaries were paid and topped up from the Unemployment Insurance Fund and thus the salaries were received in 3 parts.

At the same time, the information in the documents examined supported the theme of "Insufficient number of insurance premium days despite working". It was seen that the number of monthly insurance premium days of teachers who taught online during school hours for a month was 10 days. Unfortunately, the number of insurance days during the short-time working allowance was shown in this way. This supported the fact that teachers were victims of appearing to be less insured for almost half of a year and a half, due to their underpaid insurance despite working. From another point of view, the fact that teachers were not unemployed in this process due to the economic crisis was what they got to do.

5. The effect of short-time working allowance on motivation

In Table 4 the sub-themes related to the views of the private school teachers on the effect of short-time working allowance on motivation and the distribution of sub-themes are given. The opinions of the participants on this theme are given below:

Table 6.

The effect of short-time working allowance on motivation

The effect of short-time working allowance on motivation	A	B	C	D	E
Positive effect on retirement					√
Positive effect due to being employed during crisis		√			
Negative effect on motivation	√			√	
Insurance motivation			√		

When analyzed the views of the private school teachers on the effect of short-time working allowance on motivation, negative effect on motivation took the first place. The opinions of the participants on this theme are given below:

But of course, what has happened now has happened and does it affect your motivation? Especially this year, our motivation is negatively affected. But as I said, I don't think much will change. (OG-C2,4)

Nothing will change, but since I think it will affect us in the long run, of course it reduces our motivation. But right now, of course, there is nothing we can do, everyone has to work, everyone has to continue in some way, but we will see the future together, but I am sure that this will not make us happy. (OG-D2,4)

Later the themes of positive effect on retirement, positive effect due to being employed during crisis, insurance motivation related to the views of the private school teachers on the effect of short-time working allowance on motivation followed. The opinions of the participants on this theme are given below:

... improvement is in question. But it is said that there will be a study on this. I hope he has the hope of working, so I think it's in everyone, especially I researched a lot. If something like that happens, of course, these things will be forgotten in a way, but if it is not done, of course, I don't think that anyone will be happy about it in the future when we retire. (OG-B2.1)

... the schools continue in a way, the institutions continue in a way, the school is not something like a factory that works today and does not work the next day, because education continues all the time, I think from today on, I am expecting a law, a law will come out or something will happen, I hope that at least the days are counted as the time we work. (OG-E2.2)

At the moment, I seem to have worked half a year, 1.5 years, as I see it. This naturally affects me. Impact my workforce. It doesn't affect my workforce, but it does affect it as motivation. In other words, as intrinsic motivation... (OG-A2,3)

When we interpreted teachers' opinions about the effect of extending the retirement period for more than one year on motivation, we can understand that it negatively affected motivation. That the institution did not need this allowance but had it without thinking, It prevented employees from thinking positively about their institutions.

5. Findings regarding the focus group discussion

In addition to individual interviews with participants A, B, C, D, E, a focus group meeting was held on 20 December at 21:22, by asking two questions over the Zoom (online connection) platform, allowing each participant to answer. Their views were categorized under themes and shown in tables.

Findings regarding the first focus group interview question

The first focus group interview question of the research was “Did the fact that you seem to be insured for a few days a month even though you work affect your motivation? How?”. Table 7 shows the teachers' views on how being insured for a few days affected motivation and the findings regarding the distribution of sub-themes.

Table 7.

The effect of appearing insured for a few days a month despite working on motivation

The effect of appearing insured on motivation	A	B	C	D	E
No effect on motivation		√			√
Negatively affected motivation	√		√	√	
Affected negatively in terms of insurance			√	√	



In Table 7, when the opinions of teachers about the effect of being insured for a few days a month while they worked on motivation were examined, it was seen that it had a negative impact on motivation in the first place. The opinions of the participants on this subject are as follows:

...if I work in a specific institution with a fixed salary and on fixed days, of course, I would like my insurance to be paid in full. And when my insurance is not paid even though I am still working continuously, this naturally affects me. (OG-A1, 2)

There is only a situation where our own morale deteriorates, otherwise there is no question of people working with children projecting them onto those innocent children. But it was a lack of motivation for us personally.(OG-C1, 2)

...I think it is a really demotivating event when we think about it, because I myself, for example, came to 8's last year, 5 days a week, even if you came 3 days a week, he somehow made half insurance, and this of course affected us. Of course, as we said, we did not reflect it on the children as other friends said, but as long as it did, it really affected me negatively every time we checked and saw it. (OG-D1, 2)

Later, there were opinions that it did not affect the motivation and negatively affected the insurance. The opinions of the participants on this subject are as follows:

As I mentioned before, it did not affect my motivation. Because I don't think there is much that can be done in this process. If some rights are given to some people, these people can use these rights very comfortably. I am a person who always advocates this.(OG-B1, 1)

From my point of view, has mine been too low, no. I always hoped that it would change and I was always expecting, a law will come out and such a thing will be said and these insurances seem to be full and I am still in that expectation and I still have such hope. (OG-E1,1)

...the fact that we worked full time, that is, 5 days, and the insurance was paid less, affected us negatively in terms of time, that is, the insurance time. Of course, it is also unfair to work and get half insurance in this way, of course, at the same time. (OG-C1, 3)

...even if you come 5 days a week, 3 days a week, he somehow made half insurance and this of course affected us. Of course, as we said, we did not reflect it on the children as other friends said, but as long as it did, it really affected me negatively every time we checked and saw it. (OG-D1, 3)

As we can see from the opinions of the teachers, the lack of insurance even though they were working had a negative impact on their motivation. It caused a decrease in the motivation to work and negatively affected internal motivation. Even though they were working, they considered the underpayment of insurance as an injustice done to them by the institution as an employee.

Findings regarding the second focus group interview

The second focus group interview question of the research was “Has the short-time working allowance extended your retirement period for more than one year, affecting your motivation? How? The distribution of the sub-themes related to the teachers' views on the effect of the short-time working allowance extending their retirement period for more than one year on motivation were formed and the findings are shown in Table 8.

Tablo 7.

The effect of short-time working allowance on motivation to extend the retirement period for more than one year

The effect of short-time working allowance on motivation	A	B	C	D	E
Unless improvements are made in this regard, it will affect the employee negatively		√			
Expecting to make up for missed days					√

Negative effect on intrinsic motivation	√	
Negative effect on motivation		√ √

In Table 7, when we analyzed at the teachers' views on the effect of extending the retirement period for more than one year due to the allowance on motivation, the negative effect on motivation took the first place. The opinions of the participants on this subject are as follows:

But of course, what has happened now has happened and does it affect your motivation? Especially this year, our motivation is negatively affected. But as I said, I don't think much will change. (OG-C2,4)

Nothing will change, but since I think it will affect us in the long run, of course it reduces our motivation. But right now, of course, there is nothing we can do, everyone has to work, everyone has to continue in some way, but we will see the future together, but I am sure that this will not make us happy. (OG-D2,4)

Later, the sub-themes of 'unless improvements are made in this regard, it will affect the employee negatively', expecting to make up for missed days and negative effect on intrinsic motivation followed. The opinions of the participants on this subject are as follows

:...it is possible that improvements will be made. But it is said that there will be a study on this. I hope he has the hope of working, so I think it's in everyone, especially I researched a lot. If something like that happens, of course, these things will be forgotten in a way, but if it is not done, of course, I don't think that anyone will be happy about it in the future when we retire. (OG-B2.1)

... the schools continue in a way, the institutions continue in a way, the school is not something like a factory that works today and does not work the next day, because education continues all the time, I think from today on, I am expecting a law, a law will come out or something will happen, I hope that at least the days are counted as the time we work. (OG-E2.2)

At the moment, I seem to have worked half a year, 1.5 years, as I see it. This naturally affects me. Impact my workforce. It doesn't affect my workforce, but it does affect it as motivation. In other words, as intrinsic motivation... (OG-A2,3)

When we examined the teachers' opinions about the effect of extending the retirement period for more than one year on motivation, we understood that it negatively affected motivation. Although it was expected that something would change, the thought that there would be no regulation regarding these missing days also has a depressing effect on internal motivation.

Discussion and Conclusion

In this research, it was tried to explain how the short-time working allowance received by private schools during the Covid-19 pandemic process affects employee security and motivation, with the views of teachers working in private schools. In the study, the definition of motivation, its importance for the institution and the individual, the factors that motivate the employees in the institution, the opinions of the teachers about the short-time work allowance, the effect of the short-time work allowance on the motivation were tried to be interpreted by making theme analysis, descriptive analysis and content analysis.

In educational institutions whose inputs and outputs are human, motivation is an important tool in motivating the employee in activating the desired direction in line with the goals of the organization, increasing the success of the student and the institution affiliated to it. The success of the institution depends on how willing and enthusiastic the employees are in performing that job, how fondly they do their job and to what extent they can meet their expectations. Motivation is very important for both the organization and the employee. Because realizing the goals of the institution depends on the

performance of the employee. For this, the more motivated the employee is, the more successful he will try to perform his job in the direction of motivation. Many factors such as providing healthy and reliable working conditions in the institution, respect for the employee and his or her job, appreciation of his or her performance by the institution and its managers, as well as being able to provide a financial income that will not leave him in a difficult situation, are positive in the motivation and motivation of the employee in realizing the goals of the organization. We cannot expect a person working in an environment where these are not provided to act in the direction of realizing the goals of the organization. For this, we should not forget that instead of thinking unilaterally in motivating the employee, both internal and external motivational elements are necessary in activating that person. For example, we cannot increase the salary of an employee who does not need financial support to perform better. From the point of view of corporate owners and managers, they need to know their employees well and know when and how to motivate them. Humans have a complex structure, unfortunately it is impossible to mobilize everyone with a single motivation tool.

As Maslow mentioned in the pyramid of needs, as long as the individual meets his needs, he can move on to the next need. In educational institutions whose key element is human, motivation is an important tool in motivating the employee to act in the desired direction in line with the goals of the organization, increasing the success of the student and the institution affiliated with it. The success of the institution depends on how willing and enthusiastic the employees are in performing that job, how fondly they do their job and to what extent they can meet their expectations. Motivation is very important for both the organization and the employee. Because realizing the goals of the institution depends on the performance of the employee. Therefore, the more motivated the employee is, the more successful he or she will try to perform his job in the direction of motivation. Many factors such as providing healthy and reliable working conditions in the institution, respect for the employee and his or her job, appreciation of his or her performance by the institution and its managers, as well as being able to provide a financial income that will not leave him or her in a difficult situation, are positive and will make an impact. in the motivation and motivation of the employee in realizing the goals of the organization. We cannot expect a person working in an environment where these are not provided to act in the direction of realizing the goals of the organization. Thus, we should not forget that instead of thinking individually in motivating the employee, both internal and external motivational elements are necessary in activating that person. For example, we cannot increase the salary of an employee who does not need financial support to perform better. From the point of view of corporate owners and managers, they need to know their employees well and know when and how to motivate them. Humans have a complex structure, unfortunately it is impossible to mobilize everyone with a single motivation tool. As Maslow mentioned in the pyramid of needs, as long as the individual meets his or her needs, he or she can move on to the next need. Unsatisfied need always creates dissatisfaction and unhappiness in the individual, which will affect the performance of that person, indirectly, but not directly, negatively affecting the success of the student and the institution.

The employee first expects his or her basic needs to be satisfied in the institution. A healthy and reliable work environment, satisfying his/her needs in terms of food and beverage, being satisfied with the salary he/she receives, receiving his/her salary regularly without delay, having the insurance required to guarantee his/her future on a regular basis. . As long as these basic needs are met to the desired extent, other steps can be taken. As an institution, it is necessary to know the needs of the employees and to motivate and support them accordingly. In realizing a more effective teaching process, identifying the motivational factors is an important element in activating that person in the desired direction. When we look at the factors that motivate the individual in the study, respectively, parents, students, healthy working conditions, the degree of meeting the needs, materiality, meeting the job security (insurance) in order to guarantee the future and not victimizing the individual, appreciating the performance, respecting the person and his work, social relations within the institution and such many factors motivating the employee should be considered together.

According to Brownell and Tanner (2012), teacher motivation depends on a number of factors such as payment, workload, promotion, further education and professional development opportunity,

institutional and institutional environment location, relationship with society, student behavior and service conditions. Our findings in the context of motivational factors were similar to the results of Brownell and Tanner's (2012) study. At the same time, a study conducted by Rasheed, Aslam, and Serwar (2010) supported the findings of our study. In the study of Rasheed, Aslam, and Serwar (2010), various motivational sources and factors for teachers in high schools were discussed with a comparative and relational approach. According to the results of the study, although salaries, tuition fees and additional bonuses were important sources of motivation for teachers, they revealed that there were different intrinsic and extrinsic motivational factors that affected teachers' motivation in their schools.

When we return to Maslow's pyramid of needs, it is expected that the basic needs of the employee will be satisfied primarily. In fact, these basic needs are the needs that are obligatory for the employee, which are not left to the will of the person and do not offer the opportunity to choose. Housing, job security, insurance, salary, food and beverage, etc. With the arrival of the pandemic in Turkey, especially in schools, the epidemic that emerged during the Covid-19 pandemic period and the economic problems it brought with it, unfortunately, caused the basic needs, which were the lowest step of our pyramid of needs, which we saw as obligatory to be met, not being met. Many businesses closed indefinitely. Public schools continued their education through EBA [Education Information Network] and television. In addition, with the online applications they bought in private schools, they taught a verb online during the week, just like in face-to-face education.

In order to alleviate the economic crisis experienced by the state, the economic stability shield package was announced. With the short-time working allowance that came out of this practice, the institutions were prevented from dismissing their employees, and even with the allowance support, the burden of the institution owners in economic distress was slightly alleviated. When we thought about it, it was actually seen as a positive practice for the institution and the employee. However, the purpose of the short-time working allowance was to support both the employee and the owner of the institution, albeit a little, economically, instead of dismissing the employee whose working hours were reduced. The benefit of this short-time working allowance by the workplaces was beneficial for both the institution and the employee. But when we thought about it, it was positive for private schools to receive this allowance, but when we thought about it from the point of view of working teachers, it was negative. The owners of private schools never thought that this short-time working allowance, which they thought from their own perspective, would put their employees in a difficult situation. As it could be understood from the findings of the study, private school teachers were negatively affected by the short-time working allowance. Unfortunately, job security (insurance) and salary step, which are the basic needs of motivation, which we consider important for the employee, negatively affected the motivation of the employee during this short-time working allowance. And this basic need could not be satisfied during the short-time working allowance.

Private school teachers who continued to work as the short-time working allowance provided was paid from the employee's unemployment fund. As stated by the teachers participating in the study, they appeared to be insured for only 10-12 days a month, even though they provided online training. The practice of short-time working allowance, which lasted for almost one and a half years, caused private school teachers to pay less than half of their insurance. However, in this process, educational institutions did not lose students. As the participants expressed in the individual interviews, private schools did not need this short-time working allowance. As a right offered to everyone, they also benefited from this right. In this process, the founders of private schools did not think that the motivation of the teachers they worked with, their loyalty to the institution was damaged, and the fact that their insurance was not paid unjustly even though they were working was an obstacle to their retirement. The studies and results in the literature in accordance with the results of this study within the scope of short-time working allowance included:

As a result, the short-time working allowance that Private Schools received during the pandemic period greatly reduced the internal and external motivation of their teachers as employees. It not only took them back a year and a half in terms of job security, but also extended their retirement longer. Accordingly,

In the study conducted by Aydoğan (2010), the economic crises experienced in Turkey and the short-time working allowance used as a means of preventing crises were mentioned. Unemployment and bankruptcy of companies occur in economic crises. Some measures are taken by the state in order to prevent these negativities and to affect the employees and employers in the least possible way. One of them is the short-time working allowance. It is stated that short-time working allowance is a legal solution applied by businesses in crisis or compelling reasons.

In another study conducted by Demir (2021), it was stated that the economic crisis had the most critical impact on employee life. It was emphasized that legal regulations were needed to eliminate the negativities that occurred in the face of changes in working life. In line with this need, short-time working was used to alleviate the economic dimension during the crisis. Although short-time work was important in sustaining the economy during the crisis, many problems arose from this practice and appropriation. In this study, details about the legal dimensions of short-time work and short-time work allowance, problems and suggestions arising from short-time work were given.

In one another study by Başığit (2020), the concept of short work was mentioned within the scope of the effects of the Covid-19 epidemic on employee life. It was mentioned that Covid-19 was the first major epidemic of the century, spreading in 2019 and negatively affecting working life as of 2020. Due to the measures taken, the working life of the workers has been interrupted. Production came to a standstill and the manufacturer was adversely affected. One of the preventive measures of the negative effects of the epidemic was the practice of short working. It included determining the effects of the epidemic on working life and examining the regulations for limiting its negative aspects within the scope of labor law.

To sum up, in the studies carried out by the researchers, in general, the duration of the Covid-19 pandemic, the negative impact of the pandemic on employee life, motivation and the economy, the content of the short-time working allowance applied in this process, its benefits to the businesses and the problems that arose were mentioned. However, studies covering these topics were generally based on working in businesses and teachers in schools. Specifically, the effect of the short-time working allowance received by private schools during the Covid-19 process on private school teachers was not emphasized. With the findings and results of this study, it is thought that it will provide an idea to the readers and especially the private school founders in terms of seeing how the allowance they received from their own perspective affected the teaching negatively, and it will fill such a gap in the literature.

Recommendations

In consistent with the results obtained, following suggestions can be put forward:

This research was conducted in a single district and private school based on the opinions of teachers. More comprehensively, by taking the opinions of school founders in other districts and private schools, participants can be selected as teachers and founders in order to understand why they received this allowance.

Private schools could benefit from the short-time working allowance like other workplaces, but changes could be made in its content. Since the working hours of the teachers do not decrease during the short working period, an article can be added that the insurance should be fully paid by the institution. In this way, the teacher will not be victimized.

Before the short-time working allowance is given, a research and development study can be done in terms of the needs of the institutions. In this way, institutions that really need it can benefit from this appropriation.

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Ethical approval

In the writing process of the study titled “**The Effect of Short Time Working Allowance on Employee Assurance And Motivation In Accordance With The Opinions of Private School Teachers**”, the rules of scientific, ethical and citation were followed; it was undertaken by the authors of this study that no falsification was made on the collected data. “Journal Action Qualitative & Mixed Methods Research [JAQMER] and Editor” had no responsibility for all ethical violations to be encountered, and all responsibility belongs to the authors and that the study was not submitted for evaluation to any other academic publishing environment.

Ethics committee approval

Ethics Committee Approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 14 decision numbered 379 on November 4th, 2021.

The effect of the motivations of teachers who are working in the institution far from their residence address on their professional and private lives

Esra Tunel*

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Abstract. In this research, the effect of the motivation of teachers who had a long distance between their institution and their residence addresses and who travelled daily on their professional and private lives were studied. In the research, the problems of the teachers who worked in the district of Döşemealtı in Antalya province and who could not reside in the district of Döşemealtı due to different reasons were interpreted. Most of the teachers who participated in the interview stated that they experienced physical and mental distress while reaching the institutions where they worked, and that the effects made their lives difficult both materially and spiritually. Spending a lot of time in traffic while travelling, having the risk of having an accident on the road, having to be on the road in adverse weather conditions, waking up too early to reach their institutions, not having breakfast because they had to leave too early, not spending quality time with their children in their family life due to working hours. It was understood that not being able to spare time outside of school affected teachers negatively. It was found that the reasons why the teachers did not reside in the district of Döşemealtı included the fact that their spouses' workplace was in the center, the educational status of their children, and the health institutions in the center were more diverse. It was seen that the travelling teachers had financial problems at first, and it was foreseen that the problems could be partially solved by making changes in the assignment and relocation regulations, providing service opportunities or giving a travel allowance in addition to their salaries in order to solve these problems.

Keywords: Teachers, motivation, stress, distance, professional and individual characteristics

Introduction

Teachers, who have an important place in society, are affected by many institutions, individuals and legal regulations. Teachers are expected to perform important tasks such as arranging the learning environment and guiding students (Orakçı, 2005). Accordingly, it is seen that the most important factor in the MoNE (Ministry Of National Education) vision is the teacher. Therefore, in order to keep teachers' motivation at a high level and increase their productivity, it is necessary to eliminate or minimize their non-educational problems (Çetin, 2006).

The region where teachers work, environmental conditions and expectation levels are the factors that can cause stress (Avşaroğlu, Deniz & Kahraman, 2005). As a result of the stress experienced, it is inevitable that teachers' sincerity and compassion towards their students, their profession and other people may be negatively affected, and it is inevitable that they will experience difficulties in fulfilling their responsibilities and values as a profession (Kayabaşı, 2008).

Being a teacher is a profession that requires great responsibility when considered in general. In Turkey, while the different problems of teachers continue, the problems of teachers working in rural areas become more disturbing (Özdemir, 2000).

* Akdeniz University, Antalya, Turkey, essratunel@gmail.com, ORCID: 0000-0002-2928-0128

Teachers are first appointed as candidate teachers according to the regulation of the Ministry of National Education. According to this regulation, teachers were evaluated as candidate teachers in the first year of their profession and were subjected to candidate teacher seminars. Instead, today, teachers are evaluated by evaluators three times in total, once in the first term and twice in the second term. The persons who will make the evaluation consist of the education inspector appointed by the provincial national education directorates, the director of the institution where the novice teacher works, and the advisor teacher determined by the principal in the institution where the novice teacher works. The first evaluation is carried out individually by the principal and the advisor teacher in the institution where the teacher works. The second assessment is applied in the same way as the first assessment. The third evaluation is carried out by the education inspector, school principal and advisor teacher by filling in different forms individually. Finally, candidate teachers who are unsuccessful in performance evaluation lose their right to be a candidate teacher and are terminated from their civil service (Resmi Gazete, 2015).

According to the 19th article of the Ministry of National Education, the appointment of teachers by relocation includes the following; displacements due to disability, compulsory labor obligation, displacements as a requirement of service, displacements due to emergency situations, displacements of national team trainers and national athletes, displacements due to field changes, displacements of surplus teachers. In this regulation, it is emphasized that the norm staff gap and service point superiority are required while applying the principles of displacement. In addition, it has been stated that teachers whose nominations are canceled can apply for the appointment of an excuse group in certain periods (January-August) every year. (Resmi Gazete, 2015)

According to The Turkish Language Association (**TDK**), the word residence means to live in a place (TDK, 2022). Residence means to settle in the place in question, to be a resident of a certain place. There are no legal restrictions regarding the residence of teachers in their place of residence according to the Civil Servants Law 657' (DMK -Devlet Memurları Kanunu- No. 657). In addition, considering the statement "Everyone has the freedom to settle and travel" in Article 23 of the binding Constitution titled "freedom of residence and travel", there is no provision that obliges civil servants to reside at the place of duty. There is no relevant provision (DMK No. 657).

In Turkey, the principles determined by the Ministry of National Education are adhered to in the appointment and placement of teachers, but this system has some limitations. One of the main problems affecting teachers is the distance between the institution where the teachers work and their residence addresses. This problem causes teachers to work miles away from their residential address and travel every day. Teachers working in places far from their residence addresses make requests to be assigned to their residence areas, but these requests are often not fulfilled.

The goals that people set for themselves always keep their motivation high. 'Motivation, which is defined as the processes that activate the individual and direct the behavior in the desired direction and in line with the goals of the organization' (Yıldırım, 2007). It is very important in ensuring that the organization reaches the desired goal with a good performance of the employees (Altinkurt, Yılmaz & Erol, 2014). It is one of the most important elements in increasing the success of the school and the student that teachers carry out their work with motivation.

The fact that teachers cannot work in the regions where they have their own residence addresses causes their motivation to decrease for many reasons. For example, a breastfed baby needs his mother during the day, especially during feeding hours (Resmi Gazete, 2013). Therefore, the law supports teacher mothers to feed their babies under the name of 'maternity leave' until the baby reaches a certain age. However, due to the distance from her home of the institution where she works, most of this mother's time is spent on the road to reach home. This situation creates psychological distress in the mother and causes a lack of motivation both in her profession and in her private life.

In the literature review, the physical and psychological problems and general problems of teachers working in villages or districts were mentioned. In this context, no articles, dissertations or doctoral studies have

been found about the individual and professional motivations of teachers who are too far from their place of residence and the institution they work for. It is hoped that this study will contribute to the literature review besides being original in this respect.

What is the effect of the motivations of the teachers whose residence address is far from the institution they work in, on their professional and private lives? For this purpose answers to following questions were sought to answer:

1. What are the teachers' views on the factors affecting their motivation?
2. What are the reasons why teachers prefer the institution they are currently working in?
3. What are the opinions of the teachers about the difficulties experienced in transportation to the institution where they are currently working?
4. What are the teachers' views on the change in their eating habits?
5. What are the teachers' views on the effect of working in a distant place on their family life?
6. What are the teachers' views on the effect of working in a distant place on their professional life?
7. What are the opinions of teachers about whether working in a distant place financially affects the family budget?
8. What are the views of teachers on the subject of working in a distant place and allocating time for extracurricular activities?

Method and paradigm of research

The knowledge constitute interest of this research was practical and the paradigm of this research was interpretive as it was subjective and intersubjective views of the individuals (Gunbayi & Sorm, 2018, Gunbayi & Sorm, 2020; Gunbayi, 2020 a,b).

This research was carried out with the descriptive phenomenology (phenomenology) design used in qualitative research methods. Phenomenology study contributes to understanding and interpreting the meanings that individuals create in their minds by focusing on how individuals perceive reality and their experiences regarding these perceptions (Creswell, 1998; Patton, 1990, Polkhorne, 1989)

Sampling

The sample of this study consisted of the teachers who lived in Antalya city center, whose institution was in the district of Döşemealtı, and who had to travel 20-40 km every day, selected via purposive sampling method and convenient sampling technique (Palys, 2008). The teachers were in the same schools. Three of the participants were subject teachers and the other was vice principal.

Table 1.

Distribution of demographic variables of the participants

Participant	Gender	Age	Marital Status	Number of children	Seniority	Start year	The duration of travel
A	Man	36	Married	1	15 years	2021	1 year
B	Man	43	Married	2	12 years	2017	5 years
C	Woman	47	Married	2	12 years	2015	6 years
D	Woman	36	Married	1	12 years	2018	5 years



Data collection

In the research, data were collected through individual face to face interview with semi-structured form, which consisted of main and probe questions prepared by the researcher. Before the questions were prepared, a literature review was conducted on the subject. In addition to individual interviews, focus group interviews were also carried out. The interviews were recorded, and the interviewee was informed about this before the recording was made.

Ethical procedures

Scientific research ethics were followed at all stages of the research: (1) Ethics Committee Approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 14 decision numbered 377 on November 4th, 2021 (2) permission was obtained from the Antalya Provincial Directorate of National Education for the research and (3) an informed consent form was obtained from the participants before the interview. (4) Participants were informed that their names would not be mentioned under any circumstances in the study and that they would be given the sequential code A, B, C, D.

Validity and reliability of the research

In order to increase the internal and external validity and reliability based on the criteria of credibility, transferability, confirmability and dependability, (Lincoln and Guba, 1985) of the qualitative data, followings were carried out: (1) in order to increase the internal validity (credibility) of the research, an interview form was developed by the review of the relevant literature (2) in order to increase the external validity (transferability) of the research, a purposive sampling method was chosen based on voluntarism to get opinions and experiences (3) in order to increase the internal reliability (confirmability) of the research Cohen's kappa coefficient was calculated to determine inter-rater reliability of themes as 0.83, , a perfect level of agreement between the coding d) in order to increase the external reliability (dependability) of the research, all data collected were kept to prove on demand (Landis and Koach, 1977; Lincoln and Guba, 1985; Cohen, Mannion and Morrison, 2007, Gunbayi, 2018).

Data analysis

In order to increase the reliability of the research, first of all, the interviews were carried out by a single researcher and the recorded audio files of the interviews were transcribed verbatim and their accuracy was confirmed by the participants. The answers to the questions were classified and thematic, descriptive and content analysis was carried out via NVIVO software. (Kelle, 1995; Cohen, Mannion & Morrison, 2007). At the end of the research, the findings were interpreted and discussed.

Findings

1. Factors affecting teachers' motivation

The factors affecting the motivation of the participants are shown in Table 2.

Table 2.

Factors affecting teachers' motivation

Themes	Participants	f
Managers' approach	A, C, D	3
teacher environment	A, B, C, D	4
Working conditions of the school	D	1



As indicated in Table 2, the factors affecting the motivation of the participants were categorized under 3 sub-themes. When teachers were asked about the factors affecting their motivation, their answers were as follows:

'The factors that motivate us are of course the approach of the administrators. If such difficulties also help us, this affects us positively when we experience discomfort in transportation to and from the country.' (A)

'...good dialogue with my teacher friends and the motivation they and I add to them is the motivation they add to me, that is, we are smiling, on the one hand, we share the energy we give each other about the work we do...' (B)

'...my colleagues, school administration and students motivate me positively.' (C)

'The reason why I prefer my institution because the school is open in certain months, the education period is short, because I have a child, because I have a small baby...' (D)

As understood in thematic and descriptive analysis, the most important factor affecting the motivation of the participants was the teacher environment in the school. The teacher environment, which supported the school climate positively and strengthened the bond between teachers, strengthened the motivation of teachers. The approach of the administrators was in the second place among the factors affecting their motivation. Since the school type was a vocational high school, students did some of their internship periods when the school opens, and therefore the annual working time at the school was two months less than other schools.

2. Reasons for choosing the institution

The reasons why the participants preferred their institutions are shown in Table 3.

Table 3.

Reasons for choosing the institution

Themes	Participants	f
Vacancies	A, B	2
Foreign language proficiency	C	1
Less intensity of the lesson	D	1

As stated in Table 3, the reasons for choosing the institutions of the participants were categorized under 3 sub-themes. When the teachers were asked about their reasons for choosing the institution, different answers were received and they gave the following answers:

'The biggest reason for the vacant positions in the provincial appointment was the big vote, that is, because of the distance...' (A)

'The reason why I chose this institution is that foreign language courses are intensive.' (C)

'The reason why I prefer my institution, the school being open in certain months, the short education period, and the fact that I have a child...' (D)

As understood in thematic and descriptive analysis, the intensity of the course was increased in the months of November-May due to the internships of the students. Therefore, the reason for choosing the school was stated to be low course intensity. At the same time, teachers had difficulties in relocating because there were problems in the presence of vacancies in the province. The reason why the participants preferred their institutions was that there were vacant positions during the appointment

request period. The fact that the school was mainly on foreign language caused it to be preferred more by subject teachers. Teachers stated that they got more efficiency and affected their motivation positively.

3. Problems due to the travel to the institution

It was understood that the participants had many problems during transportation to school. Themes related to the difficulties experienced in transportation to school are shown in Table 4.

Table 4.

Problems due to the travel to the institution

Themes	Participants	f
Stress due to traffic density	A, B, C, D	4
Anxiety about not getting to school on time	D	1
Material influence	A, B, C	3
Distance	A, B, C, D	4
Problems with public transport	A, D	2
Waste of time	A, B, C, D	4
leaving home early	C	1

When we examined the themes in Table 4, the problems experienced by the teachers during transportation were grouped under 6 sub-themes. Teachers mentioned about the problems they encountered while travelling their institutions as follows:

'As I said I usually travel with my car, as I mentioned before, the biggest problem is the traffic density, the time spent in traffic is very long when we use the bus or public transport.' (A)

'...Especially in the morning and evening hours, the traffic density affects the most, and of course, it affects me negatively at this distance since it is far from where I live' (B)

'Because the place where our school is located is quite a distance from where I live, the bus does not depart frequently. That's why I have trouble reaching school, I can say that I'm often late'(D)

As understood in thematic and descriptive analysis, it was stated that teachers experienced stress about not being able to catch up with school, primarily due to traffic density. 3 of the teachers provided transportation with their own vehicle and 1 of them using public transportation vehicles. Teachers who used their own vehicles had more difficulty in travelling financially. Teachers who preferred public transportation, on the other hand, were negatively affected by the overcrowding of the bus, as well as the anxiety of catching the bus and catching the lesson. Some teachers, on the other hand, used public transport occasionally, while the majority of them travel with their own vehicles. As a result, most of the teachers who answered the questions saw the time spent on the road as a waste of time. One of the teachers stated that he left home 1 hour earlier because the traffic density was less.

4. Change in eating habits

As seen, it was stated that there were changes in the eating habits of the participants. Themes related to changes in eating habits are shown in Table 5.

Table 5.

Change in eating habits

Themes	Participants	f
No breakfast	A, B, C, D	4

Skipping main meals	A, B, C, D	4
Junk food nutrition	A	1
Not bringing your food with them	A, C	2

As indicated in Table 5, the findings related to the change in eating habits were categorized under 4 sub-themes and this question was answered by all the teachers. Teachers stated about the change in eating habits as follows:

'We do not have the opportunity to have breakfast in the morning, so we bring it with us most of the time. Lunch is also available in our school, but of course, we can say that it affects negatively because we eat more junk food.'(A)

'...we can't have our breakfast, we can't make enough preparations about it. We usually start the day without breakfast. Of course, I can say that I have a problem with food, since there are not many dining places around the school at noon.'(B)

'... Of course, lunch may not be healthy sometimes, so we can be affected by it.'(C)

'Eating habits are never at the forefront, I go out without even having breakfast because it is primarily to catch the bus, and I already take my food with me...'(D)

As understood in thematic and descriptive analysis, teachers stated that they got up very early to catch up with school and they could not have breakfast during the preparation phase. Since there was no place to eat around the school, some teachers also had trouble with lunch. The absence of main meals such as breakfast and lunch negatively affected teachers' eating habits and sometimes let them to eat junk food. Two teachers who participated in the interview stated that they prepared their breakfast and meals in the evening and that they ate what they brought with them during breaks or lunch breaks.

5. The effects of working in a distant place on family life

The effects of working in a distant place on the family life of the participants are shown in Table 6.

Table 6.

The effect of working in a distant place on family life

Themes	Participants	f
Leaving home early	A,B,C,D	4
Tiredness	A,C,D	3
Inability to catch up when there is an emergency	B, D	2
Inability to spend enough time with children	A,B,C,D	4
Dropping the child off to school early	A	1

Teachers expressed the effect of working in a distant place on their family life as follows:

'The biggest problem is of course being tired, there are too many children in the family after work, and one does not have much energy to spend time with him to play with him at work, it affects badly'(A)

'It affects my family life negatively. Because when they need me, I can't be right next to them. Today, for example, my child fell in the 2nd grade of primary school, his trousers were covered with mud, he had to change his clothes, but because my wife couldn't catch up, I had to run. I have trouble catching up with my family, especially when they are sick, I have to run again when there is an emergency, this distance really makes me tired'(B)

'Since most of our time is spent on the road, we may not be able to spare time for those at home sometimes.'(C)



'I am completely away from my family during the day. I can only see my family in the evening after work'(D)

As understood in thematic and descriptive analysis, the effects of working in a distant place on family life were categorized under 5 sub themes. Teachers had to leave home early in order to reach school. Leaving home early and coming home late due to the time spent on the road caused teachers to get tired and not be able to spend quality time with their children. In addition, the anxiety of not being able to catch up in case of an emergency due to the distance between school and home negatively affected teachers.

6. The effects of working in a distant place on professional life

The views of the participants on how working in a distant location affected their professional lives are given in Table 7.

Table 7.

The effects of working in a distant place on professional life

Themes	Participants	f
Deficiencies in lesson preparation	A, B	2
Inability to attend vocational courses	D	1
Deficiencies in personal development	C	1

In Table 7, the views on the effect of teachers who had too much distance between their home and school on their professional lives are given in 3 sub-themes. Teachers answered the question about the effects of working in a remote location on their professional life as follows:

'...Of course, we have some shortcomings in preparing lessons.'(B)

'We spend most of our time on the road, for example, we can bring it to the traffic at the time we will look at it, or we may have to spend the time that we will spare for ourselves in traffic.(C)

'I can't spare time for things like reading an extra course, an extra book in order to improve myself professionally'(D)

As understood in thematic and descriptive analysis, travelling teachers spent most of their time on the road, and these journeys prevented them from doing activities where they could improve themselves, such as preparing lessons, attending different courses related to their profession, or reading books. Teachers who came home tired preferred to spend their time resting more.

7. The financial impact of working in a remote place on the family budget

The participants were asked whether working in a distant place financially affected the family budget, and the findings are given in Table 8.

Table 8.

The financial impact of working in a remote place on the family budget

Themes	Participants	f
Yes, it negatively affects	A, B, C, D	4

As can be seen in Table 8, it was seen that the travels of the teachers working in a distant place affected them financially negatively. The answers given to the questions asked of teachers about whether working in a remote location affects them financially are as follows:

'Financially, of course, it is very tiring with the updated prices, so our fuel costs increase accordingly because it is far away' (A)

'...There is no person who is not affected by recent price increases, even at a close distance, and there is no financial benefit.' (B)

'Since we came with our private car, the road is long. Of course, the financial aspect of this also affects us.' (C)

'Inevitably, when I say food and travel fee, a certain amount of my own earnings goes there.' (D)

As understood in thematic and descriptive analysis affected all participants negatively, a single main theme was created. In particular, they stated that the increased oil costs affected their family budgets more negatively.

8. Inability to spare time for extracurricular activities due to working in a remote place

The participants were asked whether they could spare time for extracurricular social activities due to working in a distant place, and the findings are shown in Table 9.

Table 9.

Inability to spare time for extracurricular activities due to working in a remote place

Themes	Participants	f
I can't spare time on my working days	A, D	2
I can never participate in extracurricular activities because I am busy.	B	1
I rarely have time	D)	1

As seen in Table 4.8, it was found that teachers who were too far away from their home and the school they worked in had difficulties in allocating time for extracurricular activities. According to Table 4.8, there are 3 sub-themes. The teachers answered the question about allocating time for extracurricular activities as follows:

'...when we go home, we just want to rest, there is no time for any social activity...' (A)

'...I cannot do my extracurricular activities because my work is already busy, I just have to leave extracurricular activities at the weekend. I have reserved for myself a sports activity or a social activity, a cinema etc., unfortunately, no such social activity happens, extracurricular activities do not happen unfortunately' (B)

'Unfortunately, we can't spare time, because we leave late after school, this time we have responsibilities such as getting home and picking up the children from school' (C)

'You can't include any activities, it's tiring, I spend all day there, I can rarely do anything extra.' (D)

As understood in thematic and descriptive analysis, in addition to the teachers who stated that they could not spare time for extracurricular activities during working days, the teacher who worked as the vice principal stated that he could never participate in different activities. The teacher, whose course intensity was less than the others, stated that he rarely spared time for extracurricular activities.

9. Findings of Focus Group Interviews

Findings of working in a remote location as a parent

The participants were asked how working in a distant place as parents affected them, and the findings are shown in Table 10.

Table 10.

Findings of working in a remote location as a parent

Themes	Participants	f
I can't be there when my family needs me.	A, B, C, D	4
We are worried.	A	1

The answers to the question How working in a distant place as parents affected them are as follows:

'...of course, being away from the family, not being able to be there for them when they need us can be a big problem because when we need to take the child to us when he needs us, this distance can force us, aside from the financial aspect, in such a health situation, especially when it requires a quick intervention at that moment, we can worry. This situation can lead to...' (B)

'Reaching late when there is any problem with the health of children, of course, exposes us to stress'(A)

'...when we come to school, we cannot work in peace because we always have such thoughts in the back of our minds...' (C)

As seen in the themes and descriptive analysis in Table 10, working in a distant place and being unable to be there for their children and families when they needed them affected teachers negatively as parents and caused them to worry.

Findings of feelings before departure

The participants were asked about their feelings before the departure and the findings are shown in Table 11.

Table 11.

Findings of feelings before departure

Themes	Participants	f
I am experiencing stress.	A, B, C, D	4
I think about how my family will spend the day.	A	1
I'm in a hurry to catch the bus.	D	1
Traffic congestion is a problem.	C, D	2

In Table 11, the findings are categorized in themes according to the feelings of the teachers before they set out. Below are the answers to the question:

'The biggest problem for us is traffic, we are grateful if we can return home without any problems in traffic'(A)

'...I keep on my way thinking about both the school and the things I left behind, but of course the distance of the road and the worry that I will experience road stress on the other hand is always on our minds as we travel that road, because anything can happen in traffic at any moment, we meet very different people...' (B)

'I sometimes have to leave my children at home alone, leaving an hour in advance to get to school without being exposed to traffic'(C)

'Because I came to school by bus, I was in a hurry to catch the bus on time and get to school on time before I set off, so I set out with the idea of leaving school and family aside and reaching school first. Later when I come to school, when I get rid of that stress, when I reach school, I focus on the lesson, and when I focus on the lesson, this time I start to think about my family.'

As understood in thematic and descriptive analysis, teachers thought that they were stressed before they set off, thinking about both the road and the families they left behind, and also thinking that they would encounter heavy traffic on the road affects them negatively.

Findings related to belonging to the institution

The participants were asked whether working in a remote location affected their belonging to the institution, and the findings are shown in Table 12.

Table 12.

Findings related to belonging to the institution

Themes	Participants	f
It negatively affects my performance.	D	1
I am stressed, but I am at peace at school.	A,B,C,D	4

In Table 12, the answers given to the question about the teachers' belonging to the school were categorized in themes.

'Yes, it requires us to question here, sometimes I really come to this school, I come to this school. time, of course, these worries can go away.'(B)

'Working in an institution far from my home, while I can work more efficiently in a school closer to my home, inevitably affects my performance negatively.'(D)

As understood in thematic and descriptive analysis, teachers stated that they were happy at school, even though it was stressful for them when they were on the road. One teacher in the interview stated that it had a negative impact on his performance. They answered the question as follows:

Discussion and conclusion

The results of this study, which aimed to seek to understand the effects of teachers' motivations on their professional and personal lives, who were too far between the institution they worked and their residence address, are follows:

It was concluded that the fact that the teachers had to travel for different reasons, not in the environment where the school was located, affected the teachers negatively both professionally and individually. The travelling of the teachers brought with it different problems of its own. First, teachers woke up early in order to reach their school, there were two main reasons for this early wake up. The first was the concern of not being able to catch up with the school because the distance was too long, and the second was the undesirability of adding to the travel process when the traffic density was high. Considering the material and moral losses such as traveling, the stress experienced in traffic, the problems encountered during the journey, leaving home early and returning home late, it could be said that it was a very wearing process for teachers. The most important reason forcing teachers to travel was the lack of vacancies. The absence of schools with vacant positions in the regions where teachers' homes or spouses worked forced them to travel according to the assignment and relocation regulations. It was thought that the steps to be taken for the spouses to work in the same region would slightly improve this negative situation. It is seen that the findings obtained as a result of the research were parallel with the findings of Önen and Doğaner's (2017) study called 'The effects of working in an institution far from the place

of residence on the professional and private lives of teachers'. Some teachers, who were willing to travel, cannot find the working conditions of the school in other schools. The fact that students come from their internship at the end of November and go back to their internship at the end of April shortened the education period at the school about four months. This situation affected some teachers positively in continuing to work at school.

Due to the problems faced by teachers such as stress caused by the intensity experienced in traffic, fatigue, financial losses, anxiety about not being able to reach the stops for those who use public transport, physical and mental fatigue from the journey, difficulties in allocating time for himself and his family, the danger posed by climate and weather conditions, difficulties in reaching school in rainy weather, early setting off on time or even in the dark, and it's dangerous, teachers stated that their performances were negatively affected, their energy was low, they came to school tired and returned home tired, this caused their lack of nutrition, their motivation decreased, they could not spare time for themselves and their families, they could not enrich their personal and professional development, and they could not fully fulfill their roles as parents outside of working hours.

Teachers, who could not have enough time for themselves and their families, waited for the weekend to do their private work outside of school, but even this was not enough. Especially teachers working as managers had more difficulties in this regard. Teachers, who could not spare time for themselves, wanted to attend in-service courses related to their profession to contribute to their personal development, but they were tired because of their workload and long journeys. Due to this fatigue, they could not participate in any activity or course.

It is obvious that teachers were adversely affected financially and morally because of their travelling to their schools. Teachers who had to pay higher fares while travelling than teachers working in the region where they lived suffered from this situation. In particular, the increase in oil prices with each passing day affected family budgets more. This situation hampered the passion of teachers to go to work and affected their whole lives.

As a result, teachers' travelling for years affected them negatively. The most important reason why teachers had low motivation in both their professional and private lives was that they could not spend the time themselves, their families and students as they spent most of their times on travelling. The problems encountered during the time spent on travelling disturbed the teachers in family and professional matters.

Recommendations

In consistent with the results obtained, following suggestions can be put forward:

1. In assignments for disability groups, spouses should be assigned to regions close to their workplaces within the boundaries of the same region or based on a certain km limit.
2. This research was carried out a single district and school. More quantitative and qualitative studies can be done in this subject.
3. Shuttle service can be provided for teachers who travel.
4. An extra road fee may be added to the salaries of travelling teachers as having an extra road fee or shuttle service can relax and encourage teachers.

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Ethical Approval

In the writing process of the study titled “**The effect of the motivations of teachers who are working in the institution far from their residence address on their professional and private lives**”, the rules of scientific, ethical and citation were followed; it was undertaken by the authors of this study that no falsification was made on the collected data. “Journal Action Qualitative & Mixed Methods Research [JAQMER] and Editor” had no responsibility for all ethical violations to be encountered, and all responsibility belongs to the authors and that the study was not submitted for evaluation to any other academic publishing environment.

Ethics Committee Approval

Ethics Committee Approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 14 decision numbered 377 on November 4th, 2021.

Opinions of teachers working in private schools on creating and developing organizational culture

Mehmet Yılmaz*

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Abstract. With this research, it was aimed to understand and interpret the opinions of the teachers working in private schools on creating school culture and ensuring its continuity. According to the opinions of the participants in the study, the concept of culture in schools, teachers' commitment to the organization, the motivation of belonging, the effect of organizational culture on teacher motivation and what should be done to improve the organizational culture were studied. In the research case study design used. The study group of the research consists of 15 teachers working in Private Antalya Final schools affiliated to the Ministry of National Education in the Kepez district of Antalya province. In the research, the data were collected using a semi-structured interview form consisting of 5 (five) open-ended questions developed by the researcher in order to get the opinions and evaluations of the teachers about the concept of organizational culture and the effects of this concept on the teacher and the organization. In the analysis of qualitative data, the data obtained from the interviews with the teachers were coded. According to the results obtained from the research, it was understood that organizational culture had a very important place in the formation and development of the structure of organizations and the power of organizational culture was very effective in determining the permanence and continuity of organizations and the quality of the service produced.

Keywords: Special education, schools, principals, teachers

Introduction

School culture differs in terms of formation and continuity depending on many components. First of all, when we have a look at what comes to mind in academic literature when school culture is mentioned; school culture consists of school rules, beliefs and values that guide the behavior of administrators, teachers and students in a school (Richard, 1999). School culture is the organization that consists of values, belief patterns and traditions formed in the process since the establishment of the school. According to Deal and Peterson (1998, 1999) school culture is the actions and values that direct the common sharing of all stakeholders (administrators, teachers and students) and their activities within the school. According to Heckman (1993), school culture is the whole of elements that reflect the in-depth application and character of the traditions, beliefs and values established since the founding of the school. The factors that determine school culture can be listed as follows: age of the school, historical development process of the school, purpose and objectives of the school, socio-economic and geographical environment in which the school is located, socio-economic levels of the students, rural and urban areas, school facilities, the technology used in the school, the size of the school and class, the expectations of the administrators, teachers and students, the expectations of the parents, the centrality of the education system, whether the educational organizations are private or not, the structure of the education system (Gaziel, 1997).

In order for the school culture to have a strong and effective identity, it must have the following features:

* Final Colleges, Antalya, Turkey, mehmet.yilmaz@antalyafinalokullari.com ORCID:0000-0002-5806-3747

- **Shared Values:** These values are open to everyone in the organization and permeate every activity that the organization produces and performs. Values are often not written down, but they emerge in the school's practices. Because values, curricula, teaching methods, time planning and management, reward-punishment system guide the stakeholders of the organization in many issues.
- **Humor:** The climate of life in the school, personal intimacy, the amount of joy and happiness depend on a strong culture. Humor and joy are indicators of people in the organization gaining experience in the face of difficulties.
- **Storytelling:** There are stories embedded in every organization, including schools. The stories that are told and need to be told are about culture. These stories told in the form of legends reflect the historical perspective of the organization. These stories are both educational, motivating and instructive. In addition, stories and legends can play a binding role among members of the organization.
- **Communication Network:** Every organization and culture has a communication system in order to deliver and disseminate the services produced by the organization and all the achievements to the greatest possible number of people. Here, every manager must know and apply all the means necessary to disseminate information quickly within the system.
- **Rituals and Ceremonies (Ceremonies, Ceremonies):** Rituals in school culture are the whole that affects and expresses the organizational identity such as important days and events, activities, celebrations and commemorations. These run into the cells of the organizational structure. Organizational culture is also tried to be transferred to the members of the organization through ceremonies defined as traditional activities. For example, farewell dinners, meetups, competitions.
- **Relationships Between Colleagues:** positive dialogue between teachers will reflect positively from teacher to student and school environment, and will contribute to the improvement of professional sharing, human values, communication environment and increase the success of the service provided (Pawlas, 1997),

Schools that contain all or almost all of these elements as a culture, whether they are public or private education organizations, have a strong school culture.

The behavior of leaders in organizations, managing and adopting cultural diversity and harmony and balance are leadership skills. The leader must have foresight. What leaders should do for effective cultural management can be listed as follows: strategic planning and determining the cultural infrastructure required by it, making the culture compatible and consistent with the mission, goals, strategies, structure and processes, transforming the philosophy and values of the organization into a written document, consistent incentives, appreciation systems and performance management, creating error detection systems and sanctions, managing coaching, mentoring, training practices, keeping rituals, symbols, company legends alive, utilizing the characteristics of subcultures and supporting and managing successful practices (March and Herbert, 1975).

This research was carried out with the thought that it would contribute to the literature on organizational culture by understanding and interpreting teachers' perspectives on organizational culture and the perception of how the organizational culture would develop in the system they were in, by creating awareness about school culture and the development process of school culture.

Due to the limited number of studies in this field, it is thought that this study will contribute to the practices of a private school by putting the concept of organizational culture with the opinions of teachers at primary, secondary and high school levels. In this respect, the research was based on the question of "What are the teachers' views on the creation and development of organizational culture among teachers working in private schools?" and aimed to reveal "what teachers think about the concept of organizational culture and how organizational culture can be developed in a school". The study sought answers to the following sub-problems according to the teachers' opinions,

1. How do teachers in private schools define organizational culture?

2. How do teachers in private schools define their belonging to the organization?
3. What is the effect of organizational culture on teachers' motivation in private schools?
4. What should be done to improve the existing organizational culture in private schools?
5. What do teachers think the organizational culture of private schools like? Why?

Method and paradigm of research

In this research, the interpretive paradigm was applied. The aim of interpretive research is to understand social phenomena through subjective reasons and meanings (Gunbayi & Sorm, 2018). Qualitative research method and descriptive holistic single case study design (Yin, 2017) were used in this research, which tried to understand and interpret the construction and development of organizational culture among teachers working in private schools. Qualitative research can be defined as research in which techniques such as observation, interview and document analysis are used, and a qualitative process is followed by revealing perceptions and events in a natural environment (Creswell, 2007).

Sampling

The study data consisted of 15 teachers working in a private school located in Kepez district within the borders of Antalya province in the 2022-2023 academic year. Demographic information about the teachers is given in Table 1.

Table 1.

Distribution of demographic variables of the participants

Participant	Gender	Type of School	Graduation
1	Female	High School	Under-graduate
2	Female	Middle School	Under-graduate
3	Female	Middle School	Under-graduate
4	Female	Primary School	Under-graduate
5	Female	Middle School	Under-graduate
6	Female	Middle School	Under-graduate
7	Male	Middle School	Under-graduate
8	Male	Middle School	Under-graduate
9	Male	High School	Under-graduate
10	Male	High School	Under-graduate
11	Female	Middle School	Under-graduate
12	Male	Primary School	Under-graduate
13	Female	Primary School	Under-graduate
14	Male	Middle School	Under-graduate
15	Male	Primary School	Under-graduate

As seen in Table 1, 8 of the teachers in the sampling were female and 7 were male. All of the teachers were undergraduates. Of the teachers, 4 were at the primary school level, 8 middle school level, and high school level.

Data collection

In order to collect data in the research, a semi-structured interview form consisting of 5 open-ended questions developed by the researcher was used in order to understand and interpret the construction and development of organizational culture in teachers working in private schools. During the interview,

the answers were recorded with the permission of the participants. The interview lasted approximately 25-30 minutes.

Ethical procedures

Scientific research ethics were followed at all stages of the research: (1) Akdeniz University Social Sciences Ethics Committee Approval was obtained from Akdeniz University Social Sciences Ethics Committee in the meeting 06 decision numbered 123 on March 25th, 2022, (2) permission was obtained from the private school administration for the implementation of the research and (3) an environment of trust was provided with the consent form with the participants regarding the confidentiality and reliability of the research.

Validity and reliability of the research

In order to increase the internal and external validity and reliability based on the criteria of credibility, transferability, confirmability and dependability, (Lincoln and Guba, 1985) of the qualitative data, followings were carried out: (1) in order to increase the internal validity (credibility) of the research, an interview form was developed by the review of the relevant literature, (2) in order to increase the external validity (transferability) of the research, participants were informed that participation in the research is voluntary, interviews were transcribed verbatim and their accuracy was confirmed by the teachers, (3) in order to increase the internal reliability (confirmability) Cohen's kappa coefficient was calculated to determine inter-rater reliability of themes as 0.87, a perfect level of agreement between the coding, d) In order to increase the external reliability (dependability) of the research, all data collected were kept to prove on demand (Landis and Koach, 1977; Lincoln and Guba, 1985; Cohen, Mannion and Morrison, 2007, Gunbayi, 2018).

Data analysis

Interviews with the participants were audio-recorded with the permission of the participants. Later, the audio recordings were transcribed verbatim in order to analyze the recordings. The data obtained as a result of the interviews with the teachers were coded using NVIVO 10 software. The collected data were converted into themes/categories that best described the problem and content analyzes were carried out (Kelle, 1995; Cohen, Mannion & Morrison, 2007). Thus, based on the answers given by the teachers, the data were arranged in a meaningful way with themes, transferred to tables and analyzed by supporting direct quotations from the participants.

Findings

The study findings are presented according to the answers to the five sub-problems as the definition of organizational culture, the definition of the belonging to the organization, the effect of culture on teachers' motivation, to be done to improve the existing organizational culture in private schools and the metaphors related to the organizational culture of private schools by the participants.

1. Definitions of organizational culture

Participants' opinions on the definition of organizational culture are shown as sub-themes in Table 2.

Tablo 2.

Definitions of organizational culture

Themes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	f
--------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	---

Values		√	√	√	√	√	√		√		√	7	
Vision	√		√		√				√	√		5	
Rules		√		√			√	√				4	
Belonging					√		√		√			4	
Communication	√										√	√	3
Mission			√						√	√			3
Belief						√	√					√	3
Process								√	√				2

As seen in Table 2, seven of the teachers used the definition of values when defining organizational culture, and some of their opinions on this are given below:

"Culture in a school is a set of rules and customs that have become a habit in all special days, daily operations, student-teacher-parent communication, and spread to all times. All the values that have been adopted form the culture." (T4)

"The vision, mission, beliefs and values of the organization, the attitude of the administrators, the communication of the teachers in the organization express the organizational culture." (T7)

"Everything from the value judgments of the organization, the understanding of justice, vision, mission, communication with the group and teachers within the organization, to the dress code in the organization's line that has not changed over the years, expresses the organizational culture." (I1)

Five of the teachers used the definition of vision while defining organizational culture, and some of their opinions on this are given below:

"The vision of the organization, its mission, the communication of the administration with the teacher, the education system of the organization, everything expresses the organizational culture." (T3)

"Organizational culture in private schools is a concept that shows the vision of that school, nourishes the sense of belonging for its employees, triggers the desire to produce, increases cooperation between teachers, responds to the wishes of parents and students, and ensures that the adopted values are applied under equal conditions for everyone." (T5)

"Organizational culture in private schools is defined by teachers as concepts such as education, behavior, and communication adopted by everyone from the administrative manager to security, including students and their parents, in short, everyone who has a mission and vision." (I2)

Four of the teachers used the definition of rules when defining organizational culture, and some of their opinions on this are given below:

"Culture in a school is the set of rules and customs that have become a habit in all special days, in the daily process of that school, in the rules in student-teacher-parent communication, and spread over all times." (T4)

"Organizational culture is loyalty to the organization and the rules are taken together and spirituality is at the forefront." (S9)

Four of the teachers used the definition of belonging while describing the organizational culture, and some of their opinions are given below:

"Organizational culture does not consist of mandatory rules, of course. It starts with feeling and being made to belong to school." (7)



“Organizational culture is loyalty to the organization and the rules are taken together and spirituality is at the forefront.” (S9)

Three of the teachers used the definition of communication while describing the organizational culture, and some of their opinions about it are given below:

“As a private school teacher, a large part of the organizational culture is communication. Communication should be effective both with the administrators and within the group.” (T1)

“Communication is one of the indispensable factors in defining organizational culture. Having a high level of communication network in an organization is the most important thing in the formation and maintenance of the organizational culture, where all employees work together for communication.” (14)

Three of the teachers used the definition of mission while defining the organizational culture, and some of their opinions are given below:

“The vision of the organization, its mission, the communication of the administration with the teacher, the education system of the organization, everything expresses the organizational culture.” (T3)

“Organizational culture in private schools is defined by teachers as concepts such as education, behavior and communication adopted by everyone who has a mission and vision, from the administrative manager to security, including students and their parents.” (12)

Three of the teachers used the definition of belief when describing the organizational culture, and some of their opinions on this are given below:

“As a private school teacher, our organizational culture is a set of values and beliefs that are formed and shared with the contributions of administrators, teachers and other employees.” (T6)

“It is the basic rule for all employees of the organization to believe in the organization and to have full faith in the work done for the formation and continuation of the organizational culture.” (15)

Finally, two of the teachers used the definition of process while defining the organizational culture, and one of the opinions is given below:

“Organizational culture is primarily included in our perceptions as the internal process of the relevant organization and the system they implement.” (T8)

2. Definitions of belonging to organizations

Participants’ opinions on the definition of belonging to organizations are shown as sub-themes in Table 3.

Table 3.

Definitions of belonging to organizations

Themes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	f
Confidence			√	√	√									√	√	5
Materiality		√					√			√		√				4
Spirit		√					√					√				3
Communication	√		√								√					3
Value				√	√					√						3

Happiness		√		√	2
Sacrifice		√		√	2
Period	√				2
Appreciate	√				1

As seen in Table 3, five of the teachers defined belonging to the organization as trust, and some of their opinions are given below:

"Belonging to the organization is about the teacher feeling safe." (T3)

"Teacher's working in an environment of trust for the formation of his/her belonging to the organization is formed by valuing his ideas and the rules and initiatives he has determined for his lesson." (T4)

"The sense of belonging to the organization is not a concept that can be formed unilaterally by the teacher, but rather a phenomenon that can be formed in an environment of mutual trust and value, which should be determined according to the quality of the work done rather than personal relationships." (T5)

Four of the teachers stated that material and financial well-being was necessary for the formation of belonging to the organization, and some of some of their opinions are given below:

"Supporting the teacher financially or morally from the school when he has a problem, not ignoring his problems makes the person feel good and strengthens the bond between him and the organization he works for." (T2)

"Teachers in private schools mostly do not feel the organizational culture as their own due to financial reasons and livelihood concerns and they do not perceive this belonging as their priority." (T10)

"While the economic conditions should be taken into consideration in terms of material, the organizational culture should intersect with the culture of the teacher in terms of spirituality." (T2)

Three of the teachers stated that it was necessary to provide spirit and moral support for the formation of belonging to the organization, and some of their opinions are given below:

"The relationship of the teacher with the organization affects the teacher both mentally and physically. When the teacher has a problem, being supported financially or morally by the school, not ignoring the problems cause the person to feel good and strengthen the bond between him and the organization he works for." (T2)

"Belonging to the organization starts with motivation. By getting the reward of your efforts materially and morally and being appreciated." (T7)

Three of the teachers stated that communication was necessary and important for the formation of belonging to the organization, and some of their opinions on this are given below:

"Mutual understanding, communication increases the sense of belonging." (T1)

"In addition, student and parent communication plays an important role in the teacher's ownership of the organization." (T3)

Three of the teachers stated that it was necessary and important to make them feel valuable for the formation of belonging to the organization, and some of their opinions are given below:

“The sense of belonging to the organization is not a concept that can be formed unilaterally by the teacher, but rather a phenomenon that can be formed in an environment of mutual trust and value, which should be determined according to the quality of the work done rather than personal relationships.” (T5)

“Comfortable working environment, giving importance to everyone's opinion, making joint decisions at the end and making them feel valued reveal a sense of belonging in the teacher.” (T9)

Two of the teachers stated that belonging to the organization was necessary and important to be happy in the organization, and one of their opinions is given below:

“The sense of belonging to the organization is simply being happy there.” (T8)

Two of the teachers stated that the sense of belonging to the organization came from self-sacrifice, and one of their opinions is given below:

“Although the concept of organizational culture and belonging is formed in many different professions and business areas, it is much more important in teaching because it is a profession that is based on self-sacrifice and can fundamentally affect the future of many children and young people.” (T6)

Two of the teachers stated that belonging to the organization would be in the process, one of their opinions is given below:

“Belonging to the organization is a process that occurs during the time worked in the organization.” (T5)

One of the teachers stated that belonging to the organization would be appreciated by the organization, and the opinion is given below:

“Appreciation also affects the sense of belonging. A teacher who is appreciated becomes attached to his organization and his job.” (T1)

3. The effect of organizational culture on teacher motivation

Participants' opinions on the effect of organizational culture on teacher motivation are shown as sub-themes in Table 4.

Table 4.

The effect of organizational culture on teacher motivation

Themes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	f
Confidence					√	√	√				√		√			5
Appreciate	√	√								√						3
Happiness					√						√				√	3
Materiality								√				√				2
Seeing Value				√					√							2
Acceptance			√											√		2
Student Success						√										1

As seen in Table 4, five of the teachers stated that confidence in the organization increased teacher motivation. Some of their opinions are given below:

“Teachers' positive communication with their colleagues and administrators in their schools seems to motivate them.” (T6)

"Providing organizational culture helps us teachers to gain commitment to the organization, feel safe, work willingly, not out of necessity, promote the organization successfully outside and work in harmony with other employees." (T7)

"Because he will feel safe, he continues to work at the school where the common denominators are intense, he does not need to look for another organization and he produces more." (11)

Three of the teachers stated that being appreciated in the organization increased teacher motivation. Some of their opinions are given below:

"The appreciation that comes with belonging helps the teacher to better understand that he is on the right path." (T1)

"Appreciating and supporting the work done is a source of motivation for the teacher, getting positive results as a result of the work done makes the person feel important and unique." (T2)

Three of the teachers stated that feeling happy in the organization increased motivation. Some of their opinions are given below:

"Organizational culture existing in a school will undoubtedly increase the motivation of the teacher and the sense of belonging, which will affect the quality of the work done and the creation of a safer and happier working environment." (T5)

"In a happy and peaceful working area, the teacher aims to be effective for the student away from anxiety and turns into a learning teacher." (11)

Two of the teachers stated that materiality in the organization is important for teacher motivation, and one of their opinions is given below:

"Administrative management, content of the organization's expectations from the teacher, the salary paid to the teacher according to market prices, the delivery of personal rights to individuals, etc." (8)

Two of the teachers stated that being valued in the organization was important for teacher motivation, and one of their opinions is given below:

"Feeling that he is valued in the organization increases his motivation." (9)

Two of the teachers stated that acceptance in the organization is important for teacher motivation, and one of their opinions is given below:

"The teacher who adopts the organizational culture works efficiently in the organization. She feels safe. It becomes more productive." (3)

One of the teachers stated that student success in the organization was important in terms of teacher motivation, and the opinion on this is given below:

"He is also motivated by the success of his students. In addition to student success, teachers see their students' interest in the lesson as a motivating factor." (6)

4. To be done to improve the existing organizational culture

Participants' opinions on to be done to improve the existing organizational culture are shown as sub-themes in Table 4.

Tablo 5.

To be done to improve the existing organizational culture

Themes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	f
Right to speak		√	√	√		√	√	√			√	√	√	√	√	11
Communication	√			√					√	√						4
Activities									√					√		2
Materiality			√				√									2
Values					√											1
Positive Attitude		√														1
To appreciate	√															1

As seen in Table 5, eleven of the teachers stated that it was necessary and important to give importance to the ideas of teachers and to give more voice to the development of the organizational culture, and some of their opinions are given below:

"I think every teacher should have a say on this issue. The attitude of the organization towards the teachers is very important here, even the verbal mobbing of the teacher or the implication of dismissal causes the person not to express what he/she is uncomfortable with." (2)

"Teachers should be listened to, their ideas should be respected, and sexist approaches should be avoided. The teacher should be able to think about what I can produce rather than worrying about losing a job." (7)

"The ideas and discourses conveyed by the teachers in the organization in order to improve the current situation and bring solutions to the problems should be taken seriously by the administrative team." (8)

"In order to develop the existing organizational culture in private schools, it is necessary to plan for the future by analyzing the existing conditions and to listen to every idea." (12)

Four of the teachers stated that communication was necessary and important for the development of organizational culture, and some of their opinions are given below:

"There will certainly be mistakes, but style, communication will play an important role." (1)

"A respectable working environment, high communication activities, tendencies that will draw attention to the organizational culture should be done." (9)

Eleven of the teachers stated that it was necessary and important to give importance to the ideas of teachers and to give more voice to the development of the organizational culture, and some of their opinions are given below:

"I think every teacher should have a say on this issue. The attitude of the organization towards the teachers is very important here, even the verbal mobbing of the teacher or the implication of dismissal causes the person not to express what he/she is uncomfortable with." (2)

"Teachers should be listened to, their ideas should be respected, and sexist approaches should be avoided. The teacher should be able to think about what I can produce rather than worrying about losing a job." (7)

"The ideas and discourses conveyed by the teachers in the organization in order to improve the current situation and bring solutions to the problems should be seriously taken by the administrative team." (8)

"In order to develop the existing organizational culture in private schools, it is necessary to plan for the future by analyzing the existing conditions and to listen to every idea." (12)



Four of the teachers stated that communication was necessary and important for the development of organizational culture, and some of their opinions are given below:

"There will certainly be mistakes, but style, communication will play an important role." (one)

"A respectable working environment, high communication activities, tendencies that will draw attention to the organizational culture should be done." (9)

5. Metaphors on organizational culture

Participants' metaphors on organizational culture are shown as sub-themes in Table 4.

Table 6.

Metaphors on organizational culture

Themes	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	f
Tree											√		√		√	3
Family					√	√						√				3
Sapling	√							√						√		3
Flower			√													1
Fire									√							1
Organism										√						1
Child							√									1
Jigsaw				√												1
Rule		√														1

As seen in Table 6, three of the teachers produced tree metaphor, and some of their opinions are given below:

"Organizational culture can be compared to a tree because if a tree clings to the soil with strong roots, it grows, develops and bears fruit. If the vision of the organizational culture is conveyed to the teacher clearly and correctly, the teacher grows, develops and bears fruit like a tree." (11)

"I liken the organization to a tree that grows when it is given the environment, care and water it needs. Because the tree is rooted and solid. It contributes to life with its shadow and fruits." (15)

Three of the teachers produced family metaphor, and some of their opinions are given below:

"The organization we exist in can be compared to our family. Just as the family is the most basic organization of the society and the most sincere feelings and atmosphere of trust are felt in our family, our organization where we spend most of our time should also have these characteristics. At its core, an environment of trust should be created, and happy individuals who can produce more in a constructive and supportive environment should be ensured." (5)

"Teachers in private schools may liken the organizational culture to a family culture. Teachers, who have great responsibility for the future, consider themselves the second parents of many children." (12)

Three of the teachers produced sapling metaphor, and the some of their opinions is given below:

"I can compare it to a sapling. Saplings grow and develop with a new system (Soil), love and discipline. Its roots grow stronger and continue to live. Organizations are like that. It develops with correct communication, vision and discipline, and lays its foundations firmly." (1)

One of the teachers produced flower metaphor, and teacher's opinion is given below:

“Organizational culture can be compared to a flower because if you provide the care it needs, it will grow, grow and become beautiful. For example, water should be given as much as it needs and the light it needs should be provided. If the organizational culture is transferred to the teacher as it should be, the teacher also develops and develops like a flower and can perform his profession in the most efficient way. This reflects positively on both the organization and the student.” (3)

One of the teachers produced fire metaphor, and teacher's opinion is given below:

“It can be compared to a fire around which people gather. And this fire rises with the ideas and belonging of everyone.” (9)

One of the teachers produced organism metaphor, and teacher's opinion is given below:

“Organizational culture in private schools can be compared to a living organism. While a well-founded organizational culture is a living organism that has evolved over millions of years, outside interventions against nature can be compared to unprincipled and daily policies. The fact that external interventions to the natural processes of living things and organisms should be done very carefully and after the experimental processes show that it is necessary to be very careful in order to create a settled culture in education and private school culture.” (10)

One of the teachers produced flower metaphor, and teacher's opinion is given below:

“Organizational culture can be compared to a flower because if you provide the care it needs, it will grow, grow and become beautiful. For example, water should be given as much as it needs and the light it needs should be provided. If the organizational culture is transferred to the teacher as it should be, the teacher also develops and develops like a flower and can perform his profession in the most efficient way. This reflects positively on both the organization and the student.” (3)

One of the teachers produced child metaphor, and teacher's opinion is given below:

“Corporate culture is like a child. Just as we can create a bond with our child by showing our love to our child, being there for him at every moment, giving him confidence, the corporate culture will create the same bond for the teacher.” (T7)

One of the teachers produced puzzle metaphor, and teacher's opinion is given below:

“All the activities done in the institution, the values, the vision of the institution are like pieces of a puzzle. The parts make up the whole. Every value that is made and established constitutes the whole.” (T4)

One of the teachers produced rule metaphor, and teacher's opinion is given below:

“We can liken corporate culture to the rules we have to comply with in all areas of life. Sometimes we have to comply even if it is not suitable for us.” (T2)

Discussion and conclusion

In this part of the study, the conclusions from the research findings are discussed. In this study, which was designed with a qualitative research model, the research results included only the opinions of the teachers who participated in the study and evaluated them in their own context. In the study, it was aimed to reveal the teachers' perspectives on the organizational culture, the connections between the

motivations of belonging and the organizational culture, the effects of the organizational culture on the motivation of the teachers, the effects and contributions of the teachers in the development of the organizational culture, and the teachers' views on what they compare the organizational culture to.

When the findings related to the first sub-problem of the research, the sub-problem of how teachers working in private schools define the concept of organizational culture, the concepts of values, vision, rules and principles, sense of belonging, communication between stakeholders, organizational mission, belief and organizational process were mentioned by teachers. The emergence, development and continuity of school culture and identity depended on the unity of stakeholders in organizations around common values and ensuring their continuity by internalizing the values. These findings were consistent with Richard (1999), who defined school culture as a whole consisting of in-school rules, beliefs and values that guided the behavior of administrators, teachers and students in a school, and with the views of Deal and Peterson (1999), who defined the school as an organization consisting of value judgments and belief patterns and traditions formed in the process since its establishment.

When the answers they gave to the problem of how do the teachers define their belonging to the institution, which is the second sub-problem of the research, were reviewed, they gave answers such as trust, materiality, spirituality, communication values, self-sacrifice, happiness, being appreciated.

Many answers were identified that kept the sense of belonging, which expressed the commitment of teachers to organizations, alive. It was found that the general nature of these responses was emotionally based. In this context, it could be said that, as in human relations, in unit-organization relations, people were more connected to the place where they felt safe and happy. This was only possible in organizations with a strong school culture. These findings were supported in by Genç's (1993) characteristics of schools with poor culture. Because in the study it was found that in schools with poor culture; the bonds between stakeholders (administrator, teacher, student and parent) weakened, trust towards each other decreased, dialogue weakened, motivation decreased, negative emotions and feelings of doubt became common, there were constant conflicts in the environment, communication and unity deteriorated and love-respect weakened. Accordingly, the issues that affected the teacher's belonging to the organization were also mentioned. Thus, while belonging weakened in organizations with poor culture, it increased in strong organizations.

In the third sub-problem of the research on the problem of opinions of the effects of organizational culture on teacher motivation, the teachers mentioned the factors such as trust, appreciation, happiness, material elements, feeling valuable, adopting and student success as concepts that affected both the organizational culture and the motivation of the teachers. Motivation is a very important feeling in professions and works done with emotion, conscience and effort. It is a concept that causes people to either cling to their work more tightly or give up. Therefore, in order to increase and protect the quality of service in the works done in the organizations, the motivation of the teachers should be kept at the forefront and various elements should be introduced in this way. As seen in the views by teachers to this sub-problem, mutual trust among school stakeholders was seen as the most important factor. Being appreciated and material values were also important elements in human motivation to feel valuable.

As for the fourth sub-problem of the research, what could be done to improve the existing organizational culture in private schools, views were giving the right to speak with active participation, communication, activities, materiality and making someone feel valuable, and positive attitude. Organizational culture in private schools generally came to the fore in terms of the quality and continuity of the service elements provided. This situation would be supported by the contribution of teachers who would keep the organizational culture alive and implement it. It came to the fore that teachers wanted to have a say as a participant in organizational events and sharing about their expectations so that they could contribute to the development of the organizational culture and had a say in order to be decisive and directing. People's efforts to improve something would only be easier when they became the determinant and internalization of that situation. These views emerged as a result of strong school culture, administrators and teachers

uniting around common values, norms and beliefs. It was also parallel with the views of Çelik (2000), that in schools where the cultural structure is strong, it is no longer necessary for people to supervise each other.

It was found that the participants produced metaphors such as tree, family, flower, fire, organism, child, jigsaw puzzle to the fifth sub-problem of the research, Participants likened the transformation from sapling to tree with the tree analogy, the organizational culture being firmly attached to its roots, and trees being tied to the soil with their roots. Organizational culture also symbolizes the commitment to the organization and its development. Organizational culture formation and development process can be compared to living organisms. As it is fed and its process is carried out, it will grow and develop and the dominance of the environment will increase. Those findings are consistent with Ceylan's (1998) views that just as the personalities of people differ, the cultures of institutions also differ. Because each institution's unique structure, employees and environment are also different.

Recommendations

Based on the data obtained as a result of study section, following suggestions were put forward:

The teachers of the organizations should take an active role, to organize activities in which there are rewards based on common values, meetings and determined criteria. This will both strengthen the bond and increase the quality of the work and service produced.

It is essential to plan activities such as various group activities, meetings, meals in order to create a bond of mutual trust, love and respect between the administration and teachers in the organizational structure. In addition, based on the fact that man is an emotional and social being, material and spiritual gestures that will make him feel good, peaceful and valuable can be offered as suggestions as they will strengthen his organizational identity and sense of belonging.

Human is both an emotional and social being, so people create a comfort zone for themselves, feel safe about themselves and their future, and are influenced by the stakeholders of the organization. It is important to feel accepted and valued. Such formations will prevent the weakening of the organizational culture and the harming of the ties between the stakeholders. It is recommended to provide these environments.

It is essential to give teachers a right to speak with active participation, as it is a quality-enhancing factor in terms of the quality and continuity of the service elements provided in the organizational culture.

Organizational managers should provide important developments in terms of the continuation and future of the organization by nurturing the culture and structure, creating environments that will provide clear participants and general happiness.

Organizations should create the organizational culture in line with a certain vision and mission and adopt an identity that is open to development regarding organizational culture and school culture.

Managers of the organizations that the stakeholders in the organization should always be active in the activities and value their opinions.

With the awareness of the importance of culture, it can be suggested that organizations should engage in activities and activities that will make them feel valuable to their employees, members and customers.

Founders and administrators of private schools that they make their teachers feel both happy and safe by promoting their teachers in the organizational structure, by offering them financial opportunities at the highest possible level. These opportunities will increase the quality of the service they will provide.

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Ethical Approval

In the writing process of the study titled “**Opinions of Teachers Working in Private Schools on Creating and Developing Organizational Culture**”, the rules of scientific, ethical and citation were followed; it was undertaken by the authors of this study that no falsification was made on the collected data. “Journal Action Qualitative & Mixed Methods Research [JAQMER] and Editor” had no responsibility for all ethical violations to be encountered, and all responsibility belongs to the authors and that the study was not submitted for evaluation to any other academic publishing environment.

Ethics Committee Approval

Ethics Committee Approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 06 decision numbered 123 on March 25th, 2022.

Opinions of conservatoire part-time junior secondary school final year ballet students' parents on ballet training and their children who want to choose a ballet career

Alev Nur Aksoy*

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Abstract. The purpose of this study was to understand and interpret the opinions of the parents of lower school 8th grade ballet students studying at Akdeniz University Antalya State Conservatory on a part-time basis about the ballet education that their children attended, and to reveal what their views would be when their children wanted to choose as a profession. One of the qualitative research methods, the holistic single case design was used in the study. The sample of the research consisted of 6 parents of students who studied part-time as 8th grade at Akdeniz University Antalya State Conservatory Ballet Main Art Branch in Antalya province. In this study, the data were analyzed using individual interview forms and document analysis. The research results contained findings that reflected the opinions of the parents of the students. These findings shed light on the expectations of the parents of part-time ballet students from the education they attended, the problems they experienced due to the education and how these problems could be solved.

Keywords: Conservatory, ballet education, part time ballet students, ballet training institutions

Introduction

In its simplest definition, art can be defined as “the effort to create forms that are pleasing to the eye” (Ersoy, 2016). The individual in the creation process transforms the colors in his or her imagination into concrete formations by adding parts of oneself to the product he or she is trying to achieve. Art is a subjective formation, its subject and object are both human beings. It takes shape, sprouts, and touches life completely according to the will of the person dealing with it. While doing this, it gives pleasure to the person on the one hand, and on the other hand pushes the limits of imagination. “Art makes life more livable through human intelligence” (Erinç, 1998). At the same time, the pleasing effect of art on individuals is immeasurable. While the individual's mind is busy with the branch of art he or she has done, he or she unconsciously lowers his or her stress level, which makes her feel good. It allows one to get away from the hustle and bustle of daily life for a moment.

Art is one of the most important dynamics that carries countries forward. We can understand and interpret the development level of a nation from the point of view of art in a country. Read (1981) summarized the importance of art in society with the words “Art is such a mechanism applied in life that without it, societies lose their balance”.

Art education and creativity are inseparable. It should be considered that the dream of creating a civilized society with art education will turn into reality, while the children's abilities are operated and they become

*Akdeniz University, Antalya, Turkey alevmutal@gmail.com ORCID: 0000-0002-5623-1890

creative, self-confident, productive and aesthetically developed individuals with art education (Artut, 2001).

Another requirement of art education is that it contributes to the formation of a system of values in the individual. It enables individuals to gain the skills they need to understand and interpret what is happening around them, events and objects, and the meanings of symbols. This is why arts education is one of the most important elements in helping to complete general education programs. It not only reveals the creativity of individuals, but also helps to satisfy their spiritual aspects, and with this aspect, it is an integral part of the integrity of the general education scheme (Alakuş & Mercin, 2007).

It is said that the main characters and subjects of classical ballet emerged from the Ancient Greek Tragedy. The word “tragedya” comes from the Greek words tragos: goat, ode: song. Tragedy developed with the ceremonies made to Dionysus, the god of abundance and fertility. These ceremonies included songs, dances and gestures, and at the end of each piece, the audience would participate in the sad or joyful dance, depending on the subject. The seeds of choreography sown by Greek Tragedy continued to flourish until the Renaissance, after Greece was conquered by the Romans. In addition, the art of mimics has also advanced a lot. When the interest in tragedy decreased in time, pantomime dance emerged instead. Here, the actor tells the story of a well-known hero with dance and facial expressions, and it was seen that he was accompanied by a singer and flutist in order to give continuity and expressiveness to his or her movements (Fenmen, 1986).

The earlier the art education is started, the higher the success rate. Especially in performance arts that require physical strength, it is easier for the body to take shape and form at a young age due to the flexibility of the bone structure. Conservatories that train future artists recruit ballet dancers at a young age through talent examinations. Akdeniz University Antalya State Conservatory accepts students from the 5th grade part-time to the ballet department. While students from Grade 5 to Grade 7 continue their conservatory education without interruption and absence, the conservatory education, which will return to full-time education from Grade 9, forces students to make a critical decision such as to continue or drop out of school in Grade 9. (AUADK , 2020) There are also cases of leaving the conservatory. Students who take ballet training 3 days a week for 4 years with a part-time program, if they want to continue to the conservatory after graduating from the 8th grade, if their technical qualifications and physical fitness allow them to continue, they continue their high school education full-time by taking aptitude exams again and they choose ballet as a profession for themselves. Due to the perspective of our society and the attitude of students' parents, some students have to drop out of school even though they are talented. Aside from the wastage of efforts, it can be observed that the number of conservatory class sizes decreases as the year of graduation approaches, since every 8th grade student cannot continue her high school education at the conservatory. This study, which is thought to be a first of its kind in terms of both investigating the reason for this and revealing the ideas of the parents on this subject, is planned to contribute to the literature with the results to be revealed by ensuring that the perspectives of the conservatory and ballet art can be researched by the parents who experienced the event.

The aim of this research is to understand and interpret the opinions of the parents of 8th grade ballet students who studied part-time at the conservatory and when their children wanted to choose ballet as a profession by searching their views about the ballet education of their children.

Thus, what are the opinions of the parents of part-time 8th grade ballet students at Akdeniz University Antalya State Conservatory on ballet education and their children who want to choose a ballet career? Within the framework of the problem statement, answers were sought to the following questions:

1. What are the views of the parents of part-time secondary school 8th grade ballet students at Akdeniz University Antalya State Conservatory about having an individual who is engaged in ballet in their family?

2. What are the opinions and expectations of the parents of the 8th grade ballet students of Akdeniz University Antalya State Conservatory part-time secondary school regarding the part-time ballet education attended at the Conservatory?
3. What are the opinions of the parents of part-time 8th grade ballet students of Akdeniz University Antalya State Conservatory on preferring their children to study in a conservatory related to ballet?
4. What are the opinions of the parents of part-time 8th grade ballet students of Akdeniz University Antalya State Conservatory on how their children will react when they think of choosing this art as a profession in the future, and when they want to become a ballerina?
5. What do the parents of part-time 8th grade ballet students at Akdeniz University Antalya State Conservatory think their children's ballet education like? Why?

Method and paradigm of research

The paradigm of this research strand is interpretive as it is based on subjective and inter-subjective views of the individuals, (Gunbayi& Sorm, 2018). In this study, which was prepared to reveal the views of the parents of part-time secondary school 8th grade ballet students of the conservatory on ballet education and their children who want to choose a ballet career, this study was carried out in a descriptive holistic single case design, one of the qualitative research methods. The aim of qualitative research is to develop a perception about how human life and to describe how people convey their experiences (Merriam, 2013; Yin, 2017).

Sampling

With the purposeful sampling criterion sampling technique (Palys, 2008), the parents of the students who continued their education were included in sample of the research. The sample of the research was chosen on a voluntary basis. In the 2020-2021 academic year, 6 parents of 8th grade ballet students who studied part-time at Akdeniz University Antalya State Conservatory in Antalya participated in the research.

.Table 1.

Distribution of demographic variables of the participants

Participants	Age	Gender	Education	Profession
A	50 years	Female	Under-graduate	Tourism staff
B	45 years	Female	Under-graduate	Health personnel
C	41 years	Female	Under-graduate	Teacher
D	45 years	Female	Under-graduate	Shop owner
E	43 years	Female	Under-graduate	Teacher
F	49 years	Female	High School	Tourism staff

Data collection

In the research, data were collected through individual face to face interview with semi-structured form. In addition to the interview forms, documents were used in data collection. Interviews were planned after obtaining the necessary permissions from the parents. In addition, the students' conservatory ballet course grade records and course schedules were collected for document analysis.

Ethical procedures

Scientific research ethics were followed at all stages of the research: (1) ethics committee approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 21 decision numbered 274 on December 12th, 2020. (2) an informed consent form was obtained from the participants prior to the interview and (3) since the parents of the students participating in the research wanted their names to be kept confidential, code letters were used instead of their real names in the research.

Validity and reliability of the research

In order to increase the internal and external validity and reliability based on the criteria of credibility, transferability, confirmability and dependability, (Lincoln and Guba, 1985) of the qualitative data, followings were carried out: (1) in order to increase the internal validity (credibility) of the research, an interview form was developed by the review of the relevant literature and the students' conservatory ballet course grade records and course schedules were collected for document analysis to understand the research problem comprehensively, (2) in order to increase the external validity (transferability) of the research, a purposive sampling method was chosen based on voluntarism to get opinions and experiences and for the participants to answer the interview questions sincerely, their names were not disclosed and coded and kept confidential by the researcher, (3) in order to increase the internal reliability (confirmability) of the research data Cohen's kappa coefficient was calculated to determine inter-rater reliability of themes as 0.91, a perfect level of agreement between the codings d) In order to increase the external reliability (dependability) of the research, all data collected were kept to prove if demanded (Landis and Koach, 1977; Lincoln and Guba, 1985; Cohen, Mannion and Morrison, 2007, Gunbayi, 2018).

Data analysis

After the interviews were completed, the recorded audio files were transcribed verbatim using the NVIVO 10 software and then analyzed with thematic, descriptive and content analysis methods. (Kelle, 1995; Cohen, Mannion & Morrison, 2007, Gunbayi, 2018). The data obtained after the interview records were transcribed verbatim using the NVIVO 10 software and documents were first coded in themes. The findings obtained as a result of thematic, descriptive and content analysis were understood and interpreted.

Findings

1. Opinions of the participants on having an individual engaged in ballet in their family

In Table 2 the themes related to opinions of the participants on having an individual engaged in ballet in their family and the distribution of themes are given.

Table 2.

Opinions of the participants on having an individual engaged in ballet in their family

Sub-themes	A	B	C	D	E	F
Feeling of Happiness	✓	✓		✓		
Supporting			✓			✓
Proud of					✓	

Regarding the first sub-problem of the research, the findings obtained from the opinions of the parents of part-time secondary school 8th grade ballet students of Akdeniz University Antalya State Conservatory, on having an individual engaged in ballet in their families were coded in themes. These findings were coded as feeling of happiness, supporting and proud of.

As seen in Table 2, regarding the views of the parents of the students who participated in the research about having a person engaged in ballet in their family, it was seen that the statement feeling of happiness ranked first with 3 people. While the statements supporting were in the second place with 2 people, the statement proud of was in the last place with 1 participant. The opinions of the parents of the students who participated in the research on the fact that there was an individual engaged in ballet in their family are given below:

"I mean, I am happy because there is not much interest in ballet in Turkey, but my child's interest in it from an early age made me very happy. I also supported her in this direction..." (A 1, 1).

"...The fact that there is a member of our family who is engaged in ballet makes us happy first and foremost. Ballet is such a beautiful art and my daughter started it at a very young age, willingly. We worked hard. It's something he does passionately. But, unfortunately, ballet is not valued enough in our country..." (B 1, 1).

"...Actually, when I was little, I wanted to do ballet so much that my mother could not send me to ballet because of financial difficulties. That's why we wanted our daughter to do ballet so much, that's why I supported it and still continue to support it. I hope it will continue, but as I said, this is its own decision, we are at the stage of something like this right now, we are at the border stage. He may or may not..." (C 1, 2).

"... Ballet is a beautiful art, so we are happy. Since ballet is a really beautiful art, we support it to continue that way..." (D 1, 1).

"...First of all, there is no one in our family who normally deals with such matters. Since my childhood, I have always been very interested in this, both classical music and against them, so I tried to inform my daughter from kindergarten, she has been going to ballet for about 8 years and this makes me very happy. Performing arts is an important field in my opinion. And frankly, I think that art is an important thing among the subjects that are not given much importance in our country. And frankly, it's a very proud thing for me that my daughter is also interested in something like this. I think so..." (M 1, 3).

"Well, how can I tell you, there was no one in our family who was interested in ballet from the past to the present, but for example, I did not do anything to direct my daughter to ballet at work. When she was five years old, I directed her to such activities to see what she has talent for, what she would like, but she loved ballet the most when she was 5 years old. Since she always wanted to go because she loved me, I directed her to her, so this is something that happens of her own free will. There was no pressure on the child, because he wanted it of her own free will. We even took a break for a year so that she wouldn't go. I mean, her father didn't want her to go, but she ate our heads for 1 year and cried at work, no, I will go, even if you don't send me, I will go myself, which was very small then. So when we wanted it so much, we directed it. We absolutely support..." (F 1, 2).

When the views of the parents of the students who participated in the research about the fact that there was an individual dealing with ballet in their family, it was seen that the majority of them regarded ballet art warmly and were happy and supported the fact that there was an individual dealing with ballet in their family.

2. Opinions and expectations regarding part-time ballet education taken at the conservatory

In Table 3 the themes related to opinions and expectations regarding part-time ballet education at the conservatory and the distribution of themes are given.

Table 3.

Opinions and expectations regarding part-time ballet education at the conservatory

Sub-themes	A	B	C	D	E	F
Being Full Time	√			√	√	√
Not Enough	√	√				
Exhausting			√		√	
Divided in Two					√	√

The opinions and expectations of the parents of the students participating in the research regarding the part-time ballet education at the conservatory being full time was in the first place with 4 people. Exhausting, not enough and divided in two expressions are in the last place equally with 2 people each. Table 3 below shows the findings related to these themes.

The opinions of the parents of the students who participated in the research about the part-time ballet education at the conservatory and their expectations are given below:

“...I mean, frankly, I don't think you can get a lot of efficiency out of part-time ballet. Because I think that for a child who thinks about ballet career, ballet should be scattered throughout the day. Unfortunately, this is not possible in part time. So I would prefer it to be full time...” (A 2, 1,2).

“...Part-time ballet is actually a training given only to keep children from getting lost in ballet. In other words, it is not enough for ballet to be part-time for education, for ballet education. It just makes them stay in ballet...” (B 2, 2).

“...I had a part-time expectation, let's not call it an expectation, but it was a little difficult for us to be with the school. Also, the road problem caused us a lot of trouble, you know, she was leaving the school on the way back, and then she would come to the ballet without resting too much. Sometimes they stayed up late in the evening. Then he got up very early in the morning again and went to school. That's why we had a little trouble with those issues. I don't know, maybe the hours could have been at such an early hour. But the children had to act according to the school hours, so I was so happy apart from that, there was no such problem with you, so there was no such problem with school...” (C 2, 3).

“...It would be better if it was full time. It could have been more efficient. It would be beneficial if it was full-time...” (D 2, 1).

“...It is very tiring for both our teachers and our children to be part-time now. But at the same time, they are accomplishing great things in this short time. But I personally think it makes more sense to have full education rather than part time. Frankly, I think it is much more logical for children to live one-on-one with their teachers, breathe that air and manage their lessons in this way. You know, part-time maybe for the primary school part, maybe gradually to get the children used to it, but for middle school and beyond, my personal opinion should be full-time, not part-time. This causes children to be divided into two, they go to a separate job at school and normally go to a middle school, then they have to come back and give their energy there part-time at a certain time and it seems to me that they are divided into two. I personally think that it is much more logical for children who want to be involved in this job full-time to breathe the air of the place completely...” (M 2, 1,3,4).

“I mean, of course, I think it would be more beneficial for children who want to go full-time, you know, because children get confused. In my own opinion, I think that it would be much better for the children to go to the regular school and go to the ballet and get stuck, of course, if they were full-time...” (F 2, 1,4).

When the views and expectations of the parents of the students participating in the research regarding the part-time ballet education at the conservatory were examined, it was seen that the majority of them



stated that they should switch from part-time ballet education to full-time ballet education because the education covering all days could prevent the division into two.

3. Participants' preferring their children to study in a conservatory related to ballet

In Table 4 the themes related to participants' preferring their children to study in a conservatory related to ballet and the distribution of themes are given.

Table 4.

Participants' preferring their children to study in a conservatory related to ballet

Sub-themes	A	B	C	D	E	F
Being a Ballerina	✓			✓		
Development		✓				
Discipline			✓			
Education					✓	
Professionalism						✓

As seen in Table 4, regarding the views of the parents of the students participating in the research on preferring their children to study in a conservatory, it was seen that the statement being a ballerina ranked first with 2 people. The expressions of Development, Discipline, Education and Professionalism showed equality with 1 participant each.

The opinions of the parents of the students who participated in the research on preferring their children to study ballet in a conservatory are given below:

"...because she wanted to advance her career in that direction. She wanted to be a ballerina, so I wanted her to continue in a place that provides training on this subject..." (M 3, 1).

"...because it has a future. I mean, how far can a straight school go? Now she can go to high school education from here and go from high school to university education. If she can continue her ballet education abroad, her transition may be easier. So it may not happen. Now, but this year, for example, we would have some initiatives, we talked to you before, we would have initiatives such as the ballet summer school in Italy, but here comes the pandemic obstacle. Unforeseen things can happen. Therefore, unfortunately, like the majority, we have to take ballet education side by side with academic education, so this is the case..." (B 3, 2).

"I mean, frankly, it is neither more disciplined nor more science, how can I say, it is a conservatory after all. Can I tell you about the conservatory of Akdeniz University? For that reason, we wanted our daughter to go. Frankly, we were very happy when he won. So we were very happy..." (C 3, 3).

"...Because my child wants it. Because she wants to be a ballerina. Plus because she loves it. That's why we stand behind her because he wants to do this profession. Because it is a very elegant and beautiful profession..." (D 3, 1).

"Because, as I said, I always wanted her to be educated on these subjects since her childhood. It was both my will and her will. As I said, I personally think that there are many problems in our country, unfortunately, in these matters. I think that this subject is not very much interested in this kind of artistic issues. That's why these children get full-time conservatory education, they both perceive it as an art spiritually, and they can add something to life and express themselves by giving it there. Because ballet is a field that encompasses both music, rhythm and movement, and getting a full education on this subject and the education of children from here is a much more important issue for both us and the society. Not everyone should be a teacher and not everyone should be a doctor. Maybe this system puts pressure on us like this, but no, I

think many children have a lot of art in them. I am also a teacher because we can see this more or less, but there are some problems and obstacles in education. That's why I think it makes more sense for children to receive full-time education, especially in conservatories..." (M 3, 4).

"...So it is more professional to study at the conservatory. If this child will choose this profession, that is, if she is going to become a ballerina, it is of course the best thing to learn this job properly and transfer it to the next generations in the right way. That's why we prefer the conservatory..." (F 3, 5).

When the views of the parents of the students participating in the study on preferring their children to study in a conservatory related to ballet, it was seen that the families preferred the conservatory because their children wanted to be a ballerina, and they preferred conservatory education for discipline, professional education and development.

4. Reaction to their child's wish to become a ballerina in the future

In Table 5 the themes related to participants' reaction to their child's wish to become a ballerina in the future and the distribution of themes are given.

Table 5.

Reaction to their child's wish to become a ballerina in the future

Sub-team	A	B	C	D	E	F
Positive	✓	✓	✓	✓	✓	✓

As seen in table 5, the views of the parents of the students participating in the research about how their children would react when they thought of choosing this art as a profession in the future and when they wanted to be a ballerina gave a positive answer to this question.

The opinions of the parents of the students participating in the research on how their children would react when they thought of choosing this art as a profession in the future and when they wanted to be a ballerina are given below:

"...I fully support and support it. Because an individual should do the job that makes her happy, she should not choose something that he is unhappy with, she should not choose a career, therefore I am a complete supporter of my daughter..." (A 4, 1).

"...it would definitely be positive. As I said, it is a very beautiful art and my daughter does it especially fondly and I make sure she does it under very difficult conditions. She goes to school from morning to night, attends ballet classes in the evening, and tries to work and do her homework. So I would definitely like..." (B 4, 1).

"...I honestly respect my daughter's decisions, so I do. If, after the 8th grade, she wants to continue the conservatory in the same way in the prospective high school, I support her. So whatever he wants. After all, I don't want her profession to be a profession that I want later, or if I try to get into her head, then mother, I don't want her to be unhappy because of you or what science, I support her about the profession..." (C 4, 1).

"Of course, because she loves ballet very much, we support her. We did not have any reaction, rather we support her and stand behind her. We do everything we can for her, too..." (D 4, 1).



“...I would be very happy! I would definitely be very happy, I mean, I always wanted it to be like this, frankly, a little bit at first, but later on of her own will. Because when I go to such shows, I am happy when I see dancing ballerinas and ballet dancers. That music, that choreography, dances, music and it makes my daughter very happy. When my daughter came up with something like that, my first reaction was that when I was in 6th grade, I wanted to be a ballerina. Then I can be at the doctor's office, but when you say I want to be a ballerina more, of course, everything should be as you want, especially such a small field, a narrow field as I said, we have very few students or very few parents who lead this, very happy I would be So I'd be very happy. I think it is a great source of pride, I think of the parents of ballerinas, a strange source of pride, something else...” (M 4, 1).

“...So I always respect my child's views and wishes. If she chose this, if she wanted to do it as a profession, if she wants to continue her life in this way, of course, I will always stand by her and support her...” (F 4, 1).

When the views of the parents of the students participating in the research were examined, it was seen that when their children thought about choosing this art as a profession in the future, and how they would react when they wanted to become a ballerina, it was seen that all of them had positive reactions, that they would support their children in this choice and respect their decisions.

5. Metaphors produced by the participants regarding the ballet education of their children

In Table 6 the themes related to metaphors produced by the participants regarding the ballet education of their children and the distribution of themes are given.

Table 6.

Metaphors for ballet education

Metaphors	A	B	C	D	E	F
Swan		✓		✓		✓
Star		✓				
Rainbow					✓	
Indecisive			✓			

As seen in Table 6, the views of the parents of the students participating in the research on what they thought the ballet education their children attended like, it was seen that the metaphor swan was in the first place with 3 participants. While star, rainbow were ranked second with 1 participant each, one participant could not answer the question by stating that he was undecided.

The opinions of the parents of the students who participated in the research on how they thought the ballet education their children attended like are given below:

“...So I liken it to a star. So right now the thing is a star, such a faint star, but I think it will shine...” (A 5, 2).

“...I guess I would liken it to a swan. Inspired by swan lake. So I guess I would liken it to a swan in all its grace, discipline and everything...” (B 5, 1).

“...A very difficult question. Nothing comes to mind right now. No, no...” (C 5, 4).

“... Ballet is not like any other form of art. Ballet is a very different profession. That's why I keep going like this because they glide like swans, their beautiful appearance is beautiful, most importantly, that's why I want my child to be a ballerina since childhood. A profession like a swan...” (D 5, 1).

“...It sounds like a rainbow, frankly. It's like a rainbow because as I said, ballet has everything. And with the education he has received so far, he is divided into every color because you have a strict discipline, this allows her to look at life more solidly. At the same time, because she dances, her body is very flexible, this is a color like blue, frankly, to me. While doing this, it gives all its energy, causing dozens of colors to come out there, maybe even more than the rainbow. It looks colorful to me. I think that's what he means to me in the training they receive, in ballet. When I think of something like this, yes, it's like a rainbow. Strict and disciplined, but at the same time. Discipline also gives them freedom. Because by learning it, you reveal something by learning step by step, and that thing you pull out is something very special. I think so...” (M 5, 3).

“...So maybe I can compare it to a swan. The swan is so delicate, so naive. I don't know, I can't explain it right now, but when I think of ballet, I immediately think of a swan, for example, the stance of the girls, their elegance, it looks like a swan, it's beautiful...” (F 5, 1)

When the views of the parents of the students participating in the research on what they thought their children's ballet education like, it was seen that their attitudes towards ballet education and ballet art were positive, and they stated that they found ballet education and ballet art elegant, disciplined and aesthetically beautiful.

6. Additional interviews

After the interviews with the parents of the students, the long-term absence of 3 ballet students from the ballet lessons from the beginning of the 2nd Term education period attracted attention, and since there was inconsistency with the findings, it was necessary to re-interview with 3 students' parents. The findings of the interviews, which were held again to investigate the reason why the students did not attend ballet lessons despite the fact that the parents of the students said that they supported the art of ballet in their children's career choices, were included. These findings were coded as unwilling to continue, technological inadequacy. In Table 7 below the findings related to these themes are shown.

Table 7.

Reaction to Their Children's Desire to Become a Ballerina

Sub-team	C	E	F
Unwilling to continue	✓	✓	
Technological Incompetence			✓

As seen in Table 7, the opinions of the parents of the students who participated in the research about the reasons why their children did not attend ballet lessons, it was seen that the statement Unwilling to continue ranked first with 2 people each. The expression of technological inadequacy took the last place with 1 participant.

The opinions of the parents of the students participating in the research on the reasons why their children do not attend ballet lessons are given below:

“...Most likely, it won't continue, he doesn't want to. We have worked so hard, but suddenly, I don't know why the last two years due to the pandemic, my teacher says she does not want to continue. But I will still try to put her in the exams, I will try to guide her as much as I can, but it

seems like she doesn't want anything. I mean, I'm at the decision stage. Let's see what's good, let it be...” (C 6, 1).

“...School lessons were very intense, and when he gets tired in ballet, he gets tired in lessons as well. She also wanted to graduate from ballet, but she could not enter ballet because her classes were difficult. When she was sure about the lesson, she moved away from ballet and says she wants to advance in the academic field. He also said that he wanted to progress in ballet at the beginning, but since the first semester he went online, he had some problems with her body in terms of weight. He says that he is considering planning her high school choice academically because of this, he does not want a conservatory...” (M 6, 1).

“...My daughter's phone broke. We wanted to have it done for a while. It's not charging. We will get a new phone, but we are waiting for July, because of this, he cannot attend her classes at the regular school, and there is no other situation, namely, he cannot enter because the phone is faulty. I work too, so I can't let her use my phone because I'm late. If I'm at home, I'll give my own phone. Let's try to solve the phone problem, let her try to enter, he has to be regular from now on, he must not miss the lessons, I am aware of it, I am aware of it, but as I said, we had a problem because of this phone, otherwise he still wants the ballet...” (F 6, 2).

When the opinions of the parents of the students who participated in the research about the reasons why their children did not attend ballet classes were examined, it was seen that their children did not want to continue their education at the conservatory and they also stated that they respected their decision, and that their technological inadequacies prevented them from attending the classes.

7. Findings Obtained from Document Analysis

Document analysis was carried out using the course grade point averages of the students from Akdeniz University Antalya State Conservatory and the curriculum. The documents used are those covering the 2020/2021 academic year. Below are the 8th grade part-time student course schedules.

Tablo 8.

Conservatory Part-Time Ballet Student Curriculum

Hours	Monday	Tuesday	Wednesday	Thursday	Friday
18.10/18.50	Classical Ballet			Classical Ballet	Classical Ballet
18.50/19.30	Klasik Bale			Classical Ballet	Classical Ballet
19.30/20.10	Solfeggio				

According to the curriculum, part-time 8th grade ballet students come to the conservatory 3 days a week, on Mondays, Thursdays and Fridays, and attended ballet lessons for about 6 hours a week. In addition to this, they attended solfeggio lessons once a week. In addition to these times, depending on the written program, according to the need during the show and rehearsal times; They could vary in duration and day by increasing.

As it can be seen from the lesson schedule hours, it was found that the ballet lessons of the students started after their school lessons, so the lessons were late and the students entered the lessons tired. At the same time, when the interview recordings obtained from the findings in the 2nd sub-problem were compared, it was seen in the opinions conveyed by the parents of C, E and F students that the students were tired after the secondary school classes and started the ballet lesson without resting and that the students were very tired because they returned to their homes late after the lessons finished late.

The averages of the students' 1st and 2nd semester end grades from the ballet exams in the 2019/2020 academic year and the ballet exam grade averages they got from the 1st semester of the 2020/2021 academic year were given in the table below. Since ballet exams for the 2nd semester of the 2020/2021 academic year had not been held yet, the averages of the first semester grades that could be achieved were

shown. Since student names were kept confidential, they were specified by coding with the code names of the students' parents.

Table 9.

Conservatory Part-Time Grade 8 Grade Averages

Terms	A	B	C	D	E	F
2019/2020	80	71	84	86	72	74
2020/2021	87	68	86	97	76	65

In the live ballet lessons held over the online system, students whose attendance forms were shown on their attendance form documents; C, E, and F parents were interviewed again and the reason for student absenteeism was tried to be learned. It was found that the parents of the students, who were thought not to continue their education at the conservatory due to their long-term absences, confirmed this view by informing them in C and E that their children would not continue to attend the conservatory. The other parent F, whose absenteeism was observed, stated that they still wanted to continue ballet, but they could not continue due to the technological inadequacy. As a result of the document analysis, it was seen that 3 students still continued their absence in the live lesson participation forms.

When the results of the document analysis were examined, it was seen that it was difficult for the students to come and go to the conservatory outside the secondary school course hours and they would lose time. It was thought that they had difficulties due to the intense secondary school lessons and homework, and therefore they were absent.

When we examined the GPA table document, it is seen that students with low conservatory ballet grades were more absent from the conservatory. Based on this, it was thought that these students gave more importance to their education in secondary schools, they cared more about their secondary school grades and they wanted to increase them, they could not train them because conservatory education required extra time and they were absent for this.

Discussion and Conclusion

In this study, it was focused on understanding and interpreting the opinions of the parents of part-time 8th grade ballet students of Akdeniz University Antalya State Conservatory on ballet education and their children who wanted to pursue a ballet career.

In line with the findings related to the first research question, it can be said that the parents of ballet students participating in the research were happy and supported the fact that there was an individual in their family dealing with ballet, but they were worried because this art did not receive the value it deserved in our country. Some of the parents of the students stated that they were also interested in this art and profession in the past, but they could not reach it due to various impossibilities, so they wanted and supported their children to do it.

It was found that one of the parents stated that they were happy for their child to receive ballet training, supported and wanted it to continue, but that her daughter was at the decision stage and did not know whether to continue. Although the ballet grade point average was also high, it was not clear whether this student would continue her high school education at the conservatory, but it can be interpreted that even if the family played a role in the choice of profession and the student was successful, the situation of leaving the conservatory was a concrete example of the situation where the students were affected by being confused by being stuck between the two schools.

In line with the findings related to the second research question, when the views and expectations of the parents regarding the ballet education at the conservatory were examined, it was seen that the majority of them stated that it was necessary to continue from part-time ballet education to full-time ballet education. Because it was stated that the education received in this way was not sufficient for their

children and that the division between the two schools would be tiring for the children and caused confusion in their choice of profession. Based on these findings, it can be said that parents were generally ready and willing for full-time ballet education, and their worries and anxieties would decrease when they attended full-time education.

Considering the opinions of the parents regarding the preference of their children to study in a conservatory related to ballet, in line with the findings regarding the third research question, there were also parents who stated that their children preferred to study at the conservatory because they liked ballet and wanted to be a ballerina. It can be said that they chose this school because they wanted it to be accurate and equipped and they directed their children.

Based on these findings, when looking at the conservatory education from the perspective of the parents, it can be said that the education they attended in the conservatory gave confidence to the parents, and they saw it as a right step to be taken in order to advance in art education and to prepare the future of their children in this direction.

In line with the findings related to the fourth research question, when the parents' views on how their children would react when they thought of choosing this art as a profession in the future, when they wanted to become a ballerina, it was seen that all of them had positive reactions and stated that if they wanted to choose ballet as a profession, they would be happy and support it. Thus, in line with the findings related to the fourth research question, when the parents' views on how their children would react when they thought of choosing this art as a profession in the future, when they wanted to become a ballerina, it was seen that all of them had positive reactions and stated that if they wanted to choose ballet as a profession, they would be happy and support it.

While it was seen that the majority of the parents who participated in the research stated that choosing a profession in a field they did not like would bring them unhappiness and that they would never want to cause this, it can be said that they would respect and support their children to deal with a job that would make them happy.

In line with the findings regarding the fifth research question, it was seen that the parents likened the ballet education of their children to swans, stars and rainbows. It can be said that the majority of the parents found the structures of their children, who attended ballet training with the swan answer, elegant, naive and delicate, therefore they had the perception that their children turned into a swan in their eyes. Another participant, who likened the ballet education to the star, stated that her child was like a dim star now, but thought that she would shine in the future, and that the child was insufficient in terms of education and equipment, but that she would develop and become a shining star by shining more light in the future. As a result of this analogy, it can be concluded that the parent found the current part-time education to work slow and inadequate. It can be concluded that the rainbow analogy education from another participant parent created a positive perception on the parent. As for discipline it can be said that a flexible body and giving all the energy while doing this work caused dozens of colors to appear.

After the interviews, in line with the findings obtained from the interviews with 3 parents of students who seemed to be absent in order not to create inconsistency with the findings, 2 parents of students informed that their children did not want to continue to the conservatory, both school classes continued online under pandemic conditions and students were stuck between two schools. It was thought that the feeling of confusion on the basis of this issue, and the fact that children were away from the conservatory and ballet halls may be a factor in dropping out of school. At the same time, it can be concluded that students who were stuck between two schools and in their lessons had to make a choice, causing them to give up ballet. Because for their high school education, there were compulsory schools that they had to graduate from. For this reason, it was thought that the part-time education they attended at the conservatory first fell into the 2nd choice, and then it was decided to quit.

When compared with the results of the document analysis, it was thought that the conservatory course hours were very late, the students had to come to the conservatory after their school and returned to their homes late, and this situation had a tiring and wearing effect on the students, so they were absent.

As a result of the opinion from the other participant parent, who said that her child could not attend the classes due to technological inadequacy even though he wanted to continue the ballet lessons, the student's parent stated that they would take steps to solve the situation, but it was observed that the student continued to be absent in the following process.

Ulusoy (2000)'s study to investigate the effect of family atmosphere on artistic career choices revealed that the parents of conservatory ballet students had a high level of education and were composed of professional individuals. In this direction, it was revealed that the majority of the parents of part-time ballet students participating in this research had a high level of education and had a profession, which was in line with the results of the research. As it can be understood from this, families with high education levels and professionals led their children in choosing artistic professions.

Recommendations

In consistent with the results obtained, following suggestions can be put forward:

It is recommended to create a new curriculum by increasing the class hours, days and the variety of the lesson program in order to overcome the shortcomings in conservatory part-time ballet education.

In order to increase the attendance to the conservatory lessons, it is recommended that the lesson hours should be planned according to the time zone of the student and even if it is necessary to act in coordination with the Ministry of National Education, legal regulations should be made.

In order to support art education, it is recommended that students who have won the conservatory and are entitled to receive education should be flexible in the hours of leaving school so that they can start their conservatory education earlier.

In order to prevent the division and confusion between the two schools, which are created by the conservatory part-time ballet education and the dilemma between the students' own schools, it is recommended to carry out the necessary studies to make the transition to full-time education.

It can be suggested to parents and students to introduce and explain the working areas of the ballet profession, the possible income estimations, the employment and opportunities of the profession, as well as the advantageous aspects.

This research is limited to the province of Antalya, where it was carried out. Doing future studies in conservatories located in different provinces will enable us to present a more comprehensive and general perspective on this subject.

Promotional activities, presentations, small-scale shows and awareness-raising activities with parents can be carried out in other primary and secondary schools in order for ballet education and the profession of ballet artist to be more recognized and appreciated in our country.

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Ethical Approval

In the writing process of the study titled “**Opinions of conservatoire part-time junior secondary school final year ballet student’s parents on ballet training and their children who want to build a ballet career**”, the rules of scientific, ethical and citation were followed; it was undertaken by the authors of this study that no falsification was made on the collected data. “Journal Action Qualitative & Mixed Methods Research [JAQMER] and Editor” had no responsibility for all ethical violations to be encountered, and all responsibility belongs to the authors and that the study was not submitted for evaluation to any other academic publishing environment.

Ethics Committee Approval

Ethics Committee Approval of this research was obtained from Akdeniz University Social Sciences Ethics Committee at the meeting of 21 decision numbered 274 on December 12th, 2020.