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Message from the Editor

I am very pleased to publish first issue in 2017. As an editor of International Online Journal of Primary Education (IOJPE), this issue is the success of there viewers, editorial board and the researchers. In this respect, I would like to thank to all reviewers, researchers and the editorial board. The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to International Online Journal of Primary Education (IOJPE), For any suggestions and comments on IOJPE, please do not hesitate to send mail.

Prof. Dr. Şule AYCAN
Editor

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THE EVALUATION OF CHILDREN'S EXPECTATIONS ABOUT LITERACY ENVIRONMENT[1]

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ABSTRACT
The aim of this study is, by means of a multi-faceted evaluation of the expectations of fourth-grade primary school students from their literacy environment, to put forward suggestions aimed at improving this environment. The study was carried out according to the homogeneous sampling method, which is one of the methods of purposive sampling. For this purpose, 103 pupils from the fourth grade of a school were contacted in order to determine their expectations from their literacy environment. For the research data, a data collection tool made up of 19 items of the gap-fill type was compiled from studies in the literature aimed at the literacy environment. Frequency tables were drawn up according to the responses given to these items by the students. The analyzed data revealed that children to read entertaining book the most, and preferred to read in their bedrooms. Results also indicated that children wanted their parents to be quiet while reading and they preferred their mothers mostly to read books to them as compared to their fathers.
Keywords: Literacy environment, reading, primary school students, students' parents.

INTRODUCTION

A person's curiosity to know what is going on in the world, which begins at birth, continues with his efforts to understand what is going on around him. During the first years of life, babies react to their surroundings in various ways in order to satisfy their needs or their curiosity. By reading the way their reactions are responded to, they will develop behaviour in that direction. In this respect, we can state that reading begins at birth and that it is based upon needs and curiosity. The reading carried out may be called reading one's environment. When the literature is examined, it can be seen that not a great deal of time has passed since the view that reading begins to be acquired at birth first became predominant.

The idea that reading begins to be acquired at birth has been proposed via theories of reading. Theorists have influenced pedagogy with the new theories they formed during the last century (Black, 2006). Researchers focusing mainly on characteristics formed at birth and on type of surroundings (home and school) have developed views related to reading over time. In his study, Black (2006) dealt with the theories that he emphasized in historical order, commencing with the 1940s; 1. Maturational Perspective, 2. Nativist Perspective, 3. Developmental Perspective, 4. Connectionist Perspective, 5. Psycholinguistic Perspective, 6. Emergent Perspective, 7. Social Constructivist Perspective, 8. Socio-cultural Perspective, and 9. Critical Literacy Perspective. The Maturational Perspective, which he states was effective between 1940 and 1960, maintains the idea that in order for a child to gain the necessary knowledge and skills for reading, he must reach a certain maturity level. Besides this, the Socio-cultural and Critical Literacy Perspectives have continued to be effective since the 1990s up to the present day. The changes and challenges in theories over the past decades has also affected the types of approach of informed parents and teachers towards the child at the stage when the child is taught to read and write. The type of approach that is affected naturally affects the attitude of the child towards reading at the same time.

[1]A section of the data from this study was presented as a verbal report at the '6th International Conference on Literacy', 22-24 Mayıs 2015 at the University of Crete.

The most important factor that determines reading success is the attitude of the child towards reading (Black, 2006; Klauda & Wigfield, 2012; Kush & Watkins, 1996; McKenna, Kear & Ellsworth, 1995; Mckenna & Kear, 1990). It has been determined that while children have positive attitudes towards reading at the beginning of primary school, their attitudes turn to negative ones in later grades (Kush & Watkins, 1996; McKenna et al., 1995). In the studies carried out it has been suggested that girls display a more positive attitude towards reading than do boys (Black, 2006; Kush & Watkins, 1996; McKenna et al., 1995; Worrell, Roth & Gabelko, 2006). In McKenna, Conradi, Lawrence, Jang and Mayer's study (2012), middle school students' attitudes towards reading were evaluated in four categories. These were: entertaining and academic reading from printed sources, and entertaining and academic reading from digital sources. Findings indicated that male students displayed more positive attitudes towards entertaining reading from digital sources only, whereas female students displayed more positive attitudes than male students in the other three categories. The National Research Council of the USA discusses the attitudes and behaviours of parents that can affect the attitudes of children towards reading under four headings, namely 1. Value given to literacy, 2. Emphasis on success, 3. Accessibility and usability of reading material, and 4. Reading to children (Temple, Ogle, Crawford & Freppon, 2005 as cited in Başaran, 2006).

It is considered that in children's recognition of their literacy environment in the pre-school period, the largest role generally belongs to their parents (Carroll, 2013; Erkan & Kırca, 2010; Fitzgerald, Spiegel & Cunningham, 1991). This role carries special importance with regard to whether or not children will benefit from early childhood education. Due to the fact that in our country early childhood education is not within the scope of compulsory education, it can be said that for a percentage of children, encountering a conscious literacy environment begins with the process of formal education. When we speak about a literacy environment for a child, we mean the area that affects the child's attitude towards reading and writing at home, at school or around him/her, either existing spontaneously or formed consciously. When considering who determines the literacy environment presented to the child, we think first and foremost of the parents and teachers around him/her as the most important determiners. From this point of view, the formation of this environment without considering the needs and expectations of the child towards it may result in that child's developing a negative attitude towards literacy. The fact that as grade level increases, positive attitudes towards reading turn to negative ones may be shown as evidence of this situation (Kush & Watkins, 1996; McKenna et al., 1995). It is important to determine the self-perceptions and reading perceptions of students who describe themselves as readers and non-readers, together with the perceptions of their families and peers with regard to support for reading, and to reveal the differences if there are any, so as to be able to work towards taking precautions and making improvements (Clark, Osborne & Akerman, 2008:25). Particularly in the creation of reading perception and in the development of positive attitudes towards reading, literacy environment has a determining effect on whether or not these exist at a level which meets the needs of the child. In this context, in the present study, the aim is to make a multi-faceted evaluation of the expectations of fourth-grade primary students from their literacy environment and to put forward suggestions with regard to improving this environment.

METHOD

This study, carried out with the aim of determining the expectations of fourth-grade primary students from their literacy environment, is presented in the form of a case study by using qualitative research methods. It can be stated that the case study is a research method, based on the questions "how" and "why", that enables the researcher to examine deeply a state of affairs or event outside his/her control (Yıldırım & Şimşek, 2013).

Participants

The study was carried out according to convenience sampling method which one of the purposive sampling methods. In this method the researcher chooses a close and convenient case (Yıldırım &

Şimşek, 2013:141). A school manager who works at a school in Zonguldak wants to determine children's expectation about literacy environment. For this aim, 103 students who receive education at elementary 4th grade in 2014-2015 academic year spring semester.

Instruments

For the research, a data collection tool made up of 19 items of the gap-fill type was prepared, based on studies directed towards literacy in the literature (Carroll, 2013; Clark & Foster, 2005; Kaaranen, 2001; Kennedy & Trong, 2010; Rashid, Morris, & Sevcik, 2005; Tarelli, & Stubbe, 2010; Wang, 2014). The items from Clark and Foster (2005) have adapted on "where children prefer to read, who they want to read them". These are items compiled with the aim of determining the children's expectations from their literacy environment.

Analysis of Data

From the answers given for 19 items in data collection tool, frequency table of students' expectations about literacy environment was made. Findings about these results were put forward.

RESULTS

The range of answers given by the students to the open-ended questions aimed at determining their expectations from their literacy environment is shown in the tables below.

Table 1. Students' Favourite Authors and Reasons for Their Choices

Favourite Author	Number of Students	%	Reason	Number of Students	%
Leyla FİDANAY	20	19	He/she writes very good books	38	37
Mehmet Akif ERSOY	9	9	He wrote the National Anthem	8	8
Onur SANCAK	9	9	I like his/her books	7	7
Seda ŞENER	7	7	He/she writes adventurous books	5	5
Ali IRMAK	6	6	He/she writes informative books	5	5
Fatih ACAR	3	3	He tells about history	3	3
Ömer SEYFETTİN	2	2	He writes enjoyable books	2	2
Ülkü ÇADIRCI	2	2	Her stories are suitable to children	1	1
Uğur BÜGET	2	2	The stories are verisimilitude	1	1
Ferruh SANER	2	2	The poem "Bayrağım" is quite popular	1	1
No author	1	1	Mathematics subjects are explained very well		
Name of single author	15	15	S/he is a famous author	1	1
			S/he is a good author	1	1
			The author is forgotten	1	1
			The text is not read	1	1
Unanswered	25	24	Unanswered	27	26

As a result of the analysis, it was determined that Leyla Fidanay was the favourite writer of about 19% of the students. Besides this author, it is seen that the students typically preferred Mehmet Akif Ersoy

(9%), Onur Sancak (9%), Seda Şener (7%) and Ali Irmak (6%). Each of the 15 student indicated separate author name. These authors were not given on the table (Appendix 1). One of the students said that he likes all authors.

Table 2. Students' Favourite Books and Reasons for Their Choices

Favourite Book	f	%	Reason	f	%
Nasrettin Hoca	12	12	Entertaining book	24	23
Müzedeki Sır (Mystery in the Museum)	5	5	Informative book	22	21
Keloğlan	4	4	Good book	21	20
Gönüllü Çevreciler (Volunteer Conservationists)	4	4	Response not understood	8	8
Atatürk'ün Anıları (Memories of Atatürk)	4	4	Very exciting	3	3
Pamuk Prenses (Snow White)	3	3	Adventurous book	3	3
Life of the Prophet Muhammed	2	2	Baby doll is made	1	1
Peter Pan	2	2	I feel myself inside the book	1	1
Mevlana	2	2	Things about club happen	1	1
Umuda Sarılmak (Clinging to Hope)	2	2	I like Keloğlan	1	1
Name of single book	52	50	It is about Snow White	1	1
			Too much fictional imageries	1	1
			Makes people live joy and sadness	1	1
			Too much pages	1	1
Unanswered	11	11	Unanswered	14	14

As a result of the analysis, it was revealed that in first place, about 12% of the students who answered the item liked books about Nasrettin Hoca, who occupies a very important place in Turkey's humour culture, the most, followed by Müzedeki Sır (Mystery in the Museum) (5%), Keloğlan (4%), Gönüllü Çevreciler (Volunteer Conservationists) (4%), Atatürk'ün Anıları (Memories of Atatürk) (4%), and Snow White and the Seven Dwarfs (3%). 52 of the students named different books. These books have not been given on the table (Appendix 2).

It can be seen that 14 of the students did not say why a particular book was their favourite. Students who responded to the question (23%) stated the reason as entertaining, 21% of the respondents stated that it was informative, and 20% that it was a good book.

Table 3. Books that Students do not enjoy to Read and Reasons

Book Read but not Enjoyed	f	%	Reason	f	%
No books disliked	17	17	Unintelligible response	9	9
Students who misunderstood the question	4	4	Not a good book	6	6
Students with illegible	3	3	Could not understand book	4	4

handwriting					
Mimar Sinan	2	2	Question misunderstood	4	4
Çizmeli Kedi (Puss in Boots)	2	2	Not entertaining	3	3
Name of single book	26	25	Tells about nonsense things	2	2
			Too boring	2	2
			Not exciting	1	1
			I do not like wolves	1	1
			It is faulty	1	1
			Always tells about family	1	1
			Tells about girls	1	1
			It is not suitable to my style	1	1
			It always tells about Keloğlan	1	1
Unanswered	49	48	Unanswered	64	64

As a result of the analysis, it was established that 49 of the students didn't answer the item in which they were asked which books they had read but not enjoyed. Nevertheless, approximately one third of the students who completed the item stated that there were no books that they did not like. Besides, 3% of the students could not be evaluated because their handwriting could not be read, while it was understood from the responses given by 4% of them that they had not understood the question. Almost all of the students who completed the item gave the names of different books. This works is not mentioned in the table (Appendix 3). Only about 25% of the students specified the name of the books that they did not like.

It was established that 64 of the students did not state a reason for not enjoying a book. It was determined from the answers given for questions that 9 of the students do not understand the question. It was determined that students do not like books mostly for these reasons: The book is not good (6%), the book is not understandable (4%) and the book is not enjoyable (3%).

Table 4. Students' Preferred Places for Reading and Reasons for Their Choices

Preferred Place for Reading	**f**	**%**	Reason	f	**%**
In their bedrooms	32	31	Because it is quiet	53	51
At the library	16	16	To better understand what is read	9	9
At home	12	12	To read with their friends	3	3
At school-in class	9	9	To be comfortable	3	3
In a quiet location	6	6	Lack of anything that might disturb them	2	2
In a quiet room	2	2	Nobody can get in (the room) without permission	2	2
At hall	1	1	Because there are a lot of books	2	2
In the garden	1	1	I can see well under light	1	1
At computer room	1	1	It is at my home	1	1
Near a river	1	1	I feel comfortable while reading	1	1
In Kars	1	1	It is my hometown	1	1
			There are teachers	1	1
			I can read aloud at school	1	1

			Everything enjoyable at the library	1	1
Unanswered	21	20	Unanswered	22	21

One in five of the students did not mention where they mostly like to read book. On the other hand, students stated that they mostly like to read in their room (31%), at the library (16%) and at home (12%). It was determined that students prefer these places because they are quite (51%) and they can understand what they read better (9%).

Table 5. Students' Preferred Activities after School Time

Preferred Activities after School time	f	%	Preferred Activities after School time	f	%
Studying	43	42	Doing sport	1	1
Reading books	34	33	Listening to music	1	1
Playing games	19	18	Enjoying themselves	1	1
Watching TV	9	9	Cycling	1	1
Relaxing	5	5	Going to the shop	1	1
Eating and cooking	4	4	Caring for kittens	1	1
Getting changed	3	3	Drawing	1	1
Going around	2	2	Doing jigsaws	1	1
Students with illegible handwriting	2	2	Eating fruit	1	1
			Unanswered	11	11

As shown in Table 5, 11% of the students who participated in the study did not answer this item. Due to the fact that some of the students completing the item stated that they liked more than one activity after school, 130 responses were given. Students stated that they mostly like studying (42%), reading book (33%) and playing games (18%) after school.

Table 6. Books that Students Would Like to Add to their Libraries

Books chosen	f	%	Books chosen	f	%
Nasrettin Hoca	13	13	Life of the Prophet Muhammed	3	6
Keloğlan	6	6	Snow White and the Seven Dwarfs	2	4
Pinocchio	4	4	Atatürk	2	4
Mevlana	4	4	The Most Beautiful Cake in the World	2	4
Red Riding Hood	3	3	Osman Hamdi Bey	2	4
Aladdin and the Magic Lamp	3	3	Name of single book	43	42
			Unanswered	55	53

More than half of the students did not answer this question, 11 of them gave the name of a single book. As a result of the analysis, it was determined that the four works most mentioned were Nasrettin Hoca, Keloğlan, Pinocchio and Mevlana. 43 of the students gave the name of different books. These books have not been given on the Table (Appendix 4).

Table 7. People with whom Students First time went to the Library

Person they first time went to the Library with	f	%	Person they first time went to the Library with	f	%
Friend	17	17	Cousin	4	4
Mother	12	12	Aunt/Uncle (1+2)	3	3
Family	11	11	Alone	3	3
Did not go	9	9	Big sister	3	3
Father	4	4	Big brother	2	2
Teacher	4	4	Unanswered	37	36

It appears that 37 of the students did not answer this question. Findings indicated that the students first went to the library most often with their friends (17%), mother (12%) and family (11%). On the other hand, about 9% of the students stated that they had never been to the library.

Table 8. Frequency of Students' Visits to the Library

Frequency of visit to library	F	%	Frequency of visit to library	f	%
Rarely/now and then	20	19	When going to do research	1	1
Never	8	8	Once a week	1	1
Often/all the time	6	6	Once a year	1	1
When going to read a book	4	4	Once a month	1	1
In the holidays	3	3	When bored	1	1
In their free time	2	2	At exam times	1	1
Absence of library	1	1	At homework times	1	1
			Unanswered	52	50

Half of the students did not answer this question. 8% of the students stated that they did not go to the library, 19% of them stated they sometimes, 6% frequently go to library and 4% stated that they go to library when they would read book.

Table 9. Students' Expectations from their Mothers, Fathers and Teachers when Reading

Expectations from Mothers	f	%	Expectations from Fathers	F	%	Expectations from Teachers	f	%
To be quiet	29	28	To be quiet	25	24	To be quiet	19	18
To read with them	12	12	To read with them	11	11	To listen to them	10	10
To listen to them	11	11	To listen to them	9	9	For the teacher to read the book as well	8	8
To prepare food	10	10	To turn the TV down/off	8	8	To explain the lesson	7	7
Not to do anything	3	3	To stay next to them	5	5	To follow their progress	4	4
Not to stay next to them	3	3	To sleep	4	4	To mark/prepare exams	3	3

To help them	3	3	Not to stay next to them	3	3	To get annoyed with the noisy ones	3	3
Unintelligible response	3	3	Not to do anything	3	3	To correct their mistakes	3	3
To stay next to them	3	3	To explain the book to them	2	2	Not to do anything	3	3
To make cake	2	2	To play with them	2	2	To get them to answer questions	1	1
To sit down	1	1	To help them	2	2	Not to put on cartoons	1	1
To take an interest in them	1	1	To read the newspaper	2	2	To get homework ready	1	1
To kiss them	1	1	To listen to music	1	1	To walk around among them	1	1
To make fruit juice	1	1	To help their mothers	1	1	To give them a book	1	1
To peel fruit for them	1	1	To watch a film on the computer	1	1	To have them read aloud	1	1
To entertain their brother/sister	1	1	To say “well done” to them	1	1	Not to hit them	1	1
To do their work	1	1	To kiss them	1	1	Not to stay next to them	1	1
To turn the TV down	1	1	To watch the match	1	1			
			To play with their brother/sister	1	1			
Unanswered	16	16	Unanswered	20	19	Unanswered	35	34

As shown in Table 9, 16 students (16%) did not mention their expectations from mother, 20 students (19%) from their father and 35 students (34%) from their teacher while reading. Students expect their mother, father and teachers to be quiet while reading book. Given in rates, 28% of students expect their mother, 24% expect their father and 18% expect their teacher be quiet. At the first two ranks, students expect their mother-father to read together with them and expect their teachers to listen to them.

Table 10. Types of books that student’ mothers read to them and its frequency

Types of books	F	%	Frequency	f	%
Book	40	39	Sometimes/now and then	11	11
Story	7	7	All the time/every day/evening	9	9
Fairy tale	7	7	Once a week	2	2
Never read	4	4	Often/very often	2	2

Novel	2	2	Every three days	1	1
Poem	1	1	In their free time	1	1
Unanswered	42	41	Unanswered	77	75

It appears that 41% of students did not answer this item, 4% of them stated their mother never read book to them. 39% of students did not mention the type of book their mother read. According to the answers given by the children, their mothers mostly read stories (7%), fairy tales (7%) and novels (2%), in that order.

Great majority of students did not mention how often their mother read to them. 11% of the students stated their mother sometimes read book to them, 9% stated they read book every time/day/evening.

Table 11. Types of books that students' fathers read to them and its frequency

What fathers read	f	%	Frequency	f	%
Book	23	22	Sometimes/now and then	11	11
Never read	10	10	At bedtime/all the time	5	5
Story	8	8	Once a week	1	1
Fairy tale	4	4	Once a fortnight	1	1
Newspaper	3	3	At the weekends	1	1
Poem	1	1			
Novel	1	1			
Unanswered	53	51	Unanswered	84	82

Half of the students did not answer this item, 10% of them stated their father did not read them anything. 22% of students did not state the type of book their father read them. The students stated that their fathers mostly read stories and fairy tales to them.
Great majority of students (84) did not mention how often their father read them books. 11% of students stated their father sometimes read books and 5% stated they read books every time / when they went to bed.

Table 12. Students' television viewing preferences in relation to their book-reading

TV viewing preferences in relation to book-reading	Number of Students	%
Preferred	19	18
Not preferred	12	12
Seen as bad in relation	2	2
Seen as not similar	2	2
Seen as similar	2	2
Seen as important in relation	1	1
Those seeing them as two separate things	1	1
Unanswered	64	62

As shown in Table 12, more than half of the students did not answer this item. As a result of the analysis, %18 of the students preferred watching TV to reading books, while 12%, on the other hand, stated that they preferred reading books to watching TV.

Table 13. Students' preferred to do instead of reading book

In preference to reading books……	f	%	In preference to reading books……	f	%
Studying	39	37	Caring for animals	1	1
Watching TV	7	7	Computer	1	1
No preference	7	7	Going out in the car	1	1
Relaxing/sleeping (2+1)	3	3	Writing poetry	1	1
Eating	2	2	Eating fruit	1	1
Playing games	2	2	Unanswered	40	38

It appears that 40 students did not complete the item. Findings indicated that 37% of the students preferred studying to reading books. On the other hand, while 7% of the students stated that they preferred watching TV instead of reading books, 7% did not state a particular preference to reading books.

Table 14. Types of books that students would read to their students if they were teachers and its frequency

Types of books	F	%	Frequency	f	%
Book	40	39	All the time/every day	9	9
Story	12	12	Frequently/most of the time	6	6
Fairy tale	6	6	Now and then/sometimes	5	5
Turkish text	3	3	In Turkish lessons	2	2
Life of the Prophet Muhammed	2	2	In the last lesson	2	2
Whatever their students asked for	2	2	In free lessons	2	2
Atatürk and his Reforms	1	1	Twice a week	1	1
Anecdotes			30 minutes a day	1	1
Unanswered	37	36	Unanswered	75	73

As shown in Table 14, one in three students did not complete the item. Findings indicated that 39% of the students stated that they would read books to their students if they were teachers, while in second and third places came stories (12%) and fairy tales (6%) respectively.

Most of the students did not complete that them how often they would read the material they would choose to read, as teachers, to their students. On the other hand, only 9% of the students who completed the item stated that they would read to their students all the time or frequently if they were teachers.

Table 15. Types of books that students would read to their children if they were mothers or fathers and its frequency

What they Would Read to Children if they were Mothers	f	%	What they Would Read to Children if they were Fathers	f	%
Book	38	37	Book	38	37
Fairy tale	13	13	Story	11	11
Story	12	12	Fairy tale	3	3
Anecdote	2	2	Poem	1	1

Lullaby	1	1	Newspaper	1	1
Favourite things	1	1	What the child wants	1	1
Novel	1	1	Novel	1	1
Unanswered	35	34	Unanswered	47	46
Frequency	f	%	Frequency	f	%
All the time/every day or evening	9	9	All the time/every day or evening	9	9
Now and then/sometimes	7	7	Frequently/most of the time	5	5
Often	4	4	Now and then/sometimes	3	3
After finishing their work	2	2	When coming home from work	2	2
In their free time	2	2	In their free time	2	2
Three times per week	1	1	Six days a week	1	1
Once per week	1	1	Once per week	1	1
Every two days	1	1			
Unanswered	76	74	Unanswered	80	78

One in three students did not answer what they would read to their children if they were mother. As it is seen in Table 15, 37% of the students stated that they would mostly read books to their children if they were mothers. Following books were fairy tales (13%) and stories (12%). It is striking that 74% of the students did not state with what frequency they would read to their children if they were mothers.

It appears that 47 students did not answer what they would read to their children if they were father. Findings indicated that students would mostly read books to their children if they were fathers. Stories and fairy tales followed this in second and third place respectively. On the other hand, most of the students did not state with what frequency they would read to their children if they were fathers.

Table 16. Range of people that students would most like to read to them

Preferred Person	Number of Students	%	Preferred Person	Number of Students	%
Mother	37	36	Maternal aunt	2	2
Father	13	13	Family member	2	2
Friend	6	6	Brother/sister	1	1
Big brother	4	4	Paternal aunt	1	1
Big sister	4	4	Themselves	1	1
Teacher	3	3	Unanswered	32	30

It appears that 32 of the students did not complete this item. The analysed data revealed that 36% of the students stated that they would most like their mothers to read to them. Following this in second place were students who wanted their fathers to read to them, followed by their friends in third place. Only 3% of the students wanted their teachers to read to them.

DISCUSSION

The students' most popular reason for liking certain authors was that they wrote very good books. This result will ensure that when they come across books that they like, they will reach an adequate level of

self-perception as readers, since both the value they give to reading and the frequency with which they read will increase when they enjoy reading. Besides, the fact that the children specified only Turkish authors shows that they had not come across any translated works or that there were no translated works that they enjoyed. Yet 28% of the 100 basic books recommended for primary school children consist of well-known foreign works (such as My Sweet Orange Tree, Oliver Twist, Robin Hood, Tom Sawyer, the Three Musketeers) (MEB, 2005).

The fact that the students participating in the study mostly preferred entertaining and adventurous books like Nasrettin Hoca, Mystery in the Museum and Keloğlan shows that the children gained more enjoyment out of reading entertaining books. The 4th and 5th grade students who took part in Kartal and Çağlar Özteke's (2011) study stated that among the most important features that should be found in the books that they had read or would read were mostly (38%) that they should be entertaining, adventurous and exciting. Therefore, it is considered that students have reached the "reading anecdotes, riddles, nursery rhymes, fairy tales, etc. for entertainment" level of attainment (Programme and Key for Primary School Turkish Lessons, 2009:87). Besides, in Arı and Okur's (2013) study, carried out for the purpose of determining whether students had achieved the aim of the 100 basic works specified by the Ministry of Education in its 2005 memorandum, "to ensure that students acquire the reading habit", or whether the students had read the books in the list, it was determined that in the first three places among the 30 most frequently read books were Pinocchio (66.7%), Tales of Keloğlan (64.9%) and Tales of Dede Korkut (63.1%); and that in the first three places among the 15 most frequently read native books were Tales of Keloğlan (64.9%), Tales of Dede Korkut (63.1%), and Tales of Nasreddin Hoca (57.6%). This result also reveals that in different regions of our country, a significant section of students receiving education mostly prefer entertaining books and that their needs are for these.

A significant number of the students who took part in the study did not state a reason for not liking the books that they did not enjoy, besides which about half of the students who completed this item stated that there was no book that they had read but not enjoyed. Just as this may show that the students read only books that they were interested in, it may also show that they read very few books or that there were no books that they did not enjoy because they did not read. On the other hand, the fact that some of the students stated that they did not enjoy a book because it was not a good one or because they did not understand it, gives rise to the opinion that not enough attention had been paid to the students' interests, needs and levels of development in their choices of books. Besides, the fact that about one in ten of the students stated that they did not enjoy a book because it was not entertaining, is confirmed by the opinion of Gönen et al. (2011:253) that "In bringing up children at primary school level as individuals who obtain enjoyment out of reading, the role of books designed to bring reading to a pleasurable and enjoyable level is important".

The fact that two thirds of the students who took part in the study stated that they preferred to read in their rooms, at the library or at home shows that a significant number of the students feel the need for quiet locations as places to read. The fact that about 44% of the students stated that they preferred to read in their rooms or at home shows that the home literacy environment is important. In the home literacy environment, the frequency with which the family reads to the child and performs reading-writing activities, their socio-economic situation, their living conditions, and the attention and reading habits of the child's carer, affect the development of children's early literacy skills and spoken language (Carroll, 2013:42, taken from Phillips & Lonigan, 2009). This result also shows that the school environment is not quite enough for students to be able to read in comfort. For example, in Behiç Ak's work, the Sleepwalking Elephant (2007), it is narrated that in a country there was a big, noisy city, and that because the city was so noisy, people could not hear what they were saying to each other, and so they spoke even more loudly, and that because of the noise, all the animals left the city. Thus in a children's book, too, it is narrated in this way that noise has negative effects on people and other creatures. From this point of view, there is a need for care to be taken for reading environments

to be kept away from noise that might disturb readers at school or in the home.

The students stated that they most enjoyed studying, reading books and playing games after school, in that order. The fact that the students most enjoyed studying may be due to their having more responsibilities with regard to homework. Aytaş (2005) states that among the main reasons why our country lags behind in terms of development may be counted the fact that reading instruction is made by being based mostly on texts found in school books. Yet Gönen and Uyanık-Balat (2002), have stated that adults are primarily responsible for bringing children and books together; that the love of books is formed by activities to be carried out at home and at school; and that at school, by increasing times for reading and listening to literary works suitable for children, more place could be given to activities geared towards reading in education programmes.

While the fact that half of the students who took part in the study did not answer the question asking them which two books they would like to add to their libraries may show that they had no idea as to any particular type of work, it may also show that they did not want to buy books because they already had enough in their libraries. On the subject of buying books, the fact that among the works they specified, the names of Nasrettin Hoca and Keloğlan filled the first two places, supports the idea that among the features they sought in the books that they wanted to read was that they should be entertaining. This result also shows that the students answered the questions carefully by way of sentence completion.

In the first three places, the students said that they first went to the library with their friends, mothers and families, while 14% of them stated that they had never been to the library. Along with those students who did not answer this question, it may be said that almost half of the students had not come across a library. This situation also shows that the fourth-grade students taking part in the study had not been taken to the library by their teachers throughout their education so far. Together with this, the fact that about half the students did not state how often they went to the library and that 16% said that they never went to the library tallies with the ratios for the people they first went to the library with. Whilst the responses given may show that a culture of going to the library had not yet been formed in fourth-year students, it may also show that when it is considered that the effective periods for gaining the reading habit, in other words the desire to read, are childhood, youth and adulthood; and that the effective social institutions for bringing about the formation of this desire are the family, school and the neighbourhood, teachers and families are not effective as role models in this subject. The results of the study carried out by Yılmaz (2000), with the aim of determining the reading and usage of the library habits of fourth-grade primary school pupils in Vienna, show similarity with the results of the existing study. It was determined that the Turkish students who participated in the study did not possess the habits of reading or going to the library, and that the families and teachers did not take a sufficient interest in the students.

The students' expectations from their mothers and fathers while reading at home, and from their teachers while reading at school, are mostly that they should remain quiet. These answers tally with those stating that they prefer quiet locations for reading. When the three different items measuring their expectations from their mothers, fathers and teachers are compared, the fact that the highest number of students did not complete the item measuring their expectations from their teachers may be interpreted as the fact that they had few expectations from their teachers, that they had more expectations from their parents, or that they could not express their expectations from their teachers because they were afraid of them. In second place, the students expected that their parents should read with them when reading at home. Besides, Russell and David (1994:14-15) pointed out that in order for book-reading behaviour to develop, it is necessary for each of the adults at home to be a good model, that otherwise, in the absence of this, it is difficult to expect reading to develop into a habit, and that for this, determining times for reading in the family is rather an effective method (as cited in Gönen & Uyanık-Balat, 2002). McKool (2007), in a study of 199 fifth-grade primary-school pupils

aimed at determining the factors affecting what they wished to read outside school, revealed that of the students who participated in the study, those who read voluntarily outside school were supported by their parents at home, their parents also read to them and thus were role models for their children, their parents recommended suitable books for their children, after reading the books they had discussions about the books with their parents, they had similar discussions about the books at school with their friends, and they were presented with the opportunity to buy the books they wanted or liked. In second place among students' expectations from their teachers was that their teachers should listen to them. These answers show that the students wanted their teachers to devote more time for listening to them while reading.

The students' wishes, both for their parents to read with them, and for their teachers to listen to them while reading reveals the importance of social feedback provided by the family and the school on the subject of reading (Keskin & Atmaca, 2014), and the extent to which students feel the need for this feedback. Yet the fact that class teachers, who are the key factor in the formation of reading skills, are ineffective in this subject, will negatively affect the students' reader self-perceptions in the short and long terms, as well as pave the way for permanent effects in the same direction with regard to their attitudes towards reading. 7% of the students who responded stated that their mothers never read to them. 38% of the students said that their mothers read to them, without specifying any particular genre. According to the responses given by the students, their mothers mostly read stories, fairy tales and novels, in that order. One third of the students who replied stated that their mothers read to them all the time/every day/ every evening, whilst about half of them said that their mothers read to them from time to time. This result shows that a significant percentage of the students did not frequently receive support from their mothers on the subject of reading. In the research carried out by Işıkoğlu, Erdoğan et al. (2016) with the aim of examining story-reading activities of parents and teachers together, it was established that almost half of parents of pre-school children completed the activity after reading the book without doing anything further, yet none of the parents, after reading the story, carried out the technique of "asking the child to retell the story and asking him/her to act it out". In fact, in a study carried out in which pre-school home literacy activities and children's literacy development was observed over a three-year period, it was established that there was a relationship between the vocabulary level of first-grade pupils and whether their parents read to them or not (Hood, Conlon, & Andrews, 2008).

One fifth of the students who responded stated that their fathers never read to them. The number of students who said that they were read to is very low. Whilst 24% of the students stated that their fathers read to them, without specifying a particular genre, others said that their fathers mostly read stories and fairy tales. Approximately 58% of the students who replied stated that their fathers read to them from time to time, while 26% said that their fathers read to them at bedtime/all the time. According to these responses, fathers read books to their children at home with less frequency than their mothers. Yet it has been stated that in the language, literacy and cognitive development of children at an early age, the most effective elements are the commencement of reading to them at an early age and the continuation of this (Duursma, 2014). In studies carried out in USA, it has been shown that reading to children by parents, especially the vocabulary used by fathers while reading, significantly affects children's linguistic development (Duursma, Pan, & Raikes, 2008; Pancsofar et al., 2010 as cited in Duursma, 2014).

About half of the students who responded stated that they would read books to their students if they were teachers, while in second and third places came stories and fairy tales respectively. On the other hand, over half the students who answered the question stated that they would read all the time or frequently to their students if they were teachers. This result shows that students who would read with this frequency were aware of the desire for reading and of the need to be read to. In Ülper's (2011) study, carried out with the aim of determining the factors that motivated students to read, of the students who took part, students in first grade stated that teachers' reading to them, and explaining the

books that they had read, awakened their desire to read. The fact that in the present study, a significant percentage of the students did not respond to this part, may also derive from the fact that the application was carried out in class while their teachers were present.

In response to the question asking them what they would read to their children if they were mothers, 35 students did not reply, whereas almost half of them did not answer the question asking them what they would read to their children if they were fathers. In the study carried out by Prusinski, Bramastyo and Dowd (2012), with the aim of determining at which level students became readers, what relationship this level had with the home literacy environment and how this could be improved, it was determined that the home literacy environment was a determinant in the development of all skills, that 20-25% of children were not supported in terms of home literacy environment, and that 49% of them could not read a text at their grade level and could read only 28 words in one minute. The present study may show that the reason why a great number of students did not respond to the question asking them what they would read to their children if they were mothers or fathers may be that they were not adequately supported in terms of home literacy environment and that for this reason they did not observe effective roles or models in their families. About half of the students who responded to the question about mothers, and over half of those answering the question about fathers, stated that they would most often read books to their children, followed by fairy tales and stories. It may be considered that the students who answered this question would prefer their fathers to read to them. The fact that the great majority of the students (two thirds) did not reply to the question asking them how often they would read the material they had chosen to read to their children if they were parents may be explained by the fact that their parents did not read to them and that they had no experience of this subject. This result corresponds with the results of the questions asking them about their parents reading to them and about their wishing to read when with their parents. This shows that the students participating in the study gave considered and informed answers to the questions.

In first place, over half the students said that they would most like their mothers to read to them, followed by their fathers and friends in second and third places, respectively. Hood, Conlon and Andrews (2008) stated that in the matter of supporting children with literacy activities, the mother is the most effective family member. In the same study, three quarters of the children who participated believed in the idea that their mothers were good readers to them, while three fifths believed that their fathers were. In the study carried out by Clark, Osborne and Akerman (2008), students who described themselves as readers, as well as those who said they were not, stated that in their families, they were most of all supported by their mothers, followed by their fathers on the subject of reading. Similarly, fourth and fifth-grade students who took part in Klauda and Wigfield's (2012) study stated that they received more support for reading from their mothers than from their fathers.

Unfortunately, only three of the students who took part in the present study said that they wanted their teachers to read to them. In fact, the person who is, in the first place, to be associated with reading activity and who is expected to be the first role model for primary school students on this subject is the Class Teacher. This result gives rise to the opinion that teachers do not read children's literary works in class, especially those other than class books. Furthermore, the fact that students most of all wanted their mothers to read to them gives rise to the opinion that from the child's viewpoint, the mother-figure is also the person he or she most wishes to have beside him/her while reading and that the child expects the most support from the mother.

In order that children learning to read can contribute to the collective memory of society through books and that therefore, by recognising the collective past, this past can be revived with each reading (Manguel, 2010:34), there is first of all a need for an approach by which the need for reading is met, and for this need to be satisfied through suitable resources. In bringing up primary school children as individuals who gain pleasure out of reading, the role of books designed to make reading pleasurable and entertaining is great (Gönen et al., 2011), as is the distinct importance of making these works

familiar to children, through the parents from the first months of their lives and through the teachers at school. In the studies made, it has been established the most determining factors in a student's success is not his/her family's income or social status, but rather the family's encouraging the child to learn, the establishing of a high level of communication, the existence of a home environment in which acceptable expectations regarding his/her success and future career can be created, and the participation of the parents in the education of the child in society and at school (Sanders & Epstein, 1998, as cited in Clark, Osborne & Akerman, 2008:54).

It can again be seen in this study, too, that it is vitally important that reading activity be introduced during the first years of life, even while still in the mother's lap, and that suitable support be given in this matter. Perhaps the first step to be taken in this regard, in a practice-based education process, is to instil the consciousness in prospective parents, before their babies are even born, that they are the first and most effective teachers of their children, by making those parents aware of how reading to their children and reading along with their children affects their children's development throughout their lives. Furthermore, with teachers' opinion that one of the most effective methods of lifelong learning is being a good reader, taking into consideration the fact that they bring up good readers and that they directly affect feelings and attitudes towards reading, there is need for individuals who first of all themselves feel the need for lifelong learning.

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APPENDICES

Appendix 1

Authors who are not named in the named in Table 1, most favored by the students and whose frequency is 1

Mehmet Sırrı Dumlu, Gökhan Tok, Yasemin Çakır, Salih Aydoğan, Meltem Bilir, Hayri Eden, Sadrettin Celal, Ayşe Yamaç, Hakkı Çebi, Evliya Çelebi, Yusuf Tavaslı, Damla Yıldız, Atilla Damar, Bestami Yazgan, Hakkı Çelebi

Appendix 2

Books which are not named in the Table 2, most favored by students and whose frequency is 1

Heidi, Sabırsız Sabri, Geçmişe Yolculuk, Masal Ormanı, Anderson Masalları, Beyaz Kartal, Kralın Hediyesi, Ayşegül'ün Maceraları, Kuşlar Kralı, Temizlikçi Cadı, Futbol Sahası, Masallar Diyarı, İçimdeki Ses, Ben Mustafa, Hop Hop, Kedi ile Fare, Parmak Kız, Gökyüzünde Panik, Dikenli Çalı, Hayalet Avcısı, Güven ve Yarışçı Çocuklar, Pinokyo, Barkın Uçuyor, Temiz Deniz Çocuk Kulübü, Kırk Bir Oda, Bahçede Kamp, Yeni Bir Hayat İçin Hazırım, Anneannem Süsleniyor, Dünyanın En Güzel Pastası, Sihirli Saz Perisi, Masal Sever Ejderha, Azmin Zaferi, Küçük Deniz Kızı, Bağdat Sarayı, Bremen Mızıkacıları, Alaattinin Sihirli Lambası, Yunus Emre, Anı Çiçekleri, 100 Hadis, Osman Hamdi Bey, Dört Kardeştiler, Kırmızı Başlıklı Kız, Okul, Peygamberler Tarihi, Mimar Sinan, Falaka, Ali Baba Kırk Haramiler, Yedi Denizler, Masal Kitabı, Hacivat Karagöz, Tom Sawyer,

Şehirlerin Şifreleri

Appendix 3

Books which are not named in the Table 3, least favored by students and whose frequency is 1

Soğuktan Dönen Köpek, Anneannem Süsleniyor, Çirkin Ördek Yavrusu, Sevgi Ağacı, Gülbaharın Gülleri, Nane ve Limon, Dede Korkut Hikayeleri, Kırmızı Başlıklı Kız, Mavi Tüllü Balerinler, Yazın Kış Olur mu, Çiftçi ve Hayvanları, Azmin Zaferi, Sunanın Serçeleri, Sabahın İlk Nefesi, Masal Seven Ejderha, Gündüzü Getiren Kent, Pamuk Prenses, İbni Sina, Sevgi Yolu, Dost Irmak, Yasaklar, Kayalıklardan Gelen Ses, Mevlana, Keloğlan Masalları, Robinson Cruose, Şehirlerin Şifreleri

Appendix 4

Books which are not named in the Table 6, which the students would add to their library and whose frequency is 1.

Bisikletim, Kırmızı Bisiklet, Kurşun Asker, Dede Korkut Hikayeleri, Sağlık Kitabı, Kül Kedisi, Okumanın Önemi, Aslan ve Kurt, Yavaş Kaplumbağa, Kırmızı Pikap, Bilmece Kitabı, Hayalet Avcısı, Güven ve Yarışçı Çocuklar, İki Kız Bir Kurt, Kemik Avcısı, Gönüllü Çevreciler, Umuda Sarılmak, Safari Yolculuğu, Saftirik, Canavarların Saldırısı, Tekerlemeler, Tahta Kaşık, Bremen Mızıkacıları, Yunus Emre, Şiir Kitabı, Ağustos Böceği ve Karınca, Fıkralar, Ayşegül, Kardelen, Define Avcıları, Hz. İsa, Don Kişot, Ali Baba ve Kırk Haramiler, Rapunzel, Namaz Nasıl Kılınır, Müzedeki Sır, Pancarcı Çocuk, 80 Günde Devri Alem, Yedi Denizler Adası, Dracula, Tom Sawyer, Deniz Altında Bin Fersah, Hacivat ve Karagöz

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FEMALE TEACHER PROBLEMS AT PRIMARY LEVEL IN PAKISTAN ADMINISTERED KASHMIR

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ABSTRACT
It is mandated in the Constitution of Pakistan to enhance adult literacy and quality education at primary level through provide free and compulsory education to all children between the ages of 5-16 years. The year 2015 was the deadline for the participants of Dakar declaration (Education for All [EFA] commitment) including Pakistan but they fail to do so. Education related statistics coupled with Pakistan's progress regarding education targets set in Vision 2030 and Pakistan's lagging behind in achieving EFA targets and its Millennium Development Goals(MDGs) for education call for an analysis of the education system of Pakistan and to look into the issues and problems it is facing so that workable solutions could be recommended. This study finds that Pakistan school system in seems as lowest in the globe. Many reasons involve in this state of affairs.i.e the quality of learning and competency level of both students and teachers in Pakistan is among the poorest in the region. One of the reasons is educational qualification is not enough to become a primary school teacher. Another is inadequate training certification program for teachers. Because teacher is key part of learning progression in education sector which faces many problems owing to which they cannot play their roles efficiently in the education process. Same the problems faced by female primary school teachers in Azad Jammu and Kashmir) AJK "Pakistan Administered Kashmir". Methodology of the study followed the procedure of descriptive research, in which existing status of female teachers in AJK was thoroughly analyzed. The problems of female school teachers were identified using the tools such as a questionnaire, and an interview schedule. Conclusion of this study presents that most of teachers affected due to their appointments, transfers, place of posting and individual promotions, rapid rate of bribery, political affiliations and interference relatively high than the merit. In many cases female teachers appointed in far flung areas where transportation is very pitiable. In addition that female teachers are overburdened with extra classes due to lack of teaching staff in primary schools, especially on one side female teachers face huge shortage of teaching and learning resources in schools and on the other hand there are smaller amount proficient development opportunities for all teachers especially for female teachers. These few mentioned factors have very much affected the procedure of schooling and education quality. The study recommends this problem could be resolved by considering some basic measures e.g. system of accountability, schooling environment and education assets, providing ongoing talented advancement opportunities and incentives, making transparent appointments system and on merit promotions procedure, provide enough teaching and non teaching staff to female primary schools and control political interference and involvement.
Keywords: Quality education, Primary level, Female teacher's problems, possible solutions,

INTRODUCTION

Societies around the globe try to improve the social, economic, political and cultural lives of the nations through education. Education plays an imperative role in raising well groomed human capital in the society through skill development and capacity building. Skilled human resource produces effectiveness and efficiency in performance thus contributing towards self-sustained society. Well equipped and easily accessible education system for all guarantees the progression of a country. Equality and equity in the provision of educational facilities reasonably result in building intellectual capital among the masses if provided without socio-economic divide. Many societies face lack of awareness of the concept of multiple femininities and masculinities in the discourse on education, Pakistan has no exception. Contrary to this view, acquisition of knowledge and consciousness are conducive for girls in order to empower them in the community. Education enhances the cognitive ability by raising the sense of self-esteem among girls for achieving a desirable social setup in the country. Education influences living standard as it turns the population of a country into useful human capital and works as an agent of positive change (Hoodbhoy,

1998). However, the teachers are the nation builders and hold a pivotal role in the process of education. In this sense the quality and standards of education are strongly associated with the quality and effectiveness of its teachers. Unluckily in Pakistan very little attention has been paid to the education sector in general and the recruitment of quality teachers in particular. Resultantly, Pakistan has one of the lowest literacy rate and quality educations (Farooq, 1990). This study attempts to examine the female problems faced by school teachers such as, academic, recruitment and promotion procedure, administrative and power structure, financial, training, curriculum, parental relations, and examination in AJK State of Pakistan.

PROBLEM STATEMENT

"Pakistan is one of eight countries worldwide that spend less than 2% of GDP on education. Public spending on education, a vital input for improvement in access and quality, is mere 1.5% of GDP. Female literacy is 45% against male literacy rate of 69%. On average 32%, 40.5% and 67.7% of rural girls aged 5-10, 10-14 and 15-19 respectively are out of school. Less than half of students are rarely complete primary school. The quality of education in the government institutions has deteriorated considerably. Standards of private sector schools are only better than other, but these are too expensive to reach to the normal population. Poorer parents preferred religious institutions which offer free food and boarding to their students. Today, around 25 million children in Pakistan not reach to their constitutional right to have an education up to the age of 16. Average literacy rate is only 57% in the country. Inadequate access to the schools, low attendance and poorly trained teachers as well as weak supervision creates this pity situation. Pakistan is a disaster affected country and it has been continuously hit by major disasters in the past 10 years. As a result of an earthquake on October 8, 2005, the estimate of school-age children and youth who perished in both AJK and NWFP was over 17,000. Most of the victims were between 4 and 16 years old children's, i.e. primary and secondary school students. Thousands of children have been wounded, made orphans or both—and almost all were traumatized. The earthquake damaged lives of many teachers as well. More than 10,000 schools were destroyed or damaged beyond repair in the affected region. More than 955,000 children of school age were affected by the earthquake. Recent floods in 2010 and 2011 also caused serious damages to the education infrastructure of Pakistan. The developing country like Pakistan has always demanded an emphasis on education sector from state and non-state actors"(Sabil, 2016). This department faces much kind of problems. One of the critical factors which have affected the system is teacher. Although, research shows that teachers are the key to success of any education system. However, studies show that in Pakistan the problems of school teachers have multiplied with the passage of time which has exacerbated the largely system of education (Government of Pakistan, 1998). There is feeling of estrangement among the teaching community. Teaching profession is considering the mainly poorly paid, less profitable and unappealing profession (British Council, 1988). Being a terminal stage, it is the most crucial level of education of a child. Problems faced by teachers at this level dangerously affect the overall process of schooling and learning. As very small research in this area has been done, therefore, this ongoing study was launched to spot out the major problems faced by female government primary school teachers in AJK State, Pakistan and to suggest possible solutions to these problems. In the underlines we shall discuss the problems faced by female government primary school teachers.

ANALYSIS OF PROBLEM STATEMENT

The successful education systems concluded that the quality of a school system and teaching force should be perfect. Low teacher effort especially in female teachers is often considered one of the most serious problems in AJK schooling, perhaps even bigger than weak teacher content knowledge and pedagogical skills to successfully teach the curriculum but may be some hidden problems we need to discuss in this segment. Although teacher time-on-task is often raised as a serious concern, existing evidence regarding the impact of teaching time on learner performance is not compelling in either direction. The first and most reason is need to highlight is gender disparity in our society specially for the female sector even our

society not give them right space to perform their duties well as they deserve for. On the other hand female teaching line is under the main pressure in shape of housing wife responsibilities and the other side's as teacher we expect equally perform the duties at both sides so they are overburdened. On the financial support side this sector is comparatively under paid and poor in performance especially in female. So the teacher's community is less motivated towards their duties. Some of cases not attending the schools and doing their own businesses and getting salaries sometimes they use their political relations and pressurize the departments for their own benefits. In some countries teaching is taken as the most honorable and lucrative profession. In developed nations teachers are adored and occupy a reverential social position in society. However, In Pakistan, teaching profession does not enjoy a great social status in the society. Teaching is considered the most underpaid and less attractive profession as compared to other professions like medical or engineering and so on. The main problem of housing lodging for the female sector in Pakistan especially in primary sector is discussable. Female teachers posted on far flung areas and not offer lodging and protection and teachers not have enough resources to cater these basic needs. Political interference, transfers and bribery is also the main problem of education system in Pakistan and it's suffer female sector more than male. Most of the common problems of physical infrastructure is also exists in many schools although the problem of teaching resources and trainings too weak to strengthen the quality education. Curriculum is very old and no one attempts to modify the new changes according to the new era. The primary level school system is practicing old methods of teaching and there is no training and exposure in this sector to modernize this sector and also these is no monitoring and evaluation system during teaching and examination. Teaching time (based on self-reported data) is a key factor behind under-performance (Taylor, 2011: 27; Gustafsson and Patel, 2008: 25). On the other hand Shepherd (2011: 26) finds that extra classes offered by teachers outside the normal school day are associated with better learner results. A closely related matter is that of teacher absenteeism. A study by Reddy et al (2010: ix) found that around 11% of teaching time was lost due to teacher absenteeism, though this was not exceptionally poor by developing country standards. Instances of one-day leave were substantially more common on Mondays and Fridays than on other days of the week, indicating an abuse of the leave system to extend weekends. A number of recent studies have drawn attention to weak teacher content knowledge (Spaull, 2011; Stols et al 2007; Taylor and Moyana, 2005; Carnoy et al, 2008). Although the evidence is accumulating, it is less clear what can be done about teacher content knowledge. The DBE"s existing strategy of short in-service training courses does not seem to be particularly effective. Taylor (2008: 25) concludes that "short courses of the order of 3-5 days have little impact. It is becoming apparent that intensive in-service training, in the order of weeks per year, is required to equip teachers with the knowledge they need to teach effectively." Such extensive in-service training may however not be feasible. In response to this, an alternative strategy is proposed in the forthcoming section – one that seeks to give teachers an incentive to take responsibility for their own content knowledge. Is the pay of teachers too low to justify higher levels of effort? Considering that teacher pay relative to per capita GDP in AJK is exceptionally high by international standards, that teachers received a pay increase of roughly 15% in real terms between 2014 and 2016 and that productivity and effort amongst many teachers is low, it is hard to argue that on average teacher pay should be higher. Rather than focusing on the level of average pay, the key concern should be on how to adjust the salary structure in order to, firstly, incentives good teaching and secondly, improve salary increments linked to years of experience in a way that reduces the attrition of good teachers and attracts high-achieving candidates into the teaching profession. Arguably the biggest downfall of teacher pay in AJK is the fact that the system hardly differentiates between better- and worse-performing teachers. Whereas AJK had an exceptionally flat age-wage gradient in 2014, major changes to the salary system briefly introduced in 2015 would have considerably improved this gradient and would have ensured that those teachers evaluated as being better performing by their supervisors would benefit most (Gustafsson and Patel, 2008: 21). However, many of the 2015 changes were reversed in 2016 due to union pressure, meaning that the problem of insufficient rewards linked to years of

experience remains unresolved (and the magnitude of the problem is not clear as the impact of current policies on the wage-age gradient over time have not been analyzed). Several studies (Bozkurt, 2004; Gustafsson and Patel, 2008; Armstrong, 2009; Van der Berg and Burger, 2010) suggest that unless experience-related increments for teachers, and in particular better performing teachers are improved, more capable teachers will be strongly inclined to leave teaching in their mid-career. Discussions with education analysts suggest that despite the 2016 reversal of pay differentiation, unions are not completely opposed to such measures to improve educational performance. The challenge seems to lie in putting forward an incentives policy that is sufficiently informed by what has worked elsewhere and is sensitive to specifically AJK equity concerns. Unfortunately, available analyses of the teacher salary system and teacher pay trends are not sufficiently detailed for policymakers to be sufficiently informed about this critical area (the pay of public school teachers constitutes around 3% of GDP). Specifically, comprehensive analyses of teacher pay using payroll data are rarely produced. This poses serious risks for the policymaking process and the vital central bargaining process between government and teacher unions. Periodic reports of key trends that respond to the needs of planners and salary negotiators are needed.

There are various constitutional and judicial provisions in favor of women in Pakistan. The constitution of Pakistan has several provisions to safeguard the status of women. Though there are so many special provisions the position of women even in a cent percent literate society is not so promising. Even in service sector, women are facing variety of problems. The changes in family structure from joint family system to nuclear family system fired up problems of women to a great extent. The problems of employed women will vary with the nature of job, sector in which she is working, and family setup. Fairly large proportion of teaching community is comprised of female teachers, which is one of the major service sectors chosen by women in the state. Hence a study of this type is attempted to realize the problems of female school teachers at primary level.

Objectives

An objective of the study is given as follows:

- To study the female teacher problems at primary level in AJK State
- To provide necessary suggestions to overcome these problems

Methodology:

This study use the procedure is descriptive research, in which existing status of female teachers at primary level in AJK was thoroughly analyzed. The problems of female school teachers were identified using the tools such as a questionnaire, and an interview schedule. The investigator also carries out discussion with experts to gather relevant information about the status of women in Pakistan and AJK at any level.

Tools & Sample:

The questionnaire and an interview schedule were used as tools for this study. A questionnaire was developed by the investigator on various aspects related to the personal, professional and social problems of female teachers working at Primary level. An interview schedule was also prepared to gather relevant information which should supplement the data obtained through the questionnaire. The sample of the study comprised of 200 school teachers equally teaching at Government primary level in Poonch and Bagh districts of the AJK state. Since the population size is very large the study was limited to the represent sample. Purposive random sampling technique was used to select the sample. Due representation was given to locale, type of institution, teaching experience, and nature of institution. Interview with forty

teachers belong to primary levels was conducted to gather relevant information to increase the data obtained through the questionnaire.

FINDINGS AND CONCLUSIONS

The main findings of the study are as follows

- Majority of female teachers working in different levels are facing Personal, Professional and social problems and the problems faced by them are more or less similar in nature regardless of the level in which they are teaching in different areas of the State.
- Among the social problems cultural related problems are more common. Majority of the respondents have rigid nature of cultural and not allowed females to go for jobs and many have their gender disparity problems and not treated equally in the teaching centers as male teachers.
- As the personal problems we discussed health related problems are more prevalent. Majority of the respondents skipped breakfast daily, and unable to engage in any recreation activities. Most of them do not get time to read news papers daily.
- On the other hand some of respondents not get cooperation from their family members in house hold matters. So that they must busy to have their personal households matters and the professional problems by their own. Majority expects support from their spouse in house hold works, and in supervising studies of children, but the support available is only marginal.
- As per departmental reputation is was noted that the respondents are less motivated towards this profession because of less facilities and fewer salaries as compared to the other professions in the state.
- Political influence and frequent transfers from one place to other is also the problems for female teachers especially at primary level. So this problem cause uncomfortable environment for female teachers to perform their duties and sometimes result as termination.
- Geographical conditions also take part to cause problems for female teachers when they posted far-flung areas and they not have accommodation facilities for females staff so they faces many kind of transportation and protection problems as well.
- Due to political intervention in the procedure of appointments, under qualified female teachers are appointed who cannot effectively manage the process of schooling and learning in schools even they are not well qualified for this post.
- Pupil–teacher ratio, huge syllabus , unnecessary emphasis on clerical works ,documentation and evaluation , Evaluation of fairly large number of students , loss of working days , the tension caused by the existing system of education ,lack of enough reference materials, inadequate support from colleagues and head of the institution , inadequate in-service training ,etc are the major professional problems of majority of teachers.
- Shortage of resources in girls primary schools render the female teachers helpless while they need different aids for schooling and learning. There are no training facilities available to professionally equip the female teachers to improve their teaching skills.
- The study also concluded that female teachers are overburdened with extra classes due to shortage of female staff in the girls' schools.
- The study also investigated that master servant environment and political grouping in this level of schooling also the main problem to hinder the teaching and learning environment. This type of situation also affected the quality of education.

RECOMMENDATIONS

Keeping in view of this study we find the following recommendations to tackle down the problems of female teachers at primary level particular in AJK and general in Pakistan:

- The female teachers regardless of the level of teaching, facing personnel, social and Professional problems, which surely influence their physical as well as mental health issues and suffering from physical and mental stress may not be able to engage in creative activities. Since, woman is very important component of the family as well as for society, it is necessary to ease their problems in a time bound manner.
- System of self reliance and independence should be improved in the school systems, the resources and trainings for female teachers must be enhanced to increase performance in schools.
- Teaching is the profession of full responsibility and accountability to build the new generation. So, teachers should be academically highly qualified and trained to improve the quality of education. Training and refresher system of school should be better to boost the recital.
- Healthy physical activities should be promoted for female sector to enhance the healthy education environment since a working person must have to strive for the family as well as for the institution, adequate support is essential from the family and social groups.
- Education department rules and policies need to be polished and implemented effectively to eradicate political interference which disturbs the school system and female teachers especially.
- Female teachers should be properly trained to proper planning and time management also, which will help them to find time for breakfast, relaxation, exercises as well as for official works.
- Pupil–teacher ratio should be maintained to reduce the pressure on teachers and to increase the working efficiency.
- Examination system needs to be improved and made effective as per international standards. So that the status of this department is elevate to stimulus for the layman to join this department.
- To increase the satisfaction and performance of the teaching sector selection of qualified people with teaching experience should be ensured. Hence, it is suggested that at some point in the process of selection or appointments of female teachers merit should be strictly keep in mind.
- Keeping in views of respondents Curriculum needs to be revisited, evaluated and revised to overcome the pressure on the female teacher community and teachers should be properly trained accordingly.
- It is suggested that Female Teachers' involvement in the curriculum development should be boost up. This will increase the excellence of education in schools. For this reason, it is suggested that female teachers should be directly involve in the process of curriculum development.
- Teachers are needed to be encouraged through financial and other social benefits. The financial support to primary schools needs to be increased. Resources of teaching and learning need to be increased at the primary level to relax the state of mind.
- Medium of instruction in the schools is needed to be improved. Teachers could be trained in the languages especially in English and Urdu. It will help the female staff to bridge the communication gaps for the smooth development in education sector.
- Unnecessary documentation is another important area which also overburden the teaching community, because it taken away the time for preparation and instruction. Qualified persons should be used to improve the quality of teaching and learning rather that file works and recordkeeping alternative of this purpose is computer based documentations should be promoted to save the time and energy .
- In order to improve the more quality in education and to divide the load on teachers especially at primary level, number of teachers per schools needs to be increased and to train effectively on continuous basis.

- It is observed that the Law of Teaching Service should be established that teachers must be evaluated based on professional teaching standards rather than the political of personal relations, in order to achieve required quality in education. Positive motivations and rewards should be introduced for the primary level teaching community. On the other hand to enhance the capacity of the system to work effectively tough system of accountability need to be introduced.

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EXAMINATION OF THE PEDAGOGICAL CONTENT KNOWLEDGE OF MATHEMATICS TEACHERS

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Abstract
Mathematics education consists of numerous factors, and a vital factor is teachers. Therefore, well-trained teachers play a crucial role in the education system. In this context, the pedagogical content knowledge of teachers forms a vital foundation for effective mathematics teaching. The study aimed to examine the pedagogical content knowledge of mathematics teachers. Forty-one mathematics teachers took part in this study. The qualitative research method was applied and eight open-ended questions were asked for data gathering purposes. The content and descriptive analysis methods were used for data analysis. The study showed that the instructional explanations of teachers were typically at their instrumental level (content-level). Accordingly, it can be conferred that teachers lack the sufficient level of conceptual knowledge required for the effective mathematics teaching that is the aim of the curriculum. Therefore, it was suggested that teachers develop their pedagogical content knowledge through in-service courses in line with curriculum targets.
Keywords: Instructional explanations, mathematics teaching, pedagogical content knowledge

INTRODUCTION

In today's age of information, considerable changes are taking place within mathematics education in terms of what mathematics is and how it should be taught (The National Council of Teachers of Mathematics [NCTM], 2000). With the changing perspective in education, a shift has occurredfrom conveying the existing knowledge to showing ways to reach educational knowledge in teacher-student relationships. The objective is to teach individuals with the ability to solve problems and use their acquired knowledge in everyday life. Mathematics classes are important in teaching these skills (Baki, 2006). Kaptan and Kuşakçı (2002) asserted that effective mathematics education aims to impart skills in scientific and rationalist thinking and raise creative and productive individuals who have the means to find, use and share knowledge, rather than simply memorising it.

Teachers and students are among the most important factors in making this effective mathematics education possible (Toluk-Uçar, Pişkin, Akdoğan, &Taşçı, 2010). Therefore, well-trained teachers are important in an effective education system (Türnüklü & Yeşildere, 2007; Yüksel, 2008) and they need to know mathematical knowledge for teaching (Kazima, Pillay, & Adler, 2008). This is because students construct mathematics knowledge with teachers through their own experiences. A student's understanding of mathematics is shaped by the teaching that the student receives at school (Aksu, Demir, & Sümer, 1998). For this reason, the quality of education directly depends on teacher education, which has gained further importance (Karal-Eyüboğlu, 2011; Karal & Alev, 2016).

Teacher education, the importance of the teacher, the role of the teacher, and the qualities that a teacher needs to possess are contemporary topics and concepts (Baskan, 2001). Many education reforms have been made in developed countries and many studies have, in recent years, directed their focused interest on teachers in terms of the training and qualities they need to posses (Bolat & Sözen, 2009; Meriç & Tezcan, 2005). In particular, studies on the pedagogical content knowledge of teachers have provided people around the world with alternative view points on teacher education (Lesniak, 2003). In this regard this study is expected to be beneficial for South African Teachers. Finally, it is also the case that enhancing the efficiency of the teacher education programmes (pre-service and post-service programmes), which is crucial for the creation and development of teachers' knowledge base,

will only be possible with the use of research findings to be obtained in this field. However, several studies show that prospective teachers and teachers graduating from faculties of education experience certain problems in conveying pedagogical knowledge to students. (Canbazoğlu, 2008; Dani, 2004; Halim&Meerah, 2002; Feiman-Nemser& Parker, 1990; Tirosh, 2000; Toluk-Uçar, 2009). Similarly, Ball (1990a, 1990b) stated in his studies that prospective teachers' pre-and post-university understanding of mathematics is insufficient for elementary education. Although prospective teachers generally understand what the rules and methods are and how they are applied, they are not able to find explanations for the underlying meanings of given situations. Another study put forward that mathematics teachers have difficulty in acquiring mathematical content knowledge (Yüksel, 2008). Teachers should have accurate conceptual and relational knowledge, and they must be able to explain the underlying meanings and principles for an effective mathematics education (Ball, 1990a). Therefore, prospective mathematics teachers should possess pedagogical knowledge along with the subject knowledge to become good teachers (Ball, 1990b).

Ever since Shulman (1986) described pedagogical content knowledge as the keystone of his Knowledge Growth in Teaching Project, teacher educators have given rapidly more attention to the study of the learning-to-teach process (Stengel & Tom, 1996). Shulman (1986, 1987) expressed pedagogical content knowledge as "that special combination of content and pedagogy". In other words, pedagogical content knowledge functions as a bridge between field knowledge and pedagogical knowledge. According to Shulman (1997), one important aspect of pedagogical content knowledge is that it hones disciplined thinking skills in students and helps them in comprehending concepts (cited in Monte-Sano, 2011). Shulman (1986) states that teachers possessing pedagogical content knowledge should also have the following skills, knowledge of the most functional representation of subjects and concepts, knowledge of what facilitates and can complicate the learning process, knowledge of students' misconceptions, knowledge of simulations, representations, examples and explanations to clarify concepts and remove misconceptions, and knowledge of the ideas, perceptions and preliminary knowledge that students possess for course subjects at different ages and levels. According to An, Kulm, and Wu (2004), pedagogical content knowledge consists of three fundamental components: content knowledge, curriculum knowledge and teaching knowledge.

Subject field knowledge is the basic conceptual and contextual knowledge of teachers about (mathematics, biology, chemistry etc.) their field (Uşak, 2005). Various studies have proved that teachers commonly lack subject field knowledge. Teachers lacking in subject field knowledge typically define concepts and relations incompletely. Such teachers follow a teacher-centred instruction approach. In addition, they create learning environments where students' questions are ignored, and no healthy student participation takes place (Kılcan -Arslan, 2006). Teachers are having difficulty with both subject field knowledge and field-specific pedagogical knowledge. Teachers particularly experience difficulty in providing good educational explanations for mathematical rules and concepts which are among the most important aspects of mathematical-specific pedagogical knowledge. This is largely due to the fact that teachers' educational explanations are mainly based on memorisation, rules and practices (Kinach, 2002a, 2002b). Due to all these inadequacies, both students and teachers continue their teaching process with imperfect knowledge.

According to Batura, and Nason (1996), a correct solution in mathematics does not show that learning took place. In mathematics, learning a subject means developing solutions, and knowing why a certain calculation method functions, gives the correct solution and how different concepts are related, because questioning lies at the heart of mathematics. Türnüklü and Yeşildere (2007) states that the mathematics teaching knowledge of the teacher shows how good he/she is, rather than how much mathematics knowledge he/she has. For this reason, the pedagogical content knowledge of teachers should be evaluated. Various levels of understanding are developed to evaluate teachers' pedagogical content knowledge. Kinach's levels of mathematical understanding are among these (2002a, 2002b).

Kinach (2002a, 2002b) focuses on Perkins and Simmons's (1988) levels of mathematical understanding and groups them under two headings: instrumental understanding and relational understanding. Instrumental understanding contains *what* and *how* knowledge, while relational understanding shows the reasons underlying *what* and *how*. Within this perspective, instrumental understanding is handled within the scope of *context level*, which (aims to explain individuals, rules and practices superficially). Relational understanding is formed of four levels of understanding. These are *the concept level*, which (uses qualities of concept and different meanings of concept, and includes identifying patterns and relationships and categorizing, into a class, the phenomena possessing them), *the problem-solving level*, which (uses analytic methods such as induction, deductive thinking, special problem-solving techniques and mathematical modelling (which also includes metacognitive and subject-specific strategies, and guiding schemes), *the epistemic level*, which (contains information about the knowledge itself, i.e. the source of knowledge (According to Perkins and Simmons (1988), this level expresses the fact underlying the explanations, and puts forward reasons for thinking and concept and problem-solving levels) and *the inquiry level* which is (advanced problem-solving level in which new knowledge, and different problems or theorems are suggested). Previous studies mainly examined the pedagogical content knowledge of pre-service teachers (Baştürk & Dönmez, 2011; Bukova-Güzel, Cantürk-Günhan, Kula, Özgür& Elçi, 2013; Gökbulut, 2010; Şahin, et al., 2013; Toluk-Uçar, 2011). There are many studies (Dani, 2004; Halim &Meerah, 2002; Karal-Eyüboğlu, 2011; Lee &Luft, 2008; Özel, 2012) on the science teachers. In addition, most of studies mainly focused on the content knowledge of teachers and prospectiveteachers(Moats & Foorman, 2003; Van der Sandt & Nieuwoudt, 2003). In this context, it is important to know the pedagogical content knowledge of mathematics teachers. Therefore, the main purpose of thisstudy is toidentify the level of explanations given by mathematics teachers to mathematical situations. For this reason, I aim to contribute to filling this gap in the literature.

METHODOLOGY

The case study method which is based on the qualitative research approach has been used in this study. A case study examines a bounded system, or a case, over time in depth, employing, multiple sources of data found in the setting (Mcmillan & Schumacher, 2010). Therefore, the case study technique was used in our study in order to thoroughly evaluate the pedagogical content knowledge of mathematics teachers.

Participants

The participants of this study consisted of forty-one secondary mathematics teachers. Teachers were selected by the purposive sampling method. The teachers were selected on the basis of their willingness to participate in the study. Teachers' names were coded such as T_1, T_2, T_3, T_4 etc.

Data Collection Tool

Ten open-ended questions were used as the data gathering tool with a view to increase its validity in line with the literature (Ball, 1990b; Kinach, 2002a, 2002b; Pesen, 2006; Toluk-Uçar, 2011). Two field experts were asked whether the given mathematical expressions could reveal pedagogical content knowledge and after making some adjustments, two questions were left out. One reason for leaving out these questions was that there was another question measuring the same pedagogical content knowledge, and the other reason was that one question did not have the attributes required to measure the pedagogical content knowledge of the teachers. The data gathering tool thereby took its final shape with eight open-ended questions. The data were gathered by research through semi-structuredface-to-faceinterviews and teachers' written responses. The interviews were designed to explore participants' ideas, feelings, and understandings about some mathematics subjects. Participants were asked to write in detail how they explain given mathematical situations to someone learning it for the first time and how they felt while they were answering the questions. The first and second questions were related to fractions, the third and fourth questions were about exponential numbers, and the fifth question asked

whether the number zero is odd or even. The sixth question indicated why a positive result is achieved after multiplying two negative numbers, the seventh question stated why a zero factorial is equal to one and the eighth question was about the solution set of a number whose square root is nine. These questions are presented below:

1. $\frac{1}{2}-\frac{1}{4}=\frac{1}{4}$
2. $\frac{1}{4}:\frac{1}{2}=\frac{1}{2}$
3. $a^n.a^m=a^{n+m}$
4. $a \neq 0,\ a^0=1$
5. whether the zero number is odd or even
6. (-3).(-4)=(+12)
7. 0!=1
8. $x^2 = 9,\ \ x = 3\ or\ x = -3$

Data Analysis

Kinach's mathematical understanding level was used as the framework of the data analysis. Within the framework of this mathematical understanding level, a teacher can make explanations at many different levels of understanding. These levels were coded as A: Content level, B: Concept level, C: Problem-solving level, D: Epistemic level and E: Inquiry level. After examining the answers given by teachers, the researchers sub-coded the levels of understanding as follows:

A Content level
A1: Superficial explanation of rules or given expressions
A2: Misuse of visual elements
A3: Using analogies
A4: Solving equations by giving values
A5: Using meaningless expressions
B Conceptlevel
B1: Correct use of visual elements
B2: Explaining by sampling
B3:Creating patterns
B4:Using concept features and different meanings
C Problem-solving level
C1: Developing concept-specific strategies with number or fraction problems
D Epistemiclevel
D1:Correct use of visual elements and showing their grounds
D2: Analysis method and reasons for using it
D3: Using definitions and features and giving justifications
D4:Taking square root or creating equations and giving justifications
D5: Using permutation and giving reasons for using it
E Inquirylevel
E1:Putting forward new knowledge

The qualitative data analysis methods were applied as content and descriptive analysis methods. It is necessary to make a reliability study in cases where multiple researchers collaborate on data analysis. In such a case, researchers code the same data set and make a numerical comparison of coding similarities and differences to reach a coding percentage. A reliability level of 70% is required in such studies (Yıldırım & Şimşek, 2013). Therefore, after an evaluation of the study data, two researchers performed coding at different times. Subsequently, the codes were compared and the coding reliability level was found to be 82%. The remaining 18% was corrected after the researchers reached a

consensus. Later, the data was classified under specified codes and rendered meaningful for readers, and the unnecessary codes were left out, keeping to the aim of the study.

RESULTS

The findings were gathered from interviews and written responses of mathematics teachers given in eight open-ended questions. Accordingly, below are the findings showing how teachers use their pedagogical content knowledge.

Table 1. *Teachers' Answers to the First Question*

A	Content level	f
A1	Superficial explanation of rules or given expressions	28
A2	Misuse of visual elements	5
A5	Using meaningless expressions	3
B	**Concept level**	
B1	Correct use of visual elements	9
B2	Explaining by sampling	3
C	**Problem- solving level**	
C1	Developing concept-specific strategies with number or fraction problems	1
D	**Epistemic Düzey**	
D1	Correct use of visual elements and showing their grounds	2
E	**Inquiry level**	
E1	Putting forward new knowledge	0

Table 1 indicates that teachers' instructional explanations for the first question, levels of understanding and the code frequencies of these levels. According to mathematics teachers' answers to the first question, mostly code A explanations were used. Some of the teachers at this level superficially explained how the rule will be applied, and some tried to use visual elements. In addition to this, some teachers used meaningless expressions. Conversely, very few teachers used explanations at codes B and D.

Teachers' explanations show that most are not knowledgeable about the conceptual knowledge underlying subtraction operation in fractions, and they only used relational knowledge. Teachers' instructional explanations also support this idea.

T_3: "First, I will explain that it's a rational operation, and denominators are equalised in summation and subtraction of rational numbers."
T_{20}: "Denominators are made equal. This is taught as a rule."

Some teachers who tend to misuse visual elements were mistaken in the subtraction process of fractions by subtracting a partition different to the partition from the initial whole. Teacher T_{31}'s answer is presented below:

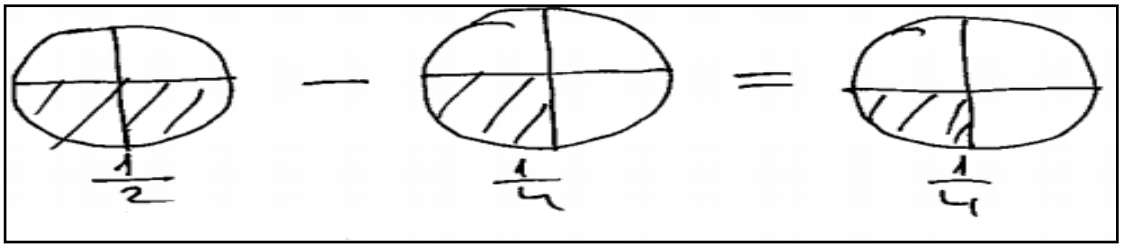

Figure 1 T_{31}teacher's answer to question no. 1

Table 2 shows that teachers' instructional explanations for the second question, levels of understanding and the code frequencies of these levels.

Table 2. *Teachers' Answers to the Second Question*

A	**Content level**	**f**
A1	Superficial explanation of rules or given expressions	34
A2	Misuse of visual elements	2
B	**Concept level**	
B1	Correct use of visual elements	4
B3	Creating patterns	1
C	**Problem-solving level**	
C1	Developing concept-specific strategies with number or fraction problems	1
D	**Epistemic level**	
D1	Correct use of visual elements and showing their grounds	2
D2	Analysis method and reasons for using it	1
E	**Inquiry level**	
E1	Putting forward new knowledge	0

In Table 2, the majority of teachers proposed code explanations for the second question. Very few educational explanations were given in codes B, C and D. The majority of the teachers stated that they teach division operation in fractions as a rule, and this shows that they have code A pedagogical content knowledge. Quotes from some of the teachers are presented below:

T_9: "I teach division operation as the opposite of multiplication operation."
T_{15}: "After explaining how division takes places in fractions (rational numbers), I continue with telling them to write the first fraction as it is, and reversing the second fraction and multiplying them."
Table2 shows that teachers are insufficient in explaining the division operation in fractions and most illustrate (A1) this superficially.

Table 3. Shows that teachers' instructional explanations for the third question, levels of understanding and the code frequencies of these levels.

Table 3. *Teachers' answers to the Third Question*

A	**Content level**	**f**
A1	Superficial explanation of rules or given expressions	20
B	**Concept level**	
B2	Explaining by sampling	9
C	**Problem-solving level**	
C1	Developing concept-specific strategies with number or fraction problems	0
D	**Epistemic level**	
D3	Using definitions and features and giving justifications	14
E	**Inquiry level**	
E1	Putting forward new knowledge	0

In Table 3, it is shown that teachers mostly answered in codes A and D for the third question. No answerswere given in codes C and E. We can infer that teachers' pedagogical knowledge about the multiplication operation with exponential numbers (D3) with the same base is better than that of

fractions. All teachers answering in code D used the definition of exponential numbers and tried to give a logical justification behind why exponents should be added while multiplying exponential numbers with the same base. Teacher T_{31}'s answer to this is presented below:

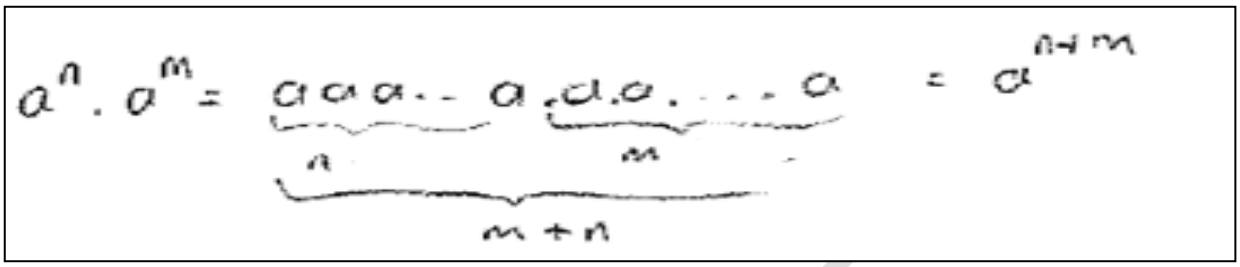

Figure 2 T_{31} teacher's answers to question no. 3

Table 4 shows that the teachers' instructional explanations for the fourth question, their levels of understanding and the code frequencies of these levels.

Table 4. *Teachers' Answers to the Fourth Question*

A	**Content level**	**f**
A1	Superficial explanation of rules or given expressions	18
A5	Using meaningless expressions	7
B	**Concept level**	
B2	Explaining by sampling	2
B3	Creating patterns	7
C	**Problem-solving level**	
C1	Developing concept-specific strategies with number or fraction problems	0
D	**Epistemic level**	
D3	Using definitions and features and giving justifications	7
E	**Inquiry level**	
E1	Putting forward new knowledge	0

Table 4 shows that most of the teachers gave code A answers for the fourth question. No answers were given in codes C and E. Some of the teachers taught as a rule that exponents of all numbers apart from zero were equal to zero, while some provided meaningless expressions (A5) to clarify it. Related teachers' answers are presented below:

T_{12}: Since "a" is different from zero, we give the smallest value.
T_{20}: When the exponent of numbers apart from zero is 0, the answer is 1. This is taught as a rule.
In contrast, teachers answering in code B tried to explain the mathematical expression $a^0=1$ with more patterns (B3). Teacher T_{29}'s answer is presented below:

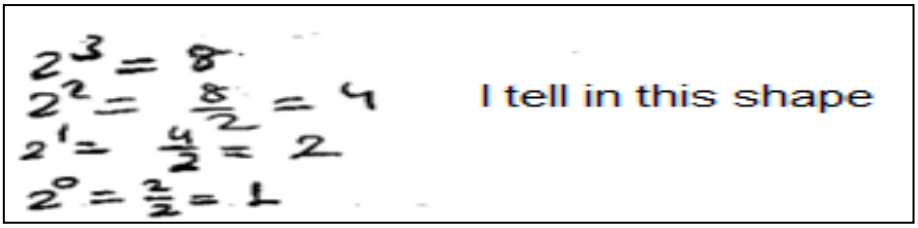

Figure 3 T_{29} teacher's answers to question no. 4

In Table 4, we can clearly see that some of the teachers gave explanations in code D and solved the problem by only using level D3, which only provides the logic behind the question by using the properties of exponential numbers. Teacher T_{11}'s written statement below clearly indicates the motive behind the question.

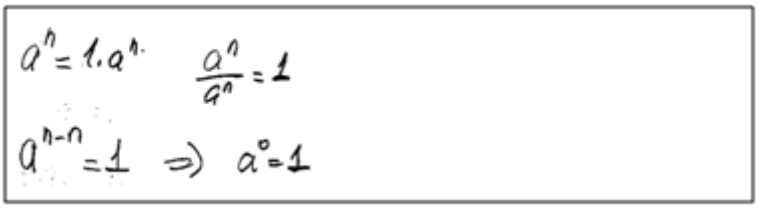

Figure 4 T_{11} teacher's answers to question no. 4

Table 5 summarizes the teachers' instructional explanations for the fifth question, their levels of understanding and the code frequencies of these levels.

Table 5.*Teachers' Answers to the Fifth Question*

A	**Content level**	**f**
A1	Superficial explanation of rules or given expressions	13
A5	Using meaningless expressions	12
B	**Concept level**	
B2	Explaining by sampling	1
B4	Using concept features and different meanings	11
C	**Problem-solving level**	
C1	Developing concept-specific strategies with number or fraction problems	0
D	**Epistemic level**	
D3	Using definitions and features and giving justifications	6
E	**Inquiry level**	
E1	Putting forward new knowledge	0

Table 5 clearly summarizes that most of the teachers do not have sufficient knowledge about whether the number zero is even or not. The majority of the teachers provided educational explanations in codes A and B. Two teachers using code A_5 in particular could not identify that the number zero is even, and stated that zero is neither odd nor even. Their answers were as follows:

T_{18}: "Zero means null. Thus, we can't say whether it is odd or even."

T_{22}: "Zero means null. We can't state the oddness or evenness of a non-existing expression."

No answers are given in codes C and E, and only six teachers provided explanations in code D. Teachers in this level emphasized why zero is even and gave the logic behind it. A good example is teacher T_{14}'sanswer:

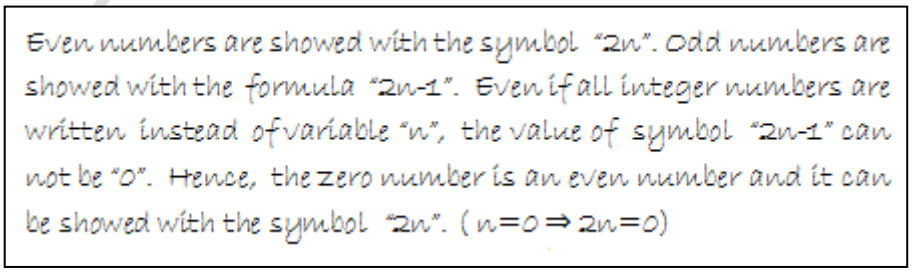
Even numbers are showed with the symbol "2n". Odd numbers are showed with the formula "2n-1". Even if all integer numbers are written instead of variable "n", the value of symbol "2n-1" can not be "0". Hence, the zero number is an even number and it can be showed with the symbol "2n". ($n=0 \Rightarrow 2n=0$)

Figure 5 T_{14} teacher's answers to question no. 5

Table 6 summarizes the teachers' instructional explanations for the sixth question, their levels of understanding and the code frequencies of these levels.

Table 6. *Teachers' Answers to the Sixth Question*

A	Content level	f
A1	Superficial explanation of rules or given expressions	28
A3	Using analogies	5
B	**Concept level**	
B1	Correct use of visual elements	1
B4	Using concept features and different meanings	3
C	**Problem-solving level**	
C1	Developing concept-specific strategies with number or fraction problems	2
D	**Epistemic level**	
D1	Correct use of visual elements and showing their grounds	4
E	**Inquiry level**	
E1	Putting forward new knowledge	0

We can infer from Table 6 that more than half of the teachers answered in level A1 to the question that a positive integer is found when we multiply two negative integers, and very few answers are given in levels B, C and D. In addition, it is striking that two of the teachers (T_{16}, T_{33}) did not even reply to the question. Quotes below show how teachers are lacking in pedagogical knowledge.

$T_{1:}$ *I teach it as a rule that when you multiply two integers with the same sign, you get a positive result; and when you multiply two numbers with opposite signs, you get a negative result. I don't hand out counting tokens.*

$T_{13:}$ *First I state that integers can be multiplied, multiplication of the same sign provides a positive result, and multiplication of opposite signs provides a negative result, then I tell them to first multiply signs, then the numbers.*

Written statements of the teachers show that they make use of analogies (A2) when clarifying that the multiplication of two negative numbers results in a positive number. However, there is no explanation as to why the result is positive. Some quotes from teacherT_9 and T_{15} are presented below:

T_9: *I use the principle "the enemy of my enemy is my friend".*

$T_{15:}$ *I use the usual statements of "my friend's friend", "my friend's enemy" and "my enemy's enemy".*

Table 7 shows that the teachers' instructional explanations for the seventh question, their levels of understanding and the code frequencies of these levels.

Table7. Teachers' Answers to the Seventh Question

A	Content level	f
A1	Superficial explanation of rules or given expressions	19
A5	Using meaningless expressions	9
B	**Concept level**	
B2	Explaining by sampling	1
C	**Problem-solving level**	
C1	Developing concept-specific strategies with number or fraction problems	0
D	**Epistemic level**	
D3	Using definitions and features and giving justifications	4
D5	Using permutation and giving reasons for using it	2
E	**Inquiry level**	
E1	Putting forward new knowledge	0

When we look at Table 7, we can see that most teachers answered in code A like in previous questions and 0!=1 is considered to be a special rule. Some of the teachers tried to base this rule on illogical grounds. Here are their answers:

$T_{6:}$ *I clarify that 0!=1 is specifically used to show that the result is not 0 in multiplication of consecutive numbers.*

$T_{13:}$ *A positive integer's factorial is the multiplication of all positive integers smaller than itself. This definition does not apply to 0!, because, there is no natural number smaller than zero. 0! is defined as 1 in line with the purpose of definition.*

Four of the mathematics teachers (T_4,T_{12},T_{16},T_{17}) gave no educational explanation for this question. Teachers answering in level B tried to explain 0!=1 with examples. Teachers answering in level D clarified why zero factorial equals one with justifications. They typically used the definition of factorial (D3) for this purpose. Here you can find teacher T_{33}'s answer:

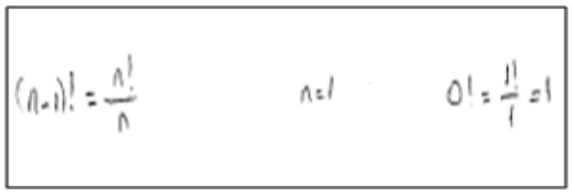

Figure 6 T_{33} teacher's answers to question no. 7

Table 8. *Teachers' Answers to the Eighth Question*

A	**Content level**	**f**
A1	Superficial explanation of rules or given expressions	19
A4	Solving equations by giving values	12
B	**Concept level**	
B1	Correct use of visual elements	3
B2	Explaining by sampling	1
C	**Problem-solving level**	
C1	Developing concept-specific strategies with number or fraction problems	0
D	**Epistemic level**	
D4	Taking square root or creating equations and giving justifications	8
E	**Inquiry level**	
E1	Putting forward new knowledge	0

Table 8 shows that the teachers' instructional explanations for the eighth question, their levels of understanding and the code frequencies of these levels.

Written statements from of the teachers tell us that there are teachers answering in codes A, B and D. Teachers using code A taught their students that the solution set of $x^2=9$ is (-3) and (+3), and superficially wrote them in their equational places. Some answers from teachers were given:

$T_{6:}$*Since the exponent is even in* $x^2=9$*, there will be 2 cases. I will tell students about (+) and (–).*

$T_{7:}$*Since (-3).(-3)=9 and (+3).(+3)=9, the solution set is (-3) and (+3).*

Considering the instructional explanations of the teachers answering in code B, they are clearly found to use visual elements (B1) or give examples (B2). The answer of a teacher in B1code is exactly cited

below. Conversely, teachers in code D used the square root technique or equations to explain why the solution set of $x^2=9$ is (-3) and (+3).

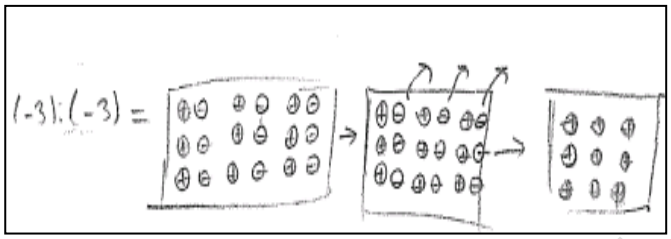

Figure 7 T_{34} teacher's answers to question no. 8

DISCUSSION, CONCLUSION and RECOMMENDATIONS

This study examined how mathematics teachers explain some mathematical statements about numbers to students. It was found that the teachers use their pedagogical content knowledge through different representation methods (visual elements, examples, analogies, equations etc.) As it is understood from the results of this study, the teachers' pedagogical content knowledge was not limited to certain representations. This was in parallel with the study result concluding that "teachers can display their pedagogical content knowledge with verbal expressions, numeric examples, analogies and thought-wise relations (Grouws & Schultz, 2004)."

It was concluded that the teachers' knowledge about division and subtraction in fractions is at subject level to a great extent, and they have misconceptions about subtraction and divisions in fractions. This result showed parallelism with studies such as those of (Azim, 1995; Ball, 1990a, 1990b; Borko et al., 1992; Cluff, 2005; Işıksal, 2006; Lubinski, Fox& Thomason, 1998; Ma, 1999; Nagle & McCoy, 1999; Simon & Blume, 1994). Althoughthe teachers have knowledge of division and subtraction rules, they are not aware of the underlying reasons. Considering the teachers' answers to questions about exponential numbers, factorials, the abnormality of the number zero, integers and solution sets of equations, their knowledge is predominantly at the subject level just, as in division and subtraction in fractions. Few teachers provided answers at concept, problem-solving and epistemic levels. A very striking result is that none of the teachers provided an answer at research level. These findings were supported by similar studies (Ball, 1990a, 1990b; Toluk-Uçar, 2011). Accordingly, we can say that teachers typically don't have sufficient pedagogical content knowledge, and therefore, teach mathematics based on memorisation. Similarly, Henningsen and Stein (1997), stated in their study that teachers provide educational explanations based on memorisation rather than understanding.

Another conclusion of the study is that the teachers do not have the sufficient conceptual level required by the curriculum for mathematics teaching purposes. This conclusion was in parallel with the results of studies by (Even, 1993; Gökkurt, 2014; Gökkurt & Soylu, 2016a, 2016b; Ma, 1999; Toluk-Uçar, 2011). However, teachers should have exceptional field knowledge (Ball, 1990a) and pedagogical content knowledge (An, Kulm & Wu, 2004; Borko et al, 1992; McDiarmid, Ball,& Anderson, 1989) for effective mathematics education, because, pedagogical content knowledge plays a significant role in developing the understanding of students, and students construct mathematics with teachers through their own experiences(Aksu, Demir,&Sümer, 1998).A student's understanding of mathematical education is shaped by the teaching they receive at school. This is why teachers should have pedagogical content knowledge at the conceptual level and have a conceptual level of understanding in mathematics. Therefore, it is possible to improve the pedagogical content knowledge of teachers via in-service courses in line with curricular objectives. This study was performed to evaluate the pedagogical content knowledge level of mathematics teachers. Similar studies can be conducted on teachers in other fields.

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ENGLISH LANGUAGE TEACHERS' PERSPECTIVES ABOUT THE PROFESSIONAL DEVELOPMENT PROGRAM IN LIBYAN CONTEXT[1]

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Abstract
This study was primarily conducted to explore the nature of current professional development programs implemented for secondary school teachers in the context of Libya. For this purpose, four purposively selected English language teachers were interviewed to explore their views regarding the effectives of the professional development activities and their supervisors. The findings of this investigation indicated that Libyan supervisors are doing well in terms of implementing the professional development programs in their respective schools. However, teachers reported that they receive very minimal support from the government although it has a line up in-service training programs for faculty and staff. This implies that school supervisors should serve as the prime movers or leaders in the design, delivery and evaluation of professional development programs with the support of the local and/or national government of Libya.
Key words: English language teachers, professional development program, in-service training.

Introduction

The evaluation process of professional development programs is considered as one quandary that beleaguers various organizations, companies and educational institutions (Polk, 2011). The minimal level of professional qualities of school teachers continues to be a highly debated issue in educational research that needs immediate attention as a result of unsatisfactory academic performance of students. As a matter of fact, professional quality is a pre-requisite to quality teaching and learning and the overall success of an educational institution. "Teacher professional development has been regarded as one of the most important factors for improving the quality of both teaching and learning" (Kaymakamoğlu & Çağanağa, 2016, p.3). For a long period of time, professional qualities decreased as evidenced in the inefficient work ethics of educators. This incompetence may be attributed to the nonexistence of positive reception to the teaching occupation, ineffective communication skills (Nye, Konstantopoulos & Hedges, 2004), absence of focus, absenteeism, unpleasant attitude towards students, resistance to improvements, mediocre performance coupled with unremarkable work principles and the absence of dedication which affects students' interest and engagement ain school. Professional qualities of teachers are undeniably significant in both students' and school's success. Professional development strategies are argued to be the means upon which school heads and other stakeholders like teachers venture to further one's knowledge attitudes and skills in the delivery of quality education. Several instructors and administrators today in Libyan schools are conscious of the important part they have as organizers of learning. They purpose to support higher education by shaping curriculum programs that challenge the education requirements of the students. Therefore, they discovered it a herculean duty to be in the forefront of any educational activity. They consider that there are several issues to consider for every instructive environment to result changes in its system. More specifically, they are aware that the absence of

[1] This study has been developed from the MA thesis which was supervised by Assist. Prof. Dr. Sibel E. Kaymakamoğlu.

communication, teamwork and collaboration effect the preferences of school leaders' and teachers' professional development systems. Therefore, more consideration and importance should be distributed for more effective professional development to improve the educational quality of the school.

This investigation was aimed primarily at exploring the characteristics of existing professional development programs implemented in some Libyan schools. It also investigated how effective the professional development activities and these programs are for the Libyan professional teachers. For this purpose the following research questions were devised:

1. What is the nature of current Libyan professional development programs?
2. How effective are these programs for the development of Libyan professionals?

It is believed that this study has the potential to provide Libyan institutions with relevant data based on the findings of research which may be essential in the creation and innovation of more effective professional development programs to sustain the quality of education for all its beneficiaries and clients in Libyan educational institutions.

Research Design

This study was conducted qualitatively. The main purpose of this method is to describe or explain the status of a particular condition (Creswell, 2008) such as the extent in the implementation of the professional development programs of selected Libyan schools. Creswell (2003) elaborated that this design intended to present facts about the nature and status of situation as it existed at the time of study. This research study also features the characteristics of an existing phenomenon.

Research Participants

There were four qualified respondents selected based on purposive sampling method. They were considered as qualified respondents as they belonged to the group who met certain criteria for the respondents in the data collection process. The basic criteria were set prior to the sampling such as: classroom teachers of English, with at least one year experience in English language instruction, must be teaching in a Libyan school at the time of the interview and is willing to submit oneself to a one-on-one interview. The researcher sought the consent of the respondents and assured them of the strict observance of security of information and confidentiality of responses to the interview questions. These respondents were asked to answer some personal questions in an interview for demographic profiling. Moreover, they were also requested to provide their evaluative responses to the interview questions pertaining to the efficacy of the implementation of professional development programs in their respective schools as well as the efficacy of supervisors in relation to specified indicators of the development programs. As to the experiences of the teacher-respondents in this study, one teacher claimed that he studied English for seven years. He started learning English from secondary level in a university. He had been teaching English for two years at the time of the interview. The second interviewee was a female teacher who had been handling English for seven long years. She considers her experience as a great achievement knowing that English was not her first language. The third on was a male teacher who had newly-graduated but fortunately was employed in teaching English. The fourth one was a preparatory school teacher who expressed that she liked her job because it was interesting. However, she didn't have a wide experience yet in teaching English using several methods.

Method of Data Collection and Analysis

The investigator conducted an interview with the purposively-selected respondents. This interview intended to gather pertinent data to obtain the basic profile of the respondents as well as to collect substantial information based on the questions stipulated in the interview guide such as: Do you get any training programs after graduating from university?, What are the current professional development programs and activities being implemented in your school? These questions were considered vital in the collection process for the main purpose of making the respondents at ease with the interviewer. The researcher used a relevant interview guide in the gathering of substantive data or information. The guide was customized to ensure the collection of pertinent information on the extent and effectiveness of the implementation of professional development programs in selected Libyan schools. The items in the interview guide were used to gather data on professional development strategies employed by school supervisors. It was divided into ten indicators with five items for each level of professional development programs in terms of the following seven indicators namely: Peer Coaching, Study Groups, Action Research, Mentoring, Teaching Portfolios, In-Service Training and Team Teaching. The instrument was validated by experts before the conduct of the interview. The researcher asked permission from the supervisor to invite teacher professionals to participate in the study. Upon approval, the researcher provided a copy to the school supervisor. Next, the researcher personally contacted the respondents to make arrangements for interview. Before the conduct of the interview with the selected participants, the researcher explained to them that their participation is voluntary. In addition, the researcher assured the participants that their identities will not be disclosed and will be treated with utmost confidentiality.Afterwards, the researcher gathered the data from the scheduled interview with the teacher-interviewees. The data from the interview conducted were classified, organized, and coded. Themes were identified to ensure the reliability and accuracy of the results. The conversations in the interview focused on the nature of the professional development programs that were being implemented by supervisors in the respective schools. Collection of information, encoding of data, interpretation of findings and analysis of results were carried out by the researcher himself. The findings of this investigation are expected to serve as bases in the further improvement of professional development programs being implemented in the selected Libyan educational institutions. These professional development programs will benefit the institutions' stakeholders or clients as well as its administration and staff.

Analysis of the Data

A well-structured interview guide was used in this study to gather responses of the respondents to determine the extent and efficacy of the implementation of development programs in the chosen Libyan schools. The data gathered were analyzed based on two cycle coding methods as used by Corbin and Strauss (2008) as well as proposed by Saldana (2005). The data analysis involves a careful examination of the evaluation made by the respondents on the efficacy of the implementation of the professional development programs in favor of Libyan teachers. In addition, relevant data were systematically organized to establish certain categories. These categories of analyzed data were in turn combined into similar patterns to make comparisons of responses. The comparison and contrast of coded and analyzed categories were utilized to come up with a framework of connections of responses to the research questions. This processing of relevant connections of responses was eventually resulted to the development of theoretical constructs through the identification of themes on professional development as indicators of success in the implementation and promotion of educational objectives.

Ethical Issues

To come up with authentic results, the researcher observed the protocol in taking care of ethical issues pertaining to the conduct of interview with the selected participants. This research study provided an utmost safety and protection of all participants. They were well-informed about the nature and purpose of this project. Upon the approval of the participants, they agreed to be interviewed at their most convenient time and location. The researcher gave them the assurance that their identity and personal information will be treated with utmost confidentiality.

Findings and Discussion of the First Research Question

When asked whether they are provided with in-service training programs as English teachers after graduating from the university, two of them declared that there were very limited training programs. Some of them had not availed yet since they started with their teaching career in Libyan schools but they were looking forward to be given the much-needed training in whatever ways. On the other hand, one teacher answered positively by saying that he received a training program as an English instructor while the other interviewee tried to get a course at his own expense. The participants were asked about their success stories as English teachers. All of the teacher-participants enthusiastically answered that they consider themselves successful in the field of teaching. In fact, one of them said that up until now he managed to reach his goals by continuing with his teaching career. A female participant was proud in saying that she received an excellent rating every year from her supervisor. The other female respondent likewise jubilantly expressed that her students were very fond of her; thus, she thought that she was successful in her job. The other male interviewee answered yes to the question but did not elaborate his response. Nonetheless, it was certain that he consider himself as gleeful in terms of his teaching occupation.To further investigate what they do for the improvement of their mental capacities, they were asked what they do to increase their knowledge about teaching. The responses as expected were varied due to their differences in their background, personality and experiences. On male teacher verbalized that he entered in a language course to further enhance his communication skills. He also found time to listen to native speakers whenever possible so he could get used to listening and speaking in that foreign language. Aside from listening, he made it a point that he had time to watch English movies. These learning strategies really helped him a lot in terms of English language acquisition. The other male respondent replied that he did some research work using printed books. Similar to the first male interviewee, this teacher also listened to English programs and watched television channels where there were English speakers. Additionally, one female pronounced that she attended workshops and conferences that dealt with teaching English language which he regarded as TEL while the other female participant articulated that she oftentimes read several English materials to increase her knowledge as well as used the modern technology such as the World Wide Web or the internet in social networking. As the interview progressed, the topics proceeded to the question regarding the issues and concerns that they were experiencing as professional teachers of English in Libya, Participant A uttered that one major problem was being unable to communicate with native English speakers. Participant B stated that, she had a great deal of adjusting herself in managing the first year of teaching in a secondary school for boys. It was rather difficult for her to train the young boys. The good thing was that her supervisor assisted her all the way. When Participant C was asked, he replied that his main problems were about the English sounds. He had a hard time learning English due to its phonologic patterns which are totally different from his native tongue. Participant D, however, revealed that at times she could barely find time to improve herself in terms of English communication as she was most of the time preoccupied with her responsibilities as a mother of two children.Towards the end of the informal conversation with the selected interviewees, they

were inquired regarding the help that they receive from the government for their professional development. Their answers were the same. According to the Libyan teacher-respondents, there was no assistance coming from the administration of the state. It was noted that there were a number of available support which the government could provide for the teachers. Nevertheless, the managerial staff neglected to connect with a ton of its subjects for their procurements. Hence, they recommended that the government needed to develop its system. The framework in the conveyance of assets for backing to the training area had to be given full consideration.

Finally, the one-on-one talk ended up with the question whether the curriculum could help the teacher develop oneself. The answer was equally vital. They all said yes to the question. Additional, one male member recognized that books were a big assistance but how the teacher use them was more important. The other male respondent likewise concurred by expressing that the educational modules could help the instructor create contingent upon nature. Both female members additionally considered the training educational modules valuable as it gave a venue to instructors to build up their techniques for direction. Be that as it may, of course, they proclaimed that showing English in the Libyan environment was a significant test because of dialect obstructions.

Findings and Discussion of the Second Research Question

The findings related to the second research question and the discussion will be presented according to the seven professional activities mentioned before as: peer coaching, study groups, action research, mentoring, teaching portfolios, in-service training, team teaching, academic and social development of students, content and instruction, and culture of continuous learning.

Peer Coaching.Based on the data gathered, an outstanding remark was given to Libyan supervisors for providing the teachers with the opportunities to showcase their best teaching. The Libyan supervisors got an average remark in terms of encouraging teachers to provide feedback on the performance of their co-teachers, appointing teacher coaches and trainees to work cooperatively with each other, and leading in the reflection of the quality of teaching. However, they were observed as poor for leading in the work collaboration of teachers. This shows that the supervisor helps the teachers to work with each other cooperatively and creates activities that will promote harmonious relationships among the teaching staff. According to Thorn (2007), peer coaching is beneficial to teachers as it reduces isolation among leaders, establishes collaborative norms, and most importantly, builds a shared knowledge base. Besides, since "peer coaching has nothing to do with evaluation" it does not seem like creating any stressful learning environment for teacher development (Çağanağa&Kaymakamoğlu, 2015, p.147).

Study Groups. In this level, the Libyan supervisors received an excellent remark for providing opportunities for teachers to meet and discuss effective teaching methods and strategies, for appointing leaders in discussing effective teaching methods and strategies specific to the different subjects and disciplines, and for leading in the analysis of students' outputs or progress. An outstanding remark was given to them for leading in the changes of ideas and planning of lessons. However, an average remark was allotted for providing opportunities to discuss the relevance of school policies. It is good to note that the Libyan supervisors form study groups so that members of the team will interact with each other in a helpful manner. The main task of the study group is to resolve a problematic issue that requires more than two minds to solve (Cordingley et al, 2005). However, precautions should be taken into consideration in employing study groups. Groups should be organized based on the need and not based on who is included in the group. In this respect, teachers' beliefs about their needs need to be taken into account because it

has been claimed that although "the attitudes and the associated behaviours that are formed during a learning process are heavily related to individualdifferences, the context where the learning takes place also has a huge effect" (Kaymakamoğlu, 2016, p.39)

Action Research. As far as activity research, the Libyan chiefs were commented fabulous for urging educators to look at their own particular showing execution utilizing distinctive examination devices, providing opportunities for teachers to enhance their research skills, taking a lead in the brainstorming of what to evaluate in the teachers' classroom instruction, providing assistance to teachers to systematically gather relevant data in the analysis of classroom instruction and taking a lead in the analysis and discussion of the data gathered with reference to the objectives of the investigation. This indicates that the Libyan supervisor support the teachers in the professional development by developing their research skills and enhancement of their teaching styles.

Mentoring. For the mentoring performance, the Libyan supervisors likewise obtained an excellent remark for appointing experienced teachers to mentor less experienced or beginning teachers, organizing experienced teachers to help in the observation of classroom instruction, generating from experienced teachers relevant feedbacks about quality classroom instruction, providing opportunities for experienced and new teachers to work together in the analysis of their strengths and weaknesses, and providing opportunities for experienced and new teachers in helping struggling students. This implies that the Libyan supervisor exert an effort to create a supportive environment by building the capacities of potential teacher-professionals to become mentors.

Teaching Portfolios. As to teaching portfolios, an outstanding remark was attained by the concerned Libyan supervisors for encouraging teachers to document evidences relevant to students' learning progress and subjects taught, utilizing teachers' documents of students' learning and classroom instruction in designing and preparing lesson plans, encouraging teachers to document their best practices such as teaching methods, strategies and instructional materials, and providing opportunities for teachers to exhibit their documents for other teachers to comment and reflect. Yet, they gained an average remark for encouraging teachers to document their reflections on the evidences of students' learning and classroom research to improve their teaching performance. Actually, reflection is a very valuable tool for professional development because it can create awareness in teachers about their strengths and weaknesses. In other words, when teachers engage in reflective practice they employ metacognitive strategies for checking their teaching practices and evaluating them.The value of employing meta-cognitive strategies for improving learning has been emphasized in other areas such as language learning and it has been articulated that these strategies help individuals learning and development personally and independently. In this way, every individual "can continue the process of learning anywhere and anytime they wish"(Kaymakamoğlu& Hassan, 2015, p.26).

In-Service Training. The Libyan supervisors achieved an excellent remark again in the area of in-service training for providing opportunities through relevant school activities to develop further their instructional skills, initiating program activities to update teachers of the current trends in education and in teaching, organizing relevant activities to renew teachers' commitment and attitudes toward teaching, and consulting teachers in the conceptualization and planning of activities for teachers in the school. Still, they had an outstanding remark for inviting resource persons to conduct seminar-workshops and trainings for teachers on best practices. This simply means that more often than not, the supervisors together with the school administration organize planned activities or a series of events or extended programs for their teachers. It has been observed that radical changes exist in the education sector; hence, school head and

teachers should keep abreast of the transformations through in-service trainings. These professional development programs are proven to stimulate and inspire teachers to gain insights into their valuable teaching experiences. They will have the opportunity to reflect upon their classroom practice. In this respect, it is important to "understand the complex relationshipbetween teachers' beliefs and actual practice"(Kaymakamoğlu, 2015, p.30).

Team Teaching. As for this part, the Libyan supervisors may be proud to realize that they acquired an excellent remark as well for the following actions: encouraging team teaching in the classrooms, encouraging team teaching through subject specialization, initiating trainings on team-building and team teaching, encouraging teachers to work in teams across specializations to promote coherence in the curriculum, and initiating school activities that will develop teachers' team cohesiveness. When teachers work as a team, they develop deeper understanding and more open communication. In effect, they develop camaraderie among themselves. Eventually, they share with each other their knowledge about their job as well as their best practice. This results to quality teaching which is favorable to all as they exercise leadership skills and expertise their respective fields of specializations.

Academic and Social Development of Students. In the level of value, the Libyan supervisors were commented excellent as appropriately in this area for creating an atmosphere of trust and common respect within the school, requiring students to attend co-curricular activities, inviting experts to speak during students' orientation, encouraging students to join community and school activities an initiating academic and social activities for students to get involved. This result is in congruence with the argument of Bakay (2007). He asserted that schools heads should promote a sense of mutual respect and trust among parents, teachers, and other stakeholders. In Libyan schools, as a manifestation of their respect is shown the trust and confidence of the parents to the teachers and administrators of their children.

Content and Instruction. Investigating this area, an outstanding remark was suitably gained by the Libyan supervisors for providing feedback to teachers in helping them improve the quality of teaching, selecting the highest quality teachers available based on mandated hiring criteria, initiating efforts to ensure that teachers are committed to help every students learn, initiating in-house professional development activities to continuously improve the quality of teaching; while an excellent remark was precisely garnered for encouraging teachers to meet high performance standards. Lindahl (2010) emphasized that content and instruction does matter in the pursuit of any educational institution to excel. The beginning of quality instruction starts from the credentialing and overall hiring mechanism of teachers.

Culture of Continuous Learning. The efficacy level of Libyan supervisors in the culture of continuous learning is worth-noting. They are excellent in utilizing available school resources to support teachers' professional development activities, prioritizing teachers' knowledge and skills development in increasing student achievement and ensuring that professional learning activities of teachers are aligned with schools' improvement plan. Similarly, they are outstanding in terms of encouraging and supporting teachers to take reasoned risks in helping students to learn as well as in encouraging teachers to reflect their teaching performance to continuously improve teaching. These results are in consonance with the report of Lindahl (2010) that learning should be sustained even though it seems to be a difficult aspect in school leadership. The interest and cooperation of teachers may also be attributed to school policies and guidelines. The commitment of the teachers may be maintained and their spirit can uplifted if the school will meet the demands of teachers and students for better learning. Both supervisors and teachers should work hand in hand as partners to ensure that the professional development program is aligned with education objectives. And to further improve the professional development for teachers, the respondents

suggested that preparations be made prior to the start of classes through the conduct of training-seminars for teachers. Aside from that, there is a need to call the teachers for a series of meetings to update them. To equip them for classroom instructions, materials should be provided for the teachers.

In summary, the Libyan supervisors under study manifested an exceptional performance in their professional development strategies in terms of action research, mentoring, team teaching, in-service training and study groups. They have displayed an outstanding performance in teaching portfolios. However, they have shown a typical performance in peer coaching. Their level of efficacy with reference to academic and social development and culture of continuous learning of students was excellent while for content and instruction their performance was regarded as outstanding.

Professional development has been personal responsibility that Libyan school supervisors are tasked to initiate local school professional development activities for teachers. In her study Kaymakamoğlu (2017) also found that the participant teachers viewed professional development as an individual process rather than collaborative.In the age of globalization and internationalization, components of effective professional development have been approached from different perspectives. In essence, all professional improvement energies should definitely be concerned about the improvement of instructors' learning, aptitudes and dispositions in educating with quality. Professional development strategies are argued to be the means upon which school supervisors and other stakeholders like teachers venture to further one's knowledge attitudes and skills in the delivery of quality education. There are considerable issues on professional development exercises outside the school consequently in-school preparing project is tremendously favored both by non-public schools and government funded schools. The successes of instructive organizations are the consequences of the collective aims of multi-stakeholders. School directors are requested to be skilled in discovery fruitful answers for issues and they should enhance the execution of teachers. Effective professional development systems aid as a technique for the work and exchange of chances for cross reference of gauges, preparing in new abilities, chances to trial, and training.

There is also a need to help the teachers understand the place of the beliefs they hold for developing themselves in their profession. They should be guided or the needed opportunities and the environments that can foster their professional development as teachers are needed to be generated. Actually, this awareness should start as soon as they enter into the teacher training program Therefore, "there is a need for education programmes designed in such a way that they create opportunities to help learners become aware of their existing beliefs" (Kaymakamoğlu, 2017, p.10).Since the nature of the activities carried out in the teacher training programs is likely to influence the the teachers' learning, adopting contemporary views in the professional development programs is essentials. Therefore, according the new perspective of professional developmentthe programs that are based on Constructivist principles are believed to help teachers' development more since this new perspective regars teacher learning as along-term and constructive process in which "the focus is on self-regulated (i.e. autonomous), contextualized learning" (Kaymakamoğlu, 2014, p.217). However,

> "this understanding becomes even more difficult when in-service training programs focus on theoretical knowledge rather than practice, in other words when information about Constructivist teaching principles and educational targets is presented to the teachers in a Traditional, non-Constructivist manner, in which the authorities lecture and the teachers as learners receive knowledgepassively" (Kaymakamoğlu, 2010, p.45).

Limitations of the Study

The behavior of this study was constrained to the seven areas in determining the extent of professional development strategies employed by Libyan supervisors in terms of peer-coaching, study groups, action research, mentoring, teaching portfolios, in-service training and team teaching. Furthermore, with the utilization of a meeting guide with five sorts of comments, this study decide the subjective greatness of adequacy of Libyan bosses with reference to scholastic and social advancement of understudies, substance and guideline, and additionally culture and consistent learning of the understudies in Libya. This examination included a couple chose educators who are right now serving in different schools around Libya. Subsequently, the aftereffects of this study don't cover an exceedingly expansive extension as far as expert improvement exercises for instructors.

Implications of the Study

The investigation associates that exploration abilities advancement and upgrade ought to likewise be incorporated into the expert improvement program for instructors. If resources are not enough to support the teachers in their struggle to promote students' quality learning outcomes, then the school supervisors should be in the frontline in making sure that the school's physical environment will provide for the teachers' professional advancement. In any case, educators should be given support in every single positive undertaking to be more inspired to function admirably. Most importantly, the school supervisors, with the support of the local or national government, are expected to spearhead in designing activities that are deemed appropriate in stimulating and motivating the teachers to continuously improve their classroom instruction. School pioneers ought to have an inside and out information of instructor and instructional adequacy. This kind of authority must be especially useful in completing the basic elements of educational programs. All schools should have strong a professional development program.

Suggestions for Further Studies

For the continued progress of the educational system of Libyan schools, professional development programs undergo a careful analysis and deliberation. It is likewise suggested that further inquiries be conducted to determine what specific programs for professional teachers will work best in sustaining quality education for Libyan learners. There is a need for other qualitative and quantitative studies to be conducted in different context to give a clearer picture of the issue.

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PERCEPTION OF PEER BULLYING AND VICTIMIZATION AMOUNG EARLY ADOLESCENT

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Abstract
The purpose of this study was to investigate the relationship between parental attitudes and bullying and victimization among young adolescents in Famagusta, Northern Cyprus. A total of 149 adolescents (85 girls, 64 boys) (mean age of 12.9 years, range of 12–15 years) were recruited from middle schools. The ages of the students were between 12 (47.7%) to 15 (8.1%) years old. The study included a demographic information form and four questionnaires, which are The Adolescent-Family Process Measure (mother form), Multidimensional Peer Victimization Questionnaire, Peer Bullying Questionnaire and Children's Perception of Inter-parental Conflict Questionnaire (CPIC). Results showed that gender was indicated for in school bullying among adolescents. The quality of Children's Perception of Inter-parental Conflict on bulling was studied, and it was found that adolescents generally thought like their parents even if they have conflicts with them.
Key Words: Bullying, Victimization, Parental Style, Inter-parental Conflict

INTRODUCTION

Historically, the word "bully" can be attributed as far back as the 1530s, when it meant "sweetheart", in Middle Dutch "boele" (lover), or a protective "brother". However, bully takes on the meaning of "blusterer" in 17th century (Harper, 2008). In different areas, there are types of bullying which are cyber bullying, disability bullying, gay bullying, legal bullying, military bullying, sexual bullying, workplace bullying, and school bullying. In the literature, different forms of bullying were seen. Leymann introduced the concept of "*mobbing*" in Sweden in 1972. Leymann was interested in what children can do each other at school in 1972, and he used *mobbing* (cited in Leymann, 1996). The concept of mobbing comes from the root of the word "*mob*". Mob means an unstable crowd that tends to do violence in the community. Mobbing also means surging around, collectively pitching in or making trouble (Tınaz, 2006, pp.7). Leymann identifies mobbing as one or more people in business life who are systematically using hostile and unethical communication to create psychological terror (Leymann, 1996, p. 165). Especially in Anglo-Saxon law, bullying is used instead of mobbing in the same meaning (Erdem and Parlak, 2010, p. 265). *Bullying* is used as swaggering toughness and tyranny; *mobbing* is also used as mass attack (Redhouse, 2002). As mentioned above, mobbing is used in the concept of business life, but bullying is used for schools. In contrast, the psychological abuse done by employers is defined as *bossing* (Erdem, Parlak 2010, pp. 267). Olweus, (1993) defined bullying as intentional, repeated negative (unpleasant or hurtful) behaviour by one or more person directed against another person who has difficulty defending himself/herself. Also, Smith and Sharp, (1994) referred to bullying as repeated aggressive behaviours toward a victim. Further, they concluded that the child is doing the bullying in order to be perceived as stronger.

The first study on school bullying was conducted by Dan Olweus in the 1970's which is well known in Scandinavian countries. He did concurrent research in Sweden, Norway and Finland; since the 1990's, he has researched peer bullying in school in Japan, Great Britain, the Netherlands, Canada, USA, and Spain (Olweus, 2001). Bullying has been recognized as a worldwide problem (Olweus, 1993).

Peer bullying defined as a subtype of aggression (Wang, Iannotti, and Nansel, 2009) that has or has not been seen as interpersonal violence in an education centre or school, (Pellegrini, 2002). A person is being bullied when he or she is exposed, repeatedly and overtime, to negative actions on the part of one or more other persons (Olweus, 1991, p.413; Kaplan, 2007). Furthermore Hawker and Boulton (2000) defined victimization as being exposed to aggressive behaviour from other children. Olweus (1995, p. 197) described victims as anxious and insecure, cautious, sensitive, and quiet, with a negative view of themselves and their situation. Victimization may occur everywhere in schools, such as classroom, school corridors, cafeterias, and also common areas, such as school buses during home-school-home journeys (Juvonen and Graham, 2001).

As results of some studies, some characteristics of victims have been determined; victims tend to be worried (Schuster, 1996). In addition some victims have low self-esteem and are often rejected by his/her friends (Kochenderfer and Ladd, 1997). They do not demand their rights, have insufficient social behaviours and rarely engage in school activities (Schwartz, Dodge, Coie, 1993; Yıldırım 2001); they may be withdrawn, depressed and anxious (Schwartz, Gorman, Nakamoto, Toblin, 2005). Olweus (1991; 1993) proposed two different victim types as '*passive*' or '*provocative*'. Whether a victim is labelled as a passive/submissive or a provocative victim both are defined as a victim based on their reactions to a bully (Whitehouse, 2006, p. 10). According to Olweus (1991) a passive victim is anxious, socially withdrawn, and submissive. Passive victims, who are depressed and have poor self-esteem, represent the largest victimized group.

Gender differentiation is an important value in defining bullying/victimization. Various epidemiological studies (Boulton and Underwood, 1994), have found that bullying is more frequent among boys than among girls, and that boys are more likely to become bullies compared to girls (Boulton and Smith, 1994). Family influences, marital conflict and peer relationships can be indications of the characteristics of bullies and victims (Hill, et al., 2007).

Avcı (2006) infers that peer bullying and victimization are related to harmful relations with and behaviours of parents. He emphasized that parents who have marital conflict and problems reflect these on their children as physical bullying or hostile attitudes; thus, occurrence of these behaviours is not surprising in the social relations of their children. Children learn their aggressive response patterns from hostile parents, who physically abuse them, for example, slapping or hitting them or from witnessing parental violence (Hill, et al, 2007). Victimized boys have bad parent–child relationships characterized by intense closeness, especially with their mothers (Olweus, 1980).

Mitchell and Ziegler (2007) indicated that children who grow up in authoritarian family may have low self esteem. If the family has permissive attitudes, the child shows a careless attitude and does not show sensitivity toward other people. However, if the parents have authoritative/democratic attitudes, the child is treated as an individual capable of understanding. Also, victim students may have some common family characteristics, such as parents who are not very involved in their children's lives, who lack warmth and positive involvement. Some parents may not have set clear limits on their children's aggressive behaviour and may have allowed them to act out aggressively toward their siblings and other children.

In social learning theory, adolescent attitudes are affected by their group of friends, so even adolescents who normally would not behave aggressively might begin to bully because of peer pressure from their group of friends. In other words, adolescents may act aggressively in order to be accepted by their group of friends. Because of this, they use their peers as models of behaviour (Burks, etc., 1999). Imitation or modelling occurs because of observational learning (Isom, 1998).

Method
The research includes peer bullying and victimization in early adolescence in middle school students in İskele and Famagusta in TRNC. This research examines the link between the adolescents' perception of parenting styles and inter-parental relationships and their relations with peer bullying and victimization among early adolescence. The study is approved by The Eastern Mediterranean University, and the data collection occurred in spring, 2011.

Participants
Participants of the present research are 149 students, 64 males (43.0%) and 85 females (57.0%), from three middle schools in Famagusta and İskele, Northern Cyprus (M = 1.43, SD = .49). All adolescents came mainly from middle income families. They are both Cypriots and Turkish. The ages of the students are between 12 to 15 years old (M = 12.92, SD = 1.02). The participants in the age groups of 12 is 71 (47.7%) and 15 is 12 (8.1%).

Material
The research includes a demographic information form and four questionnaires which are *The Adolescent-Family Process Measure* (mother form), *Multidimensional Peer Victimization Questionnaire*, *Peer Bullying Questionnaire* and *Children's Perception of Inter-parental Conflict Questionnaire* (CPIC).

Procedures
Questionnaires are administered to students in classrooms in the spring of 2010–2011 school years. Questionnaires took approximately 45 minutes to complete. The researcher explains the purpose of the research to the adolescents and asked them to complete the instrument if they agreed to participate. The research received formal approval from the middle schools, and the Middle School Ministry of Education, TRNC. These students also participated in this research with their parents' permission. In addition, schools are coded as A, and B, (from İskele), C, and D (from Famagusta) because of ethical rules and confidentiality requirements.

Data Collection and Analyses
To investigate the percentage and types of bullying and victimization, frequency analyses were performed. All analyses were utilized by using the Statistical Package for Social Sciences (SPSS) Version 16.0.

To measure participants' demographic information, frequency tables were used. The independent sample t-test was used to analyze percentage, types of bullying and victimization. T-tests were also used to determine whether bullying and victimization differs significantly between males and females. Chi-square scores used to identify percentages and frequencies of some bullying and victimization questions according to the gender of the respondent and the response to the bullying and victimization. The correlation between interrelations with mother and bullying, and mother and victimization behaviour are analysed with Bivariate analyses. A hierarchical regression analysis is conducted to predict whether bullying and victimization differs according to age, gender, mother and father's education level, economic level, and inter-parental conflict. In addition, a significance level of 0.05 determines whether findings are significant or not.

Findings
The t-test measures bullying reports in Table 1. The t-test is conducted to analyze the bullying level between males and females. Table 3 shows that the independent sample t-test was conducted to analyze whether bullying differs significantly between males and females.

Table 1. T-test in accordance with bullying and gender

Gender	n	M	Sd	df	t	p*
Female	85	40.53	6.56	147	-3.48	0.000
Male	64	46.01	12.65			0.000

* If Chi-Square p≤0.05, value is evaluated as significant

Table 1 shows the difference between boys and girls in bullying others. The number of female who participated in the survey is about n=85 while males are about n=64. The result shows that among males generally about 26.6% (n=17) admit having bullied others, and females about 5.9% (n=5) admit having bullied others.

T-test results indicate that males' bullying level (m=46.01, sd=12.65) is significantly higher than females (m=40.53, sd=6.56) [t (df=147) = -3.48 p=0.000]. These results suggest that male participants have more bullying behaviours.

The number of female who gave answers to physical bullying questions in the survey is about n=83 while males are about n=55. According to their answers, 4.8% (n=4) of females and 34.5% (n=19) of males have physical bullying behaviours. Furthermore, the number of female who gave answers to relational bullying questions in the survey is about n=84 while males was about n=56. The results of their answers shows that 7.1% (n=6) of females and 17.9% (n=10) of males relationally bullied their peers.

The percentage of types of bullying with gender shows with independent sample t-test results in Table 4. As results of t-test, two types of bullying scales' points are differentiated as gender, but teasing bullying is not significantly different between the genders.

All questions asked the students if they had ever bullied others at school. A look at the averages shows that males' physical bullying (mean=19.10, sd=6.41) [t (df=136) = -4.61, p<0.000] and relational bullying (m=18.34, sd=4.80) is significantly higher than females' physical bullying (m=15.38, sd=2.94) and relational bullying (m=16.68, sd=1.46) [t (df=138) = -2.51, p<0.000]. However, teasing bullying is not shown to be significantly different in the score for females (m=8.19, sd=2.57) and males (m=8.95, sd=2.88).

The variables cross tabulation are listed along the top and down the side of the table; each cell represents a different category combination defined by the gender of the respondent and the response to the bullying questions. In addition chi square scores define the identification of percentages and frequencies.

Table . T-test in accordance with victimization for gender

Gender	n	mean	sd	df	t	p
Female	85	42.45	8.02	147	-3.22	0.000
Male	64	48.30	13.95			

If Chi-Square p≤0.000, value is evaluated as significant

The independent sample t-test was conducted to analyze whether victimization differed significantly between males and females. According to the results, the bullying scale points differentiated as gender [t (df=147) = -3.22, p<0.000]. When the averages are examined, the t-test result indicated that the males' victimization level (mean=48.30, sd=13.95) was significantly higher than females (mean=42.45, sd=8.02).

What the averages show is that the males' physical victimization level (mean=15.20, sd=4.59) [t (df=142) = -3.27, p=0.001] teasing victimization (mean=10.20, sd=4.03) [t (df=143) = -2.24, p=0.003] and attack on property (mean=15.20, sd=10.20) [t (df=143) = -2.24, p=0.009] are significantly higher than females' physical bullying (mean=13.22, sd=2.63) and teasing victimization (mean=8.99, sd=2.44) and attack on property(mean=5.55, sd=1.15).

The first hypotheses of this study is "Genders would have differences for the types of bullying and victimization during these ages, and boys would be more likely to have experienced physical bullying and victimization compared to girls who would be more likely to have more relational bullying and victimization". The study results show that males' physical bullying and victimization, and relational bullying and victimization are significantly higher than females' physical bullying and relational bullying behaviours.

The second hypothesis is "mother and adolescent relations would have an effect on bullying and victimization among adolescents in middle school.

Table . Interrelation with the mother

Gender	n	mean	sd	df	t	p
Female	85	83.68	11.11	147	5.66	0.000*
Male	64	69.26	19.70			

*p=.000

The independent sample t-test is conducted to analyze whether interrelation with adolescent and mother differs significantly between males and females. According to the results, the mother scale points differentiated as gender [t (df=147) = 5.66, p<0.000]. When the averages are examined, the t-test result indicates that females (mean=83.68, sd=11.11) are significantly higher than males (mean=69.26, sd=19.70).

The correlation is generated in order to determine which relationship is significant among the variables. The correlation between interrelations with mother and bullying behaviour are analysed with bivariate analyses. In bivariate analyses, there is a significant correlation between bullying behaviour and relations with mother (r = -.244, p = 0.003).

There are negative correlation between bullying behaviour and relations with the mother. In addition, there are significant relations between monitoring by mother and bullying behaviours of adolescents (r= -.356, p= 0.000), communication and bullying behaviours (r= -.264, p=0.002), conflict with mother and bullying behaviours (r= .319, p=0.000), peer acceptance and bullying behaviour (r= -.243, p=0.005), proximity with mother and bullying behaviours (r= -.460, p=0.000). However, the correlation between interrelations with the mother and victimization behaviours is not significant in accordance with bivariate analyses.

A hierarchical regression analysis is conducted to predict whether bullying differs according to age, gender, mother and father's education level, economic level, and inter-parental conflict.

ANOVA results show that gender (β= .26) is significant related to predicting bullying behaviour (p<0.001). The model is significant Fþ=.05 [F (4.77) =266, p<.05; R^2= .071]. In the second step, the mother's education and the father's education level and the economic level are entered. The parent's education level is not significant predictors of bullying behaviour. In the third step, inter-marital conflict is entered. The model is significant. Gender (β= .23), and inter-parental conflict (β= -.33) are significantly related to predicting bullying behaviours. If the marital conflict increases, bullying behaviours also increases Fþ=.000 [F (4.56) = 429, p< .000; R^2= .184].

A hierarchical regression analysis was conducted to predict whether victimization differs according to age, gender, mother and father's education level, economic level, and inter-parental conflict. In the first step, age and gender are entered. ANOVA results show that gender (β= .23) is significant related to predicting being a victim ($p<0.005$). The model is significant Fþ=.05 [F (3.56) =232, $p<0.05$; R^2= 0.054]. In the second step, the mother's education and the father's education level and the economic level were entered. The parent's education level and economic level were not significant predictors of victimization. In the third step, inter-marital conflict was entered. The model is significant. Gender (β= -.11), and inter-parental conflict (β= -.13) are significant related to predicting victimization [F (2.22) = .315, p=0.05; R^2= 0.099].

Conclusion

The aim of this study was to carry out a test of the perception of parental styles by adolescents and bullying/victimization among adolescents.

In the previous chapter an exploration of differences in the level of bullying and victimization across the gender was completed. The result indicates that, in general, boys think they are significantly more involved in bullying than girls. Girls seem more often to take part in verbal bullying (e.g. calling names, teasing) than boys and took part less than boys in other forms of concrete bullying (isolating, physical bullying, isolating others, etc.). It was also indicated that girls were more often victimized than boys. The findings show that gender was a significant determiner of bullying and victimization, and males show more bullying behaviour than females.

Previous studies (Smith and Sharp, 1994) have shown that boys are more often involved in physical bullying while girls are more involved in psychological and social/relational bullying or spreading nasty rumours. Also, Panayiotis and colleagues (2010) shows that boys score significantly higher on the bullying sub-scale, but there are no significant differences in terms of the victimization. Pişkin (2002) stated that children's exposure to bullying occurs at a rate of 35% and 6% children experience both being a bully and exposure to bullying. Pişkin (2002) also stated that for boys bullying occurred with 34% of violence.

In addition, adolescents' bullying behaviours may be related to marital conflict. Furthermore, according to this research, analysis of children's perception of inter-parental conflict shows that bully adolescents have a stronger perception of inter-parental conflict.

According to results of this research, if monitoring by mother, communication with mother, peer acceptance by mother, and proximity of mother are increased, bullying behaviours of adolescents may decrease. However, if conflict with mother increases bullying may increase. A major risk factor is parenting style, in particular harsh and inconsistent parenting, which research has shown is associated with child behaviour problems (Scott, 2008). Furthermore, Baltes (1997) indicates the families of bully and victims are uniquely characterized by inconsistent discipline and poor parental monitoring.

The findings in the related literature indicated that relational bullies exhibit bullying behaviours, such as social manipulation, gossiping, social exclusion, and threatening (Rose, Swenson and Waller, 2004).

Also, if we think of human like a photograph machine to learning new things, the human starts take photos of everything in his/her mind from his/her birth to death. For example, a child always observes his/her parents' behaviours, postures, reflexes, etc. From a very young age, and this child imitating his/her parents' behaviours, postures, reflexes, etc, without attaching any meaning to them. People give meaning to these actions in their mind. However, experiences occur which require that humans attach meaning to them, and these experiences require a social atmosphere.

The present research may help set fundamental rights for adolescents within schools where awareness of these rights would spare oppression for victims of bullying in middle schools of TRNC. Social policy programs may raise awareness about the effects of bullying and victimization and help to improve relations between peers, between family members, and increase school success for adolescents. Because the constitution of the Turkish Republic of Cyprus protects the safety of young people, the government may provide programs to help young people to grow and develop into knowledgeable, healthy, strong, and wholesome members of society. The goals of such programs are to prevent, to intervene in and to cope with bullying behaviours of adolescents. Specifically, prevention programs, which include effective communication skills, control of anger, problem solving skills and control of behaviours, may be created by civil society organizations (non-government organization), and by psychological counselling and guidance services of schools. Ability education programs may be arranged to increase adolescents' ability for healthy coping and controlling of anger. Psychological counsellors may organize personal psychological counselling applications for aggressive adolescents, and they may include their parents in this process. Guidance councils could be constituted with the purpose of helping and guiding adolescents' parents. These councils could prepare some courses, seminars and meetings, and also brochure and books could be prepared to give parents the information that they need.

Future research could be developed using open ended questions and interviews to measure the relationships between parents and adolescences that would improve parenting programmes in order to reduce the bullying behaviours of their children.

In this research, only the perceived parental relation with the mother was measured; however, future research could use questionnaires which measure parental attitudes to both the mother and the father.

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