The study aims to explore tertiary students' entrepreneurial ability of entrepreneurship-embedded internship program in education service industry. To achieve this goal, the study uses interviews, and panel discussions to confirm entrepreneurial ability. In addition, the study utilizes transformation of knowledge and ability to select representative knowledge items and to confirm the entrepreneurial ability structure of entrepreneurship-embedded internship program in education service industry through panel discussions. Entrepreneurs in education service industry should have these ten categories, total 42 items, such as essential professional knowledge item; that is, entrepreneurial skills, education ability, marketing ability, computer ability, service ability, and management ability, in order to cultivate entrepreneurs' abilities of education service industry effectively. Core entrepreneurial ability of education service industry entrepreneurs should include 13 items in total, including entrepreneurial skills, education ability, marketing ability and service ability and so on.

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Keywords:
Tertiary students; Entrepreneurial ability; Entrepreneurship-embedded internship program

1. Introduction

Facing the impact of low birth rate, a knowledge economy, changes in the industrial and economic structure and a high-tech age, the orientation and functions of tertiary education have undergone major changes. As the domestic unemployment rate climbs, employment-oriented tertiary education programs urgently need to find the teaching resources for entrepreneurship education in Taiwan (Chou, Shen, Hsiao & Chen 2010, Liao & Lee, 2011).

Entrepreneurial education plays the role of helping to reduce the unemployment rate in a country (Gurel, Altinay, and Daniele, 2009; Oosterbeek, van Praag, & Ijsselstein, 2010). Some research found that students' experiences in entrepreneurial education and entrepreneurial ability of entrepreneurship-embedded internship program have provided them with chances to learn new entrepreneurial skills, which may be helpful for their future entrepreneurial endeavours (Boore & Porter, 2011; Cader & Norman, 2006; Culbertson, Smith, & Leiva, 2011; Haynie & Sepherd, 2009). Enterprise educational learning could influence the perceived desirability of starting a business (Bienkowska & Klofsten, 2011; Matlay, 2008; Peterman & Kennedy, 2003).

Amid industrial structure adjustment in Taiwan, Small and Medium Enterprise Administration (SMEs) are mostly concentrated in the service sector, with the proportion being slightly over 80%. 56.72% of SMEs are Sole Proprietorships. In terms of the industries, 50.62% of SMEs are in wholesaling and retailing, followed by manufacturing (10.52%) and restaurant industry (9.68%)(Small and Medium Enterprise Administration,
Ministry of Economic Affairs, 2014).

The service sector is the main driver of Taiwan’s economy and responsible for the bulk of local job creation, with sector output reaching NT$9.4 trillion (US$32 billion) and accounting for 68.19% GDP in 2012. The industries employed nearly 6.28 million people or 58.6% of the entire workforce in 2012 (Small and Medium Enterprise Administration, Ministry of Economic Affairs, 2014).

The Gross domestic product (GDP) ratio of education services industry accounted for between 4.65% -5.95% and annual rate of change was 1.16%. Education industrial development is a very labor-absorbing effect industry of the knowledge economy and society through the foundation of services and promote industrial restructuring (Council for Economice Planning and Development, 2013).

As the domestic unemployment rate climbs, employment-oriented entrepreneurship-embedded internship programs urgently need to find the teaching resources for providing entrepreneurial education. Tertiary students’ professional ability of Teacher Education Center, coupled with their education background, may serve the purposes of education industry with comprehensive professional and entrepreneurial education (Gwynne, 2008; Won, 2008; Xu, 2009). Entrepreneurial education does seem to play an important role in fostering entrepreneurial abilities and intentions of tertiary students (Gurel, Altinay, & Daniele, 2010).

Ojastu, Chiu and Olsen (2011) propose a number of recommendations to people involved in creating and managing entrepreneurship programs are proposed: more attention to selection of students with appropriate attitudes, increased attention to certain under-represented topics (employee management, social networks, marketing and sales skills), more application of experiential and networking approaches, and increased focus on self-learning. From the above, students in the entrepreneurship-embedded internship program should learn entrepreneurial spirit, students should be defined in the education industry to explore market opportunities for entrepreneurs’ perception, nurturing risks and management strategies other items of entrepreneurship.

2. Purposes of this study

It is become an important issue to explore the entrepreneurship core competency for education service industry. The object of this study was to understand tertiary students’ entrepreneurial abilities and core entrepreneurship competencies in education service industry that as a reference for course development and evaluation of abilities of entrepreneurs.

3. Methodology

3.1 Research Method

3.1.1 Interview method

There are three entrepreneurship of education service industry background. The main goal is to clarify responsibility in the education service industry entrepreneurial abilities included entrepreneurial opportunity, education ability, marketing ability, computer ability, service ability, and management ability and so on, and to confirm entrepreneurial abilities of tertiary students, duty and work in the education service industry (Abebe, 2012; Nejad and Abbaszadeh, 2012; Pihie, 2012).

3.1.2 Panel discussion

This research selects ten industrial and academic experts who are skilled in entrepreneurship and operational knowledge, such as education, computer, marketing, customer service, management and entrepreneurship education knowledge. These experts discuss and confirm necessary entrepreneurship knowledge of education service industry (Van Dam, Schipper, & Runhaar, 2010; Morgan & Gorman, 2012).
3.1.3 Delphi survey method

The Delphi group chose 30 members with education service industry and entrepreneurship background. The Delphi method was conceived as a group technique whose aim was to obtain the most reliable consensus of opinion of a group of experts by means of a series of intensive questionnaires with controlled opinion feedback of entrepreneurial abilities. The interaction of qualitative information that must help, on the one hand, in improving the quality of the group opinion for entrepreneurial abilities and, on the other hand, in compensating emotionally those who contribute their knowledge, as in the following round they see their suggestions included in the questionnaire sent to all the experts. Landeta (2006) has been able to confirm that the Delphi method continues to be used and is a valid instrument for forecasting and supporting decision-making. The questionnaire contains 35 items entrepreneurial abilities of present importance and frequency.

3.2 Participants

The participants in the Delphi technique and expert panel were experts in education, computer, marketing, customer service, management and entrepreneurship education fields. Three representatives from universities and industry were chosen, respectively. A total of 30 research samples were selected. The principles for sample selection were: 1) those who had attended an initial meeting of the job competence model in this study, and were willing to become participants; 2) those who had engaged in professional work for more than five years; and 3) those who could attend at least two group meetings, each lasting at least two hours.

3.3 Data Analysis

After collection of questionnaires of the three round Delphi surveys was completed. To achieve the research purposes, statistical methods, including frequency distribution and Kolmogorov-Smirnov One Sample Goodness of Fit Test, were employed to understand whether the participants shared consistent opinions. The statistical significance level of this study was 0.05.

4. Results

4.1 Tertiary students’ entrepreneurial abilities

The tertiary students’ entrepreneurial abilities included entrepreneurial skills, education ability, marketing ability, computer ability, service ability, and management ability (Chou, Shen, Hsiao, & Chen, 2010; Memili, Eddleston, Kellermanns, Zellweger, & Barnett, 2010; Morgan & Gorman, 2012). Based on the above statement, the essential entrepreneurial abilities of tertiary students in the education service industry are as follows (Table 1).

Table 1. Tertiary students’ entrepreneurial abilities of entrepreneurship-embedded internship program.

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Ability Index</th>
<th>Important</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Entrepreneurial skills</td>
<td>A1 Analyze Entrepreneur Characteristics</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A2 Assess Risks</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>A3 Analyze Entrepreneur role</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>A4 Assess New Business trends</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>A5 Assess Innovation Ability</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A6 Describe Entrepreneurial Opportunity</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>A7 Solutions Problems</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>B. Education ability</td>
<td>B1 Teaching Techniques</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>B2 Teaching Planning</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>B3 Class Management</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>B4 Analysis of Teaching effectiveness</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>B5 Teaching Innovation Ability</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>B6 Personnel Communication Ability</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>B7 Technology Innovation Ability</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>C. Marketing ability</td>
<td>C1 Student Market Analysis</td>
<td>5</td>
<td>3</td>
</tr>
</tbody>
</table>
4.2. The core entrepreneurship abilities of education service industry

In order to meet the requirements of the education system, we conclude that the essential abilities of entrepreneurs in tertiary schools and basic entrepreneurs should be cultivated (Fig. 1).

A. The abilities of education service industry entrepreneurs in high importance and high frequency have a 13-ability index. It consists of 4 entrepreneurial skills, 3 education ability abilities, 1 marketing ability, and 5 service abilities. The core abilities of education service industry entrepreneurs have assess risks, describe entrepreneurial opportunity, solutions problems, and service innovation ability.

B. The abilities of education service industry entrepreneurs in above moderate importance and moderate frequency have a 17-ability index. It consists of 2 entrepreneurial skills, 4 Education ability abilities, 6 marketing ability abilities, and 5 Computer ability abilities.

C. The abilities of education service industry entrepreneurs in high importance and low frequency have an entrepreneurial opportunities ability index.

D. The abilities of education service industry entrepreneurs in blow moderate importance and moderate frequency have a 7-ability index. It consists of 2 computer ability and 5 Management abilities.
Fig. 1. Tertiary students’ entrepreneurial ability of entrepreneurship-embedded internship program

5. Discussion and Conclusions

First, this study found tertiary students’ entrepreneurial abilities included a total of 6 major competences, which are entrepreneurial skills, education ability, marketing ability, computer ability, service ability, and management ability. They can be provided as a reference to the planning and revision of core courses for Tertiary education. Under future studies, task analyses to establish the expertise and relevant knowledge and assignments required for each competence as references to the development of teaching materials, may be conducted. Students go to the relevant public and private education industry educational learning activities actually real contact with staff and customers in the workplace, vocational and practical work experience job through entrepreneurship-embedded internship program (Chisholm, Harris, Northwood, & Johrendt, 2009). Carsrud, Brannback, Nordberg and Renko’s (2009) study’s results also show that the perceptions of the critical success factors significantly differ between the groups. Hence even experience will yield quite different cognitive maps. Students through internship activities, learning career-related internships entrepreneurial skills and experience, contacts with entrepreneurs and operators, such as different people experience the entrepreneurial process and the education industry operating practices, stimulate entrepreneurial ideas and action, and understanding of the entrepreneurial orientation educational knowledge internship programs, technical and entrepreneurial skills necessary to live, to train and to become the education industry entrepreneur or person in charge (Lee, Liu, & Lee, 2011).

Second, this study found entrepreneurial abilities indicators for tertiary students include a total of 35 ability index, and the results of this study can serve as a basis for teachers to integrate entrepreneurial education with teaching activities in order to develop the students’ entrepreneurial abilities. Entrepreneurship is a system of causally interrelated components of entrepreneurship discloses not only the causal links among its components but as well the mechanism of their functioning together as a whole. A crucial role belongs to the component of "Behaviour" (Oganisjana & Koke, 2012). The productivity and results category of 21st century skills is organized around the concepts of drivers of productivity and the autonomy necessary to act. These are the development of initiative and self-direction, accountability and responsibility, and flexibility and
adaptability. Key skills sets include planning skills, the ability to monitor progress, and adapt/alter plans. This category reflects the need for independent motivation, action and decision-making required of both entrepreneurs and effective employees in today’s economy (Bellotti, et al., 2012; Boyles, 2012).

Three, this study found the core abilities of education service industry entrepreneurs included a total of 4 major abilities, which are assess risks, describe entrepreneurial opportunity, solutions problems, and service innovation ability. Creativity and innovation are at the core of the inventive thinking category of 21st century KSAs, and by definition involve the act of bringing something new and original into existence. Inventive thinking also requires sound higher order thinking skills, allowing the application of analysis, comparison, inference and interpretation, evaluation, and synthesis to develop new solutions to complex problems. It is this combination of intelligence and creativity that leads to the ability of entrepreneurs to evaluate multiple ideas to determine the true opportunities (Boyles, 2012; Lahm & Heriot, 2013).

Last, this study found abilities of education service industry entrepreneurs in high importance and high frequency included a total of 13-ability index, which are 4 education ability was analysis of teaching effectiveness, teaching innovation ability, personnel communication ability, and technology innovation ability. The 6 service ability was admeasurements, survey and analysis of customers’ satisfaction, design of information system for customers’ satisfaction, management of customers’ satisfaction, providing design of whole education product, design of educating system for customers’ satisfaction, and design of customers’ reactions system. This results raise a question about the reconsideration of the capacity of competence-oriented higher education for promoting students’ entrepreneurship and as a result for increasing their competitiveness Competence-oriented higher education, in the way competence is comprehended today, does not have the fullest capacity for developing students’ entrepreneurship. It cannot either be considered as quality higher education since it does not imply certain behaviours in study process which could bring to novelty and cause transformative effects and changes which make the basis for business sophistication and innovation. Therefore, competence oriented higher education is not sufficient for raising students’ competitiveness. It speaks of the necessity to reconsider the goals and philosophy of higher education (Oganisjana & Koke, 2012; Plaziak & Rachwał, 2014).

In the entrepreneurial ability of learning-oriented: 1. start entrepreneurial experience: technological innovation education industry, the core technology innovation, operational modalities and create new value; 2. management experience: the education industry in product innovation, product works, the education industry service innovation and create new value; 3. industry-specific experience: the education industry customer orientation, perceived their parents to meet the demand of customer needs and practices. Therefore, entrepreneurial orientation training curriculum development education, the first students should have entrepreneurial basic core curriculum for entrepreneurship content-based knowledge; secondly, through the off-campus internship programs introduce students to the education industry internships for students actual contact with the entrepreneurs or managers, off-campus internship through personal interaction and implement operation, thereby to enable students to deeply understand the entrepreneurial process may face problems, therefore, designed to train students with entrepreneurial intentions school internship program is one of the important issues. Hence, tertiary student of education service industry entrepreneurs trained from tertiary schools must meet the needs of industrial development. In conclusion, the preoccupation is to set an entrepreneurs ability index for education service industry in tertiary schools and education service industry training as a reference for course development and evaluation of abilities of entrepreneurs.

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References


Psychometric properties of sleep quality scale and sleep variables questionnaire in Turkish student sample

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ABSTRACT

Sleep is a physiological need that affects physical and mental performances. However, the number of individuals who experience problems directly or indirectly related to sleep is increasing in various countries. Therefore, it is important to have a short, reliable and valid measure to assess both sleep quality and sleep related variables in school-age children. This study aims to carry out the validity and reliability studies for the Sleep Quality Scale and Sleep Variables Questionnaire (SQS-SVQ) used to determine sleep quality, parental control, total sleep time, mid-point of sleep and sleep efficiency and to adapt it into Turkish. The SQS-SVQ consists of seven scale items to measure sleep quality and eight questionnaire items. The validity and reliability studies of the instrument were carried out on data acquired from 4th-8th graders. Factorial validity for SQS and criterion related validity analyses were carried out for the validity of the SQS-SVQ and correlations ranged from 0.51 to 0.73. These analysis results put forth that the scale is a valid measurement tool. Internal consistency coefficient of the SQS was 0.72 and test-retest correlations of the SQS-SVQ ranged from 0.67 to 0.88. These acquired results indicated that the scale WAS reliable. Meanwhile, gender measurement invariance was tested for SQS and results indicated that gender measurement invariance was established. These results have shown that the SQS-SVQ can be used in social researches and especially in educational studies.

Keywords:
Sleep quality; total sleep time; sleep efficiency; parental control; validity; reliability

1. Introduction

Sleep is a physiological need to ensure that individuals shake off the weariness of the day and rest to be prepared for the next day (Nag and Pradhan 2012). The quality of sleep is as important as its duration for health and for optimal body functioning. Long duration of sleep but in a poor quality will not provide the expected benefit (Kabrita et al. 2014; Pilcher et al. 1997). A good sleep quality and sufficient sleep duration will increase the physical performance of the individual as well as his/her mental performances, such as attention, perception and learning while also increasing the quality of life (Senol et al. 2012; Karagözoglu and Bingöl 2008). An insufficient sleep or a long but poor quality sleep will cause daytime sleepiness in individuals as well as slowness in perception and increase in level of inattention (Dewald et al. 2010). Daytime sleepiness may cause decrease of academic success and performance at school in students (Meijer 2008; Dewald et al. 2010; Wolfson and Carskadon 2003) and may also result in various accident and injuries due to inattention (Koulouglioti et al. 2008). Asynchrony between school schedule and students’ chronotype
may also cause sleep problems and sleep related problems. Waking up and retiring time of individuals on their free and work/school days can be used to determine their chronotype which differs individually and early school and work schedules were found to affect negatively the individuals especially with late chronotype (Önder et al. 2014). In addition, the amount and quality of sleep is very important for the physical and psychological development of children and adolescents (Eisenmann, 2006). It is known that individuals who suffer from insomnia and problems in sleep quality have various psychological, physiological and social problems (Matricciani et al. 2012). Insomnia may be caused by various reasons related with anatomical, physiological, psychological and social variables while it can also cause problems related with the same variables. Besides, continuous development in lightening technologies and information and communication technologies along with changes in the lifestyles of individuals have negative effects on their sleep patterns, sleep qualities, sleep durations and efficiencies (Nag and Pradhan 2012; Blundon and Galland 2014). Hence, the number of individuals who experience problems related directly or indirectly with sleep is increasing in many countries. These problems affect not only adults but also children and adolescents. Since sleep and its properties are related to many fields from health to education, many researchers are interested in this topic. That is why the measurements of sleep quality, duration and sleep related variables are beneficial for clinical applications as well as studies carried out in social sciences.

Subjective and objective methods are used to measure sleep quality (Yi et al. 2006). Polysomnography is one of the objective methods and provides very accurate data related with the physiological sleep quality of the individual. Methods such as electroencephalogram, electrooculogram and electromyelogram are used in this process. However, these methods are expensive, they require technical information and skills, need a long time for measurement and interpretation and they cannot simulate the natural sleep environment effectively (Yi et al. 2006). Actigraphy is another objective method and even though it provides accurate information regarding sleep wake pattern (Gaina et al. 2004), its limitation is that it cannot differentiate the awake but motionless individual from individual who truly sleeps (Meneeffe et al. 2000). Furthermore nowadays mobile phone technologies provide an opportunity to identify the individuals’ quality of sleep by mobile applications (Hamida et al. 2015). Whereas sleep diaries, sleep records and sleep scale and questionnaire can be accepted as subjective methods. Even though these methods do not give sufficient information about sleep properties as much as objective methods, they provide qualitative and quantitative data regarding sleep properties (Gaina et al. 2004; Gentili et al. 1995). The most important properties of subjective methods are that they are cheap and can easily be applied to large groups of people (Gaina et al. 2004).

The most common data collection tool used in Turkey for measuring sleep quality is the Pittsburgh Sleep Quality Index (PSQI). PSQI has been used mostly in studies related with young people and adults. In addition, Boysan et al. (2010) have carried out adaptation studies for Insomnia Severity Index which is used to measure the daily functioning and sleep quality in university students. Even though the scale consisting of seven questions is easy to apply, its adaptation study has been carried for adult individuals. Whereas the scales developed for children are used mostly for clinical purposes. Öner et al. (2009) have carried out the validity and reliability studies for the Sleep Scale in Children used for the evaluation of sleep disorders in children. However, this scale is a long one consisting of 72 questions which is filled by parents. Koçoğlu et al. (2010) have developed a questionnaire to determine the sleep habits and sleep problems of primary school second graders. Since the developed measurement tool is a questionnaire, a total score cannot be calculated. Fış et al. (2010) have adapted the Children Sleep Habits Survey into Turkish and have carried out the validity and reliability studies. This measurement tool is also a relatively long one that should be filled by parents. When the measurement tools developed or adapted for assessing children’s sleep quality in Turkey are examined, various disadvantages are observed such as the large number of questions of such measurement tools, the necessity to be filled by parents or the fact that they are in questionnaire form. One another scale is The Sleep Quality Scale and Sleep Variables Questionnaire (SQS-SVQ) for measuring children and adolescents’ sleep quality and sleep related variables which has not been adapted into Turkish yet.

1.2. Aim of the Study

The objective of the current study was to carry out the adaptation study of the SQS-SVQ in to Turkish student sample. The SQS-SVQ was chosen since it is a compact tool that measures sleep quality, parental
control, total sleep time, mid-point of sleep and sleep efficiency and is a relatively short, reducing participant burden and completion time.

1.3. Sleep Quality Scale and Sleep Variables Questionnaire (SQS-SVQ)

The SQS-SVQ was developed by Meijer and van den Wittenboer (2004). The original form of SQS-SVQ consists of 11 items but while getting permission from Meijer through e-mail she advised to add four more items that one is related to students’ wake time in the weekend (“What time do you wake up in the weekend? Please try to describe this as accurately as possible”) and three items related to sleep efficiency (“What time do you usually turn off the lights on the days you have to go to school? Please, try to describe this as accurately as possible”; “How many minutes take it generally for you to fall asleep after you turned off the lights?”; “How many minutes do you generally lie awake during the night?”). These items are related with the items presented in the studies of Meijer, Habekothe and Van Den Wittenboer (2000), Buysse, Reynolds III, Monk, Berman and Kupfer (1989) and Roenneberg, Wirz-Justice and Merrow (2003). Accordingly the final form of the instrument was composed of a seven scale items and eight questionnaire items. The final form of the SQS-SVQ measures sleep quality, parental control, total sleep time, sleep efficiency and corrected midpoint of sleep in free days (MSFsc). In the scale items which measure sleep quality the Cronbach’s Alpha internal consistency coefficient of the scale was determined as 0.67.

For the questionnaire items, in the current study, the feedback of two field specialists related to whether the items are appropriate to what we intended to measure and five students’ oral responses to items were investigated. In order to improve usability of the instrument related items were grouped. The items of SQS-SVQ have been given in Appendix 1.

The item numbers of each component in the instrument was as follows:

- Sleep quality: items 1, 2, 3, 4, 5, 6 and 7
- Parental control: item 8
- Time in Bed for school days: items 9 and 13
- Total sleep time for school days: items 9, 13, 14 and 15
- Sleep efficiency: items 9, 13, 14 and 15
- Corrected midpoint of sleep in free days: items 9, 10, 11 and 12.

The calculation of each component is presented below.

**Parental control (PC):** The item has two categories and it measures whether parents themselves decide on child’s bed time or the child is free in deciding his/her bed time. Students are usually exposed to parental control of their sleeping time because of school schedule so it becomes important while studying sleep and sleep related features.

**Sleep Quality (SQ):** The scale items which is used for measuring sleep quality is including 3 classification categories that are scored from 1 to 3. And these items related to sleep latency, awakening at night, sleep latency after awakenings, sleep quality perception as well as items related to feeling rested after sleeping. These items are also presented as criterion for the insomnia disease that is presented by Diagnostic and Statistical Manual of Mental Disorders (DSM) 4. A score of between 7 and 21 can be acquired from the scale. Two different methods can be used for the evaluation of the total score acquired from the scale. In the first method, the 1st, 2nd, 3rd, 4th and 7th items are reversed and the total score obtained from the seven items is calculated, for which a score of 7 shows poor sleep quality whereas a score of 21 shows good sleep quality. Whereas in the second method, the 5th and 6th items of the scale are reversed and total score is calculated, in that case a high score acquired from the scale shows bad sleep quality, whereas a low score shows a good sleep quality.

The total sleep time, time in bed and sleep efficacy can be calculated by formulas presented in Buysse, Reynolds III, Monk, Berman and Kupfer (1989). Below formulas are presented:
Total sleep time (TST): In order to calculate TST first Time in Bed (TIB) should be calculated. TIB can be calculated with the formula of \[TIB= (24:00 - \text{item13}) + \text{item9}\]. And TST can be calculated with the formula of \[TST= TIB - \text{item14} - \text{item15}\].

Sleep efficiency (SE): can be calculated with the formula of \[SE= \frac{TST}{TIB} \times 100\].

Corrected midpoint of sleep in free days (MSFsc): Can be calculated with the formula described by Roenneberg et al. (2004), \[MSFsc = \text{MSF} - 0.5 \times \left(\text{SDF} - \left(5 \times \text{SDW} + 2 \times \text{SDF}\right) / 7\right)\]. The items 9, 10, 11 and 12 are used in calculating MSF: Midpoint of Sleep on Free days, SDF: Sleep duration on free days, and SDW: Sleep duration on work days. Roenneberg et al. (2004) suggest determining chronotype which is one of the individual differences by the use of MSFsc.

2. Method
The current study is an instrument adaptation study and it was carried out in the survey model. Survey model is a type of study in which the opinions of a large group of people are determined for a specific topic or event (Fraenkel and Wallen 2006).

2.1. Study Groups
In the current adaptation study, linguistic equivalence, factorial validity, concurrent validity, gender measurement invariance, internal consistency and test-retest reliability have been carried out with four different study groups in the city of Sakarya. The distributions of the participants in these study groups and descriptive statistics were presented in Table 1.

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Linguistic equivalence</th>
<th>Factorial validity and gender invariance</th>
<th>Concurrent validity</th>
<th>Test-retest reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade(s)</td>
<td>Private</td>
<td>Public</td>
<td>Public</td>
<td>Public</td>
</tr>
<tr>
<td>N (Total)</td>
<td>6,7,8</td>
<td>4,5,6,7,8</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>55</td>
<td>1000</td>
<td>89</td>
<td>54</td>
</tr>
<tr>
<td>Male</td>
<td>30</td>
<td>525</td>
<td>52</td>
<td>32</td>
</tr>
<tr>
<td>Range of Age</td>
<td>11-15</td>
<td>9-15</td>
<td>13-15</td>
<td>11-12</td>
</tr>
</tbody>
</table>

The students who participated in the factorial study were determined randomly with 200 students from each grade level. Whereas the study group selected for concurrent validity part consists of 89 students from the eighth grade of elementary school since the measurement tool used as a criterion (PSQI) was more suited to that age group. Students of a private school (n=55) was selected for the linguistic equivalence since those students were having their classes in English.

2.2. Process
It is possible to examine the processes carried out for the adaptation of the scale into Turkish in five sections: Translation process for linguistic equivalence, factorial validity process (exploratory and confirmatory), concurrent validity process, gender measurement invariance analysis and test-retest reliability analyses. The first section includes translation of the scale items into Turkish as well as the operations performed for the completion of the Turkish and English forms of the scale at different times by students who know both English and Turkish. Whereas the other sections consists of statistical analyses carried out for the validity and reliability of the scale. EFA, test-retest and Pearson’s product moment correlation coefficient analysis were carried out via PASW 18.0, whereas CFA analyses were verified via Lisrel 8.54 and multi-group confirmatory factor analysis (MGCFA) was performed via AMOS 21.0.0.

2.2.1. Translation process for linguistic equivalence. The required consent for the adaptation of the scale was taken via e-mail from Anne Marie Meijer who is among the developers of the SQS-SVQ, after which the relevant adaptation work was started. The suggestions of Hambleton (2005) were taken into account while translating scale items into Turkish. In accordance with these suggestions, four bilingual language experts in groups of two translated the SQS-SVQ from English to Turkish independently. Afterwards, the translations
were reviewed by the researchers and discussions were carried out until a consensus was reached. The Turkish form was then back translated by four bilingual language experts in groups of two to English, independently. The English translations of the scale were reviewed by the researchers and discussions were administered whether the translated English form is equivalent with the original one. It was observed that items in both English and original forms are worded similarly which indicates that Turkish form is equivalent to original one. Afterwards operations were carried out to determine whether the translated scale is linguistically equivalent to the original one or not. The English and Turkish forms of the scale were applied to elementary students who are fluent in both languages with intervals of two weeks respectively.

2.2.2. Factorial validity process. The data set acquired from 1000 elementary school students was divided equally into two in order to carry out factorial validity studies for SQS. Factorial validity study was not conducted for the SVQ since it was composed of questionnaire items. Exploratory Factor Analysis (EFA) was carried out on one of these data sets (n=500) whereas Confirmatory Factor Analysis (CFA) was performed on the other one (n=500) for SQS.

2.2.3. Concurrent validity process. Pittsburgh Sleep Quality Index (PSQI) and the Turkish form of SQS-SVQ were applied to eighth grade elementary school students with an interval of one week for concurrent validity analysis. The reason for preferring eighth grade elementary school students was that PSQI is more suited to older students. For the concurrent validity, sleep quality, sleep efficiency, total sleep time scores obtained from PSQI and SQS-SVQ were correlated and the correlation results were investigated. Similar analysis was done for the concurrent validity of MSFsc where MSFsc and MESC scores were used.

2.2.3.1. The pittsburgh sleep quality index (PSQI). The PSQI was developed by Buysse et al. (1989) is a self-rating tool that provides detailed information about sleep quality in the past month as well as the type and intensity of sleep disorder. The index consists of 24 items and five of these items are answered by the sleep partner or roommate of the individual. However, these five items have not been used in the study. Scores related with seven components are obtained via PSQI. These are subjective sleep quality, sleep latency, sleep time, habitual sleep efficiency, sleep disorder, sleeping pill usage and daytime dysfunction. Each item is evaluated with a score of 0 to 3. The sum of the scores of these seven components gives the PSQI score. The total PSQI score varies between 0 and 21. Those with a total score of 5 and below are evaluated as having “good” sleep quality whereas those with a total score of above 5 are evaluated as having “poor” sleep quality. A PSQI score of above 5 shows that the individual has serious problems about sleep in at least two different components or that he/she has mild or moderate problems in more than three components. The scale has been adapted to Turkish by Ağargün et al. (1996). The internal consistency coefficient was reported as 0.804.

2.2.3.2. Morningness eveningness scale for children (MESC). The scale was developed by Carskadon et al. (1993) and was adapted into Turkish by Önder and Beşoluk (2013). The scale consists of 10 items with five or four choices. The scores of MESC ranges form 10 (eveningness) to 43 (morningness). Önder and Beşoluk (2013) reported internal consistency of the scale as 0.69 and test-retest reliability as 0.78.

2.2.4. Gender measurement invariance. The gender measurement invariance was tested by MGCFA. In MGCFA, configural, metric, scalar and residual invariance were tested. In line with Chen (2007)’s recommendations model differences were examined. ∆CFA≥0.010 and ∆RMSEA≥0.015 was treated as a sign of no invariance.

2.2.5. Reliability analyses. The reliability process was executed in two ways. At first the internal consistency of the sleep quality scale was evaluated by calculating the Cronbach’s Alpha internal consistency coefficient for the data of 1000 students. In the second step, the stability was evaluated by test-retest that was applied two weeks after the first application on 54 students. Meanwhile the stability of sleep efficiency, total sleep time and MSFsc scores were determined.
3. Result

3.1. Results of Linguistic Equivalence

The correlation between the scores acquired from the Turkish and English forms of the sleep quality scale was determined as 0.87. The correlation coefficients for each item in the scale and the total score have been given in Table 2.

Table 2. The correlation coefficients for the items and the total score of the scale (SQS)

<table>
<thead>
<tr>
<th>Item No</th>
<th>Pearson Correlation Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>sq1</td>
<td>0.662</td>
</tr>
<tr>
<td>sq2</td>
<td>0.666</td>
</tr>
<tr>
<td>sq3</td>
<td>0.622</td>
</tr>
<tr>
<td>sq4</td>
<td>0.541</td>
</tr>
<tr>
<td>sq5</td>
<td>0.639</td>
</tr>
<tr>
<td>sq6</td>
<td>0.533</td>
</tr>
<tr>
<td>sq7</td>
<td>0.543</td>
</tr>
<tr>
<td>Total</td>
<td>0.874</td>
</tr>
</tbody>
</table>

When Table 2 is examined, the Turkish form was accepted to be equivalent to the original scale since the correlation coefficients of items and total score were moderate or close to high. Meanwhile the correlations between the questionnaire item scores gathered from Turkish and English forms for each item were calculated. The correlation scores of those items ranged from 0.83 to 1.00.

3.2. Results of Factorial Validity

The factorial validation study of the sleep quality scale (SQS) was conducted in two steps as the exploratory factor analysis and the confirmatory factor analysis.

3.2.1. Exploratory factor analysis (EFA). The single factor structure of the SQS consisting of seven items has been analyzed via EFA. First, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy test was performed. The KMO value was determined as 0.77. Since this value is greater than 0.70, it was concluded that factor analysis can be made using data. Afterwards the Bartlett's Test of Sphericity was checked ($\chi^2 = 602.401, p = 0.000$) and it was determined that the correlation matrix was suitable for factor analysis. Single factor principal component analyses for the seven items have been carried out in EFA. The factor loadings of the items at the end of analysis were determined respectively as 0.593, 0.726, 0.625, 0.585, 0.570, 0.551 and 0.650. The eigenvalue of the factor was determined as 2.66, whereas the explained variance was 38.05 %.

3.2.2. Confirmatory factor analysis (CFA). The model fit of the single factor structure of the sleep quality scale consisting of seven items has been tested via CFA. The standard solutions of the seven items were determined as 0.57, 0.75, 0.43, 0.25, 0.51, 0.44 and 0.60, respectively (Figure 1). The t-values were controlled after standard solutions (Figure 2). The t-values of the items were determined respectively as 11.94, 16.28, 8.67, 4.88, 10.55, 9.03 and 12.70. According to Jöreskog and Sörbom (1996), the fact that there is no red arrow related with the t-values shows that all items are statistically significant at a level of 0.05. A modification was made at the end of the analysis by taking into consideration the recommended modification between the 4th and 5th items. Fit indexes were determined at the end of all operations as $\chi^2 = 42.77$ ($SD = 13, p = 0.00$), $\chi^2/SD = 3.29$, $RMSEA = 0.068$, $NFI = 0.95$, $NNFI = 0.95$, $SRMR = 0.040$, $GFI = 0.98$, $AGFI = 0.95$, $CFI = 0.97$. According to Byrne (1998), most of these values are at a level that puts forth good fit whereas very few are at a level that puts forth an acceptable fit. Therefore, it can be stated that all values have very good fit or are close to good fit.
Figure 1. Standard solutions of the CFA model

Chi-Square=42.77, df=13, P-value=0.00005, RMSEA=0.068

Figure 2. T values of the CFA model
3.3. Results of Concurrent Validity

The PSQI and the SQS-SVQ were applied to the 8th grade students in the elementary school with one week intervals in order to determine the concurrent validity of sleep quality. Pearson’s product moment correlation was used to examine the relationship between the scores acquired from each of the two measurement tools. A statistically significant relationship was determined between the SQS and the PSQI ($r = 0.73$, $p<0.01$), sleep efficiency and habitual sleep efficiency score obtained from PSQI ($r = 0.51$, $p<0.01$), total sleep time scores and sleep duration score obtained from PSQI ($r = 0.61$, $p<0.01$). Meanwhile, a statistically significant relationship was determined between the MSFsc and the MESC ($r = -0.57$, $p<0.01$).

3.4. Results of Gender Measurement Invariance

Analysis conducted regarding gender measurement invariance in the whole study group indicated that all levels (configural, metric, scalar and residual) of invariance were established. Results are presented in Table 3.

Table 3. MGCFA results of gender measurement invariance

<table>
<thead>
<tr>
<th>Gender invariance</th>
<th>$\chi^2$</th>
<th>df</th>
<th>CFI</th>
<th>RMSEA [90%CI]</th>
<th>Model Comparisons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Configural</td>
<td>105.18</td>
<td>28</td>
<td>.961</td>
<td>.053 [.042, .063]</td>
<td>-</td>
</tr>
<tr>
<td>Metric</td>
<td>106.47</td>
<td>34</td>
<td>.964</td>
<td>.046 [.036, .056]</td>
<td>M2-M1 .003 .007</td>
</tr>
<tr>
<td>Scalar</td>
<td>120.68</td>
<td>41</td>
<td>.960</td>
<td>.044 [.035, .053]</td>
<td>M3-M2 -0.004 -0.002</td>
</tr>
<tr>
<td>Residual</td>
<td>128.29</td>
<td>48</td>
<td>.960</td>
<td>.041 [.032, .050]</td>
<td>M4-M3 .000 .003</td>
</tr>
</tbody>
</table>

Configural invariance results supported the one factor model for the sleep quality for both genders. In addition, metric invariance presented that the items of the scale measure the sleep quality in the same manner in both groups. Scalar invariance indicated that regardless of the group membership students with the same score in sleep quality would obtain the same score on the observed variable. Residual invariance indicated that the same level of measurement error variance was present for each item between gender groups.
3.5. Results of Reliability

The Cronbach’s Alpha value for the scale was determined as 0.72. The fact that internal consistency coefficient is greater than 0.70 shows that the SQS is reliable, that is, it generates data that are consistent at an acceptable level. In the test-retest reliability analysis carried out with 54 students who were not included in the validity study, Pearson’s product moment correlation coefficient was calculated using data acquired from the first application of the SQS-SVQ and the data acquired from the second application of the instrument to the same group. Correlation coefficient was determined as 0.77 for the SQS, 0.83 for time in bed, 0.73 for sleep efficiency, 0.67 for total sleep time and 0.88 for MSFsc. This correlation shows that the consistency of the SQS-SVQ is acceptable.

4. Discussion and Conclusion

Sleep has an important effect on the healthy development of children and adolescents as well as the regulation of important daily functions such as various behaviors, emotions and attention. It is known that insufficient and/or poor sleep quality has negative effects on school performance, physiological and psychological health. However, daytime sleepiness due to sleep latency, insufficient sleep duration, irregular sleep patterns and poor quality sleep continues to increase in children and adolescents (Beebe 2011; Shochat et al. 2014). Hence, the need for measurement tools which are easy to understand and that can be easily filled by children and adolescents are used for measuring sleep quality and variables related with sleep continues to increase. Therefore, the adaptation study for the SQS-SVQ which was developed by Meijer and van den Wittenboer (2004) for children and adolescents has been carried out in this study.

The exploratory factor analysis of the Turkish form of the SQS has put forth that the factor structure of the scale is in accordance with the single factor structure of the original scale. In addition, the model data fit of the Turkish form has been examined via confirmatory factor analysis and the acquired fit indices have shown a good or close to good fit. These analysis results show that the factor structure of the Turkish form is verified. Moreover, criterion related validity of the SQS-SVQ has been tested via PSQI and MESC. Acceptable correlations were determined between the Turkish form of the SQS-SVQ and PSQI/MESC. All validity analyses show that the SQS-SVQ is a valid instrument. When reliability analysis results are examined, it is observed that the internal consistency coefficient of the scale (SQS) is in accordance with the internal consistency coefficient of the original scale. Furthermore, high level of correlation has been obtained for SQS-SVQ as a result of the test-retest reliability analysis of the Turkish form. When all these results are considered, it is observed Turkish form of SQS-SVQ is reliable. Meanwhile gender measurement invariance for SQS in the whole study group was established.

In conclusion, the Turkish form of the SQS-SVQ can be used to determine sleep quality, parental control, total sleep time, midpoint of sleep and sleep efficiency in children and adolescents. However, the limitation of this study is that the SQS-SVQ which was adapted into Turkish was not validated using objective data such as polysomnography or actimetry. Therefore, researchers should interpret the results by taking into account this limitation when they use this measurement tool.

Ethical concerns

The study was conducted in accordance with ethical recommendations for scientific publication (American Psychological Association, 1992), and the study was approved by the Ethics Committee of Sakarya University and informed consent was obtained from parents.

Acknowledgment

We are grateful to the students who participated in this study.

Disclosure statement

The authors have no conflict of interest related to this study.

Funding

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References


Appendix

Uyku Kalitesi Ölçeği ve Uyku Değişkenleri Anketi

Aşağıdaki sorular sizin uyku düzeniniz ve uyku alışkanlıklarınızı ile ilgilidir. Lütfen tüm soruları cevaplandırınız.

A. Lütfen aşağıdaki ilk 7 soruyu **okula gittiğin zaman** hakkında cevaplandırınız.

1. Işıklar söndürülüp yatağa yattığında, aşağıdakilerden hangisi genelde senin için doğrudur? (When you are in bed and the lights are turned off):
   a. Hemen uyurum [You fall asleep at once]
   b. Bir süre uyanık kalırım [You stay awake for a while]
   c. Uyumam için uzun zaman gerekliyim [It takes you a long time to fall asleep]

2. Uyuma sorunu yaşar mısın? (Do you have a troubled sleep?)
   a. Asla [Never]
   b. Bazen [Sometimes]
   c. Nerdeyse her gece [Nearly every night]

3. Bazen gece sonuz uyandır mısın? (Do you sometimes wake up during the night?)
   a. Asla [Never]
   b. Bazen [Sometimes]
   c. Nerdeyse her gece [Nearly every night]

4. Eğer gece sonuz uyandıysan, aşağıdaki durumlar halinde hangisi genelde senin için doğrudur? (If you wake up during the night):
   a. Coğunlukla farkına varamam [Mostly you do not notice]
   b. Kısa bir süre sonra tekrar uyurum [You fall asleep again soon]
   c. Tekrar uyumamuzuz zaman alır [It takes you a while to fall asleep again]

5. Gece sonuz uyur musun? (Do you sleep well at night?)
   a. Hayır [No]
   b. Bazen [Sometimes]
   c. Evet, daima [Yes, always]

6. Sabah kalktığında kendini dinlenmiş hisseder misin? (Do you feel rested at awakening?)
   a. Hayır [No]
   b. Bazen [Sometimes]
   c. Evet, daima [Yes, always]

7. Gece sonuz uyuyamadiğın olur mu? (Do you sleep badly?)
   a. Hayır [No]
   b. Bazen [Sometimes]
   c. Evet, daima [Yes]

B. Lütfen aşağıdaki soruların cevaplarını, olabildiğince doğru bir şekilde **saat ve dakika** olarak yazınız.

8. Yatmayan ne zaman gideceğine karar vermene ailen izin veriyor mu? (Are you allowed to decide for yourself what time you go to bed?)
   □ Evet [Yes] □ Hayır [No]

9. Okula gitmek günde saat kaçta kalkarsın? (What time do you wake up in the morning on days that you have to go to school)? Please try to describe this as accurately as possible

10. Okula gitmek günde saat kaçta yatarın? (What time do you usually go to bed on the days you have to go to school)? Please, try to describe this as accurately as possible

11. Hafta sonu saat kaçta kalkarsın? (What time do you wake up in the weekend)?
    Please try to describe this as accurately as possible
12. Hafta sonu saat kaçta yatarsın? ………………………[What time do you go to bed at weekends? Please, try to describe this as accurately as possible]

13. Okula gittiğin günlerde yattığın odanın ışıklarını saat kaçta kapatırsın? ……………………[ What time do you usually turn off the lights on the days you have to go to school? Please, try to describe this as accurately as possible]

C. Lütfen aşağıdaki soruların cevaplarını dakika olarak yazınız.

14. Odanın ışıklarını kapattıktan sonra uykuya dalman genellikle kaç dakika sürer?
……………….dakika [How many minutes takes it generally for you to fall asleep after you turned off the lights?]

15. Gece boyunca genellikle yatağında kaç dakika uyanık olarak uzanırsın? ……………….dakika [How many minutes do you generally lie awake during the night?]
Career Choice And College Students: Parental Influence on Career Choice Traditionalism among College Students in Selected Cities in Ethiopia

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ARTICLE INFO

ABSTRACT

The study explored the influence of parents on choosing career among college students in selected private colleges situated around Bahirdar City, Ethiopia. Choosing a suitable career is a vital part in every student’s life. Further, it ignites a person’s future life for his/her own job preference and lifestyle. In this context, influence of social members is inevitable; generally the influence of family members and most particularly parents play a major role as an influencer and determinant on choosing a career option. Students in Ethiopia are not exceptional to this phenomenon of selecting right and suitable career. A cross-sectional survey design was adopted and multi stage sampling technique was employed to identify the participants. Totally, 175 participants (Male=99) and (Female =76) responded to Holland Personality Inventory (Holland, 1997) and Career Choice Traditionalism Scale (Hensely, 2003). The collected data were statistically processed using SPSS version 16. Descriptive and inferential statistics was employed to analyze the data. The results revealed that there is a significant influence of parents on career choice among students. Specifically, father’s influence is found to be more significant on career choice decision making among students than their mothers.

Keywords:
parental influence, career choice, college students, father-mother occupation, family member's influence

1.Introduction

Career decision making is an important behaviour component take part in one’s life to set his/her goal to achieve their career. Particularly during the transitional stage from school to college/universities, students are forced to choose a particular profession or course of study. During this stage dilemma is inevitable due to various factors such as family members influence, parental influence, peer group influence, role model influence etc. The most common factor is parental influence. Specifically, family members and parents play a major role in the preference of career of an individual. In most of the culture, interpersonal influence, role model influence and significant other’s influence are also such factors evident in choice of their career or vocation. Parents are more intensively involved in their children’s learning more beneficial are the achievement effects (Wikelund, 2006). Regardless of the potentials, actual needs and ego of the child, education, economic incentives, peer group influence and parental influence are sometimes used as pressures to induce the young adolescent into predetermined careers (Alika, A. H., 2010). Despite, students also tend to approach parents, family members, and experienced persons and peer group members to make clear decision and avoid confusion in this regard. However, characteristics of an individual, socially conditioned through family influence, social positions and relations, and developed social role characteristics also responsible for career choice decision making (Blau, et al…1986; cited in Zunker, 2002). The effect of social institutions on
career choice and development emphasized the interrelationships of psychological, economical and sociological determinants of career choice decision making. Cultural and contextual support play a significant role in ways individuals make career decisions (Lent, Brown, & Hackett, 2002; cited in Wei-cheng Mau, 2001). Family of origin is probably the single most potent determinants of career development (Brown, 2004). More over many research findings also revealed that interpersonal relationships play a great role for the commitment of career choice. Interpersonal variable was a found to be the better predictor for commitment to career choice than familial variables among Mexicana American and none Hispanic white college women (Caldera, et al, 2003).

Whiston (2004) suggested to students, perceived parental expectations had a stronger influence than socio-economic status, but the influence was indirect through the variables of student’s occupational expectation, which in turn affected career choice. The findings of Endicott (1984) indicate that student perception of parental expectations is an important factor in career choice as a parental influence. Generally, this inquiry lends empirical support to the assertion that student perception of parental expectations may contribute significantly to career choice. Parental influence exerts a lot of influence on the educational attainment of the adolescent especially the socio-economic status of parents. The possibility of re-entry into school is enhanced if the adolescent girl comes from the high socio-economic status family among girl child drop out group (Alika & Egbochuku, 2009). Academic performance is positively correlated with parents who enforce rules at home (Ryan, 2005). Family influences the behaviour or character of a child (Trost & Levin, 2000). Parents play a significant role in laying the foundation of their children's career (Tella, 2003).

Early researches asserted that adolescents articulated most frequently about career issues with their parents (Fend, 1991; Otto, 2000) and reported parents are their major influential numbers during educational and career transitions (Mortimer, Zimmer-Gembeck, Holmes, & Shanahan, 2002). Parents encouraged the adolescent to explore vocational interests and abilities as well as various occupational options, and facilitated them to reflect on career choice (Schultheiss et al., 2001). These adolescents considered these behaviors enhanced their motivation to engage in career preparation process (Phillips et al., 2002). Moreover, many adolescents felt supported by their parents are found to be engaged more in career exploration activities (Kracke & Noack, 2005). However, some individuals also reported that their parents controlled their career actions and choices too much (Schultheiss et al., 2001). Some of these parents intentionally implemented or enforce their personal ideas about their children’s occupation regardless of their wishes (Young et al., 2001). Adolescents in such families were found to be more passive in the process of career preparation (Kracke & Noack, 2005). In addition, some adolescents reported that their parents never involved in the career development process (Altman, 1997; Mortimers et al., 2002; Oechsle et al., 2002). Such parental behaviors were noted to cause reduction in adolescents’ progress in career development, resulting in less stable career paths (Mortimer et al., 2002).

Hezlin Mohd Hashim and Abdul Mutalib Embong (2013) among parents, particularly mothers are more influential than peers in career choice of the secondary school students. However, parent’s educations have no influence over their children’s choice of career. Many other factors may affect the career selection of the students, however, the minor factors or other factors can be narrowed down to either parents or peers. Many Career choice theories indicate that, family plays a role in shaping the values and needs of its members. Social learning theory emphasizes possible influences that the family can have on adolescents’ career development. Parents can have an influence on their child’s career development by positively developing or punishing certain behaviours that can encourage or discourage certain interests or ability. In another study in this vein, father’s occupation status was less predictive for individuals who were entrant to college (Hendrick and Gonzeboom, 1998 cited in Sharf (2002). Alika (2010) reported that there was no significant relationship between parental and peer group influence on career choice among secondary school students. Contrary to this result a Japanese data from 1975 to1985 showed that the fathers’ occupation was continue to be a good predictor of children’s occupational choice (Kanomata,1998) cited in Sharf (2002). Nevertheless, data is scant pertaining to the issue since no research attention has been paid in Ethiopian context. Therefore, the present study deems it imperative to investigate the extent to which parental role in relation to parental occupation and expectation plays an important part in career decision making among
students. Generally, this inquiry lends empirical support to the assertion that student perception of parental expectations may contribute significantly to career choice.

2. Method

2.1. Participants

The present study focused students pursuing their degree/diploma course in some selected private owned colleges recognized by ministry of education in Ethiopia, found in Bahirdar city enrolled in the year 2005 E.C. before embarking of the major investigation a pilot study was conducted in order to adapt measuring instruments to Ethiopian context. To these effect 21 regular students enrolled in the year 2005 E.C. were randomly selected from the departments of clinical nursing from Gamby College, accounting from St. Marry of the total pilot sample subjects two of them were discarded from the try out analysis due to incompletion of questionnaire. Thus, the pilot study sample comprised 19 respondents.

The main study was carried out on a representative sample of 177 (100 males and 77 females) students from 6 fields of study in Bahirdar. Of the total participants 2 of them were discarded from the analysis due to incomplete responses to the questionnaire. Thus, in the main study sample comprised of 175 respondents (99 males and 76 females) from six private owned colleges.

2.2. Sampling and sampling procedure

The investigator has employed multi-stage sampling techniques to select representative samples of the study. The total number of private college students enrolled in the year 2005 E.C. According to Amhara National Technical and Vocational Bureau was estimated to be of 15300 from 17 private and licensed colleges in Bahirdar. Since it impossibl e to manage and include all colleges in the study, the researcher deliberately selected 6 incensed colleges that offer programs /departments from social science and natural science on the bases of purposive sampling procedure.  

Then the researcher listed out of entire departments that this respective colleges offering in their regular program, so that the entire departments have an equal chance to be included in the study.  

All departments were regrouped into 6 in accordance with Holland’s Theme (Holland, 1996, cited in Brown et al, 2002). Simple random sampling technique used to select the representative cluster departments of the present study. Thus the departments of Law from realistic, departments of Laboratory technical from investigative, departments of clinical nursing from social, departments of business administration from Enterprising, department of accounting from conventional and departments of English language from artistic were selected for the main study by using lottery system. These departments were selected regardless of their degree or diploma program. All students of the representative class and department were considered as eligible person to participate in the present study.

2.3. Measures

An instrument and a questionnaire were administered in class under the supervision of the investigator and the instructor of the representative class. The instruments had five parts. And the questionnaire also was two parts. The first was about background information and departments. The second parts were obtained 8 questions 6 of them were multiple choices and 2 of the questions was allowed students to add an individual responses.

The remaining 2 parts were scales and adapted from different scholars:

1. Holland Personality Inventory (Holland, 1996).

A 12-item questionnaire design to measure traditionalism of career traditionalism (Lauren Hensley, 2003) was administered. Additional effort was made to administer in Ethiopian context and to find the reliability and validity of the construct. To this effect, the scales were given to two senior experts in social and developmental psychology to examine each item in the scale. Each consisted of a 5 point likert scale asking subjects to rate their agreement with a statement concerning career choice traditionalism (ranging from strongly agree=1 to
strongly disagree=5). Reliability was calculated, and the obtained Kuder Richardson-20: \( r=0.68 \) was obtained. The investigator found it tolerable, since it measures personal attitude and it varies person to person.

2.4. Procedure of Data Collection

In the pilot study, all instruments were administered in one session. The subjects were voluntarily to participate in their free time. Based on the data obtained the instruments were subjected to change. Permission was obtained from all classes to administer the main questionnaire during class time. Arrangements were then made to visit six classrooms, at a six compass location over a one week period in a mid-march, of 2005 E.C. ones introduce to the class, the researcher outlined the purpose of the survey, requested the class participation, and reviewed the completion instructions. The students were well assured that their anonymity would be preserved and that their participation was voluntarily and asked before completing the packets and remained by instructions within the packet to be honest in response to all questions.

2.5. Procedure of Data Analysis

The collected data were entered into SPSS 16 version for Windows for statistical processing. Descriptive statistical measure: percentile, and correlation coefficient (in order to show the magnitude of the relationship among variables in the study and to see the relationship of career choice traditionalism) were calculated.

To explore the extent to which parental occupations and student perception of parental expectations influence on the commitment of career choice among college students on career choice traditionalism one way ANOVA was performed.

Finally, in order to see the dual attribution of students’ perception of parental expectation and parental occupation on career choice traditionalism two -way ANOVA was employed.

3. Results and Discussion

Table 1. Demographic Characteristics of respondents

<table>
<thead>
<tr>
<th>Variables</th>
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<th>(%)</th>
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</tr>
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<tr>
<td>Career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realistic</td>
<td>25</td>
<td>14.12</td>
</tr>
<tr>
<td>Investigative</td>
<td>37</td>
<td>20.90</td>
</tr>
<tr>
<td>Artistic</td>
<td>20</td>
<td>11.29</td>
</tr>
<tr>
<td>Social</td>
<td>37</td>
<td>20.90</td>
</tr>
<tr>
<td>Enterprising</td>
<td>30</td>
<td>16.94</td>
</tr>
<tr>
<td>Conventional</td>
<td>28</td>
<td>15.81</td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amhara</td>
<td>128</td>
<td>72.31</td>
</tr>
<tr>
<td>Oromo</td>
<td>10</td>
<td>5.64</td>
</tr>
<tr>
<td>Tigré</td>
<td>20</td>
<td>11.29</td>
</tr>
<tr>
<td>Others</td>
<td>19</td>
<td>10.73</td>
</tr>
</tbody>
</table>
To see the diversity of the present study and representative departments’ descriptive statistics were performed. The total numbers of respondents in the present study were 177, out of which 77 (43.51%) were female subjects and 100 (56.49%) were male subjects. The mean age of the respondents was found to be 20.47 and with a standard deviation of 2.603 and age ranged from 16 to 33. And there was a total of six career preferences included in the present study were Realistic (Law) 25 (14.12%), Investigative (Laboratory Technician) 37 (20.90%), Artistic (English Language) 20 (11.29%), Social (Clinical Nursing) 37 (20.90%), Enterprising (Business management) 30 (16.94%) and Conventional (Accounting) 28 (15.81%).

The respondents were also from different religious background of the total sample. 101 (57.06%) Orthodox Christians, 31 (17.51%) Muslims, 36 (20.34%) protestants, and 9 (5.08%) were others. The respondents were also having different ethnic background of the total sample of the present study, 128 (72.31%) Amhara, 10 (5.64%) Oromo, 10 (5.64%) Tigre, and 19 (10.73%) were others.

The research question in this section was to test the influence of parental occupation and student perception expectation on the commitment to career choice.

Table 2. The Influence of perceived parental expectation and Father/Mother Occupation on career choice

<table>
<thead>
<tr>
<th>Variables</th>
<th>SS</th>
<th>DF</th>
<th>MS</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father preference</td>
<td>1.117</td>
<td>1</td>
<td>1.117</td>
<td>4.717</td>
<td>.035*</td>
</tr>
<tr>
<td>Mother preference</td>
<td>.031</td>
<td>1</td>
<td>.031</td>
<td>1.19</td>
<td>732</td>
</tr>
<tr>
<td>Father occupation</td>
<td>2.222</td>
<td>1</td>
<td>2.222</td>
<td>10.399</td>
<td>.002*</td>
</tr>
<tr>
<td>Mother occupation</td>
<td>1.786</td>
<td>1</td>
<td>1.786</td>
<td>8.015</td>
<td>007*</td>
</tr>
</tbody>
</table>

*p<.05

In order to answer these questions a one-way ANOVA was performed using Father’s preference, Mother’s preference, Father’s occupation and Mother’s occupation were treated as independent variable and career choice was treated as dependent variable.

As can be seen from table 2 respondent’s perceived expectation of their father was statistically significant effect on career choice [F (1,175) = 4.717, p<.05]. Furthermore, statistically significant main effect was further investigated between father occupation and career choice of respondents [F (1,175) =10.399, p<.05]. This means that the occupation of respondent’s father and the expected father’s preference of respondents are found to be statistically significant influence on career choice decision making among respondents. This result is similar to the report of Kanomata (1998). Whereas, Hezlina Mohd Hashim & Abdul Mutalib Embong (2013) reported among parents, particularly mothers are more influential. Father’s occupation is less predictive among college entrants (Hendrick & Gonzeboom, 1998).

In contrary, as depicted in table 2, there was no statistically significant contribution of respondent’s perceived expectation of their mother on career choice [F (1,175) =1.19, p>05]. However, statistically significant main effect was investigated between mother occupation and career choice of respondents [F (1,175) = 8.015, p<.05]. This implies that, even tough, the influence of the occupation of respondent’s mother was statistically significant. The perceived expectation of respondent’s mother is found to have no influence on career choice of respondents.

There was research question to test the influence of parental occupation and student’s perception of parental expectation on the commitment to career choice. To this effect, two-way ANOVA was employed to see the interaction effect of parental occupation and student’s perception of parental exceptions on career choice.
Table 3. ANOVA Summary Table

<table>
<thead>
<tr>
<th>Variables</th>
<th>SS</th>
<th>DF</th>
<th>MS</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>A x B</td>
<td>1.219</td>
<td>2</td>
<td>610</td>
<td>2.544</td>
<td>.089</td>
</tr>
<tr>
<td>C x D</td>
<td>1.945</td>
<td>2</td>
<td>1.473</td>
<td>7.259</td>
<td>.002*</td>
</tr>
<tr>
<td>A x C</td>
<td>2.681</td>
<td>2</td>
<td>1.340</td>
<td>6.430</td>
<td>.003*</td>
</tr>
<tr>
<td>B x D</td>
<td>1.792</td>
<td>2</td>
<td>.896</td>
<td>3.939</td>
<td>.026*</td>
</tr>
<tr>
<td>A x B x C</td>
<td>2.883</td>
<td>3</td>
<td>961</td>
<td>4.607</td>
<td>.007*</td>
</tr>
<tr>
<td>A x B x C x D</td>
<td>3.317</td>
<td>4</td>
<td>829</td>
<td>4.072</td>
<td>-007*</td>
</tr>
</tbody>
</table>

Where A- Expected Father’s Preference-Expected Mother’s Preference, B. Expected Mother’s preference, C- Father’s Occupation, D-Mother’s Occupation

In order to answer these questions a two way ANOVA was performed using father preference, mother preference, father occupation, and mother occupation as independent variable and career choice as dependent variables.

As depicted from Table 3, father occupation and mother occupation found to be good attributor from choosing a career \[ F (2,174) =7.259, p<.05 \] and it was statistically significant. The joint interaction effect of perceived expectation of respondent’s father and the occupation of their father on career choice was statistically significant \[ F (2,174) =6.430, p<.05 \]. This implies that respondents have no chance to see other alternative careers, or the major source of their vocational identity is their father. Even though, as can be seen from table2, the perceived expectation of respondents from their mother is not statistically significant \[ F (1,175) =1.19, p>.05 \], the joint effect of perceived expectation of their mother and occupation of their mother were found to have statistically significant influence on career choice \[ F (2,174) =3.939, p<.05 \]. Since the attribution of both the perceived expectation of respondent’s father were found to be statistically significant, one can reach at conclusion that children give priority to fulfill the perceived expectation of their father, since the interaction effect and main effect of father’s occupation and perceived expectation of respondents father were found to be statistically significant, as revealed in Table 2 and table 3.

As Table 3 above depicts, perceived expectation of both the father and the mother, and the occupation of their father were found to have statistically significant influence and interaction effect on career choice \[ F(3,173)=4.607, p<.05 \]. Similarly, as revealed in Table 3 above, the interaction effect of perceived of their father and mother, and the occupation of their father and mother were found to have a statistically significant influence to career choice \[ F (4,172) =4.072, p<.05 \].

In contrary, as can be seen from Table 3 no statistically significant attribution was found. Attribution between respondent’s perceived expectation of their father and respondents perceived expectation of their mother \[ F (2,174) =2.544, p>05 \].

In order to show the magnitude of the relationship among variables in the study, correlation coefficient was calculated.

Table 4. Correlation Matrix of perceived parental expectation, father/mother occupation, and career choice

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Father preference</td>
<td>-</td>
<td>0.434*</td>
<td>0.269</td>
<td>0.316*</td>
<td>0.258</td>
</tr>
<tr>
<td>2. Mother preference</td>
<td>-</td>
<td>-</td>
<td>0.202</td>
<td>0.067</td>
<td>0.030</td>
</tr>
<tr>
<td>3. Father occupation</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.360*</td>
<td>0.411*</td>
</tr>
</tbody>
</table>
As depicted in table 4 in the interaction matrix, father preference and mother preference correlate significantly (r=0.434, p<0.05). Furthermore, mother preference and mother occupation were found to be significantly correlated (r=0.316, p<0.05). Father occupation and mother occupation also have been a significant relationship (r= 0.36, at alpha 0.05). Father occupation and career were that the respondents are pursuing also have a significant relationship (r=0.357, p<0.05).

However, there was no statistically significant relationship between father preference and career (r= 0.258), expected father preference and father occupation (r=0.269), expected mother preference and mother occupation (r=0.67), expected mother preference and career (r=0.30). This indicates in general, no significant relationship is found between student’s perceived expectation of mother and what the career the respondents are pursuing. Expected father preference to their children and father occupation were found to be unrelated. This implies that fathers are willing to see their children’s career beyond that of their occupation even tough father’s occupation and career were found to be correlated.

From the above findings it is clearly understood that career decision making among college entrants is influenced by parents. Specifically, fathers play a major role in choosing career of their offspring. Generally in developing countries male parents are the primary bread winner of the family and considered as head of the family are mostly educated, experienced, have more social exposure, contacts and knowledge on current affairs than women that maneuver career decision making in their offspring. In most of the culture women are consider as secondary family decision maker though they are educated and employed or academically and economically powerful. Compared to developed nations this is quite opposite where students are making their own decision independently. In some of the developing nation on-site campaign, counseling, educational fairs are being executed by government and private bodies to create awareness about the courses and its scope, intra and international opportunities on job and further studies and also identifying student’s abilities and skills that best suitable to their career of interest.

Ethiopia is one of the developing nations in sub Saharan countries where such programs are also being followed. Mothers play a subordinate role in most of the culture this is also evident in this study area. In recent days students in developing and developed countries are much aware of the scope of the courses. Since the decision making behavior in career choice is much better than the students in under developed and developing countries. This may be due to personal autonomy, economic status, exposure to technological advancement and media. This is quite contrary in underdeveloped countries due to poverty, un-accessibility to educational institution, less awareness etc., cause to get influenced by parents.

4. Limitations

1. Only parental influence was taken as independent variable, other variables were excluded from the study.
2. The result is limited to the present geographical location and it cannot be generalized to other population.

5. Conclusion

Parental influence exists in career decision making amongst students and also there is an interrelationship between father preference and mother preference; father preference and mother occupation; father’s occupation and mother’s occupation; father’s occupation and career and mother’s occupation and career. Autonomy in making career decision making amongst students is restricted to parent’s preference, further this finding is limited to the present study area. However, findings revealed from other studies evident that students in developed countries are found to be much better in making career decision independently than the students from developing and under developed countries. This may be due to factors such as culture, exposure to multimedia, access to technological development, peer group members and significant others influence. Further, an indepth investigation may help future researchers to find solution to such problem and formulate sound theoretical and empirical evidence for counseling and guidance activities and policy developing.
6. Recommendations

1. The Educational department may appoint counseling psychologists and establish counseling cell in every school to deal this problem.

2. Teachers, school counselors, academic resource persons can engage in creating awareness and resolving such problems prevailing among students.

3. School administrations can focus on arranging counseling and guidance activities, educational fairs and campaigns, parental counseling and provide resource materials to enhance knowledge and awareness among students.

4. Parents and students can approach counselors or experts in the specific field to choose right field of study/profession and overcome from career choice dilemma.

References


Mkhize S, Nzimande S. Career Choices in Relation to Nursing: A Cross-Sectional Descriptive Study Investigating the Career Choices of School Leavers in Relation to Nursing, and What Influences These Choices, Project funded by the National Department of Health, Published by Health Systems Trust, South Africa. 2007.


Perceived Maternal Acceptance Rejection And Control On Primary School Children with Psychological And Social Maladjustment

Şerife Özbiler

Cyprus International University, North Cyprus

1. Introduction

Parents play an important role on the development of children. It is important for parents especially for mothers to be warm, nonhostile and close to their children in order to maintain quality parent-child relationship. The behaviors of the parents emphasize psychologically, socially, and healthy outcomes for children (Khaleque and Rohner 2002; Lila, Garcia and Garcia 2007).

Parental acceptance and rejection is emotional and affective relationship between parents and their children (Kostic, Nestic, Stankovic and Zikic, 2014, p. 993) Parental acceptance and rejection together are warm dimension of parenting behavior and permissiveness and strictness are dimension of parental control (Rohner and Petengill, 1985; Rohner and Rohner, 1981). Parental rejection related to the absence
or significant withdrawal of parental warmth, affection, care, comfort, concern, nurturance, support or love, and the presence of a variety of physically and psychologically hurtful behaviors and effects (Rohner 2006; Rohner and Khaleque 2005 as cited in Dwairy, 2010, p. 30). On the other hand, parental acceptance, which is opposite to parental rejection, implies the warmth, affection, love, and all other positive feelings and behaviors of parents (Hughes, Blom, Rohner and Britner, 2005).

Parental acceptance-rejection theory (PARTheory) which is socialization theory tried to explain major causes, consequences and correlations of parental acceptance and rejection (Rohner, Khaleque, Cournoyer, 2012). One of assumptions of PARTheory is that psychological adjustment of children directly related to their experiences of parental acceptance (Khaleque & Rohner, 2002). Based on PARTeory a meta analyses was conducted with 43 studies, 7,563 participants in 15 countries. The results indicated that perceived parental acceptance related to psychological adjustment. One of the other meta analyses study was also conducted in 2012 with 30 studies, from 16 countries, 12,087 children participants by Khaleque. Results showed that children’s perception of parental acceptance significantly related to psychological adjustment. Consequently, based on PARTeory parental acceptance is universally confirmed that associated with psychological adjustment (Khaleque and Rohner 2002; Lila, Gracia and Gracia, 2007).

Many of the studies have been found parental acceptance is essential for social, psychological behavioral adjustment and well-being of children. Children need receive positive responses from their parents. Variability in social, psychological and behavioral adjustment can be explained by the quality of parent-child relationships. Many factors contribute to child development. One variable is that dimension of mother acceptance - rejection and control. In order to understand the factors that contribute to a child’s social and emotional adjustment, researchers have extensively examined the parent child relationship. Several studies found that children who perceived parental acceptance-rejection positively correlated with psychological and social adjustment (Khaleque and Rohner 2002; Lila and et al. 2007). Others maintain that the quality relationship mothers and child and their attachment quite important and essential for the child’s positive psychological and social development (Ainsworth-Salter, 1969). Furthermore, Rohner and Britner (2002) argued that parental rejection positively correlated with behavioral problems, depression, conduct disorder, substance abuse, and mental health (as cited in Yıldırım- Ekmekçi, 2008).

Children tend to meet emotional needs from parents. Khaleque (2002) argued that if children do not meet these emotional needs, they are more significantly associated with hostility, aggression, dependency, impaired self-esteem, self-adequacy, emotionally unresponsiveness, emotional instability and having a negative worldview. Polat (1988) developed the first study for parental acceptance and rejection in Turkey. She studied children’s psychological adjustment and their parents’ acceptance and rejection. The study results indicated that children’s psychological adjustment significantly correlated with parents’ non warmth, aggression/hostility, indifference neglect, undifferentiated rejection.

Maternal acceptance and rejection, involves attitudes towards children. A number of studies examined how maternal acceptance and rejection difference between lower and upper socioeconomic status of mothers. Erkan and Toran (2010) explored difference between the child acceptance and rejection behaviors of lower and upper socio-economic statuses of mothers and identified that how their acceptance and rejection behaviors is affected by their age, the number and sex of their children. They studied 246 mothers living in Diyarbakır, Turkey. Approximately equal number of mothers divided between lower (n: 123) and upper (n: 123) socioeconomic status. The results indicated that the rejection behaviors positively correlated with low socio economic statuses of mothers than mothers with upper socioeconomic status. It can be significant account for that mothers’ socio economic status plays important roles on child acceptance and rejection behaviors. Findings regarding to relationship between mothers’ age and their acceptance and rejection behaviors significantly correlated between each other. According to Erkan and Toran (2010) identified that, “as mothers become older their rejection of children increased” (p.430). In contrast, they found that there was no significant relationship between mothers’ acceptance and rejection behaviors and the gender of children. As for research in North
Cyprus, although not directly measuring perceived maternal acceptance rejection and control, Bayraktar (2011) explored that adolescent who perceived parental control are more tending to show bullying behaviors. In addition, parental acceptance plays important roles on decreasing bullying behaviors (Bayraktar, 2011).

As demonstrated in many of the studies cited above, the quality of mother and child relationship has profound influence on cognitive, emotional and social development of the child. This relationship also influence on the children’s future relationships. This relationship first includes especially with teacher in primary school years. It also promotes the child adjustment in to the school. For example, Erdem (1990) argued that while perceived rejection negatively correlated with academic achievement and self-concept, the behavioral problems such as, anxiety, aggressiveness helplessness are significantly positively correlated. Carrasco and Rohner, 2013 found that in a sample of 313, 16 years old children that perceived parental acceptance related to psychologically adjustment.

This study examined the relationship between perceived maternal acceptance-rejection, control and primary school children with psychological and social maladjustment residing in a rural community. Specifically, this study looks at the ways the quality of mother-child relationship can become an additional predictor for understanding why some children perceive their mothers as accepting while others perceive their parents as cold, hostile, neglectful or rejecting.

It seeks to answer these four questions:

1. Is there a significant relationship between perceived maternal acceptance-rejection and control of primary school children and psychological and social adjustment of them?
2. Do perceived maternal acceptance-rejection and control of primary school children significantly predict children’s psychological and social adjustment?
3. Does perceived maternal acceptance-rejection and control significantly differ among boys and girls?
4. Do demographical variables such as; age, occupation, education and number of children born to a mother account for any of differences in the acceptance rejection and control?

One of the central goals of the study is to understand the roles of perceived maternal acceptance-rejection control on primary school students who are between 9 and 11 years old with psychological and social maladjustment in Karpaz district of İskele, North Cyprus. Based on profile of women in Karpaz, this study was intended to be conducted in İskele district. For example, in İskele, it is observed that as the mothers become older, the number of children born increases and 50% of women state being a primary school graduate (State Planning Organization, TRNC, 2006). In order to understand how these factors can account for perceptions of children on maternal acceptance, rejection and control, the research site was selected in Karpaz district of İskele, North Cyprus.

This study has important contributions on perceived maternal acceptance rejection and control in a rural community, North Cyprus. Comparing with other countries, North Cyprus has no previous research directly measuring perceived maternal acceptance-rejection and control. For this reason, it is important to know the attitudes of mothers towards their children and what factors influence their acceptance-rejection behaviors. This study is also important for parenting education and has significant role in enhancing parent and school cooperation.

2. Method

Quantitative research techniques were used in this study. The current study was a correlation-descriptive research which aimed to investigate the congruence among children’s perceptions of maternal acceptance-rejection, control and children psychological and social maladjustment.

2.1. Participants
This study consists a sample of primary school’s students and their class teachers and a vice chair of school based in Karpaz district of İskele, North Cyprus. A random, voluntary participated, proportional stratified school sample was tested.

2.1.1. Students

The sample consists of 36 (19 girls and 17 boys) primary school student, ranging in age from 9 to 11 [(third grade and fourth grade), ($X = 9.66, SD = 0.67$)] from three origin regions which are North Cyprus, Turkey and England. This sample reflects variations in the villages’ socio economic conditions, household compositions such as nuclear and extended families. The students’ siblings range between 1 and 3 ($X = 2.00, SD = 0.67$).

| Table 1. Mean, Standard Deviation, Range of Students’ Age, Siblings and Their Mothers’ Age, Education, Occupation. |
|---|---|---|---|
| **İskele Distinct** | **Min.** | **SD** | **Max.** |
| Age | 9.66 | 0.67 | 9 | 11 |
| No. of Siblings | 2.00 | 0.79 | 1 | 3 |
| Mothers’ Age | 36.00 | 4.43 | 30 | 48 |
| Mothers’ Education | 3.66 | 1.21 | Primary School Graduated | University (4 Year) Graduated |
| Mothers’ Occupation | 1.75 | 0.43 | Lower Middle Class (including Teacher, Police) | Long Term Unemployed (including Housewife) |

For the purpose of the study, demographical characteristics of students’ mothers are defined. The mothers’ age of students are ranging from 30 to 48, ($X = 36.00, SD = 4.43$). The range of mothers’ education is from primary school graduated to university (4 years) graduated. 36.1 % mothers are graduated from high school (N=13), (See Table 2.). The occupational prestige (status) of students’ mothers was maintained between lower middle class (including teacher, police) and the long term unemployed (including housewife), (See Table 1.). 75 % mothers are long term unemployed (N= 27) and the sample consists 25 % mothers are employed.

| Table 2. Demographical Information of Participants’ Mothers |
|---|---|
| **Mothers Education** | **N** | **%** |
| Primary School Graduated | 6 | 16.7 |
| Middle School Graduated | 11 | 30.6 |
| High School Graduated | 13 | 36.1 |
| University Graduated (2 Years) | 1 | 2.8 |
| University Graduated (4 years) | 5 | 13.9 |

| **Mothers Occupation** | **N** | **%** |
| Employed Mothers (Including, Teacher, Police, Cleaner) | 9 | 25 |
2.1.2. Teachers

Two class teachers and a vice chair of the school (N=3) volunteered to participate in the second phase of this study. The class teachers and a vice chair of the school have 22 hours classes with the sample group of students each week.

2.2. Measures

2.2.1. Socio-demographical Information Sheet

Socio-demographical Information Sheet was constructed to elicit socio-demographic data about; number of children in family, mothers’ occupation education, age and income, etc. The sheet was developed in Turkish to avoid any limited communication or misunderstanding which can be caused by language barriers.

2.2.2. Child Parental Acceptance Rejection Questionnaire / Control: Mother Version, (Child PARQ/Control: Mother)

The Child/Adolescent PARQ/C: Mother Form is a 73 item self-report questionnaire that asks children and adolescent (here, children) to respond to question their experiences with their mothers on two dimensions warmth (acceptance-rejection) and control (permissiveness –strictness). The 60 warmth-related items reflect hostility/ aggression, indifference/ neglect and undifferentiated rejection. The 13 control-related items reflect participant experiences where mothers placed restrictions or limits on their children behaviors and the extent to which these restrictions were enforced. An analysis of the reliability on the Child PARQ/Control shows that coefficient alpha range from .69 to .90 with median reliability of .77. The Turkish version of the scale was developed by Varan in 2003. Coefficient alpha of mother form is reported at .74. In the current study the coefficient alpha of the scale was tested. The result indicated an alpha of .84.

2.2.3. Conners’ Teacher Rating Scale – Revised/Long (CTRS-R/L)

The original Conners’ Teacher Rating Scale (CTRS) was developed in 1968 (Conners, 1969). This scale revised as a Conners’ Teacher Rating Scale-Revised/Long (CTRS-R/L) in 1997, 1998a, 1998b. The recent revised was done by Corders and McLaughlin, 2004. The Turkish adaption of the scale has been done by Kaner, Karacan, Büyükoztürk, Ak and Özaydın in 2011. It is used for children and adolescent who are between 3 and 17 years, (Kaner et al., 2011). Teachers were asked to respond to questions regarding the children or adolescence behaviors in a month in their class or school setting. It consists of 59 items, 6 subscales and 3 additional scales. The subscales are called conduct problems (8 items), hyperactivity (6 items), anxiety and shame (6 items), perfectionism (6 items), and social problems (5 items) Additional scales are called Conners Global Indeks and Hyperactivity Index which is also known Abbreviated Symptom Questionnaire. For the reliability and validity results of the original scale indicated that Cronbach alpha .80 and .94 and test re-test reliability scored between .47 and .88. In the adaptation study, CTRS-R/L ranged between .72 and .91. Spearman Brown also indicated that .76 and .91 Also the

<table>
<thead>
<tr>
<th>No. Of Children Born to Mothers</th>
<th>27</th>
<th>75</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Child</td>
<td>11</td>
<td>30.6</td>
</tr>
<tr>
<td>Two Children</td>
<td>13</td>
<td>36.1</td>
</tr>
<tr>
<td>Three Children</td>
<td>12</td>
<td>33.3</td>
</tr>
</tbody>
</table>
test re test reliability results indicated that .49 and .99. In the current study, the coefficient alpha of scale indicated that .92.

2.3. Data Analyses

The data were analyzed using the SPSS 22.0 statistical windows package program. In this study inferential profiles of major categories of variables were run, as well as a series of ANOVAs, correlations and regression analyses to determine the relationship between the variables. The statistical analyses were run at a significance level of 0.05.

3. Results

Means, standard deviations of perceived parental acceptance-rejection and control and psychological and social maladjustment for boys and girls are presented in Table 3.

Table 3. Statistic Test Scores of Perceived Maternal Acceptance Rejection, Control Psychological and Social Maladjustment

<table>
<thead>
<tr>
<th></th>
<th>İskel Distinct</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>SD</td>
<td>X</td>
<td>SD</td>
<td></td>
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</tr>
<tr>
<td>Perceived maternal acceptance</td>
<td>88.52</td>
<td>5.74</td>
<td>78.94</td>
<td>13.89</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Perceived maternal rejection</td>
<td>39.68</td>
<td>4.06</td>
<td>51.00</td>
<td>18.44</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Perceived maternal control</td>
<td>42.94</td>
<td>5.87</td>
<td>35.05</td>
<td>3.74</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Psychological and Social Maladjustment</td>
<td>12.36</td>
<td>4.1</td>
<td>23.52</td>
<td>20.87</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 reveals means, standard deviations of perceived parental acceptance-rejection and control; psychological and social maladjustment for boys and girls. Accordingly, perceived maternal acceptance (X= 88.52; SD= 5,74) for girls; (X= 78.94; SD= 13,89) for boys; perceived maternal rejection (X= 39,68 SD= 4,06) for girls, (X= 51.00, SD= 18.44) for boys; perceived maternal control (X= 42,94; SD= 5,87) for girls; (X= 35,05; SD= 3,74) for boys; psychological and social maladjustment (X= 12,36; SD= 4,1) for girls; (X= 23.52, SD= 20,87) for boys. Correspondingly, perceived maternal acceptance mean score are higher than perceived maternal rejection and control; psychological and social maladjustment both boys and girls.

Findings related to the first research question which is "What is the relationship between perceived maternal acceptance- rejection and primary school children with psychological and social problems?" are presented in Table 4.

Table 4. Intercorrelation Matrix of Perceived Maternal Acceptance Rejection and Control, Psychological – Social Maladjustment of Children, Mothers’ Age, Occupation, Education and Number of Birth Children

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perceived Maternal Acceptance</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4. reveals the relationship between perceived maternal acceptance, rejection and control, psychological and social maladjustment of children and the demographical variables of participants’ mothers investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure a relationship existed between perceived maternal acceptance, rejection, control and mothers’ demographical variables on children with psychological and social maladjustment. There was a strong negative correlation between perceived maternal acceptance and children with psychological and social maladjustment, r = -.86, n=36, p<.001, with highest level of perceived maternal acceptance associated with the lowest level of children with psychological and social maladjustment. There was a strong positive correlation between perceived maternal rejection and children with psychological and social maladjustment, r = .94, n=36, p<.001, with highest level of perceived maternal rejection associated with highest level of children with psychological and social maladjustment. In addition, there was moderate negative correlation between perceived maternal control and children with psychological and social maladjustment, r = -.34, n=36, p<.05, with highest perceived maternal control associated with lowest level of children with psychological and social maladjustment. Lastly, there was a moderate positive correlation between mothers’ age and children with psychological and social maladjustment, r = .41, n=36, p<.05, with highest mothers’ age and highest level of children with psychological and social maladjustment.

Findings related to the second research question, which is Does perceived maternal acceptance-rejection and control of primary school children significantly predict psychological and social adjustment of them? are presented in Table 5.

Table 5. Perceived Maternal Acceptance, Rejection and Control as Predictors of Psychological and Social Maladjustment of Children in Controlling Mothers’ Age, Education and Occupation, Number of Birth Children

<table>
<thead>
<tr>
<th>Block</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>5.794</td>
<td>3.614</td>
<td>.25</td>
<td>1.6</td>
</tr>
<tr>
<td>Gender</td>
<td>9.967</td>
<td>4.819</td>
<td>.32</td>
<td>2.0</td>
</tr>
</tbody>
</table>

*p<.05, ** p<.001
Hierarchical regression analysis was conducted to test the predictor roles of perceived maternal acceptance-rejection and control and mothers’ age, occupation and education on children’s psychological and social adjustment. In the first block children’s age and gender were entered to control their effects on other variables. ANOVA results indicated that students’ age, and gender did not significantly predict children with psychological and social maladjustment. In the second block, mothers’ age, occupation, education and the number of birth children were entered. Once again, ANOVA results indicated that mothers’ age, occupation, education and the number of birth children did not significantly predict children with psychological and social maladjustment. In the third block, perceived maternal acceptance rejection and control were entered. The model was significant \( F (3, 36) = 34.43, p<.001; \Delta F= 61.009; R^2= .923, \Delta R^2= .545, p<.001 \). The results indicated that mothers’ age (\( \beta=.19 \)) and children’s perceptions of maternal rejection (\( \beta=.85 \)) predicted psychological and social maladjustment of children significantly (See Table 5.).

Findings related to the third research question “Does perceived maternal acceptance-rejection and control significantly differ among boys and girls?” are presented in Table 6.

**Table 6.**
Table 3. reveals that A 2 (gender: female vs. male) x 3 (maternal perceptions: acceptance vs. rejection vs. control) mixed design analysis of variance was conducted to assess the impact of perceived maternal acceptance- rejection and control on gender. There was a significant interaction between perceived maternal acceptance- rejection and control and gender. [Wilks Lambda = .01, F (2, 33) = 12.80, p<.001, partial eta squared=.98.] There was a substantial main effect for children’s perceptions. [Wilks Lambda= .56, F (1, 33) = 844.92, p<.001, partial eta squared=.43] with both groups statistics test scores for perceived maternal acceptance- rejection and control. The analyses showed out of the three maternal perceptions students reported perceived maternal as the highest. In addition, perceived maternal rejection was also higher than perceived maternal control. The main effect of comparing the boys and girls was significant, F (1, 34) = 4.6, p<.005. The results reveals for maternal perception girls (X̄= 88.52, SD=5.74) perceived more maternal acceptance than boys (X̄= 78.94, SD=13.89). For maternal rejection, boys (X̄= 51.00, SD=18.44) perceived more maternal rejection than girls (X̄= 39.68, SD=4.6). Lastly, for maternal control, girls (X̄= 42.94, SD=5.97) perceived more maternal control than boys (X̄= 35.05, SD=3.05).

### Table 3

<table>
<thead>
<tr>
<th></th>
<th>Pillai’s Trace</th>
<th>Wilks’ Lambda</th>
<th>Hotelling’s Trace</th>
<th>Roy’s Largest Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceptions (Acceptance/Rejection And Control) Gender (Boys and Girls)</td>
<td>,437</td>
<td>,563</td>
<td>,776</td>
<td>,776</td>
</tr>
<tr>
<td>Wilks’ Lambda</td>
<td>844,929(a)</td>
<td>844,929(a)</td>
<td>844,929(a)</td>
<td>844,929(a)</td>
</tr>
<tr>
<td>F(2, 33)</td>
<td>12,798(a)</td>
<td>12,798(a)</td>
<td>12,798(a)</td>
<td>12,798(a)</td>
</tr>
<tr>
<td>p-value</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>Partial η²</td>
<td>.98</td>
<td>.43</td>
<td>.43</td>
<td>.43</td>
</tr>
</tbody>
</table>

4. Conclusion, Discussion and Suggestions

This research attempted to examine the relationship between perceived maternal acceptance- rejection, control and psychological - social adjustment of children. Additionally, this research attempted to explore whether any outcome variables could be affected by mothers’ age, occupation, education and the number of birth of children. Based on the literature review, most studies found a significant relationship between perceived maternal acceptance-rejection, control and children’s psychological and social adjustment.

The findings support the PARTheory that children cross-culturally experience more parental acceptance than rejection (Rohner, 2005). In the current study, the analyses showed that out of three perceived maternal styles (acceptance, rejection and control) students’ reported perceived maternal acceptance as higher than their perceptions of rejection and control. While the mean scores for control of mothers in the range of lax control (28-39), these scores fell near the higher end of this range, indicating a trend
toward warmth control. Regarding the overall psychological and social adjustment, 36 of sample for this research generally appeared to be below the average. However, the level of the children adjustment is not related with mothers’ education, occupation and the number of birth children.

This finding is similar to cross cultural studies. The results showed that parental acceptance and rejection significantly associated with psychological and social maladjustment among children and adults regardless gender, age, geography, language or culture (Rohner and Khaleque, 2002). One of the most significant findings of current study was that there is moderate positive correlation between mothers’ age and children with psychological and social maladjustment. This speculation is consistent with Erkan and Toran (2010) view that aging has significant negative effect on mothers’ rejection behaviors and children’s psychological and social maladjustment.

Rohner and Britner (2002) argued that parental rejection positively correlated with behavioral problems, depression, conduct disorder, substance abuse, and mental health (as citied in Yıldırım-Ekmekçi, 2008). Similarly, in current study sample’s perceived maternal rejection is also positively correlated with children with psychological and social maladjustment. The highest level of perceived maternal rejection strongly associated with the highest level of children with psychological and social maladjustment. Correspondingly, in a study examining mother and father acceptance-rejection and child adjustment. The study was conducted in 1,247 families from China, Colombia, Italy, Jordan, Kenya, the Philippines, Sweden, Thailand, and the United States. The results indicated that higher perceived parental rejection have small, but nearly universally related to behavioral problems, low level of school performance of children all nine countries (Putnick, Bornstein, Lansford, Malone et al. 2015).

The findings of the study revealed that significant differences are exits perceptions of maternal acceptance-rejection and control for boys and girls. Firstly, perceived maternal acceptance of girls is higher than boys’ perceptions. In contrary, Bhatti and Khoso (2013) study results showed that low middle class girls perceived less maternal warmth and more maternal aggression than boys’ perceptions. One of other studies was done in Turkey. Erkan and Toran (2010) investigate maternal acceptance level of mothers with high and low socioeconomic levels. The results indicated that socioeconomic levels of mother, mother’s age and number of children influence on maternal acceptance. However, gender of children is not a key factor for maternal acceptance. In contrary, Polat, Güdücü-Küçükoğlu and Kobya-Bulut (2013) found that the number and gender of children to be effective in acceptance and rejection of family behaviors. The current study findings also revealed that boys perceived more maternal rejection than girls’ perception. A cross-cultural meta analyses was conducted with 220 studies involving 33,081 participants from 23 nations across five continents. The study results showed that there is no significantly a gender difference in children perceptions (Ali, Khaleque and Rohner, 2015). Similarly, Yıldız (2009) found that gender of children not significantly differences in maternal acceptance and rejection level for mothers with disabled children. Lastly, in the current study, girls perceived more maternal control than boys. In a meta analyses study by Endendijk, Groeneveld Bakermans-Kranenburg and Mesman (2016) conducted based on 126 observational studies in order to examine mothers’ and fathers’ differential controlling strategies. The research findings showed that girls are more controlling by their parents than boys.

To sum up, in this study the relationship between perceived maternal acceptance-rejection, control and psychological and social adjustment of children at primary school by answering four major research questions described earlier. Regarding to the children’s perceptions, it was found that maternal rejection is higher than acceptance in predicting maladjustment. Additionally, there was significant gender differences found in this sample for maternal perception of acceptance-rejection and control. Analyses of relation between the birth number of children and their perceived rejection failed to show significant relationship between each other.

The current study focused on a specific age group, the primary school students who range between 9 and 11 years so the results can only be discussed in relation to this age group. It is recommended for further to study different age groups in order to generalize results.
Also, the present study focused only on the children perceptions of maternal perceived acceptance-rejection and control and their psychological and social maladjustment. It is limited such that fathers’ and mothers’ acceptance, rejection and control behaviors. These topics could be investigated in future studies.

Another area requiring future explorations related to the issue that the sample failed to answer were regarding demographical information questions. For example, no participant responded to the question regarding total monthly income of their family (total salaries, rent proceeds and other income). This made it impossible to study whether there was a significant role of income. For this reason, in order to get reliable results, for further research, the demographical information form should be obtained from families.

In order to increase reliability and validity of this study, the future research should be conducted with mothers also by using Adult /PARQ/Control Children Version in rural community as well as Karpaz, North Cyprus. The importance of conducting this research also with mothers also is that it is helpful to get information on mothers’ acceptance-rejection and control and not only perceptions of children.

In terms of future implications of the current study offers several unique contributions to maternal acceptance, rejection and control research. School counselors and developmental psychologists can use the current findings to identify the incongruence of maternal acceptance-rejection control and children with psychological and social maladjustment. By doing so, they can develop prevention based counseling for parents as well as for children. Additionally they can enhance school - parent cooperation, and develop parent training programs in order to ensure that all children can benefit from positive well-being.

References


The Investigation of Primary School Teachers' Opinions Related to the Current Events

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ABSTRACT

The aim of this study is to examine primary school teachers’ opinions related to current events. The study group is consisted of total 30 primary school teachers who take part in THE GROUPS OF 15 female (%50) and 15 male (%50) in Sakarya during 2015-2016 the education year. The study is carried out under science facts pattern of qualitative research designs. In order to reveal teachers’ views on current events, the form of semi-structured interviews from which is qualitative data collection tools is used. There are two sections in this study. First section is about teachers’ personal information and second section is about teachers’ questions to determine their views on current events. For the content validity of the questions in the negotiation form, it has been consulted with three experts and made the necessary adjustments in line with their proposals. In addition, the clarity of the questions in the negotiation form has been checked by discussing with five teachers and then the form has been finalized. The data obtained from teachers ARE analyzed by using content analysis. In the study, it is concluded that 97% of the teachers follow the current events. It is shown that 93% of female teachers and 100% male teachers follow the current events. FURTHERMORE, it is indicated that %100 of the teachers use the internet in their house.

Keywords:
Current events, primary school teachers, social studies lesson.

1. Introduction

Current events reflect important affairs related to living time and the primary responsibility of every citizen is to show sensitivity to problems with the public where it belongs (Gedik, 2010). Current events can be expressed to occur around the person, take care to individuals and society and are in the form of unusual events (Deveci, 2007). The main objective of the training is to educate citizens who have adopted a quality, a constructive and democratic life. Conscious citizens are people who are aware of the information needed, who know the methods of obtaining information, who can absorb the information, who can produce information from knowledge and who can use their knowledge (Gürkan, 2009). Individual that is important for the country is a person who is sincerely interested in problems and happiness of the homeland and the world (Gedik, 2010). The person who doesn’t think about the matters of his/her country and doesn’t care about what something is done around him/her and around the world can not be conscious citizens.

Primary school has an important place in the national education system on the basis of the characteristics of the students with regard to preparing them for life and high education level (Şaglam, 2011). It is ensured that
people realize themselves as a part of the society they live in, by being adopted to information, skills, attitudes and values will be needed throughout life in the first stages of their education. An important part of acquired information, skills, attitudes and values in the first stages of education is gained by means of social studies which have a significant place in the primary (Ünlüer ve Yaşar, 2012). Social studies; deal with past, present and future time dimension in the context of the knowledge, skills, ethics and projection axis to the association with the environment concerning about the society which the person belongs to and the physical environment where the person maintains life (Akdağ, Oğuz, Tatar ve Subaşı, 2014).

The current events should also include recent history. It must be aware what happened in the past in order to understand the events of today. Particularly, it could be understood the causes of the events emerged by this way. Before that, the incidents that take place the prior current events are supposed to be known in order to create a healthy idea connection for living time and the future (Gedik, 2008). The current events influence students’ life by enabling them to understand the world and providing the opportunity to live a better life (Akt. Deveci, 2007).

Students are encountered with social issues by using current events in social studies lessons and are intended to meet with social life. Thus, the course of social studies realizes serious task in determining the students’ social identity and the development of it (Sözer, 1998; Deveci, 2007). It is utilized from different social data during the life challenges that are brought face to face with students in social studies. As one of these data, the current events are important to supply both promoting students’ thinking ability and understanding earlier times and later (Akdağ, Oğuz, Tatar ve Subaşı, 2014). Benefiting from the current events during the teaching contributes to normalization and diversification of the learning activities by providing a permanent teaching. In this way, student is able to become more useful person around, the person who keeps pace with society and the person who has the scientific idea by taking into citizenship education (Gedik, 2008).

Students in the course of social studies conducted with current events may be people who compare that moment with the previous one, who can predict the future format, who discuss, who understand what reason that access to these differences and in what way, who can add different opinions on the events, who are participants and who develop a sense of awareness. Students can gain the ability to follow the news from the press media, to develop and to learn to think analytically through current events (Akdağ, Oğuz, Tatar ve Subaşı, 2014). The influence of events in the world on individual directly or indirectly requires teachers’ knowledge related to these issues and informing their students. This study aims to examine the teachers’ views on current events. For this purpose, the following questions will be answered:

1. Which communication tools do teachers use to follow the current events more?
2. Do teachers follow the current events, what are the reasons to follow or not to follow?
3. What are the important current events about the agenda of Turkey for teachers, what do they think about the reasons of them?

2. Method
The research was executed within the scope of phenomenology pattern which is one of the qualitative research design. The studies which are intended to be interpreted and to be discovered individual perceptions or perspectives concerning about a particular phenomenon is often described as phenomenology (Yıldırım ve Şimşek, 2011).

2.1. Working Group
Working group of this research is consisted of total 30 primary school teachers including 15 female (%50) and 15 male (%50) who work in Adapazarı district, Sakarya province during 2015 -2016 the education year. Personal information of the teachers taken part in the study is illustrated in Table 1.

Table 1. Personal Information of Teachers in Research

<table>
<thead>
<tr>
<th>Variable</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>Male</td>
<td>15</td>
<td>50</td>
</tr>
</tbody>
</table>
As shown in Table 1, the total of 30 classroom teachers including 15 (50%) female and 15 (50%) men participated in the research. All of the teachers surveyed (100%) have internet at home; 97% of teachers follow current events and 3% of them do not follow current events.

2.2. Data Collection Tool

Primarily, literature scanning was done about the topic, semi-structured interview form was developed by benefiting from the studies. The questions in the interview form were structured in a way to reveal the teachers’ views on current events. It was consulted three interested experts’ opinions for validity of the scope of the questions in interview form and the necessary corrections were made in line with their proposals. In addition, understandability of the questions in the interview form were checked by consultation with five classroom teachers and the final version was given to the interview form. Apart from the questions related to personal characteristics of teachers in the interview form; which communication tools do you use to follow the current events (1) do you follow current events, what are your reasons to follow and not to (2), according to you, what are the important current events about Turkey’s agenda, can you share your thoughts regarding the cause (3) the questions were asked.

2.3. Data Analysis

Data analysis is intended to uncover life and their meanings in phenomenology research. There are efforts about conceptualization of the data and the discovery of themes that can identify phenomenon in the content analysis for this purpose. The data obtained from teachers were analyzed by subjected to content analysis. The main aim of content analysis is to reach concepts and relationships capable of explaining the collected data. Based on data from the code, the themes which can explain the overall level and the themes of the code can be grouped under specific categories must be present. In the first stage of thematic coding, it is required to be determining about the similarities and differences of the code revealed and according to this, to be detecting themes from the type that can bring together the code associated with each other (Yıldırım and Şimşek, 2011).

Data were encoded by evaluating separately by three field experts and consistency of coding was determined to be .88. While reporting, results of the study were given to the quote directly. Code numbers were used as 1 to 30 numbers to the teacher for transferring of the quote and the form of T1 (teacher 1), T2 (teacher 2) were shown.

3. Findings

In this section, the results about analysis of data collected from teachers who participated in this study in accordance with the basic aim of the research are included.

Table 2. The distribution of the teachers according to communication tools that they follow current events.

<table>
<thead>
<tr>
<th>Tools</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>Television</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Internet, television</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>Internet, televizyon, newspapers</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Television, newspapers and magazines</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>None of them</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

In Table 2, it is illustrated that current events are followed by benefiting from the Internet by 33% of the teachers, television by 14% of them and internet and television by 33% of them, the Internet, television and the newspapers by 14% of them, television, newspapers, and magazines by 3% of them; current events aren’t followed benefiting from a communication tool by 3% of them.
Table 3. Teachers’ views regarding the situations about being followed current events.

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>For the agenda of the country and the world</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>For the agenda of the country</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>For the agenda of the world</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>To be informed about developments</td>
<td>5</td>
<td>17</td>
</tr>
<tr>
<td>No</td>
<td>They affect psychology adversely</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

In Table 3, it is seen that 97% of teachers follow current events, 3% of them don’t follow the current events. It is possible to express the status about following the current events of the teachers with the themes, such as "Yes" and "No". The reasons about following current events of the teacher in relation to theme “Yes” can be stated with codes such as “For the agenda of the country and the world”, “For the agenda of the country”, “For the agenda of the world” and “To be informed about developments”.

T7, T10 and T12 teachers who follow the current events “For the agenda of the country and the world” gave expressions such as; “To monitor the developments taking place in my country and the world closely”, “To be aware of the developments in our country and the world and it must be taken the necessary measures correspondingly in time”, “To be competent on the events in our country and our world”.

T3, T8 teachers who follow current events “For the agenda of the country” expressed their thoughts with following sentences; “To be knowledgeable about the agenda of the country”, “I want to know the events and developments in our country particularly”.

T11, T22 and T23 teachers who follow current events “For the agenda of the world” made statements such as; “I do not want to be unaware of the world”, “So that I know what’s happening in the world and I can generate ideas”, “To be aware of events happening in the world”.

T13, T24 and T26 the participants who want to “Be aware of developments” expressed their ideas by using these following statements; “To follow and analyze the developing events”, “To be aware of developments”, “To be aware of everything at any moment, to share what is going on in the country and our environment with our students at the same time.”

It is possible to express with the code “They affect psychology adversely” to the causes about teachers who don’t follow current events regarding to the theme “No”. T27 who does not follow current events stated his/her thoughts; “I don’t want to watch because they affect me psychologically. Sided news is also being made a lot”.

Table 4. Teachers’ opinions about the current events and the reasons why they see important on the agenda of Turkey

<table>
<thead>
<tr>
<th>Themes</th>
<th>Codes</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political</td>
<td>Terror</td>
<td>29</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Internal politics</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Syrian refugees</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Law</td>
<td>The constitution</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Education</td>
<td>Education</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

In Table 4, it is possible to state with the themes “Politics”, “Law” and “Education” to teachers’ opinions about the current events and the causes what they see important on the agenda of Turkey. It is able to express with the codes “Terror”, “Domestic politics” and “Syrian refugees” to teachers’ views on the current events and the reasons what they see important on the agenda of Turkey related to the theme “Politics”.
Teachers see as the most important event is “Terror” with %47 in the current events on the agenda of Turkey, in relation to this, the views of T6, T8, T17 and T18 are stated by using follow-up sentences: “Both terror extinguish families and households and also it is the most unhappy reason at people. The country meets face to face with the danger of division because of the terror. I find it important because it creates enmity and hatred between people. I believe that it must be removed the impunities of people who try to politicize to terror and drying swamp is much more important instead of dealing with flies”, “I think it is important for the event that is the most occupied to my country, destroys the families and disrupts the peace of the country”, “If there is terror in a country, collapse of the social starts and economic stops”, ”The idea of ensuring and protecting the unity, togetherness and the integrity of our country.”.

Teachers express the important current event on the agenda of Turkey as “internal politics” with %22, regarding to this, T1, T2 and T4 report such as; “Because determinant of the agenda is our president”, “Problems concerning our country should be at the forefront”, “Presidential system is a critical decision for the future of Turkey”.

Teachers state the important current event on the agenda of Turkey as “Syrian refugees” with %18, also in relation to this, T9 and T18 say their thoughts with follow-up expressions; “It concerns us and the whole world very closely”, “Confusions in the country, its impact on domestic and overseas relations”.

Teachers express the important current event on the agenda of Turkey as “The constitution” with %11, also in association with this, T13 states his/her views such as; ” Rights, law, justice should be. Treatments towards people should be equal. A constitution based on democracy should be, the constitution that is written with a result of coup is not democratic. A constitution should be appropriate real democracy”.

Teachers say the important current event on the agenda of Turkey as “Education” with %2, also related to this, T11 gives in this statement; “I think that all problems stem from the shortcomings in education.”.

3. Results And Discussions

In the research, it is concluded that teachers follow the current events by using from the Internet the most; the teachers who use different tools such as internet, television, newspapers and magazines also keep an important place. The reason why teachers follow the current events by taking advantage of multiple tools is able to be concerned about trying to look from different angles to the events. This can be caused from their requests about assessment with an impartial eye to the events. Ayhan and Kükrer-Aydın (2015) defined that many innovations, such as presenting to be updated to readers quickly and consistently, the accessibility to the news when the readers want, being supported the news with audio, graphics and video files, being reached the news in the archive easily, providing interaction with the readers, being transmitted to the readers’ comments instantly offer to its readers of online newspapers in their research.

It is resulted that all of the male teachers and almost all of female teachers follow the current events in the study. It is determined that the teachers who participated in the study follow the current events “for the agenda of the country and the world “, “for the agenda of the country”, “for the agenda of the world ” and “to be informed about developments. It is detected that the teachers in the study see as important current events on the agenda of Turkey such as terrorism, internal politics, the Syrian refugees, constitutional and educational issues. The effecting of the events around the world to individuals directly or indirectly requires to be informed the teachers and to inform the students in relation to these issues. In this regard, It is important that teachers give information about what is happening in the world to students and educate conscious and responsible citizens. Therefore, It is needed different and accurate sources of information that will be given the opportunity to be able to see the different perspectives from teachers. Deveci (2007) concluded that the use of current events by teachers during lesson process could support that students are able to gain different information and adapt to the social and cultural life.

References


The Relationship between Personality Factors and Organizational Commitment of Iranian Primary School Principals

Mohammad Javad Shabahang, Malahat Amani

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ABSTRACT
This study was conducted with the aim of identifying to study the relationship between personality factors and organizational commitment among a group of Iranian primary school principals. The sample included all the 108 primary school principals of Ardabil, a northern city of Iran. The study drew on a descriptive correlational research design. The research instruments consisted of The Sixteen Personality Factor Questionnaire (16PF) and Organizational Commitment Questionnaire (Meyer & Allen, 1991). The data were analyzed through Pearson and Spearman correlations, Independent t-test and Mann-Whitney U-test. The results showed that there was a significant relationship between the personality factor of emotional stability and organizational commitment. In addition, there were negative significant relationships between the personality factors of self-assured, conservative, group-dependent and organizational commitment. However, no other personality factor was significantly correlated with organizational commitment. Moreover, no significant difference was found between male and female principals regarding their organizational commitment. As emotional stability was a significant predictor of organizational commitment and organizational commitment is associated with positive working outputs, it is highly suggested that organizations pay special attention to the personality features of the human resources for employment.

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Keywords:
Organizational commitment, personality factors, primary schools principals

1.Introduction
Organizational commitment is an important occupational and organizational construct getting the attention of many researchers of organizational behavior and psychology, especially social psychology. It has been diversely conceptualized and classified. All of these diverse definitions are identical in that they focus on the link between the individuals and their organizations. However, they are different in the extent to which they emphasize on the link between the two (Mathieu, & Zajac, 1990).

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In Gemlik, Sisman, and Signri’s (2010) terms, organizational commitment is a multi-dimensional construct referring to an individual’s psychological association with an organization. Similarly, Douglas (2010) defined organizational commitment as an individual’s feeling of unity with an organization. This commitment can be characterized by the individual’s trust in an organization and its values and objectives, and the tendency towards improving and staying with the organization. Aghdasi, Kiamanesh, and Ibrahim (2011) believed that the individuals who feel strongly attached with and express a higher rate of solidarity with an organization are consequently psychologically happier. In other words, organizational commitment is an individual’s feeling of commitment to remain in an organization. This feeling is the result of the employee’s experience on normative pressure (Mahdi, Gulam Mohd, & Almsafir, 2013).

Meyer and Allen (1991) defined organizational commitment as a kind of mental state indicating inclination, requirement or obligation to continue working in an organization. They represented a three-dimensional model of organizational commitment consisting of affective, continuance, and normative components. Continuance commitment is the result of an individual’s awareness of the consequences of leaving the organization. It means that the employee continues to remain in the organization because he/she needs to do so as a result of analyzing the benefits. On the contrary, affective commitment is the feeling of internal belonging to the organization. In this kind of commitment, an individual decides to remain in the organization because he/she has a positive feeling about and attitudes towards the organization and its objectives and values. The employee remains in the organization in order to fulfill those objectives and values. If the values and objectives of the organization change, the individual will immediately leave the organization. Finally, normative commitment means that an individual decides to stay in an organization only due to the pressure of norms and moralities. In this case, the individual does not know what the colleagues’ judgments will be after he/she leaves the organization (Meyer & Allen, 1991).

Some researchers suggest that the importance of organizational commitment is for its relevance with professional issues such as absenteeism, job quitting, job satisfaction, job involvement, performance, and the relationship between supervisor and subordinates (Finegan, 2000). A range of studies have focused on the relationship between organizational commitment and job satisfaction (Mathieu & Zajac, 1990; Tett & Meyer, 1993). In one of the recent studies of the type, Yucel and Bektas (2012) found that organizational commitment was positively correlated with job satisfaction. They also found that age differences affected the relationship between organizational commitment and job satisfaction, but it was not a linear relationship.

Some survey and meta-analysis studies have reported that organizational commitment plays an important role in the prediction of job behavior (Riketta, 2002). The previous studies have also indicated that organizational commitment is significantly correlated with organizational citizenship behavior, displacement, job performance, motivation of employees. It also plays an important role in understanding and increasing efficiency (Chughtai & Zafar, 2006; Riketta & Van Dick, 2005). The results of a meta-analysis of 67 studies containing 27500 individuals showed that there was a negative relationship between organizational commitment and absenteeism (Griffeth, Hom & Gaertner, 2000). These results suggest that managers should pay more attention to organizational commitment in order to increase job satisfaction, and job performance and to reduce absenteeism.

The teachers and principals like other people have their own unique abilities, motivations, interests, and inclinations because they have different attitudes, knowledge, and value systems. It is quite evident that these different personality features can affect their acts and behaviors. Psychologists have defined personality as a pattern of relatively stable qualities, tendencies, and characteristics that, to some extent, give durability to individuals’ behaviors (Feist, & Feist, 2002).

Cattell (1973) defined personality attributes or factors as relatively permanent trends for action and reaction, which are rooted in basic units of personality. After 20 years of intensive research on personality factors, he determined 16 profound attributes as the basic factors of personality (Feist & Feist, 2002). According to this personality model, every person can have certain attributes and tendencies towards the duties and objectives of the organization. Thus, personality differences can lead to creativity, or can affect the decisions and organizational behaviors of the employees.

Some studies have indicated significant relationships between extraversion/introversion and organizational commitment (Kumar & Bakhshi, 2010; Chu, 2010; Chandel, Sharma & Bansal, 2011; Panaccio & Vandenberghhe, 2010; Kumar & Bakhshi, 2010; Chu, 2010; Chandel, Sharma & Bansal, 2011; Panaccio & Vandenberghhe, 2010; Kumar & Bakhshi, 2010; Chu, 2010; Chandel, Sharma & Bansal, 2011; Panaccio & Vandenberghhe,
2012; Kappagoda, 2013). Another research strand have explored the relationship between conscientiousness and organizational commitment (Mohammad Taheri, 2011; Jin, Watkins & Yuen, 2009; Kumar & Bakhshi, 2010; Chandel, Sharma & Bansal, 2011; Kappagoda, 2013). In addition, another group of studies have reported negative relationships between neuroticism and organizational commitment (Jin, Watkins & Yuen, 2009; Chu, 2010; Kumar & Bakhshi, 2010; Chandel, Sharma & Bansal, 2011; Kappagoda, 2013). Some other studies indicated a significant relationship between openness to new experience and organizational commitment (Kumar & Bakhshi, 2010; Kappagoda, 2013), while the direction of the relationship was not the same for all of them. Finally, agreeableness and organizational commitment have been found to be significantly correlated (Kumar, & Bakhshi, 2010; Panaccio & Vandenberghe, 2012; Kappagoda, 2013).

In general, the literature shows that personality traits or attributes can influence the decisions and organizational behaviors of employees. As personality factors have been found to generally influence the way people decide and behave, a range of studies have investigated the relationship between personality factors and organizational commitment of employees. Majority of these studies have drawn on the five-factor model of personality to investigate the relationship between personality factors and organizational commitment and no study has used 16 personality factors of Cattell. In addition, the previous studies have investigated diverse samples of employees while no study has explored primary school principals for the relationship between their personality factors and organizational commitment. No study has been conducted on the relationship between the 16 Personality Factor Questionnaire (16PF) and organizational commitment of primary school principals either. Thus, the present study aimed at investigating a group of Iranian primary school principals for the relationship between their personality factors and organizational commitment. The present study could yield revealing results for the schools to employ better principals, and to train and prepare them as effectively as possible for their job position. The study addressed this research question: “Is there any statistically significant relationship between the personality factors and organizational commitment of Iranian primary school principals?”

2. Method

This study has a descriptive correlation research design. It studies the relationship between personality factors and organizational commitment of primary schools principals in Ardabil city, a northern city of Iran.

2.1. Statistical population and sample

The participants of the study consisted of all the male and female principals (n=108) of primary schools of Ardabil. The sample size equaled the statistical population. As the size was not so large, the census method was used to select the sample size. Therefore, all the 108 principals were selected as the sample to fill in the questionnaires. 103 questionnaires were returned after being completed by the respondents. As a result, 103 individuals were selected as the statistical sample, among 30 were male (29.1%) and 73 were female (70.9%). The participants were of different age groups. The four age groups of over 45, 41-45, 36-40, and 31-35 made 34, 32, 30.1, and 3.9 percent of the sample, respectively. As for their education level, 84.4 percent of the participants had B.A. degrees. The other 15.6 percent had associate and M.A. degrees, 7.8 percent for each. As for their job experience, the participants with 21-25, 26-30, 16-20, 11-15, and 5-10 years of working experience had the respective percentages of 39, 34, 15.5, 8.7, and 1.9.

2.2. Organizational commitment questionnaire

This questionnaire was developed by Meyer and Allen (1991). It has 24 5-point Likert type items measuring the three subscales of affective, continuance, and normative commitments. The points on the Likert scale ranged from Never, Rarely, Sometimes, Often, and Almost Always. The reported Cronbach’s Alpha for the affective, continuance, and normative components were 0.87, 0.75, and 0.79, respectively (Meyer & Allen, 1991). In the present study, the Cronbach’s Alpha was found to be 0.70 for the instrument.

2.3. The Sixteen Personality Factor Questionnaire (16PF)

This questionnaire was developed by Raymond Cattell (1973) using factor analysis. It comprises of 180 items designed to measure 16 major personality features or factors. Each factor is measured on a dichotomy with
positive and negative poles, one for the high scores and the other for low scores. The personality factors investigated in the present study were Reserved/Outgoing (A), Emotional Stability/Emotional instability (C), Submissiveness/Dominance (E), Serious/Happy-go-lucky (F), expedient/Conscientious (G), Tough-minded/Sensitive (I), Practical/Imaginative (M), Forthright/Shrewd (N), Self-Assured/Apprehensive (O), Conservative/Experimenting (Q1), and Group-dependent/Self-sufficient (Q2). The other five factors including Reasoning, Social Boldness, Vigilance, Perfectionism, and Tension were not included in the study because they have less pedagogical value in educational environments. The reported test-retest reliability coefficients for the questionnaire have ranged from 0.65 to 0.93. The internal consistency coefficients of the questionnaire were found to be between 0.86 to 0.96, with the mean of 0.75, while the retest reliability coefficients with two-week time interval ranged from 0.56 to 0.79 (Clark & Blackwell, 2007). The Cronbach’ Alpha coefficients were found to be between 0.09 to 0.43 in Iran (Novinnam, Shokarkon, & Mehrabizadeh Honarmand, 1999). In the present study, Cronbach’s Alpha was found to be 0.79 for the whole scale. For the subscales, the Cronbach’s Alpha coefficients ranged from 0.08 to 0.31.

3. Results

As shown in Table 1, the results of Kolmogorov-Smirnov showed that there were no normal distributions for the two factors of Reserved/Outgoing, and Expedient/Conscientious because their Z scores were high and p values were lower than 0.05. However, lower Z scores and p values bigger than 0.05 were reported for the other personality factors and organizational commitment indicating that they were normally distributed. To investigate the relationships between the two personality factors of Reserved/Outgoing and Expedient/Conscientious and organizational commitment, Spearman correlation was run. As for the relationships between the other personality factors and organizational commitment which were normally distributed, Pearson Product Moment correlation was conducted.

Table 1: The results of Kolmogorov-Smirnov for the normality of distribution

<table>
<thead>
<tr>
<th>Variables</th>
<th>M</th>
<th>SD</th>
<th>Z</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserved/Outgoing (A)</td>
<td>12.72</td>
<td>1.97</td>
<td>1.62</td>
<td>0.01</td>
</tr>
<tr>
<td>Emotional Stability/Emotional instability (C)</td>
<td>13.56</td>
<td>3.64</td>
<td>0.78</td>
<td>0.57</td>
</tr>
<tr>
<td>Submissiveness/Dominance (E)</td>
<td>11.11</td>
<td>2.85</td>
<td>1.15</td>
<td>0.14</td>
</tr>
<tr>
<td>Serious/Happy-go-lucky (F)</td>
<td>11.75</td>
<td>2.99</td>
<td>0.95</td>
<td>0.32</td>
</tr>
<tr>
<td>expedient/Conscientious (G)</td>
<td>15.80</td>
<td>2.87</td>
<td>1.58</td>
<td>0.01</td>
</tr>
<tr>
<td>Tough-minded/Sensitive (I)</td>
<td>11.25</td>
<td>2.58</td>
<td>1.05</td>
<td>0.22</td>
</tr>
<tr>
<td>Practical/Imaginative (M)</td>
<td>11.40</td>
<td>2.99</td>
<td>1.29</td>
<td>0.07</td>
</tr>
<tr>
<td>Forthright/Shrewd (N)</td>
<td>11.42</td>
<td>2.29</td>
<td>1.26</td>
<td>0.08</td>
</tr>
<tr>
<td>Self-Assured/Apprehensive (O)</td>
<td>10.69</td>
<td>3.41</td>
<td>0.98</td>
<td>0.30</td>
</tr>
<tr>
<td>Conservative/Experimenting (Q1)</td>
<td>6.78</td>
<td>2.46</td>
<td>1.60</td>
<td>0.13</td>
</tr>
<tr>
<td>Group-dependent/Self-sufficient (Q2)</td>
<td>8.64</td>
<td>2.89</td>
<td>1.34</td>
<td>0.06</td>
</tr>
<tr>
<td>Affective commitment</td>
<td>31.40</td>
<td>4.60</td>
<td>1.02</td>
<td>0.24</td>
</tr>
<tr>
<td>Continuance commitment</td>
<td>26.60</td>
<td>3.75</td>
<td>1.13</td>
<td>0.15</td>
</tr>
<tr>
<td>Normative commitment</td>
<td>29.67</td>
<td>4.64</td>
<td>0.88</td>
<td>0.43</td>
</tr>
<tr>
<td>total commitment</td>
<td>87.61</td>
<td>9.88</td>
<td>0.89</td>
<td>0.40</td>
</tr>
</tbody>
</table>

As shown in Table 2, the personality factors of Reserved/Outgoing, Submissiveness/Dominance, Serious/Happy-go-lucky, expedient/Conscientious, Tough-minded/Sensitive, Practical/Imaginative, and Forthright/Shrewd did not have any significant relationships with dimensions of organizational commitment coefficient (P > 0.05). On the contrary, Emotional Stability/Emotional instability was significantly correlated with Affective (r = 0.40, p < 0.01), normative (r = 0.43, p < 0.01), and total organizational commitment (r = 0.39, P < 0.01). Self-Assured/Apprehensive also was negatively correlated with affective (r = -0.28, p < 0.01), normative (r = -0.27, p < 0.01), and total organizational commitment (r = -0.27, p < 0.01). The personality factor of Conservative/Experimenting was negatively correlated with Affective (r = -0.24, p < 0.01), and total
organizational commitment ($r = -0.19$, $p < 0.05$). Finally, the personality factor of Group-dependent/Self-sufficient was also negatively correlated with affective ($r = -0.27$, $p < 0.01$), normative ($r = -0.19$, $p < 0.05$), and total organizational commitment ($r = -0.19$, $p < 0.05$). Surprisingly, no personality factor was significantly correlated with continuance organizational commitment.

Table 2: the results of correlation between personality factors and organizational commitment

<table>
<thead>
<tr>
<th>Factors</th>
<th>Affective</th>
<th>Continuance</th>
<th>Normative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserved/Outgoing (A)</td>
<td>$r_{ho}$</td>
<td>0.10</td>
<td>0.07</td>
<td>0.12</td>
</tr>
<tr>
<td>Emotional Stability/Emotional instability (C)</td>
<td>$r$</td>
<td>0.40**</td>
<td>0.002</td>
<td>0.43**</td>
</tr>
<tr>
<td>Submissiveness/Dominance (E)</td>
<td>$r$</td>
<td>-0.11</td>
<td>0.004</td>
<td>0.03</td>
</tr>
<tr>
<td>Serious/Happy-go-lucky (F)</td>
<td>$r$</td>
<td>-0.13</td>
<td>-0.08</td>
<td>-0.05</td>
</tr>
<tr>
<td>Expedient/Conscientious (G)</td>
<td>$r_{ho}$</td>
<td>0.14</td>
<td>0.09</td>
<td>0.11</td>
</tr>
<tr>
<td>Tough-minded/Sensitive (I)</td>
<td>$r$</td>
<td>-0.06</td>
<td>0.01</td>
<td>-0.08</td>
</tr>
<tr>
<td>Practical/Imaginative (M)</td>
<td>$r$</td>
<td>0.06</td>
<td>0.10</td>
<td>0.18</td>
</tr>
<tr>
<td>Forthright/Shrewd (N)</td>
<td>$r$</td>
<td>0.09</td>
<td>-0.07</td>
<td>-0.01</td>
</tr>
<tr>
<td>Self-Assured/Apprehensive (O)</td>
<td>$r$</td>
<td>-0.28**</td>
<td>-0.03</td>
<td>-0.27**</td>
</tr>
<tr>
<td>Conservative/Experimenting (Q1)</td>
<td>$r$</td>
<td>-0.24**</td>
<td>-0.05</td>
<td>-0.12</td>
</tr>
<tr>
<td>Group-dependent/Self-sufficient (Q2)</td>
<td>$r$</td>
<td>-0.27**</td>
<td>0.05</td>
<td>-0.19*</td>
</tr>
</tbody>
</table>

As shown in Table 3, there were no significant differences between female and male principals regarding total organizational commitment ($t = 0.36$ and $p > 0.05$) and the subscales of affective ($t = 0.46$ and $p > 0.05$), normative ($t = 0.08$ and $p > 0.05$), and continuance ($t = 0.28$, $p > 0.05$).

Table 3: The results of Independent t-test for the differences between males and females.

<table>
<thead>
<tr>
<th></th>
<th>Sex</th>
<th>M</th>
<th>SD</th>
<th>F</th>
<th>Sig</th>
<th>T</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective commitment</td>
<td>Male</td>
<td>31.66</td>
<td>5.02</td>
<td>0.65</td>
<td>0.42</td>
<td>0.46</td>
<td>0.64</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>31.20</td>
<td>4.45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuance commitment</td>
<td>Male</td>
<td>26.77</td>
<td>3.93</td>
<td>0.18</td>
<td>0.66</td>
<td>0.28</td>
<td>0.77</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>26.53</td>
<td>3.71</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normative commitment</td>
<td>Male</td>
<td>29.73</td>
<td>3.94</td>
<td>2.57</td>
<td>0.11</td>
<td>0.08</td>
<td>0.93</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>29.64</td>
<td>4.93</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>total commitment</td>
<td>Male</td>
<td>88.17</td>
<td>10.03</td>
<td>0.17</td>
<td>0.68</td>
<td>0.36</td>
<td>0.072</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>87.38</td>
<td>9.87</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 4, the results of stepwise regression analysis showed that the personality factors could significantly predict organizational commitment ($F = 18.07$, $df = 1$, $p < 0.05$). It was found that only the personality factor of Emotional Stability/Emotional Instability could significantly predict organizational commitment. This personality factor could predict 0.15 of the variance related to organizational commitment.

Table 4: the results of multiple regression test to predict organizational commitment
4. Discussion

This study was conducted to investigate the relationship between personality factors and organizational commitment among a group of Iranian primary school principals. The results showed that the personality factor of Reversed/Outgoing (A) was not significantly correlated with organizational commitment. The results also showed that the principals obtained the highest scores, a positive pole, for this personality factor. The positive pole of this factor is identified with the features of kindness, affability, interest in people, tendency to help others, flexibility, and warm-bloodedness. The individuals with a positive pole of this personality factor mainly prefer a job which requires dealing with others. They usually prefer social situations that need a high degree of extroversion (Larsen & Buss, 2008). Compared with other factors, Reversed/Outgoing had the highest score and the lowest variance; this indicates that even the changes in organizational commitment cannot affect it. This indicates that majority of the principles had a positive pole of this factor. This piece of finding is inconsistent with the findings by Kumar and Bakhshi (2010), Chu (2013), Panaccio and Vandenberghe (2012), and Kappagoda (2013). However, Jin et al. (2009) came up with similar findings.

The personality factor of Emotional Stability/Emotional Instability was found to be significantly correlated with organizational commitment. The results of stepwise regression also showed that the personality factors could predict organizational commitment; only Emotional Stability/Emotional Instability could significantly explain about 0.15 of the variance for organizational commitment. The individuals with high rates of emotional stability are more tolerant of stress and rarely become distracted or nervous in challenging situations. They are really concentrated to follow their own ideas and goals (Larsen & Buss, 2008). Such individuals really feel connected with the organization and hardly decide to leave for another one. Contrastively, the individuals with high levels of emotion instability experience more negative emotions because they are intolerant of failures, visionary, nervous boredom, and restlessness. Negative emotions in neurotic individuals cause them to have weak working relationships with their organization and co-workers (Jackson, Dimmock, Gucciardi, & Grove, 2010) and consequently reduce their commitment to their organization. This finding is consistent with the results from the studies by Jin et al. (2009), Komar and Bakhshi (2010), Chu (2010), Panaccio and Vandenberghe (2012), and Kappagoda (2013).

It was also found that the personality factor of Submissiveness/Dominance was not correlated with organizational commitment. Dominance is defined in terms of features like assertiveness, aggression, competition, fulfillment of one’s ideas, and being independent. On the other hand, Submissiveness is identified with features such as obedience, dependence, and unsteadiness (Larsen & Buss, 2008). The lack of relationship between the personality factor of Submissiveness/Dominance and organizational commitment can be partially attributed to the working conditions of the primary schools.

The results also indicated that there was no significant relationship between the personality factor of Serious/Happy-go-lucky and organizational commitment of the primary school principals. The participants were found to be quite relaxed, interested in excitement and hackneyed joking, and attentiveto cases requiring time and effort. Meanwhile, the participants with a higher rate of Happy-go-lucky showed lower organizational commitment because they are engaged in more social activities and communication with others; As a result, they could have access to more job opportunities, weakening their commitment to their organizations (George, Helson, & John, 2011). This finding is inconsistent with the results found by Chu (2010),

<table>
<thead>
<tr>
<th>First step</th>
<th>A</th>
<th>B</th>
<th>β</th>
<th>T</th>
<th>sig</th>
<th>R²</th>
<th>R²Fmin</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotiona l Stability/Emotional instability(C)</td>
<td>.48</td>
<td>.25</td>
<td>.25</td>
<td>4</td>
<td>0001</td>
<td>.39</td>
<td>.15</td>
<td>18.0</td>
</tr>
</tbody>
</table>

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Panaccio and Vandenberghe (2012), Kumar and Bakhshi (2010), and Kappagoda (2013), but is consistent with the findings found by Jin et al. (2009).

In addition, there was no significant relationship between the personality factor of Expedient /Conscientious and organizational commitment. Conscientious was the second factor with the highest score for the participants. This factor is characterized by the features of resistance, respect for authorities, obedience, agreement with authorities, power maintenance, responsibility, and fixed life style (Larsen & Buss, 2008). An individual, with a high degree of conscientious, consider themselves as ethically trusted, is attentive to moralities, maintains power, and is skillful at prediction. This factor is highly identical with the concept of superego which has been introduced by Freudian psychoanalysts. It can be stated that conscientiousness leads to a common attachment, based on which, individuals become disciplined and do their duties very well. At the same time, they need to receive motivational rewards to become obedient and consistent in their performance; otherwise, they may lose their commitment to their organizations. These results are consistent with the findings by Chu (2010) who similarly reported no significant relationship between organizational commitment and conscientiousness. Rossier, de Stadelhofen, & Berthound (2004) also found that Expedient/Conscientious was significantly predicted by responsibility in the five-factor model. Contrarily, the findings of this study was inconsistent with the findings by Jin et al. (2011), and Kappagoda (2013) who reported positive relationships between conscientiousness and organizational commitment. The personality factor Expedient, which is characterized by features such as inconsistent, shallow, indifferent, expecting, unconfident, and antisocial, was not significantly correlated with organizational commitment.

No significant relationship was found between the personality factor of Tough-minded/Sensitive and organizational commitment. This factor is characterized by features such as dependence, opposition to independence, aestheticness, opposition to lack of artistic feeling, and opposition to feeling relaxed (Larsen & Buss, 2008). It seems that the individuals with high levels of sensitivity may not highly value rewards. Also, their tendencies and artistic preferences are not related to their computational thoughts. In fact, the reward that may lead to an increase in the organizational commitment of others is not of great importance for such individuals. In the study by Rossier, et al. (2004), it was found that this personality factor was significantly predicted by openness-to-experience dimension of the five-factor model. The findings of the present study are in tune with the results from the studies by Jin et al. (2008), Chandel et al. (2011), Panaccio and Vandenberghe (2012) who didn’t find any significant relationship between organizational commitment and openness-to-experience. The present finding is also inconsistent with the result by Chu (2010) who found a positive relationship between openness-to-experience and organizational commitment, and the findings by Kumar and Bakhshi (2010), Kappagoda (2013), and Khodabakhshi (2013) who reported a negative relationship between openness-to-experience and organizational commitment. The relationship between this personality factor and organizational commitment is in dire need of reinvestigation.

No significant relationship was found between the personality factor of Practical/Imaginative and organizational commitment. Imaginativeness is characterized with attributes such as being exceptional, dreamy, venture, indifferent towards daily issues, forgetting trivial cases, and indifference to practical activities and creativity. On the other hand, practicality is defined in terms of the attributes of being bureaucratic, reasonable, accurate and relaxed in emergencies and following social norms (Larsen & Buss, 2008). It seems that imaginative individuals have divergent thoughts and are not affected by the common rewards making employees commit to their organizations. They are not very interested to remain in or belong to an organization for long due to their venture and whimsicality. In the study by Rossier, et al. (2004), this trait was significantly predicted by openness-to-experience dimension of the five-factor model. The finding of this study is also in agreement with the findings by Jin et al. (2008), Chandel et al. (2011), Panaccio and Vandenberghe (2012) who found no significant relationship between organizational commitment and openness-to-experience. However, this finding is inconsistent with the findings by Chu (2010) who found a positive relationship between openness-to-experience and organizational commitment and Kumar and Bakhshi (2010), Kappagoda (2013), and Khodabashi (2013) who reported negative relationships between the two variables. Since contradictory results have been reported for the relationship between the two variables, further studies are suggested to investigate the relationship between the two variables, with control of the other intervening variables.
There was no significant relationship between the personality factor of Forthright/Shrewd and organizational commitment. The individuals with a high level of shrewdness are self-contained, polite, dignified, educated, and effective on others, while the forthright individuals are clumsy and interested in others (Larsen and Buss, 2008). Belonging to and staying with an organization is important for the individuals with high rates of shrewdness because they would have the chance for promotion and advancement. Rossier, et al. (2004) found that shrewdness could be predicted by the openness-to-experience dimension of the five-factor model. This finding is inconsistent with the results found by Kumar and Bakhshi (2010), Choi (2010), Panaccio and Vandenberghe (2012), Maranjani et al. (2013), and Kappagoda (2013), while it is in agreement with the findings by Jin et al. (2009).

It was also found that the personality factor of Apprehensive/Self-Assured had a significant negative relationship with organizational commitment. In fact, as the degree of organizational commitment increases, the amount of Apprehensive comes down. The Apprehensive trait is characterized with features such as feeling of sin, depression, anxiety, rejection, suspicion, sensitivity to criticism, self-blaming, and constant mental occupation, while self-assuredness is identified with the features of being relaxed and insensitive, trusting, and being non-suspicious (Larsen & Buss, 2008). The individuals with high levels of organizational commitment feel connected to and have positive attitudes towards their organization leading to the acceptance of its goals. So these individuals easily adjust themselves to job environments as a result of job security. They also tend to increase their social relationship, feel personally efficient, feel responsible in material and human environments, are purposeful and reach self-actualization. Rossier et al. (2004) reported this factor predicted by neuroticism. This finding is consistent with the finding by Jin, et al. (2009), Kumar and Bakhshi (2010), Choi (2010), Panaccio and Vandenberghe (2012), and Kappagoda (2013).

The personality factor of Conservative/Experimenting was found to be negatively correlated with organizational commitment. The individuals with higher levels of experimenting are more extravagant and liberal, abandon traditions and current ways of doing works, and incline to make effective decisions, but they cannot be successful leaders because of strong criticism and verbal aggression (Larsen & buss, 2008). It can be proclaimed that conservative individuals seem to be at a higher level of agreeableness and consequently experience more positive excitement and social acceptance in interpersonal communications. They are able to have stronger intimate and humanistic social interactions with their co-workers and employers. Such people also tend to criticize the existing traditional customs and procedures which may decrease their sense of belonging to an organization. Rossier, et al. (2004) found that this trait could be predicted by the agreeableness dimension of the five-factor model. This finding is inconsistent with the finding by Chandel et al. (2011). However, it is in tune with the results from the studies by Jin et al. (2009), Kumar & Bakhshi (2010), Chu (2010), Panaccio & Vandenberghe (2012), and Kappagoda (2013).

The personality factor of Group-dependent/Self-sufficient was found to be negatively correlated with organizational commitment. This indicates that highly dependent individuals have lower commitment to their organization. In other words, the higher the degree of self-reliance and the ability for decision making, the lower the degree of organizational commitment. Self-sufficiency indicates that an individual is mainly self-directed, but does not dominate others in social interactions. A Group-dependent individual prefers to work and makes decisions during his/her associations with others and wishes to be valued and confirmed. Such individuals obey customs and traditions and follow fashions. It can be stated that the highly competent employers tend to increase their social, individual, and economic/strategic contributions which lead to high commitment to the organization’s policies, tremendous effort, and staying in the occupation and organization.

Finally, it was found that there was no significant difference in the degree of organizational commitment between the male and female principals. This can be attributed to the fact that male and female in the current Iranian society fill the same job opportunities with no difference in the range of activities they have to follow.

The present study has its own limitations. The first and the most noticeable limitation is about the research sample. Since the sample only included primary school principals, the findings of the present study could only be cautiously generalized to other organizations. It is highly suggested that similar studies be conducted with junior high school and high school principals. The second limitation was about the impossibility of controlling a range of intervening variables such as economic and social status, religious belief, intra organizational
variables, job satisfaction and organizational atmosphere. Another limitation of the present study was the use of self-report inventories for data collection which let for bias in responding.

As there were significant differences between the personality factors and organizational commitment, it is suggested that various organizations, including educational, employ principals taking into consideration their personality features. As there was no difference between female and male principals' organizational commitment, it is highly recommended that educational organizations employ principals without taking into consideration their gender differences.

References


