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PREFACE

Complexities surrounding the globalization and the interconnectedness of nations are creating challenges for nation-states as well as other newly formed political structures. Innovative social, political, and economic structures are being formed and existing structures are being reformed to adapt to the forces of globalization. With all these changes (and thus innovations), scholars and practitioners are trying to understand how they fit within these complexities and what the future will be like if we do not respond effectively.

Through this conference we brought experts from around the world to share their research and experiences in humanities and educational research. Our conference sparked some exceptional conversations around the very meaning of culture and cultural competencies.

Here, we present some of our scholarly discussions that took place during our conference in a more detailed manner, which the sessions during the conference would not allow. We hope that these scholarly conversations continue and we all inform each other, work towards uniting the already globalize world so that we can celebrate this unity.

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From The Leadership in School Organization to Pragmatic Research in Physical Education Professional Development

Keynotes: Dr. Ellie Abdi, Montclair State University, New Jersey, USA

Abstract

This presentation is a review of recently published book (April 2018) by Dr. Ellie Abdi. The book explores from the leadership in school organization to pragmatic research in physical education professional development. A part of the book is consisting of 3 parts which explores the school organizational development in 3 terms of communication development, community development and decision making development. It concludes that decision making is the heart of educational management and how lasting policies shape the educational outcome. This is while communication and community are essential to the development of the school organization.

The role of a leader in a professional learning community is acknowledged with the organizational development plan and moves onto 5 overall objectives of a professional development plan. It clarifies that to benefit both students and professionals of education, professional development needs to be involved in opportunities to value diversity and foundations of learning. In addition to search for veteran teachers who offer a rich combination of experience and perspective.

School educational platform in terms of teacher training in physical education is discussed. The book reviews that well-designed programs are powerful and constructive ways to identify the strength and weaknesses in teachers. Post-positivism, constructivism, advocacy/participatory, and pragmatism in teacher education is also disclosed.

The book specifically unfolds pragmatic research in professional development of physical education. It provides researchers, doctoral and Masters level students with defined examples. In summary the book shows how appropriate it is when many different traditions are displayed in a pragmatic way, following the stages of research from development to dissemination.

Understanding the Role of Curriculum in Impacting Tolerance Levels among Middle and Secondary School Students in Punjab, Pakistan

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Abstract: Curriculum being taught in schools can play a crucial role in building ideas about other groups, leading to (in)tolerance in a society. Findings across a wide range of studies have shown that textbooks are often used by states and/or influenced by other institutions to represent majority populations in a positive light while painting ‘others’ in a negative one. Our research informs the existing literature by employing a mixed-methods design to examine the role of current textbooks being used in public schools in Punjab, Pakistan in promoting (in)tolerance towards four categories namely; a) inter and intra religion and b) inter and intra nation. We also analyze the survey data from a peacebuilding intervention to explore the impact of an alternative curriculum as a way to influence existing tolerance levels in the society towards these four categories. Results from the textbook analysis suggest that while some categories are directly addressed negatively or positively, efforts are being made towards making the content more inclusive. Moreover, our results from the quantitative analysis show that on average, the students in the treatment group became more tolerant towards all four categories and the results are statistically significant. This study provides evidence that a peacebuilding curriculum, even if used as a supplement to the mainstream curriculum, can promote the tolerance level of students.

Keywords: Peacebuilding, Tolerance, Intolerance, Curriculum, Textbooks, Punjab, Pakistan

A South Texas School's Use of Technology to Set Standards of Excellence

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Abstract: Proposal Abstract: This paper highlights a South Texas school that maximizes the use of technology in order to establish standards of excellence that enrich school culture, underpin instructional practices, and reinforce academic performance. Proposal: Texas Education Agency (TEA) underscores in its 2000 Texas Successful Schools Study report that school enrollment presents “significant multiple challenges to the Texas Education Agency, the State Board of Education, the Texas Legislature, local school boards, administrators, teachers, and the community, [which] become pronounced when consideration is given to demographic characteristics. Almost two decades later, the existing and projected growth of English Language Learners (ELLs) continues to present similar challenges. TEA reports the National Center for Education Statistics estimates an increase of 6.3% in school enrollment nationwide, with Texas increasing its public school enrollment 13.6% by 2024. The ever-increasing Hispanic student population creates challenges for bilingual education; however, its effective implementation offers opportunities for the exploration, identification, and documentation of emerging best practices. Given new expectations for the integration and implementation of technology, it is critical to explore the effective use of technology. Currently, there is limited evidence of technology use by bilingual teachers among ELLs. This qualitative case study explores teacher’s perspectives, dispositions, and attitudes about technology practices and reports on local contributions that focus on successfully serving the ELL population. The study’s significance centers on its findings, which not only adds to the research discourse, but also addresses the gap in the literature related to the use of technology to support the diverse needs of ELLs. This study’s highlights contextual situations in a South Texas school that demonstrate not only academic success among ELLs, but also technology proficiency within the school’s best practices. The impact of this paper is in its findings showing ways to bridge the gaps between instructional design, curriculum studies, and cultural responsiveness as we think more deeply about the role of technology within the context of Bilingual education.

Keywords: Bilingual Education, English Language Learners, Technology, South Texas

Utilizing Constructivist Approach in Early Childhood Curriculum and Instruction: A Teacher's Perspective of Learning Thru Play

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Abstract: The purpose of this research study is to describe, interpret, and analyze the teacher's perspective of learning thru play from a constructivist viewpoint of play; and how it can be successfully incorporated into the classroom while children learn and play at the same time. In this project, the use of qualitative study methodology was employed to investigate the constructivist approach in early childhood curriculum and instruction such as teaching practices and pedagogies, as it contributes to the knowledge of teacher's perspective in facilitating child-centered learning and implementing authentic classroom lessons and activities thru play.

Three overarching questions that guided this study are as follows: 1) What is the importance of constructivist approach in early childhood curriculum and instruction? 2) What is the teacher's perspective of learning through play using the constructivist approach? 3) How can we use play pedagogy to teach diverse children in the classroom using the constructivist approach?

In particular, the emphasis is on reflexive triangulated inquiry through early childhood education teachers, administrators and colleagues, the researcher, and on dialogue as a valued component of this research. The concept of triangulated reflexive inquiry was employed since it offers a framework that the researcher can use to work through these issues during data analysis and report writing, and to develop the required self-awareness; based on three sets of questions such as the researcher (the self-reflexivity question); the researched (the subjects, participants, or co-researchers);and the audience (the recipients, third parties, or public of the research or evaluation (Patton, 2015, pp.72, 604-605). Specific interest were data gathered from the various classroom observations and video recordings, discussions, interviews, and dialogues. The findings are framed as three themes that document what is learn through utilizing constructivist approach in early childhood children. These are (1) the use of constructivist approach in the classroom, 2) teacher's perspective and, (3) deepening our pedagogies of constructivist approach.

Keywords: Constructivist Approach; Early Childhood; Curriculum and Instruction; Teacher's Perspective; Learning, and Play

Interactive Dynamics of Risk Communication: A Simulation-Based Approach to Issue Amplification Process in The Internet Environment

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Abstract: This paper analyzes the dynamic process of social conflict caused by issue amplification in the Internet environment using a System Dynamics model. A special emphasis is placed on the role of social media; in particular, websites of social agencies as major actors in communicating or transmitting information regarding public concern about environmental risk from a high-speed railway tunnel construction project in South Korea. The Internet provides the public as well as diverse public or non-profit organizations with an efficient means for interactive communication and an open space for active information sharing and public participation. The website of a local organization, for example, can initially trigger local interest, and the Internet allows this information to be disseminated to a much wider audience in a manner unavailable to the traditional media. Once moving to a higher gear, a local issue develops to a nation-wide agenda or a source of social conflict showing a ripple effect of the amplification process. Using a computer simulation model, this study highlights the interactive dynamics of social actors in producing an intense social conflict through the issue amplification process with ripple effects across local to national, and public to non-government sectors. The case study underlines that social conflict is much accelerated within a highly networked society, or internet environment. Such process can create political over-activism or disruption, social conflict, or policy failure costlier than what the issue is.

Keywords: Risk Communication, Issue Amplification, Computer Simulation, System Dynamics

Applying Data Mining for Academical Decision Making Using Social Factors and Scholar Performance

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Abstract: As part of the usual academic related commitment of any educational institution, universities systems must deal with financial related activities such as tuition payments, scholarships, tuition and fees discounts, among others, which play a fundamental role at any institution. Thus, the execution of these tasks involves the definition of methods that consider specific parameters, such as social factors or students' academic performance. So, the use of academic and social factors are crucial for academic activities. However, classifying students is a challenging task, and this classification is usually achieved by hand or through a semi-automatically process which is difficult to scale and maintain. The main contribution of this work is to propose the use of data mining algorithms to categorize students based on social and academic factors. This categorization facilitates the process of effective decision making, regarding academic processes. Finally, as a proposal application example, we apply the processes defined with a students' sample of the University of Cuenca, and we define an expression to calculate the amount of tuition payment based on the economic situation and academic performance. As a result of this categorization, educational institutions can allocate resources based on academic performance or economic situation that could help make fairer and more inclusive decisions.

Keywords: Data Mining, PCA, Clustering, Academic Decision Making, Algorithm

The Effect of Music on Second Language Learning

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Abstract: Music has attracted a lot of attention in second language learning for many years (Gabriel, 2007). As second language learning is still a young but complicated science, many ESL researchers and practitioners have tried to find innovative ways to make language learning more efficient and fun in class. Therefore, music can be considered as a tool to both motivate ELLs and make the class activities exciting. Therefore, this systematic study tries to investigate the current literature on music and second language learning. The following databases were used to find relevant articles: Eric, Google Scholar, Scopus and PsycINFO. The key terms used for searching were music and ESL, music and EFL, music and language, music and teaching, music and children, and music and adults. The inclusion criteria was (1) publication year (2007-2017), (2) peer-reviewed journal articles and (3) papers focusing on the integration of music and language learning not just education in general. Therefore, papers which were published in non-peer reviewed journals as well as those focusing on music and education in general, not language learning, were excluded from the study. Finally, 20 papers were selected for the review process. The research questions of the study are: 1-What are the advantages and disadvantages of using music in ESL classes? 2- What kind of music should be used for children and adults in ESL classes? 3- What are the common features of successful integration of music in language classrooms? The findings of the study revealed that there are three important things that should be considered if teachers want to benefit from music for teaching a second language: (1) the language and the type of the selected music, (2) how often music should be used in classes and (3) for which tasks music should be used. First, choosing the right type of music for language learning is really important as music can be disruptive too (Kang & Williamson2014, p.729). Therefore, teachers should be careful about the type of music as well as the language of the selected songs. Second, teachers should not use music in every session of their classes as music is usually used to motivate students; however, if it becomes routine and is used all the time, the motivating role of music may vanish. Third, music should not be used with all the activities in class. For example, it may interfere with the cognitive system in our brain. Several studies have indicated that music can have negative effects on cognitive tasks (Avila, Furnham, & McClelland, 2012). All in all, the researcher argues that music integration with second language learning can be a joyful experience if the teacher cautiously chooses the music and decides when and how often to use music in class.

Keywords: SLA, Music, Language

The Relationship Between Mobbing and Organizational Silence

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Abstract: Human Resources has undoubtedly become the most important factor in achieving the goals of organizations. The effective and efficient management of human resources is the main research topic of management. Sometimes, however, the conflict is sometimes subject to mobbing by some members due to the personality types of the members or for various reasons. On the other hand, mobbing leads to a decrease in the efficiency of human resources. Mobbing levels are increasing due to the competition experienced in sports. Therefore, it is thought that some members of the organization were pushed into silence as a result of mobbing. Therefore, it is aimed to examine the relationship between mobbing and organizational silence. In this direction, firstly literature review and hypotheses about mobbing and organizational silence were made. Then, using 113 scale reliability and validity have been demonstrated in Turkey has applied to the national athletes. In the correlation analysis, there was a significant and positive relationship between organizational silence and all dimensions of mobbing. More precisely, all hypotheses considered to be related to mobbing and organizational silence have been accepted.

Keywords: Mobbing, Silence, Sportsman

The Relationship Between Identity of Immigrant Children and Their Academic Achievement

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Abstract: Identity conflicts have direct impacts on academic achievements of children (Brown & Chu, 2012). Actually, identity of the students may affect both their academic achievement as well as their social relationship. Such issues are more present among immigrant children as they usually face identity conflicts. This critical review tries to investigate the relationship between identity of immigrant children and their academic achievement. The data of the study came from published articles in peer-reviewed journals. Therefore, four different databases were used to find relevant published studies. The data bases were Eric, Scopus, Google Scholar, and Taylor & Francis Online. The following key terms were used: identity, immigrant children and achievement. Finally, eighteen papers were selected as the main sources for the study based on the criteria that they were published between 2007 and 2017 in peer-reviewed journals. Also, the focus of the paper were on academic achievement and identity of immigrant children. Therefore, those studies with a focus on the identity of immigrant children without referring to their academic achievement were excluded. Based on the findings of the reviewed articles, it can be concluded that the identity of the immigrant children affects their performances at schools. Therefore, the issue of identity conflict should be seriously taken into consideration by educators as it can negatively affect the academic performance of the immigrant children. The researcher argues that teachers should also pay attention to children with low self-esteem as it can affect the identity of immigrant children (Lo, Hopson, Simpson, and Cheng, 2017). Therefore, it seems that immigrant children need more attention from educators and teachers should create opportunities for such children to express themselves and improve their self-esteem. Another important issue that teachers should be aware of is how cultural retentions exist at the individual and institutional levels, by emphasizing the natural inclusion of cultural groups without racial and ethnic boundaries. Consequently, the researcher argues that more cultural activities promoting cultural diversity are needed in schools so that immigrant children can improve their self-esteem and be more confident in expressing themselves and their cultures.

Keywords: Identity, Language, Achievement

Reflection on the Moral Education Model of Mohammad Mehdi Naraghi

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Abstract: The moral education of the young people has been an issue for scholars from the past, and today education professionals pay special attention to it. Today, educational institutions and families are more than before in need of awareness of moral education and in this regard, it is necessary to design and use native models of moral education. Moral deformity, in all countries and ages, has been problematic, in such a way that educational authorities have taken a serious look at moral education issues. The purpose of this research was extracting and designing the Islamic thinker's moral education model of Mohammad Mehdi Naraghi; and the foundations, goals, principles, and methods of his moral education model were explained. The research method was descriptive-analytical and the data were mainly collected from the analytical review of Jami' al-Sa'adat (The Collector of Felicities). Based on the findings, Naraghi's moral education approach is close to the character education approach. In the Naraghi's model, the ultimate goal of moral education is to be likened to God and in this regard, the getting rid of the soul from vices, getting real knowledge and the achievement of moderation in morality are some moral education objectives. To achieve this goal, Naraghi has highlighted the role of the environment and society and believes that the environment has an effective role in shaping the person's moral character. He discusses moral values in three individual, social and divine areas. He is trying to provide the source of human prosperity by dividing the virtues from vices and applying anti-vices methods, and according to the divine motive. Also, according to the findings, 9 foundations, 15 principles and 15 educational methods for the moral education have been extracted and explained.

Keywords: Morality, Moral Education, Mohammad Mehdi Naraghi, Moral Education model

Impotence of Power: Achieving Global Peace Through the Igbo Concept of Power and Justice

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Abstract: Achieving and sustaining global peace has been the most human challenge, and strive of all functions of world bodies including the United Nations. In short such bodies like the UN came into existence in search for world peace but this has remained elusive owing largely to misapplication of power and justice by some world leaders. For Ndigbo, the Igbo nation of Southeast Nigeria, just like a man is considered medically impotent if he cannot impregnate a woman by natural intercourse, someone's power or authority is deemed impotent if his powers lack corresponding application of justice thus guaranteeing no peace because such a person no longer commands legitimate regard. In this case they say in Igbo language "ugwu eze bu ndi o na-achi or gidigidi bu ugwu eze". Respectively, these mean that the king has no legitimate regard or respect except his subjects ascribe same to him. And this is only achievable by his right application of power and justice couched in Igbo proverb as "egbe belu ugo belu nke siru ibe ya e bela nku kwaa ya". This literally means, let the kite perch and the eagle perch as well, and the one that refuses the other to perch, let her wings break. Thus the be and all of power and authority lies in the application or misapplication of justice by the powers that be. It is that that either denies or guarantees peace. , For the Igbo, there cannot be peace without justice. This worldview has made the region the most peaceful region in Nigeria with the least crime and conflict rate. This study examines how the world can legitimately win and sustain world peace with the concept of power and justice of the Igbo nation. Data were obtained from primary and secondary sources and analyzed qualitatively. Igbo structure of Proverbs was chosen for this study using simple random sampling. The Igbo sense of justice as embedded in the proverb was chosen because it forms and regulates the people's daily ideological and cultural worldview in tackling serious issues like injustice, power, equity and fairness resulting in making the region most peaceful and egalitarianly democratic in Nigeria. Traits that the world sorely needs. Results from the study showed a clash between this traditional sense of justice and that of Christian ideology with the advent of colonialism leading to several injustices. Nigerian state has continued to treat the Igbo nation unjustly and so failed in having firm governance control of the people because they have not first appreciated their worldview of power, justice and peace. Also, results of the study showed that the British Colonial Indirect rule for Nigeria failed woefully in the Southeast region due to the Britain's non-recognition of the people's concept of power and justice which even resulted to the Aba women riot of 1929 otherwise called the Women's War. This study recommends adherence to the Igbo concept of power and justice and adoption of same by world powers in search for achievable and sustainable peace.

Keywords: Impotence of Power, Global Peace, Egbe bere Ugo bere, Justice, Igbo

Management Strategies and Practices of Volunteering Strategies in Sports Organizations

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Abstract: The concept of volunteerism has transformed into a context that can be presented in various conditions due to developed technology and complex social structure. While some associate this concept with individual differences such as being helpful and humanitarian, others explain this concept with cultural factors and values. Volunteerism was globally addressed by several institutions such as the United Nations and the year 2001 was declared as “International Year of Volunteers” by the United Nation. Furthermore, 5th of December is celebrated as “International Volunteer Day” and it is aimed to announce the benefits of volunteer works and increase the volunteer participation on this day. The volunteerism concept in sports includes a part where volunteers dedicate their time and effort to the success of the sports organizations free of charge and constitute a valuable irreplaceable part of the concept in terms of both quantitative and qualitative human resources of international sports organizations. Volunteers in sports organizations now participate in effective positions as much as the professional staff. Volunteers who are assigned in accordance with individuals’ personal qualities improve the quality of the coordinated organization and disburden the budgets of sports organizations. International Sports Committee, International Sports Federations and sports organizations place a significant emphasis on volunteering activities and practices in sports. For example, for the Tokyo 2020 Olympics, “Volunteering Strategy for the Olympic and Paralympic Games Tokyo 2020” was published for the recruitment and training of volunteers. Within this scope, it is estimated that more than 110.000 volunteers in total will actively take part in the Tokyo 2020 Olympics. It is of utmost importance for the sports organization regulating committees to work with individuals and organizations that adopt the volunteering culture in order to form the organizations to be successful in the national/international areas. In this study, the methods, education, strategies, and practices of volunteerism activities in sports organizations were evaluated descriptively according to types of countries and sports organizations.

Keywords: Sports, Volunteering, Management, Organizations, Education

Impact of Classroom Management on Students Behavior in Selected Schools in Khonkaen.

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Abstract: This study intends to identify the different disruptive behavior exhibited by students in schools across Khonkaen province, Thailand and the impact of classroom management on the disruptive behaviors. It examines the proportion of learners that are engaged in disruptive behaviours and determines the extent at which these behaviors occur during teaching-learning process. A survey questionnaire was administered to teachers and school heads in 20 schools and 107 questionnaires had been completed and returned. The SPSS statistical analysis tool was used to conduct the data analysis. The analysis shows that most of the classroom teachers experienced disruptive behaviors among their students. These behavior ranges from talking in the classroom to disobedient acts. The result also showed that a high proportion of students from the higher grades classes engage in these disruptive actions. However, majority of the school heads agree that the quality of classroom teaching and effective instructional techniques can positively affect student disruptive behaviors.

Keywords: Classroom Management, Khonkaen Province, Student Behavior, Disruptive Behavior

Motivational Behind of Smuggled People: A Study Case in Bengkalis Island, Indonesia

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Abstract: Objective: The aim of this paper is to identify the motives for the smuggled people in the Bengkalis Island area, lies at the borders of Malaysia and Indonesia. Methodology: this research applies a qualitative approach, through interview procedures with human smugglers using a snowball technique. Live interviews were held in February until April 2017 on Bengkalis Island, Kepulauan Riau. Data were collected from key informants both those who were still actively organise the people smuggling or experienced to do so (3 smugglers) and the victims of trafficking activity (17 victims). Finding: the research found that the motivational factors of the victim to be smuggled were vary, they are including to Economic factors (17 people), influenced by partners or smugglers (5 people), similarity of language and culture backgrounds (3 persons), lack of work opportunities in the country of origin (4 persons). Conclusion: Human trafficking activities in Bengkalis Island are difficult to be eradicated as they existed for various reasons. Despite the authority weaknesses in control and the integrity problem among staff, the main reason for the existence of human trafficking in the area was the will of the person who voluntary ready to be smuggled.

Keywords: Smuggled People, Motivation, Bengkalis, Economic Factors.

Student Reflections as Outcomes of Service Learning in a Teacher Education Course

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Abstract: Service learning is the deliberate integration of community service activities with specific educational objectives. Researchers have documented that it is used as an active learning approach that goes beyond the acquisition of knowledge. In this presentation, the outcomes of a curricular service learning project embedded within a university undergraduate course, Classroom Reading Assessment and Remediation, will be discussed. Eighteen students enrolled in this course participated. These students have been admitted to the university's Educator Preparation Program, seeking an early childhood to 6th grade generalist teaching certification. They individually tutored elementary students, of a local school district, to help them in their reading skills. Using field data, mainly the university students' tutorial logs and reflective journals, this presentation is focused on the processes involved in implementing a service learning project and its benefits to the teacher candidates who participated, as evidenced by their journal reflections.

Keywords: Service Learning, Student Reflection, Journal Writing, Teacher Education

Effect of Acoustic Environmental Pollution (Aep) on Students'health Implication and Learning Outcomes in Science, University of Calabar, Nigeria

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Abstract: The study investigated the effect of acoustic pollution (AEP) on students' health and learning outcomes in the Department of Science Education, University of Calabar, Nigeria. Acoustic pollution is the propagation of noise or sound with harmful effect on the activities on students or human being living in an environment. The sources of acoustic environmental pollution worldwide are vehicles, machines and animals. The design adopted for this study is ex-post factor research design. A total of two hundred undergraduate students in the department of Science Education, University of calabar form the sample of the study. The reliability of the instrument was ascertained using Kudar- Richardson's formular 21 which yielded a reliability coefficient of 0.87 which is high enough to be accepted for the research. Data obtained was analyzed using independent t-test statistics. Findings revealed that there is a negative effect of acoustic (sound) pollution on students' academic performance in the university of calabar. Based on the finding, it is therefore recommended that appropriate control measures should be put in place to checkmate the activities of acoustic pollutants which are capable of affecting students' learning outcomes. Questionnaire.

Keywords: Acoustic, Pollution, Students and Learning

The Effect of Plyometric Trainings with Medicine Ball on Some Motor and Anthropometric Features of Basketball Players

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Abstract: The purpose of this study is to examine the effect of plyometric trainings made with medicine ball on some motoric and anthropometric features of basketball players. The research group (n = 24) was formed by 14-15-year old male basketball players who are licenced in Kocaeli Development Sports Club. The athletes were randomly assigned to the experiment (n = 12) and control (n = 12) groups. The mean age of the experimental group (n = 12) was $14,58 \pm 0,51$ years, the mean body height was $170,76 \pm 8,15$ cm and the mean body weight was $65,58 \pm 8,69$ kg. The mean age of control group was (n = 12) 15 years, body height mean was 178.41 ± 5.9 cm and body weight mean was 68.70 ± 9.26 kg. For the experimental group, in addition to the annual basketball training programmes, plyometric training was applied with medicine ball for 3 days a week for 8 weeks. The control group followed only annual basketball training programme. The tests used in the pre and post tests to measure the motor features of the basketball players participating in the study are standing long jump test, 30 m sprint test, hand grip test, sit and reach flexibility test and vertical jump tests. Skinfold thicknesses, girths and widths of the subjects were measured for anthropometric features. When the motor and anthropometric features of the experimental group and the control group were compared, no statistically significant difference was found ($p > 0,05$). There was no significant difference found in motor features as a results of the intra-group analysis of the experimental group ($p > 0.05$). There was a significant difference found in anthropometric characteristics when the intra-group results of the experiment group were analyzed. ($p < 0,05$). In conclusion, it is seen that plyometric trainings with medicine ball have no positive effect on motor features in this age group but have positive effect on anthropometric features

Keywords: Basketball, Medicine Ball, Plyometric, Vertical Jump

The Role of Teachers in Infusing Moral Values and Ethics from the Islamic Perspective

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Abstract: Act or behavior based on values and ethics as a standard for anything that, humans do desire and wish for, whether it can be seen, heard or felt by our senses. It shows the direction and determines the way choices are made and actions are carried out. It also tells the person what to do and what not to do in a given society. The aim of value and ethical education is to encourage young people's awareness of having moral values and their corresponding relationship to the world in which they live. Therefore, this paper presents and discusses the concept of values, ethics and moral values in the Islamic culture, its importance in the Muslim societies, its forms, and sources. The paper further shades more lights on the infusion of Islamic values and ethics in the Islamic schools, the role of teachers in promoting ethical behavior, the Malaysian experience in teaching moral values and ethics, and challenges that teachers faced in imparting Islamic values and ethics in schools. The paper concludes with some recommendations for addressing the challenges with a view to achieve the desired goals of the present day education systems.

Keywords: Values, Ethics, School Curriculum, Islamic Perspective

Students' Location and Gender as Correlates of Their Perception of Concepts in Basic Science in Cross River State, Nigeria

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Abstract: The school is a major educational agency for transmitting knowledge. It is the instrument for individual as well as society's growth, development and therefore progress. In Nigeria, the Universal Basic education (UBE), which is the first level of education, has a nine-year duration made up of six years primary education and three years of junior secondary education. UBE can be looked upon as fundamental, foundation or bottom-line education upon which every educational programme is built. The various subject curricula are the means by which the Nigeria educational system endeavors to realize the hopes and aspirations of the society. Basic Science is one of such curricula materials. Over the years, performance in this subject has been quite poor in this research area. Owing to the importance of science to a society, one is moved to ask if students' perception of Basic Science concepts is responsible for this poor performance and to examine some factors which may have influence on this perception. Thus, this study sought to examine students' location and gender as correlates of their perception of concepts in Basic Science in Cross River State, Nigeria. This study will be of benefit to different categories of people, especially the government who may be informed by the findings of this study and urged to facilitate an enabling environment as well as gender sensitivity as far as the learning of science is concerned. The study used two hypotheses and an ex post facto research design. A researcher designed questionnaire was used to elicit information from 800 students in the study area. The data was analyzed using Independent t-test analysis technique. Based on the findings, recommendations were made, which included that Upper Basic Education Teachers should be assisted by government, with necessary materials and resources to diagnostically and strategically tackle Basic Science concepts not minding diversities in students' gender and location.

Keywords: Location, Gender, Correlates, Perception, Concepts, Basic Science

Impact of Entrepreneurial Education on Entrepreneurial Intention: A Study of Business Students in Karachi

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Abstract: There is considerable agreement regarding the importance of entrepreneurship in promoting economic growth and prosperity. In recent studies, entrepreneurial education has been considered as a key instrument in increasing the entrepreneurial attitudes especially through the well-designed pedagogy and trained faculty. The factors that determine the individual intention to start a new venture still remain unclear and hence there is a need to clarify the role of these, with a focus on TPB (Theory of Planned Behaviour). A sequential mixed method has been adopted where the factors have, first, been tested empirically and then further validated through in depth interviews from the domain experts. The results of the study support the TPB model where attitude and subjective norm emerged as the strongest predictor of the intention. The findings further suggest the significant influence of the entrepreneurial education with some important policy implications. The interviews conducted from the domain experts from public and private universities further stressed on the need to redesign the curriculum and pedagogy along with the infrastructural support, like incubation to make entrepreneurship as a viable career choice for the students.

Keywords: Entrepreneurial Education, Entrepreneurial Intention, Theory of Planned Behavior

Semiology of Titles in Kurdish Novel

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Abstract: My research (semiology of titles in Kurdish novel) is an attempt for reviewing titles from the symbolical perspective. We know that a title is an expression of language, but there is an intellectual background behind it. In other words a title is not just a sentence; it rather contains sociological and psychological icons. Most of fiction writers admit that the hardest part of writing a novel is choosing the title, as the whole novel should be outlined in the title. This research contains three chapters. The first chapter is a theoretical attempt to define and study symbology as a science. This since examines the symbols exist amongst people, meaning people in their societies produce symbols and they give them meanings themselves. The second chapter of this research is an attempt to clarify the theoretical side of titles. Title as a science gains a lot of attention. Titles are a sum of language icons, must exist on every book cover so that the reader has an idea about the whole work. No doubt a title can not be without an intellectual and social background, meaning it must have those backgrounds. The third chapter is a practical part about Kurdish fiction titles. In order to be concrete and to avoid repetition and lengthen, I have chosen only three titles. I have cut down the titles in to pieces and I have studied each piece from the symbolical perspective and that is by relying on other sciences such us: psychology, sociology, myth...etc along with Kurdish customs and culture. In the end I have writing the conclusion with a list of references.

Keywords: Semiology, Title, Novel

The Modern Celebrity: Public Relations and SNS

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Abstract: We investigate the power of instagram influencers for the modern public relations organization. This is an on-going study with data collection and preliminary results complete. Studying over 55,000 posts, we have found several previously unidentified variables that seem to affect people's choice in following celebrity, advice and inspiration from an online influencer and are looking to present our findings in the hope of further refinement of our academic inquiry.

Keywords: Social Media, Public Relations, Instagram

A Study on a Learning Outcome-Oriented Virtual Reality Simulation Training in Port-A-Catheter Nursing Care

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Abstract: This study was designed to investigate the learning effectiveness of implantable Port-A catheter care by using virtual reality teaching system for nurses. The learning effectiveness included the knowledge, skill of implantable Port-A catheter and the nurse's learning attitude and learning satisfaction. A total of 43 nurses at a hospital in one health system in northern Taiwan who had less than 2years work experiences were enrolled in this quasi-experimental study. A single group pretest, post-test and postponed test (a month after intervention) approach was used. In the pretest, post-test and postponed test a knowledge scale, DOPS assessment scale were included. We also added a learning attitude scale of virtual reality teaching materials learning system and a satisfaction questionnaire of virtual reality teaching material learning system to the post-test. Moreover, a one-on-one interview with 10 participants was conducted one week after the end of the intervention. Data analysis was using SPSS version 21.0 for descriptive statistical analysis and repeated measures ANOVA analysis. The results were as follows: (1) the implanted Port-A catheter knowledge test was significantly higher than the pre-test after the intervention. (2) Implantable Port-A Catheter Injection Skills was significantly higher than the pre-test after the intervention. (3) The average learning attitude of the virtual reality teaching material learning system was 4.29 (SD = 0.46). (4) The average satisfaction of the virtual reality teaching material learning system was 4.31 (SD = 0.58), and the overall satisfaction was 90.7%. (5) The Implantable Port-A catheter care virtual reality teaching material learning system qualitative analysis and overall feeling for the participants was positive according to the one-on-one interview. In conclusion this study suggested virtual reality teaching learning system was demonstrated significant and positive effects on learning outcomes. Therefore, we recommend incorporating this virtual reality teaching material learning system into clinical nursing education and training strategies in the future.

Keywords: Virtual Reality, Implantable Port-A Catheter Care, Nursing Staff, Learning Effectiveness

Categories of Textual Space in Kuwait Poetry

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Abstract: Every literature text, prose or poetry, has to have textual space, which is the space and place of texts. This is why space is significant in interpreting any text. It also helps readers of a text to understand all its potential meanings. The study, based on chronotope method, examines first the textual space and different critical opinions about it. It then examines Kuwaiti poetry to find out its different categories of textual space.

Keywords: Chronotope, Kuwaiti Poetry, Textual Space.

Globalization and Its Impact on Indian Economy

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Abstract: Abstract Globalization means different things to different people. It can be defined simply as an expansion of economic activities across political boundaries of nation states. More importantly it refers to a process of deepening economic integration, increasing economic openness and growing economic interdependence between countries in the world economy. It is associated not only with a phenomenal spread and volume of cross-border economic transactions but also with an organization of economic activities which straddle national boundaries of the world. Globalization in India is generally taken as integrating the economy of the country with the rest of the world. This in turn implies that opening up the economy to foreign direct investment by providing facilities to foreign companies to invest in different fields of economic activities in India; removing constraints and obstacles to the entry of MNCs; allowing Indian companies to enter into foreign collaborations in India and also encouraging them to set up joint ventures abroad; carrying out massive import liberalization programmes by switching over from quantitative restrictions to tariffs in the first place, and then bringing down the level of import duties considerably; and instead of plethora of export incentives opting for exchange rate adjustment for promoting exports. Whether seeds of globalization sown in pre-reform period as many concessions were granted to foreign capital, MNCs were allowed to enter a number of crucial sectors to which their entry was previously restricted and banned. The study is purely based on secondary data. It will have a discussion on negative and positive impacts of globalization on Indian economy.

Keywords: Liberalization, MNCs, Globalization, Economic Integration.

Multidisciplinary Authorship in Virtual Spaces

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Abstract: Tools for collaborating in distributed, virtual spaces support concepts of multidisciplinary authorship that challenge notions of individual production. Content producers are no longer able to control these new communication environments. But we can seek to understand content users who have now become content producers. This presentation will look at new tools for collaborative design work and communication in virtual spaces, with consideration of how this work can be applied to teaching writing and communication in higher education classrooms.

Keywords: Social Media, Teaching, Icts, Writing, Communication

The Role of the Family in Fostering Children's Rights and Early Education in Anambra States Nigeria

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Abstract: Children's rights include the right to health, education, family life, play and recreation, an adequate standard of living and to be protected from abuse and harm. Children's rights cover their developmental and age-appropriate needs that change over time as a child grows up; therefore, the family role in this regard is so indispensable. This paper examines parents' knowledge about their role in family in fostering children's rights and early education in Anambra state of Nigerian; The sample of the study consisted of three hundred (300) parents of children whose ages ranged from 6 to 16 years old, after a careful review of theoretical and experimental literature related to family and child's rights, the researchers developed a survey instrument named Family Roles Scale. Demographic data were summarizing the research participants and their responses regarding their children. All responses on the scale of family needs were coded, entered into the computer and analyzed using the Statistical Package for Social Sciences (SPSS). The data collected were analyzed and then expressed through means and standard deviations. The t-test for an independent sample and one-way analysis of variance (ANOVA) were used as the main statistical techniques in the study. Results revealed that parental and teacher involvement has a very big influence on fostering children's rights and early education. It was recommended that teachers should scale down their pedagogy in such a way that the child will learn about their rights during early education practice throughout their training experience

Keywords: Family, Children, Rights, Early Education

The Need for a Reform in Educational Management in Tertiary Institutions; The Way Forward

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Abstract: The educational management of tertiary institutions are with so many faulty. These have to do with the ways Universities are structured which have effects on the performances of the students either positively or negatively. These effects determine the performance of each student during lectures or after lectures. Tertiary institutions have to be mindful of the Management style it would adopt to build a world class tertiary institution for learning purpose. A reform is called for in terms of classroom design, management styles, training programmes, advance learning, exchange programmes and self development to but mention a few. Planning a reform involves all stakeholders in the educational sector to pull resources together and also serve to contribute to the needed changes that need to be made. The Government of every country have to contribute in their capacity to ensure that the needed changes are made for the benefit of it citizens. It also serves as a clarion call for everyone to support that these reform should be made to suit the global change.

Keywords: Management Styles, Structure, Education and Training

The Effectiveness of Three Intervention Strategies Which Teachers Have Used to Combat Physical Bullying: A Guyanese Study

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Abstract: Numerous studies have established that bullying is a serious worldwide phenomenon that has serious consequences on victims. Thus, several intervention strategies have been investigated to determine their effectiveness. However, none of these studies investigated the intervention strategies that teachers in Guyana have used to combat physical bullying using a mixed method. This study sought to address this limitation. Eight teachers and four students responded to questions in an interview protocol that determined the effectiveness of three bullying intervention strategies. The strategies were adult supervision, speaking with the bully and victim, and communicating with the parents of the bully and victim. Additionally, the eight teachers responded to questions in a questionnaire for the same purpose. The study revealed that all three strategies were effective in combating physical bullying in the four schools. The results of this study have provided valuable initial data on intervention strategies that teachers in Guyana have used successfully to deal with physical bullying. Consequently, other teachers can use these results to make informed decisions relating to bullying intervention strategies that they may use to reduce physical bullying in the schools.

Keywords: Teachers, Intervention, Strategies, Physical Bullying, Effectiveness, Adult Supervision, Communicating, Bully

Later-life Learning in China: Policy and Practice

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Abstract: China's ageing population is growing at an extraordinary speed. During the past two decades, the central government has implemented series of policies and engagements for older adults, including long-term care, re-employment and lifelong learning. Later-life learning, as a relative new concept in China, is acknowledged as a dispensable part of lifelong learning, and a critical component of active ageing. Since the first University of the Aged (UA) was set up by the Red Cross in Shandong for retired cadres in 1983, within a few decades, the number of UAs has increased to over 54,000 at the end of 2016, with some 7.1 million older adult enrolments. The paper focuses on the development of policy and practical issues related to later-life learning. It gives a brief introduction of the vital societal changes, and offers a review on prominent achievements of the UAs, which is regarded as an essential context and infrastructure of later-life learning. It also in depth examines the relevant ageing strategies adopted by central government, as the fundamental guidelines for the practice of later-life learning. After investigating the flourishing later-life learning activities provided by the government, universities, and other NGO agencies, it finally explores a new direction of "ageing in place" in later-life learning policy and practice, namely community-based later-life learning.

Keywords: Ageing Population, Later-life Learning, China, Policy, University of the Aged

International Students: Shifting from Universalistic Models to an Ethnicity Matters Approach

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Abstract: Historically, much of the research on acculturation and adjustment was conducted on migrant and refugee populations. The twentieth century witnessed a sudden increase in migration and the flows of social, political and economic refugees. The start of the twenty first century has proven that increased migration and student mobility continue unabated. This article provides an overview of the literature related to the salient features of acculturation, adaptation and adjustment models as applied to international students and the stressors they most frequently encounter. It suggests that future research transitions from universalistic model based inquiry to more nuanced approaches which emphasize an individual's characteristics such as country of origin or perceived ethnic identity. In so doing, a social constructivist position which emphasizes the historical and ethnic relationships among the visiting students and the host nationals is most beneficial to understanding the contemporary international student adjustment paradigm.

Keywords: International Higher Education, Adjustment Research International Students, Ethnicity

Unlocking the Secret Code of Education, Learning and Values for the Little Citizen

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Abstract: Education is going through a pause world over due to our inability to respond robustly to our technology savvy kids who have a fair idea of what to expect in school. The two main stakeholders are reluctant to accept results which are contrary to the established norms. Educators repose greater faith in conventions and beliefs rather than scientific analysis which lone can separate wheat from chafe. All old order must be up for change and children should be able to both question and even challenge it. Routine must be shut out of the classroom and lesson plans must have novel construct with spirited interaction with the children. Intelligence Quotient and Emotional Quotient are important but Happiness Quotient should get a greater precedence over everything else. Educators must focus on creating a happy society. Children must learn to take failure in their stride and focus on cultivating social skills. Encourage the children to vent out their innermost fears and apprehensions or else it will create lifelong Psychological and social issues. Engage the children at all complex layers of education without forgetting that every child is different and cannot be fitted into one single mould. Help children to chose the right role model and connect with inner self and fellow beings with the help of spirituality. Learning after all is a song and dance of life culminating in happiness and bliss.

Keywords: Pause, Happiness Quotient, Monotony, Digital Age, Motivation, Role Model, Spirituality and Reach and Teach

Assessment of Support Services in Distance Learning Institute in University of Lagos

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Abstract: The Open and Distance Learning (ODL) students are faced with multiple challenges which range from family, academic preparation, and competing obligations from work place. These challenges affect their capacity to cope with the complexities of Universities systems and distance education. The needs for student support services is increasingly becoming critical for open and distance institutions seeking to reach out to more students and maintaining high levels of student retention and academic integrity. The study adopted a survey research design using questionnaire. A structured questionnaire with reliability coefficient of 0.93 using Cronbach's Alpha was administered to one hundred and eighty-nine (189) ODL students of University of Lagos that participated in the study. Descriptive Statistics, Correlation and Regression analysis were used to analyse the data collected. The result shows that Awareness, Orientation and Examination questions respectively have significant implications for Student support services.

Keywords: Student Support Services, Distance Learners and Open and Distance Education

Communitarian Perspective on Autonomy as an Aim of Education

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Abstract: Autonomy as an aim of education is an idea originated from the enlightenment movement and different philosophers viewed it with their own perceptions along centuries. Communitarianism is a broad social philosophy which is contrasting with individualism and liberalism in all fields including educational ends. This paper gives the viewpoint of some communitarian and feminist theorists about educational aims and how it distinct with liberal theory also counting with personal opinion right through. The middle line progress is advocated that the communitarian educational sighting suppressed individualities but ‘atomic individual’ trend without communal considerations is also not that could be supported and combined procession should be devised to approach including autonomy as an aim of education.

Keywords: Aim of Education, Autonomy, Communitarianism

Illusion, Reality and Conflict in Ancient Indian Literature: A Presentation / Interpretation of Episodes in Ramayana and Mahabharata

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Abstract: Research Objectives: The objectives of this research and the ensuing paper are to bring to the attention of the global literary world, especially non Indian litterateurs, some interesting features of two Indian epics and to convey to them that like today's post-modern men, the ancient folks of India were quite adept at creating complex strategies of inter-human actions and perfectly aware of the most complex nuances of human relationships. Methodology: Thorough and analytical study of the two Indian epics, Ramayana and Mahabharata, have been done in order to locate and glean relevant data or facts. Some critical essays on these epics by eminent authors have also been studied. Findings: The findings have been succinctly stated in the abstract presented here. Research Outcome: One of the significant research outcomes is that our proposed paper encapsulates an analysis of the above-cited epics from such perspectives which are unprecedented in the annals of research and critical writing on ancient Indian literature. Future Scope: The proposed paper shall ignite in aficionados of ancient Indian literature and also researchers a new zeal to pursue a thorough critical study of the above-cited epics.

Keywords: Illusion, Reality, War

Ethical Issues and Challenges of Teaching in Nigerian Public Universities

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Abstract: Teaching in the early era of the colonial government was ranked as the most respected profession in African societies. Those who engaged in the profession then were seen by young and old as role models. Today, the teachers and the teaching profession have apparently lost these respect and quality due to the fact that most teachers, particularly those in public universities in Nigeria, who should implement the curriculum at the classroom level engage in unethical behaviors such as moral laxity, cultism, victimization, drug addiction, sexual harassment, insubordination, to mention but few. The foregoing and other unethical behaviors indulged in by most university teachers have made them to compromise their commitments to teaching profession and students, and as such contributed to ineffectiveness of teaching in schools, particularly in public universities in Nigeria today. This paper, therefore, examines the ethical issues that pose a lot of threats and challenges to teaching and learning across the public universities in Nigeria. In doing so, answers are needed for certain questions such as: How can a teacher who lacks submission and compliance to the rules and regulations of a university deals with disciplinary problems confronting him in the course of teaching in the classroom? How does a teacher who is addicted to drugs deal with the cases of students who have been introduced to drugs by their peers? How can a teacher who changes scores and grades for money handle cases of examination malpractices? And how can teachers who do come late to classes and lack technical instructional competence prepare and deliver their teachings effectively? The paper calls for serious enforcement of professional etiquette, specifically codes of conduct for teachers in public universities across Nigeria.

Keywords: Ethics, Ethical Issues, Teaching Profession, Public Universities

Impact of Work Immersion on the Career Choices and Hei Preferences of Senior High School Students: Basis for Enhanced Tripartite Agreements

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Abstract: In 2011, the Department of Education of the Philippines made the historic implementation of shifting from the 10-year basic education curriculum to the Kinder to 12 Program (K-12). The added two-year Senior High Track aims to equip students with knowledge and skills that will help them prepare better for their chosen path -- be it higher education, employment, or entrepreneurship. The first batch of Senior High School students have completed their first work immersion program this academic year. Work immersion is an essential component of the K to 12 curriculum designed to provide hands-on experience or work simulation in partner institutions, business organizations or establishments whose work requirements are related to their specialization (DepEd Order no. 30, s.2017). This research undertaking intended to establish that the implementation of work immersion program of the K to 12 curriculum were factors that influenced senior high school students' career choices and HEI preferences. This Cross-Impact Analysis utilized stratified random sampling to include 400 grade 12 students who have just completed their work immersion. Three researcher-made questionnaires were answered by the respondents which included the SHS Work Immersion Efficiency Inventory, Career Choices Survey, and HEI Preferences Survey. The level of efficiency of work immersion implementation was assessed in terms of the program's rationale, objectives, principles and policies, delivery models, duties and responsibilities of personnel, assessment, and monitoring and evaluation; while the extent to which career choices were considered by senior high school students were assessed in terms of academic, sports, art and design, and technical, vocational and livelihood strands. Also, the extent to which HEIs are preferred by senior high school students were assessed in terms of the HEI Profile; philosophy and objectives; faculty; instruction; library; research; laboratories; physical plant and facilities; student services; and organization and administration. Finally, the consolidated results were used as reference to propose enhancements to tripartite agreements for academic institutions, government entities, and industry-partners.

Keywords: K to 12, Work Immersion, Career Choices, HEI Preferences

A Multi-Disciplinary Mixed-Methods Cohort Study Exploring the Impact of Active Learning Classrooms on Teaching and Learning

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Abstract: In recent years, many institutions have transformed traditional classrooms (TCs) into technology-rich active learning classrooms (ALCs) to accommodate the pedagogical concept of “active learning”. In order to gain a holistic view on the impact of ALCs on teaching and learning, we conducted a year-long mixed-methods study. We observed an instructor teaching in an ALC for an entire academic year, audio/video-recorded every class and took field notes. We conducted a focus group discussion with faculty from six allied health disciplines who taught weekly classes in the ALC and distributed an online survey to students who took those classes. Qualitative data, analyzed using a qualitative constant comparative method (CCM), indicated that the ALC generated greater teaching and learning enjoyment, deepened engagement, amplified interaction, enhanced group activity efficiency and fostered the development of creative ideas. Results from independent t-tests of quantitative data validated and reinforced the qualitative results. However, significant differences were not found from grades earned in the ALC and TCs. The small sample size, unchanged pedagogical approaches and testing formats could have contributed to the result. Further research is needed to better understand the educational effects of ALCs and shed light on effective use of ALCs.

Keywords: Active Learning Classroom, Technology, Engagement, Interaction, Group Activities, Creativity, Learning Outcomes

Alternative Assessment in Business English Classrooms: Study of Management Students in India

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Abstract: Assessment is how we identify our learners' needs, document their progress, and determine how we are doing as teachers and planners. English language is skill based subject rather than content based, its assessment focuses on four basic skills i.e. listening, speaking, reading and writing. Alternative assessment is designed to highlight all the possible activities which are not part of formal tests but can be utilised for assessing learning performance, as alternatives to the conventional methods of evaluating linguistic progress and performance. Alternative Assessment emphasizes the student's strong points while minimizing their weak points. It does not compare levels and knowledge but follow a student's performance individually and in time. Alternative assessment methods include project and portfolios. The rise in the business English teaching for the management students and other business oriented courses, the most commonly adopted assessment in language classrooms worldwide. The business communication skills is much in demand so this assessment too in demand. The paper aims to explore the importance of alternative assessment in Business English classrooms, its challenges, demand and output with reference to Indian management classrooms.

Keywords: Alternative Assessment, Business English, Importance, Challenges and Outcome

Transference in The Pedagogical Relation: Development of Knowledge and Subjectivity by Analysis of Teacher-Movies

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Abstract: This paper aims to demonstrate and to show how the question of transference may and must be treated in teacher training through the analysis of teacher-movies. The Freudian and above all Lacanian concept of transference as “love of knowledge” is eminently pertinent in order to analyse the pedagogical relation. To this effect we have developed a course using the psychoanalytical approach of cinematographic works dealing with teaching. Indeed, the novice teacher in her process of development finds herself confronted with three levels of interpellation: –S/he has to develop knowledge and competences regarding the practice as teacher.

–S/he has to ask herself: „am I made for this job?“ And linked to that may be questions of „who am I?“ –Exist also the challenge of entrance into professional life and integration as a protagonist of the institutional framework of education. Where to place her singularity? How to deal with transference and countertransference? The beginner's questions and their inscription in a discourse are moreover to be found in a number of cinematographic works. Movies are a mirror reflecting social and professional life. Film has the potential to capture and to create new modes of human and professional conduct. It is a „pedagogic institution“, a wish engine (Slavoj Žižek). Since our desires and needs always permeate our fictions and illusions, it makes sense for teachers to take an interest in cinematic reproductions of teaching and learning. We therefore analyse teacher movies with the students in teacher training. Notable movies include: *Dead Poets' Society* (Peter Weir, 1989); *Matilda* (Dany de Vito, 1996); *L'école buissonnière* (Jean-Paul Lechanois, 1932); *Detachment* (Tony Kaye, 2011); *Monsieur Lazhar* (Philippe Falardeau, 2011); *Être et avoir* (Nicolas Philibert, 2002); *Dangerous Minds* (John N. Smith, 1995); *Freedom Writers* (Richard LaGravenese, 2007); ; *Mona Lisa Smile* (Mike Newell, 2003); *The Class* (Laurent Cantet, 2008); *The King's Speech*. (2010), *Good will hunting* (Gust van Sant, 1997), *Happy go lucky* (Mike Leigh, 2008) The general aim of this seminar is for students to develop their analytical, clinical skills and be able to detect in these movies certain discourses on teaching as symptoms of the collective imagination or cultural subconscious. The specific objective of this psychoanalytically oriented seminar is to make them discover the phenomenon of transference within the framework of the pedagogical relation.

Keywords: Subjectivity, Transference, Cinema, Institution, Unconscious

Islamic Perspective on Ideology of 'New Atheism'

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Abstract: The debate about existence of God is as old as mankind. The curious minds of human beings have been looking for symbols and proofs about the existence of God. Basically there are two views about the existence of God. Firstly, the theological or the religious view, which says that everything has been created by Almighty God, nothing can happen without the will of God, so far so that even a leaf of a tree cannot move unless God wants it to move. This view is found in Holy books of different religions, but mainly in the book of Genesis in the Holy Bible, and the Holy Qur'an. Second is the scientific view, which says that all the creation happened by itself, there is no unseen force behind it. In this category, there are two types of people: a. the believer scientists or the scientists who follow some or the other religion and have strong religious beliefs and their scientific and religious views go side by side. They believe in the evolution theory, they also believe that things happen on their own due to scientific reasons, but there is a very strong, extremely powerful and great power behind all the scientific theories also, which allowed the happening of everything. Such groups of scientists, which are the believer group of scientists, believe that science and every scientific thing and theory is created by a great creator, which is called Jehovah by Jews, God by Christians and Allah by Muslims. This group believes that such a great universe and everything in it cannot come into existence, and cannot sustain and maintain itself without a power behind it, and that power is known as the Creator, The God Almighty. The non-believer scientists claim that universe was created by itself and maintains and sustains itself scientifically and automatically. Those who do not believe in the existence of God are called atheists. New-atheism is a movement of twenty-first century atheists. They refute religion by scientific and logical arguments. Richard Dawkins, Sam Harris, Christopher Hitchens and Deniel Dennet are considered as the founding fathers of new atheism. At present, their books are considered as bestsellers across the world. These new atheists consider religion harmful for the society and argue that religion should be abandoned from society and politics. According to them this could be done through rational and scientific argument. At present, Richard Dawkins, Sam Harris, Christopher Hitchens and Daniel Dennett have become strong voices for New Atheism. Their books and video lectures have been subscribed by huge number of readers and viewers across the world. Although atheism was present before them but they have given it new dimension by doing efforts for organizing

atheists all over the world. New atheists are influencing their readers by giving arguments from science and reason. So it is need of time to analyze their views and to examine the reply by Muslim scholars. There is also a strong need to present social scientific view on new atheism. There is a long history of western debate and refutation of atheism and also the new atheists, but that this is also the case among Muslim intellectual and religious scholars of debating and refuting. Of this latter discourse not much is known. E.g. starting from debates on Darwin's theory of evolution, Muslim scholars have dealt with challenges to fundamental religious tenets as the existence of God. How do they react to the new challenge of new atheism? For this purpose, researcher collected the data from secondary sources e.g. books, articles and online sources. As in this world there are different types of beliefs about the God exist since time immemorial. Their views and values have got similarities and differences among their practitioners. Conflict can be addressed by finding the similarities and common interests. Therefore, it will contribute a lot in sociological analysis of religions and atheism. The study will be beneficial for religious scholars of all faiths, atheists, researchers, students of comparative religion and inter-faith studies.

Keywords: New Atheism, Islamic Perspective

A Training for A Clinical Approach in Tutoring and Mentoring Teacher Trainees a Psychoanalytical Conception

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Abstract: Today the professionalization of tutors is absolutely necessary. This means that tutors become competent to accompany teacher trainees in her singularity and to experience what effect has the tutoring in own body. (Freud). In Luxembourg teacher trainees are accompanied by tutors and mentors during their initiation. Some qualitative research-studies indicated that tutors are playing a key role in the training of student teachers. These investigations revealed success and hindering factors in tutoring, conflicts and challenges existing in the relationship between the tutor and the tutee. (Weber, 2008; 2011) On the basis of these studies, the university of Luxembourg proposes since 2013 a Certificate of Advanced Studies (CAS) of 20 ECTS, called: “tutoring and mentoring”. The aspects treated are: -Reflect the needs, demands and desires of the young teachers; -Develop the professional skills required of a tutor: o competences on the level of observing and analysing situations of teaching and learning in the classroom; ocompetences of supporting trainees to analyse and reflect their practice, o competences of consulting, o competences of supporting the teacher trainees to transform her desires in a professional project and of evaluating a training process. -Being aware that the tutor /mentor /supervisor is not the person who has to propose his knowledge how to teach in every situation but has the role to support the teacher trainee to discover and to develop his own knowledge In this paper, I want to develop the psychoanalytical approach behind the clinical settings of this training. I shall also analyse some examples from the effect of this approach. So we constructed three clinical settings: Setting 1: Analyzing situations of a teacher-movies trough a role-play We watch and analyze sequences of teacher movies to make then role plays concerning the analyzing of the filmed situation. Our students have to play the role of the tutor or of the trainee in a follow up conversation. Setting 2: Analyzing the own practice as tutor Each participant of the course presents a situation of tutoring. It’s analyzed from the point of view of unconscious transferences and counter-transferences, the demands, resistances and desires. Setting 3: Observation and discussion about a follow up conversation A member of the course-staff observes and analyzes with the prospective tutors one follow up conversation with his trainee. Through all these settings the future tutors learn to analyze with their trainees the learn- und teaching-situations. They develop their expertise to work with the resistances of the trainees. I shall

present how the tutors took advantage of the succession of these three settings. These settings constitute a creative approach in the sense that the tutor does not learn to apply simply strategies, concepts and preconceived observation grids, but learns through the clinical analysis of his own practice. He is trained to get involved in a clinical way. He learns to guide the trainee to be able to reflect on his transfers, the place from which he speaks and acts with his pupils and his relationship to knowledge.

Keywords: Reflexivity, Teacher Training, Psychoanalysis, Mentoring

Academic and Social Integration of First-Year Students: Case Study of Nazarbayev University, Astana, Kazakhstan

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Abstract: This mixed-method study of a recent graduate examines and develops an in-depth understanding of first-year university experience of undergraduate students at Nazarbayev University, an elite international university, located in Astana, the capital of Kazakhstan. This study examines how students perceive their first-year experience in an elite international university. The purpose of this study is to understand and analyze the potential impact of student personal and pre-enrollment characteristics, and university environment (support services, opportunities for involvement and engagement, living conditions) as perceived by students on their transition and adjustment to the university and their overall success during their first year. Specifically, the purpose of the study is to enhance existing knowledge of patterns that shape first-year student experience at NU. To these ends, the study addresses one overarching research question “What are students’ perceptions of their first year experience in an elite international university?” and two research sub-questions: 1) What are the common challenges that students encounter in their first-year? What causes those challenges? How do they deal with those challenges? 2) To what extent does the scope of support provided by the University meet students’ needs? What are the other sources of support that students perceive as meeting their needs? Thus, the study is based on the investigation of students’ perceptions of their first-year experience with a focus on challenges and opportunities that students encounter during their first year in university and the ways they address them. The students’ perceptions have been investigated through an online survey as an initial stage of the study that identified preliminary themes and categories to build on further through in-depth focus groups and individual interviews that eventually comprised the main body of the study. The study has revealed that first-year experience is a complex and multifaceted phenomenon which is shaped by a number of various aspects and factors. According to students’ perspectives the success of their university experience, which they largely define as feeling comfortable academically and socially, and remaining motivated and confident in own abilities to progress in studies, greatly depends on such factors as early communication of information and orientation of prospective student, comprehensive new student orientation, quality of curriculum and classroom instruction, and good campus facilities. On the top of it appears to be interactions

with peers and faculty, and academic and social support that students receive at the university from peers, faculty and staff. The study suggests some important areas that higher education institutions in Kazakhstan may find useful to focus on when addressing challenging and promoting opportunities that students face during their first-year in university. Those areas include clear communication of information, continuous support and encouragement, and every effort to integrate students into an institution both academically and socially in order to ensure enriching and rewarding first-year experience.

Keywords: First-Year Experience, Social Support, Academic Support, Student Success, Student Integration, Student Retention.

Subjectivity in The Act of Dropping Out of School

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Abstract: School must become more and more an inclusive community that evolves to meet the different needs and desires of the students. And so we asked us, what has not worked so that there are young people have not managed to experience their "desire to know", respectively to transform their horror of knowledge? Why is there a process that leads to what we call dropout? What the relation to knowledge and learning is they have developed within the confines of their social connections and in response to the discourses and desires of their parents, educators, peers and teachers? We opted for a psychoanalytical approach, because from an epistemological point of view, the field of psychoanalysis is knowledge, which contains an oppressed dimension that nevertheless remains effective psychodynamically in the form of motives and determines our interactions. "As the transmission of knowledge is always a question of connection, of transference, it seems to be of vital importance to also analyze the unconscious relation to knowledge and to students of teachers. Therefore, our objective is to discover the "conditions of possibility" for the accompanying of adolescents in order to support the transformations of the relation to knowledge and to school. We hypothesize • that dropping out constitutes a last step in the development of a relation to knowledge where the desire for knowledge has been blocked by transgenerational prohibitions and/ or the refusal or incapacity of living with lack, as a condition for the desire of knowledge. • that school dropouts are to be considered as a symptom addressed as their surroundings, that is to say as a means of situating oneself as subject. • that transformations of the relation to knowledge take place thanks to a social connection wherein the adolescent is treated as a subject together with his or her symptom, and wherein he or she is better able to become aware of his or her desire by means of exchanges. Through interviews with students and teachers we detected on-going processes and unconscious interactions: • A repetition of failure, • dangerous acting out: theft, drug addiction, fights, wandering • a lack of space where they could express and elaborate their suffering, We discover, regarding students, that they have had difficulty integrating the symbolic order, that is to say having an intimacy and to accept the impossible. The regular school was often unable to counter this "self-destructive" dynamic. For lack of framework, availability and professionalism of the staff. What are the conditions of possibilities of an "inclusion" process, of being able to deal with school? There was the offer of the "Second Chance

School", which allowed them to resume their studies. The frame was such that they could connect and hang at the school. They considered themselves accepted as "adults" and were willing to "pay" the price for their degree. This reintegration was possible because some settings were put in place such as tutoring, weekly exchange between teachers, the educator who helped young people to manage their worries.

Keywords: Dropping Out, Relationship to Knowledge, Acting Out, Tutoring, Repetition, Responsibility

In Search of a Better Place...Exploring Sushmita Banerjee's Work Kabuliwala's Bengali Wife

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Abstract: In search of a better place...exploring Sushmita Banerjee's work Kabuliwala's Bengali Wife Life is not measured by the number of breaths u take, but by the number of moments that take your breath away. So, if something good happens travel to celebrate it. If something bad happens travel to forget it and if nothing happens travel to make it happen. A fearless mind always craves for adventures. A thirsty soul wants to gain something new, to explore something new. Travelling is a way to relish our own souls. Once a travel bug bites there is no known antidote. We travel not to escape life, but life not to escape us. Travel writing is a genre of writing in which the narrator describes places he/she has visited. We cannot include it with a family vacation. There is strong difference between a traveller and a tourist. But sometimes the daredevil attempt to search for the unknown can be a nightmare too. I think Sushmita Banerjee had also felt the same after coming back from Afghanistan. She married an Afghani Muslim Janbaz Khan and went to her 'sasural' in Afghanistan. There she experienced tremendous physical and mental torments from her husband's family and Taliban. She thought she would be treated as their own but she felt like the 'other' here. Her dreams shattered being alone there for seven years. Meanwhile her husband left her for no reason being threatened by the Taliban. He escaped to India like a thief. That innocent girl was left alone among the strangers. Her home was calling her but there was no way to escape. The sand of Afghanistan engulfed her to the fullest. Her condition was like Caliban in William Shakespeare's "The Tempest". Caliban was about to lose his identity for her 'other' master Prospero, a king, a magician. So was the condition of Banerjee who became a puppet in the hand of those so called native citizen. Both were in search of freedom but both failed to achieve it at first. But they were never tired trying. The journey of her struggled success was not easy. That attracted me so much. I wanted to work on the role of patriarchy in the sand of Afghanistan which could be seen in her book Kabuliwalar Bangali Bou (Kabuliwala's Bengali Wife). How patriarchal society engulfed their liveliness was a point of attraction to me. Our India also had been through such problems of gender discrimination but in Afghanistan the problem was at its worst condition. The journey of Afghanistan was not only a physical torture but a mental torture too. The trauma continued for a long time. That gave her a permanent scar which could not be healed ever. According to her words, men in Afghanistan were free to keep as large number of wives and mistresses as they wanted and

also they were free to torture them. No one was there to protest. Sushmita Banerjee got a deep cultural shock there. She got a deep cultural shock there. She could not be able to adjust with them. She tried but every effort went in vain. As every situation gives us experiences that clumsy situation also does that. Here she reveals herself as a strong woman who can fight against every oppression. She is no less than a man in power and intellect. But all her efforts to end corruptions end when she is shot dead in Afghanistan by the Taliban. The book I have chosen to work on is a controversial book. I find it quite interesting. The issue of patriarchy is definitely a matter of concern for all of us. The book focuses on a foreign land but can anyone deny that our India also has the same problem? It has been continuing for decades. This problem is unavoidable. No journals, pamphlets, books will be able to give an ultimate solution until women try hard to raise themselves and fight against corruptions. A woman has to believe that she is a part of Devi Durga and Kali. She has to suffer and burn to reach the state of experience from innocence. She has been through hell. She has to fight. She has to look into the fire and smile. So, “if not now, when?”

Keywords: Humanity Vs Brutality, Life Long Experience, Victory Over Unpleasant Situation

Children of Anger: Saving Nigeria's Democracy through Street Art

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Abstract: Democracy, product of ancient Greece, is world's most adopted system of government. Though described as government of the people by the people and for the people, it has not fared as such in most parts especially in the emerging country democracies like Nigeria. Consequently, even at the risk of their lives, through their music, some Nigerian musical artistes fed up with the systemic rot, took up the burden to reclaim for the people the government that is rightfully theirs by exposing the failings and evils perpetrated in democracy or absence of it. Their music could be regarded as street art because they speak the minds of the average man on the street about the government. They do not massage the ego of the elite or play to the gallery but rather speak truth to power; carrying the hopes and aspirations of common man and so could be regarded as the voice of the voiceless and conscience of the society. Among these lot are Fela Anikulapokuti, Majek Fashek, Peterside Oton, Ras Kimono, Andy Shurman, Tuface Idibia, African China among others. These musicians are chosen for this study because singing in the people's language like Igbo, Yoruba and Pigin English, their works not only challenged Western imperialism and military dictatorships but restored and sustained democracy in Nigeria. While others like Fela, Majek and others belonged to the old generation, Ras Kimono, African China and Tuface belong to the new generation. And though in different generations and genres, they have the same task of freeing the black man from repression with the message of justice and freedom which are the pillars of democracy. Nigeria is chosen for this research because of its prime place in Africa's democratic journey. And why music? Because of its arguably widest appeal as an art. Data are collected from both primary and secondary sources and analysed qualitatively. Army Arrangement, one of Fela's hits, was a response to the deep seated military corruption and criminality perpetrated by Olusegun Obasanjo as military head of state. While Suffering and Smiling, was his conscious effort at firing up the masses not to die in silence but speak out against the corrupt elite who keep the people in perpetual poverty while looting and enjoying the commonwealth. Kimono's Under Pressure, Shurman's Save the Masses, African China's Mr President and Tuface's E be like Say are all songs of freedom challenging the privileged elite to heed the wishes of the masses. The results of this study showed that the situations that drove these musicians doing their kind of music persist till

today. Unfortunately, the current crop of musicians are almost opposite of the former as their songs are not only empty and messageless but glorify all the oddities that their old counterparts fought against. This study recommends a return to the age-old form of music that challenged the status quo and ushered the few democratic benefits enjoyed today for if the old musical tradition was maintained, the country's democratic process would have matured by now

Keywords: Democracy, Street Art, Musical Artistes, Nigeria

The Relation between Melatonin and Exercise

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Abstract: Melatonin is a neuro-hormone secreted from the pineal gland and involved in various regulatory activities in body. Ever-increasing use of melatonin supplements and enlarging research evidences make the authors undertook the review to arrive at a qualitative conclusion whether melatonin supplements can act as potential treatment options or not. Melatonin has been used successfully in chronic insomnia and as an anti-oxidant in cancer and other age-related neurodegenerative disorders, especially Alzheimer's disease and Autistic disorders. Its evidences of use in other conditions remained insufficient and inconclusive. Because stress and especially traumatic stress has been identified a significant factor in pathogenesis of mental disorders , together these findings suggest that melatonin alterations represent an important neuroendocrinologic marker of psychopathological processes and stress-related cognitive dysfunctions. Melatonin represents the biological clock which significantly influences encoding and contextual binding in memory processes and cognition. This integrative function of melatonin on many levels of living organisms represents an embodied time that is a major factor of bodily and mental functioning. Recent accumulating evidence also indicates that melatonin and/or its metabolites may slow neurodegenerative processes and show protective effects against stress. Although at this time the relationship between stress and melatonin is only partially understood, the positive influence of melatonin to memory and cognition seems to be particularly promising for further research that may well determine basic relationships and consequences for treatment of mental disorders. Moreover, exercise may affect not only expression of circadian rhythm-related genes but also the level of melatonin. Exercise elicits phase shifts and acute alterations of melatonin that vary with circadian phase. reported that exercise conducted at various times might alter the level of melatonin, and that melatonin increased temporarily for approximately 30–80 min following exercise. Melatonin secretion in humans affects the sleep cycle and sleep has been reported to play a crucial role in the condition and recovery of athletes.(youngju) Last some studies suggest that melatonin supplementation improves antioxidant status and may prove to have beneficial effects preventing DNA damage induced by high intensity training.(Ortiz franco) According to the literature, even a single dose of exogenous melatonin administered just before the exercise prevents inflammation, oxidative stress and muscle damage. It is well documented that exhaustive physical

exercise leads to inflammation and skeletal muscle tissue damage. With this in mind, melatonin has been acutely administered before physical exercise; nevertheless, the use of melatonin as an ergogenic agent to prevent tissue inflammation and damage remains uncertain. He evaluated the effects of melatonin on swimming performance, muscle inflammation and damage and several physiological parameters after exhaustive exercise at anaerobic threshold intensity (iLAn) performed during light or dark circadian periods. W.R.Beck, Despite the ergogenic effect of a single melatonin dose just before acute exercise remaining controversial in the literature. our study found significantly enhanced performance in the animals that received this hormone. however, it did not prevent either inflammation or tissue damage resulting from exhaustive exercise.

Keywords: Melatonin, Supplementation, Zinc, Exercise

Examining the Self-Efficacy for Mathematics Instruction of Community College Transfer Students

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Abstract: Research has indicated that teacher efficacy is related to a variety of desirable student outcomes, including achievement and motivation, making teacher efficacy an important factor in high-quality mathematics instruction (Newton, Leonard, Evans, & Eastburn, 2012). Swars, Hart, Smith, Smith, and Tolar (2007) maintain that teachers who have high teaching mathematics efficacy are more likely to engage students in inquiry and student-centered teaching, which are linked to higher achievement. According to the American Association of State Colleges and Universities (2017), transfer students from community colleges make up one-third of the teacher preparation student population. Despite the awareness of the importance of self-efficacy, this concept has been studied in a limited sense among community college students (Collins & Bissell, 2004). The purpose of this research study was to investigate the self-efficacy beliefs of elementary pre-service teachers, who were transfer students from a community college and enrolled in a mathematics method course of a university teacher preparation program. A posttest only research design was utilized for this study so as to avoid pretest sensitization (Gall, Gall, & Borg, 2003). The study took place at a university satellite learning center located in south Texas. The sample was 70 (F = 65, M = 5) transfer students from a community college, who were enrolled in one of the two sections of an elementary mathematics methods course in a university teacher preparation program. There were 47 students who completed the questionnaire (67%). All participants were Latino. The same instructor taught both of the sections. The instrument used for data collection was the Mathematics Teaching Efficacy Beliefs Instrument (MTEBI) (Enochs, Smith, & Huinker, 2000). MTEBI uses a Likert scale with five response categories ranging from “Strongly Agree” to “Strongly Disagree” to obtain the participants’ perceptions of mathematics instruction efficacy beliefs. At the end of the instrument, the researchers added one open-ended question asking the participants to give suggestions to how the university teacher preparation program could better prepare elementary pre-service teacher for mathematics instruction. The results indicated that the pre-service teachers in this study had positive levels of efficacy regarding their mathematics instruction. They also had positive levels of outcome expectancy for their students in mathematics.

These findings were consistent with the investigations of Briley (2012) and Giles et al. (2016), who found that the elementary pre-service teachers had moderately strong beliefs in their capabilities to teach mathematics effectively. The results from the thematic analysis indicated that majority of the responses emphasized the suggestion to do more hand-on exercises. Some participants wanted more class discussions. Another suggestion was to prepare them for core content state teacher certification exam.

Keywords: Educator Preparation Program, Self-Efficacy, Math instruction, Elementary Pre-Service Teachers, Community College Transfer Students

The Effect of High Intensity Interval Training (HIIT) on Regional Muscle-Fat Ratio of Taekwondo Athletes

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Introduction: Training is an activity organized according to principles and methods that the athletes perform to maximize their performances. In recent times, sport branches have become a workload that requires physical and mental performance at a very high level. Therefore, new methods and strategies are constantly emerging in the training sciences. High intensity interval training has recently become one of the important parts of training in the development of sportive performance. High intensity intermittent workouts are short, intermittent and highly variable intensive activities included in rest and low intensity exercises. High intensity interval training may vary from a few seconds to a few minutes and the rate of physiological change of athletes is more affected.

Objective: The aim of this study was to determine regional muscle-fat ratio analyzes in high intensity interval training taekwondo athletes.

The aim of this study was to determine muscle-fat ratio in some body regions by determining regional muscle-fat analyzes in high intensity intermittent taekwondocular.

Method: This study was conducted with 10 male taekwondo. (age, 18-28 years, height, $176,50 \pm 9,39$ cm, body weight $71,08 \pm 11,06$ kg). Muscle-fat measurements of regional (center region, right-left arm, right-left leg) of the athletes were performed using the Inbody 120 Bioimpedance body composition analyzer. After these analyzes were done, Taekwondo was trained for 7 days with high intensity intermittent training. After the training was over, the analyzes at the beginning of the work were repeated. Arithmetic mean and standard deviation were used in the data obtained in the study and intra-group comparisons of normal distribution parameters were analyzed by Paired sample T test. SPSS v.22 package program was used for statistical analysis and comparison of results obtained in the study and the significance was accepted as $p < 0.05$.

Results: When the regional muscle analyzes of Taekwondo patients were examined, the increase in the central region, right-left arm and right-left leg muscular ratios was found but only statistically significant difference was found in the central region and right arm muscle ratios ($p < 0.05$). When the regional oil analyzes of the study are examined; there was no statistically significant difference ($p > 0.05$), although there was a decrease in the central region, right-left arm and right-left leg fat ratios.

Conclusion: This study demonstrates the effect of high intensity intermittent training on regional muscle-fat ratio in taekwondocular. As a result; it can be said that the workout positively affects the muscle-fat ratio in the sportsmen and contributes to the appropriate body composition values, since the high-intensity trained athletes have an increase in the regional muscle ratios and a decrease in the fat ratios.

Keywords: HITT, Bioimpedance, Muscle-Fat Ratio

Investigation of Regional Muscle-Fat Analysis of Taekwondo Athletes after L-Carnitine Consumption

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Introduction: Through the recent technological developments and newly appeared methods in sports, nutrition strategies have been diversified. Due to fast expansion in athlete nutrition field, studies have increased in number and positive effects of nutrition on performance have been proved. Besides, nutritional supplements have taken it's place among the nutrition strategies and become irreplaceable part of many athlete's daily routine. High performance in athletes is also related to muscle-fat ratio in athlete's body as well as many other factors. Therefore, one of the most popular nutritional supplements consumed by athletes is fat burner. These supplements' supporting role in optimum muscle-fat formation in body is the primary reason for their popularity. L-carnitine; is the most popular and preferred one by the athletes among these products. L-carnitine is an important fat burner because of it's role in transformation of the fat into energy in body and it is also potential nutritional supplement contributing muscle development.

Objective: The aim of this study is to carry out regional muscle-fat analyses of the taekwondo athletes after L-carnitine consumption and determine the muscle-fat ratio of their bodies' specific parts.

Methods: This study was carried out with 12 male taekwondo athlete (age 19-24 years, height 174, 66±3,38 cm, body weight 66,01±5,42 kg). Athlete's regional (core trunk, right-left arm, right-left leg) muscle-fat measurement was made by using Inbody Bioimpedans body composition analyzer. After this analysis, taekwondo athletes were given single dose of 1000 milligram (mg) L-Carnitine 30 minutes before training by 7 days. The same analysis was renewed after 7 days of nutritional supplement using. Arithmetic average and standard deviation were used for the data obtained from the research and in-group comparisons of normal distribution acting parameters were analyzed with Paired sample T test. SPSS v.22 program was used for the statistical analysis obtained from the study and result comparisons and significance was accepted as $p<0.05$.

Results: In the study, statistically significant increase in muscle ratio and decrease in fat rate was found from the core trunk data of taekwondo athletes ($p<0, 05$). In the regional muscle analysis of study, muscle ratio increase in right-left arm and right-left leg was determined, statistically significant difference was found in all the data except right arm ($p<0,05$). No statistical difference appeared although increase in muscle ratio of right arm was determined ($p>0, 05$). When it comes

to the regional fat analysis considering study results; fat rate decrease in right-left arm and right-left leg was determined, statistically significant difference was found in all the data except left leg ($p < 0, 05$). No statistical difference appeared although decrease in fate rate of left leg was found ($p > 0, 05$).

Conclusions: This study reveals some effects of L-carnitine consumption on taekwondo athletes' regional muscle-fat ratio. Consequently, it can be said that L- carnitine consumption supports athletes to keep their optimum muscle-fat ratio providing that increase in muscle ratio and decrease in fat rate of regional muscles, it also has positive effect on body composition.

Keywords: L-Carnitine, Body Composition, Muscle-Fat Ratio, Taekwondo Athletes, Training.

Comparison of Imaging Forms of Individual and Team Athletes

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Introduction

In imaging practices, real life events are imitated in mind through thought. We can recognize the picture of what we think through imaging, we can feel the movements while imaging (Hall, 2001). Imaging in sports can help the athlete constitute positive self-respect sense about himself and provide self-trust and grant anxiety as well (Hall 2001). The aim of this study is to compare the imaging forms of individual and team athletes.

Method

Inventory was applied to a total of 242 athletes aged between 18 and 32, 119 individual and 123 team athletes, in the course of validity and credibility work. Imaging Inventories in Sport developed by Hall and Co. (1999) and validity and credibility study done by Kızıldağ and Tiryaki (2012) was used in the study as data collecting tool. The scale consists of 21 questions and 4 sub-dimensions. Sub-dimensions of the scale consist of “Cognitive Imaging”, Motivational Special Imaging”, “Motivational General Alertness” and “Motivational General Mastership”. T test was used to compare binary groups.

Findings

Table 1. Comparison of imaging points of individual and team athletes

		n	Avarage	S.S.	t	p
Individual imaging	Individual	119	5,42	0,95	,012	,990
	Team	123	5,42	1,47		
Motivational Special Imaging	Individual	119	5,37	1,29	,530	,596
	Team	123	5,28	1,30		
Motivational General Alertness	Individual	119	4,98	1,24	,151	,880
	Team	123	4,95	1,96		
Motivational General Mastership	Individual	119	5,60	1,19	-,590	,556
	Team	123	5,69	1,12		

There is no difference between the groups when the imaging points of individual and team athletes are compared ($p > 0, 05$).

Table 2. Comparison of imaging points of male and female individual and team athletes.

		n	Avarage	S.S.	t	p	
Male	Individual Imaging	Individual	67	5,40	0,99	-,937	,351
		Team	70	5,62	1,67		
	Motivational Special Imaging	Individual	67	5,42	1,31	,004	,997
		Team	70	5,42	1,23		
	Motivational General Alertness	Individual	67	5,01	1,40	1,881	,062
		Team	70	4,58	1,32		
	Motivational General Mastership	Individual	67	5,64	1,24	-,199	,842
		Team	70	5,68	1,06		
Female	Cognitive Imaging	Individual	52	5,44	0,91	1,500	,137
		Team	53	5,14	1,10		
	Motivational Special Imaging	Individual	52	5,30	1,27	,793	,429
		Team	53	5,10	1,38		
	Motivational General Alertness	Individual	52	4,95	1,00	-1,342	,182
		Team	53	5,45	2,50		
	Motivational General Mastership	Individual	52	5,55	1,14	-,657	,513
		Team	53	5,70	1,20		

There is no difference between the groups when the imaging points of male and female individual and team athletes are compared ($p > 0,05$).

Discussion and Result

As to this study, imaging forms of individual and team athletes were compared. When examined the articles partaking in “Motivational General Alertness “sub-dimensions, it is seen that these articles contain the alertness levels of athletes. The athletes using this type of imaging try to keep their alertness levels under control. In this regard, individual can learn ways of coping sensationally. Also, this type of imaging is used to control the alertness level and anxiety while being prepared for a competition (White and Hardy, 1998). Motivational General Alertness imaging can help the athlete be ready physically for a competition. The athlete can turn his feelings that seem to be negative into positive and comes to a state where he can control his emotions through imaging. According to these results, it can be expressed that individual and team athletes use similar imaging forms.

Viable System Model (VSM): Evaluation of an Introductory Computer Programming Course

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Abstract

This research tests the application of the Viable System Model (VSM) on diagnosing problems of a course in a computing major. The study uses a specific course as a pilot case in order to examine the feasibility of using cybernetic tools within an educational environment to evaluate a curriculum. The investigation is part of research that uses systems thinking to design and evaluate computing and Information Systems curriculum. A holistic approach is followed to encapsulate the field's dynamic nature in this era of ever evolving technology and the requirements of the computing and accreditation bodies. The VSM is applied on "103 Introduction to Programming (Java 1)" course- part of the Computer Science and Information Systems program in the College of Business Studies at the Public Authority for Applied Education and Training (PAAET), in the State of Kuwait. The study is in progress and the results of the research will provide insight and better understanding of the possibility of using the VSM to evaluate an academic course.

Introduction

Course evaluation is an essential process of curriculum development. It needs to be embedded in a systematic way within the departments operations and processes. All stakeholders that are affected or will affect the course need to be satisfied. There is also a need to encapsulate the fields dynamic nature in this era of ever evolving technology and the requirements of the computing and accreditation bodies. The VSM is a cybernetic tool that is capable of comprehending the complexity of satisfaction in a complex system such as course curriculum. It is applied on "103 Introduction to Programming (Java 1)" course- part of the Computer Science and Information Systems program in the College of Business Studies at the Public Authority for Applied Education and Training (PAAET), in the State of Kuwait. This specific course is chosen as a starting point in the evaluation of an applied computing curriculum due to its extreme importance. It is a first level programming course that initiates a critical path of a sequence of courses that lead to graduation and completion of the program. Instructors are currently concerned with its increasing student rate failure, instructors also highlight a need to better understand what is affecting that rate and how to retract it.

Objective

To investigate the feasibility of using cybernetic tools specifically the VSM to diagnose problems in the curriculum of a computer programming course.

Methodology

The research uses a case study that follows the below approach, processes and tools:

- Holistic systems approach grounded with data from the field.
- Qualitative methodology is used for data collection. A combination of processes that include (semi-structured interviews, focus groups, informal chatting,...).
- N-VIVO software for qualitative analysis.
- The study uses the “103 Introduction to Programming (Java 1)” course as a case study.
- Stafford Beer’s VSM is used as a tool to analyze the course under focus.

Results

This study intends to provide preliminary results of the pilot study. The system of the current curriculum of “Introduction to Programming (Java 1)” course is mapped to the five systems in the VSM. All elements such as stakeholders (faculty, students, staff, perspective students, parents, alumni, accreditation bodies, computing bodies, sister colleges, aspiration colleges, head hunters etc.), processes and information are mapped to the VSM. Missing elements are identified as threats to the viability of the curriculum. New elements are suggested to be introduced to the curriculum of the course under focus. The VSM as a visual conceptual diagram is used to facilitate change among the instructors in the department. This self assessment needs to be integrated as a process in System 1 (operation) in hope to reach an autonomous state.

Conclusion

This attempt acts as a pilot study which takes a holistic view at the curriculum of “The Introduction to Programming (Java I)” Course. An investigation of the possibility of using the VSM in curriculum evaluation is under progress. It is expected that the VSM will be capable of encapsulating overseen problems in the curriculum. If results are promising then the VSM will be integrated within the departments processes to ensure the curriculum is in self-regulation.

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The Use of Interactive Simulations in Teaching Calculus Concepts

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Abstract: This article presents the ways in which capabilities of the GeoGebra can be used in the study of the calculus concepts, to provide an in-depth understanding of abstract mathematical knowledge. The constructed models are related to concepts with an important place in both physics and mathematics and they can be used to help students learn calculus concepts at both the introductory and advanced undergraduate level. These models contain visual representations, interactive learning environments and rich examples. Further, they also include interactive texts showing the relationship between algebraic properties of the concept and its visual representation. The instructional approach is designed to incorporate constructivist learning principles which focus on student production and performance.

Keywords: GeoGebra, Interactive Simulations, Calculus, Volumes of Solids

Introduction

Calculus, often a requirement and prerequisite for STEM programs, is significant at the university level because understanding calculus is a necessary step in understanding how the world works (Alzubaidi & Jones, 2018). As Arsyad, Rahman and Ahmar (2017) point out, therefore, calculus teaching should be arranged well, so that goals in the cognitive, affective and also psychomotor area are met. According to Oktaviyanthi and Herman (2016), the process complex of learning mathematics needs to be supported by appropriate learning method. When appropriate learning method aren't used, the concept of material may not be undelivered to the learners. The learning process unsaved in the long-term memory of individual also affected, as a result the learners easily forget the concept of material even lately learned.

Studies have shown that educational computer simulations are powerful tools in helping students learn many topics (Caligaris, Schivo & Romiti, 2015; Marciuc, Csereoka, & Miron, 2015; Marciuc, Miron, & Barna, 2016). According to Hockicko, Krišt'ák and Němec (2015), "interactive simulations use brings about much better results than the use of traditional methods. This approach essential put more emphasis on... instructive principles and educational findings, pedagogical strategies, teacher's self-concept, motivation." They can be very helpful in developing an interactive problem-based learning sequence, for decision-making, hypothesis testing, the analysis of the results of a problem solving activity. (Ceberio, Almudı & Franco, 2016; Kumar, 2004).

Researchers suggested that the basic strategies for using simulations effectively include (Wieman et al., 2010):

- defining specific learning goals,
- encouraging students to use sense-making and reasoning,
- connecting with and build on students' prior knowledge & understanding,
- connecting to and make sense of real-world experiences,
- encouraging productive collaborative activities,
- not overlying constrain student exploration,
- helping students monitor their understanding.

In the last decade, GeoGebra (from Geometry and Algebra) software especially has become very popular for the teaching and learning calculus concepts. GeoGebra, the multi-platform, open-source dynamic software used in teaching and learning mathematics, has also used as a tool for developing and exploring mathematical experiences (Hohenwarter & Preiner, 2007). Numerous research results suggest that GeoGebra software can be used to motivate the student, encourage discovery, experimentation and visualization, make mathematical thinking easier (Baltacı, Yıldız & Köse, 2015; Diković, 2009; Hohenwarter et al., 2008; Marciuc, Miron & Barna, 2016; Yorganci, 2018). It has been seen as an important tool as well for the building of models and simulations of physical phenomena, or to formulate real-life situations (Aktümen & Kabaca, 2012; Marciuc, Miron & Barna, 2016). Interactive GeoGebra simulations in particular offer excellent opportunities for allowing students to build their own conceptual understanding of mathematics through exploration. The purpose of the present study, therefore, is to present the ways in which capabilities of the GeoGebra can be used in the study of the calculus concepts, to provide an in-depth understanding of abstract mathematical knowledge. We focused our study on one of the fundamental concepts of calculus: volumes of solids.

Volumes by Slicing

Finding areas and volumes of solids is the fundamental application of integration in a first calculus course (England & Miller, 2001). "In the early history of area and volume calculations, reasoning in terms of the cross-sectional lengths or areas was known as the method of indivisibles" (England & Miller, 2001). Firstly, we analyze the volumes of solids whose cross-sections are plane regions.

A cross-section of a solid S is the plane region formed by intersecting S with a plane. The volume of a solid of known integrable cross-sectional area $A(x)$ from $x = a$ to $x = b$ is the integral of A from a to b ,

$$V = \int_a^b A(x)dx$$

With the GeoGebra software, as with most early historical calculations, we can divide the solid by planar cross-sections perpendicular to one of the axes and integrate the areas of those regions to find the volume of the solid. Firstly, we consider the solid whose base is bounded by $f - g$ and where the cross-sections perpendicular to the x -axis are equilateral triangles. By choosing $f(x)$ and $g(x)$, and entering the commands in the input bar of the application, we can build a simulation of computing the volume of the solids whose the cross-sections perpendicular to the x -axis are equilateral triangles (Fig. 1).

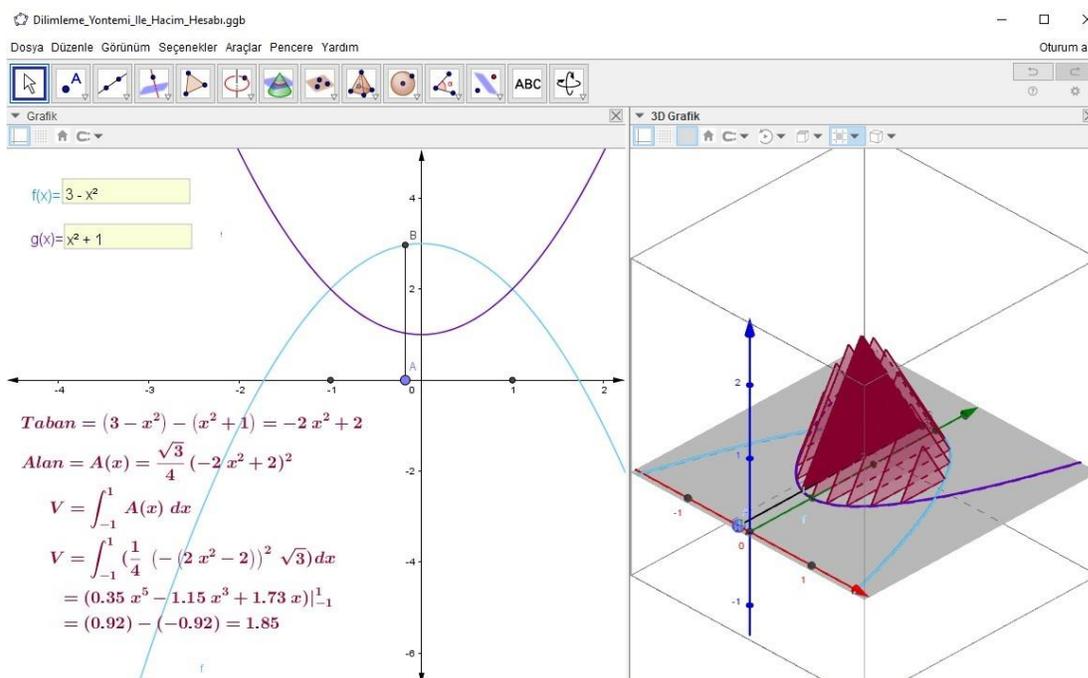


Figure 1. Volume of the solids with equilateral triangles the cross-sections.

Students can explore algebraic and geometric representations of solid object and its planar cross-sections, and grasp that the volume of solid object can be thought of as the sum of the volumes of its cross-sectional area.

In the interactive text box in GeoGebra graphics view shown in Figure 1, GeoGebra allows founding base of solid and calculating area of the base as well as volume of solid. Through the

interactive text are showed the relationship between the area of base bounded by $f - g$ and the volume of solid. These applets can be used in introducing volumes of solids, in examining properties of them, in reinforcing the related concepts and visualizing interactive applications

Fig.2 and Fig. 3. shows the solid whose base is bounded by $f - g$ and where the cross-sections perpendicular to the x -axis are semicircles and squares, respectively.

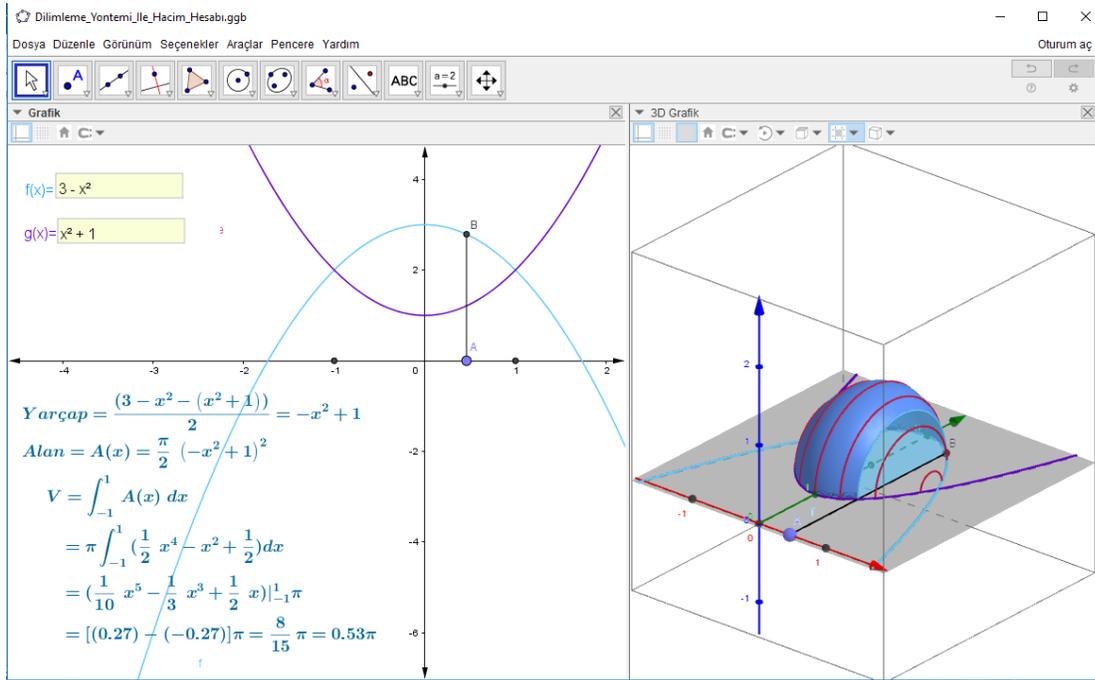


Figure 2. Volume of the solids with semicircles cross-sections.

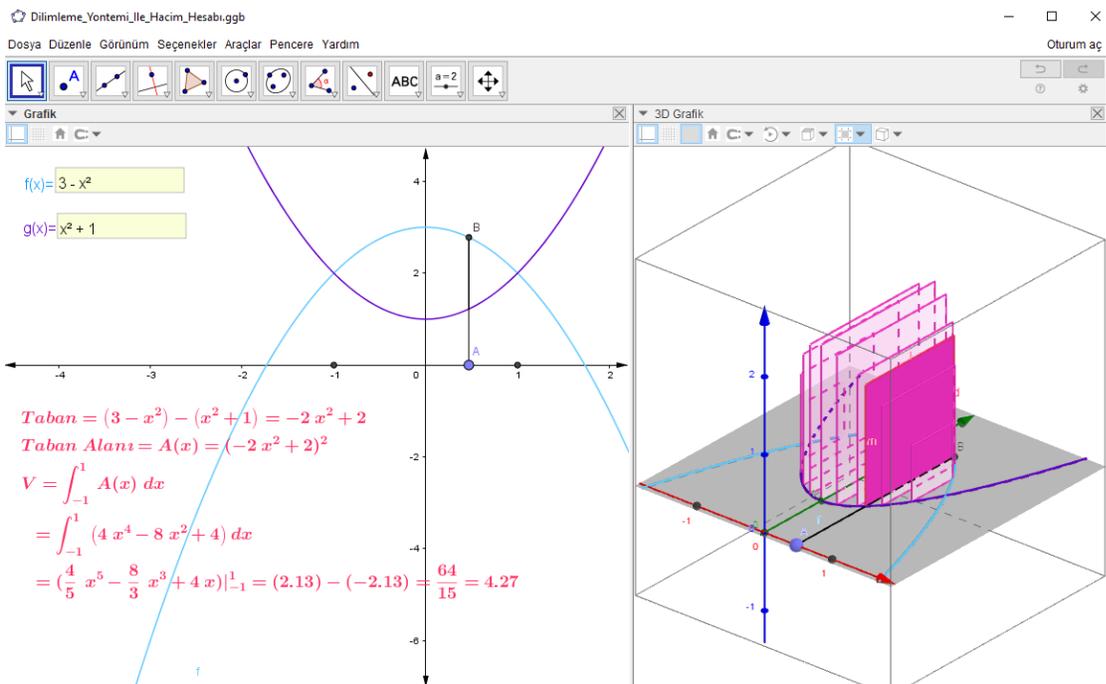


Figure 3. Volume of the solids with squares cross-sections.

Solids of Revolution

The building of visual and dynamic models of solid of revolution can be performed in GeoGebra. A solid of revolution is a solid that is generated by revolving a plane region about a line that lies in the same plane as the region; the line is called the axis of revolution.

Consider a continuous function f that is nonnegative on the interval $[a, b]$. Take the region bounded by the curve $y = f(x)$ and the x -axis, for $a \leq x \leq b$, and revolve it about the x -axis through 360° , generating a solid. To calculate the volume of a solid, we need look carefully that the cross-sectional area $A(x)$ is the area of a disk of radius $r = f(x)$, the distance of the planar region's boundary from the axis of revolution. Thus, we get the volume of the solid of revolution as

$$V = \int_a^b \pi [f(x)]^2 dx$$

(Smith & Minton, 2012). By choosing $f(x)$, and entering the commands in the input bar of the application, we can build a simulation of computing the volume of the solids of revolution (Fig. 4).

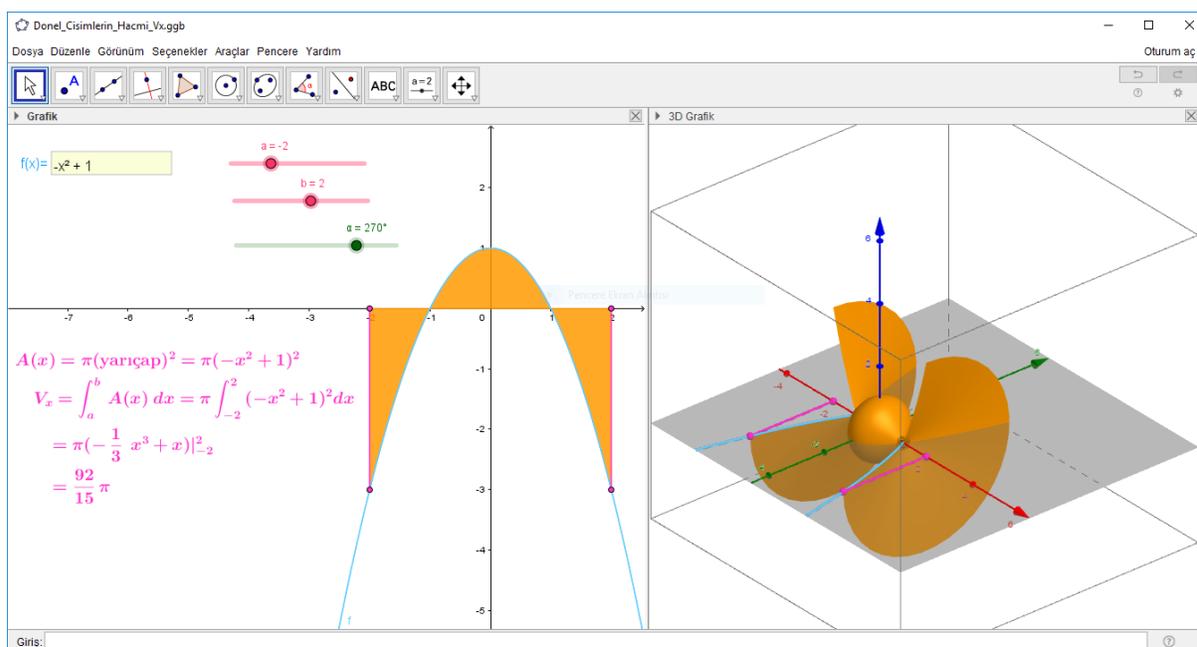


Figure 4. The volume of the solids of revolution.

The sliders included in GeoGebra graphics view shown in Figure 4 allow easy change of a , b and α values. α is the rotation angle about the x –axis of the region bounded by the curve $y = f(x)$ and the x –axis, for $a \leq x \leq b$. Changing the angle α by using the associated sliders, for example, allows the students to see rotation steps and generation of the solid. Thus, students are given insight into processes that cannot be directly observed (McKagan et al., 2008). According to Alejandro and Liliana (2009), although the students had no difficulty in getting the solid geometrically, they could not get an algebraic expression for it. Through the interactive text in the simulations are showed the relationship between the area of a disk of radius $r = f(x)$ and the volume of solid. Thus, students can get the presentations of each mathematical object in its algebra and graphics windows.

Conclusions

Through the simulations proposed in the paper, students have given the possibility to deepen their understanding of the fundamental applications of integration. Building computer models can especially help students to provide an in-depth understanding of abstract mathematical knowledge. In the presented activities in the paper is taken into account the constructivist learning principles. It plays a vital role that students can construct the models by themselves. By constructing models step-by-step, they can focus on fundamental concepts and develop mental models of related concepts.

Studies have shown that integrating computer modeling and simulation into the learning process have positively affected students' algebraic thinking skills, conceptual learning and motivation levels (Yorganci, 2018; Zengin, 2017). The interactive simulations are highly effective learning tools. But it is important to say that, as Wieman and his colleagues (2010) pointed, “there is still a great deal of thinking required for the students to make sense of the simulations and to develop their own correct mental model...As with any learning tool, simulations need to be carefully integrated into the curriculum with appropriate activities created around them. With this approach, they provide a unique tool that makes learning more fun and more effective.”

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The Effect of BIO Simulator Utilization as an Additional Teaching Tool on Clinical Interns' Performances

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Abstract

The Dilated fundus examination is a key component of every comprehensive eye exam, typically performed by a skilled clinician using a hand-held condensing lens and a Binocular Indirect Ophthalmoscope (BIO) device. Adequate BIO skills are vital for diagnostic purposes and certain surgical procedures, therefore mastery of this skill often requires extensive training, and an investment of many hours practicing on real human eyes. Virtual Reality simulators like the Eyesi Indirect ophthalmoscope by VRmagic, may promote the development of this clinical skill. However, instead of the traditional real-patient method, modern day interns utilize a virtual patient while attempting to master this skill. The purpose of this retrospective quantitative analysis was to investigate whether Eyesi Indirect Ophthalmoscope simulators did serve as an effective additional teaching aid, helping to improve clinical performance among a group of interns at a graduate school.

In this study, the clinical BIO performance of two groups of student doctor interns were compared using a BIO assessment. First group practiced this skill using the traditional real-patient practice method, whereas the second group of interns utilized Eyesi BIO simulators in addition to the traditional method. The comparison consists of analytical and distributional. The statistical analysis uses a z-test, while the distributional displays graphically the histogram of their point average grades.

The findings indicate that there is a statistically significant difference between the performance of the group that utilized the BIO simulators in addition to the traditional method. Therefore, the study prevails that BIO simulators can serve as an effective additional teaching tool to help improve students 'clinical performance.

Introduction:

Evaluating the health of the fundus is an important part of an eye exam in order to evaluate the health of the retina, vitreous, and the optic nerve head in a patient's eyes to rule out possible various retinal or neurological pathologies. The only way a student can become skilled in this key clinical

skill is by seeing as many patients as possible. Therefore, patients serve as a way for the novice eye care practitioners to obtain more experience and master this important skill as they go through their intensive training (Bruce James, Larry Benjamin, 2007).

In the 1960s, a binocular viewing of the retina was made possible with the development of a Binocular Indirect Ophthalmoscope which enabled the examiner to have a stereoscopic view of the fundus (Bruce James, Larry Benjamin, 2007). The Binocular Indirect Ophthalmoscope (BIO) plus a high powered condensing lens, typically a 20D-30 D lens, can be utilized to perform a comprehensive evaluation of the fundus, including the far periphery, through dilated pupils. For many years, the main method of learning various clinical and surgical techniques was by performing it on real patients as many times as possible, which translated into patient discomfort, and increased risk of complications or mistakes by novice trainees. Many times patients are unhappy when they find out that the resident doctor is performing a certain clinical or surgical technique for the first time on them. However, in the recent years, advancements in technology has offered an alternative with the creation of various medical simulation platforms as teaching and training tools for interns and residents. Currently there are various types of virtual reality platforms available worldwide. The use of these various teaching simulators can help interns and residents to practice and refine their clinical or surgical techniques without jeopardizing patients' health as they master the techniques and learn from their mistakes (Daniel Shu Wei Ting, 2016). Some of these simulators include the EYE Exam Simulator (Kyoto Kagaku Co. Ltd., Kyoto, Japan), and the Eyesi direct ophthalmoscope simulator (VRmagic, GmbH, Mannheim, Germany). Other ophthalmology simulators that have been developed include the Eyesi indirect ophthalmoscope simulator (VRmagic, GmbH, Mannheim, Germany), this BIO virtual reality platform which allows for binocular viewing of the (Daniel Shu Wei Ting et al., 2016). Also some of the surgical virtual reality simulators include the Eyesi cataract simulator (VRmagic, GmbH, Mannheim, Germany), PhacoVision (Melerit Medical), and MicrovisTouh (ImmersiveTouch) (Daniel Shu Wei Ting et al., 2016), which are designed and used to enhance junior residents' surgical training and are also used as proficiency assessment tools (Kiang Lam et. Al, 2016).

The Eyesi indirect ophthalmoscope simulator (VRmagic, GmbH, Mannheim, Germany) is of great interest to those involved in teaching the future optometrists and ophthalmologist interns since BIO is considered an important diagnostic tool for eye care practitioners. A BIO has mirrors in the instrument that reduces the inter-pupillary distance of the examiner to about 15 mm, thereby

allowing for a binocular view of the fundus. In the hands of a binocular skilled examiner, a wider field of view of the retina can be obtained, and the retinal periphery can be examined through dilated pupils using a BIO. The instrument is worn as a headband or as a spectacle frame by the examiner, and with the use of a hand-held condensing lens, when held by the examiner at a proper distance from the patient's eye (depending on the power of the condensing lens), it can create an aerial image of the fundus that is magnified, inverted and laterally reversed. In order to become proficient at creating and maintaining the various fundus views for diagnostic and surgical purposes. The mastery of this skill requires many hours of practice for the examiner to be able to obtain clear stable views through the instrument and the lens. The Eyesi indirect ophthalmoscope simulator (Figure 1) has provided an alternative method for teaching and learning this important skill compared to the traditional method which requires a real patient to sit for practicing purposes (Figure 2).

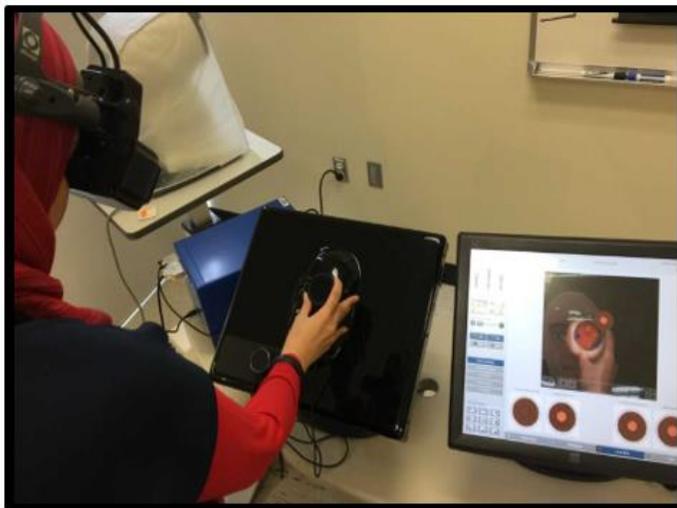


Figure 1- The Eyesi Indirect Binocular Ophthalmoscope Simulator



Figure 2- The traditional teaching method requiring a dilated patient

The Eyesi indirect ophthalmoscope simulator is a virtual reality training platform which has maintained the need for the trainee to develop certain real-world physical examining skills such as the need to properly position a real physical hand-held condensing lens, and properly aligning the head-band's light through the condensing lens and the patient's pupil. The simulator achieves this through activating a three-dimensional engaged virtual patient that is viewed instead of a lifeless model's head when the head band is worn by the examiner, making the process more interactive. The virtual facial features that the simulator creates are some of the same anatomical obstacles that

are normally encountered when examining a real patient, such as blinking, and maneuvering the lens around the anatomy of the model's face.

This platform facilitates the trainee to develop the proper hand-eye coordination needed for aligning and positioning of the binocular indirect head-band's light with the examiner's hand and the condensing lens in order to obtain clear extended views through the virtual patient's pupil. The Eyesi simulator generates two options for the dioptric power of the condensing lens that can be used, as well as various pupil sizes, illumination settings, and filter choices which can be adjusted as desired. The Eyesi simulator also contains a database of various clinical scenarios, which can enhance the learning experience of the optometry or ophthalmology intern, better preparing them for their subsequent real patient encounters. Providing them with more confidence in their early training stages (Eyesi by VR magic Indirect Ophthalmoscope Simulator, 2015). The Eyesi indirect ophthalmoscope simulator uses computer generated digital fundus views of the virtual patient, and allows real-time evaluation of different parts of the retina while offering objective immediate feedback to the trainee (Eyesi by VR magic Indirect Ophthalmoscope Simulator, 2015). Also, by having a monitor screen connected to the ophthalmoscope, a trainer can also observe and provide tips to the trainee. The touch screen monitor also allows the trainee to tap on the screen if desired to learn some information regarding the pathology on hand, which can help enhance the learning experience even further for the students (Daniel Shu Wei Ting et al., 2016).

The simulator can also be utilized for assessment purposes which can be a valuable tool in academic and teaching environments. The Eyesi Indirect Ophthalmoscope simulator provides the trainee and the trainer feedback on both procedural and diagnostic skills by assessing the time used, the percentage of the retinal periphery that was examined properly by the trainee, and the accuracy of the diagnosis, all of which can be valuable factors when assessing a student's proficiency in performing this skill (Daniel Shu Wei Ting et al., 2016).

A 2016 article published the International Journal of Ophthalmology states that "these simulators are thought to be able to reduce the initial learning curve for the ophthalmology training," but also pointed out that more research needs to be done in order to evaluate the usefulness of these technologies on the performance of the students and residents (Daniel Shu Wei Ting et al., 2016).

Methods:

The purpose of this study was to investigate the performance effect of BIO Simulators on learning among a group of interns at an optometry school. This quantitative retrospective study utilized a correlational design, and was conducted to evaluate the effectiveness of the Eyesi indirect ophthalmoscope simulator utilization as an additional teaching tool on clinical performance of interns.

In this study, two different groups of doctorate interns were compared when enrolled in a preclinical course. The first group of interns were taught how to perform Binocular Indirect Ophthalmoscopy using the traditional method utilizing real patients only, whereas the second group of interns used the Eyesi simulator in addition to the traditional method to help them learn this skill. Both groups mastery of this challenging skill was assessed using on a BIO assessment, which tested the students’ clinical proficiency on real patients (please refer to the BIO testing criteria found in Figure 3).

The group utilizing the BIO simulators, were instructed to first complete Eyesi portal’s orientation. Followed by several pre-selected modules contained in the software, in addition to practicing on real partners.

Both groups’ BIO assessment scores were compared, in attempts to identify whether any significant advantages can be found in the group that used the simulators as an additional teaching tool versus using only the traditional method of solely practicing on real patients.

BIO FUNDUS EXAMINATION	
Note: To receive any credit for a veiw:	
1. Lens must be filled at least 50%	
2. Location at the equator or beyond (e.g. vortex veins)	
3. Veiw must be held for at least 3 seconds	
	1) Explain the purpose of the procedure to the patient and provide adequate instructions to the patient throughout the procedure?
	2) Obtain a clear and stable image of the superior peripheral retina?
	3) Obtain a clear and stable image of the superior-nasal peripheral retina?
	4) Obtain a clear and stable image of the nasal peripheral retina?
	5) Obtain a clear and stable image of the inferior-nasal peripheral retina?
	6) Obtain a clear and stable image of the inferior peripheral retina?
	7) Obtain a clear and stable image of the inferior-temporal peripheral retina?
	8) Obtain a clear and stable image of the temporal peripheral retina?
	9) Obtain a clear and stable image of the superior-temporal peripheral retina?
	10) Rock further into the peripheral fundus in at least 4 meridians?
	11) Accurately name all 8 meridians?
	12) Obtain a clear and stable image of the posterior pole (including optic nerve and macula) while completely filling the lens
	13) Properly verbalize findings (describe any remarkable pathology and/or normal variations)?
	14) Other: _____
DEDUCTED SCORE:	/(Max: -50)
COMMENTS:	

Figure 3. The above grading criteria was used for both groups on their BIO Assessment

The BIO assessment data for both groups were analyzed using two methods:

- 1) analysis using a statistical z-test.
- 2) graphical presentation of the BIO assessment scores (i.e. grade points) using some simple distribution histograms.

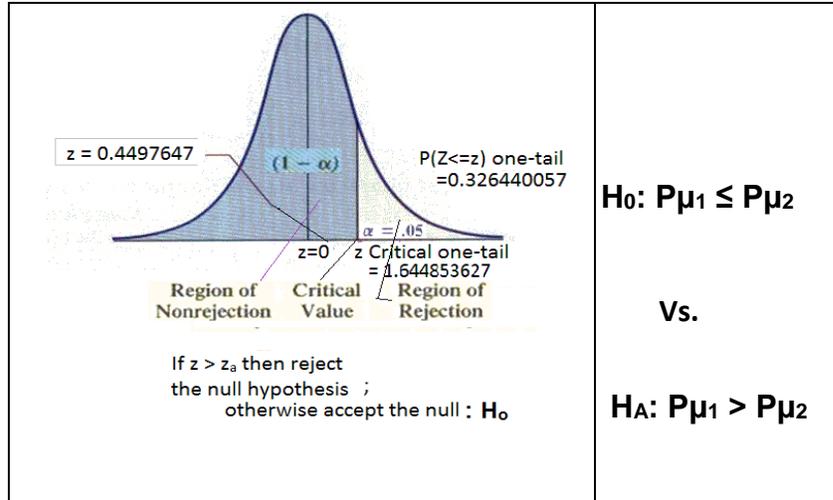
The statistical z-test was used to compare the two independent populations' performances in order to evaluate whether there is a significant difference between the two groups. The null hypothesis was defined as $H_0: P\mu_1 \leq P\mu_2$ (assuming that $P\mu_1$ = performance of the first group is less than or equal to the performance of the second group, $P\mu_2$), whereas its alternative was $H_A: P\mu_1 > P\mu_2$.

Results:

The indicators of the z-test such as the p-value, and the z-value provided significant evidence that the null hypothesis should be accepted, therefore, showing that the performance of the first group using the traditional method is poorer than the second group, which utilized the BIO simulators as an additional learning tool.

Method 1 Results –

The analysis of the data from the two groups shows that the p-value of the one-right-sided tail is 0.3264, which is much higher than the $p=0.05$ standard level, and the z-stat =0.45589 is much less than the “z critical of one tail” =1.64485 (see Figure 4b in the appendix). Since this z-stat is much less than the z standard ($z_{\alpha}=1.64485$), therefore, according to the results the null hypothesis of $H_0: P\mu_1 \leq P\mu_2$ is accepted and its alternative which is $H_A: P\mu_1 > P\mu_2$ is rejected (Figure 4a). The data prevails that there is statistically significant evidence showing that $P\mu_1$ (the performance of the first groups) is less than $P\mu_2$ (the performance of the second group). Therefore, our retrospective study shows that BIO simulators can serve as an effective additional teaching tool to help improve students 'clinical performance.



Z-Test: Two Sample for Means

	Group 1	Group 2
Mean	84.75862069	83.54545455
Known Variance	238.9	208.339
Observations	58	66
Hypothesized Mean Difference	0	
z	0.4497647	
P(Z<=z) one-tail	0.326440057	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	0.652880114	
z Critical two-tail	1.959963985	

Figure 4a. z-test result for the two groups from the BIO assessment

Method 2 Results –

A simple distribution of categorized scores from the two groups, reveals that the grade distribution for the first group appears more biased¹ (Figure 5a). The distribution of the second group who utilized the BIO simulators as an additional learning tool appears closer to a normal or rationale

¹ In statistical context, in a normal population of a class, majority or about 70-75% of the grades should be “B’s” and/or some “C’s” and the rest 30-25% of grades should be on the two tails of a normal curve; meaning “A’s” and/or below “C’s”.

distribution compared to the first group (Figure 5b; for more details, please refer to Figure 5c in the appendix).

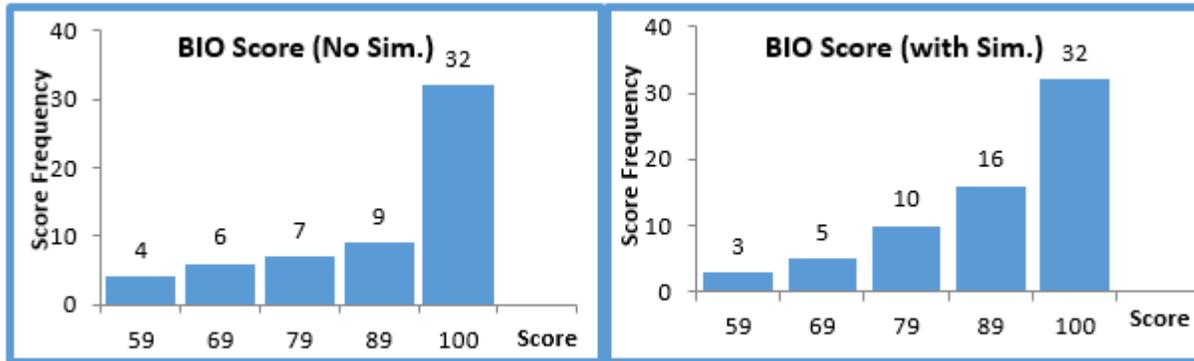


Figure 5a

Figure 5b

Conclusions:

Virtual reality (VR) technology has been used in various healthcare fields for decades such as in dentistry, various branches of medicine including ophthalmology and optometry. Many optometry and ophthalmology institutions have already incorporated the use of the VR simulators as part of their curriculum and training, for teaching various clinical skills and procedures using various VR platforms such as for direct and indirect ophthalmoscopy and many more (Wong, 2017). The use of VR simulators can help the busy future healthcare providers to invest less time away from their work or school schedules while mastering important diagnostic skills.

In conclusion, our data supports that the Eyesi Indirect Ophthalmoscope Simulators can serve as a valued supplementary educational tool, helping to improve the quality of clinical performance and training of future eye care professionals, whilst enhancing the excellence of both trainee confidence and patient care.

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Appendix:

Figure 4b. Means, standard deviations and the variances for two groups

Count	n=58	n=66
Mean	84.76	83.55
St. Dev.	15.6073	14.54455
Variance	238.904	208.3388

And;

Figure 5c. Frequency of the BIO assessment scores for both groups based on grades

Bin Interval of Grades	Bin of Grades	Score Group# 1 n=58	Frequency	Score Group# 2 n=66	Frequency
F<60	59	4		3	
D=60-69	69	6		5	
C=70-79	79	7		10	
B=80-89	89	9		16	
A=90-100	100	32		32	

An Example of E-Seyahatname (Travel Book) of The Digital Age: rotasizseyyah.com

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Abstract

The form of seyahatname (book of travel) which goes back to ancient history has adapted to the necessities of the XXI. Century. There are many websites, blogs, channels, and social media accounts that include travel articles. One of these websites that is popular is rotasizseyyah.com. Mehmet Genc, the owner and the writer of the website, updates his social media accounts and youtube channel actively and publishes books on his travel experiences. This article examines the rotasizseyyah.com and suggests to name websites producing similar contents as e-seyahatname.

Introduction

Seyahatname or book of travel is the name for works of writers that share their knowledge and impressions about places they visit in a narrow or broad geography. The cultural history of seyahatname is very old. Although it's not the way we perceive it today, in ancient Greece many travelers, ambassadors, poets or writers created works on places they've visited and seen. First examples include writings of historian Priskos who was in the ambassadorship committee sent to Hun emperor Atilla in 448 A.C., and Zemarkhos from Cilicia who was the ambassador of Byzantine in the Goktur country in 568 A.C.

In the East, after Islam the first work that describes a real travel and reached today is the piece of Nasir-i Husrev on his travels between 1045-1052 which is called Sefername (Dilek, 2009; 12). Venetian Marco Polo and Arabian voyager Ibn-i Batuta are the names who produced the first important works of the seyahatname (travel book) type. The book of Marco Polo who traveled with his father and uncle between 1271-1295 has the characteristics of a seyahatname. Polo provides information on economical, agricultural, commercial, and administrative characteristics of places he has visited (Şakiroğlu, 2003: 41). Ibn-i Batuta who has traveled for 30 years starting in 1325 (H.725) brought a new perspective to artefacts on travels that were before him in the eastern literature and provided information on social life, society's beliefs and traditions of the places he has visited.

Seyahatname writings were produced by writers or people who are not writers but travel for various reasons. Although there were people in the Ottoman Empire who traveled for reasons

such as war, civil service, finding a job, asylum, education, and pilgrimage, the number of travel writings produced until the XIX. Century is very few. The reasons for this include these travelers not having a purpose such as visiting, seeing, and telling about places, traveling within the country's borders, not having seyahatname as a literary form before XIX century, and people's lives except for saints and gurus' lives were not considered important to record. Memories related to travels in the Ottoman and Islamic civilizations were part of artefacts such as conversations, book of adventure, fictional stories, books of victory, book of travels, history, biography collections, captivity memoir, book of embassy and reports (Coşkun, 2009: 13). Works during the Ottoman period that have partial or complete seyahatname characteristics can be classified as:

Books of travel focusing on the journey

Captivity memoirs

Books of adventure and conversations

Book of Pilgrimage adventures

Book of travel with characteristics of geography and history textbook

Book of travel written as a part of history and biography forms

Books of embassy (Coşkun, 2009: 13-15).

The most common known book of travel was written by Evliya Celebi who narrated all aspects of Ottoman geography in XVII. Century. "*Evliya Celebi's masterpiece is also important in terms of being the "eponym" for these types of pieces in the Turkish literature*" (Asiltürk, 2009: 921). This was followed by Yirmisekiz Mehmet Celebi's French book of embassy dated 1720-1721 which is very important in the history of Ottoman's westernization. The first printing house in Ottoman was founded because of this book (Rado, 2014: 1). By the XIX. Century, it was understood that travel is an activity that can lead to important outcomes, and new inventions, observations, and travels around the world were started to be monitored closely and the number of works focusing on travels increased (Asiltürk, 2009: 931-932). The number of travel books written after this period is significantly high.

The changing world conditions and developments in technology started to change the form of travels and travel writings. The number of works produced in the form of a travel book since the XX.century is significantly high. The ease and inexpensiveness of transportation made it easier to travel domestically and internationally. With the developments in technology, it is possible to

follow travel writings on the web. Today, many people travel for various purposes. These travels can be either in touristic nature and for a few days or for a longer period of time. These types of writings are provided to readers through blogs, social media pages and websites. The content of these pages vary depending on the traveler's purpose. It is possible to categorize travelers in three groups that are; those who have jobs and travel during their off-days, those who have a fixed income and travel, and those whose jobs is travelling. People whose job is to travel finance their travels through making deals with commercial companies and using technological tools. Additionally, purchasing flights for inexpensive prices on websites, booking rooms for affordable prices through websites such as booking.com, airbnb.com, using "translation" apps for those who don't speak foreign languages, documenting places travelled by photographs and videos, increasing the number of followers on social media through sharing photos, earning income from personally owned websites are among the technological factors that make travelling easy.

There are currently many travel blogs and websites online that is impossible to count. 1orada1burada, 2tek1çift, Adım adım seyahat, Ahmetrüstem, Alper'in gezi rehberi, Always travel, Amatör gezgin, Anlık birikimlerin toplamı, Antik ahtapot, Arda'ya notlar, Around together, Asitane, Avrupa şehirleri, Ayağımın tozuyla, Ayfer-Onur seyahatnamesi, Aylak İlsu'nun Maceralı Seyahatleri, Ayse the gezgin, BackpackerTR, Bağyan gezgin, Bayaiyi, Baz Family on the way, Ben yazdım, Bengilisular, Bi' dünya yer, Bi' oku bence, Bidurulunyaa, Bir cevelan, Bilinmeyenrota , Bir dil bilmezsin gezi notları, Bir küçük gezgin, Bir plancının kent eskizleri, Bir sırt çantalı gezginin hikayesi, Biraz ordan biraz burdan, Bisikletim, Bizarre Journeys, Bizimizimiz gezi notları, Bolvoyage: gezip görmeye dair, Born to laugh, Cesur gezgin, Chi ailesi gezi bloğu, Cowabungatr, Çapulcu yollarda, Çizenbayan, Çocukla gezeriz biz, Çocuklu seyahat: Dünyayı daha renkli görebilmenin formülü, Çok gezen adam, Çok gezen çift, Çok gezen çocuk, Çok Gezenler Kulübü ve Gezginler Kulübü, Çokokuyancokgezen, Daha çok gezsek, Dijitalseyahatname, Dijital tabak, Doktorun gezi rehberi, Drops from my moments, Dünyayı gezmek, Dünya büyük onu keşfet, Dünyayı keşfet, Ekonomik gezi rehberi, En güzel rüya'm, Erdem Gürses, Evvel zaman izinde, Fozdemir blog, From das agg, Full time hedonist, Gezdiklerim, gördüklerim, düşünceler, Gezeceğiz, Gezeli bilelim, Gezen bohem, Gezen kelebek, Gezenti anne, Gezgin aile, Gezgin çelebinin notları, Gezgin iz, Gezgin kedi, Gezgin kutubalığı, Gezgin martı, Gezgin muhabirella, Gezgin yollarda, Gezgin'in günlüğü, Gezgincat, Gezginci gurme, Gezgindir gezenin adı, Gezginim gezgin, Gezginin ayak izleri, Gezginin haritası, Gezginlerin buluşma noktası, Gezginlerle

röportajlar, Gezi elçiniz, Gezi molası, Gezi notlarım, Gezi önerileri, Gezi rehberleri, Gezi tozu, Gezi yazılarım, Gezici günlük, Gezikolik, Geziname, Gezip geldim, Gezipdurum, Gezistan, Gezlik, Gezmek güzel, Gezmek güzelşey, Gezmek için doğanlara, Gidip görmeli, Git git bitmez, Görkemliyollar.com, Gözümpapucumda, Gurmex, Hande Çevikkol, Haritada bir nokta, Hawaii gezgin, Hayalname, Hayat gezene güzel, Hayat gezince güzel, Hayat kısa kuşlar uçuyor, Hayat ve seyahat, Hayatın tadına bakanlar, Hüseyin Pehlivan, İki beyaz yakalının gezi notları, İki emekli gezgin, İki gezgin ruhun küçük gezginle maceraları, Jandan'ın gezi notları, Kalbim Nepal'de kaldı, Kamyoncunun yeri, Keep calm and travel the world, Keşfet!, Keşfetsek, Keşfi alem, Keşif sizi çağırıyor, Keyfe keder, Kuvvetli tabanlar, Leyleği havada gördüm, Like a trippie, M-eating, Maksat yolculuk, Mapkini, Modern hippie, Modern turist, Mornings&evenings, My nomad pen, Naçizane bir seyahatname, Nasıl gezdim, Ofis dışındayım, OitheBlog, Onur'un seyir defteri, Özgür'ce dünya, Özgürlük yollarında, Öznur Sakrak's blog, Pamukyolu-dağyolu, Pedalla, Pembe pasaport, Pia geziyor, Pisletlicocuk, Port-pass, Restoran rehberim, Rocks on road, Rota sensin, Rotasız kuş, Rotasızseyyah Rotavrupa, Samdonmez, Postcardsfromtheglobe, Sandaletli Seyyah Geziko, Serpil'in gezi rehberi, Sevgili günlük, Seyahat günlükleri, Seyahat notlarım, Seyahat rehberiniz, Seyahat ve gezi, Seyahathane, Seyahatlerden hatıralar, Seyahatya, Seyr-u seyahat, Seyrüpedal, Seyyah-ı sohbet, Seyyar kalem, Sınırları geç ve dünyayı keşfet, Sırt Çantalılar, Sırt çantasıyla devri alem, Sonatizm gezi notları, Sosyal anne, Spoke'n around, SuperNiceVisit, Şehir notları, Tadımlık anılar, Tadında seyahat, Tale blog, Tatiliyet, To travel or not to travel, Traveling lady, TravelisCool, Türk Hava Yolları blog, Uçak notları, Uçanadam, Uzaklarda bir yer, Uzun yolun kisası, Yaprak'ın seyir defteri, Yemek için geziyoruz, Yeşiladam, Yırtık harita, Yol notları, Yolcu yolunda gerek, Yolda iki gezgin, Yolda olmak, Yoldaki izler, Yollarda hayat var, Yolların ardından, Yoncaayonca, Zafer'in seyir defteri are some examples of websites and blogs that have travel related content. Some of these websites are designed to guide tourists. Places to see, alternative food options in the city, accomodation and transportation information on those places are covered in these websites. The articles contain many photographs. Some of these websites are designed completely in the form of a travel book. The current article discusses the aspects and the need to consider rotasizzeyyah.com, a website producing content in the form of a travel book, as a digital travel book.

1. Rotasız Seyyah

Traveler Mehmet Genc was born in 1982 in Samsun. After completing his education in Samsun, he graduated from 19 Mayıs University Department of Electronics in 2002. After working in IT business in Istanbul for 6 years, he decided to change his lifestyle after going to Taiwan for a business trip and started to be interested in photography and travelling. He learned English and Spanish during his trips. Mehmet Genc, whose slogan is “wherever the wind takes you” is the author of books, Rotasız Seyyah Yol Hikayeleri 1 (Pilgrim Without a Route Travel Stories) and Rotasız Seyyah Yol Hikayeleri 2.

In the beginning, Mehmet Genc financed his travels by his own means and the support of his followers. In the recent years, Columbia, Canon, Qatar Airways, Geodi and Istanbul Reyap Hospital sponsored his travels. Mehmet Genc has accomplished and continues to accomplish social aid projects in countries he visited with the support of his followers such as providing financial aid to those in need, scholarship for the education of two students, and providing books to schools that are in need.

Some of the mobile applications Rotasız Seyyah uses during his travels include maps.me, Google maps, foursquare, Türkçe-İngilizce Sözlük, Google çeviri, İngilizce-İspanyolca Sözlük, Türkçe Sözlük, Couchsurfing, Rome2rio, Agoda, Booking, Hostelworld, TripAdvisor, Airbnb, Müezzin, Uçuşlar, XE Currency, Tinder, Skype, SoundHound, Hyperlapse. These apps help the traveler in terms of purchasing tickets, providing options for accommodations, increasing the quality of photo and video recordings, geotagging, making friends, assistance with language, communication, monitoring currency rates, finding out the times for call for prayer, and directions. In addition to these apps, he uses facebook, instagram, twitter, youtube, and periscope actively.

2. A digital travel book example: rotasizseyyah.com

The characteristics of travel books in Turkish literature are not clearly defined. Travel books are generally described as an author’s work on places visited, how the society lives, traditions and customs with interesting facts. Author depicts a portrait of the places visited with his descriptive words. He tries to highlight different aspects of places that were not shared before. Writings can be in the form of a journal kept on a daily basis, a letter written to a friend describing the place, a descriptive travel writing or a report if it’s a business trip. In today’s world, internet provides an opportunity to create these forms of writing in the electronic environment. Websites, blogs, social media accounts contain many writings in this form. One of these websites is rotasizseyyah.com.

Rotasiz Seyyah has traveled to many countries and cities in Antarctica, North America, South America, Asia, Europe and Africa and wrote about his travels. He starts his articles by describing the itinerary he planned for the place he will visit. After providing a map of the region, he writes about interesting characteristics of the area in a flowing and simple language. He includes photographs and videos in his articles.

In his articles, Rotasız Seyyah does not include information that can be accessed easily. He focuses on details that would interest and surprise readers. He provides details on the traditional culture and daily lives of the areas he writes about. Particularly his writings on indigenous people living in remote areas that can't be easily accessed include many observations that can't be easily found anywhere else. In his articles, he provides information on the traditions/customs, nutrition and clothing, sources of income, beliefs/faiths, temples/prayer places, architectural characteristics of traditional housing, transportation, main/access roads, nature, entertainment places, entertainment types, and shopping alternatives. Only a few of these will be discussed in the article due to page limitations.

2.1. Traditional Architecture

Mehmet Genc informs his readers on interesting architectural structures in places he visits. These structures include skyscrapers, ultra-luxury building as well as simple structures build by indigenous people of the area. For example, he explains that frame houses in the Atalaia Do Norte region of Brasil were built on many stakes to elevate the houses to a certain height. The reason for this is that the level of Amazon river rises and falls depending on the season. People living in the region found this method to protect their houses from flood. Rotasiz Seyyah explains that general housing consists of frame houses except in Amazon's big cities and that these houses do not have furniture. In explaining so, he provides visuals to support his writing. These houses do not have water and bathrooms, only have one room with hammocks in the corners of the house, and the kitchen tools in the middle. Hammocks are used as beds and in Kogui natives, only the man of the house can sleep in the hammock.

2.2. Sources of Income

Author tries to provide information on sources of living in terms of economics. He provides this type of information not in places where city life is dominant but in rural areas. In the articles, information on how many indigenous people make a living by handcrafts. Wayuu women sell hand-woven purses to make a living. As desert climate does not allow agriculture, men are in

fishing and stock farming. The climate conditions only allow for goat farming in the area in terms of stock farming. Many Mayan women (in Mexico) make and sell handmade purses, pullovers, clothes and souvenirs while some cook in restaurants for a living. Men work in construction mostly to make living. In Embera natives in Panama, there are still people who hunt but their main nutritional source is rice they plant in the woods.

2.3. Clothing

Mehmet Genc explains that traditional characteristics are preserved in terms of clothing especially in areas that are not in close contact with city life. In families who still follow traditions in Indigenous people of Tarahumara, men wear skirts. Indigenous people of Kogui wear white dresses. In Panama, women of Embera natives do not wear clothes above waist. However, they slowly start to wear clothing as they are warned by the Panama government. While men of Wayuu dress in a modern way, women still wear colorful traditional clothes. The only accessory that Arhuaco women wear is colorful necklaces.

2.4. Governance

Genc also explains government policies and regulations of places he visit. For example, he provides this kind of information in his articles on Venezuela, El Salvador and Honduras. Particularly the governance types of communities that continue traditional life styles that are far from modern life style. In Arhuaco communities, the village has a leader called “Mamo.” This leadership passes from father to son and it also entails spiritual leadership. An individual spends the age of 10-12 in a cave and all his needs are provided by his father. The purpose of staying in a cave is to strengthen the senses and to reinforce the education he’ll receive from his father. The child spends as much time as he completed his education. Mamos work in the village all day, they clean, they take care of their own business, work in fields, and heals diseases that can be treated by natural methods. Couples who want to marry tell their desire to Mamo and they state their desire once again in front of the crowd gathered in the center of the village. After that, they talk to Mamo privately. Following this private conversation, Mamo takes the couple with him for a month and train them for life. Domestic violence is almost non-existent. If a man abuses a woman, Mamo takes the man with him and tries to solve the problem by talking to him. Kogui people who live in Sierra Nevada call their village leader “Mamo” as well. Every village has its own Mamo. Also, there is a Big Mamo who is in charge of every village. The individual who’s known to be Big Mamo in the future lives in a cave during his childhood without leaving the cave. He does not

consume any type of meat and lives alone. It's said among indigenous people that Big Mamo can put up a fire with one movement of his hand, that he can lift up water in a bucket with his supernatural powers, and can take the shape of a leopard, tiger or another animal.

2.5. Beliefs

Arhuaco and Kogui people believe in nature. The God that Arhuaco people believe in is Serenkua. Kogui people except for those who are converted to Christianity, have strings around their wrists. These strings are placed by the Mamo of the village or Big Mamo to protect the child from evil.

The faith of Honduras people is called Sabatista. Every Saturday they enter the church at 6 in the morning and stay there until 6 in the evening. During this period, they pray without eating anything. They only drink water. During the prayer, guitar and piano are played and songs are sung.

San Juan Chamula church in Mexico close to San Cristobal have interesting traditions. There are no chairs or stools to sit down in this church. People who come to the church place grass on the ground and sit. There are hundreds of candles lit up. People pray, and kill the animals they bring along such as duck, chicken, etc. and then drink carbonated drinks as a tradition.

2.6. Tradition

Rotasiz Seyyah is very interested in areas that continue traditional life styles. He states that Wayuu people have interesting traditions. For example, when girls have their first period, they stay alone in a closed room until the period is over. Only her mother can visit her and she can only eat oatmeal and turtle meat, and drink only water and çica that is made of corn. Her hair is cut like a man. When she returns to her home, all her belongings until that day are thrown away and new things are bought. As she can't eat for a long time, whatever she wants is done. The reason for eating turtle meat during that period is to live long. When girls eat turtle meat during that period, it's believed that they will feel young when they get old. Again in Wayuu people, if a man wants to marry a girl, he should give at least 200 goats, cash money equivalent of 1000 USD, and a golden necklace to the girl's mother. Men who have money can marry as many women as they want as long as they provide these requests. Kogui men do not cut their hair traditionally.

Conclusion

Mehmet Genc who is known as Rotasiz Seyyah is one of the young travelers of XXI. Century who try to travel around the world. Genc is prominent with his global citizen characteristic that is free of his ethnicity and religious identity. He tries to travel all the corners of the world

focusing on the journey. With this purpose, he shares everything he sees in places he visit from spectacular metropol to indigenou communities living in remote places, from most expensive shopping malls to street markets in back streets. What makes his website special is that he is not only interested in the most popular streets of the place he visits, but also the back streets, villages, traditional life styles, and the daily lives of people in those places. Rotasiz Seyyah not only describes those places he visits but also increase interest in readers and trigger their desire to travel. He enriches his writings with all kinds of visuals. He is not completely objective in describing his experiences. He produces a subjective work by incorporating his own emotions and opinions. He uses a simple language that flows well. Considering these characteristics, it would be an appropriate approach to consider him as a traveler who takes advantage of XXI. Century's technological means or the Evliya Celebi of the modern era. Within this scope, we suggest to name rotasizseeyah.com and other websites that have similar content as e-seyahatname or e-book of travel.

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Investigating Graduate Students' Individual Differences on Entrepreneurial Intentions, Creativity, and Emotional Intelligence

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Abstract

The purpose of this study is to examine entrepreneurial intentions, creativity and emotional intelligence levels of graduate students at a university in the southeastern region of the United States of America to identify certain individual differences. In alignment with this purpose, the sub-dimensions of emotional intelligence -problem solving, interpersonal relationships, emotional self-awareness, and impulse control- will also be investigated.

The survey instrument used in this study was adapted from Kickul, Jill, & D'Intino (2005) and Salovey & Mayer's (1990) instruments. In determining demographical characteristics, a frequency test was used. A t-test was completed to identify the difference between emotional intelligence, creativity, and entrepreneurial intentions in gender. To identify the difference between emotional intelligence, creativity, and entrepreneurial intentions in field of study and time, a one-way analysis of variance (ANOVA), and to determine in which group the differences are, a Tukey test was completed.

Differences between emotional intelligence, creativity and entrepreneurial intentions were found in gender. While no significant differences were found in creativity in the field of study and the time they've been in the university, there were differences in the emotional intelligence levels and entrepreneurial intentions.

Keywords: Emotional intelligence, creativity, entrepreneurial intentions, entrepreneurship

INTRODUCTION

A nation's wealth stems from its citizens developing and improving their capacity, skills, and expertise to create economic value. Pioneers of economic and cultural development in the world are entrepreneurs who closely follow technological developments and know how to innovate.

Entrepreneurs are key actors in providing improvement in economical structures (Top, 2006;183, Gürdoğan, 2008;7, Tiryaki, 2012;2).

Fundamental function of entrepreneurs in contemporary societies is to innovate continuously. From this perspective, the power of modern entrepreneurs depend on their capacity to innovate and to turn these innovations into commercial products in the business world. Particularly in the information society, entrepreneurs who can create high added value through innovation have become the important actors of economy (Güney, 2008; Müftüoğlu & Haliloğlu, 2009).

It is important to reveal individual factors that affect such a concept for economies. Creativity is one of the components of entrepreneurship as it involves recognizing opportunities, generating ideas, and innovating (Schumpeter, 1934). In the context of entrepreneurship, creativity is about generating novel ideas as novel and useful ideas are crucial to entrepreneurship (Amabile, 1996; Ames & Runco, 2005). Creativity is not only about presenting novel ideas or outputs, but also to connect two seemingly unrelated events or concepts to reveal a new perspective or outcome (Goodman, 1995; Jones, 2004). Researchers emphasize that creativity is a cognitive process that entails a perspective with new and special ideas. Thinking through this perspective and turning thoughts into reality require different skills. Novel ideas generated through creativity should also be applicable. In fact, creativity is a situation that generates novels and novelty is the form of expressing creativity (Freeman, 1989; Reber, 1985; Barker, 2001). Therefore, initiatives that can generate innovations can be associated with creativity. Creativity is affected by skills and therefore, it is important to reveal which individual factors affect creativity in terms of improving these skills.

The most important skill among the aforementioned skills that can be improved is emotional intelligence. Lam & Kirby (2002) define intelligence as to obtain simple information and the skill to use this information in new situations. According to Goleman (2000), emotional intelligence is the capacity to be aware of one's own and others' emotions, to motivate herself, and to control emotions of own and in her relationships. Entrepreneurial intentions and creativity of an individual who can motivate herself would increase. Thus, it is another important topic to reveal what individual factors affect emotional intelligence.

METHODOLOGY

The purpose of this research study is to examine the levels of emotional intelligence, creativity, and entrepreneurial intentions of graduate students at a university in the southeastern region in the U.S.A. Additionally, the sub-dimensions of emotional intelligence – problem solving, interpersonal relations, emotional self-awareness, and impulse control- will also be studied.

The sample of this study consists of graduate students who volunteered to participate in the study. The sample size consists of a total of 399 students with 144 males, 250 females, and 5 participants who preferred not to state their gender.

In developing the survey instrument, we were influenced by the instruments developed by Kickul, Jill, & D’Intino (2005) and Salovey & Mayer (1990). We included three demographics-related variable questions in the survey instrument that are; gender, school, and time that students have been in the program. In analysing the data, we used SPSS and LISREL statistics packet programs and we identified the significance level as ($p < 0.05$).

A confirmatory factor analysis was completed to test the reliability of the scale and the questions related to sub-dimensions were identified accordingly. The results of the confirmatory factor analysis showed high validity and reliability (Yildirim, Trout, Hartzell, 2018). A frequency analysis was completed to identify the demographical characteristics while a t-test was completed to identify the difference between emotional intelligence, creativity and entrepreneurial intentions in gender. A one-way analysis of variance (ANOVA) was completed to determine the difference between emotional intelligence, creativity, and entrepreneurial intentions in school and time while a Tuckey test was used to show where differences lie.

FINDINGS

The gender distribution of participants showed that 36.1 % of the participants were males while 62.7% were females, and 1.2% of the participants preferred not to state their gender. In terms of schools, the distribution analysis showed that 16.8% of the participants were students in education, 5% in humanities and social sciences, 10.1% in business, 4.1% in nursing, 1.2% in applied sciences, 2.2% in math&engineering, 1% in media design, 9.2% in professional studies, 19.1% pharmacy, 7.4% optometry, 6.1% physical therapy, 1% osteopathic medicine, 6.8% in extended academic pograms, and 10% in online programs. The distributions of time being in the program showed that

44.1% of the students have been in the program for less than 1 year, 18% between more than 2 years and 3 years, 10.6% between more than 3 years and 4 years, and 0.5 % for more than 4 years.

Table.1 Participant Demographics

Gender	N	%
Male	144	36.1
Female	250	62.7
Not answered	5	1.2
School	N	%
Education	68	16.8
CHASS	2	5
Business	42	10.1
Nursing	18	4.1
Applied Sciences	6	1.2
Math & Engineering	11	2.2
Media Design	4	1.0
Professional Studies	38	9.2
Pharmacy	77	19.1
Optometry	32	7.4
Physical Therapy	28	6.1
Osteopathic Medicine	4	1
ADCAP	29	6.8
ONLINE	40	10
Time	N	%
< 1 year	176	44.1
More than 1 year – 2 years	107	26.8
More than 2 years - 3 years	72	18.0
More than 3 years – 4 years	42	10.6
>4 years	2	0.5
Total	399	100

The results in table 2 show significant differences in the **INTERR** ($p=0.05$), **EMOTSA** ($p=0.05$), **CREA** ($p=0.04$), **ENTREP** ($p=.000$) sub-dimensions while there was no significant difference in the **PS** ($p=0.332$) and **IC** ($p=0.332$) sub-dimensions. Female students showed higher scores in the interpersonal relations sub-dimension compared to male students. Female students showed higher scores in the emotional self-awareness sub-dimension in comparison to male students while male

students showed higher scores in the creativity dimension than female students. In the entrepreneurial intentions dimension, male students had higher scores than female students.

Table 2. Comparison of emotional intelligence, creativity, and entrepreneurial intentions in terms of gender

Sub-Dimensions	Gender	N	Mean	Std. Dev.	t	P(sig.)
PS	Male	144	4.3241	.5389	.994	.321
	Female	250	4.2707	.4981		
INTERR	Male	144	3.9208	.5895	-1.952	.050*
	Female	250	4.0330	.5248		
EMOTSA	Male	144	3.8931	.5224	-1.961	.050*
	Female	250	3.9976	.5020		
IC	Male	144	3.1308	.7699	.906	.366
	Female	250	3.0600	.7336		
CREA	Male	144	3.8486	.5274	2.064	.040*
	Female	250	3.7364	.5150		
ENTREP	Male	144	3.6753	1.010	4.876	.000*
	Female	250	3.1367	1.081		

*: $p < 0,05$; PS: Problem solving, INTERR: Interpersonal relations, EMOTSA: Emotional self-awareness, IC: Impulse control, CREA: Creativity, ENTREP: entrepreneurial intentions

We found significant differences ($p < 0.05$) in the dimensions of interpersonal relations ($p = 0.029$), emotional self-awareness ($p = .05$), and entrepreneurial intentions ($p = 0.012$). These results are presented in table 3. The results of the multiple-comparison test are presented in table 4.

Table 3. Comparison of emotional intelligence, creativity, and entrepreneurial intentions between schools

Sub-Dimensions	School	N	Mean	Std. Dev.	F	P(sig.)
PS	Education	68	4.4363	.52233	1.276	.225
	CHASS	2	4.3333	.94281		
	Business	42	4.3651	.48169		
	Nursing	18	4.5185	.41574		
	Applied Sciences	6	4.3333	.47140		
	Math & Engineering	11	4.3030	.54680		
	Media Design	4	4.2500	.56928		
	Professional Studies	38	4.2544	.47416		
	Pharmacy	77	4.1818	.49720		

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	Optometry	32	4.1771	.47129		
	Physical Therapy	28	4.2143	.36531		
	Osteopathic Medicine	4	4.2500	.31914		
	Extenden Academic Program	29	4.3218	.45845		
	Online	40	4.2417	.70403		
	Education	68	4.1088	.54024		
	CHASS	2	4.3000	.98995		
	Busines	42	4.1238	.45253		
	Nursing	18	4.2556	.42179		
	Applied Sciences	6	3.8667	.54650		
	Math & Engineering	11	3.9091	.53189		
INTERR	Media Design	4	3.7000	.66332	1.896	.029*
	Professional Studies	38	3.9158	.40170		
	Pharmacy	77	3.8864	.64643		
	Optometry	32	3.9250	.45366		
	Physical Therapy	28	4.0429	.38627		
	Osteopathic Medicine	4	3.9500	1.17047		
	Extended Academic Program	29	4.1310	.39741		
	Online	40	3.7800	.70281		
	Education	68	4.0588	.48384		
	CHASS	2	4,2000	1.13137		
	Busines	42	4,0286	.53478		
	Nursing	18	4,1889	.50163		
	Applied Sciences	6	3,7000	.41473		
	Math & Engineering	11	4,0364	.60543		
EMOTSA	Media Design	4	4,1500	.41231	1.722	.050*
	Professional Studies	38	3,9632	.37157		
	Pharmacy	77	3,8390	.57769		
	Optometry	32	3,8562	.44355		
	Physical Therapy	28	3,9071	.44715		
	Osteopathic Medicine	4	3,3500	.66081		
	Extended Academic Program	29	4,0138	.53434		
	Online	40	3,9850	.46495		
	Education	68	3,0735	.77875		
	CHASS	2	3,3750	1.23744		
	Business	42	3,0913	.92243		
	Nursing	18	3,2500	.81800		
	Applied Sciences	6	3,2083	.48520		
	Math & Engineering	11	2,7500	.52440		
IC	Media & Design	4	3,0000	.35355	1.254	.239
	Professional Studies	38	2,7895	.80649		
	Pharmacy	77	3,2002	.79819		
	Optometry	32	3,2969	.55153		
	Physcal Therapy	28	2,9554	.66685		
	Osteopathic Medicine	4	3,2500	.81650		
	Extended Academic Program	29	2,9397	.58879		
	Online	40	3,1208	.62073		
	Education	68	3,9500	.46793		
	CHASS	2	3,9250	.95459		
CREA	Business	42	3,7524	.49938	1.591	.085
	Nursing	18	3,9556	.58029		
	Applied Sciences	6	3,7000	.61644		
	Math & Engineering	11	3,7455	.55202		

	Media & Design	4	4,0500	.19149		
	Professional Studies	38	3,7579	.41108		
	Pharmacy	77	3,7006	.54919		
	Optometry	32	3,5438	.49575		
	Physical Therapy	28	3,7000	.46983		
	Osteopathic Medicine	4	3,8000	.43205		
	Extended Academic Program	29	3,8345	.52934		
	Online	40	3,7875	.61025		
	Education	68	3,3382	1.09593		
	CHASS	2	2,6250	1.94454		
	Business	42	3,5079	1.02787		
	Hemşirelik	18	3,5694	1.09748		
	Applied Sciences	6	3,6667	.84656		
	Math & Engineering	11	3,1364	.92442		
	Media & Design	4	2,7500	.73598		
ENTREP	Professional Studies	38	3,4276	1.09190	2.138	.012*
	Pharmacy	77	3,0141	1.15418		
	Optometry	32	3,8906	.83506		
	Physical Therapy	28	3,5179	.92528		
	Osteopathic Medicine	4	3,5000	1.17260		
	Extended Academic Program	29	3,4483	1.10877		
	Online	40	2,9438	1.06441		

*: p<0,05

Only the significant results are shown in the multiple comparison results. These results showed that students in the business school had higher scores on the interpersonal relations sub-dimension of emotional intelligence compared to students in the online programs (p=0.002) while nursing students had significantly higher scores on the same sub-dimension compared to students in the professional studies.

Table 4. Results of the multiple-comparison test on emotional intelligence, creativity, and entrepreneurial intentions between schools

Sub-Dimensions	Post Hoc (Tukey Testi)		Mean Difference	Sig.
	Comparison			
	BUSINESS	ONLINE	.343	.002*
INTERR	NURSING	PROF. STUDIES	.339	.001*
	SCHOOL OF ED.	EAP	.005	.027*
		ONLINE	.073	.035*
EMOTSA		PROF. STUDIES.	.009	.038*
	APPLIED SCI.	BUSINESS	-.328	.025*

		PHYSICAL THE.	-.207	.042*
		NURSING	-.488	.001*
	BUSINESS	EDUCATION	.169	.027*
	CHASS		.882	.022*
		PHARMACY	.493	.038*
ENTREP	OPTOMETRY	PHARMACY	.876	.019*

*: p<0,05

In terms of entrepreneurial intentions dimension, students in the business program had significantly higher scores than the students in education, humanities & social sciences, and pharmacy programs. Also, students in the optometry program had significantly higher scores on the same dimension than pharmacy students.

Table 5 shows the results of comparison of sub-dimensions and dimensions according to the duration that students have been in the program. The results showed significant difference only in the problem solving (p=0.05) and entrepreneurial intentions (p=0.05) dimensions (p ≤ 0.5). Multiple-comparison results showing the significant differences are presneted in table 6. As there were only two students who have been in the program for more than 4 years, the results of comparisons of this group are ignored even if it was significant.

Table 5. Comparison of emotional intelligence sub-dimensions, creativity and entrepreneurial intentions of students according to number of years they have been in the program

Sub-Dimensions	Year	N	Mean	Std. Dev.	F	P(sig.)
PS	< 1 year	176	4.2973	.49822	2.378	.050
	More than 1 year - 2 years	107	4.2087	.54083		
	More than 2 years - 3 years	72	4.2870	.51672		
	More than 3 years - 4 years	42	4.4762	.44260		
	> 4 years	2	4.6667	.47140		
INTERR	< 1 year	176	3.9801	.54396	.593	.668
	More than 1 year - 2 years	107	3.9958	.55982		
	More than 2 years - 3 years	72	3.9444	.56789		
	More than 3 years - 4 years	42	4.0952	.54323		
	>4 years	2	4.2000	.28284		

EMOTSA	<1 year	176	3.9636	.52376	.130	.971
	More than 1 year - 2 years	107	3.9477	.48474		
	More than 2 years - 3 years	72	3.9472	.52001		
	More than 3 years - 4 years	42	4.0000	.52079		
	>4 years	2	4.1000	.14142		
IC	<1 year	176	3.0866	.73113	.165	.956
	More than 1 year - 2 years	107	3.0732	.71068		
	More than 2 years - 3 years	72	3.0729	.80539		
	More than 3 years - 4 years	42	3.0714	.83243		
	>4 years	2	3.5000	.70711		
CREA	<1 year	176	3.7520	.53317	.703	.590
	More than 1 year - 2 years	107	3.7902	.50835		
	More than 2 years - 3 years	72	3.7667	.56469		
	More than 3 years - 4 years	42	3.8571	.41739		
	>4 years	2	4.2000	.28284		
ENTREP	<1 year	176	3.3797	1.01249	.845	.050
	More than 1 year - 2 years	107	3.3411	1.10284		
	More than 2 years - 3 years	72	3.1296	1.10765		
	More than 3 years - 4 years	42	3.4107	1.27454		
	>4 years	2	3.7500	.00000		

*: p<0,05

In table 6, only the significant results are presented. Students who have been in the program between 3 and 4 years (p=.021) showed higher scores on the problem solving sub-dimension compared to students who have been in the program for less than 1 year. The results of the entrepreneurial intentions dimension showed that students who have been in the program between 3 and 4 years showed significantly higher scores (p=.002) than students who have been in the program for less than 1 year, more than 1 year-2 years, and more than 2 years-3 years.

Table 6. Multiple-comparison results of emotional intelligence sub-dimensions, creativity, and entrepreneurial intentions according to year

Sub-Dimensions	Post Hoc (Tukey Test)		
	Comparison	Mean Difference	Sig.
PS	More than 3 years - 4 years	.178	.021*
	>1 year		

ENTREP	More than 3 years - 4 years		
	> 1 year	.031	.000
	More than 1 year - 2 years	.069	.002
	More than 2 years – 3 years	.281	.000

*: p<0,05

DISCUSSION & CONCLUSION

In this study, we examined graduate students' emotional intelligence levels with four sub-dimensions, creativity and entrepreneurial intentions as one dimension. The results indicated that the mean of problem solving, interpersonal relations, and emotional self-awareness sub-dimensions were higher than the mean scores of impulse control. Females had significantly higher scores than males in the interpersonal relations and emotional self-awareness dimensions. There was no significant difference in the problem solving and impulse control sub-dimensions. Females showed higher emotional self-awareness and interpersonal scores which can be explained by their sentimentality and mother instincts. This gives women an advantage over men in terms of emotional intelligence. Kaya (2015) showed that women had higher scores than men in all sub-dimensions of emotional intelligence except for stress management in his study conducted with employees in stock exchange. This indicates that women can be good managers or employees within organizations. The skills for interpersonal relations and to be aware of others' emotions may indicate that female students are candidates of good managers in the future.

Creativity levels and entrepreneurial intentions of males in the study were higher than females. One reason for this can be competitive personality characteristic of males. On the other hand, male entrepreneurs are seen frequently which have become a culture. Entrepreneurship education should be increased for women and the societal pressure should be turned into positive discrimination through supportive policies. Entrepreneurial intentions of women can be increased by increasing their self-confidence through the stories of successful women entrepreneurs. Turko (2016) conducted a study with women entrepreneurs and stated that women entrepreneurs should be supported by various methods.

When the levels of emotional intelligence is evaluated, students in the business school had higher levels of interpersonal relations than students in online programs. The on-site education that business students receive may be a contributing factor in increasing their interpersonal relations. Nursing students had higher interpersonal relations levels than students in the professional studies

which is consistent with the nature of the nursing profession. The education nursing students receive increase their skills for interpersonal relations.

In terms of emotional self-awareness, education students had higher levels than students in professional studies, extended academic programs, and online programs. This was an expected results. The significantly high mean score may be a result of pedagogical and psychological education these students receive. Students in applied sciences had significantly lower scores in the emotional self-awareness sub-dimension compared to students in business, physical therapy and nursing. This stems from applied sciences students' tendency towards rational incidents rather than emotional incidents.

While no significant difference was found in creativity levels in schools, the mean scores of entrepreneurial intentions for business students were significantly higher than education, humanities & social sciences, and pharmacy students. Although some business students desire to work in companies, it is clear that with the education they received, they want to have their own businesses. This difference is clearer compared to education, humanities & social sciences and pharmacy students. Also, the mean scores of entrepreneurial intentions for optometry students were significantly higher than pharmacy students. This indicates that optometry student desire to have their own businesses.

When graduate students' time frame in their programs are evaluated, students who have been in the program for more than 3 years and 4 years have higher problem solving skills than students who have been in the program for less than a year. The education students receive teach them how to handle problems and increase their self-confidence. The entrepreneurial intentions of students who have been in the program for more than 3 years and 4 years are found to be higher than those who have been in the program for less than a year, more than 1 year and 2 years, more than 2 years and 3 years. This indicates that as students' progress in their program, their entrepreneurial intentions increase which is related to the education they receive. Additionally, as students near graduation and identify their goals, their entrepreneurial intentions are revealed. Similarly, Belli (2015) showed that as academic level increases, individual or group goals of students become clear.

Our results showed that the education students receive and the time they've been in academia increased their problem solving skills and their emotional self-awareness. Additionally, education and the time also increase students' entrepreneurial intentions.

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A Literature Review on the Concept of Stress

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ABSTRACT

Intense competition conditions due to globalization have made employees' working conditions more difficult. Expectations of higher performance from employees, increase of unemployment, low wages, economic crisis and uncertainties are among factors that create stress in individuals. Additionally, environmental pollution, urban problems, and concerns in personal lives can cause stress in individuals. In summary, employees at all level can live stress behaviors in organizations. The purpose of this review is to address important concepts to better understand stress.

Definition of the Concept of Stress

The word 'stress' originates from the Latin word "Estrictia" and old French word "Estrece." While in the beginning negative meanings such as disaster, trouble, problem, and sadness were attributed to the word, over time the word stress has gained the meaning of pressure in individuals. Stress is a concept that has meanings depending on the person and the situation. It's neither a completely negative nor completely positive concept. For example, stress may mean difficult working conditions for an employee while it means decrease of productivity for a manager. Therefore, it is difficult to define stress. However, as a general definition, stress can be described as the adaptation efforts an individual makes in a situation that feels psychologically and physically challenging.

As illustrated in figure 1, the concept of stress which is generally considered as negative acts as a stimulator that increases the coping strength, that increases willingness to resist and succeed to a certain degree in individuals. This level describes the stress balance. However, stress that is experienced above (overstress) and below (less than necessary) this level has negative psychological and physiological results for individuals. Stress levels that would motivate and direct employees towards a more successful performance and that would create the ambition of achieving success within an organization would contribute to organizational productivity. However, the stress that employees experience in an organization is an organizational concept that needs to be managed well. Otherwise, it can create many negative outcomes that are irreparable for the organization.

CAUSES OF STRESS

Rapid developments in technology and its effects in every area of life cause several uncertainties which create stress in individuals. These uncertainties and obligations to take risks that we encounter in our lives are becoming the most important stress source in individuals. In addition to these factors, obstacles encountered in an individual's surrounding, difficult conditions, personal characteristics, problems within the work place, worrying about the future, responsibilities taken are among stress sources. The sources of stress are categorized in three groups that are; individual, organizational and environment-related stress sources.

Sources of Individual Stress

Many factors such as education, character, skills, level of knowledge, marital status, familial issues, health issues, financial losses or concerns that individuals have are causes of stress. These stress sources are individual causes and individuals live this stress in their inner worlds. Individual stress sources are categorized in two groups that are; personality and factors causing stress in personal lives.

Personality

Personality is physical and mental characteristics that distinguish individuals from each other in terms of thought, feelings, and behaviors. Individuals with different physical and mental characteristics would have different interpretations of events of situations. While an incident may be seen as risky and frightening for someone, it can be perceived as exciting for another. Or, a topic may cause stress in an individual while it may not affect another at all. As described in these examples, different personality types mean different perspectives towards the concept of stress.

Factors such as cultural elements in the environment that an individual was born and grew up, life styles, ethical and moral play roles in the differences of personalities. Differences in these effects would result in different personality types. Personality types are categorized in three groups depending on tendency towards stress and the perspective on stress: Type A, type B and mixed type.

Individuals with type A personality are fighters, idealists, responsible individuals who don't like to lose, who like competition, hard-working, hasty, like criticizing, and act in panic. As their stress levels are high, the tendency to have a heart attack is high for these individuals.

Individuals with type B personality do not like competition, they are not perfectionists. They are calm and their stress levels are low, they are not detail-oriented, they can see the big picture. They planned, and tolerant. Their stress levels are lower than the individuals with type A personality.

Mixed type personality is a combination of type A and type B personalities.

Factors Causing Stress in Personal Life

Having life styles that include negative components such as alcohol, smoking, and night life causes individuals to be more stressed. Individuals with internal control (those who believe that they can control their destiny) are less stressed than the individuals with external control (those who believe that events are a result of destiny and luck, and they can't have any effect on these events). Age is another factor on stress. Individuals within the age range of 30-50 are more stressed. When gender is considered, women are more stressed than men.

Organizational Stress Sources

Individuals spend most of their times within their organization. In an organizational setting, several factors play a role in employees' stress levels. As it is difficult to satisfy employees socio-economically, this creates a stressful work environment. In fact, organizational factors that are causes of stress are many. Most important factors are discussed below:

Management Policies and Strategies: Organizational policies and strategies that are not developed right such as not having fair performance evaluations, inequity in salaries, conflicting and strict ruled management styles and impossible job descriptions cause stress for employees.

Employees are face to face with factors that create more stress in organizations that have strict formalities, centralized management, and mechanical structure that emphasizes specialization. However, in organizations without a central management approach that allows employees to be a part of all managerial decisions, that places importance on information and creativity, employees experience less stress.

Organizational Processes: Factors such as not having sufficient communication channels, not caring about feedback, not having sufficient level of information, having conflicting goals and purposes, implementing wrong strategies are among organizational stress factors.

Conflicting Roles and Uncertainty in Roles: A role is the behavior that is expected of an individual. Managers delegate certain roles to employees and expect them to execute these roles. There are certain pre-requisites to successfully execute these roles. For example, personality of the employee, skills, knowledge, and his experience should be aligned with his role. The definition, purpose, and details of the role should be communicated to the employee clearly. If the role that is given to an employee does not have one or more of these, then role conflict and uncertainty in roles would arise. Conflict in role is the difference in the expected behavior from an employee and the behavior that the employee wants to show. Role uncertainty is the state in which the employee does not understand the expectations from him related to the role and not being certain about the job he does. Both role conflict and role uncertainty are stress factors.

Low Wages: Financial gains are important for individuals in terms of meeting their fundamental needs to sustain their lives. The most important financial gain that is provided to an employee within an organization is compensation. Employees meet both their own and family's basic needs with the compensation they are given due to their efforts. If the compensation is low, the unmet needs cause stress in individuals.

Work Overload:

Social states determine the work hours per day with business laws. The workload that an employee is expected of completing within the work hours is determined by organizations' managers. Work overload tires employees both physically and psychologically as well as causing stress over time.

Environmental Stress Factors

Some stress factors for employees can be grouped as environmental stress causes. Particularly with the effect of open system approach, organizations and employees that are constantly in communication and interaction with their environments are affected by environmental factors. Rapid development of technology, complicated and uncertain environmental structure create stress among employees. Additionally, environmental pollution, cities with increasing populations, changing life conditions and trends bring both individual and familial issues along. Economical

and political uncertainties cause individuals to worry about the future and prevent them from making long-term plans. Economical crises experienced cause lay-offs which create concern among employees for their jobs. Each one of these environmental factors become important environmental factors causing stress in individuals.

RESULTS OF STRESS

Stress affects human lives and work lives in many areas. The effects of stress create visible results in individuals. It would be beneficial to examine the outcomes of stress in two groups; individual and organizational results.

Individual Results

Individual results of stress are observed as physiological, psychological, and social.

Physiological Results: When individuals are exposed to stress at certain levels, they can tolerate it. However, an increase in the stress level causes several physiological disorders. First, disorders are seen in the circulatory system and the individual's level of blood sugar and blood pressure deteriorate, hearth rhythm changes and secretion system collapses. These changes and similar disorders cause individuals to have severe health issues. From this perspective, these outcomes of stress causes individuals to lose their health, stress needs to be eliminated.

Psychological Results: Stress can cause several psychosomatic disorders. First issues emerge in the nervous system and depression is the most prevalent disorder. Individuals with stress experience high concerns, lack of willingness, loss of appetite, and concentration issues. As this can be temporary, it can also turn into a chronic disorder that may lead to suicide.

Social Results: Individuals would experience difficulties in their family relationships and work relationships in the organization due to the stress they face. This stress may cause individuals to lack trust in others, not showing up to appointments, and disengagement from social life. This would cause individuals to isolate themselves from their social environment which would result in isolation and solitude. Solitude is an important result caused by stress.

Organizational Results

The stress experienced by individuals would affect his work performance and productivity. The productivity of the employee would cause a decrease in the organizational productivity. Some of the organizational results caused by stress are discussed below:

Absence: Whether it's due to personal, organizational or environmental factors, an employee would not be able to fulfill his work responsibilities and be absent due to physiological and psychological effects caused by stress. Employee absences would cause first hinder production, cause high costs, significant decrease in the profit margin, and decrease in employee performance. Due to significant negativities caused by stress would result in absence of employee.

Low Performance: Particularly in work that requires cognitive skills, the stress experienced by an employee would result in nervous system disorders and affect the employee's performance. Additionally, stress can cause lack of willingness and create laziness in employees towards their work. One of the important factors for organizations to gain competitive advantage is organizational productivity. Organizational productivity is directly related to employee productivity. Thus, the low performance stress causes in an employee should be addressed.

Labor turnover: Employees working in a stressful environment lose their interest and willingness towards work over time which would cause them to quit their job and look for another. Turnover in employees in certain tasks mean providing training for the new employee hired for those tasks. Also, the contribution of an expert in a certain task will not be the same as the contribution provided by a new employee. Therefore, stress experienced by employees should be sensitively taken into consideration.

STRESS MANAGEMENT

Stress management is developing strategies to reduce negative effects of stress seen in individuals. It is not possible to avoid or eliminate stress. However, it is important to keep stress at an optimum level. In other words, stress should be experienced at a balanced level and its negative effects should be reduced. Certain level of stress keep individuals alert and prevent monotony.

It is not possible to stay away from stress in life. It is important to turn the stress experienced by individuals in a challenging work environment into something that benefits both the employee and

the organization. This brings up the concept of stress management. Management activity is an important function for organizations. With the right management strategies, issues that may arise within the organization can be overcome. If managers manage organizational stress within the organization in the right way, they can benefit from stress that is expected to create negative results.

As previously mentioned, stress experienced at a certain level keeps employees alert which would result in employee to be active at his work and increase productivity. However, the stress level above this level would start harming both the employee and the organization. Physiological and psychological issues due to the effects of stress would emerge and decrease organizational productivity. Stressed employees would also disrupt the peaceful environment within the organization. An environment with strong communication and not having conflicts is a desired organizational climate. For these reasons, stress should be managed well.

STRESS MANAGEMENT APPROACHES

It is important for stress to be managed well by organization's managers. There are several approaches that can guide them in doing so. These approaches to manage stress are emotion-oriented and problem-oriented approaches.

Emotion-Oriented Approaches

Emotion oriented approaches are developed to keep the stress levels of individuals at a reasonable level in without reducing their energies, productivity, and efficiency.

Emotion-oriented individual approaches

Several emotion-oriented individual approaches were developed. These approaches can be categorized in three groups that are; physical activities and relaxation techniques, meditation-prayer, engaging in social, cultural and sports activities.

Physical Activities and Relaxation Techniques: Symptoms seen in bodies due to stress include pain in the head, neck, vertebra, and back areas. Muscles that are tense due to stress should be relaxed by right breathing. Daily walks, runs, pilates, yoga activities are among physical and relaxation techniques that can be done. There are several benefits of physical exercises for the human body such as increase in energy, quality sleep, decrease in worrying, increase in self-confidence, and

decrease in having diseases. The serotonin hormone secreted after physical activities make individuals feel happier.

Meditation-Prayer: Spiritual individuals take shelter in their spiritual beliefs when faced with difficulties or problems they can't solve. Praying allows individuals to connect to god which leads to peace. Most of the time, feeling the divine power and receiving support from it is the most important relaxation technique that individuals need.

Meditation is a technique that helps transition into the deep thought state. It aims to cleanse from negative thoughts that upset and stress individuals and to create positive thinking. With regular meditation, individuals become more positive and happier.

Engaging in Social, Cultural, and Sports Activities: Individuals should spend their leisure time with activities to reduce the effects of stress experienced in daily lives. When individuals see movies or plays, read, listen to music, or do sports, they would feel stronger in handling stress. If they spend their leisure time with thinking about problems or creating other problems rather than engaging these activities, they would increase their stress levels.

Emotion-oriented organizational approaches

Emotion-oriented approaches for stress management in employees can be categorized under three groups; stress management training, social support systems, and effective communication.

Stress Management Training: Employees should be trained on how to behave against factors that cause stress. Thus, employees experience stress less or minimized the negative effects of stress. It is impossible to remove stress causing factors and its negative effects. Stress management training provides knowledge on techniques that can be used to turn stress into something beneficial. At the end of the training, employee's decreased level of stress would be reflected on the organization as productivity increase.

Social Support Systems: Having friendships to share stress in the organization or having independent social support structures is important. Humans, due to their nature, like to share, belong, and live in social communities within certain relationships. Being able to share problems with or get support from people in the organization would give an opportunity to manage stress.

Similarly, individuals friends outside of workplace, and families provide social support. Individuals with strong social relations can overcome obstacles easier and they feel stronger.

Effective Communication: Employees need social relationships within the organization. If managers can establish effective communication with employees, they can form socio-psychological bond. In organizations with effective communication channels, harmony between employees increases, employee productivity and motivation are established, and employees embrace organizational aim and goals more and become more loyal to their jobs. By establishing effective communication, employees become happier which would decrease their stress levels.

Problem-Oriented Approaches

Problem-oriented approaches are categorized in two groups that are; individual and organizational.

Problem-Oriented Individual Approaches

Problem-oriented individual approaches are examined as approaches towards meeting the needs in terms of time management and physiological needs.

Time Management: Time is a fundamental need that employees have to fulfill their requirements. As time is limited and not enough most of the time, it should be managed well. In organizations, time is important. Organizations are considered successful only when they achieve their goals on time. Thus, time should be managed well for all organizational processes. The most important aspects in time management are;

- Identification of the goal prior,
- Identification of activity plan to achieve the goal,
- Identification of most appropriate start and end time for the activity plan,
- Continuation of activities until the goal is achieved.

When sufficient time is given to employees in alignment with their tasks, employees won't feel stressed. However, when there's a time pressure on employees, they won't be productive and they will be stressed.

Approaches towards meeting the physiological needs: Physiological needs include basic needs for sustaining life such as nutrition-shelter. When organizations meet these needs of employees, their likelihood of experiencing stress will decrease.

Problem-Oriented Organizational Approaches

Problem-oriented organizational approaches include career planning and development, identification of organizational roles and decreasing conflict, compensation management and participating in decision making.

Career planning and development: Employees identify their own career goals and desire to move in that direction. This is called career planning. Managers should provide opportunities and training for employees to achieve their career goals and self-development. Thus, uncertainties related to employees' future position within the organization would be removed. This uncertainty is an important problem for employees. If employees have a vision of their future position, they won't lose their expectations and interest in their job.

Identification of organizational roles and decreasing conflict: Providing job descriptions of activities expected of employees and communicating these descriptions to employees in a timely manner would prevent uncertainty in roles. Thus, employees will have information on the role they're taking and won't experience role conflict. Role conflicts are an important problem that cause stress in employees. It is important to prevent this problem in terms of employee productivity.

Compensation management and participation in decisions: With the modern management concept, organizations are becoming structures that are more flexible and supportive of creativity. Organizations increase employees' effect on organizational activities and outcomes by giving them more opportunities to be a part. Thus, an ownership would be created in employees which would result in efficient and productive outcomes. Employees that think their compensation due to their performance is fair would not have a problem. Both providing opportunities for employees to be a part in decision and establishing a compensation management would help eliminate important stress factors.

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Baudrillardian Hyperreality and Simulation in Kiarostami's Koker Trilogy: Redefining Reality and Ambivalence of Meaning

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Abstract: Abbas Kiarostami's three movies, *Where Is the Friend's House?* (1987), *Life and Nothing More* (1992) and *Through the Olive Trees* (1994), also known as Koker trilogy, share concerns of reality and simulation. Unlike the majority of cinematic representations, the films are neither pure simulations nor mere attempts to capture reality. In contrast, they are situated between the polarities so that the spectators are incessantly exposed to elements of both reality and fiction. While aware of the cinematicity of the movies, we are suddenly catapulted into the reality of cinema and these three films, in particular. These ideas are in tandem with Baudrillardian views on concepts like reality, simulation and hyperreality. Approaching Kiarostami's triple hit from this standpoint can give rise to questions about his own version of reality (and truth) and meaning which enables us to redefine our understanding of his trilogy as a cinetext.

Keywords: Baudrillard; Hyperreality; Kiarostami; Koker trilogy; Reality; Simulation

Preliminary: Baudrillard, Cinema and Kiarostami

Baudrillardian views on cinema, which lay the theoretical framework of this research, explore the ways that cinematicity tries to capture glimpses of reality. Baudrillard associates cinema with the third order of simulacra believing that its fusion with reality is so tense that they cannot be distinguished. Since, for Baudrillard, cinema is heavily contingent on simulacra, a brief examination of the concept seems to be appropriate. Generally, the notion of simulacra (which is ascribed to semblance and outward appearance) sets the key affective tonality in Baudrillardian philosophy and hovers throughout his oeuvre. Baudrillard theorizes his ideas on a chronological basis arguing that objects and meanings have always been produced within the spectrum of a classification of simulacra's three orders: The first two that temporally preceded our consumer society, sought to structure objects and meanings through counterfeit (Renaissance to Industrial Revolution) and production (the whole industrial era). He calls the last order simulation "that is controlled by the code" (Simulations 83) and is mostly identified with "Digitality", and "operational configuration" among others (Simulations 103). This is the order, he believes, in which meaning is "conceived

according to their very reproducibility” (Symbolic Exchange and Death 56) _that is, meaning is no more generated through development but “we generalize from a model” (Simulations 111). The reliance over models, leads to an inevitable diminution of industrial/serial reproducibility, “so the entire order of production is in the process of toppling into operational simulation” (Symbolic Exchange and Death 57).

This simulation has no reality in itself; it follows neither the platonic pattern of a mere replication of reality nor a Nietzschean viewpoint that it conceals reality, instead, “it is its own pure simulacrum” (Selected Writings 170).

In other words, the third order of simulacra entails the creation of hyperreality which is another competing account of a reality. That’s why cinema’s attempt to retain or regenerate reality associates it with the third order of simulacra in Baudrillard’s eyes. Baudrillard believes that cinema’s attempt to reproduce reality (on any model) has no consequence but to create hyperreality, or one more equally acceptable account of a certain reality (incident).

Kiarostami’s Koker trilogy (Koker is a suburb in Northern Iran) remains poised somewhere between reality and simulation. While the three parts are fiction, Kiarostami never abandons us within this simulation and shows us that what we might take for reality is no more than an empty shell. Sharing the belief of an existing rupture in reality with Kiarostami, Hamidreza Sadr comments,

“Reality is a slippery concept at the best of times, however, and our understanding of it is more or less a subjective matter. Realism in the context of these films suggests morality and sincerity of purpose rather than a strict adherence to the principle of impartial observation of social phenomena, and in the case of Abbas Kiarostami’s films, which employ personal subjectivity, subverts the notion of objective empiricism” (224).

In *Life and Nothing More* (1992), the protagonist comes across a crying infant in the woods and in *Through the Olive Trees* (1994), an identical situation is being filmed by the crew, suggesting that what we saw in *Life and Nothing More* was merely a cinematic representation. Clearly, Kiarostami refuses to let any of his three movies melt into either simulation or radical realism and opts to be situated between them. While, we are told, by implication, that we are watching episodes of real/everyday life, we are shown that everything is just a crafted, fictitious story. This ambivalence

is best reflected in Abbott's words, "Photographic and cinematic reproductions of reality have a paradoxical effect on us: they simultaneously offer us views of reality, of the world as it is in itself, while also working to remove those things from us, making an unmediated experience of reality impossible" (9)

Simulation and Quest of Meaning in Koker

In fact, Kiarostami sets off on a journey in the world of simulations while still having a foot in reality. In Cousin's documentary, *On the Road With Kiarostami*, Kiarostami reveals his somewhat Baudrillardian stance, "Despite all our efforts to reflect that pure moment to capture real characters on camera we are hindered by the limitations which technology and technicians have created precisely in order to capture such rare moments" (00:08:05). This is harmonious with Baudrillard's contention that cinema is always enmeshed between polarities, "the cinema is fascinated by itself as a lost object as much as it (and we) are fascinated by the real as a lost referent" (*Simulacra and simulation* 47). Thus, the trilogy can be accounted for as Kiarostami's experimentation with the dichotomy between simulation (hyperreality) and the real.

The extremely simple plot of *Where Is the Friend's House?* (1987) is centered on 'a notebook' which is the intellectual property of a student whose teacher blamed him if he did not bring it to the class. The most common form of homework in elementary school in Iran at that time was to copy the texts in Persian language textbooks in a notebook. Hence, making a replica, a copy or a personal simulation of the main 'authentic' texts was the concern of the class and teacher. At some point, paying attention to the content of the notebook is overlooked by the teacher and its only physical presence is preferred to the content; and by extension, the childish replica of the textbooks is placed in a higher position than the authentic 'real text'. Of course, the textbooks themselves are copied and reprinted numerous times being all replicas of some other literary texts (story books, poems, short nonfiction text, etc.) Like signatures, these homework notebooks are repeatable and yet singular for each student. In the film, Ahmed realizes that he has mistakenly taken his friend's notebook that is identical in covering and design. Both the film's plot and Ahmad try to point out the signatory essence of the notebooks; the fact that they are the same, but, meanwhile, different from one another. Of the signature issue in Kiarostami Abbott quotes Derrida that there exists an ontological tension in the very idea of a signature. A signature is both an "absolute singularity" – a means by which we secure the identity of a particular person, plus a singular event of writing –

and an eminently “repeatable, iterable, imitable form” (Derrida 20). Abbott, focuses on the repetition of zigzagging in his films that could be interpreted as a gesture of “self-effacement – ironic nods to the mediality of cinema” (33).

Repetition of zigzagging and the homework notebooks both are portrayed in *Where Is the Friend’s House?* The fact that content of the books copied by students is the main concern of the plot could point out two major issues. First, Kiarostami with making the act of parodying and copying text a focal issue on the screen, is pointing out the hollowness of the very act of copying and by extension, simulating. With Baudrillard, endeavoring in recreating and preserving reality is an already futile attempt (Simmons 75). Second, which is a consequence of the first, Kiarostami makes the audience realize that what is portrayed in his movie is a simulation of real life, like a copy of the textbooks, repeatable, and simultaneously like his signature icon the act of zigzagging, a singular experience. With the film being self-aware of its being a copy and the audience presented with this opportunity to experience their own reality through Kiarostami’s camera, his cinema becomes the opposite of the boring cinema which Baudrillard objects to its obvious pretention. In other words, in *Where Is the Friend’s House?* we have the opportunity to experience the spheres of reality and simulation not with a passive receiving mind but with a critical penetrating eye. That is why the purposes of the main character being a non-actor are twofold. He develops the cause of story hence simulates the real and, concomitantly, through his amateurish suave distances us from the story being simulated. Knowing that Ahmadpoor is not a professional actor, we adjust our expectations about acting and this, momentarily, hinders the flow of the hyperreal. The fusion of the real and the simulated in Kiarostami’s cinema creates a level that contains both simulation and reality on a higher level with a dash of critical insight added; probably a higher reality if one has to name it with a particular term.

Kiarostami in *Life and Nothing More* (1992) takes up another storyline to depict an event, which in itself is a copy of an already happened disaster in Iran. The virtual or the copy of the earthquake in Kiarostami’s hands becomes a more interesting and telling story than the reality itself. Thus, he fulfils Baudrillard’s idea that the simulated, the virtual is not to “become actual or exist parallel to the real but is that which takes the place of the real and is ‘the final solution of the real in so far as it both accomplishes the world in its definitive reality and marks its dissolution” (Passwords 39–40).

To show the struggles of real life and the sufferings of a people that had gone through a tragic loss, he confuses the audience by breaking down our ordinary reception of film fictionreality dual. *Life and Nothing More* takes us, over the course of the film, behind the scenes of *Where Is the Friend's House?* through the quest of a protagonist-director to find the Ahmadpoor brothers, children who were the main actors of the previous film.

Playing on narrative space becomes full-blown in *Through the Olive Trees* since it not only reaffirms the cinematic simulation of *Where Is the Friend's House?* (by giving some of its actors a minor role) and *Life and Nothing More* (by recreating a scene between Farhad Kheradmand, the previous director and the present actor, and Hossein, the present main character), but it also gets Mohamad Ali Keshavarz (who plays the director) to confess that the spectators are about to be exposed to a visual simulation, "I am Mohamad Ali Keshavarz, the actor, and I am going to play the role of a director in this film. The rest of the actors are all local. We are in a region called Koker that was ruined by a severe earthquake last year and that is 350 kilometers away from Tehran" (00:00:02).

Here, again, reflexivity, mirroring, and use of non-actors are employed to depict a painting that serves as a window into the reality of Koker through the narrative of a film so as to take the audience to a higher level of reality. Later (00:14:24), the filming crew are recreating the scene in which Kiarostami is visiting Tahereh and Hossein's house in *Life and Nothing More*. To make the matter more sophisticated, the actors from the previous film reprise their own roles in the new motion picture. This time Hossein is not Tahereh's husband but her helpless lover. According to Gunkel, Baudrillard opposes the conventional and ordinary definitions of media. "Typically media are understood and defined as mechanisms of communication – more or less transparent conduits through which messages of various types and configurations pass from a sender to a receiver" (121-122). On the other hand, Baudrillard's characterization of media renders them void of communication, they are instead 'fabricate non- communication' (*For a Critique of the Political Economy of the Sign*, 169).

Kiarostami's spectators, however, have a better chance of understanding Koker since they are equipped with Kiarostami's preemptive techniques and are repeatedly disconnected from the realm of simulation. Apart from a few exceptions, non-actors dominate the trilogy impregnating it with an amateurish boon and Kiarostami chooses a noninterfering stance. The non-actors' lack of

theatrical skills and their local accents, devoid the films of their cinematic trivia and give them a place between reality and simulation. In other words, Kiarostami, tries to wrench his Koker trilogy free from sheer simulation through the use of non-actors and the effacement of the director as an omnipotent determining factor because the former purges the movie from artificialities of professional acting and the latter saves it from minutia of directing. Bergala and Ballo pin down Kiarostami's tendency to use non-actors, "Kiarostami always works with non-professional actors, and one of his ambitions is to reveal an anonymous face chosen from everyday life; afterwards, when re-encountering it, he likes to film the effects this process has produced" (56). Kiarostami's non-actors and reflexive games in *Through the Olive Trees*, for example, demonstrate his unique skill to a great degree. The idea of the film to cinematize an ideally simple love story seems straightforward and almost of the commonplace. However, the simple story is absorbed into his complicated cinematic techniques and narrative. Two parties of the love story are non-actors, and their story unfolds during the filming of *Life and Nothing More*. "Meanwhile the actor who played the director of *Where is the Friend's Home?* in *Life and Nothing More* is now cast as himself playing his original role, while another actor plays the real director of the 1992 film. It is impressive that these reflexive games never collapse into knowing irony or detached, cerebral mannerism: at its heart the film is a story of quixotic love told with tenderness and gentle humour" (Abbott 4). Thus, his makings and techniques render his cinema to belong to a realm whose main and primary concern is not merely conveying stories, entertaining or communicating with audience from other cultures, emotional and intellectual capacities of Iranian heritage. He aims for a sphere of artistic representation that includes all the aforementioned issues as byproducts. The higher aim is to challenge all clichés of media and film-making in the process.

Film Fiction and Life: Kiarostami's Higher Reality

With Kiarostami, the audience can have this chance of being emerged in both reality and cinematic representation to the extent which the borders between these become indistinguishable. Furthermore, he presents the audience with a new level of reality that is both detached from film fiction and everyday reality and at the same time has its roots in them. The fourth wall will break and the audience enter the world of his movies; a world filled with different levels of meanings and references that always escape into the realm of ambivalence. "In his own movement toward an elliptically compressed, nearly plotless cinema, Kiarostami not only breaks away from

conventional or mainstream narrative, he also questions the audience's role—playing with audience members' expectations and provoking their critical thinking as well as creative imagination" (Cardullo 300). Of ambivalence and uncertainty in Kiarostami, Abbott asserts

“one's claims to knowledge – to tell the difference between the real and the fake, the authentic and the artificial; to claim a basic level of insight into a film's characters, their motivations and eventual destiny; to understand the meaning and dramatic stakes of what one is watching – are paralysed by the emergence of a disorienting reflexivity” (2).

While reflexivity and ambivalence are emphasized here, this does not mean that Kiarostami's art has severed all ties with society and reality of Iran trying only to return to a purely abstract and poetic form of art or bring forth a primitive community where all is centered on mankind's goodness and freedom. He takes the audience to a higher sphere of reality-fiction that represents both art (of cinema) and life under the scrutiny of a genius' camera.

The distortion and redefinition of narrative expectations is also evident in the movies. All of them host protagonists that set off on a quest, does not achieve what they desire and throughout the course, find things that are equally as significant. Ahmed is not successful in his quest of returning his friend's notebook but instead learns to face his fears and perceives a sense of responsibility. The nameless director cannot find the Ahmedpoor brothers but finds hope, life and misery within people. In his search for love, Hossein comes tantalizingly close but he also gets to know cinema, art and, most important of all, learns to pursue his desires. This way, Kiarostami, quite slyly, hints the instability of meaning that is, the hyperreal facet of cinema. In *Life and Nothing More*, Rouhi, the talkative old man of *Where Is the Friend's House?* is shown to be neither that old nor inhabited in the house that was filmed. Seed-Vafa and Rosenbaum comment that, “the same figure is now filmed from a greater distance, and he no longer assumes the same role with the same dramatic or moral function” (18). The scene of Hussain's interaction with Farhad and his account of marriage in *Life and Nothing More* is immediately taken to be a reality and a part of the story; however, the same scene is portrayed to be only a cinematic part of a project by the director in *Through the Olive Trees*. Kiarostami's fascinating techniques takes the 1992 film to another level when in search for the two kids of his previous film, he presents the poster of *Where is the Friend's Home?* to the people and they are either excited by that memory or intrigued to try to remember it. When two kids are given the poster to unravel any possible news about the actors and Koker (01:20:09), one

of them (Yoosef Barangiz) reveals that he actually had a part in Kiarostami's motion picture and is amazed by the memory of his performance and having the chance to see his performance in the movie during his stay in Tehran. The narrative of cinema is intertwined with the real, everyday life of the people of the regions where Kiarostami had built up his motion picture. On the one hand, the excruciating pain and horrible loss have had them deprived of their real, ordinary life. On the other hand, cinema, Kiarostami's painting-like cinema, has rendered them happy, energetic, and willing to continue life despite the tragedy that has befallen them. The director in *Life and Nothing More* embarks on a quest to find two pillars of his previous on-screen simulation; he does not find them, and this apparent unsuccessful attempt probably would render the entire storyline boring and uninteresting, one could infer. Au contraire, the questline, despite its initial and apparent failure, makes us and the film itself discover more meanings and thoughts in the process of watching/making a motion picture. The meanings that are unstable, changing, and ambivalent are preferred by him and positioned superior to close endings and finalized meanings and truths. Consequently, Abbas Kiarostami creates and exposes hyperreality, at the same time_ that is, he, inadvertently, causes hyperreality to come into existence but, warns the spectators not to take it as the ultimate truth. As a result, Kiarostami narrates his own version of truth, providing eyewitness detail for life in Koker and 1990 earthquake in Northern Iran.

In an Interview with Indiana University, Abbas Kiarostami contends that, "to me, a film that reveals something new about life is a fitting one" (00.00.14). This enthusiastic tendency forms one of the most crucial building blocks of Kiarostami's works, which, after all, has not been free of controversy especially on the side of Iranian critics. Kiarostami shows no intent to cling to an atavistic habit of showing the trite social fads. Quite visible from his first long film, *The Report* (1977), the not-yet-famous Kiarostami breaks away from the fashionable lower class anti-heroes of his own day and focuses, instead, on a middle-class life with all its joys and dolors. "Early" Kiarostami, to revisit Abbot's classification (22), follows the same pattern even in his most talked-about 'Koker trilogy'. In his *Where Is the Friend's House?* a few notions are reversed quite subtly: the godlike figure of grandparents as kind, religious pure people is replaced by a strict, unrelenting grandfather who strongly believes in physical punishment and has no scruples about telling the eight-year-old Ahmed, "I command you to go and fetch my cigarette" (00:36:35). Also, the prevalent tendency of contemporary directors to film events in a developing and flamboyant urban space, (for example, Mehrjuei's 1987's suggestive *Tenants*), is completely forsaken in

Where Is the Friend's House? and the action is predominantly set in nature. Also, the children defined as radically cherubic in contemporary films turn out to be wise, responsible and contributive beings endowed with an independent mindset. Otherwise stated, Where Is the Friend's House? 's childcentered microcosm can be contrasted to a fairly dystopian adult world which is replete with disbelief (Ahmed's mother), harsh discipline (the grandfather), utilitarian outlook (the businessman) and un contemplated punishment (the teacher).

Doors and Windows as Paintings of Reality

Parallel to this argument one could refer to Kiarostami's unique treatment of doors and windows in both Where is the Friend's Home? and Life and Nothing More. In the first, When Ahmad arrives in Poshteh in his final attempt to find his classmate and spares him the teacher's rebuke, he meets an old carpenter who, as he claims, knows Mohamed Reza (00:54:10). While their journey in the dark accumulates in almost nothing regarding the notebook, Ahmad learns that the elderly man is the maker of all wooden doors in Koker and Poshteh. An art forgotten by the people in those two villages since they sell the doors to a certain someone so they could be put on display in Tehran. Naturally, the iron doors are going to replace wooden ones. How the wooden doors are removed from their actual historical context to be put on a simulated show, serves as a great irony that can both undermine the absurd idea of preserving a region's history by simulating it and signals the fact that, like the show, the movie we are watching is itself a simulation. The warm-hearted old door maker whose wooden crafts are replaced by tasteless metal doors warns us of an impending modernization which causes an immense migration to cities (a theme that is briefly dealt with in Through the Olive Trees). Pointing out and declaring in open the simulated status of the film through certain dialogues, views, plot and lines is repeated in Life and Nothing More. "But film is a cultural mirage generated by third- order simulation that will eventually evaporate to leave only the desert" (Simmons. 76), Further, Simmons' observation has its roots in Baudrillard's words that marks film as "an ecstatic critique of culture, an ecstatic form of disappearance" (America 5). Kiarostamit arrives in the disaster-ridden areas, and witnesses the loss and pain through the windows of his car while accompanied by his son. Once again windows and doors are the focal interest in his cinema. It is through a window that he first witnesses the desert of destruction left by the earthquake. To make us realize that in the reality of Koker and Poshteh, life still goes on but he has put the mask of his character on an actor rather than himself. The protagonist is and is not

Kiarostami at the same time, and we, the audience, are shared the experience of witnessing life there through simulated Kiarostami's eyes and Kiarostami's camera simultaneously. Therefore, after the film, the simulacrum, is gone and disappears, we enter not an empty desert of reality but a colorful painting of reality that depicts both losses and gains of real life just like the windows and doors that are captured by Kiarostami as paintings through which we enter the world of Koker and Poshteh's people (00:46:46).

Through the Olive Trees, the last movie in the line, presents, an implied concern about rural hardships after a cataclysmic earthquake. People are left to deal with their problems singlehandedly, which in turn has made them leave their houses to get better support. A good number of people we face in the movie are illiterate and Hossein, the protagonist, seeks the roots of his unrequited love in his economic naivety (epitomized in the fact that he does not own a house) and illiteracy. As the other two movies tend to embrace more universal concerns, Through Olive Trees demarcates a dejected community and highlights their miseries. Quite curiously, Through the Olive Trees sever the access to both immediate reality and mediated reality. In other words, the audience has no direct access to the plot segments of the film that are chrono/logically distorted and dismantled. Further, the reality of the Koker, which is supposed to be presented and depicted through the medium of motion picture, is removed even farther into ambiguity and ambivalence. As an instance of this matter, a sort of phenomenological disappearance happens when Hossein wandering through the forest after being rejected by Tahereh's grandmother encounters film crews and cast members (00:35:55) apparently recreating Kiarostami's encounter with the infant in cradle in *Life and Nothing More*. However, to our greatest surprise the name that appears on the clapperboard is not *Life and Nothing More* but *Through the Olive Trees* (00:36:25). "Media, then, are characterised by a fundamental self-effacement and disappearance. This disappearance however, is not the result of transparency – the assumption that media comprise virtually noiseless channels for communicating information about the world. Media disappear because they are functionally indistinguishable and opaque" (Gunkel 123).

Concluding Remarks

One could easily attest that with Kiarostami ordinary sense of communication in media is distorted and even parodied. Not only is the audience's relation to the film's narrative unhinged through techniques of reflexivity and mirroring, but also director's relation to the actors and other members

of the crew is redefined in the most unconventional way. Gunkel adds that “media implode the very distinction between an immediate real and its mediated reproduction, an occurrence that Baudrillard marks with the word ‘simulation’”. The simulation in Abbas Kiarostami movies follows a Baudrillardian model, he utilises some techniques (the use of nonactors, director effacements, etc) to prevent the spectators from taking what he renders as the ultimate truth. Situating his Koker trilogy between simulation and reality, he narrates his own version of truth and his own story. Accordingly, having observed the ambiguity and ambivalence in his simulation of reality, Kiarostami employs cinema not just to distort meaning in visual messages, impede our understanding of his films, or lecture us on philosophy and technicality of cinema. He includes all this and more and fuse them with his rarely matched genius to exercise his great power in refusal of truth and denial of reality (Baudrillard & Mclean 587) only to bring forth his own reading of Koker’s, and by extension, Iran’s reality.

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Determining the Knowledge Level of Primary School Teaching Students in the Game and Physical Activities Course Education Program

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INTRODUCTION

When the sporting policies of developed countries are examined, it seems that they are aimed at training healthy generations and providing physical fitness as part of physical education and sports education. The 1982 constitution of our country states

the importance of physical education and sports the state takes measures to improve the physical and mental health of Turkish citizens of all ages, encourages the spread of sports. the state has expressions of protecting the successful sportsman (1). Within the objectives of national education; They have to have a solid personality by developing in body, mind, spirit and emotion, respecting human rights, valuing personality and undertakings, responsible for collecting, being constructive, creative and productive. (2)

Another purpose of physical education is; It is a training that is done through sports and it is to give support in this direction. it is observed that the period covering the most important time in sportive actions was the period of primary school and that the period was very sensitive and accordingly then applications had to be restructured and passed through the eye. In the age of child development in primary education, physiological, psychological, and mental development. Sport is very important to prevent psychological tension, to prevent the pos disorders that children may experience as a result of long sitting. it is necessary for the teachers of the classroom to adjust their children's load levels well and improve their physical development. In this respect, it is very important that classroom teachers are equipped with this field. It is important for the child to start early in the sport because it is the most needed period of their lifes. the child's movement and imagination can make the children immobilized in terms of facility and area as the location of the surrounding area (4).

Physical education has an important place in terms of improving the child's strength, speed, durability, mobility, flexibility and skills, and basic motor skills (5).

•In The child's natural need to move and play, physical education classes is also increasingly important (6).

Participating in sporting games also increases the communication of children, while helping children and team spirit to move together (7).

- In developed countries, physical education takes a part in their education but this is not so in our country

The reason why we have not given importance to physical education; school administrators and inspectors are seen to be sensitive and at the same time filling the gaps of other lessons. Physical education classes in universities include classroom teaching according to the structure of the departments and this physical education class is given as physical activity and play in the pre-school section.

It has been seen that the aim is to share the knowledge and skills that young people read in pre-primary and classroom teaching departments in their future professional lives with their students. Physical fitness and games education to teach young people the skills of crawling, walking, running, flexibility and movement within the life processes starting from the birth of children through games.

And to teach children how the skills they want to develop are taught to pupils by this method to be more lasting and effective in their childhood.

MATERIALS AND METHODS

The sample of the research consists of 335 students who read in Gaziantep University classroom teacher department in 2017-2018 school year.

Statistical analyzes were performed by using SPSS 22.0 package program. Frequency, percentage, mean, standard deviation, t-test for two independent groups, and anova and tukey multiple comparison tests were used in the comparison of two independent groups.

Statistical analyzes of the data obtained in the study were made by using SPSS 22.0 package program. Anova and tukey multiple comparison tests were used as statistical methods for frequency, percentage, mean, standard deviation, t-test for two independent groups and comparison of two independent groups.

As a result of the research; the attitudes of the students to the genders physical education lesson and attitudes towards educational game teaching and application were significantly different from the scale subscales attitude,

It is seen that there is a meaningful difference between attitudes and formation levels from the subscales of the scale and the scale of attitudes and formation from the subscales of the scale they read. Cronbach's alpha value was found to be 0.77.

FOR STATISTICAL ANALYSIS

The opinions of the first 11-item section of the questionnaire, the opinions about the level of formation for educational play and its application, the 14-point part of the questionnaire and the questions about the problems they encountered in the physical education and play education are the last ones of the questionnaires about the attitudes of the primary school teachers it forms a 5-point section.

No	Areas	Item Number	Number of items
1	Views of class teacher's attitudes towards physical education lesson	1,2,3,4,5,6,7,8,9	9
2	Opinions of classroom teachers about educational game teaching and application levels	10,12,13,14,15,16,17,18, 19,20,21	12
3	Class teacher's views on physical education lessons and educational game teaching and problems they encounter in practice	22,23,24	3

Reliability Statistics	
Cronbach's Alpha	N of Items
,770	24

TABLE 1 Personal information of the Researcher's group

Variable	Groups	N	Percentage (%)
Sex	Female	225	67.2
	Male	110	38.8
Age	18-21 years	189	56.4
	22-24 years	77	23
	25 years and above	69	20.6
Class	1.class	106	31.6
	2.class	94	28.1
	3.class	51	15.2
	4.class	84	25.1
Doing Sport	Yes	124	37.0
	No	210	62.7

- Table 1 gives the distribution of the answers given to the questions about the personal characteristics of the research group. According to this; it was seen that 225 participants (67.2%) participated in the survey mostly by women, 189 persons (56.4%) between 18-21 years, 106 persons (31.6%) with first class and 210 persons (62.7%) without sports

• TABLE 2
 Comparison of game and physical activity lessons curriculum Information scale points by sex

	Sex	N	Mean	Std. Dev.	t	p
Attitudes	Female	225	2.0987	0.593	4.41	0.00*
	Male	110	1.7939	0.584		
Formation level	female	225	2.2314	0.437	1.79	0.08
	Male	110	2.1318	0.559		
Feedbacks on teaching problems	Female	225	3.4163	0.648	0.40	0.69
	Male	110	3.3848	0.713		

TABLE 3
 Scale points according to comparison of game and physical activities lesson teaching program information

	Doing sports	N	Mean	Std. Dev.	t	p
Attitudes	Yes	124	1.678	0.570	-8.10	0.00*
	No	210	2.188	0.546		
Formation Level	Yes	124	2.079	0.457	-3.55	0.00*
	No	210	2.269	0.483		
Feedbacks on teaching problems	Yes	124	3.433	0.704	0.52	0.60
	No	210	3.394	0.649		

- sub-dimension according to the sporting situation variables of the participants in the survey, and in the other sub-dimension in which the non-sports people score more points. According to this result, it can be said that the people who did not sports previously had higher attitudes and formation levels to game and physical activity lessons than the sportsmen

TABLE 4

Game and physical activities lesson curriculum comparing information scale points to sporting interests as followers

	Regards to sport	N	Mean	Std. Dev.	t	p
Attitude	Yes	242	1.873	0.585	-6.47	0.00*
	No	93	2.329	0.538		
Formation Level	yes	242	2.137	0.474	-3.90	0.00*
	No	93	2.361	0.464		
Feedbacks on teaching problems	Yes	242	3.380	0.713	-1.13	0.26
	No	93	3.473	0.537		

- When table 4 is examined, it is seen that those who participated in the research had higher scores in the attitude and formation levels subscale than those who did not follow the sports program

TABLE 5

Game and physical activities lesson curriculum comparison of information scale points read by class

According to classes of the school	N	Average	Std. Dev.	F	P	Significant difference	
Attitude	1.class (a)	106	31.6	0.695	8.32	0.00*	a<c, b<c,d
	2.class(b)	94	28.1	0.534			
	3.class (c)	51	15.2	0.525			
	4.class(d)	84	25.1	0.527			
Formation Level	1.class (a)	106	31.6	0.528	5.57	0.01*	a,d<c
	2.class (b)	94	28.1	0.459			
	3.class (c)	51	15.2	0.536			
	4.class(d)	84	25.1	0.354			

Feedbacks on teaching problems	1.class(a)	106	31.6	0.764	2.442	0.06	
	2.class (b)	94	28.1	0.506			
	3.class (c)	51	15.2	0.798			
	4.class(d)	84	25.1	0.596			

When Table 5 was examined, it was found that the participants in the survey had a significant difference in attitude and formation sub-dimension according to the grades they read According to these results, according to those who read 3rd grade in attitude sub-dimension, according to those who read 1st grade, 3rd and 4th grade readers get higher scores than 2nd grade readers, in formation lower dimension they read 3rd grade and 1st and 2nd grade readers they are getting higher scores

RESULT OF DISCUSSION

- The sample of the research consists of 335 students who read in Gaziantep university classroom teacher department in 2017-2018 school year. As a result of the research; it was found that the attitudes of the students to the genders physical education course and the behaviors towards educational game teaching and application were significantly different with attitude from the scale sub-dimensions. There was a significant difference between attitude and formation levels from the sub-dimensions of the sport, and the level of attitude and formation are significantly different from the sub-dimensions of scale and scale they read. Cronbach's alpha value was found to be 0.77.
- As a result of the research, it is seen that in the attitude sub-dimension according to the sex change in the groups participating in the research, women have more points than men and accordingly there is no difference in the sub-dimensions. According to this situation, it can be said that women are more interested in gaming and physical activity lessons than men.

In another case, it can be said that the people who did not sports previously had higher attitudes and formation levels to play and physical activity lessons than those who play sports. It is said that the spindles of those who do not play sports in the past are higher, and therefore the spindles are less due to the self-reliance of the sportsmen.

As a result of the research, it is said that the students who read in the pre-primary and the classroom teachers lack information about the educational games and the physical activities lessons and the students who read in these sections need to be informed.

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