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Examining the Relationships between Sense of Humor Styles, Emotional Intelligence, and Social Competence among Pakistani Youth

Almas Hussain[1], Yagmur Cerkez[2]

[1]Faculty of Education, Near East University, Nicosia, North Cyprus, Mersin 10 Türkiye,
20214466@std.neu.edu.tr
[2]Faculty of Education, Near East University, Nicosia, North Cyprus, Mersin 10 Türkiye,
yagmur.cerkez@neu.edu.tr

*Correspondence: 20214466@std.neu.edu.tr

Abstract

This study investigates the interrelations among sense of humor, emotional intelligence (EI), and social competence within a sample of 270 higher secondary school, undergraduate, and postgraduate students, aged between 18 and 30 years. Employing measures of humor styles, social competence, and emotional intelligence, the research identifies noteworthy associations. Notably, emotion regulation ability exhibits a positive and significant correlation with self-enhancing and affiliate humor styles. Conversely, the aptitude to employ emotions accurately shows a negative relationship with aggressive and self-defeating humor styles. Positive humor styles demonstrate positive correlations with multiple domains of social competence, whereas negative humor styles display negative correlations with both social competence and emotional intelligence. Additionally, the study scrutinizes gender disparities in emotional intelligence and humor styles, revealing negligible gender differences in both constructs. These findings provide valuable insights into the complex interactions among humor, emotional intelligence, and social competence, shedding light on their relevance within the context of Pakistani students.

Keywords: Humor styles, emotional intelligence, social competence, youth

Introduction

Cultural differences play a substantial role in shaping how individuals express humor, perceive social competence, and exhibit emotional intelligence. Given that Pakistan boasts its distinct cultural context, social norms, and humor styles, these attributes may deviate significantly from those observed in the original study conducted by Yip & Martin (2006). Therefore, conducting research on these variables in Pakistan is imperative as it affords the opportunity to investigate how these constructs intersect and manifest within the unique cultural framework of Pakistan. In this study, humor styles are examined as independent variables, exploring their relationship with social competence and emotional intelligence, which serve as dependent variables.

Sense of humor refers to a person's ability to perceive humor and appreciate a joke. It can also be seen as a personality type which gives someone the ability to say funny things and also see funny side of events (Merriam Webster). Sense of humor is an important element of our everyday life. Recently, more studies are being conducted on this matter to understand how sense of humor relates to various aspects of our lives. Sense of humor refers to humor as a stable personality trait or individual difference variable.

We have a concise and informative analysis of the fundamental foundations of humor owing to Martin's thorough characterization of humor. From a psychology perspective, humor can be defined as an affirmative affective state called "mirth," which is most often generated in social contexts through a cognitive evaluation process based on the awareness of humorous, non-serious incongruities. The ensuing outward presentation of this emotional state takes the shape of recognizable facial expressions and vocalizations that are typically associated with laughter. Hence, humor includes social, cognitive-perceptual, emotional and vocal-behavioral elements (Strick & Ford, 2021). The social component tells that humor does not take place in a social vacuum; therefore, humor is observed more often in the context of people's social activity and human interaction (Martin, 2018). The cognitive-perceptual module refers to the mechanisms involved in generating as well as in construing humorous messages as comical. The third element of humor involves the emotional facets of this phenomenon (Zeigler-Hill et al., 2020). In a nutshell, humor typically elicits a positive emotional response known as mirth. The outward expression of this emotional aspect includes smiling and laughter. Some argue that a strong sense of humor is evident in those who readily find amusement in humorous stimuli (Martin, 2019). This definition is reminiscent of the circular depiction of intelligence as that which is measured by an intelligence test. One is left with the task of defining what "humorous stimuli" means (Moody, 1978).

Humor Style Model

This personality-based approach defines humor as a four-style trait. Self-enhancing and affiliative humor are positive (intrapersonal/interpersonal), reducing stress. Self-defeating humor is self-critical, aiming for approval (Martin et al., 2003). Aggressive humor insults and devalues others, harming interpersonal relationships. Those favoring it disregard others, causing alienation and damaging social connections, severely impairing overall interpersonal relationships (Kuiper, 2012).

Emotional Intelligence

A dictionary defines emotion as a state of feeling encompassing thoughts, physiological changes, and outward expressions. However, theologians, psychologists, philosophers, scientists, and researchers have constructed diverse theories to explore its profound and captivating nature. Theologians examine emotions as a means of connecting with the Supreme Being, while psychologists and sociologists scrutinize their impact on individuals and society. Meanwhile, natural scientists like physiologists investigate the origins, evolution, and functions of emotions. Emotions encompass various psychological subsystems, emerging in response to positively or negatively valued events, signaling and adapting to environmental changes. For instance, anger arises from perceived threats, fear from danger. Emotions organize behavioral responses, showing flexibility between motivations and cognition, differing from moods in intensity and duration (Salvoey & Mayer, 1990).

Many people have expressed opinions about the scientific viability of emotional intelligence (EI). EI has been said to matter twice as much as IQ. Emotional intelligence, as originally conceptualized by Salovey and Mayer (1990). "involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (Goleman, 1998).

Social Competence

In general, social competence encompasses social, emotional, cognitive, and behavioral skills essential for successful social adaptation. It includes perspective-taking, learning from experience, and optimizing social behavior based on available information, ultimately defined as effectively handling social interactions, forming and maintaining relationships, and responding adaptively in social settings. In accordance with the definition provided by Orpinas and Horne (2006), social competence is delineated as "an individual's age-appropriate proficiency and aptitude for harmoniously and innovatively engaging within their respective community or social milieu."

Emotional facets of social competence encompass awareness (recognizing and comprehending emotions in self and others), composure (remaining calm and exercising self-control), maintaining relationships (communicating both negative and positive emotions while preserving connections), and empathy (understanding others' perspectives) (Orpinas, 2010).

Literature Review

Do people with a better sense of humor have greater social competence and emotional intelligence? Numerous scholars, such as Flaherty and Lefcourt (2002), have posited that humor assumes a significant function within interpersonal relationships. This role encompasses the enhancement of positive interactions, the facilitation of self-disclosure and social probing, the mitigation of tension and conflict, as well as the preservation of one's social image, among other functions (Flaherty & Lefcourt, 2002). Conversely, humor forms encompassing negative attributes, such as aggressive teasing and sarcasm, can exert detrimental effects on social relationships. Therefore, the prudent application of humor emerges as a significant social skill, potentially complementing other social competencies like initiating social interactions, offering emotional support, and effectively addressing conflicts (Martin et al., 2003).

Some studies have found correlations between measures of sense of humor and such social relationship variables as marital satisfaction (Ziv & Gadish, 1989), perceived social support (Martin et al., 2003), and quality of social interactions (Nezlek & Derks, 2001). However, with the exception of a recent study by Kuiper and colleagues (2004), researchers have not examined associations between humor and the interpersonal abilities or competencies that presumably contribute to relationship quality. This view of sense of humor as a facet of social competence suggests that humor may also be related to the sorts of emotion-related abilities comprising the construct of emotional intelligence (EI). Recent studies have begun to show links between EI (particularly the emotional management facet) and the quality of people's social interactions (Lopes et al., 2004). Many humor applications are linked to emotional awareness and regulation, integral to Emotional Intelligence (EI). Research using the Humor Styles Questionnaire (HSQ) indicates self-enhancing and affiliative humor enhance interpersonal adaptability and emotional well-being, while aggressive humor associates with hostility, and self-defeating humor with negative emotions, low self-esteem, and limited social support (Kuiper et al., 2004). We expected that these positive and negative styles of humor would also be related in differential ways to EI and interpersonal competence (Martin et al., 2003).

A strong sense of humor is esteemed in social contexts, often accompanied by positive personality traits. Two studies explored observers' assumptions about personal qualities associated with varying humor levels. Results showed those with well above-average humor received more positive ratings on socially desirable traits and lower on

undesirable ones. In the second study, they were perceived as less neurotic and more agreeable. While these findings underscore humor's social value, the underlying reasons for its associations with other traits remain unclear (Cann & Calhoun, 2001).

A study explored humor's connection to social desirability. Adaptive humor styles were viewed more favorably, while maladaptive styles were strongly disapproved of, highlighting that a robust sense of humor encompasses more than humor sharing. It also linked humor styles to Dark Triad traits, finding higher psychopathy and Machiavellianism associated with negative humor styles and elevated narcissism with positive affiliative humor. These findings illuminate interpersonal tendencies in Dark Triad individuals, enhancing our comprehension of these traits. (Veselka et al., 2010). Another research explored the interplay between attachment styles, conflict styles, and humor styles within romantic relationships. The primary objective was to assess the associations between humor styles and conflict styles. Additionally, the study aimed to investigate the strength of the associations between conflict styles, humor styles, and the two dimensions of attachment styles. The findings indicated a positive correlation between maladaptive humor styles and insecure attachment (Cann et al., 2008).

Purpose of the Study

This study aims to investigate the intricate interrelationships among sense of humor styles, social competence, and emotional intelligence, driven by their significance for the educational and professional success of Pakistani youth. This inquiry into their connections is pivotal for comprehending human interactions and the impact of attributes like emotional intelligence on social functioning, given their shared adaptive functions and societal benefits. Additionally, recognizing how humor styles affect social competence and emotional intelligence can promote cultural sensitivity and tolerance, fostering improved relationships within Pakistan's diverse society. Ultimately, this research may inform targeted interventions to enhance these competencies, ultimately benefiting the prospects of Pakistani youth in both education and careers.

Research Questions

1)What is the relationship between sense of humor styles, social competence, and emotional intelligence?

2)How does the sense of humor styles relate to social competence?

3)Is there a significant relationship between sense of humor styles and emotional intelligence?

4)What are the gender differences in adaptive and maladaptive humor styles?

5)How do gender differences manifest in emotional intelligence levels?

6)What is the impact of humor styles on emotional intelligence and social competence, and how do humor-related attributes influence these essential social constructs?

Methodology

This study utilized a quantitative design, a systematic and empirical approach that employs statistical methods to collect and analyze numerical data for objective measurement. The research focused on obtaining precise numerical information to identify patterns and relationships within the given context (Bloomfield & Fisher, 2019). To gather data, an online

survey questionnaire was employed and distributed through social media platforms and online groups (De Leeuw & Hox, 2012), ensuring diverse participation from the general population of Pakistan.

Participants

Participants: The study collected data from a general population sample in Pakistan, comprising 270 individuals. Among these, 110 were male, and 160 were female participants. Additionally, the sample included participants with different educational backgrounds, with 35 having completed higher secondary education, 187 holding undergraduate degrees, and 48 having postgraduate qualifications.

Sampling Technique: A convenient sampling technique was employed for participant selection.

Survey Administration: An online survey questionnaire was used as the data collection tool. The survey was distributed to potential participants through various social media platforms and online social groups. It was made available for voluntary participation, and respondents completed the survey at their convenience.

This methodology allowed for the collection of data from a diverse sample within the general population of Pakistan.

Table 1.
Demographic Variable

Gender of participants	*f*	*%*
Male	110	40.7
Female	160	59.3
Age of participants		
18-22	142	52.6
23-26	110	40.7
27-30	18	6.7
Education of respondent		
HSS	35	13.0
Undergraduate	187	69.3
Postgraduate	48	17.8

HSS=higher secondary school.

59.3% of participants are women and %40.7% of participants are male. 52.6% of the participants in the study were between the ages of 18-22, as seen in Table 1. 69.3% of the participants in the study received Undergraduate education, as seen in Table 1.

Data Collection Tools

After completing the demographic questions, the participants completed following survey scales:

The *Humor* Style *Questionnaire* (HSQ)

It was developed by Martin et al., (2003). This questionnaire consists of four sub-scales of humor: affiliative style, self-enhancing style, aggressive and self-defeating style, with each sub-scale containing eight items. Each item is responded on seven options based on

Likert-type format from "Totally Disagree" (1) to "Totally Agree" (7). Two adaptive styles "affiliative and self-enhancing" and two maladaptive styles "aggressive and self-defeating" styles of humor are measured. The Cronbach alpha in the present research for the 32-items of HSQ scale was .748 (Kuiper, 2016).

The *Interpersonal* Competence Questionnaire (brief form – ICQ-15)

It assesses multidimensional construct of social competence via five distinct, but related subscales: Initiation, Negative assertion, Emotional support, Disclosure, Conflict management, each subscale containing three items. Each item is responded on four options based on Likert-type format from "I'm always poor at this" (1) to "I'm always good at this (4). The Cronbach alpha in the present research for the 15-items of ICQ-15 was .784.

Wong and *Law Emotional* Intelligence Scale, (WLEIS)

It is a short 16-item measure of emotional intelligence,The items on the Wong and Law Emotional Intelligence Scale (WLEIS) are based on the ability model of emotional intelligence. This questionnaire consists of four subscales, each subscale comprises of four items. Each item is responded on seven options based on Likert-type format from "Strongly Disagree" (1) to "Strongly Agree" (7). The alpha reliability for the current study was .877. (LaPalme et al., 2016)

Table 2
Reliability Analysis of Measurement Scales

Scale	Cronbach's Alpha	No. of items
HSQ	.74	32
ICQ-15	.78	15
WLEIS	.87	16

HSQ= humor styles questionnaire; ICQ-15= interpersonal competence questionnaire; WLEIS= Wong and Law Emotional Intelligence Scale

Procedure

Permission to conduct this research involving the aforementioned variables was sought and obtained from the Department of Applied Psychology at Bhauddin Zakariya University, Multan. Data collection was carried out through the utilization of an online survey administered via Google Forms. The survey comprised three distinct scales: the Humor Styles Questionnaire for humor styles assessment, the Brief Interpersonal Competence Questionnaire (ICQ-15) for the evaluation of social competence, and the Wong and Law Emotional Intelligence Scale (WLEIS) for the measurement of emotional intelligence. These scales encompassed 32, 15, and 16 items, respectively. The recruitment of participants was facilitated through a convenient sampling method. Prior to participation, respondents were duly informed regarding the research's objectives and procedures, with an assurance of the strict confidentiality of their identities and personal information. The study adopted a correlational research design for data analysis and interpretation.

Findings

Data analysis for this research was conducted using the Statistical Package for the Social Sciences (SPSS). To explore the relationship among the study variables, namely humor styles, emotional intelligence, and social competence, as well as their respective sub-scales, the Pearson-product moment correlation coefficient was employed. Additionally, a t-test was

executed to discern potential gender differences in the participants' responses regarding the study variables.

The presentation of results is bifurcated into two distinct sections: descriptive analysis and inferential analysis. Initially, the data underwent thorough screening, which included the removal of outliers. This preparatory phase facilitated the execution of descriptive analysis, where key statistics such as means and standard deviations were computed. These computations provided an initial overview of the sample's characteristics and the distribution of study variables. The study sample was comprised of 40.7% males and 59.3% females, representing the gender distribution within the research cohort.

Table 3.
Correlation Analysis among Humor Styles and Emotional Intelligence

	Affiliative Humor Style	Self-enhancing Humor Style	Aggressive Humor Style	Self-defeating Humor Style	Social competence	Emotional intelligence
Affiliative Humor Style		.280**	.011	.039	.273**	.174**
Self-enhancing Humor Style			.075	.122*	.268**	.419**
Aggressive Humor Style				.374**	-.143*	-.294**
Self-defeating Humor Style					-.052	-.094

ICQ= interpersonal competence questionnaire
**. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed)

Table 3 presents the results of the correlation analysis. It reveals that affiliative and self-enhancing humor styles are strongly and positively correlated (r= .280, p< .005). Similarly, aggressive and self-defeating humor styles show a significant positive correlation (r= .374, p< .005). Notably, emotional intelligence exhibits a negative correlation with maladaptive humor styles (aggressive and self-defeating). Additionally, social competence displays moderate positive correlations with adaptive humor styles (affiliative and self-enhancing) and conversely, negative correlations with maladaptive humor styles. These findings suggest that an escalation in aggressive or self-defeating humor styles corresponds to a decline in social competence.

Table 4.
Correlation Analysis among Subscales of Humor Style, Social Competence and Emotional Intelligence

WLEIS facets	Humor styles			
	Affiliavtive	Self-enhancing	Aggressive	Self-defeating

Self-emotions appraisal	.201**	.391**	-2.30**	-.112
Regulating-Emotions	.188**	.269**	-.348**	.033
Use of Emotion	.133*	.322**	-.245**	-.133*
Others-Emotion Appraisal	-.003	.256**	-.060	-.056
ICQ scales				
Initiation relationships	.081	.121*	.032	-.011
Negative assertion	.150*	.163**	-.112	-.107
Emotional support	.223**	.238**	-.294**	-.125*
Disclosure	.244**	.234**	.142*	.175**
Conflict management	.185**	.099	-.292**	-.125*

**. Correlation is significant at the 0.01 level (2-tailed)

 *. Correlation is significant at the 0.05 level (2-tailed)

In Table 4, correlation analysis among humor style sub-scales, social competence, and emotional intelligence sub-scales is presented. Affiliative humor style exhibits a statistically significant but weak correlation with emotional intelligence sub-scales, with the exception of the 'others emotion appraisal facet,' which displays a negative but statistically insignificant correlation. Self-enhancing humor style demonstrates a highly significant positive correlation with all emotional intelligence facets.

Furthermore, affiliative humor style displays a strong correlation with the social competence facet 'initiation of relations' (r= .081), albeit statistically non-significant. Weak positive correlations, statistically significant, are observed between affiliative humor style and other social competence sub-scales. Self-enhancing humor style strongly correlates with conflict management (r= 0.99). Overall, maladaptive humor styles (aggressive and self-defeating) exhibit a negative correlation with emotional intelligence and social competence facets. An increase in these humor styles corresponds to a decrease in social competence and emotional intelligence.

Table 5.
T-test for Gender Differences on Humor Styles (N=270)

variables	Groups	N	M	SD	t	p
Affiliative Humor Style	male	110	36.763	7.130	-.595	.552
	female	160	37.306	7.685		
Self-enhancing Humor Style	male	110	34.854	7.552		
	female	160	34.825	8.055	.031	.976
Aggressive	male	110	27.236	7.511		

Humor Style	female	160	25.525	7.303	1.860	.064
Self-defeating	male	110	31.236	7.827		
Humor Style	female	160	30.906	8.292	.332	.740

SD= standard deviation, M= mean

Table 5 T-test for Gender Differences on Humor styles (N=270) indicates no major significant gender differences in humor styles but on average both males and females use more adaptive humor styles than maladaptive humor styles.

Table 6.
T-test for Gender Differences in Emotional Intelligence

Variable	Groups	N	X	SD	t	p
Emotional	male	110	5.2847	.99862	.053	.958
Intelligence	female	160	5.2785	.90313		

SD= standard deviation, M=mean

Table 6 T-test for Gender Differences in Emotional Intelligence indicates no significant gender differences in emotional intelligence.

Table 7.
Regression Analysis of humor Styles and Social Competence

Model	B	SE	β	t	p
Constant	32.575	2.887		11.285	.000
Affiliative Humor Style	.202	.056	.214	3.600	.000
Self-enhancing Humor Style	.201	.054	.223	3.730	.000
Aggressive Humor Style	-.143	.058	-.150	-2.448	.015
Self-defeating Humor Style	-.027	.054	-.031	-.506	.613

Table 7 presents gender differences in emotional intelligence using t-tests. The linear regression analysis between social competence (dependent variable) and humor styles (independent variable) reveals significant predictions of social competence by humor styles (F=10.878, p<0.01), except for self-defeating humor style. This suggests a substantial influence of the variable under investigation on social competence. Additionally, R^2= .141, indicating a 14.1% variance in social competence.

Adaptive humor styles (affiliative and self-enhancing) positively and significantly predict social competence (R^2=.141, $p<0.01$), while maladaptive humor styles (aggressive and self-defeating) negatively impact social competence.

Table 8.

Regression Analysis of Humor Styles and Emotional Intelligence

Model	B	SE	β	t	p
constant	4.371	.351		12.464	.000
Affiliative Humor Style	.007	.007	.058	1.071	.285
Self-enhancing Humor Style	.052	.007	.430	7.897	.000
Aggressive Humor Style	-.040	.007	-.315	-5.625	.000
Self-defeating Humor style	-.004	.007	-.031	-.553	.581

Note: Dependent Variable: Emotional Intelligence, SE= Standard error, R^2= .286, Adjusted R^2= .275, F= 26.522

Table 8 displays regression analysis results for humor styles and emotional intelligence (EI). The linear regression analysis between EI (dependent variable) and humor styles (independent variable) reveals a significant prediction of emotional intelligence by humor styles (F=26.522, $p<0.01$), signifying a notable influence of the variable under investigation on emotional intelligence. Furthermore, R^2= .286, indicating a 28.6% variance in emotional intelligence.

However, affiliative and self-defeating humor styles display a non-significant impact. Positive humor styles positively affect emotional intelligence, while negative humor styles negatively affect EI.

Discussion, Conclusion and Recommendations

Discussion

The study investigated the relationships between emotional intelligence, social competence, and the four humor styles assessed by the HSQ. The findings indicate that emotional intelligence exhibited moderate and highly significant correlations with adaptive humor styles ($p< 0.01$). Specifically, emotional intelligence displayed a positive correlation with adaptive humor styles and a negative correlation with maladaptive humor styles, aligning with prior research. Earlier studies have also observed positive relationship between emotional intelligence and adaptive humor styles. Furthermore, emotional intelligence exhibited a negative and significant relationship with aggressive humor style ($p< 0.01$), while no significant correlation was found with self-defeating humor style. This suggests that adaptive and maladaptive humor may involve distinct affective constructs and consequences (Gignac et al., 2014).

Our findings align with Kuiper et al. (2004), revealing that individuals scoring higher in affiliative and self-enhancing humor styles reported greater ability to initiate relationships and engage in personal disclosure. These positive humor styles facilitate initiating conversations and disclosing personal information in a humorous manner, offering a means to save face if needed. Conversely, negative humor styles showed negative correlations with various interpersonal competence measures, indicating that the hostility underlying aggressive humor hinders empathy and support for others, while aggressive teasing and sarcasm may exacerbate rather than alleviate tension in conflict situations. Notably, no significant gender differences in emotional intelligence were observed, consistent with prior literature (Meshkat & Nejati, 2017). All study hypotheses were confirmed, except for hypothesis V, potentially attributed to cultural differences and language barriers affecting questionnaire comprehension.

Conclusion

In summary, our findings reveal intricate relationships between sense of humor, social skills, and emotional intelligence. Positive humor styles demonstrate positive relationship with specific social abilities and facets of emotional intelligence, while negative humor styles exhibit negative correlations with other interpersonal competencies and emotional intelligence components. Hence, the absence of maladaptive humor styles appears equally crucial as the presence of positive styles for fostering social competence and emotional intelligence (Martin et al., 2003).

Furthermore, our study aligns with previous research, indicating no significant gender differences in emotional intelligence, consistent with Meshkat and Nejati (2017). While no significant gender disparities were observed in humor styles, both males and females predominantly employed adaptive humor styles over maladaptive ones, as also noted by Liu (2012).

Suggestions

The observed correlations between humor assessments, emotional intelligence (EI), and the Interpersonal Competence Questionnaire (ICQ) should be interpreted with caution, recognizing the potential influence of self-report biases. Another limitation of this study pertains to the homogeneity of the sample, which exclusively comprised educated individuals within the 18-30 age range. Consequently, the generalizability of these findings to a more diverse population remains uncertain. Moreover, the correlational design employed in this study precludes the establishment of causal relationships. While it is plausible that certain humor styles may contribute to the development of specific social skills and emotional management abilities, it is equally plausible that these humor styles are a consequence of possessing particular social and emotional competencies. To ascertain causality, future research necessitates experimental investigations.

Limitations

The study's results underscore the intricate interplay among humor styles, emotional intelligence, and social competence. Adaptive humor styles exhibit positive relationship with both emotional intelligence and social competence, suggesting potential benefits in enhancing interpersonal relationships and reducing stress through interventions aimed at cultivating positive humor styles. An intriguing avenue for future research involves comparing humor-

based training with other positive psychology techniques like savoring or gratitude expression, known to foster increased positive affect (Sin & Lyubomirsky, 2009).

Furthermore, this study highlights the significance of humor styles as psychosocial constructs. The observed correlations with social competence and emotional intelligence imply that an individual's humor styles may serve as behavioral indicators of psychosocial functioning and avenues to psychological well-being. These findings have implications for clinical interventions targeting interpersonal challenges and conflict management, advocating for therapeutic approaches that prioritize relationship development and incorporate social contexts, such as family therapy.

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Content Analysis of Curriculum Evaluation Models Studies During: 2000-2020

Reem Jawabreh[1], Nüket Gündüz[2]

[1,*] Curriculum and Instruction, Educational Sciences, An-Najah National University, Nablus, Palestine,
dr.reem.m.jawabreh@gmail.com
[2]Faculty of Education, Near East University, Nicosia, North Cyprus, nuket.gunduz@hotmail.com

*Correspondence: dr.reem.m.jawabreh@gmail.com

Abstract

Curriculum evaluation is the process of assessing the effectiveness of a curriculum in achieving its intended goals and objectives. It involves collecting and analyzing data on various aspects of the curriculum, such as its content, delivery, and outcomes, and using this information to make decisions about how to improve the curriculum. The purpose of the evaluation may also vary, such as to determine if the curriculum is meeting the needs of students, to assess the effectiveness of teaching and learning strategies, or to ensure that the curriculum meets accreditation standards. This study aimed to analyze curriculum evaluation studies conducted between the years 2000 and 2020 and determine the study trends in terms of methodology, publishing years, countries, sample type, evaluation model type, and evaluated curriculum. The study used a content analysis method; 100 articles were analyzed. Besides, most of the studies focused on evaluating undergraduate students, which was the most commonly used sample type. It also indicated that most studies were done as mixed research, with high school curriculum, English, and science being the most heavily evaluated. Overall, curriculum evaluation is an important process that can help educators ensure that their curriculum is relevant, effective, and meets the needs of their students. It can also help to improve teaching and learning outcomes and ensure that educational institutions are meeting standards

Keywords: Curriculum evaluation, evaluation models, content analysis, teaching and learning strategies

Introduction

Education is one of the most powerful tools used to form society, educate individuals, discover their talents, and build their abilities. The communities that raise individuals to follow their targets use education as a tool, therefore, the curriculum should be developed based on scientific and systematic understanding (Yetkiner et al., 2019).

The correct understanding of the learning environment leads to the correct adoption of the correct curriculum design. An effective learning environment is necessary for implementing the learning process, and there are many items that form a quality learning environment (Jawabreh et al., 2020). Therefore, the evaluation could provide stakeholders with regular feedback to help them develop in the education process and also provide useful information to schools to construct the finest quality instructional teams. Besides, the evaluation could focus on everybody in the educational system, from teachers to supervisors, with the goal of keeping students on the correct path until graduation, which would help them be more successful in college and their career (Qingyu et al., 2016).

In recent years, educational evaluation has been applied in many countries, but it was first implemented in the USA and then spread widely throughout the world. An evaluation model is an important tool that could always represent the important features of a good education and help teachers improve their teaching methods, which use all the appropriate evaluation techniques to supply information (Darling et al., 2012).

Educational evaluation is defined as a value of expected effect judgment for the education process and includes an enormous array of activities like student and teacher assessment, measurement, testing, curriculum evaluation, program evaluation, and school principal evaluation. Evaluation is regarded as the methodical endeavour to collect information to make judgments or decisions (Vo, 2018).

Curriculum evaluation includes a perception of how to develop educational programs and focuses on instructional activities in the teaching and learning process with the goal of defining the values of particular outcomes involving the learning objectives or experiences that seek to make decisions for the curriculum; thus, the evaluation of the curriculum is a systematic and planned process (Klenowski, 2010).

Curriculum evaluation refers to the sets of activities involved in collecting information about the operation and effects of policies, programs, curricula, courses, educational software, and other instructional materials (Gredler, 1996).

The curriculum is not static; it is constantly changing, therefore, making a change to one component of the curriculum affects the whole system as each component is related to the others. In this way, evaluation in the education system enables reform attempts and the development of the curriculum by finding out undesirable outcomes and their sources (Kurt and Erdogan, 2015).

Literature Review

Fitzpatrick, Worthen, and Sanders (2010) said that the program evaluation models offer different evaluation processes based on a scientific basis, values, experiences, world views, and philosophical perspectives. Furthermore, an evaluation model helps set up the criteria based on the purpose of the evaluation, the characteristics of the evaluand, and the characteristics of the program in question (Hansen, 2005).

Yüksel and Sağlam (2012) demonstrate that, within the curriculum evaluation process, the behaviors of those responsible for assessment and evaluation at the initial evaluation level reflect a great deal of variation according to the educational theories and philosophies to which they attach importance. Regarding the basic components that are to be taken as the fundamental units of evaluation, they stated that five different forms of evaluation may be observed: the objective or target-based, the administration-based, the expert-based, the consumer-based, and the participant-based models.

Brady and Kennedy (2010) said that the curriculum evaluation is needed for decision-making around curriculum and that it is difficult to overemphasize the inter-subjective nature of problems associated with processes and products, outcomes, and the issue of value judgments, all of which are of critical interest in curriculum decision making.

Patto (2010) explained that the evaluation is exploring the many benefits and feasibility of a process and its results through formative and summative evaluation.

Royse et al. (2010) reveal that program evaluation is a process that follows up on an activity with a particular technique, method, or model according to the needs and expectations of the organization or institution

Significance of the Study

There are several reasons why curriculum evaluation is important. First, it helps educators identify areas where the curriculum is working well and areas where it needs improvement. This information can then be used to make changes to the curriculum, such as modifying content or delivery methods, to better meet the needs of students.

Second, curriculum evaluation helps to ensure that the curriculum is meeting accreditation standards and complying with other regulatory requirements. This is important for ensuring that students receive a high-quality education that meets recognized standards and that the institution is able to maintain its reputation and accreditation status.

Finally, curriculum evaluation helps to ensure that the curriculum is relevant and up-to-date in light of changing societal needs, technological advancements, and other factors. This is important for preparing students for success in their future careers and for ensuring that the institution remains competitive in an ever-changing educational landscape.

Overall, the purpose of curriculum evaluation is to ensure that the curriculum is effective, relevant, and meets the needs of its stakeholders. It is an important process that helps to drive continuous improvement in educational programs and outcomes.

Problem Statement

Changes in the education system, recent education trends, and social and technological developments make it compulsory to implement several changes and revisions to the curriculum (Jawabreh & Gündüz, 2021).

Every individual in this world must be able to adapt to this explosion of knowledge that is taking place to advance in his community, nation, and state, since the current era is the era of science and rapid changes that exceed human perceptions (Jawabreh et al., 2019). Therefore, there is a need for evaluation studies as well as curriculum development studies.

As the evaluation aims to detect strengths and weaknesses in the instructional process and to suggest constructive feedback about how things might be improved, and the objectives of education can't be realized only through a valid, reliable curriculum for developing and meeting cognitive and scientific needs. Therefore, in this study, content analysis will be used through articles that used curriculum evaluation models from 2000 to 2020.

The aim of the Study

Evaluation is at the center of all improvements; everywhere policymakers and researchers emphasize the need for evaluation that helps in the monitoring of quality and its development, including administrative and pedagogical improvements (De Grauwe & Naidoo, 2004). Therefore, this study aims to analyze articles related to curriculum evaluation models thematically by content analysis method and determine the study trends in terms of methodology, publishing years, countries, sample types, evaluation model types, and evaluated curriculum between the years 2000 and 2020. With these aims in mind, the following questions guided the discussion:

1. How have the articles related to the curriculum evaluation models been distributed according to the year of publication?

2. How have the articles related to the curriculum evaluation models been distributed according to the countries?
3. How have the articles related to the curriculum evaluation models been distributed according to the evaluation model type?
4. Which methodologies were used in the articles related to the curriculum evaluation models?
5. How have the articles related to the curriculum evaluation models been distributed according to the sample type?
6. How have the articles related to the curriculum evaluation models been distributed according to the evaluated curriculum?

Methodology

Research Design

This study used the content analysis method, which is a set of procedures for examining trends and patterns in documents for collecting and organizing information in a standardized format (Jawabreh et al., 2022). It is considered a reference source because it includes descriptions and explanations related to the articles related to curriculum evaluation models (Jawabreh & Bicen, 2020).

Content analysis refers to analyzing articles that contain similar themes, regardless of the methodology used, publishing years, countries, evaluation model type, sample type, or evaluated curriculum between the years 2000 and 2020.

The Criteria for Selecting Articles

The main criteria used to identify which articles were analyzed were: articles that discussed the curriculum evaluation models; only articles performed from 2000 to 2020; and the keywords curriculum evaluation and evaluation models. To find the relevant articles, some articles were excluded from the scope of this study. The articles were examined in terms of methodology, publishing years, countries, evaluation model type, sample type, evaluated curriculum, problem statement, and conclusion.

The Sample

The sample of the study consists of published articles that discuss the curriculum evaluation models performed between 2000 and 2020, and 100 articles were found to be appropriate for the determined criteria.

The Data collection and analysis

The data obtained that related to the study were collected, analyzed, and interpreted using descriptive statistical methods in an organized way. The data was calculated by percentages depending on the frequencies.

The tables were prepared to present the themes concerning each research question; six tables were created on six topics, and these topics were according to the methodology, publishing years, countries, evaluation model type, sample type, and evaluated curriculum.

Findings

The data presents the results and discussions according to the study questions. There were 100 articles about the curriculum evaluation models from 2000 to 2020. The first study question was answered by showing the frequency and percentage of the studies related to curriculum evaluation models according to publishing years in Table 1.

Table 1.
Distribution According to Publishing Years

Publishing years	*f*	*%*	Publishing years	*f*	*%*
2001	1	1%	2011	6	6%
2002	1	1%	2012	3	3%
2003	0	0%	2013	2	2%
2004	1	1%	2014	5	5%
2005	1	1%	2015	6	6%
2006	2	2%	2016	10	10%
2007	2	2%	2017	11	11%
2008	2	2%	2018	18	18%
2009	1	1%	2019	18	18%
2010	7	7%	2020	3	3%
Total		100		Percentage = 100%	

Concerning analyzing the articles according to the year of publication, it is obvious that 18% of them are in 2019, 18% of them are in 2018, 11% are in 2017, 10% are in 2016, and 6% are in 2015 as well as 2011, and 7% are in 2010. For the rest of the years, the percentage ranges from 1% to 3%. The highest number of publications were in 2019 and 2018. The number of publications appears to have decreased in 2020 due to the coronavirus, which spread during this period. As can be seen in figure 1.

Figure 1.
Distribution According to Publishing Years

The second study question was answered by showing the frequency and percentage of the studies related to curriculum evaluation models according to countries in Table 2.

Table 2.
Distribution According to Countries

Country	*f*	*%*	Country	*f*	*%*
USA	23	23%	Germany	1	1%
UK	3	3%	Ethiopia	1	1%
Turkey	37	37%	Georgia	1	1%
Iran	7	7%	Brazil	1	1%
China	4	4%	Malaysia	5	5%
Australia	5	5%	Islamabad	3	3%
Saudi Arabia	3	3%	Indonesia	3	3%
Colombia	3	3%	Total	100	100%

Concerning analyzing the articles according to the countries, the articles revealed the descending order of countries from the frequency in a Table 2: Turkey, USA, and Iran, among other countries, it is obvious that 37% of them are in Turkey, 23% are in the USA, 7% are in Iran, 5% are in Australia, and the same percentage is also in Malaysia. The highest number of publications was in Turkey. For the rest of the countries, the percentage ranges from 1% to 3%.

The third study question was answered by showing the frequency and percentage of the studies related to curriculum evaluation models according to the evaluation model type in Table 3.

Table 3.
Distribution According to Evaluation Model Type

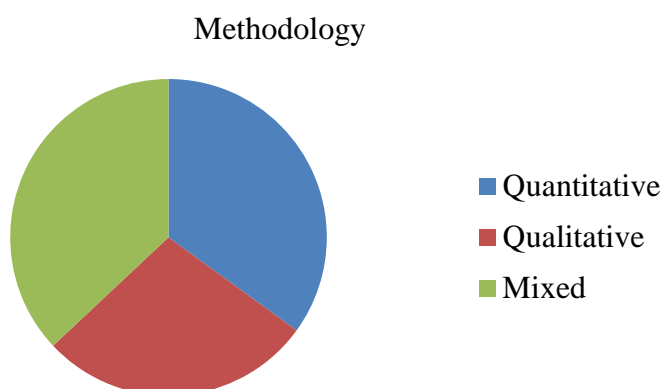| Evaluation Model Type	*f*	*%*
CIPP Evaluation Model	53	53%
Tyler's Evaluation Model	10	10%
Robert Stake's Evaluation Model	9	9%
Kirkpatrick's Evaluation Model	9	9%
Logic Evaluation Model	7	7%
Goal Free Evaluation Model	4	4%
Demirel's Evaluation Model	2	2%
Metfessel Michael Evaluation Model	1	1%
Complex Network Evaluation Model	1	1%
Randomized Evaluation Model	1	1%
Element Based Evaluation Model	2	2%
Positive Deviance Evaluation Model	1	1%
Total	100	100%

When studies were analyzed in terms of curriculum evaluation models from Table 3, CIPP Evaluation Model was the most implemented model with 53%, followed by Tyler's Evaluation Model with 10%, Robert Stake's Evaluation Model with 9%, Kirkpatrick's Evaluation Model with 9%, the Logic Evaluation Model with 7%, the Goal Free Evaluation Model with 4%, Demirel's Evaluation Model with 2%, and the Element Based Evaluation Model with 2%. The highest number of evaluation models used was CIPP.

The fourth study question was answered by showing the frequency of the studies related to curriculum evaluation models according to the methodology in Table 4.

Table 4.
Distribution According to the Methodology

Methodology	*f*	%
Quantitative	35	35%
Qualitative	28	28%
Mixed	37	37%
Total	100	100%

As can be seen in Table 4, the research methodologies followed in the articles that related to curriculum evaluation models demonstrate that the majority of them were the mixed approach (37%), the quantitative approach (35%), and the qualitative approach (28%). As can be seen in figure 2.

Figure 2.
Distribution According to the Methodology

The fifth study question was answered by showing the frequency of the studies related to curriculum evaluation models according to sample types in Table 5.

Table 5.
Distribution according to samples type

Sample type	*f*	%
Undergraduate Students	26	26%
Secondary Teachers	12	12%
Preschool Teachers	7	7%
Preschool Students	6	6%
Academic Lecturers	6	6%
Curriculum Specialists	6	6%
Primary Students	5	5%
Secondary Students	2	2%
Graduates Students	5	5%
Postgraduate students	2	2%
Coursebook writer	6	6%
Mixed (students, teachers, parents)	17	17%
Total	100	100%

As seen in Table 5, the samples type followed in the articles that related to curriculum evaluation models demonstrates that the majority of them were undergraduate students with 26%, secondary teachers with 12%, preschool teachers with 7%, preschool students with 6%, academic lecturers with 6%, curriculum specialists with 6%, coursebook writers with 6%, and graduates' students with 5%.

On the other hand, teachers, parents, administrators, students, and experts were determined to be selected as a mixed group with 17%.

The sixth study question was answered by showing the frequency and percentage of the studies related to curriculum evaluation models according to the evaluated curriculum in Table 6.

Table 6.
Distribution According to Evaluated Curriculum

Evaluated Curriculum	*f*	*%*
Science Curriculum	14	14%
English Curriculum	13	13%
High School Curriculum	17	17%
Computer Systems Curriculum	7	7%
Preschool Curriculum	8	8%
Mathematics Curriculum	8	8%
Engineering Curriculum	4	4%
Medical Curriculum	10	10%
Social Studies Curriculum	2	2%
Islamic Curriculum	1	1%
Nursing Curriculum	8	8%
Teachers Training Programs	6	6%
Training Programs	2	2%
Total	100	100%

As shown in Table 6, most of the studies focused on the evaluation of the high school curriculum with 17%, Due to the recent changes in philosophies of education, new studies emerging in curriculum development, and new approaches observed in learning and teaching, all of which have brought along the requirement for an evaluation of the existing curricula, the science curriculum with 14% because the problem in several experiments included in it is not sufficient and the physical condition of the school also is insufficient to implement these experiments, the English curriculum with 13% because the problem is that the limited English language skills among learners threaten their ability to interact with the international environment, the interactive activities were not Another set of curricula widely evaluated is the medical curriculum, with 10%; the nursing curriculum, with 8%; the mathematics curriculum, with 8%; the preschool curriculum, also with 8%; the computer systems curriculum, with 7%; the teacher training program, with 6%; and the engineering curriculum, with 4%.

Discussion Conclusion and Recommendation

This study intended to analyze curriculum evaluation model articles conducted between the years 2000 and 2020, and 100 articles were accessed.

When the distribution of articles was analyzed in terms of publishing year, it was seen that 81 of these studies were conducted after 2010, which indicates that curriculum evaluation is important, and there was an increase in the number of articles that related to curriculum evaluation models. It was also seen that studies were mostly carried out in 2018 and 2019. And fewer studies were published from 2000 to 2009. This finding is in line with the results of the study conducted by Kurt and Erdogan (2015). Most of the research was conducted with the samples chosen in Turkey, the USA, and Iran.

Curriculum evaluation models used in studies differ in terms of their adopted approach. When studies were analyzed in terms of the curriculum evaluation model, it was determined that the CIPP evaluation model was used in the majority of the studies. This finding has some similarities with the research conducted by Gokmenoglu (2014); among the program evaluation models, the CIPP model is commonly used, as is Ozudogru (2018). Therefore, in curriculum evaluation research, a curriculum evaluation model needs to be utilized in order for a systematic, purposeful evaluation to be realized.

It was also found that very few articles were conducted using only qualitative research methods, and most of the studies were done using mixed methods. While this finding is similar to Yetkiner et al. (2014) study results, as well as Ozudogru's (2018), which showed that studies were carried out as mixed research at most and as qualitative research at least, it is different from Ozan and Kose's (2014) as well as Ulutas and Ubuz's (2008), which indicated quantitative research was the most preferred. The reason that quantitative research methods are mostly preferred is that they provide easier and more accessible results in comparison with qualitative research.

Besides, most of the studies were done on undergraduate students as the sample type, as well as on a mixed group (students, teachers, and parents together) and on secondary teachers. This finding is different from the results of the studies conducted by Gomleksiz and Bozpolat's (2013) and Kurt and Erdogan's (2015). And is similar to Yetkiner et al. (2014) study results.

Furthermore, it was found that most of the studies focused on the evaluation of high school curriculum, including science and English curriculum, which is different from Gokmenoglu's (2014) finding that studies mostly focused on the evaluation of elementary school programs.

The curriculum ought to be tailored to fulfill the demands and aspirations of educational establishments, encompassing students, educators, and the broader community (Jawabreh et al., 2023), and the modern perspective on curricula is based on making the student the axis of educational science. Curricula fundamentally aim to consider the student, his abilities, preparedness, and inclinations, and to tailor educational material accordingly (Othman and Jawabreh, 2023).

In recent study, it was also found that postgraduate programs and training programs were evaluated in very few studies. Depending on this, it can be suggested that evaluation studies regarding postgraduate programs and training programs be increased.

Recommendation

The study related to curriculum evaluation could involve a comparison between the performance of students who are taught using the new curriculum and those who are taught using the old curriculum. The study could also explore the perceptions of teachers, students, and other stakeholders regarding the new curriculum, including its strengths and weaknesses.

Another possible study could focus on the alignment between the curriculum and the assessments used to evaluate student learning. This could involve an analysis of the curriculum and the assessments to determine if they are aligned with each other in terms of content, skills, and learning objectives. The study could also investigate the validity and reliability of the assessments used to evaluate student learning as well as their impact on student motivation and engagement.

A third recommendation could be to examine the implementation of a curriculum and its impact on student learning. This could involve an analysis of the fidelity of implementation as well as the challenges and barriers that teachers face when implementing the curriculum. The study could also explore the impact of teacher professional development and support on the implementation of the curriculum as well as the outcomes achieved by students.

Overall, there are many different types of studies that could be conducted related to curriculum evaluation, and the specific focus of the study will depend on the research questions and goals of the researchers.

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Distance Special Education During The Pandemic Process: Teacher Opinions

Serap Meral Karabacak[1], Başak Bağlama[2], Mukaddes Sakallı Demirok[3], Alper Karabacak[4]

[1]Department of Special Education, Faculty of Education, University of Kyrenia, Kyrenia, North Cyprus, Mersin 10, Türkiye. serap.meral@kyrenia.edu.tr
[2]Department of Special Education, Faculty of Education, Cyprus International University, Nicosia, North Cyprus, Mersin 10,Türkiye. bbaglama@ciu.edu.tr
[3]Department of Special Education, Atatürk Faculty of Education, Near East University, Nicosia, North Cyprus, Mersin 10,Türkiye. mukaddes.sakalli@neu.edu.tr
[4]Department of Special Education, Faculty of Education, University of Kyrenia, Kyrenia, North Cyprus, Mersin 10 Türkiye. alper.karabacak@kyrenia.edu.tr
*Correspondence: mukaddes.sakalli@neu.edu.tr

Abstract

The transition from face-to-face education to distance education was conducted in the Spring Semester of the 2019-2020 Academic Year due to the Covid-19 pandemic. The purpose of this research is to determine the opinions of special education teachers in the Turkish Republic of Northern Cyprus on distance education. In this study, the case study, which is one of the qualitative research methods, was used. The data of the research were collected by semi-structured interview technique. The data were analyzed by content analysis technique. The research was conducted with 17 special education teachers working in private education institutions according to the purposeful sampling technique. A semi-structured interview form prepared by the researchers in line with expert opinions was used as the data collection tool. Considering the results of the research, it was determined that the studies that special education teachers conducted with their students with special needs as a distance education application were adaptation studies, academic, individual and group studies. It was concluded that the technological platforms used by special education teachers in the distance education process are Zoom and WhatsApp applications. Another finding of the study is that special education teachers' distance education process is evaluated positively by families.

Keywords: Distance education, special education, teacher views, interview, covid-19

Introduction

Most governments around the world are temporarily suspending the activities of educational institutions and closing schools in order to contain the spread of the Covid-19 outbreak. These nationwide closures affect more than 91% of the world's student population. 63 million educators have been affected by school closures, causing disproportionate damage to students' learning by rapidly increasing learning inequalities during school closures (UNESCO, 2020). The closure of schools during the Covid 19 epidemic revealed the necessity of continuing education by reshaping knowledge and learning (UNESCO Futures of Education, 2020). The Covid 19 epidemic has proven to the whole world the importance of

revising education policies in order for education to continue when there is a possible crisis worldwide (UNESCO, 2020).

Schools that had to be closed during the Covid-19 outbreak forced teachers to continue their education in online learning environments. Online learning posed various challenges for students and their families since online activities require both adequate technological skills and new visions for teaching and learning strategies. Many families are faced with the limited availability of digital devices and a lack of fast enough connectivity. In addition, parents of students with special educational needs face more difficulties in supporting their children's online learning (Azoulay, 2020).

In online education, intensive use of technologies is needed to support learning processes, but a pedagogical model is needed for their effective use (Abbott, 2007; Florian, 2017; Ronchi, 2019). The ability of teachers to use digital technologies for education is important for their students to benefit from the developing technology in the best way possible (OECD, 2019). In the new educational environment, the Ministry of National Education also supported teachers for social responsibility programs through social media. Several remote in-service training programs were organized with national or international certificate during the Covid-19 period in order to ensure the continuity of the professional and personal development of teachers Approximately 125,000 teachers were trained through 17 professional development programs lasting two to three weeks (Ministry of Education, 2020). In this process, it was ensured that the existing open and distance education opportunities were used in order not to interrupt the education system in line with the suggestions of the TRNC Ministry of National Education and Culture, the Supervisory and Accreditation Board of Higher Education Institutions and education stakeholders, and effective steps were taken to ensure uninterrupted education (Egeli & Özdemir, 2020).

Despite all these trainings, the study of Martin et al. (2019), on teachers' perceptions of online education readiness showed that the experience gained from online teaching facilitates the course design of online courses. However, teachers' lower self-efficacy has been associated with little or no online teaching experience.

The necessity of taking into account that both preschool and first grade of primary school students with low individual and independent learning and working abilities, and children who need special education, have attention deficit and hyperactivity, and have learning difficulties cannot benefit from face-to-face education during the Covid 19 pandemic process, and the necessity of taking into account that their learning gaps may increase with their normally developing peers was better understood in this process (Egeli & Özdemir, 2020). Rice and Dykman (2018), stated that students with special needs can benefit from online learning activities, but there are some critical issues such as teachers 'low technological and pedagogical skills, difficulties with student success and lack of cooperation with students' parents. The most important problem in education is the fact that children with special needs may experience losses in the learning process. Based on the opinions of parents and teachers, the studies indicated that children with special needs during the distance education process did not participate in the trainings due to limited or no screen focusing time, they were unwilling to participate in the studies and their development regressed due to these reasons (Şenol & Yaşar, 2020). Due to the fact that children with special needs do not have individual and independent learning competencies, it has become difficult for their teachers to follow the progress of their education in addition to parental support in the distance education process. For these reasons, each student's learning loss will be different and this constitutes a big problem to be able to compensate for the deficiencies (Burgess &

Sievertsen, 2020; Karip, 2020). Based on all this information, this study has been prepared in order to determine the opinions of special education teachers in the Turkish Republic of Northern Cyprus during the Covid 19 pandemic process on distance education.

Aim of the Study

The aim of the study to determine the opinions of special education teachers in the Turkish Republic of Northern Cyprus during the Covid 19 pandemic process on distance education.

Methodology

This research is qualitatively designed. "Case study" one of the qualitative research designs, was used in this study. Situations can occur in various forms. An individual, an institution, a group, an environment can set an example for situations for this study (Yıldırım & Şimşek, 2006). In this study, teachers working in special education schools working in schools affiliated to the TRNC Ministry of National Education were included in the study.

Sampling of the Study

The teachers included in this study were determined by using convenience sampling, one of the "purposeful sampling" methods. Purposeful sampling allows for in-depth study of situations that are thought to have rich information (Yıldırım & Şimşek, 2006). In the study, "convenience sampling", which is one of the purposeful sampling methods, was used. This sampling method brings speed and practice to the research; because in this method, the researcher chooses a situation that is close and easy to Access (Yıldırım & Şimşek, 2006). The age of the teachers participating in the study was determined to be between 23 and 55 years old. 13 of 17 special education teachers are female and 4 of 17 special education teachers are male. The professional seniority of teachers varies between 1 and 40 years. All of the teachers work in special education schools affiliated to the TRNC Ministry of Education. The number of students in the formal education process of the teachers and the number of students who continue distance education are given in Table 1.

Table 1.
Demographic Findings for Special Education Teachers Included in the Study

Teacher	Age	Gender	Seniority	Number of students in formal education	Number of students in distance education
T1	25	F	3	20	13
T2	28	F	4	7	2
T3	23	F	1	27	1
T4	29	F	1	5	5
T5	27	F	4	4	1
T6	38	M	14	20	12

T7	34	M	12	10	8
T8	44	F	1,5	43	43
T9	31	F	5	4	4
T10	32	F	11	4	4
T11	40	F	15	40	4
T12	31	M	8	20	10
T13	32	F	5	40	40
T14	49	F	25	18	15
T15	38	F	5	2	2
T16	57	M	40	6	6
T17	55	F	40	10	5

Data Collection

In this study, "semi-structured interview" technique was used. In this technique, the researcher prepares the interview form containing the questions he/she plans to ask beforehand. Depending on the flow of the interview, side questions or sub-questions can affect the flow of the interview, and these questions can enable the person to open and elaborate their answers (Türnüklü, 2000).

The interview form prepared by the researchers was first shown to six field experts; three of them are special education experts, one of them is Turkish language expert, and two of them are assessment and evaluation experts. Necessary corrections and changes were made with the opinions and suggestions of the experts. Before the interview questions were applied, a pilot study was conducted with a special education teacher to determine the comprehensibility of the interview questions.

The interview form consists of two parts. In the first part, there are questions regarding the gender, age and professional seniority of special education teachers. In the second part of the form, there are questions determining teachers' views on the implementation of special education as distance education during the pandemic process.

Special education teachers were included in the study on a voluntary basis. The interviews were conducted during the pandemic period, with the transition to the distance education process, by contacting teachers via e-mail between September and October 2020.

Data Analysis

The data obtained from the research were analyzed by using the "content analysis" technique. Content analysis is defined as summarizing a text with smaller content categories with specific encodings (Büyüköztürk et al., 2010).

Categorical analysis, one of the types of content analysis, was used in the study. Categorical analysis generally refers to the division of a particular message into units and

then grouping these units into categories according to specific criteria (Bilgin, 2006). Direct quotations are included in order to reflect the views of the special education teachers interviewed. The results of the research are explained on the basis of these data. Thus, the validity study of the research was conducted (Aslan & Güneyli, 2008).

Findings

In this section, findings obtained from special education teachers in the research are included.

Table 2.
Opinions of Special Education Teachers about Distance Education Practices Regarding Special Education During The Pandemic Process

Opinions	f
Adaptation study	16
Academic study	11
Individual study	9
Team work	6
Practicing self-care abilities	2

Table 2 includes the findings of the distance education practices that special education teachers carried out during the pandemic process.

As can be seen from the table, special education teachers have revealed different opinions about distance special education practices during the pandemic process. These views are adaptation study (f = 16), academic study (f = 11), individual study (f = 9), team work (f = 6), practicing self-care abilities (f = 2), respectively. Examples of teacher views are given below.

For example, T2 stated his opinion as "During the pandemic process, we provided individual special education support with distance education with 2 students with special needs".

T14, on the other hand, stated that "I opened a Google classroom and loaded activities on attention perception and memory studies suitable for the students' levels, reading comprehension activities as Turkish lesson, and four operations in mathematics."

Table 3.
Special Education *Teachers' Opinions about the Technological Platforms They Use in the Distance Education Process* During The Pandemic

Opinions	f
Zoom	9
WhatsApp	7

Instagram	1
Facebook	1
Google Classroom	1
Skype	1
Google meet	1

When Table 3 is examined, they stated that special education teachers used Zoom and WhatsApp applications intensely as technological platforms in the distance education process during the pandemic.

Table 4.
The Opinions of Special Education Teachers about the Problems They Encounter in the Technological Platforms They Use in the Distance Education Process During the Pandemic

Opinions	f
Connection Problems	11
Those Who Didn't Have Any Problems	3
Teacher's Access to Student and Family	3
Limitations in Technology usage	2
Family and Student Access to Teacher	1

In Table 4, opinions about the problems faced by the special education teachers in the distance education process during the pandemic are given. Teachers stated that they experienced the most problems while connecting to the internet while conducting their lessons as distance education with students. They stated that they encountered difficulties in accessing the student and the family, they had difficulties in using technology, and that the family and the student had problems in accessing the teacher. During this period, there were also teachers who stated that they had no problems in distance education. Examples of teacher views are given below:

"Due to internet speed, audio attenuation and image freezing were experienced from time to time."(T11)

"We had trouble downloading and installing apps. But when I told them over and over with patience, it was happy to see their accomplishments. (T14)

"I had a connection problem."(T3).

"On days when the weather was bad, the lessons were interrupted due to the internet cut off."(T2)

Table 5.
Objects of Special Education Teachers on Family Participation in the Distance Education Process in the Pandemic

Opinions	f
Providing information about the education process	10
Providing activity and material support	7
Follow-up and feedback	5
No answer	3
No family involvement	2

Table 5 shows the opinions of special education teachers about family participation in the distance education process. What are your views of teachers on family participation in the distance education process in the Pandemic? The following question was asked: "Did mothers or fathers contribute the most to this process?" 16 of the teachers stated that mothers and 1 father contributed to the distance education process. Teacher opinions are given below.

"When distance education started actively, I telephoned all parents and communicated with them. We collaborated on how we can carry out the distance education work. Equal number of mothers and fathers participated."(T7)

"Throughout the process, I prepared the materials that could be easily prepared at home the day before and I sent them to the mothers and they prepared the same materials and worksheets. The next day, I modeled with my own materials and the students participated with their own materials in the lesson. During the process, I observed that mothers were more involved than fathers in education process."(T2)

"I encouraged the distance education program to be fully effective by reminding that parents have responsibilities. Since the environment of the training is home, I made sure that the follow-up control and feedback method should be under the supervision of their families and ensured the participation of their parents. Number of mothers was high in participation."(T4)

"The family was just observant. They were not involved in education process."(T11)

Table 6.
The Opinions of Special Education Teachers about the Problems They Encounter in Their Lesson Plans During the Distance Education Process in the Pandemic

Opinions	f
I did not have a problem	8
Time management	3
Family eligibility	2
Connection problem	2
The family's lack of knowledge	1

Course hours overlap with other courses	1
Teacher's lack of technology competence	1

Table 6 shows the opinions of special education teachers in the pandemic about the problems they encounter in their lesson plans during the distance education process. It has been determined that teachers have problems in their lesson plans due to time management, family eligibility, connection problems, lack of knowledge of the family, overlap in class hours, and deficiencies in the teacher's technology competence. Most of the teachers also stated that they did not experience any problems in their lesson plans. Some examples of teachers' views are given below.

"I had no problems with the lesson plans. Since I prepared my materials in advance according to the conditions, every lesson was very successful and efficient."(T8)

"The topics could not be completed in the scheduled times."(T5)

"Because of being at home all the time, the routine of meal times has changed. Since the grocery shopping took place at certain hours, we had to postpone the lessons according to shopping time."(T2)

"" I had problems with the lesson plans due to my inadequate computer use." (T14)

Table 7.
Opinions of Special Education Teachers about the Materials They Use in Their Lessons in the Distance Education Process in the Pandemic

Opinions	**f**
Projecting the lecture notes on the screen	4
Internet-supported material	4
Worksheets	3
Easily accessible material	2
No answer	2
Video	1
I didn't use any materials	1

In the pandemic, the opinions of special education teachers about the materials they use in their lessons in the distance education process are given in Table 7.

Teachers stated that they used the lecture notes on the screen, used internet-supported materials, prepared worksheets, and used easy-to-access materials in the distance education process. It is shown in Table 7 that there are also teachers who do not answer this question and do not use materials in their lessons. As an example of teachers' opinions:

" The works were prepared in PDF format and shared on the common screen with zoom. The studies used were then sent to the family via e-mail and repetition was requested." '(T11)

" I made sure that the materials on the subject to be covered were as easily accessible in the home environment as possible. For example, we did it with materials such as pasta, socks, and forks to distinguish few concepts." (T2)

" Generally, worksheets were used. Banana activity videos published by our Ministry on its website were recommended and a link was placed." (T6)

Table 8.
The Opinions of Special *Education Teachers about the Reinforcers They Use in Their Lessons in the Distance Education Process in the Pandemic*

Opinions	f
Verbal Reinforcer	11
Activity Reinforcer	4
Symbol Reinforcer	3
Social Reinforcer	2
Primary Reinforcer	2

Special education teachers stated that they mostly used verbal reinforcers, activity reinforcers, symbol reinforcers, social reinforcers and primary reinforcers as reinforcers in their lessons in the distance education process. Some quotations from the opinions of special education teachers are given below:

" When the homework was sent for control purposes, verbal reinforcements such as "well done, bravo, it will be better" were given if there was no mistake or needed improvement according to the result." (T6)

"I used social reinforcers during my teaching. When my younger student did the activity correctly, the food was given by the reinforcer mother. When we completed the lesson efficiently with my older student, the award for having an activity with the family was presented." (T2)

Table 9.
Special Education Teachers' Views on the Advantages That the Distance Education Process Provides for Students with Special Education Needs

Opinions	f
Continuity of education	6
Home comfort	5
Saving time	3

Motivation	3
Students' effective use of technology	2
High family involvement	2
Access of individuals with severe physical disabilities to education	2
Affordability	1
Access to the teacher	1
Experiencing a different learning process	1
No advantage	1

The opinions of special education teachers regarding the advantages of the distance education process for students with special education needs are given in Table 9. Teachers believe that the advantage of the distance education process to students is the continuity of education, easily access of lessons from home environment, saving time, increased motivation, using technology effectively and increased family participation in education, affordability of education, easier access to teachers, and experiencing a different learning process. Some quotations from the opinions of special education teachers are given below:

" The most important advantage of distance education was to allow families to participate in the process more than usual." (T2)

"The advantages of distance education were as follows: the child did not have trouble with the school bus, did not spend time to come, felt that he was special and always considered, even if he was not able to come to school, he was as close as a phone call to his teacher."(T8)

" The advantages were as follows: During the pandemic process, we supported the continuation of their previous learning, even if a little, the children had a different experience. For some kids, being on the computer has been motivating." (T11)

"My severely disabled students did not experience the problems they experienced while coming to school in on line education. Shy students who had communication problems felt more comfortable in the home environment." (T4)

Table 10.
Special Education Teachers' Opinions about the Disadvantages That the Distance Education Process Provides For Students with Special Education Needs

Opinions	**f**
Lack of attention	3
Connection problem	2
Limitation of physical intervention	2

Technological deficiencies	2
No disadvantage	2
Inability to work online in all fields	1
Course hours overlap with other courses	1
Compliance problems	1
Technology addiction	1
Limitations in learning new topics	1
Not giving reinforcements and feedback on time	1
The family's lack of knowledge	1
Class management	1

Table 10 includes the opinions of special education teachers about the disadvantages that the distance education process provides to students with special education needs. The teachers stated that the distance education process has various disadvantages such as attention problems of students, problems due to connection, limited physical intervention, and technological deficiencies.

They also stated that the distance education process is not a disadvantage for students with special education needs. Some quotations from the opinions of special education teachers are given below:

"The disadvantages of distance education are the inability to directly interfere with the student, eye contact breaks and internet-based communication disruptions." (T2)

"I experienced the disadvantages of distance education in my students with autism. Parents have not been fully qualified instructors. I could not achieve the performance I wanted because they naturally could not perform their work like a professional." (T8)

"The disadvantage of distance education was the difficulty of motivating children with hyperactivity and distraction. Building authority in on line therapy has been difficult." (T11)

"Since it is very important for special education students to have individual and one-to-one education, I had problems with attention deficit in the distance education process. It took time for a child with autism spectrum disorder to get used to the distance education process because they don't like change." (T4)

Table 11.
Opinions of Special Education Teachers about Evaluating the Distance Education Process in the Pandemic

Opinions	**f**

Data records	8
Instant feedback	5
Family assessment	4
Observation	4
Evaluations cannot be carried out effectively	3
Criteria Dependent Measure Tool	3
No answer	1

Special education teachers were asked the question of "How did you make your teaching evaluations in the distance education process?." Teachers stated that they used data records, instant feedback, family assessment, observation, criterion-dependent measurement tools as assessment tools. Another finding of the study is the special education teachers, who also stated that the evaluations are not carried out effectively. There were also teachers who did not answer this question. Some quotations from the opinions of special education teachers are given below:

"I made the evaluation of the student as attendance with the criterion-dependent measurement tool. I took note of the right, wrong or need for help in the application." (T2)

"Family's evaluation was requested." (T3)

"I made an evaluation with data records." (T1)

" Before submitting the studies, I contacted the family and informed the family about how the study should be conducted. I explained how these works were conducted to the family by using examples." (T7)

Table 12.
The Opinions of Special Education Teachers about the Education They Give To Families During the Distance Education Process in the Pandemic

Opinions	**f**
The process was informed	10
Education was not provided for the family	4
Informing the family by the school psychologist and guidance counselor	3
Information about technology usage	3
Providing instant feedback to the family	1
Training the family to support daily life skills	1

Studies for the family to realize the child's potential	1
Information for activity schedules	1

The opinions of special education teachers about the training they provide for the family were included. It has been determined that teachers have given families information about the process, about school psychologist and guidance counselor, informing the use of technology, giving instant feedback to the family, training the family to support daily life skills, studies for the family to realize the child's potential, and training on activity schedules. Some quotations from the opinions of special education teachers are presented below:

"Before submitting the studies, I contacted the family and informed the family about how the study should be done. I used examples and explained the family how the work should be done." (T7)

"I made sure that the children were involved in household chores so that the children developed their daily life routines. I kept informing the families about the pandemic process. I emphasized the importance of routine and regular training program days and hours." (T4)

" Information was given to use the online platform to give tips." (T10)

Table 13.
Opinions of Special Education Teachers about the Reasons of the Families Who Could Not Participate in the Distance Education Process

Opinions	f
Connection problems	5
Families who do not give reasons	5
Financial problems	4
Need for Information for Technology Usage	3
Technological device shortage	3
The thought that education will not be efficient	2
Compliance problems with distance education	1
The home environment is not suitable	1

Table 13 includes the opinions of special education teachers regarding the reasons of the families who cannot participate in the distance education process.

Problems due to the connection, Financial problems, need for information for technology usage, not having a technological device, having negative thoughts about the

efficiency of distance education, adaptation problems experienced by their children towards distance education, and their inability to actively participate due to their home environment not being suitable for distance education are among the reasons for families not to participate in the distance education process. Special education teachers also stated that there are families who do not state their reasons even though they do not participate in the distance education process. Some quotations from the opinions of special education teachers are given below:

> *"Families did not want to participate in distance education due to lack of computers, money and internet shortages." (T3)*

> *" Most of the families gave reasons such as "I cannot do this, I cannot have the child seated in front of the computer, and the child does not want to do this." (T2)*

> *" There were families who could not participate in distance education due to attention problems and lack of computers." (T1)*

Table 14.
Opinions of Special Education Teachers on Families' Evaluations for Distance Education

Opinions	f
Positive	14
Distance education is challenging	3

The opinions of special education teachers regarding the families' evaluations for distance education are shown in the table above (Table 14). Special education teachers stated that most of the families expressed a positive opinion on the distance education process, and some families found this process as challenging. Some quotations from the opinions of special education teachers are given below:

> *"The family feedback was positive. They expressed that they were tired only because they had too much responsibility and burden on them during this process.' '*(T2)

> `` It was a pleasure for them to be remembered during this process, to be followed by the teacher personally to the student, and to be addressed to expectations and concerns about the school's opening process.*"* (T6)

> *"At the end of the distance education, a few families called me and thanked me for my work and efforts in this process. They stated that I did not leave their children alone in this process and that I supported them whenever possible."* (T7)

Discussion, Conclusion and Recommendations

The Covid-19 pandemic has significantly affected educational practices and teachers have suddenly started to provide distance education in this process. In this process, the education of students with special needs was also tried to be supported at home with distance education practices. In this study, the opinions of special education teachers who are providing distance education in the Turkish Republic of Northern Cyprus during the Covid-19 pandemic process on distance education were determined. In line with this purpose, interviews were conducted regarding the experiences of special education teachers in the distance education process. The results obtained from the interviews were discussed and interpreted together.

When examining the opinions of special education teachers regarding their work with their students with special needs as a distance education application related to special education during the pandemic process, it was found that teachers mostly performed adaptation studies, academic studies, individual studies and group studies. In addition, special education teachers gave opinions in the form of Zoom and Whatsapp applications as the technological platforms they use in the distance education process. Balaman and Tiryaki (2021) stated that teachers used the free version of the live course software called Zoom, especially at first, after the transition to compulsory distance education within the COVID-19 process. In addition, Davis (2021) showed that special education teachers focus more on individual education planning in the distance education process.

Special education teachers talked about the connection problems related to the problems they encounter in the technological platforms they use in the distance education process. This finding obtained from the research is consistent with the results of the research found in the literature. Şenol and Yaşar (2020) examined the special education provided during the Covid-19 pandemic in line with the opinions of teachers and parents. They reported that problems such as not being able to connect to the Internet, disconnection and limited Internet access were among the difficulties teachers frequently encountered in this process. In addition, Parmigiani et al. (2020) stated that the low quality of the Internet connection used by teachers and families negatively affected the distance education process in special education during the pandemic process.

Mengi and Alpdoğan (2020) pointed out the cooperation with families in the conduct of education activities of students who receive special education in the distance education process, and stated that the role of families in the distance education process is enormous. When examining the opinions of special education teachers regarding family participation in the distance education process during the pandemic process in parallel with this finding, it was concluded that teachers worked on informing about the education process, providing activity and material support, follow-up and feedback, and mothers took a more active role in this process. Prime, Wade, and Browne (2020) stated that informing families about the process has a critical role in the Covid-19 pandemic process so that families with children with special needs can be psychologically better and less anxious.

When examining the opinions of special education teachers about the materials they used in their lessons in the distance education process during the pandemic process, the teachers mostly stated that they used materials such as projecting the lecture note on the screen, Internet-supported materials and worksheets. In addition, special education teachers who participated in the study stated that they mostly used verbal and activity reinforcers in the distance education process. Şenol and Yaşar (2020) emphasized that providing material and material support is very important for special education practices to be more efficient during the pandemic process.

According to Kaya (2002), distance education has advantages such as minimizing the inequality of opportunity, facilitating mass education, reducing the cost in education, providing freedom to the student, providing a rich educational environment for the student, providing individual learning, and giving the individual the responsibility of learning. On the other hand, some disadvantages of distance education can be mentioned. Distance education has disadvantages such as preventing students from socializing, not providing sufficient help to students who do not have the habit of self-learning, not being able to benefit from practice-oriented lessons, and not being effective in performing skills and attitude-oriented behaviors. In this study, special education teachers stated that the distance education process has

advantages such as continuity of education and the comfort of the home environment, as well as disadvantages such as attention deficit. Special education teachers who participated in the study stated that they made evaluations through data records, instant feedback and observations in the distance education process. Balaman and Tiryaki (2020) emphasized the importance of making process-oriented evaluations rather than result-oriented evaluations in the distance education process.

As a result of the review of the literature, it was seen that a limited number of scientific studies were conducted in the field of special education during the Covid-19 outbreak. Therefore, national and international studies are needed to reveal the effects of the pandemic process on special education practices. As a result, the opinions of special education teachers in the TRNC regarding distance education practices during the Covid-19 pandemic process were obtained and interpreted in the light of the literature in this study. In parallel with the findings obtained from the research, the following suggestions can be made for further research and applications:

1. Advanced research can be conducted to reach more specific data about the distance education processes of students from different disability groups.

2. Comprehensive solution proposals can be developed by organizing descriptive, comparative or experimental studies and revealing the existing situation in order to understand the distance education processes in special education.

3. By making studies such as family education and family participation more widespread, special education, cooperation between family and students and the efficiency of special education can be strengthened.

4. The problems in this area can be overcome by developing educational and social policies aimed at eliminating the technological infrastructure problems experienced in the distance education process.

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Preventing Child Abuse and Neglect with Parent Training

Josephine Yanyan Cooper[1], Yagmur Cerkez[2]

[1,*]Department of Guidance and Psychological Counseling, Atatürk Faculty of Education, Near East University, Nicosia, North Cyprus, Mersin 10 Türkiye, josephinecooper300@gmail.com
[2]Faculty of Education, Near East University, Nicosia, North Cyprus, Mersin 10 Türkiye, yagmur.cerkez@neu.edu.tr

*Correspondence: josephinecooper300@gmail.com

Abstract

The purpose of this research is to examine with reference to bibliometric analysis, the studies that were carried out on preventing child abuse and neglect with parent training. A review of the previous relevant research can be seen here as an example. The current analysis looked into 50 out of 372 different papers that met the inclusion criterion, while 322 were excluded based on the lack of relevance, year of publication, countries, keywords, and research designs gathered from two scientific research databases, Scopus and Web of Science between 2012 to 2022. The mixed method approach was used and data was analysed by using the Statistical Package for Social Sciences (SPSS). According to the findings, it was determined that 2022 had the highest publications n=10 (20%), while 2014 had the lowest, n=2 (4%); Canada, n=7 (14.0%) whiles Indonesia and Italy were the lowest, n=1 (2.0%); more studies were done in Domestic Violence, n=18 (36,0%), with n=9 (11.0%) in Effectiveness of Parent Training Programs; lastly, quantitative research design had the most studies, n=26 (52.0%) with qualitative at the lowest n=10 (20.0%).

Keywords: Preventing child abuse, domestic violence, effectiveness of parent training, children's laws, children's policies.

Introduction

Abuse and neglect of children are serious issues affecting the public's health and are considered to be "adverse childhood experiences" (ACEs). People's health, opportunities, and overall well-being may be negatively impacted in the long run as a result of them. Abuse and neglect of children under the age of 18 by a parent, caregiver, or other person in a custodial capacity (such as a religious leader, coach, or teacher), resulting in injury, the prospect of injury, or the danger of injury to a child.

The World Health Organization (WHO) reports that between the ages of two and four, nearly three out of every four children are harmed either physically or emotionally by their families or caretakers. Abuse and neglect of children has been identified as a worldwide issue affecting public health. According to the most recent European Report on Preventing Child Maltreatment published by the World Health Organization (Sethi et al. 2013), 9.6% of children have been subjected to sexual abuse, 22.9% have been subjected to physical abuse, and 21.9% have been subjected to mental abuse. According to Abbasi et al. (2015), this causes negative effects on an individual's physical and mental health as well as their ability to function socially and achieve success in their academic and professional endeavors.

According to Conti et al. (2017), child abuse has an impact not only on a country's overall health but also on its social services, education, crime rate, costs associated with youth justice, and labor productivity.

The ERICA initiative sought to accomplish the goal of providing a global training program that would improve the knowledge and ability of non-specialist threshold workers to prevent, recognize, and respond to suspected or confirmed instances of child maltreatment. This one-of-a-kind investigation was managed by groups from seven different European countries: England, France, Germany, Italy, Poland, and Scotland. Finland served as the principal investigator for the project. It was made possible thanks to funding from the European Commission's Rights, Equality, and Citizenship Program (Ahmed, T. (2022).

The upbringing of children, the relationships between parents and children, and the conditions within the house are at the center of many of the most effective measures for preventing the abuse and neglect of children, including training for parents. In the context of reducing instances of child maltreatment and neglect, the purpose of this research is to conduct a bibliometric analysis of the positive effects, potential drawbacks, and overall efficacy of parent education programs.

Aim of the Study

- The aim of the study is to analyze studies done on preventing child abuse and neglect with parent training between 2012-2022.

- The aim is to analyze the trend and patterns of the years of distribution in terms of research on preventing child abuse and neglect with parent training.

- The main area of studies done on preventing child abuse and neglect with parent training in terms of the keywords.

- The aim is to analyze the studies done on preventing child abuse and neglect with parent training in terms of countries.

Significance of the Study

This research will shed light on the knowledge gaps that need to be filled in order to prevent child abuse and neglect with parent education. In addition, it will provide additional information on the topic of "child abuse and neglect with parent education" and make a contribution to the body of knowledge. Future academics who work on research studies related to this topic will also benefit from this research.

Problem Statement

Over the world, children and adolescents are subjected to significant rates of verbal, physical, and sexual abuse all throughout the world, and the people responsible for their care routinely commit these crimes against these vulnerable populations. According to the findings of numerous studies conducted in a variety of countries, it would appear that Africa has the highest rates of risk among all parts of the world for young people. Abuse and neglect of children are major problems in the area of public health and are referred to as "adverse childhood experiences" (ACEs). In the long run, they could have an impact on people's well-being, as well as their health and possibilities. Abuse and neglect of children under the age of 18 by a parent, caregiver, or other person in a custodial capacity (such as a religious leader, coach, or teacher), resulting in injury, the prospect of injury, or the danger of injury to a child.

Research Questions

1) What is the distribution of studies done on preventing child abuse and neglect with parent training in terms of countries?

2) What are the distributions of studies done in terms of Keywords on preventing child abuse and neglect with parent training?

3) What is the distribution of studies done in terms of research design on preventing child abuse and neglect with parent training?

4) What are the distributions done on preventing child abuse and neglect with parent training from 2012 to 2022?

Methodology

Research Design

In order to successfully address the research issues that were presented, this study made use of a mixed-method technique. In research using a combination of methods "both qualitative and quantitative data are simultaneously collected, analyzed and interpreted" (Zohrabi, 2013). A mixed approach employs quantitative and qualitative methods in a single or multiphased study (Tashakkore & Teddlie, 1998) at all or many research stages (creswell, 1995), such as sampling strategies, data collecting and analysis, conclusions, and integration and reporting.

This can be done in a single study or over multiple studies. According to Frels and Onwuegbuzie (2013), persons who are employed in the field of counseling are not unfamiliar with the practice of combining qualitative and quantitative methodologies in their research designs. Assessments in counseling, for instance, demand for the evaluation of a variety of data types, and counselors often make use of quantitative and qualitative evaluations as part of their professional work, whether they are researchers or practitioners.

Procedure/Data collection

- This research focused on literatures that were published from 2012 to 2022, and comprised only JOURNAL ARTICLES that were collected and analyzed.

- In identifying sources for this literature review, two authentic online educational databases were employed, such as SCOPUS and WEB OF SCIENCE to select samples of articles that were available.

- Descriptors/Keywords such as preventing child abuse, domestic violence, effectiveness of parent training programs, children's laws and policies, and neglect of parent training were selected because they allowed more data search and specific topics regarding the purpose or relevance of the study.

Criteria for Inclusion

For exclusion, studies that were not related to preventing child abuse with neglect of parent training among children from 0-18years old were excluded. Such as, child abuse and symptoms of ADHD, child abuse and therapy sessions, child abuse with obesity, child abuse and covid-19 pandemic, and child abuse and computer delivery interventions. Also, articles

that were published in other languages apart from English were excluded. Literatures that were not relevant to the study or purpose of the study were also excluded

Data Analysis

The approach of content analysis is utilized in this study to gather and organize the data in a consistent manner by looking for trends and patterns in the documents (Majhi, Jal, & Maharana, 2016). This method was used to collect and organize the data. Using descriptive statistical methods, the data from the study were structured, obtained, analyzed, and interpreted; the data were calculated as percentages based on frequencies. The creation of frequency (f) and percentage (%) tables, as well as the visualization of specific data through graphs, was done so that the responses to the study questions could be seen in a clear and concise manner. In order to highlight the themes that are associated with each research topic, five tables on four research questions were developed. These tables were sorted according to the publication year, the number of keywords, the study design, and the nations.

Findings

The Web of Science and Scopus databases were searched, and the results revealed a total of fifty different research projects that had been carried out between the years of 2012 and 2022. In this part of the report, the outcomes of the analyses that were carried out in accordance with the objectives of the study were tabulated, and then they were evaluated in light of the standards that were selected.

Databases of the studies that have been carried out on preventing child abuse and neglect with parent training

Distributions of the studies that are conducted on Table 1 provide an overview of the databases relevant to the topic of preventing child abuse and neglect with parent training. As a direct consequence of this, it was found that vast majority of the research had been published in the databases of Scopus and Web of Science.

Table 1.
Number of Studies Done on Preventing Child Abuse and Neglect with Parent Training

Number of studies	*f*	*%*
Scopus	350	94.1%
Web of Science	22	5.9%
Total	372	100%

Countries where the Studies are conducted on preventing child abuse and neglect with parent training

According to the findings of an investigation, which countries carried out research on parent education programs to avoid the exploitation and abandonment of children between the years 2012 and 2022? According to Table 2, the majority of research on preventing child abuse and neglect through parent education was carried out in Canada (14.0%). Indonesia and Italy had the least amount of both types of study completed (2.0%).

Table 2.
Countries of Publication Done on Preventing Child Abuse and Neglect with Parent Training

Countries	*f*	*%*

Canada	7	14.0%
UK	5	10.0%
USA	3	6.0%
Italy	1	2.0%
Indonesia	1	2.0%
Australia	4	8.0%
Netherlands	3	6.0%
Germany	4	8.0%
New Zealand	2	4.0%
Sweden	2	4.0%
France	2	4.0%
Croatia	2	4.0%
Japan	2	4.0%
Turkey	2	4.0%
South Africa	2	4.0%
Brazil	2	4.0%
China	4	8.0%
Malaysia	2	4.0%
Total	50	100.0%

Research Design Conducted on preventing child abuse and neglect with parent training

Table 3 presents the research methods that were utilized in the studies that were conducted on the subject of parental education and its effect on reducing instances of child abuse and neglect. As a direct consequence of this finding, the vast majority of the studies employed a quantitative research methodology. As can be seen in Table 3, the qualitative method is another research approach that does not receive as much attention in the studies.

Table 3.

Distribution of Research Design Conducted on Preventing Child Abuse and Neglect with Parent Training

Research design	*f*	*%*
Quantitative	26	52.0%
Qualitative	10	20.0%
Mixed	14	28.0%
Total	50	100.0%

Year of Publications done on Preventing Child Abuse and Neglect with Parent Training

The year of publications on the articles that were published on preventing child abuse and neglect with parent training indicated in Table 4, the database of Scopus and Web of Science between years of 2012-2022. Accordingly, it was detected that in the year of 2012 and 2013, 3 documents related to preventing child abuse were published but in 2014 it dropped to 2 Publications. In the next year it increased 3 documents from there it when up and down until 2022 it increased to 10 publications.

Table 4.

*Year of Publications done on Preventing Child Abuse and Neglect with Parent training*

Year of Publications	*f*	*%*

2022	10	20.0%
2021	7	14.0%
2020	5	10.0%
2019	4	8.0%
2018	3	6.0%
2017	5	10.0
2016	5	10.0%
2015	3	6.0%
2014	2	4.0%
2013	3	6.0%
2012	3	6.0%
Total	50	100.0%

According to Figure 1 Domestic Violence was the most published documents with 36.0% while Effectiveness of Parent Training Programs with 18.0%.

Figure 1.

Keywords in term of publication on preventing child abuse and neglect with parent training
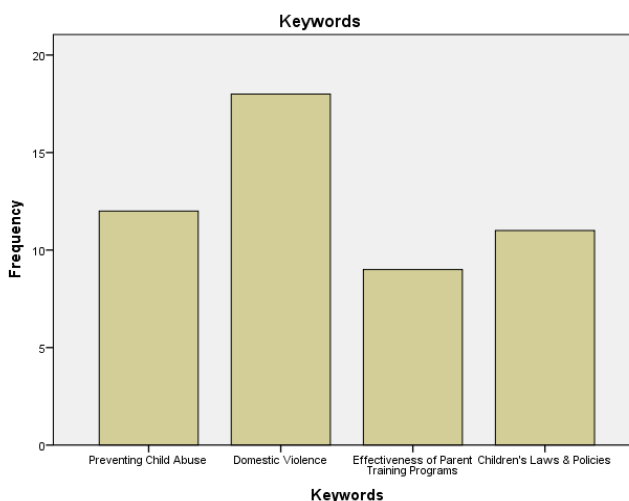
Discussion, Conclusion and Recommendations

Discussion

During the course of the investigation, the publications that were accessed for the study were investigated according to the inclusion criteria that had been set. It was discovered that the studies of preventing child abuse and neglect with parent training were published between the years 2012-2022. It is referred to as child mistreatment when children under the age of 18 are subjected to forms of abuse or neglect. It is stated by the Centers for Disease Control and Prevention (CDC) in 2017 that all children have the ability to escape being abused and to realize their full potential if they are provided with environments and relationships that are safe, stable, and caring. This was identified when the papers were examined in accordance with the inclusion criteria. It was found that the number of studies that were made on the subject increased and was mostly actualized between the years 2018 and 2022. The number of studies that were created on the topic decreased swiftly only 2014, and then increased again between those years. The association between preventative action and a decrease in

child abuse and neglect in high-risk families with young mothers appears to be most strongly associated with reproductive planning, according to Eckenrode et al. (2017). Following an examination of the data included in two different databases, it was discovered that the year 2014 had the lowest number of research projects being carried out.

The findings, on the other hand, suggested that participation in training programs was more effective in preventing abuse of children. While Indonesia and Italy have the lowest articles related to this topic, Canada has the most (the highest total number of articles). In order to prevent child abuse from occurring in the first place, parenting programs are a primary intervention that is effective Chan,et al. (2012). These programs can reach all of the parents in the neighborhood. In addition, it was found that preventing child abuse was a more common concern and had been the focus of a greater number of researches than the other topics that were investigated in this literature review.

Conclusion and Recommendation

Studies on parent education's effectiveness to prevent child abuse and neglect that had been published in the Scopus and Web of Science databases were going to be the focus of this paper's primary purpose, which was to conduct a bibliometric analysis study in order to evaluate those studies. It is predicted that this study will shed light on subsequent research and techniques on minimizing child abuse and neglect through parent education. Given that this study revealed the trends in the studies, it is anticipated that it will provide this information. Children whose mothers had been abused or neglected previously had a significantly higher risk of being abused or neglected themselves, in comparison to children whose mothers had not been mistreated or neglected by anybody else whatsoever. According to Putnam-Hornstein et al. (2015), the child's mother's history of abuse served as a strong signal that the subsequent generation will likewise be subjected to abuse. Because of this high risk, teen parents may need extra services to help them go to treatment more often and with things like managing their fertility, getting an education or job, or getting social support. It is of utmost importance for child welfare services to cater to the requirements of adolescent parents in order to prevent assigned adolescent-led families from committing more offenses and to assist them in becoming more qualified parents. This will assist in breaking the cycle of child abuse and neglect, which can have severe repercussions for subsequent generations. The findings of the study led to the formulation of some suggestions for future lines of inquiry and methods of operation, which are shown below:

Also, the results showed that questionnaires were the most common way to collect data, SPSS was the most common way to analyze data for quantitative analysis, and children under 18 were the most common study subjects in research papers. However, the findings suggested that children who had been subjected to both physical and sexual abuse were more badly affected by both types of abuse. In the meantime, the nations that have the highest number of articles published on this topic are Canada (the highest), the United Kingdom (the second highest), Australia (the third highest), Germany (the fourth highest), and China. The countries that have the lowest number of articles published are Indonesia and Italy. In comparison to the other problems examined in this literature review, the abuse of children was found to be more prevalent and was the focus of a greater number of research papers.

- Other academic databases from across the world can be searched through in order to get a better understanding of the developments that have occurred in the field of "Preventing Child Abuse and Neglect with Parent Training."

- In the course of this research, the papers titled "Preventing Child Abuse and Neglect with Parent Training" were dissected and examined. In upcoming investigations, the postgraduate theses written on the subject may be analyzed to find for patterns.
- Other bibliometric analysis criteria, such as the number of authors, Subject, Sample, and citations, may be used to highlight trends in articles on Parent Training as a Preventative Measure for Child Abuse and Neglect. These papers focus on how training parents can help prevent child abuse and neglect.

Limitations

This study has restrictions in terms of the data collection methods, the publication year gap, the nations, the age range, the language, and the application of the study. Because there aren't many papers that were published before 2014, this review of the relevant literature contains a significant time gap between the years of publication. Instead, we chose only resources that had been published between the years 2012 and 2022. Only children under the age of 18 were taken into consideration for this survey. In this particular investigation, only articles written in English were taken into consideration. Only publications that were important to the purpose of the literature study were allowed, notably formal studies that expressly reviewed various methods of protecting children from abuse. On the other hand, there were not a lot of investigations carried out in Italy and Indonesia.

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Predictors of Psychological Well-Being in Special Education Teachers: Fear of Covid-19 and Quality of Work Life

Cahit Nuri[1], Selçuk Özer[2]

[1]Department of Special Education Teaching, Faculty of Education, Cyprus International University, Nicosia, North Cyprus, Mersin 10 Türkiye, cnuri@ciu.edu.tr
[2]Department of Special Education Teaching, Faculty of Education, Cyprus International University, Nicosia, North Cyprus, Mersin 10 Türkiye, selcuk33213321@gmail.com

*Correspondence: cnuri@ciu.edu.tr

Abstract

The ultimate aim of this research is to investigate the COVID-19 fear and quality of work life variables' extent to predict psychological well-being among special education teachers. Relational scanning was carried out in the research by the general scanning model. Convenience sampling technique, which is a type of non-random sampling method, was employed in the selection of special education teachers as participants in the research. Due to the COVID-19 pandemic, teachers, who work as special education professionals in the Turkish Republic of Northern Cyprus (TRNC) and the Republic of Turkey (TR) were reached in online settings through Google Forms. The sample of research constituted by 133 special education teachers working in TRNC and 448 special education teachers working in TR. A total of 581 special education teachers were reached. "Demographic Information Form", "COVID-19 Fear Scale", "Work Life Quality Scale" and "Psychological Well-Being Scale" were utilized to obtain data for the study. This study yielded no statistical difference between the scores of special education teachers in TRNC and TR within the COVID-19 Fear Scale ($p>0.05$). It has been noticed that there is a statistically significant difference between the scores of the teachers participating in the study from the general work life quality scale and the subscales of work career satisfaction, general well-being, ability to control work, working conditions, stress in work life, family work life balance considering the region they work in ($p<0.05$). It was also revealed that the difference between the scores of special education teachers in TRNC and TR from the Psychological Well-being scale was statistically significant ($p<0.05$). Additionally, the COVID-19 Fear Scale scores of the special education teachers in TRNC and TR did not statistically predict the "Psychological Well-Being Scale" scores. It was found out that the scores obtained by special education teachers in TRNC and TR from the "Work Career Satisfaction, General Well-being and Family-Work Life Balance" sub-dimensions in the "Work Life Quality Scale" predicted the "Psychological Well-Being Scale" scores in a statistically significant and positive way.

Keywords: Psychological well-being, fear of Covid-19, quality of work life, special education teacher

Introduction

Since the beginning of the COVID-19 pandemic process, several countries and people all around the world have been influenced physically, socially, spiritually, economically and emotionally (WHO, 2021). The reason for this is the unforeseen Covid-19 outbreak, which

caused the alienation of individuals from their regular lives, the lack of function in individuals' daily tasks and the reactions to the crisis. At the same time, this process, which brings uncertainties along with it, has also caused individuals to experience anxiety. Therefore, such uncertainties regarding the end of pandemic raise concerns even more. The rate of transmission of the virus from person to person during the pandemic also had impacts on individual relationships. Experiencing intense stress and anxiety during the COVID-19 pandemic can also have negative effects on the level of psychological well-being (Akbayrak, Vural & Ağar, 2021; Cicek, Tanhan & Tanrıverdi, 2020).

In light with this, to facilitate the learning process, teachers work in collaboration with parents and school administration as they provide support to their students. This attempt proves that the teachers have great significance and key roles in this process (Korthagen, 2017). Therefore, teachers can be considered as an important role models who integrate students' competencies, behaviors, personality and beliefs in line with the objectives (Karatas, 2020; Korthagen, 2004; Okutan, Pürsün, & Atbaşı, 2020). Bringing uniqueness, planning some innovations and supporting students to acquire more real-life experiences are crucial attributes that teachers bring, plan and create (Ayers, 2015; Colak & Cetin, 2014; Okutan, Pursun, & Atbası, 2020). Teachers can undertake functional and vital tasks, especially during the COVID-19 pandemic process with their current motivation. Distance education implementations were carried out by the Ministries of Education in the Turkish Republic of Northern Cyprus and Turkey, and thus, learners were tried to be reached through digital media. Given this, educators have taken an important part in the healthy functioning, control and execution of the teaching and learning processes.

According to Yamamoto and Altun (2020), the education sector, as well as other sectors, has been affected by the COVID-19 pandemic process. When considering the regulations taken in this regard, it was noticed that various measures have been taken in schools to control the pandemic and prevent the virus transmission among people. Since social distance and social isolation measures were applied, face-to-face education has been transferred immediately to the distance education (Akbayrak, Vural, & Agar, 2021; Cicek, Tanhan, & Tanrıverdi, 2020) On the other hand, although maintaining the education system via online platforms is beneficial in terms of protecting the health system and securing the health of educators and learners, it has been proved that education activities cannot be pursued efficiently with distance learning (TEGV, 2020). Based on the efficiency and effectiveness of education, the restrictions in the education sector were re-evaluated and face-to-face education (formal) was gradually started being implemented in the second term of March 2021 in the field of education (MEB, 2021). In the context of the COVID-19 Vaccine National Implementation Strategy, the vaccination of teachers has been started on 6 June 2021 (Kaplan, 2021).

When the dates of transition to face-to-face education and vaccination are considered, it is noticed that teachers have not vaccinated yet while they are actively engaging in face-to-face education (Elcı & Nuri, 2022). Therefore, assuming that teachers may feel threatened due to the COVID-19 pandemic and think that they may experience the fear of COVID-19 in their profession and/or in the institutions they are affiliated with (Elcı & Nuri, 2022; Fu, Wang, He, Chen, & He, 2022; Puertas Molero, Zurita Ortega, Ubago Jiménez, & González Valero, 2019) . Thus, it is believed that the fear of COVID-19 and the quality of work life in special education teachers may be predictors of psychological well-being in this study.

The outcomes of the relevant research revealed that individuals with high levels of psychological well-being have a better physical health, psychology and quality of life (Keyes,

Dhingra, & Simoes, 2010), higher internal well-being and a wider working capacity (Rogach, Ryabova, & Frolova, 2017). In addition to this, it can be argued that individuals with high psychological well-being contribute to making a difference in life and the immune system that affected by stress and anxiety are influencial on effective work and human relations, being stronger than other people and leading a longer life (Diener, King, & Lyubomirsky, 2008). 2005). Individuals with such attributes have a sense of continuous improvement by making evaluations about their selves and their pasts. At the same time, those who believe that life should be lived meaningfully for a purpose, can establish healthy relationships with the people they interact with and simultaneously manage their environment, and they can also directly have a say in their lives and futures (Ryff & Keyes, 1995).

When the literature regarding the relevant subject is scrutinized, it was revealed that few studies concerning the special education teachers were available, yet, there are not enough studies available on examining the quality of work life and psychological well-being of special education teachers (Benevene, De Stasio & Fiorilli, 2020; Bynum, 2019; Nuri & Ozer, 2022). In addition, special education teachers are included in the issue of the COVID-19 pandemic, which influences the world and causes people to be harmed in different ways day by day. Apart from the studies on the opinions of special education teachers and parents on special education during the COVID-19 process, or on the increasing challenging behaviors of individuals with special needs and individuals with special needs in this process, no different studies related to special education and special education teachers have been found in the literature.

Given this, it is aimed at examining the predictors of psychological well-being of special education teachers, which are fear of COVID-19 and quality of work life, in TRNC and TR. For this purpose, answers were sought to the following questions.

Research Questions

1. Is there a relationship between the fear of Covid-19, work-life quality and psychological well-being levels of special education teachers in TRNC and TR?

2. Do the Covid-19 fear scale and work-life quality scale scores of special education teachers in TRNC and the Republic of Turkey predict their psychological well-being scale scores?

Methodology

Research Model

Relational scanning was carried out by using the general scanning model in this study. Relational scanning; it is a research model used to determine the existence and/or degree of change in relation to two or more variables (Karasar, 2009).

Research Population and Sample

Convenience sampling technique, which is one of the non-random sampling methods, was used in the selection of special education teachers included in the research. In the convenience sampling method, the researcher attempts to create the sample starting from the most accessible respondents until he reaches a group of the size he needs, or works on a case sample that is the most accessible and will provide maximum advantage (Cohen, Manion, & Morrison, 2005). Special education teachers in the Turkish Republic of Northern Cyprus

(TRNC) and the Republic of Turkey (TR) were reached online via Google Forms due to the Covid 19 pandemic. The research sample consists of 133 special education teachers working in TRNC and 448 special education teachers working in TR. A total of 581 special education teachers were reached. The distribution of special education teachers in the sample according to their demographic characteristics is provided in Table 1.

Table 1.
Socio-Demographic Characteristics of Participants

	TRNC		TR		Total	
	n	**%**	**n**	**%**	**n**	**%**
Age Group						
20-29 ages	63	47,37	266	59,38	329	56,63
30-39 ages	57	42,86	124	27,68	181	31,15
40 ages and above	13	9,77	58	12,95	71	12,22
Gender						
Female	88	66,17	300	66,96	388	66,78
Male	45	33,83	148	33,04	193	33,22
Marital Status						
Single	63	47,37	249	55,58	312	53,70
Married	70	52,63	199	44,42	269	46,30
Total	133	100	448	100	581	100

When the socio-demographic characteristics of the special education teachers included in the study were examined, 47.37% of the teachers (n=133) in TRNC were in the 20-29 age group, 42.86% were in the 30-39 age group and 9.77%. It was revealed that they were in the 40 aged and above age group, 66.17% were female and 33.83% were male, 47.37% were single and 52.63% were married. 59.38% of the special education teachers in TR are in the 20-29 age group, 27.68% are in the 30-39 age group, 12.95% are in the 40-age and above-age group, 66.96% It was observed that 33.04% were female and 33.04% were male, 55.58% were Single and 44.42% were married.

Data Collection Tools

Demographic Information Form

This form is prepared for special education teachers to obtain information about ages, gender and marital status.

Covid-19 Fear Scale

The "The Fear of Covid-19 Scale", was developed by Ahorsu et al. (2020) and the adaptation in Turkish, validity and reliability of the study were carried out by Seller et al. (2020). Although the scale of application is wide-ranging, it can also be applied to university students and adults. Scale consists of 7 questions and all items are scored positively. A 5-point Likert-type scaling was employed in the questions in the scale and the questions are scored between 1 and 5 (1. I strongly disagree… 5. I strongly agree). In this scale, which does not have a reverse scoring item, a score between 7 and 35 is taken. Since the scale is scored as positive, a high score indicates fear of Covid-19. The Cronbach Alpha value for the Turkish validity and reliability study was found to be (α=.82).

Work life Quality Scale

The work life quality scale, which was initially developed by Van Laar, Edwards, and Easton (2007) to measure the perception of health workers' work life quality, was adapted to Turkish and implemented to educators in educational institutions by Akar and Üstüner (2017). Akar and Üstüner (2017) conducted the validity and reliability tests of the completed scale; Van Laar, Edwards and Easton stated that they allowed researchers to use the work life quality scale free of charge on their website at http://www.qowl.co.uk and that the purpose of the study was to obtain permission to adapt the work life quality scale to Turkish and educational institutions. Researchers added that it was received by mail. It is stated that the work life quality scale developed by Van Laar, Edwards and Easton (2007) is a qualified scale that can be applied to determine the work life quality of teachers serving in educational institutions in Turkey (Akar & Üstüner 2017). Work life quality scale consists of 23 items and 6 sub-dimensions. The sub-dimensions of the study are "family-work life balance, work career satisfaction, stress in work environment, job control, working conditions and general well-being". When the confirmatory factor analysis result of the 6-factor structure of 23 items of the scale is examined, it is noticed that the scale meets the validity criteria. It is stated that items 7, 9 and 19 in the scale are items that should be reverse scored (Akar & Üstüner, 2017). The adaptation study of the scale into Turkish was carried out within the data collected from 324 educators, who were working in Gaziantep. It has been reported that the Cronbach Alpha coefficient of the sub-dimensions of the scale is between .70 and .91, and the Cronbach Alpha coefficient of the scale in general has the value of .93. The aforementioned scale that was adapted into Turkish by Akar and Üstüner, consists of a 5-point Likert type and corresponds to a score of 5: totally disagree, 4: mostly agree, 3: moderately agree, 2: slightly agree, and 1: disagree (Akar & Üstüner, 2017).

Psychological Well-Being Scale

The psychological well-being scale, adapted into Turkish by Telef (2013), consists of eight items. The scale named as "Psychological Well-Being Scale" by Diener et al. (2009) was later replaced with the definition of "Flourishing Scale" which is believed to represent the meaning of well-being more accurately. Telef (2013) used the definition of psychological well-being in his study of adapting the psychological well-being scale into Turkish, since the word "flourishing" does not exist in Turkish. The items of the scale are answered between 1-7 as I strongly disagree (1) to I strongly agree (7). All items are formed positively. The scores obtained from the scale items range from 8 to 56. If the answer is strongly disagree to all the items, the score is 8, and if the answer is strongly agree to all the items, the score is 56. High scores obtained from the scale items indicate that the individual's psychological well-being has increased (Diener et al., 2009).

Data Collection and Analyses

In the present study, the "Covid-19 Fear, Work life Quality and Psychological Well-Being Scale", which was previously developed by carrying out validity and reliability studies, was used to collect data. Due to the fact that the research was carried out during the Covid-19 pandemic, the scales were sent to special education teachers between 01.03.2021 and 15.05.2021 via e-mail or online messaging applications and they were asked to answer them electronically. Data were obtained by reaching 448 special education teachers from 133 participants from TR in total via Google Forms. After the data total process, the collected data were evaluated by the Statistical Package for Social Sciences (SPSS) 24.0 program. In

accordance with the sub-objectives of the research, the following statistical operations were performed. In order to determine the hypothesis tests to be used in the research, the Kolmogorov-Smirnov test was applied to examine the normal distribution of the data and it was determined that it did not show normal distribution. Spearman correlation analysis was also conducted to determine the relationship between the fear of Covid-19, Work life quality, and psychological well-being levels of special education teachers serving in private education institutions. In addition, regression analysis was conducted to examine the effects of teachers' fear of Covid-19 and work life quality on their psychological well-being levels.

Findings

Findings Regarding the Comparison of Covid-19 Fear Scale and Work-Life Quality Scale, Psychological Well-Being Scale Scores of Special Education Teachers in TRNC and TR

Illustrates the Spearman test results for examining the correlations between the COVID-19 Fear Scale, Work life Quality Scale and Psychological Well-Being Scale scores of special education teachers in TRNC and TR.

Table 2.
Correlations between Special Education Teachers' COVID-19 Fear Scale, Work life Quality Scale, and Psychological Well-Being Scale Scores in TRNC and TR

		COVID-19 Fear Scale	Job Career Satisfaction	General Well-being	Ability to Control Work	Working Conditions	Stress in Work Environment	Family-Work life Balance	Work life Quality Scale	Psychological Well-Being Scale
1	r	1	-0,013	-0,217	-0,035	-0,103	-0,159	-0,135	-0,123	-0,079
	p	.	0,757	0,000*	0,398	0,013*	0,000*	0,001*	0,003*	0,057
2	r		1	0,574	0,791	0,762	0,422	0,623	0,862	0,541
	p		.	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*
3	r			1	0,570	0,636	0,510	0,663	0,826	0,623
	p			.	0,000*	0,000*	0,000*	0,000*	0,000*	0,000*
4	r				1	0,710	0,470	0,577	0,833	0,521
	p				.	0,000*	0,000*	0,000*	0,000*	0,000*
5	r					1	0,552	0,727	0,876	0,498
	p					.	0,000*	0,000*	0,000*	0,000*
6	r						1	0,587	0,649	0,315
	p						.	0,000*	0,000*	0,000*
7	r							1	0,827	0,403
	p							.	0,000*	0,000*
8	r								1	0,606
	p								.	0,000*
9	r									1
	p									.

*p<0,05

When table 2 is examined, it is revealed that the scores of special education teachers in TRNC and TR from the COVID-19 Fear Scale and the scores they got from the Work life Quality Scale and the sub-dimensions of general well-being, working conditions, stress in the work life, and family-work life balance in the scale. Statistically significant and negative correlations were found (p<0.05). As the scores of the teachers from the COVID-19 Fear Scale increase, the scores they get from the overall Work life Quality Scale and the sub-dimensions of general well-being, working conditions, stress in the work life and family-work life balance decrease. It was revealed that there was no statistically significant correlation between the scores of the teachers from the COVID-19 Fear Scale and the scores of the Psychological Well-being Scale (p<0.05). It was obtained that there were statistically significant and positive correlations between the scores of the special education teachers participating in the study from the Job-Work life Quality Scale in general and from all sub-dimensions in the scale and the scores of the Psychological Well-Being Scale (p<0.05). Accordingly, as the scores that teachers get from the Work life Quality Scale in general and from all sub-dimensions in the scale increase, the scores of the Psychological Well-being Scale also escalate.

Findings Regarding the Correlations between the Covid-19 Fear Scale, Work-Life Quality Scale and Psychological Well-Being Scale Scores of Special Education Teachers in TRNC and Turkish Republic

The results of the regression analysis examining the predictive status of the scores of the COVID-19 Fear Scale and the Work life Quality Scale in TRNC and TR to the Psychological Well-Being Scale scores are presented in Table 3.

Table 3.
The Prediction of the Psychological Well-Being Scale Scores of the COVID-19 Fear Scale and Work life Quality Scale Scores of Special Education Teachers in TRNC and TR

	Non-standard coefficients		Standardized coefficients	t	p	F	R^2
	B	S.H.	Beta			p	AdjR^2
(Fixed)	22,03	1,42		15,534	0,000*		
COVID-19 Fear Scale	0,03	0,03	0,02	0,751	0,453		
Job Career Satisfaction	0,31	0,09	0,20	3,374	0,001*		
General Well-being	0,88	0,06	0,63	14,041	0,000*	81,976	0,500
Ability to Control Work	0,32	0,13	0,14	2,402	0,017*	0,000*	0,494
Working conditions	-0,11	0,13	-0,05	-0,821	0,412		
Stress at Work	0,02	0,13	0,00	0,114	0,909		
Family-Work life Balance	0,46	0,12	0,19	-3,749	0,000*		

*p<0,05

When Table 3 was examined, it was realized that the COVID-19 Fear Scale scores of the special education teachers in TRNC and TR, which were included in the study, did not predict the Psychological Well-Being Scale scores at a statistically significant level (β=0.03; p>0.05). Job Career Satisfaction (β=0.31; p<0.05), General Well-being (β=0.88; p<0.05) and

Work life Quality Scales of special education teachers at TRNC and TR are included in this study. It was revealed that the scores that participants acquire from the Family-Work life Balance (β=0.46; p<0.05) sub-dimensions predicted the Psychological Well-Being Scale scores in a statistically significant and positive way.

Discussion, Conclusion and Recommendations

Discussion, Conclusion

The findings obtained with the relationship between the scales of COVID-19 fear, the quality of work life and the level of psychological well-being of special education teachers in TRNC and TR were discussed exhaustively in the present study through the light of the literature and in itself.

This study yielded that there is no statistical difference among the scores of special education teachers in TRNC and TR obtained from the COVID-19 Fear Scale. It means that the COVID-19 pandemic, which is still influencial today, is preserving its impacts in diverse regions. Also, study yielded that the scores of the teachers in TRNC from the overall work life quality scale and its subscales of job career satisfaction, general well-being, job control, working conditions, stress in the work life and family work life balance are higher than the teachers in TR. Job career satisfaction expresses the level of happiness of working individuals by meeting their desires and needs in the work environment (Cook, 2008). General well-being is a concept that expresses not only the state of the disease in the individual, but also the state of physical, social and mental well-being of the individual (World Health Organization [WHO], 2002). The case of being able to control the job can be described as the ability of individuals to have control over the work they do (Rethinam & Ismail, 2008). It is known that good working conditions in schools affect both teachers and schools at a beneficial level. Pursuing this further, stress is expressed as the reaction of human organs when confronting with intense pressure (Genç, 2005). Family, work and life balances are concepts expressing that one's working life and private life should be different from each other. Hence, it can be concluded that the work life quality perceptions of the special education teachers in TRNC is higher than the special education teachers in TR, due to aforementioned factors. Considering that the majority of the special education teachers in TRNC participating in the research are employed by TRNC abroad, it can be considered that the fact that special education teachers in TRNC receive salaries both from the country they employ and from the country where they are assigned may have a positive effect on their work life quality. In line with this, Akman's (2017) study, which aims to investigate the problems of teachers assigned to foreign organizations, affirms that educators, who are employed abroad receive salaries both from the country they work and the country they are assigned to.

Additionally, it was yielded that the scores of the teachers working in TRNC on the Psychological Well-being Scale are higher than the teachers working in Turkey. In this case, it can be associated with the fact that special education teachers have a good quality of work life in the TRNC.

As the scores of special education teachers in TRNC and TR from the COVID-19 Fear Scale increase, it was noticed that the scores they get from the overall Work life Quality Scale and the sub-dimensions of general well-being, working conditions, stress in the work

life and family-work life balance in the scale decrease. Considering that the COVID-19 causes anxiety, anger, health problems, loss of relatives and loved ones, it does not seem possible that the work life of an individual with a fear of COVID-19 is not affected by the presence of these known situations. To elaborate, Memis Dogan and Duzel's (2020) study, in which they aimed to examine the levels of fear and anxiety in individuals during the COVID-19 process, stated that all individuals reacted to fear and anxiety in this process, which negatively affected their lives.

Additionally, as the scores of special education teachers in TRNC and TR from the overall work life quality and from all sub-dimensions in the scale increase, their scores on the psychological well-being scale increase. It can be concluded that the high work life quality of special education teachers in TRNC and TR positively affects their psychological well-being, as the psychological well-being of teachers is based on the efficiency they receive from work life. In fact, the study of Yakut and Yakut (2018) in which they aimed to examine the relationship between the level of psychological well-being of teachers and exclusion at work, it is argued in parallel with the research findings that teachers' psychological well-being levels are also good as long as no exclusion and similar negativities available in their work life.

In light with this, it was revealed that the scores of the special education teachers in TRNC and TR included in the study from the Job Career Satisfaction, General Well-being and Family-Work life Balance sub-dimensions in the Work life Quality Scale predict the Psychological Well-Being Scale scores in a statistically significant and positive way. Accordingly, it can be related that the special education teachers in TRNC and TR are satisfied with the efficiency they get from their jobs, and they are good socially, mentally and physically. Therefore, it can be argued that the psychological well-being levels of teachers who have these factors are also positively affected. To support, the study conducted by Salimirad and Srimathi (2016) determined that there is a significant relationship between teachers' professional self-efficacy and psychological well-being levels. In parallel with this, another relevant study carried out by Bentea (2017) regarding teachers stated that those who scored low in the environmental dominance, autonomy, life purpose, self-acceptance and personal development sub-dimensions also had low professional self-efficacy perceptions

Recommendations

1. Economic factors, as in all professions, can directly influence the performance and productivity levels in the teaching profession. It is believed that increasing teacher salaries could potentially enhance teachers' perceptions of their quality of work life.
2. As the psychological well-being levels of the teachers included in the study increase, their perceptions of work-life quality also increase, and as their perceptions of work-life quality increase, their levels of psychological well-being also increase. It is believed that maintaining high perceptions of work-life quality among teachers will positively influence their psychological well-being levels.
3. Teachers should be provided with a supportive work environment. A school environment that encourages collaboration, offers emotional support, and creates a positive atmosphere can increase teachers' psychological well-being.
4. Open and effective communication should be established between school administration and teachers. Talking about problems, setting expectations, and exchanging feedback can increase teachers' motivation.

5. Teachers' workload management should be helped. Overwork, stress and feelings of burnout can negatively affect psychological health. It is important to offer support in regular planning and resource management.
6. Emotional support should be provided to teachers in order to improve their skills in coping with difficult situations. It may be helpful to establish counseling services or peer-to-peer support groups.
7. If possible, flexible working conditions should be provided. Giving teachers flexibility to maintain a work-life balance can support their psychological well-being.

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Contemporary Ethical Issues in Counselling: A Dimensional Trend Analysis

Bashir Ahmad Saleh[1], Yağmur Çerkez[2]

[1]Department of Psychological Counselling and Guidance, Faculty of Education, Near East University, Nicosia, North Cyprus, Mersin 10 Türkiye, 20214988@std.neu.edu.tr

[2]Faculty of Education, Near East University, Nicosia, North Cyprus, Mersin 10 Türkiye, yagmur.cerkez@neu.edu.tr
*Correspondence: 20214988@std.neu.edu.tr

Abstract

There are faces of ethical issues in counselling relationships for which contributors to knowledge frequently lays hands on. When researchers look in to ethics their initiative is to discover the extent to which the practicing behaviors' adhere to the ethical codes governing the counselling profession. This current study provides answers to the; adherence rate to ethical issues for school counsellors and health counsellors, the counsellors overall adherence rate to ethical issues, and the trend by year of articles publication regarding confidentiality and friendliness, all during 2007 – 2021. The purpose of this study was to examine the trends and adherence to ethics confined to confidentiality and friendliness among counsellors in counselling relationships published in selected counselling and other psychotherapeutic related journal articles during the period of 2007 – 2021. Dimensional trend analysis was used to investigate the psychotherapeutic articles published online, all which are related to ethical issues in counselling. A total of 108 articles were used as samples all which are relevant to the purpose of this study. The analysis of the result showed counsellors generally adhere to ethics in the discharge of their services, specifically school counsellors are found to keep with confidentiality and friendliness higher than the health counsellors do. Analysis revealed that, adherence to ethics was found to be 74.07%. Regarding the trend by year of publication, 2019 was found the least in research article publication, adjudged due to COVID 19 trauma. The years 2020 and 2021 were found to have a rise in publications above all the other years except the year 2010 which investigated to be the highest in term of scholarly article publications. It is concluded that articles publications trend do not consistently surpass one another annually.

Keywords: Adherence, confidentiality, counselling, ethics, friendliness

Introduction

There are faces of ethical issues in counselling relationships for which contributors to knowledge frequently lays hands on. According to Çerkez et al. (2017), when researchers look in to ethics their initiative is to discover the extent to which the practicing behaviors' and decision making processes adhere to the ethical and legal codes governing the counselling profession. There exists consistent increase in articles publications on counselling's ethics. It is however reported that both in the developing and developed countries there is prevalence of researches in the domain of counselling psychology being conducted to solve domestic and national bedeviled social problem and concurrently

indigenizing psychological research. Across the regions of the world, contemporary published articles denotes and present the continuous need, everlasting interest, and full attention to counselling ethical related issues, for the survival of the profession, it's safeguard to maintain the counselling roles in the society. Ethics is the moral behavioral principles of a person or persons and the way of its conduct (Cerkez et al., 2017). Ethical issues are being carefully and severally digested in variety of scholarly journals and its dilemmas' is presented as an unending area worthy of consideration in counselling practice. Discussions of ethical issues in counselling practice are ever appearing and emerging (Gonsioreik et al, 2022). By implication, ethical issues have taken a variety of trends and forms in counselling and are contemporarily maintaining and improving its principles through the trends, content, dimension, and a host of other analysis.

According to King et.al (2008), Absence of self-disclosure help spread infectious disease, this is evidenced where an assisted disclosure enables clients to grant consent to a counsellor and inform her ex-husband about her HIV status so that he would not infect other women. Setiawan (2006) suggests there should be efforts to enhance confidentiality in counselling. The lack of optimum and maximum uphold of confidentiality to be precise, turn clients to a victim of ethical dilemmas in counselling. Instead of it to suppress and eliminates unwillingness among clients, the reverse would be the case, a menace highly unwanted and rejected in it's entirely. Among some of the effect and challenge tied to noncompliance and non-adherence to confidentiality in counselling is ''Stigmatization''. Hope, confidence, interest are motivating factors which confidentiality promotes and ultimately produced a desired result in counselling.

Friendliness in this current research article takes the dimension of the accepted relationships within the ethical codes. It is a quality that blends with all encouragers in an interpersonal relationship. It is interwoven with the following qualities of a good counsellor; respectfulness, trustworthiness, listening, patience, and verbal paraphrase. It is obvious if you respect a person he likes to stay with you, if you are honest he draws closer, if you listen you takes away anxiety and phobias, if you are patient he will be confident to relate, and in essence if you paraphrase it sends message that you are welcome and signifies interaction (essentially counselling is known to be wilful interaction). Hawke et al. (2019), posits that confidentiality and privacy are critical to youth-friendly services, therefore organizations should have clear policies about confidentiality, rights and responsibilities and consent to involve others in treatment. Here also the two variables could be seen to checkmate themselves. Where there is recorded compliance in confidentiality from a counsellor, the client as well is revealed to be friendly, and this emphasize the importance of friendliness in counselling as not only an ethical issue centered on counsellor, but also an elicited good behavior expected of a client, counselling relationship is mutual.

Confidentiality and Friendliness are key ethical considerations, very sensitive, delicate, and extra fragile among other indisputable counselling ethics towards an interrelationships. As a basis and a background to a study, Dapaah and Senah (2016), put forward; *it is true some people have cited lack of confidentiality on the part of health workers as a reason for not using HIV-related services*. Some among colleagues are excessive and therefore leak too much; as such they easily breach the guiding ethical conducts of counselling by making their clients status public. Fischel (1998), in the University of Chicago out sourced from the representatives of the legal profession; counsellors who learn information are required to learn secrecy to prevent persons from being falsely convicted.

Counsellors must therefore remain silent even if the disclosure would not implicate the client in the crime. The case could be murder case and a conviction of sentence to death.

Couple ups with the importance of ethical issues in counselling, confidentiality and friendliness lack contemporary analysis of ethical trend. Thus, this dimensional trend analysis could help the school and health counsellors in particular, teachers, and researchers to have recent research based information on the counselling situation regarding ethics. It will make an intra-disciplinary appraisal on adherence in counselling using the school counsellors and health counsellors. More so it will emphasize the dilemmas' that counsellors encounters in the process to accomplish their intervention. In essence, the current study aim to provide the counselling world with contemporary insights for better action and reaction, a need ever demanding to flourish.

Research based findings revealed that Confidentiality is an ethical issue very critical to the survival of counselling and revolve around the reason to seek counselling, abstain, or shun it. Clients for various reasons show lack of preference with the counselling building and locations for them to adhere, turn out, and meet with their need for wellbeing (Ito-Alpturer & Uslu, 2010; Jenkins, 2012; Hendelman, 2014; Yu, 2008). Counsellors were reported to have breached issues regarding confidentiality and client's motivation towards adherence in counselling (Beltran-Aroca 2021; Dapaah & Senah, 2016; Morfaw, 2013; Witt & Witt, 2016). Counsellors' adherence to confidentiality has been traced and reported as ethical conduct professionally complied (Cardoso et al., 2012; Carey et al., 2015; Mullen et al., 2014; Njeru 2009; Poorchangizi, 2019; Fox 2007).

Investigations in to related researches shows that Friendliness, facilitates counselling interaction that give hope, interest and sustain adherence to counselling. It enables clients to maintain adherence and also allow them to give consent to counsellors towards escaping future stress. Again it enhances a process of giving back collegial relationships (Murdock et Al., 2013; King et al., 2008; Brostrom et al., 2021; Audet, 2011; Guichard, 2009). Friendliness has also being found of abuse among counsellors which indicates non adherence in counselling relationships (Zeglin et al., 2019; Liu et al., 2020; Knox & Hill 2016; Florer & Prieto 2018).

The key goal of this research article is to investigate and present the adherence trends for contemporary ethical issues in counselling confined to confidentiality and friendliness in relation to school and health counsellors respectively that have been published in academic journals during 2007 to 2021, and also to survey and analyses the article publications by year, in conformity with counselling confidentiality and friendliness. This would provide the researchers in counselling and education with the trend history for reference and other academic hypothesis. Ethical issues are very crucial, they regulate counselling activities. The success of counsellors, psychologist, and all other psychotherapist lies on the judicious utilization of the proven reliable laid down ethical codes. Hence the results findings presented in this article will inform more to the understanding of ethical issues and the role they play in counselling.

Research Questions

1. What is the adherence rate to ethical issues for school counsellors and health counsellors from 2007 to 2021?
2. What is the counsellors overall adherence rate to ethical issues from 2007 to 2021?
3. What is the trend by year of article publications for confidentiality and friendliness during 2007 – 2021?

Methodology

Research Model

This research is a qualitative research, as it aims to describe the trends of studies related to the subject of the research in the field of Psychological Counselling and Guidance and to interpret the current situation. Among the qualitative research types, the document analysis method was used. Document analysis is a qualitative research method used to meticulously and systematically analyze the content of written documents (Wach & Ward, 2013). Document analysis is a systematic method used to examine and evaluate all documents, including printed and electronic materials (Kral, 2020).

Sampling and Sources

The research article looked at counsellors' adherence to ethical issues in the dimension of confidentiality and friendliness among the school counsellors and health counsellors respectively. It also looked at the counselling trends by year of the articles publications limited to confidentiality and friendliness as counselling ethics. The dimensional analysis is for the counsellors' adherence trend from 2007 to 2021 (a period of fifteen years). The researcher looked at the qualitative and quantitative full text or abstract findings of the accessed articles, and arrived at counsellors adheres to the ethical issues in question or do not adhere to the ethical issues. Therefore the current research was a descriptive survey designed to investigate the dimensional trend regarding confidentiality and friendliness. The current study considered 119 published articles related to confidentiality and friendliness in counselling, initially searched for the purpose of the study from online data base, out of which 108 articles were used as the sample size for the study. The rationale for this is to work in harmony with the aim of the research and in compliance with the limitations of the journals articles criteria set to be used in the current investigation. The Sample size was determined by research advisor (2006). The sampling technique was a purposive sampling. It is the sampling technique that requires a researcher to specify criterion for inclusion. Purposive sampling is in another name called as Criterion based sampling. The data collection instrument for the current study were data base links for; Taylor & Francis, the Springer link, Elsevier, and Open Access.

The Criteria for Selecting Articles

Data regarding the purpose of the study were searched and collected from the internet using Google scholar and documented directly by the researcher. The key words used to search the online data were; ethical issues, counselling, confidentiality, and counselling relationships. International impact citation Journals articles in social sciences, Education, Counselling Psychology, and clinical sciences were those mainly checked, outlined, and reviewed in this research. The data base journal links that were mainly looked at for the scholarly articles, in this study were; Taylor & Francis, the Springer link, Elsevier, and Open Access. The research excludes articles that are not related to counselling practice. It equally excludes articles that are not about school counselling and health counselling. Unpublished articles, unpublished conference papers, and Text Books were also not considered. Articles published in any language other than English language are also excluded. Regarding the year, this work excludes 2022 for the reason the year is still counting. This research article is specific to include; Book reviews articles, articles published in English language, articles published

during 2007- 20021, articles related to counselling ethics, confidentiality in counselling relationships, and friendliness in counselling practice.

The criteria used to sample the articles for analysis were; counselling related publications, the year of the publication, and the nature of the research article (health counselling and school counselling). The current dimensional trend analysis, study the related and relevant published articles and purposively sample 108 scholarly articles out of 119 initially searched.

Data Analysis

All the articles used were relevant to ethical issues tied to confidentiality and friendliness in School and Health Counselling. In the process, 54 school counselling results were noted down from among which comprises 27 from confidentiality and 27 from friendliness respectively. In health counselling too, 54 articles were checked, regarding counsellors adherence to confidentiality and friendliness, 27 articles were used for each, respectively. The research type were all noted down and complied. On the excel spread sheet, data table was created in which the scores were inputted. The ethical issues were coded as; adherence = 2, and non-adherence = 1. Confidentiality and friendliness were analyzed for both the school counsellors and the health counsellors respectively. School counsellors were coded CO1, and health counsellors were coded CO2. Coding was also applied regarding the trend by year of publication in conformity with the purpose of the study. Subsequently data were analyzed in percentages using pie chart for the adherence rate and trend, and analyzed in bar chart for the trend regarding year of articles publication. This is achieved with the aid of statistical package for social sciences (SPSS).

Findings

The tables, and figures below presents the summary and analysis of the data collected which were analyzed using percentage and represented in pie chart and bar chat with the aid of statistical analysis instrument (SPSS).

Table 1.
Distribution of Adherence from the Ethical Dimensions of Confidentiality and Friendliness

Ethical Dimensions	Adherence frequency	Non Adherence frequency	Adherence in Percentage %	Non Adherence in Percentage %
Confidentiality	37	17	68.52	31.48
Friendliness	43	11	79.63	20.37

Table 1 presents the distribution of adherence from ethical dimensions of confidentiality and friendliness. It is important to note that "confidentiality and friendliness'' were the ethical dimensions checked to find the adherence of school and health counsellors. Thus, result in table 1, simplifies the means to answer the research questions of the current study.

Table 2.
Distribution of Adherence to Ethical Issues by Counselling Nature

Nature of counselling	Adherence frequency	Non adherence frequency	Adherence in %	Non adherence in %

School counselling	45	9	83.33	16.67
Health counselling	35	19	64.81	35.19
Overall counsellors adherence to ethical issues	80	28	74.07	25.93

Table 2 presents the percentage adherence to ethical issues in counselling between the school and health counsellors. As shown in the Table, the percentage of adherence for school counsellor was found to be 83%. This reveals school counsellors keeps adherence to ethical issues more than the health counsellor does with the clients or counselee. However, the Table revealed that the school counsellor adhered the more to ethical issues in counselling than the health counsellor. However from the table, regarding the overall counsellor's adherence to ethical issues, the result implies that both the school and health counsellors strictly adhered to ethical issues in counselling. The overall adherence percentage was found to be 74.07%.

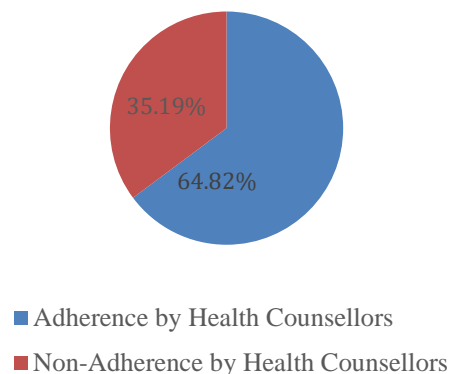**Graphical Representation of Ethical Issues Adherence Findings**

Figure 1.
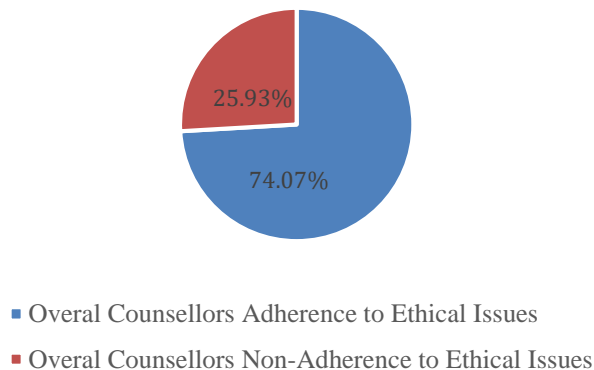*School Counsellors' Adherence / Non Adherence Percentage*

■ Adherence by School Councellors   ■ Non-Adherence by School Counsellors
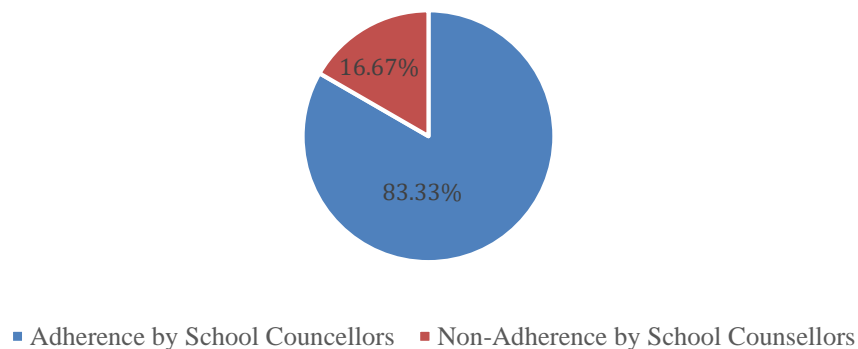
Figure 2.
Health Counsellors' Adherence / Non-Adherence Percentage

■ Adherence by Health Counsellors
■ Non-Adherence by Health Counsellors

Figure 3.

Overall Counsellor's Adherence to Ethical Issues

25.93%

74.07%

■ Overal Counsellors Adherence to Ethical Issues

■ Overal Counsellors Non-Adherence to Ethical Issues

Figure 4.

*Cross Tabulation of School Counsellor Adherence and Non Adherence*
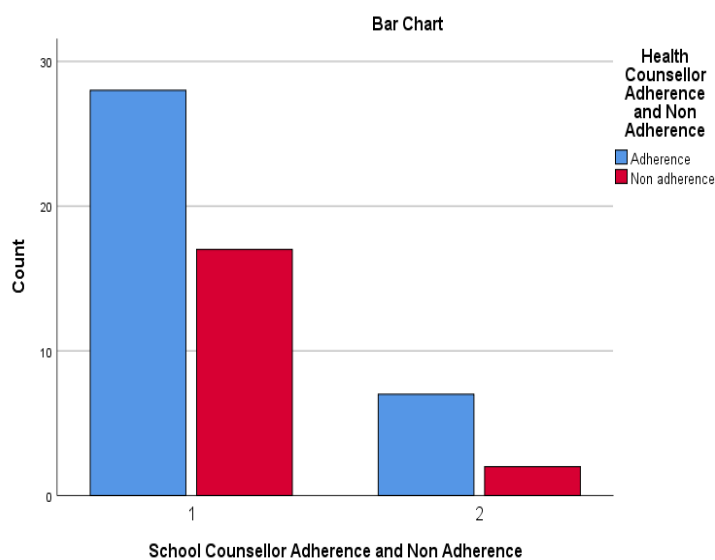
Table 3.

Distribution of Published Article Documents by year

Year of publication	Frequency	Percentage
2007	10	9.26
2008	05	4.63
2009	04	3.70
2010	13	12.04
2011	03	2.78
2012	05	4.62

2013	08	7.41
2014	08	7.41
2015	03	2.78
2016	11	10.19
2017	09	8.33
2018	04	3.70
2019	02	1.85
2020	12	11.11
2021	11	10.19
Total	108	100

Figure 5.
Distribution of Confidentiallity and Friendliness by years
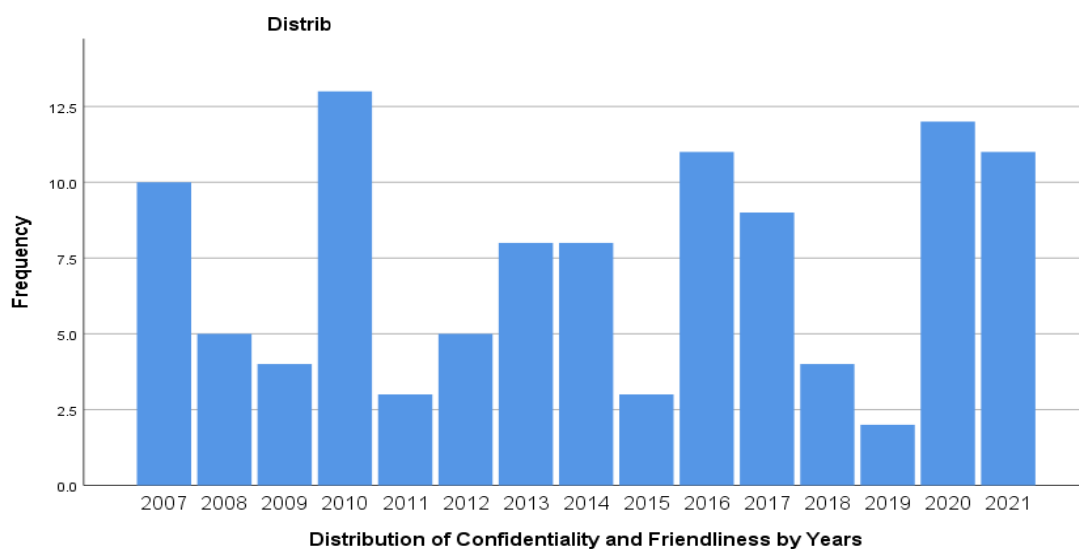
Discussion, Conclusions and Suggestion

The study analyzed the documents related to ethical issues confined to the ethical dimension of confidentiality and friendliness in counselling for school and health counsellors that were published in various scholarly journals from 2007 to 2021. Year 2022 was not included because as at the time of the study the year is still counting. In the process of conducting the research it was encountered several researches has been carried out related to ethical issues in counselling (Dapaah & Senah, 2016; Knight, et al., 2018; Anne et al., 2011; Bansal, 2010). Analyses various issues of interest which serves as an intervention strategies towards solving psychological problems. Majority of the scholarly articles journal

publications reviewed from different publisher's across the world, reveals emphasis more to school counsellors and health counsellors regardless of the nature of client complain and problem (Ito-Alpturer & Uslu, 2010; Beltran-Aroca, 2021), and found confidentiality disclosure at 81.8%, 77.2%, 80% respectively. The area of the study has gained interest and momentum from researchers globally as evidenced, it is also aiming to sensitize and check counselling activities regularly. From the results examined, it is carefully observed that the dimension of the published documents regarding ethical issues in counselling, discussions related to confidentiality and friendliness in counselling is significantly on the increase with school counselling and health counselling on the dominance. This is highly influenced by the sensitivity of the counselling confidentiality and vitality of friendliness towards assisting the client for better.

The overall adherence result obtained from this study were achieved through analysing the ethical dimensions in counselling (confidentiality and friendliness) and analysing adherence to ethical issues by counselling nature (the school counselling and the health counselling), results were presented in tables and pie chats respectively. The results from this study regarding the ethical dimensions showed that confidentiality and friendliness are adhered to in counselling specifically by the school and health counsellors. Confidentiality adherence was found to be 68.52%, it shows improvement to the findings of Erah and Erute (2008) at 58%.

Friendliness in the current research reveals 79.63% adherence, is in conformity with the findings of Brostrom et al. (2021), which assert that friendliness has made clients interested and participatory in counselling relationships and also similar to the findings of Felton (2015) which reveals that friendliness increased clients ability to pre-empt stress, increase confidence towards ameliorating stress, and increased self-compassion. The current study result indicates that counselling ethical issues are in compliance by counsellors and maintain the position of every day being an aspect of consideration in counselling activities. The result even though suggest that; friendliness is slightly adhered higher than confidentiality was strengthen with by the works of Poku et al. (2017), Morfaw et al. (2013) that shows leaked out of HIV status disclosure and which consequently resulted in client non adherence and distrust in confidentiality of health system among other contributory sources. Adherence to friendliness in counselling has been consistently positive in counselling relationships (Hanley, 2009; Hawley, 2007; Cheon et al., 2009; Felton et al., 2015). As referenced in the introductory part of this article, when researchers look in to ethics their initiative is to discover the extent to which the practicing behaviours and decision making processes adhere to the ethical and legal codes governing the counselling profession (Cerkez et al., 2017). Hence the research questions formulated in this study were primarily to investigate the adherence trend to ethical issues in counselling. The percentage adherence for school counsellors was found to be 83%, and for the health counsellors the result was found to be 64.81%. The findings reveals, school counsellors keeps adherence to ethical issues more than the health counsellor does with the clients or counselee. However, the results revealed that the school counsellor adhere the more with ethical issues in counselling than the health counsellor. Regarding the overall counsellors' adherence to ethical issues, the results indicate that both the school and health counsellors strictly adhered to ethical issues in counselling. The dimensional analysis revealed that, adherence to ethical issues in counselling for fifteen years from 2007 to 2021 is found to be 74.07%. Therefore the findings of this study also imply that counsellors are generally providing services within standard with optimum control and awareness of their role and situations. All the findings presented that ethical issues in counselling are functional and operational.

The current study concludes that School and Health counsellors adhere to ethical issues. But health counsellors lagged behind school counsellors and therefore call for more adherences from health counsellors and upkeep from the school counsellors. Regarding the publication trend by year, it was concluded, twenty ten (2010) was the year in which more related publications were made and accounted for 12% of the sample size used, slightly higher than the year 2020 which was concluded as the second highest, accounted for 11.1% of the sample. The two years took for more than 20% of the fifteen years analyzed. The year 2019 was analyses as the lowest in terms of publication and this was concluded due to COVID 19 trauma globally. It is how ever concluded that research publications has increased in the year 2020 and 2021 beyond the previous years, with only the year 2010 slightly higher than post COVID-19 publications, an indication that research is ongoing except on global emergencies evidenced during the active period of COVID-19 pandemic. Stagnation was also experienced in the years 2013 and 2014 showing that research level is not always varying in years; some years are likely to be similar in research and article publications. Hence scholarly article publications for confidentiality and friendliness from 2007 to 2021 are in conformity with meaning and aim of trend analysis.

The current dimensional analysis study confined to counselling ethical adherence in confidentiality and friendliness follows the path of descriptive research study and intended to contribute for knowledge to various researchers, professionals,' experts, teachers and students in the field of psychological counselling and guidance, psychology, psychiatry and any other specialty fields in psychotherapy. The dimensional analysis done in this research work is beneficial to practicing counsellors, counsellors on the training grounds, supervisors and the related associations. The study reveals Nitti gritty the contemporary trends for adherence to confidentiality and friendliness as ethical variables of considerations in counselling psychology. It also provides the rising issues and dilemmas that sensitize counsellors' practice. The current study X-rays the strength and weakness of school and health counsellors, and this serves as a clue and guide to assists towards the challenges and all other areas that have pressing needs regarding compliance in counselling confidentiality and friendliness. Furthermore, this study identifies areas to conduct researches, for example; ethical issues in cohabitation counselling, ethical issues in the early use of technology counselling for early child, and the appraisals to ethical compliance in counselling relationships.

The current article used dimensional trend analysis, which is notably a scientific research survey approach. Trend analysis is use in making future predictions based on historical data points over a period, and identify uptrends, downtrends, and stagnation. This feature categorizes the research as an objective work (Shi & Leuwerke, 2010). There is also weakness in strength, as such one of the weakness noticed with this type of analysis is that, relatively some researchers may use information in a particular study and not referencing the article. It is therefore suggested that research should be carried out frequently so that counsellors would be up to date regarding ethical issues and the trends. It is also suggested that a more in-depth study should embark upon and analyzed ethics in counselling. The position of ethics in counselling is undying, and ever demanding. School counsellors contemporarily are much awake in the counselling world, very well in control and awareness of the counselling situation. In view of this, it is suggested that health counsellors should be more vigilant in counselling confidentiality and αdherence to ethics. It is suggested that there is need for quantitative research publications on friendliness as it relates to ethics in counselling.

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