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Message from the Editor

I am very pleased to publish first issue in 2022. As an editor of International Journal of Global Education (IJGE), this issue is the success of the reviewers, editorial board and the researchers. In this respect, I would like to thank to all reviewers, researchers and the editorial board. The articles should be original, unpublished, and not in consideration for publication elsewhere at the time of submission to International Journal of Global Education (IJGE), For any suggestions and comments on IJGE, please do not hesitate to send mail.

Prof.Dr. Ahmet PEHLIVAN
Editor in Chief

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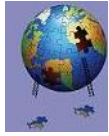
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LIFE SATISFACTION, DEPRESSION AND LONELINESS AS PREDICTORS OF INTERNET ADDICTION AMONG IN-SCHOOL ADOLESCENTS IN IBADAN METROPOLIS

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Abstract

The study examined life satisfaction, depression and loneliness as predictors of internet addiction among in-school adolescents in Ibadan metropolis. It adopted a descriptive survey research design. A total of 200 in-school adolescents, selected using stratified sampling technique, participated in the study. They responded to "Internet Addiction Predictors Assessment Scale", a battery of adopted scales. The battery comprised of Section A, which centres on respondents' socio-demographic information, and four other scales; Internet Addiction Test (20 items, $r=0.95$), Life Satisfaction Scale (5 items, $r=0.90$), Loneliness Scale (20 items, $r=0.68$), and Depression Scale (10 items, $r=0.56$). Three research questions were raised and answered in the study, and data was analysed using Pearson Product Moment Correlation and Multiple Regression. Results revealed that all the independent variables (life satisfaction, depression and loneliness) were significant at 0.05 level of significance (.938**, 226** and -.956**) to the prediction of internet addiction among in-school adolescents. It also revealed that the joint contribution of independent variables (life satisfaction, loneliness and depression) on dependent variable (Internet Addiction) was significant ($f(351.029) = 8.597$; $R^2 = .920$, $R^2 = .841$, $p < .05$). About 84.1% variation was accounted for by the independent variables. Results also revealed that all of life satisfaction, depression and loneliness were potent predictors of internet addiction. The most potent factor was loneliness, followed by depression, while life satisfaction negatively correlated with internet addiction. Based on the findings of this study, it was recommended that government at all level should develop a curriculum that will inculcate discipline and moral into students in the various secondary schools. Also, parents should adequately monitor their children on the duration they spend on the internet. Also, teachers in all schools should ensure that they serve as parents in the school, most especially the class teachers by ensuring proper monitoring of students' behaviour so as to regulate the ones that can affect them in the nearest future.

Keywords; Life satisfaction, depression, loneliness, internet addiction and in-school adolescents.

INTRODUCTION

Adolescence is a critical or sensitive period full of risks and opportunities, and there have been enormous psychological pressures on adolescents to perform well and succeed in life. Adolescents are anxious for the expectation of them on high value of academic achievement (Rajput, Muhammad, Shabbir & Ahmed, 2016). As the advancement in technology is dictating knowledge delivery modules, the use of internet for educational purposes has increased in many folds among Nigerian youths. The internet is a global system of interconnected computer networks that allows unlimited access to information as well as changing the way we communicate with one another (Akanbi, Sulaiman & Adeyemi, 2018). As the internet has become the most important tool of information for people (Kuss & Griffiths, 2011; Jones & Madden, 2015), adolescent students now surf the internet for learning materials. In the process, they get access to other materials outside their learning curriculum that are fascinating and distracting. These adolescents find the internet as interesting, and with the boundless opportunities, many of them just get stuck to the internet and are unable to free themselves. Moreover, adolescent students over depend on internet, abusing internet in many ways in the name of social life, including watching of phonographic, making friends with bad gangs, devoting reading hours for charting on internet etc. (Nimrod, 2012; Ge, Se & Zhang, 2014). Thus,



internet addiction results in many negative impacts on users' psychological well-being (Bozoglan, Demirer & Sahin, 2013).

Research (Rajput, Muhammad, Shabbir & Ahmed, 2016) has shown that the internet brings benefits such as entertainment, access to academic materials and social interaction between people in different places though, studies (Bozoglan, Demirer & Sahin, 2013; Kuss and Lopez-Fernandez, 2016; Akanbi, Sulaiman & Adeyemi, 2018) have also shown that excessive internet uses lead to negative impacts on the health of users. This shows that internet not only bring benefits, but also brings negative consequences of overuse like internet addiction. Internet addiction is problematic internet usage, a compulsive behaviour that affects normal living (Jones & Madden, 2015) and also leads to psychological problem (Alam, Hashim, Ahmad, Wel, Nor & Omar, 2014). Internet Addiction has nevertheless been recognized as a public health issue, with behaviour similar to that of gambling disorder, and has shown to cause dysfunction in the many aspect of the individual's life (Morrison & Gore, 2010). Evidences (Udende & Azeez, 2010; Serin, 2011; Celik, Atak & Basal, 2012; Karim & Nigar, 2014) also show that internet addiction is getting serious globally.

Researchers (Akin & Iskender, 2011; Bahrainian & Khazae, 2014; Joanna, Melinda, Lawrence & Jeanne, 2014; Kramer, Guillory & Hancock, 2014) have emphasized that Internet addiction is no different from other addictions such as gambling, pornography, internet searching, social media and psychoactive substance addictions. The addiction leads to the loss of one's ability to detach from the digital world, and radically increases one's tendency to abandon everyday tasks, duties, games and contacts in social reality. An internet addicted person may suffer other psychological symptoms such as life dissatisfaction, symptoms of depression and loneliness, among other problems.

Life Satisfaction

Life satisfaction is the way a person perceives how his or her life has been and how they feel about where it is going. It is a cognitive product that involves a comparative process between the individual's current life situation and internalized standards, allowing people to use the information they subjectively deem relevant when evaluating their own lives (Krishnamurthy & Chetlapalli, 2015). It is an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. According to Bozoglan, Demirer and Sahin (2013), the judgment of how satisfied people are with their present state of affairs is based on a comparison with a self-imposed standard. Judgments of satisfaction are dependent upon a comparison of one's circumstances with what is thought to be an appropriate standard.

Internet addiction leads to complete breakdown of personal and social relationship, work and sleep routine as well as mood and thinking capability, with all these affecting one's satisfaction with life. Adolescents' inability to control their internet use would lead to physical, psychological, and social difficulties (Heo, Oh, Subramanian, Kim & Kawachi, 2014), resulting in disorganised and dissatisfied life. Studies (Kormas, Critselis, Janikian, Kafetzis & Tsitsika, 2011; Duke & Montag, 2017) have identified low life satisfaction and stress as major social and emotional risks associated with Internet Addiction. Associations between Internet addiction and disorderly life among adolescents, resulting in lack of life satisfaction has also been confirmed severally (Kamal & Mosallem, 2013; Brand, Young & Laier, 2014; Karapetsas, Karapetsas, Zygoris & Fotis, 2015).

Life satisfaction indicates how well people succeed in life regardless of mental or physical health. It is an important index of apparent quality of life. Adolescents in particular are at elevated risk for developing problematic and addictive behaviours related to internet use, and these behaviours have been associated with negative consequences for everyday functioning and mental health, disrupting their judgement of a good life, hence are dissatisfied (Bae, 2017; Duke & Montag, 2017; Lee, Kim & Choi, 2017). Greater life



satisfaction within a family increases through communication and understanding each member's attitudes and perceptions. But people are becoming isolated from their families as they are spending much time on the internet (Karim & Nigar, 2014).

Depression

Depression can be considered as both a cause and a result for internet addiction. An individual with depressive state can slide into internet and be dependent for this reason and also after an individual becomes internet dependent, depression state can be observed because of addiction. Studies (Morrison & Gore, 2010; Akin & Iskender, 2011; Akanbi, Sulaiman & Adeyemi, 2018) have also identified depression as one of the major social and emotional risks associated with Internet Addiction. Internet dependent adolescents view internet as an environment which diminish their depression states (Sharma, Sahu, Kasar, Kasar & Sharma, 2014). This is why Li, O'Brien, Snyder and Howard (2015) observe that internet World became a place which is used or benefited for relaxation in adolescent depression.

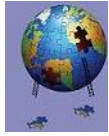
Nimrod (2012) has established causative relationship between Internet addiction and depression among students. Bahrainian and Khazae (2014) also found that depression causes and amplifies Internet addiction among students. Akanbi, Sulaiman and Adeyemi (2018) added that although the Internet is often used for social interaction, it reduces social involvement and leads to social isolation and depression among heavy users. This means that there is evidence to establish association between intensive Internet use and depression. Researches (Akin & Iskender, 2011; Nimrod, 2012; Bahrainian & Khazae, 2014) demonstrated that the overuse of the internet, which results in a disruption of the normal lives of an individual, was associated with an increase in the frequency of depression. Because, excessive internet use can displace valuable time that people spend with family and friends, it leads to smaller social circles and higher levels of loneliness (Christakis, Moreno, Jelenchick, Myaing & Zhou, 2011). Other effects of excessive usage have been documented as neglect of academic work, disruption of relationships and social isolation (Goel, Subramanyam & Kamath, 2013; Akanbi, Sulaiman & Adeyemi, 2018).

Alam, Hashim, Ahmad, Wel, Nor and Omar's (2014) implicated physical, social and psychological problems in Internet addiction. One of the main explanations for the association between intensive Internet use and depression is that emotionally frail people prefer online communication over face-to-face interaction (Kuss & Griffiths, 2011; Nimrod, 2012). In fact, it has been argued that intensive Internet use should be treated as a symptom of depression. Such use was presented as maladaptive behaviour, which put people with depression at a risk of aggravated depression as well as Internet addiction (Kuss & Lopez-Fernandez, 2016).

Unlimited internet access, long periods of unstructured time, newly experienced freedom from parental control, no monitoring or censoring of what they say or do online, need for educational materials, social intimidation and alienation, are all possible reasons for internet addiction among adolescent students (Celik, Atak & Basal, 2012).

Loneliness

Loneliness refers to the experience of isolation and to the feeling of deprivation in relation to others, and is more likely to cause internet addiction among adolescents. Loneliness is basically a situation in which people live without social interaction with other people (Bozoglan, Demirer and Sahin, 2013; Karapetsas et al., 2015), and it is the most important variable associated with Internet addiction and its dimensions (Bozoglan, Demirer & Sahin, 2013). Fasaie and Aladeniyi (2012) argued that increased internet use was associated with feelings of isolation, which were mutually reinforcing. A person who is experiencing loneliness is unable to relate to social needs and failed to satisfy personal needs. They also spend less time talking with their families, experiencing more daily stress, and feeling lonelier and depressed (Bankole & Oludayo, 2012). Studies (Meena, Mittal & Solanki, 2012; Evmorfia, Polyxeni & Eirini, 2014) have



identified loneliness, anxiety, and social impairment as social and emotional risks associated with Internet Addiction.

Akanbi, Sulaiman and Adeyemi (2018) reported that although the Internet is often used for social interaction, it reduces social involvement and leads to social isolation among heavy users. This means that there is evidence to establish association between intensive Internet use and loneliness. This displeasing state consists of quantitative and qualitative deficits in one's interpersonal network. Loneliness is a common phenomenon during adolescence, and nearly 80% of those under the age of 18 feel lonely at least occasionally (Christakis, 2010). This high rate of loneliness may result from the social changes that occur during adolescence as a result of them giving more attention to machine (computer and internet) than humans; their family and friends (Serin, 2011).

Loneliness is always connected with negative health consequences and poor well-being, somatic symptoms (such as headaches), mental disorders (such as anxiety and depression) as well as a greater risk for suicidal behaviours (Kuss & Griffiths, 2011; Bankole & Oludayo, 2012; Koo & Kwon, 2014). Several factors related to Internet Addiction have been identified, such as depression, loneliness, low self-esteem and dissatisfaction with life (Bankole & Oludayo, 2012). Many researchers (Karapetsas et al, 2015; Akanbi, Sulaiman & Adeyemi, 2018) have found that loneliness was one of the main antecedents of Internet Addiction alongside feelings of isolation, low self-confidence, and low self-esteem. In fact, some authors found loneliness to be one of the best predictors of Internet Addiction (Bozoglan, Demirer & Sahin, 2013). Evidences have shown that Internet addiction has led to various negative impacts on the young adolescents including dissatisfaction with life, loneliness and depression. This study therefore set out to investigate the problem of Internet addiction among adolescent student in Ibadan with focus on life satisfaction, feeling of loneliness and depression.

Statement of the Problem

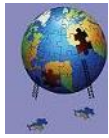
The Internet brings many benefits to the users, no doubt, many adolescents have developed a culture of 'no Internet, no life', becoming addicted to the Internet in the process. Internet addiction among adolescents is resulting into physical health problems such as unhealthy eating habits, sleeping problem, reduced physical activities and affecting their concentration span in school as well and even socially isolated due to their lack of interaction with the real world. The perception that life is boring and meaningless without the internet is an indication of internet dependency. It has been confirmed that internet addiction causes problems in different areas including academic life, family, social, relationships, work and physical health. Adolescents who are internet addicts experience social isolation, loneliness, reduction in social relations, and issues in their interpersonal relationships. The excess time spent on the internet destroys real-life relationships, as they spend more time on artificial or temporary online relationships.

Research Questions

1. What is the relationship between the independent variables (life satisfaction, depression and loneliness) and the dependent variable (Internet addiction) among in-school adolescents in Ibadan?
2. What is the joint contribution of the independent variables (life satisfaction, depression and loneliness) on the dependent variables (Internet addiction)?
3. What is the relative contribution of the independent variables (life satisfaction, depression and loneliness) on the dependent variables (Internet addiction)?

METHOD

The descriptive survey design was adopted in the study. Participants were two hundred (200) adolescent students selected from four schools (public and private) within Ibadan metropolis, using stratified



sampling technique. They responded to “Internet Addiction Predictors Assessment Scale”, a battery of adopted scales. The battery comprised of Section A, which centres on respondents’ socio-demographic information, and four other scales; Internet Addiction Test developed by Chong Han Jie, Gan Shi Yi (2016) (20 items, $r=0.95$), Life Satisfaction Scale developed by Diener (1985) (5 items, $r=0.90$), Loneliness Scale developed by Daniel Russell (1996) (20 items, $r=0.68$), and Depression scale developed by Lee and Rhee (10 items, $r=0.56$). The first three scales were structured based on four-point Likert-scale, while the Depression scale were structured based on Yes/ No option. Data were analysed using Pearson Product Moment Correlation Coefficient and multiple linear regression to test the three research questions.

RESULTS

Research Question 1: What is the relationship between the independent variables (life satisfaction, depression and loneliness) and the dependent variable (Internet addiction) among in-school adolescents in Ibadan?

Table 1. Descriptive statistics and Inter-correlations among the variables

Variables	Mean	Std. Dev.	1	2	3	4
Internet Addiction	30.52 8	35.44 2	1.000			
Life satisfaction	30.67 0	36.11 9	-.956**	1.000		
Depression	26.02 8	18.60 4	.938**	.935**	1.000	
Loneliness	33.84 0	29.75 2	.226**	-.005	.003	1.000

Table 1 revealed the relationship of each independent variables (life satisfaction, depression and loneliness) with the dependent variable (internet addiction). Internet addiction positively correlated with depression ($r = .938$, $P < 0.01$), loneliness ($r = .226$, $p < 0.01$), but negatively correlated with life satisfaction ($r = -.956$, $p < 0.01$). This implies that the higher the influence of depression and loneliness on students the higher their internet addiction tendency, while life satisfaction influences the reduction of internet addiction.

Research Question 2: What is the joint contribution of the independent variables (life satisfaction, depression and loneliness) on the dependent variables (Internet addiction)?

Table 2. Summary of regression for the joint contributions of Independent variables to the prediction of internet addiction

R = 920						
R square = 846						
Adjusted R square = 841						
Std. Error = 2.27022						
Model		Sum of Squares	Df	Means square	F	Sig.
1	Regression	5466.094	3	1822.031	359.021	.000 ^b
	Residual	994.701	196	5.075		
	Total	6460.795	199			



Table 2 reveals significant joint contribution of the independent variables (life satisfaction, depression and loneliness) to the prediction of internet addiction. The result yielded a coefficient of multiple regressions $R = 0.920$ and multiple R-square = 0.846. This suggests that the three factors combined accounted for 84.1% ($\text{Adj.}R^2 = .841$) variance in the prediction of internet addiction. The other factors accounting for the remaining variance are beyond the scope of this study. The ANOVA result from the regression analysis shows that there was a significant effect of the independent variables on the internet addiction, $F_{(3, 196)} = 359.021$, $P < 0.01$.

Research question 3: What is the relative contribution of the independent variables (life satisfaction, depression and loneliness) on the dependent variables (Internet addiction)?

Table 3. Relative effect of the Independent variables to the prediction of internet addiction

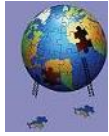
Model		Unstandardized Coefficients		Standardized coefficients	t	Sig.
		β	Std. Error	Beta		
1	(constant)	23.871	2.683		8.897	.000
	Life Satisfaction	-1.335	.181	-.613	-7.376	.000
	Loneliness	1.098	.228	.725	4.816	.000
	Depression	.221	.052	.280	4.250	.000

Table 3 shows that the three predictors (life satisfaction, depression and loneliness) are potent predictors of internet addiction. The most potent factor was loneliness ($\beta = .725$, $t = 4.816$, $P < 0.01$), followed by depression ($\beta = .280$, $t = 4.250$, $P < 0.01$), while life satisfaction negatively correlated with internet addiction ($\beta = -.613$, $t = -7.376$, $P < 0.01$).

DISCUSSION

The relationships between the independent variables (life satisfaction, depression and loneliness) and the dependent variable (Internet Addiction) have been revealed. The finding reveals that the higher the influence of depression and loneliness on students the higher their internet addiction tendency while life satisfaction influences internet addiction reduction among in-school adolescents in Ibadan. This finding is supported by a similar finding by Bankole and Oludayo (2012) who identified depression, loneliness, low self-esteem and dissatisfaction with life as factors related to Internet Addiction. It is also in line with the finding of Heo, Oh, Subramanian, Kim, and Kawachi (2014) that adolescents' inability to control their internet use would result in lack of life satisfaction. It is also in the same view with Bahrainian and Khazae (2014) who found that depression causes and amplifies Internet addiction among students, and Nimrod (2012) too that established causative relationship between Internet addiction and depression among students. Akanbi, Sulaiman and Adeyemi (2018) also supported this finding with their submission that loneliness was one of the main antecedents of Internet Addiction. Bozoglan, Demirer and Sahin (2013) also supported that loneliness is the most important variable associated with internet addiction.

Findings have equally revealed the joint contribution of independent variables (life satisfaction, depression and loneliness) on the dependent variable (Internet Addiction). It shows that life satisfaction, depression and loneliness jointly accounted for 84.1% when pulled together have significant effects on Internet Addiction of in-school adolescents, and that the remaining 15.9% is accounted for by variables outside this study. It has shown that people who have internet addiction are less satisfied with their lives, and that depression and loneliness predict internet addiction among in-school adolescents. Supporting this finding,



Kormas, Critselis, Janikian, Kafetzis and Tsitsika (2011) as well as Duke and Montag (2017) have identified low life satisfaction as major risk associated with Internet Addiction. This goes with an earlier finding of Akin and Iskender (2011) have also identified depression as one of the major social and emotional risks associated with Internet Addiction. Evmorfia, Polyxeni and Eirini, 2014 have identified loneliness as a social and emotional risks associated with Internet Addiction

The relative contribution of the independent variables (life satisfaction, depression and loneliness) on the dependent variable (Internet Addiction) has also been unveiled, as the result shows that all of loneliness, depression and life satisfaction are potent predictors of Internet Addiction. The most potent factor was loneliness, followed by depression, while life satisfaction negatively correlated with internet addiction. In line with this finding, Christakis et al., (2011) had reported that excessive internet use can displace valuable time that people spend with family and friends, leading to smaller social circles and higher levels of loneliness. Therefore, a deserted and lonely person is most likely to find solace in the internet. Goel, Subramanyam and Kamath (2013) corroborated this finding stating that effects of internet addiction include disruption of relationships and social isolation. Bankole and Oludayo (2012) support the finding of this study stating that internet addiction has been identified to relate with depression among heavy users. It is also in the same view with Nimrod (2012) who reported causative relationship between Internet addiction and depression among students and also supported by Bahrainian and Khazae (2014) who found that depression causes and amplifies Internet addiction among students. Supporting the finding of this study, Brand, Young and Laier (2014) as well as Karapetsas et al (2015) have earlier confirmed associations between Internet addiction and lack of life satisfaction among adolescents. Duke and Montag (2017) also identified low life satisfaction as major risk associated with Internet Addiction.

Conclusion

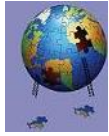
This study has investigated the predictive strength of life satisfaction, depression and loneliness on Internet addiction among in-school adolescents in Ibadan. Despite the numerous advantages of using the Internet, many of the in-school adolescents were addicted to the Internet leading to negative consequences like loneliness, depression and lack of life-satisfaction among adolescents. Findings revealed that the higher the influence of depression and loneliness on students the higher their internet addiction tendency while life satisfaction influences internet addiction reduction among in-school adolescents in Ibadan. It also showed that life satisfaction, depression and loneliness jointly accounted for 84.1% when pulled together have significant effects on internet addiction of in-school adolescents, and that the remaining 15.9% is accounted for by variables outside this study. The most potent factor was loneliness, followed by depression, while life satisfaction negatively correlated with internet addiction. The present study concluded that greater use of the Internet causes loneliness and depression and lack of life-satisfaction among adolescents.

Recommendations

From the findings and conclusions of this study the followings were recommended:

Parents should adequately monitor their children at home on the use of internet and discourage excessive use of internet. The parent should guide their children in a way that they will not be carried away on the internet and get entangled with information that may be detrimental to their wellbeing. The parents should also be interested with the people their children communicate with on the internet.

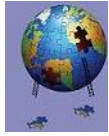
Teachers in all secondary schools especially the class teachers should ensure that they serve as parents by monitoring the behaviour of students and regulate the ones that can affect them in the nearest future. Teachers should uphold firm rules guiding students on the use of internet during the school hours. Teachers should give the students orientation about the use of internet, enlightening them on the advantages and disadvantages of internet usage.



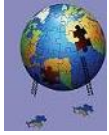
Government at all levels should develop a curriculum that will inculcate discipline and moral into students in all our various secondary schools. Government should establish counselling units with adequate funding and infrastructures in all secondary schools and make counselling services accessible to all students during school hours.

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BLENDING LEARNING IN THE EDUCATIONAL PROCESS OF THE UNIVERSITY STAGE DURING THE CORONA PANDEMIC

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Abstract

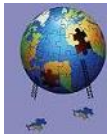
Face Higher education institutions today have several demands imposed on them by successive scientific and technological developments. Despite the limited capabilities and resources available to them, they must face the increasing demand for higher education and raise the level of its efficiency, effectiveness and quality. To be in line with the requirements of the times, meet the needs of the labor market, and activate development plans, through the development of human cadres. Blended learning came as a result of the Corona pandemic, which invaded the world in early 2019/2020. Although blended learning is a type of learning practiced in many educational settings; this motivates the teacher to combine different resources and activities in the learning environments that the student can interact with, and build his ideas through them. It is a training and learning program that mixes face-to-face and distance learning according to the educational situation. Where technology is used in the process of integrating objectives, content, resources, learning activities, and information delivery strategies; to create a positive interaction between the teacher and the needs of the student.

Keywords: Blended learning, educational process, corona pandemic.

INTRODUCTION

Order to achieve and meet educational demands and needs, it was necessary to bring about radical changes in the university education system, so that it is not limited to the traditional teaching style in the classroom, but rather depends on a style that can employ modern developments in communication and information technology, with its flexibility, efficiency and effectiveness, and that It also allows its materials and curricula to reach university students at any time and any place, and at the same time a pattern that enables students to provide the necessary capabilities, skills and knowledge for their success in social and professional life in the era of knowledge, technology and communication revolutions. Therefore, many higher education institutions in different countries have resorted to using the mixed learning pattern based on the merging of the two types of traditional education and e-learning, which many studies have proven to be effective in developing many educational abilities and skills of students (Bansal, 2022;Whelan, 2021;Al-Momani& Rababa, 2022)

In light of the information revolution and its accompanying steady doubling in the techniques of generating, processing and storing information, as well as the emergence of the international information network “the Internet” available to all countries and individuals, which enabled learners to access easily and quickly and at any time to that information, in addition to the emergence of multiple means and the consequent results of Employing its elements to transfer and present that information in different learning programs, and the related necessity of new educational methods and methods such as blended learning to enable learners to benefit from the capabilities of the computer that depends on its tremendous speed and human ability that depends on intelligence and innovation. Blended learning



is an integrated system that integrates the traditional method of face-to-face learning with e-learning via the Internet to guide and assist the learner during each stage of learning as one of the modern approaches based on the use of educational technology in designing new educational situations (Kuiper, 2021; Rao & Vijayalakshmi, 2022)

Blended learning concept

It is the combination of learning using e-learning techniques and classic open distance learning on small groups of students for specific university and curricular courses, with the aim of paving the way for the expanded employment of e-learning in formal systematic teaching at the university in order to enhance its being a distance education university. (Gupta & Nayar, 2021)

What is meant by merging: allocating parts of each academic unit of unitscourse to be taught and managed directly through the Internet and reinforced with a variety of methods, resources, activities and educational experiences for individual and group learning drawn from many different sources of information while maintaining structured class meetings face to face, to discuss other topics from course courses that have not been taken electronically, as well as main taining course. The print is already in use educated (Noor & Shaoun, 2021; Al-Momani & Rababa, 2022)

Blended learning is also known as: An educational and learning system that takes advantage of all available technological capabilities and media, by combining more than one method and tool for learning, whether electronic or traditional; To provide a new quality of learning that fits the characteristics and needs of learners on the one hand, and the nature of the course and the educational goals we seek to achieve on the other hand (Ashour et al, 2021)

Blended education is also a method of teaching that aims to help the learner achieve the targeted learning outcomes, and allows the transition from teaching to learning, and from teacher-centeredness to learner-centeredness, by integrating traditional forms of education and e-learning with its patterns inside and outside the classroom (Ashri & Sahoo, 2021)

Elements of blended learning

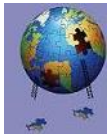
Blended learning includes the following main components: (Islam et al, 2022; Ngoasong, 2021; Ashraf et al, 2021; Fleischmann, 2021)

- 1-traditional classes.
- 2-Virtual classes.
- 3-Traditional guidance and counseling.
- 4-Interactive video or satellite.
- 5-e-mail .
- 6-Constant emails.
- 7-Network conversations.

The importance of blended learning

The importance of blended education is highlighted in increasing the effectiveness of learning and improving its outcomes by providing a better link between the needs of the students and the learning program, which includes a variety of educational resources that stimulate learning in interesting ways.. What shows the importance of blended education is the spread of e-learning systems and the increase in the demand for their use and employment in the educational process. Many problems have emerged that have called for blended education and made the need for it urgent (Kundu et al, 2021; Fisher et al, 2021 Cabauatan et al, 2021)

1. The absence of direct social contact between the elements of the educational process - teachers, students and administration - which negatively affects the social communication skills of learners.
- 2.The application of e-learning systems requires an infrastructure of devices and equipment that require a high cost, which may not often be available in different educational systems.



- 3.E-learning systems require teachers and students to be able to use e-learning technology.
- 4.The difficulty of conducting formative and final evaluation processes and ensuring their credibility, especially when the course includes practical performance skills.
- 5.The inadequacy of e-learning systems for primary students, as well as their inappropriateness for some curricula and courses, especially those that require students to practice practical skills.

Advantages of blended learning

Represented the advantages of blended education are as follows: (Perera et al, 2020; Saboowala Manghirmalani, 2021)

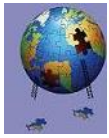
- 1-Combining the advantages of e-learning and the advantages of traditional education.
- 2-Dramatically reduced learning expenses compared to e-learning alone.
- 3-Flexibility to meet all individual needs and learning styles of learners at different levels, ages and times.
- 4-Enriching human knowledge and raising the quality of the educational process, and consequently the quality of the educational product and the efficiency of teachers.
- 5-Moving from group learning to student-centered learning, in which students become active and interactive.
- 6-It works on the integration of formative and final assessment systems for students and teachers.
- 7-Providing a flexible format that opens up new educational opportunities.
- 8-Work to improve the performance and learning of students.
- 9-It affects the way faculty members treat their other courses.
- 10-Many scientific subjects are very difficult to teach completely electronically, especially such as high skills, and the use of blended learning represents one of the proposed solutions to solve such problems.
- 11-Shifting from lecture-style teaching to student-centered education.
- 12-Increase interaction between students and teachers, students, students and content, students and external resources.
- 13-Increase access to information.
- 14-Integrated training and collection of assessment mechanisms for students and teachers.
- 15-It saves time for both the teacher and the student.
- 16-Utilizing modern technologies and e-learning tools in designing and implementing educational lessons.

Blended Learning Options

Blended learning options go beyond the classroom, formal and informal, technology-based and people-centred. The following table presents options for what could constitute a blended learning approach.

Table 1. Blended learning approach.

Face-to-face learning (informal)	Live face-to-face learning (formal)
- group communication - work teams	- Classroom led by the teacher - Workshops - Training / Orientation



	On-the-job training
Asynchronous cooperation	simultaneous cooperation
- E-mail - Internet forums Online discussion boards Internet groups	- Live e-learning classes Electronic guidance - Chat Video conferencing
Performance support	Self-paced learning
Help systems Printed auxiliary tasks Knowledge databases - documentation Performance/Decision Support Tools	Online modules Links to online resources - Emulators Scenarios Audio-visual discs Online self-assessment Work books

Blended Learning Types and Features

The National Institute of Information Technology classifies blended learning into three models: (Ashri & Sahoo, 2021)

1-Blended skill-led learning requires teacher feedback and regular support, incorporating interaction with the teacher through e-mail, discussion forums, and face-to-face meetings with self-paced learning, such as books and Internet-based courses. This type of processing is similar to a chemical reaction, which works in which interaction with the teacher motivates the achievement of the reaction required for learning.

2-Direction-led blended learning integrates various events and means of delivery to develop specific behaviors that require learners to interact with each other and require a risk-free environment.

3- Blended competency-led learning that integrates performance support tools with knowledge management sources and consultancy to develop specific competencies to capture and transfer embedded knowledge that requires learners to interact with experts in the specialty.

The following table shows the main features of each model and the inclusion techniques that can be adopted to improve learning:

Table 2. The main features of each model and the inclusion techniques

Merge Techniques	his features	Sample
Create self-paced learning groups but stick to a schedule. Self-paced learning covers observational and teacher-led closing sessions. Presentation of procedures and processes through synchronous learning laboratories on the Internet or through a traditional classroom. Provide support by e-mail. Designing long-term projects.	Learn the specific knowledge and skills you require Regular feedback and support from the teacher.	Skill-led model
Simultaneous online meetings. Assigning projects to the group. Role-play simulation.	Content that deals with evolving new trends and behaviors requires peer interaction With a colleague in a risk-free	The trend-led model



	environment	
interact with experts in the profession. Develop a knowledge store through a learning management system an education content management system.	To capture and transmit tacit knowledge Learners must Observe and interact with experts in specialization.	Efficiency-led model

Blended Learning Integration Levels

The term blended learning has been associated with integrating traditional learning with e-learning, but it includes a larger group of strategies and methods that can be combined to improve the quality of learning, and thus many levels of blended learning have emerged, namely: (Kundu et al, 2021; Fisher et al, 2021; Cabauatan et al, 2021)

First: Integration at the level of learning theories:

It is the integration of learning theories with each other, namely, constructivism, cognitive and behavioral, and finding an educational program that follows more than one learning theory and applies it to the lesson objectives, content selection and presentation.

Second: Integration at the level of the learning style:

It is the integration of more than one method of learning, such as traditional learning with e-learning, the integration of individual learning with cooperative learning, the integration of self-learning and the learning style that the teacher controls in its management, and formal and informal education.

Third: Integration at the level of learning aids:

It is the integration of more than one means of teaching and learning such as direct speech, dialogue and discussion, and multimedia such as images, videos, Internet pages, e-mail, ready-made educational programs, books, articles, conferences, and others.

Blended Learning System

Blended learning must work within an integrated system in order to succeed. The blended learning needs can be divided into three points: (Islam et al, 2022; Ngoasong, 2021; Ashraf et al, 2021; Fleischmann, 2021)

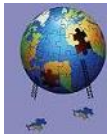
1- Technical requirements:

1. Availability of infrastructure and learner needs from different learning resources.
2. Availability of virtual classes alongside traditional classes so that they complement each other.
3. Availability of e-learning management software.
4. Availability of tools and means that are used in practical training.

2- Human Requirements:

A- A learner who has the ability to:

- 1- Active participation in the educational process.
- 2- Electronic or face-to-face communication.
- 3- Dealing with information technology.
- 4- Cooperation and interaction with the teacher and with his colleagues, especially in training workshops.
- 5- Achieving educational goals.
- 6- Dialogue and discussion during lectures.
- 7- Dealing with various printed and electronic learning resources.



b- A teacher who has the ability to:

- 1-Effective face-to-face communication.
- 2-Dealing with information technology.
- 3-Direct interaction with learners.
- 4-Designing printed and electronic tests and assessment tools.
- 5-Searching for information in printed and non-printed sources.
- 6-The shift from traditional education to e-learning.
- 7-Provide direct feedback to the learner.

We can say that the characteristics of the teacher required in blended learning institutions are:

- 1.To have the ability to combine traditional and electronic teaching.
- 2.Designing tests and dealing with multimedia.
- 3.Understand the purpose of education.
- 4.To be accommodating of the basic objectives of education, and this is of course required of the teacher in all educational environments.
- 5.That he has the ability to search for what is new on the Internet and the desire to develop his course and update his information on an ongoing basis.
- 6.To have the ability to deal with e-mail and exchange messages between him and his students.
- 7.To have the ability to create a spirit of participation and interaction in the classroom, whether real or virtual.
- 8.To have the desire to move from the stage of traditional education to the stage of blended education.
- 9.To have the ability to transform everything he explains from his static image into a living reality that attracts the attention of students through:
 - 1.Develop concepts of teamwork and collaborative work.
 - 2.Save learners time.
 - 3.Achieving specific educational goals through the use of technological innovations.

Blended Learning Success Factors:

There are many factors that contribute to the success of blended learning, including those related to open participation, competition between students, and the use of good presentation of topics, including those related to continuous follow-up by teacher, and continuous communication has been reported. Many specialists and researchers. A number of these factors are: (Islam et al, 2022; Ngoasong, 2021; Ashraf et al, 2021; Fleischmann, 2021)

1. Communication and Guidance:

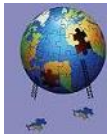
One of the most important factors for the success of blended learning is the communication between the learner and the teacher, because the learner in this new style does not know when he needs help or the type of devices, equipment, tools and software or when he can test his skills, so a good blended learning must include sufficient instructions and instructions for samples of behavior. Actions and expectations, as well as diagnostic methods and some of the tasks he recommends to the learner and the roles of each in a clear, specific and written way.

2. Teamwork:

When we participate in the blended learning, each individual (student, teacher) must be convinced that working in this type of learning requires the interaction of all participants, and it is necessary to work in the form of a specific team for each individual with the role or roles that he must play.

3. Encouraging dazzling creative work:

Blended education must encourage students to self-learn and learn among groups, because the technological media available in the blended education allow this (the individual can study by himself through reading printed matter or while at the same time sharing with his colleagues reading it on the



line in another country through Network or through video conferencing to watch a video about the information where Multimedia and class interactions encourage creativity and quality work.

4. Flexible options:

Blended education enables students to obtain information and answer questions regardless of the place, time, or previous learning of the learner. Therefore, blended education must include many flexible options at the same time, enabling all beneficiaries to find what they want.

5. Involve students in choosing the right mix:

The teacher should assist his students in choosing the appropriate mix (online learning, individual work, listening to a traditional teacher, reading from print, e-mail). The teacher also acts as a catalyst for learners, as he helps in employing students' choices, making sure that the appropriate student chooses the appropriate medium for him. to reach maximum efficiency.

6. Constant Contact:

There must be a quick and available way of communication all the time between learners and teachers for guidance and direction in all circumstances, and the network communication between students must encourage each other to exchange experiences, solve problems and participate in software.

7. Repetition:

Repetition is one of the most important characteristics of blended learning, and one of the most important factors for its success, because it allows participants to receive the same message from different sources in multiple forms over a long time. For the same information with a complete database, and it is possible for the program supervisors to present a seminar by addressing the new in this topic, or to hold video conferences on the same topic, in addition to sending messages to present a discussion on the network by e-mail to all learners about the details of the topic. It provides a self-test for the same topic. All these repetitions enrich the subject, deepen the thought, and meet all the needs and preparations of the learners. The important thing is that all these repetitions are high-level scientific technology.

Blended Learning Environment Design:

I have recommended number of specialists The following should be considered when designing a blended learning environment: (Gupta & Nayar, 2021); Kuiper, 2021; Rao & Vijayalakshmi, 2022)

1-Good planning for employing e-learning technology in the blended learning environment, and defining the function of each medium in the program, and how it is used by teachers and learners accurately.

2-Ensuring the skills of teachers and learners in the use of e-learning technology included in the blended learning environment.

3-Ensuring the availability of devices, references and various resources used in the blended learning environment, whether for learners or in the educational institution, so that they do not represent an obstacle to the occurrence of learning.

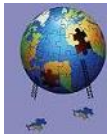
4-The program begins with a plenary session that brings together teachers and learners face to face, in which the objectives and plan of the program are explained, how to implement it, the strategies used in it, and the role of each of them in the learning events.

5-Working on the availability of teachers in a timely manner to respond to learners' inquiries well, whether through the Internet or in the classrooms face to face.

6-Diversity of information sources to meet individual differences among learners.

Blended Education Employment Methods

Blended learning is employed in the educational process according to the following methods: (Islam et al, 2022; Ngoasong, 2021; Ashraf et al, 2021; Fleischmann, 2021)



1. The first method:

It is based on teaching a particular lesson - or more - in the academic course through the usual classroom teaching methods, and teaching one or more other lessons using e-learning tools, and students are finally evaluated by any of the regular or electronic assessment methods.

2. The second method:

It is established that classroom education and e-learning mutually participate in teaching one lesson, but the beginning is for classroom education first, followed by e-learning, and students are finally evaluated by any of the regular or electronic evaluation methods.

3. Third method:

It is established that classroom education and e-learning mutually participate in teaching a single lesson. However, the beginning of education takes place in an e-learning method, followed by classroom education, and students are finally evaluated by any of the regular or electronic evaluation methods.

4. Fourth method:

It is based on the mutual participation of classroom education and e-learning in teaching one lesson, so that the method of e-learning alternates, and classroom instruction more than once for one lesson, and students are evaluated in conclusion by any of the regular or electronic evaluation methods.

Obstacles and problems of blended learning

Despite all that has been said and written about blended education has advantages, that emerge from time to time some human, material and procedural obstacles, which impede, from near or far, the ways of applying blended education, namely: (Islam et al, 2022; Ngoasong, 2021; Ashraf et al, 2021; Fleischmann, 2021)

1-Lack of sufficient experience of some students or trainees in dealing with computers and networks, and this represents the most important obstacles to learning, especially in the self-learning style.

2-There is no guarantee that the devices that the learners or trainees have in their homes or in the training places in which they study the course electronically will have the same efficiency, capacity, speed and equipment, and that they are suitable for the content and methodology of the course.

3-There are difficulties in the evaluation, monitoring system, correction and follow-up of attendance, and feedback is sometimes missing. If a student joins a course and finds a difficulty and does not find immediate feedback on his problem, he will not return to the program, no matter how interesting it is.

4-One of the most important problems of blended learning is the lack of qualified cadres for this type of education and the lack of studied scientific models to integrate traditional learning with e-learning.

5-lowThe level of experience and skill of some students and teachers in dealing seriously with educational technology, computer devices and their attachments.

6-CostsThe preciousness of computer devices, their efficiency and attachments, and their development from one generation to another may sometimes stand in the way of their acquisition by some students, teachers, and other parties.

7-lowThe level of actual participation of curriculum specialists in the manufacture of integrated electronic courses.

8-lowThe level of effectiveness of the monitoring, evaluation, correction, attendance and absence system among students.

9-nutritionReturn and incentives and compensatory may not be available sometimes.

10-Focus onThe cognitive and skill aspects of the students are more than the emotional aspects.

12-Most of the programs used are in English, students are not proficient in this language as required, and the high cost of some Arabized programs.



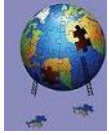
Conclusion

I started various educational institutions, including higher education institutions, especially during the Corona pandemic discover that Blended learning not only saves time and cost, but offers a more seamless way to learn and work, and organizations at the forefront of this new generation of learning will have a more productive, change-oriented and successful teamwork in achieving goals. Business is the best source for competitive advantage.

Institutions must to look beyond the confines of traditional training classes by combining the best current experiences with the latest developments in learning technologies in order to maximize results, and most importantly, organizations must educational to seek to prepare each individual in the organization to become an effective participant in the process of learning and sharing.

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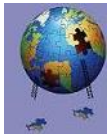
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THE RELATIONSHIP BETWEEN TEACHERS' ATTITUDES TO REFUGEE STUDENTS AND THEIR ORGANIZATIONAL LOYALTY

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Abstract

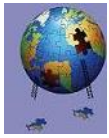
The aim of the study is to examine the relationship between teachers' attitudes towards refugee students and their organizational commitment. Relational screening method was used in the research. The population of the research consists of 5,562 teachers working in 46 primary schools, 44 secondary schools and 39 high schools in İstanbul Küçükçekmece district. The sample of the research consists of 623 people randomly selected from among the teachers working at primary, secondary and high school levels in İstanbul Küçükçekmece in the 2021-2022 academic year. SPSS 21.0 program was used to evaluate the data results. In the research, it is understood that there are statistically significant differences between the ages of the teachers, their attitudes towards refugee students and their organizational commitment. When the difference between the attitudes towards refugee students and age is examined, it is understood that this difference arises from the dimensions of communication and competence. Statistically significant differences were found between the seniority of the teachers, their attitudes towards refugee students and their organizational commitment. In addition, it has been found that there are statistically significant differences between the types of schools in which the teachers work and their attitudes and organizational commitments towards refugee students. Correlation analysis was conducted to analyze the relationship between the scale of attitude towards refugee students and the scale of organizational commitment. According to the results of this analysis, there is a low level of positive correlation between the scale of attitude towards refugee students and the scale of organizational commitment. This relationship is statistically significant. Except for the communication dimension of the refugee student attitude scale, the change in each of the independent variables, or in other words, the increase in the positive response to each dimension has a positive effect on organizational commitment.

Keywords: Refugee, organizational commitment, attitude.

INTRODUCTION

Refugee; It is an individual who lives outside the country of which he is a citizen due to the fear of persecution due to his race, nationality, religion, a certain social group or political ideas, and is entitled to benefit from the protection of the UNHCR (Migration Term Dictionary, 2009). Refugeeism is seen as an international problem. For this reason, the refugee problem is resolved through international documents and legislation (Yükseker, 2006).

Refugees may encounter many troubles and problems in the countries where they started to live. Refugees, especially women and children, experience difficulties in the countries they settle in in terms of accommodation, nutrition, health and education. Along with the language problem, it can be excluded due to cultural changes. From time to time, they may face social exclusion. Social exclusion emerges as a new stage reached by the capitalist order. As a result of global changes; New liberal



policies and inequalities emerge as the increasing competition conditions, the restructuring processes in the changes and transformations during production come to the fore on the basis of political and social institutions (Sapanca: 2008: 4). It is among the data obtained as a result of the researches that these children tend to such behaviors because they witness the injury or death of their families. These bad events they witness reveal psychological disorders such as post-traumatic stress disorder in them. These children may show resistance and exhibit aggressive attitudes at the point of learning the language of the countries they have just come. Academically, it may face situations such as lack of motivation, irresponsibility and loss of self (Morali, 2018: 1440).

It is much more difficult for children to accept and adopt the situation of being a refugee than adults. Because, in addition to the psychological repercussions of being a refugee, situations such as poverty, illness, housing problems, bad living conditions, the danger of being harmed by malicious people, torture, sexual abuse, working in bad conditions, and not being able to attend formal education are much more common than adults.

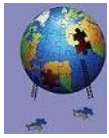
Cultural adaptation of children also shapes their future. For this reason, the education they receive and their adaptation to the culture of the country they live in is the responsibility of the whole society. In order to facilitate the integration of children, the society must be inclusive and assimilating. However, if the society has difficulties in accepting differences and has strict rules, of course, the adaptation process will result negatively (Berry, 1997).

Human Rights Watch has established specific policies on education for governments and their stakeholders. Within the scope of these policies;

- Incorporating the education rights of forcibly displaced individuals into national policies and laws,
- Ensuring the integration of displaced children and youth into the education system,
- Implementation of accelerated and stretched education policies for refugee students,
- It is necessary to pay attention to the preference of teachers from individuals who are experts in their fields and have high motivation (Human Rights Watch, 2015).

In recent years, many projects and activities have been carried out for refugees. The aim of PIKTES, one of them, is to contribute social cohesion and access to education in Turkey on behalf of children under temporary protection. The specific purpose of the project is to ensure the integration and participation of children under temporary protection in the Turkish education system within the scope of MEB (PIKTES, 2021). The project, which started on June 3, 2016, continues in 26 cities. The entire budget needed for this project is provided through the Financial Assistance Program for Refugees in Turkey (FRIT) agreement. Within the scope of PIKTES, many educators and administrators are directed to local and central in-service trainings to improve themselves in this field. The PIKTES project is planned to continue until December 2021 (PIKTES, 2021).

Another study aimed at providing equal opportunity in education for refugee students is "Conditional Educational Assistance (CHE)". The main purpose of Conditional Education Assistance (CTE) is to increase schooling rates and ensure that children continue their education regularly. Within the framework of this program, cash assistance is provided to the families of the children on the condition that they attend school regularly. The amount of aid varies according to the age, gender and grade level of the student. Conditional Education Assistance (CTE) has been implemented quite successfully in our country since 2003. The program, which has contributed to the education of millions of children over the past 15 years, was established by the Ministry of Family, Labor and Social Services in 2017; With the cooperation of MoNE, Kızılay and UNICEF, it was expanded to include school-age children under temporary/international protection in Turkey. The program is financed by the EU, Norway and



the USA. All students enrolled in public and private public schools, temporary education centers and accelerated education programs in Turkey can apply for Conditional Education Assistance (CEE) (UNICEF, 2021).

One of the programs carried out to provide educational opportunities to refugee students is the “Support Program for School Enrollment”. This program is carried out in partnership with UNICEF, MoNE and Asylum Seekers and Migrants Solidarity Association (SGDD) with the financial support of the European Union. The main purpose of the program is to identify vulnerable refugee students between the ages of 5 and 17 and to enable them to access formal and non-formal education programs (UNICEF, 2021).

In the study conducted by Yiğit, Şanlı and Gökalp (2021), the views of teachers, administrators and students on the adaptation of refugee students to school were examined. The research, in which semi-structured interview forms were used, was conducted with a qualitative method. It has been determined that the accepting attitudes of teachers towards refugee students increase students' interest in the lesson and facilitate their integration into the school. In addition, it has been observed that students with academic failure have problems in adapting to school. It is suggested to make home visits to get to know their Syrian students' families and students, and make use of sports and artistic activities to provide orientation (Yiğit et al., 2021).

When the study of Şeker and Arslan (2015) on the problems faced by refugee children in the education process is examined, it is seen that the teachers who are trained to provide monocultural and monolingual education focus on teaching students who have different cultures and languages settled all over Turkey. In this case, many problems come to the fore in the field of education and teachers' approaches to students are also affected. At this point, teachers are loaded with many responsibilities. Among these responsibilities;

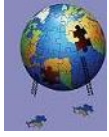
- Dealing with the adaptation problems of children of different ethnic origins and helping them with their adaptation,
- To provide support services for children's participation in education processes,
- Playing an active role in helping refugee students have an idea about and learning about cultural codes,
- Providing guidance and expertise in the development of reading and writing skills,
- To play a role in helping them learn the language of the country of immigration,
- Assuming an active role in children's participation in society (Şeker and Arslan, 2015).

The sense of commitment to the organization is one of the main factors that positively affect organizational performance. Therefore, it is predicted that teachers' organizational commitment may have an impact on their attitudes towards refugee students. Commitment to the goals of the organization does not only increase the level of success of the role in terms of quality and quantity, and reduce absenteeism and workforce turnover to the organization. Apart from this, it directs the person to voluntary action in order to achieve a high level of success and efficiency in organizational life (Katz & Kahn, 1977).

Teachers' organizational commitment (Tsui & Cheng, 1999);

- Strict adherence to and acceptance of school goals and values,
- Desire to make a high level of effort for school,
- It is associated with a high desire to continue working at school and to be a member of the school.

A study was conducted by Tümkaya and Ulum (2019) to examine organizational commitment in terms of various variables. In the study, the effects of gender, marital status and branch variables on teachers'



organizational commitment were examined. The study was conducted with the meta-analysis method. In the study, 23 studies were included in the meta-analysis. In the study, it was seen that men have higher organizational commitment than women, single teachers than married teachers, and classroom teachers have higher organizational commitment than other branches (Tümkaya & Ulum, 2019).

Shah, Ishak, and Nawaz (2020) analyzed the relationship between secondary school teachers' organizational commitment and demographic variables in their study. Descriptive research method was used. With the simple sampling method, 860 teachers were included in the research. No significant difference was found between the marital status of the teachers and their organizational commitment. It has been determined that there are significant differences regarding professional seniority (Shah et al., 2020).

Purpose of the Research

The purpose of the research is, to determine teachers' attitudes towards refugee students and their organizational commitment, to examine whether there is a relationship between their attitudes towards refugee students and their demographic characteristics, to shed light on whether there is a relationship between their organizational commitment and demographic characteristics, and to predict whether there is a relationship between teachers' attitudes towards refugee students and their organizational commitment. Findings and suggestions about teachers' organizational commitment and attitudes towards refugee students are presented.

METHOD

In the study, teachers' organizational commitment and attitudes towards refugee students were analyzed in terms of different parameters. Relational screening method was preferred because it was aimed to obtain reliable results in this study. The relational screening model is an approach that aims to detect the existence of co-variation between two or more variables. In the relational screening model, it is tried to determine whether the variables change together, and if there is, how they occur (Karasar, 2011). Due to the result that the research wanted to achieve, it was determined that the most appropriate model was relational screening.

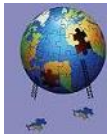
Participants

The universe of the research consists of 5,562 teachers working at primary, secondary and high school levels in Istanbul Küçükçekmece district in the 2021-2022 academic year. There are 46 primary schools, 44 secondary schools and 39 high schools in the Küçükçekmece district of Istanbul. The sample of the study consists of 623 people randomly selected from among the teachers working in the primary, secondary and high school in Istanbul Küçükçekmece district. A total of 63 schools were visited within the scope of primary, secondary and high schools. Of these schools, 25 are primary school, 26 are secondary school, and 12 are high school.

Table 1. Distribution of Teachers Participating in the Study by Educational Status

Educational Status	N	Percent
Licence	556	89,2
Degree	64	10,3
Doctorate	3	,5
Total	623	100,0

In Table 1, distribution of the educational status of the teachers participating in the research given. Considering these distributions, 89.2% of the teachers participating in the research are undergraduates; 10.3% of them have a master's degree and 0.5% a doctorate degree. When the distributions are examined. It is seen that most of the teachers have a bachelor's degree.



Data Collection and Analysis

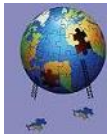
The data regarding the survey study were obtained by hand-delivering the questionnaires to the teachers by visiting the schools. The purpose of the research and how it will be applied were conveyed to the teachers verbally and in writing. It was stated that the data collection tool did not have any grade value, and it was stated that they needed to choose items that reflect their true feelings and situations. The teachers were motivated externally by expressing the aim of the research and the desired contribution to the literature. Only teachers who wanted to be involved in the research process on the basis of voluntariness answered the scales. At the beginning of the survey, a statement was taken from the teachers who will participate in the research, stating that they participated voluntarily. Data were analyzed via the Statistical Package for the Social Sciences (SPSS 21.0) program. During the analysis of the data, the following statistical procedures were performed. In order to determine the demographic information of the teachers participating in the survey, descriptive statistical analyzes were made on the data related to gender, marital status, age, branch, seniority, education level, employment type, year of working at the current school and the type of school (primary school / secondary school / high school). Frequency and percentage retrieval procedures were applied for demographic information. In the analysis of the data, two independent samples t-tests were conducted regarding the correlation between the gender of teachers, their attitudes towards refugee students and their organizational commitment. One-way analysis of variance was applied to determine the relationship between teachers' ages, educational status, professional seniority, branches and school type, and their attitudes and organizational commitments towards refugee students. The LSD (Least Significant Difference) test 43 was used to determine between which groups the difference was found in cases where significant differences were observed as a result of the Anova test. The relationship between the Refugee Student Attitude Scale (PLAS) used in the study and the commitment scale was determined by the Pearson-moments product correlation coefficient. Then, regression analysis was used to determine whether teachers' attitudes towards refugee students predict their organizational commitment.

FINDINGS

The problem statement regarding to our research is expressed by “Is there a significant relationship between teachers' attitudes towards refugee students and their organizational commitment?” question. Correlation analysis was conducted to examine the relationship between teachers' attitudes towards refugee students and their organizational commitment. Correlation analysis is used to test the linear relationship between two variables or the direction and degree of a variable's relationship with two or more variables. Pearson correlation analysis is used to measure the degree of linear relationship between two continuous variables. For this reason, Pearson correlation analysis was used between the scale of attitude towards refugee students and the scale of organizational commitment. According to the results of this analysis, it is understood that there is a low-level positive relationship between the scale of attitude towards refugee students and the scale of organizational commitment, and this relationship is statistically significant.

Table 2. The Relationship Between the Attitude Scale towards Refugee Students and the Organizational Commitment Scale (Correlations)

		Attitudes Towards Refugee Students	Organizational commitment
Attitudes Towards Refugee Students	Pearson Correlation	1	,209**
	Sig. (2-tailed)		,000
	N	623	623
Organizational commitment	Pearson Correlation	,209**	1
	Sig. (2-tailed)	,000	
	N	623	623



Regression analysis was conducted to examine the predictive power of the scale of attitude towards refugee students on the dimension of organizational commitment. The analysis was applied to investigate the effect of the refugee students attitude scale on the organizational commitment of the teachers participating in the research.

Table 3. Model summary

Model	R	R ²	Adjusted R ²	Standard Error of Estimation
1	,237 ^a	,056	,051	10,46933

In Table 3, the percentage of independent variables (Communication, Cohesion, Competence) in the model to be established as a result of the regression analysis was found to be 0.237, which is considered a very low value. Therefore, it can be said that the power of the independent variables to explain the model is low.

Table 4. Model Significance Table

Model		Sums of Squares	df	Average Squares	F	Sig.
1	Regression	4028,418	3	1342,806	12,251	,000*
	Now	67846,654	619	109,607		
	Toplam	71875,072	622			

a. Dependent Variable: School Engagement

b. Predictors: Constant, Communication, Cohesion, Competence

In Table 4, it was tested whether the model to be established as a result of the regression analysis was statistically significant. As seen in the table, sig. The value was obtained as 0.000, since this value is less than the 5% significance level, it can be said that the regression model is statistically significant.

Table 5. Coefficients

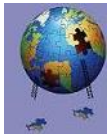
Model	Non-standardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Still)	47,678	3,325			14,339	,000*
Contact (X1)	-,086	,115	-,040		-,741	,459
Rapport (X2)	,486	,120	,258		4,049	,000*
Competence (X3)	,021	,229	,005		,092	,927

a. Dependent Variable: School Engagement

In Table 5, the coefficient change values of the model to be obtained as a result of the regression analysis were obtained. According to these coefficients, the model Y (Organizational Loyalty)=47.6778 - 0.086X1 + 0.486X2 + 0.021X3 was obtained. According to this model, it can be interpreted that the change in each independent variable, except for the communication and competence dimension, or in other words, the increase in the positive response to each dimension has a positive effect on organizational commitment.

Conclusion and Recommendations

In our study, teachers' attitudes towards refugee students were 3.59 in the communication dimension; 3.00 in the fit dimension; It was determined as 3.04 in the proficiency dimension. Teachers' attitudes towards refugee students were examined within the scope of the scale's limits and levels. Teachers'



attitudes towards refugee students were found to be very positive in the communication dimension. In terms of compliance and competence, it was determined to be high in the positive direction. In general, teachers' perceptions of refugee students are positively high. Köse, Bülbül, and Uluman (2019) found that teachers' attitudes towards refugee students were highly positive in their study. This research supports our study.

Teachers' organizational commitment is 3.27 in the emotional dimension; 3.24 in the continuation dimension; normative dimension was determined as 3.09. When the results were examined within the scope of the limits and levels of the scale, it was observed that the teachers had a moderate level of organizational commitment in the emotional dimension, the continuation dimension and the normative dimension. Yorulmaz and Çelik (2016) determined the organizational commitment of teachers at a moderate level in their study. Saleem and Sağır (2020) also determined teachers' organizational commitment at a moderate level. In Randall's (1987) study, it was concluded that teachers' organizational commitment is at a moderate level. These studies support our study. While Sethi (2018) determined organizational commitment at a low level in his study, Shamma (2018) determined organizational commitment at a very high level.

As a result of the Pearson correlation analysis between the scale of attitude towards refugee students and the scale of organizational commitment, it was determined that there was a low level of positive relationship between the scale of attitude towards refugee students and the scale of organizational commitment, and this relationship was statistically significant.

Regression analysis was applied to determine whether the attitude towards refugee students predicted organizational commitment. As a result of the regression analysis; It was concluded that the change in each independent variable, except the communication and competence dimension, had a positive effect on organizational commitment. The increase in the positive response given in each dimension can be interpreted as affecting the organizational commitment positively.

According to the results of the research, the sub-dimension with the lowest score in the refugee student attitude scale was the adaptation dimension. When the items are examined, it can be stated that refugee students have problems in adapting to the classroom and school and are not accepted by other students. In order for refugee students to be successful academically, they must first adapt to our language and culture. Necessary precautions can be taken in language teaching and additional studies can be carried out at necessary points, and teachers can be provided with opportunities for this. Sports and arts can be applied to activities in order for refugee students to socialize with other students and teachers, to feel a sense of belonging and to provide motivation for academic success. On the other hand, the items with the lowest score in the scale of proficiency in the scale of attitude towards refugee students are the items related to the language problem and the teachers' feeling of self-sufficiency in the education of refugee students. In-service training can be organized for teachers to make refugee students feel more competent in education. When the results related to organizational commitment are examined; organizational commitment of teachers was determined at medium level in all dimensions. In order to develop organizational commitment, orientation studies for teachers can be included. Seminars can be organized to bring senior teachers together at school and in the profession and teachers who have just started their profession and bring them together at a common point. It can be done in activities that can strengthen the bond between teachers on the basis of school and district. Especially in secondary schools with the lowest school engagement as a result of the research, common areas and physical activities (tournaments, excursions, exhibitions, etc.) that can enable teachers from different branches to meet on a common ground, can be provided. Necessary environments can be arranged to ensure that teachers can spend their time at school in the best way



possible. In order to increase teachers' sense of belonging to the school, regulations can be made regarding their personal rights and economic conditions. Legal measures can be taken to prevent the mobbing (oppression) and violence applied to teachers.

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