

An Analysis of Difficulties of Children with Stuttering Enrolled in Inclusive Classes who Encounter in Academic and Social Activities: From Their Perspectives

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ABSTRACT

Stuttering means that children have difficulties in rhythm, sound, syllable, word and phrase repetitions, or flow of speech cut in the form of extension or block form. In the International Classification of Diseases (1992) (International Classification of Diseases- 10 “ICD-10”), it was defined as speech disturbances emerging as a result of repetitions or cut of one sound involuntarily although an individual knows what s/he wants to say. The number of children with stuttering applied to the Counseling and Research Centre due to speech and language difficulties because of having stuttering was determined as two thousand and nine hundred and forty six reported with a research carried out by the Turkish Ministry of National Education in schools (2012). When these children have been classified according to the types of difficulties, it is seen that stuttering is 42 percent (42%), rhythm disorder is 36 percent (36%), delayed speech is 16 percent (16%), and other speech and language difficulties are 6 percent (% 6) (Sarı, 2014). However, in Turkey, there are few studies related to the difficulties that stuttering children encounter in their academic and social settings. Therefore, the aim of this study is to determine what kind of difficulties children with stuttering have in primary schools in Konya province in terms of their academic and social activities. In this research, semi-structured interview method as one of the qualitative research methods was used because the researcher wanted to receive rich and detailed information on their difficulties which the children face in academic and social activities. The data were collected by using semi-structured interview forms developed by the researchers with selected 32 students from the primary schools. The data collected for this research were analysed with “Content Analysis Technique”. According to the results of this research, children with stuttering have considerable difficulties in the interactions of student and teacher, and student and student. Additionally, it has been observed that children with stuttering exhibited negative attitudes towards participating social and academic activities or taking part in social activities. In addition to these, other children have lack of social interaction with those who stutter. This attitude caused children with stuttering to fall behind in learning concepts and skills during their education.

Key words: Stuttering, primary school, special education, children with stuttering, Difficulties of Children with stuttering

PART I: INTRODUCTION

Communication includes language and speaking and it involves skills that cross with each other. Language is a means of this communication; speaking, on the other hand, is the way to convey this means (Shames, Wiig, 1998). One of the basic concepts of communication is language; and it provides conveying of experiences and ideas through verbal symbols and other various symbols. For that reason, language plays an important role in the communication of human as a social being (Öztürk, 2003). Expressing the codes in language in an audible way is defined as speaking. Speaking contains motor procedures needed to produce sounds in oral language. Disruption in motor procedures that realizes speaking causes speech disorders. These disorders are seen in respiration, phonation, resonance and articulation (Topbaş, Konrot and Ege, 2002). Speech disorders contain fluency disorders and articulation disorders (www.asha.org). The most frequently encountered situation that prevents communication is stuttering, a disorder of speaking fluently.

I.1. Definition of Stuttering

In International Classification of Diseases (1992) stuttering is defined as disorders in the rhythm of speaking as a result of interruption or the repetition of the sounds involuntarily, although the person knows what he is going to say. According to the definition of American Speech Language Hearing Association (ASHA) (1999), stuttering is speech disorder which contains repetition of the word partially or wholly, understandable sound extensions and silent blanks. In addition to this, there are more behaviors (secondary) like avoiding of/escaping from the symptoms. According to the definition made by American Psychiatry Association (APA) (2000), stuttering is the breakdown happening in the flow of communication, stopping by the repetition of a word or a sound, extension of a sound, arrhythmia in speaking which is affected by psychological, neurologic and physiologic factors in a meaningful speaking.

Handbook of Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) (2005) defines stuttering as repetition of sounds and syllables, extension of sounds, interjection, saying the words in pieces, audible or silent blanks, indirect speaking, saying the words with a high tension, repetition of one of the syllables in a word and disorder in fluency in speaking and timing (Öztürk, 1994; Karacan, 2000). According to DSM-IV (2005) a person's speaking inappropriate in his age and disorder in timing and fluency is accepted as the basic feature of stuttering (Criterion A). These disorders occur as a result of repetition or extension of sounds or syllables (A1 and A2). Types of non-fluency of speech are categorized as adding words

and sounds between words and sounds (A3), undefined parted words (A4), audible or silent blanks (A5), indirect expressions in order to change words by abstaining from problematic words (A6), words produced in an extreme physical tension (A7) and repetition of all one-syllable words (A8). Disorders in fluency affect academic and professional success and also it prevents the person's social communication who has fluency problem (ASHA, 1999).

According to Bloodstein (1995) stuttering is the breaking up of the speech fluency or rhythm with blanks or specific interruptions. Fıfılođlu and Ungan (1992) describe stuttering as having too much uneasiness in the phase of planning of speech and production, and interruptions in the flow of speech that are not in accordance with age and level. The most extensive and systematic definition of stuttering is made by Wingate (1964; cited in Perkins, 1983). Wingate defined stuttering as audible and silent repetition of words and sounds in the flow of speech, extension of words and sounds, interruption of the speech in an uncontrolled way. He also mentioned that negative feelings like excitement, distress, fear and anger may accompany with stuttering.

Stuttering is not just a fluency problem seen in speech. Uncontrolled interruptions during speech, psychological situation that goes along with not fluent speech, personal characteristics and attitudes also have effects on individual (Madanođlu, 2005). Having examined the definitions about stuttering, in order to describe individuals as stuturer, there should be some criteria. These features are discussed upon the title of stuttering criteria.

I. 2. Stuttering Criteria

A. Stuttering criteria is defined as the frequent occurrence of one or more of the symptoms below and problems in fluency and timing of the speech in DSM IV (2005).

- 1) Repetition of sounds or words,
- 2) Frequency in extension of sounds,
- 3) Interjections,
- 4) Splitting up words,
- 5) Audible or silent blanks (interruptions during speaking which can be filled or not),
- 6) Indirect speech (using different words in order to abstain from problematic words),

7) Saying the words with an extreme physical tension,

8) Repetition of one-syllable words.

B. Speech fluency disorders affect academic and professional success and it prevents social communication.

C. Difficulties in speech may have many causes such as motor or emotional disorders and social problems and sometimes there may be other reasons, too.

I.3. Reasons of Stuttering

Although the reasons of stuttering are still not proved, these factors are thought to be possible causes of speech disorders seen frequently among children; genetic factors, stuttering's being a learned behavior, psychological factors and other factors coming together (Maviş, 2005). Depending on all these reasons, stuttering that causes communication interruptions has been investigated for many years. There are many studies about starting reason of stuttering, not fluent speech, secondary behaviors of stutterers and stuttering therapies. In addition to these, there are also several studies about phonological features seen in stutterers, language development, other disorders accompanying with stuttering, physiological and acoustical characteristics of stuttering (Yairi and Ambrose, 1993).

When some of the research findings are examined, it is found out that the children who are stuttering or having disorder in fluency have lower language skills than normal speaking children in language tests (Ryan,1992). According to these results, it can be said that there is a strong relationship between stuttering and language functions. Despite these findings, there are different hypothesises which emphasize that there is a complex relationship between stuttering and language functions (Spencer, Packman, Onslow and Ferguson, 2005).

There is no agreement on the definition and the reasons of stuttering, for this reason there appeared many different theories about the reasons of stuttering (Shipley and McAfee, 2004).

Although there are many different theories about reasons of stuttering, there is still no explicit data about reasons of stuttering (Bloodstein and Ratner, 2008)

Theories about reasons of stuttering vary according to the ideas, thoughts, philosophy and scientific movements popular in that current period. The first theories about stuttering date back to ancient Greece. According to these theories, the idea of stuttering results from tongue

dryness comes to the forefront. When the theories in 19th century about the reasons of stuttering are examined, it can be seen that the idea of stuttering stems from the differences in speech organs was defended (Büchel and Sommer, 2004). There are many theories about the reasons stuttering, but here these theories are grouped into four headings; neurotic theories, structural or physiological inadequacy theories, learned behavior theories and expectation of communication disrupting theories.

4. Theories Explaining the Reasons of Stuttering

There are many theories about the reasons stuttering. These theories are grouped into four headings and explained below.

1.) Neurotic Theories

Neurotic Theories focus on stuturer's personal characteristics, mood and factors affecting these, social adaptation and subconscious through observations, interviews and various tests in order to explain the reasons of stuttering. This theory, is shaped by Sigmund Freud's psychoanalysis eole. Psychoanalytic studies explained the times of stuttering with some types of unconscious neurotic needs. According to the theories based on Freud's theory, psycho-sexual obsessions lie behind some symptoms and it is asserted that as a result of these stuttering occurs. Obsessions in speech and speaking arise as a result of the conflicts occurring in early periods such as meeting the baby's special psychological needs like oral and anal erotism, trust, aggressiveness, self-assertion. The source of these problems are conflicts between child and parents, mother's weaning early during childcare, early toilet training, parental pressure or parents' own neurotic conflicts (Bloodstein,1995).

Psychoanalytic explanations about stuttering are more common in the very beginning of the century. It is mentioned that stuttering is the way of pleasing the needs of oral and anal erotic needs and it is an expression of suppression and also it represents the unconscious need of suppressing the speech (Andrews and others, 1983).

When child and adult face with anxiety, anger, being prevented, abstaining from speaking in social environment, they confront with negative feelings. The reasons lying behind them are psychological factors and they are thought to cause stuttering. On the other hand, it is revealed with the studies that stutters don't have specific personal characteristics making them different from normal people (Kehoe, 1996).

In order to prove that stutterers have neurological problems with other individuals and especially parents, many studies were conducted; however none of them proved strongly that stutterers have neurological problems. As Glow and Glow (1980; cited in Andrews and others, 1983) stated stuttering is not a neurotic syndrome. It doesn't form a group with other behavioral problems and it differs from emotional disorders in children. According to other study, both stutterers and their parents don't have a different neurology, they are like normal people (Andrews and others, 1983). In the studies carried out to define personal characteristics of stutterers and their parents, it is reported that stuttering children are shier, less self-confident, more silent than normal children; they also abstain from verbal communication (Anderson, 1967; cited in Bloodstein, 1995); they are bad at interpersonal relationships, unhappy, self-enclosed, anxious (Belgin and Derinsu, 1990; Kerimoğlu, 1985; Pamir, 1985); they need more adult approval (Meyers and Freeman, 1985b); they evaluate themselves negatively (Tuncer, 1985); they have low sense of self (Çağlar, 1993). Moncur (1952) argues that parents of stuttering children are extremely oppressive, critical; they are extremely tend to discipline their children and criticize them (Moncur 1952; cited in Van Riper, 1971). According to an another study, it is asserted that parents of stuttering children have secret rejectionist approach towards their children when compared with normal childrens' parents (Kinstler, 1961; cited in Van Riper, 1971). To sum up, these theories in this group dating back to more than fifty years define stuttering as satisfying oral and anal needs and suppressed feeling of enemy. Yet, these theories don't have scientific support in today's world (Topbaş and others, 2011).

2. Structural or Physiological Inadequacy Theories

There are many studies done to examine physiological functions about reasons of stuttering, so as a result many different structural theories came into being. Many of theories explaining stuttering structurally emphasize that stutterers' not having enough physiological capacity to coordinate speech causes stuttering (Andrews and others, 1983). Structural theories can be handled in three categories; organic-genetic theory, bio-chemical- physiological theory and neurologic theory.

In Orton's (1927) and Travis's (1931) "Cerebral Dominance" theory, stuttering results from both flocculus' not being dominant and their competing with each other in controlling the speech organs. This situation hinders time of stimulus coming from brain and interrupts

speaking. As Bloodstein (1995) and Andrews and others (1983) stated one of the flocculus should be dominant for a fluent speech.

Freeman and Ushijima (1978) asserted that stuttering stems from coordination problems and tension of the assistant organs in larynx. Individuals use these assistant organs in larynx in a wrong way and with the problems in larynx and oral structures stuttering may occur.

Researchers, who view stuttering as a breakdown in speech functions, think that an organic failure may exist in the basis of stuttering. According to these views, stuttering may result from genetic factors, and genetic tendency may change in accordance with the environmental factors. Studies based on genetics like sex, being twins and heredity may make someone think that genetics may be an effective factor in the occurrence of stuttering (Kidd, 1983). In genetics based studies it is stated that stuttering may be seen more often in boys than girls, and also if there is a stuttering one in the family, the probability (Pınarcık and Sarı, 2013) of occurrence of stuttering is higher (Bloodstein and Ratner, 2008). As a result of studies carried out with twins, stuttering is being affected by environmental factors in the rate of 15% and 30%; genetic tendency is effective in stuttering in the rate of 70% and 85% (Howell, 2007). Andrew's (1990) study done with randomly selected 3810 twins supports this proportion. According to this study, stuttering results from environmental factors in the ratio of 29%, and genetic factors in the ratio of 71% (Peters and Guitar, 1991).

In another study, there is a big difference between secondary and high school children who have stutterers in their family and who don't have stutterers in their family in view of motor speaking skills and frequency of audible and silent extension (Janssen, Kraaimat and Bratten, 1990). Andrews and others (1983) stated that people who have stuttering relatives are under risk of being a stutterer three times more than normal people. This risk varies in accordance with the related person's gender. In most of the cases, although there are findings that correlate with heredity, intensity of stuttering is not hereditary.

According to the bio-chemical and physiological theories, in speaking disorder and interruption neuro-muscular regulation necessary for normal speech, smoothness, speed of speech, psychological tension of speaking including anxiety and emotions are thought to affect stuttering (Bloodstein, 1995). Neuro-psychology, brain wave, blood chemical and basal metabolism researches done related to stuttering are effective in arousal of this theory. Some researchers viewed stuttering as collaboration disorders in phonation, respiration and

pronunciation by trying to explain the reasons of stuttering with physiological and aerodynamic concepts (Bloodstein, 2002).

In 1929 Samuel Orton and Lee Travis presented neuro-physiological model related to reasons of stuttering. According to this model named 'Insufficient Cerebral Dominance', stuttering results from person's uncompleted flocculus dominance. Orton-Travis who handles studies about stuttering in a different way put forward Insufficient Cerebral Dominance Theory. According to this theory, it is asserted that speech mechanism should regulate nerve pulses received from right and left hemisphere of the brain in order to carry out speech simultaneously, so this bears the necessity of the dominance of each hemisphere over each other. In stutterers, it is observed that this dominance is not mature enough (Manning, 2001).

Stutterers are mostly left handed and they have difficulty in writing with right hand; this situation revealed that left hemisphere of the brain is not dominant in these people like in normal people and it causes problems in coordination between voice, pronunciation, respiration and muscle and aerodynamic structures and for this reason it is claimed that stuttering occurs. Using left hand is generally accepted as an effective factor in stuttering. Therefore, left-handed child's having difficulty in using his right hand may be effective factor in occurrence of stuttering (Belgin, 1985).

In recent years, neuro-imaging methods improved in parallel with the technological developments in medical field. By watching stutterers' neural movements in their brains it is revealed in researches done thanks to these methods that there is an evident difference in adult stutterers and normal peoples' neural movements (Braun and others, 1997; De Nil and others, 2000; 2001; 2003; Fox and others, 1996)

3. Learning and Conditioning Theories

According to these theories, stuttering is explained with Behaviorism; learning, motivation, stimulus and reinforcement are focused upon. According to learning and behaviorist theories, stuttering is accepted as a learned behavior. When child's disorders in speech fluency are remarked by the people around, stuttering is reinforced (Cangi, M. 2008). Similarly, according to Communication Failure Theory, stuttering occurs if the child experiences fear and being unsuccessful while trying to speak (Bloodstein, 1993, Sadock & Sadock, and Ruiz, 2009).

Based on the theory of classical conditioning theory presented by Wolpe (1950), it can be stated that interruption occurring during speaking due to any reason may cause the person to be anxious about his speech. If this situation happens often, there may be a classical conditioning towards stuttering (cited in Shames and others, 1990). According to Steehan (1958) stuttering is a conflict of converging-avoiding. This theory suggests that stuttering occurs as a result of the conflict between willingness to speak (tendency to converge) and restraining from speaking (tendency to avoid). In the basis of this theory, if converging tendency is dominant, the person speaks fluently; if avoiding tendency is dominant the person doesn't speak and stays silent; however if both tendencies are equal, the person stutters and has problems in fluency (Bloodstein, 1993).

According to Demands and Capacities Model, when the child couldn't meet the speech demand of society, stuttering and fluency disorders occur (Starkweather, 1993; Shapiro, 1999). It is reported that the speech fluency performance expected from the child by the society results in stuttering if the child is not mature enough in view of cognitive, linguistic, motor and affective skills (Starkweather, 1993; Shapiro, 1999)

Diagnosogenic Theory developed by Wendell Johnson in 1930 related to stuttering explains the reasons of stuttering as parents' wrongly diagnosing their childrens' normal fluency disorders as stuttering (Bloodstein and Ratner, 2008). With this diagnosis, as a result of anxiety among family members, pressure, assistance, critical approaches and correcting; the child starts to speak in a different way. In other words, stuttering is things that the child does in order not to stutter; namely learned things. Johnson expresses that stuttering is not in the mouth of children, it is in the ear of families (Bloodstein and Ratner, 2008)

4. Expectation Of Communication Disrupting Theories

According to Diagnosogenic-Semantogenic Theory developed by Wendell Johnson (1959, cited in Hegde, 1978) stuttering is defined as a problem of perception and attitude not a failure in one's speech. Consciousness through stuttering arises when society reacts to stutterer's repetition and hesitance in speech and accordingly stutterer responds to these reactions. Johnson (1959) explains this situation in this way, " The problem of stuttering generally starts with mother's realizing her child's speech not fluent and proper. For the problem in speech of the children, the mother uses the only word that she knows for this situation 'stuttering'. When she decides that the child stutters, although she is not sure in

the beginning, her feelings about this situation crystallizes and her attention focuses on her child's hesitance in speech. Meanwhile, child's feelings are getting more evident and as all of us try to explain the situation in any way; and in the end the child understands what her mother feels about his speech. This suspicion and uneasiness lead to losing spontaneity of speech in a few months evolutionarily, reduction in willingness to speak and starting of speech hesitations. In fact, he doesn't speak as much as he does in the past in places where there is more suspicion and uneasiness (65).”

Johnson (1959) states that listeners' perception and reactions cause stuttering and he adds that; “Your child's speech-form is conditions that seem to affect speech-form and your reactions towards his speech-form. You can't do anything directly with your child's speech. Namely, you can't move his muscles or can't produce sounds from his larynx. However, you can do something to enhance your child's speech conditions. The best thing you can do is showing positive reactions towards your child's speech (66).

In Bloodstein's (1970) Communication Failure Theory, he states that stuttering results from pressure of communication and reactions shown in the moments of hesitations which normally can not be separated from normal fluent speech errors. Van Riper (1992) expresses in his theory of ‘Primary Stuttering’ that children are not aware of stuttering at first, but stuttering becomes chronic over time due to the reactions of listeners resulting from fears and negative expectations.

5. Stuttering in Turkey

According to a study carried out in Turkey stuttering is the most frequently seen speech disorder (19%). Since the studies about speech disorders were started to be done, stuttering has received more attention than other speech disorders (Topbaş, Konrot and Ege, 2002; Wingate, 2002).

In a study carried out by Ministry of Education in academic year 2012, it is revealed that the number of people applying to Counseling and Research Center because of speech disorders is 2946. When these applications are categorized, 42% of them are pronunciation disorders, 36% of them are rhythm disorders, 16% of them are belated speech, 6% of them are other speech disorders (Sarı, 2014).

Maviş ve Topbaş (2005) indicated in their study that the number of cases applied to DILKOM with diagnosis of language and speech disorders (Language and Speech Disorders Training, Research and Application Center) is 774. The most frequently seen language and speech disorder is pronunciation disorders (30.7 %). In addition to these, 24.5% of them are stutterers and 23.6% of them have belated language and speech disorders.

In a screening model based study carried out by Kudal Ertuş (1990) in Ankara with 1973 children at primary school level, it is reported that fluency disorders rise as the child grows older and in these disorders girls form ¼ of the group, the remaining proportion is formed by boys. In another study conducted at Ankara University Medical Faculty Child's Mental Health Department with 452 children, it is stated that stuttering occurs in the rate of 4.38% (Öztürk, 2004). All in all, prevalence of stuttering in societies is approximately 1% and its frequency is 5% (Yairi and Ambrose, 2005a; Guitar, 2006; Bloodstein and Ratner, 2008).

In this study, difficulties that stuttering students meet in their academic and social life are tried to be evaluated based on their own thoughts; by this way it is thought that the study will give a different point of view to the field.

Aim The aim of this study is to determine the difficulties with which the stammering students at the level of elementary school encounter in the academic classes and social environments by evaluating the situation in their own perspectives.

II. METHOD

The information about the study pattern, study group, data collection tools and data analysis is available in this section of the study.

II.1. Study Pattern

The study is a descriptive research for finding out the stammering students' opinions related to the academic and social problems that they suffer from in the elementary school. In this study, qualitative research method was chosen in order to be able to more deeply examine the stammering students' ideas about the academic and social problems that they encounter. The main object of the qualitative researches is that the feelings and opinions related to the research problem of the study group participating in the study are found out. The purpose of the fact that the qualitative research is used is to obtain deeper and more detailed information from the chosen study group (Yıldırım and Şimşek, 2006).

In the study, the semi-structured interview method among the Qualitative Research methods was chosen. According to Karasar (2010), the interview is data collection (examination)

technique by means of oral communication and according to Tavukçuoğlu (2002). It is a set of questions which are asked to the subjects by the researcher to get an answer on condition that the interview is performed by word of mouth and face to face. The interview method splits up the three parts in itself: The structured interview method, unstructured interview method and semi-structured interview method. This study was developed according to the semi-structured interview method among the types of interview. In the semi-structured interview method, the researcher prepares the interview protocol that includes the questions which the researcher wants to ask ahead of time. But the researcher may affect the interview flow with separate random or sub-questions depending upon the going of the interview and the researcher may tell the subject to be more specific about the answer and may direct them to explicate the answers (Türnüklü, 200). The semi-structured interview technique provides a big convenience to the researcher because it provides systematic and comparable information due to the maintenance of the previously prepared protocol (Yıldırım ve Şimşek, 2004).

II.2. Study Group

The study group of the research consists of the stammering students in the elementary schools in Meram and Karatay Counties affiliated to Konya Provincial Directorate for National Education.

The stammering students participating in the research were found by the researcher by visiting the schools one by one and then contacting with the school principals and counseling services. The elementary school 1-4th grade 78 students who were diagnosed the stammering were determined and after that, a list of students was prepared considering the accessibility of the students. Then, the stammering students who take place in first 32 students of this list and have separate socioeconomic levels were taken to the scope of the study by means of random choices. The stammering students participating in the study were told that they did not have to participate in the study and the study was based on the principal of the voluntarism. The participants accepted it voluntarily

Figure 1: The Number and Class Levels of the Students Participating in the Study

Central Counties	1 st Grade		2 nd Grade	3 th Grade	4 th Grade			
			F	M	F	M	F	M
Meram	1		1	1	3	1	2	2
Karatay		1	1	2	3	2	4	1

II.2.1. The Demographic Information of the Students Participating in the Study

When considering the genders of the students that were taken into the scope of the study, it was understood that two third of the students (21: 68%) were males and one third of the rest of them (11: 32%) were females. Two boys and two girls of the students participating in the study are still 1th grade, three girls and six boys of them are still 2th grade, three girls and six boys of them are still 3th grade and three girls and seven boys of them are still 4th grade students. The students stated that they were treated in stuttering-focused hospitals and they are still being treated because they were suffering from the stammering. In total, 32 students, 11 of whom were girls and 21 of whom were boys, participated in the study. When considering the mother and father of the students, it was noticed that the parents were natural and still alive. It is seen that more than 50% (18) of the mothers graduated from high school and more than 10% (5) of them graduated from university. There is no mother who is still doing master degree. When thinking the educational status of the students' fathers participating in the study, it is seen that more than two third of the fathers graduated from high school and university and one of them is still doing master degree. It was also realized that there was a stammering person in the families of two students participating in the study

Figure 2: The Demographic Information of the Students Participating in the Study

Gender	Female: 11	Male: 21			
Mother-Father Status	Natural: 32	Step	Alive: 32	Dead	
Educational status of Mother	Elementary School: 2	Secondary School: 7	High School: 16	University: 5	Master's Degree: 0
Educational status of Father	Elementary School: 1	Secondary School: 4	High School: 13	University: 13	Master's Degree: 1
Any Stammering Person in the Family	Yes: 2	No: 30			
If yes, Degree of Kinship	Mother	Father: x	Sibling	Relative: x	

II.3. Data Collection Tools

In the study, the data were gathered by means of Semi-Structured Interview Method. Semi-Structured Interview forms which were developed by the researcher were applied in the study:

As first stage, the form, which was gathered under four main titles for determining the difficulties that the students encounter due to the stammering in the academic and social environments, was prepared.

The mnemonics that reflect the content of the every main question were offered in the light of information obtained from body of literature. The interview forms had been examined by three specialists who experienced the qualitative researches and after that, the article statements were readjusted in accordance with the opinions and feedbacks received from the specialists. The forms, which were readjusted and the statements of which were changed, were sent to the specialists for examining once more.

- 1.) The questions in the Interview Form were asked to three students for the pilot study and some adjustments were done by asking about the incomprehensible questions again.
- 2.) The three experienced specialists examined the Interview questions in the qualitative researches once more in order to make the incomprehensible questions more understandable.
- 3.) The Semi-Structured Interview Forms that were put into final form were put into the form as they were in the study.

To the students participating in the interview:

- 1.) Whether they encounter difficulties in the academic classes and what kind of difficulties they encounter
- 2.) What kind of difficulties they encounter in the Painting class, Music and Physical Education
- 3.) What kind of difficulties they encounter in the social activities organized in the school
- 4.) They were asked to point out their own opinions by asking them about what they would suggest to prevent the encountered difficulties.

II.4. Analysis of Data

Just after the interviews had been completed, the voice recordings belonging to the interviews performed with the participants were analyzed and after that, the data in the interview form was put in writing and the interview coding key was created evaluating them one by one. The chosen one of the performed interviews was evaluated by one of the researchers and one specialist separately according to the interview coding key. With the purpose of determining the consistency, the coding key was put into the final form by making necessary alterations after the markings made by the researcher and specialist in the coding key had been compared. The coding keys, which were filled by the researcher and specialist for the participant students, were compared with the intent of ensuring the consistency. By computing reliability of the studies, the formula of “Communion/ Communion + Dissensus” was applied. The communion/ communion arose through all the questions in the Semi-Structured Interview Form used in the study.

III. FINDINGS

In this section of the study, the elementary school students’ opinions concerned with the difficulties they encounter due to the stammering in the academic classes, Painting class, Music and Physical Education and in the social activities are showed. The problems that the stammering students suffer from were basically analyzed within the frame of four main themes. Those themes; the problems they encounter in the academic classes, the problems they encounter in the art classes, the problems they encounter in the social activities in the school and the proposed solution offers for preventing the problems they encounter are tackled.

III.1. The Difficulties That The Students Encounter in the Academic Classes Due To Stammering

In this section of the study, the students' opinions concerned with the difficulties that they encounter in the classes of Turkish Language, Math, Social Studies, Social Science and Science are provided.

III.1.1. The Difficulties That They Encounter in the Class of Turkish Language

All of the students participating in the study (32: 100%) stated that they have difficulty in oral reading. They said that they had difficulty in pronouncing the words, they could not start even reading and could not read the words properly when teach told them to read the texts orally. The reason for that is the fact that they get excited extremely and they are afraid of being ashamed among their friends due to stammering. The following parts of the students’ opinions below reflect the situation.

I keep the door of my room closed at home. In my room, i can read texts loudly without any obstacle, as i would like. But it does not happen the same in the school. I do not feel myself

well there, not comfortable. It is so as though something was insisting on me not to read . I get very excited (The student: 2).

When my teacher gets me to read texts, i just get excited. I read the words inside me, but i can not read them orally due to stammering (The student: 11)

I can not read any story in the classroom. I feel excited. And when i get excited once, i have more difficulty in reading (The student: 17)

I have difficulty especially in the class of Turkish Language. My friends read very fluently though. I just get locked while reading and can not read well due to stammering. I feel myself bad in front of my friends. I tell myself “ Correct yourself man !”. But when it comes to reading in the classroom, i get excited again. Then i do not want to read among my friends not to fall into disgrace (The student: 25)

The students said that they did not stammer too much especially in the short texts on which they had already worked at home and they could read the short sentences more comfortably. The students’ opinions reflecting this situation are given below.

Sometimes my teacher gives me homework of reading. I work on it at home. Then i do not stammer too much because i work on it at home (The student: 15).

I get very excited while reading long sentences and i stammer much more. When the sentences are short, it is better. I do not stammer much (The student: 3)

As a reason why the students have stammering problem with oral reading in the classroom, the students said that they get very excited and then they stammer much more. As a result of it, the students get restricted in terms of holding the floor, participating in the class and communication with other individuals and their psychosocial developments are affected.

When teacher tells me to read texts in the classroom, I get very excited. When I get excited, I stammer much more and nobody understands what I say. My friends laugh at me. After that, I get very shy and then I do not want to talk to anyone (The student: 4)

I do not raise my hand in the class. I get very excited because I stammer. I actually know the answer of the question that the teacher asks. But maybe my friends think that I do know the answer of the questions (The student: 23)

III.1.2. The Problems That They Encounter in the Class of Math

Approximately two third of the students participating in the study said that they do not have much difficulty in the Math class. The students said that they do not have to speak much in Math and they do not have difficulty as much as they have in the class of Turkish Language because the Math class is based upon operations instead of speaking. The sections of the

students' opinions support the consequence.

I show my teacher the operations that I do in Math. When they are right, I do the operations on the blackboard. When they are not right, I do not do them on the blackboard. I do not have to speak. I do not have problem with the Math class (The student: 4)

I do not have great difficulty in the Math class. I love Math. We solve Math problems and do Math operations. I show the teacher the problem after I solve it. Then I do not have to speak much. One day, the teacher asked a question in the classroom and nobody could make it except for me. Then I felt myself very well. My self-confidence increased (The student: 29)

The one third (9: 35) of the students participating in the study stated that they had stammering problem in the class of Math. The stammering problem affects the students in terms of psychosocial as well. The students mostly avoid answering even the questions the answer of which they already know and they do not now participate in the classes and activities because they have worry due to stammering. This situation affects the academic successes of the students. The sections of the students' opinons reflecting this situation are given below.

My teacher asks a question. My classmates, Ali, Ahmet solve the question and they do the operation of the question on the blackboard by raising the hands. I can not do though. Even though i solve the question, i can not raise my hand because i am afraid of stammering while doing the question. I do not raise my hand (The student: 21).

I do not ever raise my hand in the Math class. If i raise my hand in the Math class, my teacher will tell me to do the question on the blackboard. Therefore , i feel afraid of stammering and i do not raise my hand because i may fall into disgrace in front of my friends (The students: 7).

Teacher makes us solve questions in the Math class. The teacher tells the ones doing the qesiton to do the question on the blackboard. I do not raise my hand. I can sometimes manage to solve the question, sometimes can not. Even though i solve the question, i do not raise my hand. The teacher might tell me to go to the blackboard and i can stammer by getting excited. When it comes to solving the question, i might have to explain the question. I can get locked with the question and get shy (The student: 31).

III.1.3. The Difficulties That They Encounter in the Classes of Social Studies/ Social Science/ Science

Almost all of the students participating in the study stated that they do not encounter great difficulties in the classes of Social studies, Social science and Science. The reason why the students do not go through any problem in those classes is that the students do not do any oral reading. They pointed out that they do not encounter any stammering problem because the teacher-centered classes are done in the classroom, they do not do any momentary reading, the teacher teaches the lessons and makes students write from the blackboard and they do not

have to speak much. The sections of the students' opinions reflecting this situation are showed below.

I do not have a great difficulty in the class of Social Studies and Science. I do not read the texts in the books. I sometimes read just the ones that i wrote on my own. Therefore, i do not have a great difficulty in reading. (The student: 22).

I do not go through any problem in the classes of Science and Social Studies. We do not read too much. The teacher writes on the blackboard and we write down from the blackboard. Due to the fact that we do not read too much in those classes, i feel myself more comfortable. The teacher lets the students read when they raise their hands. I do not raise the hand in case i stammer (The students: 31)

From the point of the students' opinions, the reason why the students do not go through any problem due to stammering in the classes of Social Studies, Social Science and Science is that they do not participate in the class actively. The students do not participate in the activities organized in those classes and they prefer to be listener during the classes instead. Thus, they avoid the situations with which they might encounter due to stammering in those classes. This fact causes the students to remain in the background during the academic classes. The sections of the students' opinions reflecting this situation are showed below.

In the class of Social Studies, teacher sometimes makes us read texts. Usually the teacher teaches lessons himself. The teacher lets the students raising the hands read though. When he asks questions, the students raise the hands as well. I do not raise my hand. Although i know the answer of the question that the teacher asks, i still do not raise the hand, hence, he does not ask me question. I feel shy in case i stammer and i do not give answer to the questions although i know the answer (The student: 15)

III.1.4. The Problems That They Go Through in the Classes of Painting, Music And Physical Education

All of the students participating in the study (32: 100%) expressed that they do not have any stammering problem in the class of Music. They stated that they feel themselves comfortable in such activities as singing song and fluting, hence, they do not go through any problem due to stammering. They also said that they sing song accompanied by music in a definite rhythm, so they do not encounter any trouble due to stammering by singing song. Because of the fact that the students do not go through nay trouble due to stammering by singing song and fluting, they do not feel themselves different than others and their self-confidence increases. Thus, this situation has a positive effect on their success of the classes and their psychosocial developments. The sections of the students' opinions reflecting this situation are showed below.

We sing song and play flute in the Music class. I never stammer while singing song and I do not have any problem with that. I feel myself comfortable (The student: 8).

I do not stammer while singing song in the Music class. I love singing song. I did see a doctor and the doctor told me to sing songs and read poems all the time, I sing song a lot. It might be the reason (The student: 17)

I can sing song like my friends without any stammering in the Music class. I like it. I can make it like them without stammering (The student: 20)

Almost all of the participant students (29: 99%) pointed out that they do not have any stammering problem in the Painting class. The students said that they get comfortable while painting and they do not encounter any stammering problem due to the fact that there is not too much to require speaking. The students' opinions reflecting this consequence are below.

We get relaxed by painting in the Painting class. We do not have to speak much and I do not have any difficulty (The student: 29)

I can draw very good picture. My teacher likes the pictures that I draw. Sometimes the teacher puts my pictures on the wall and I just get happy. I love the Painting class (The student: 19)

Three of the students participating in the study (2: 10%) stated that they have difficulty in drawing picture due to physically attack and they fail in the activities which require motor skill due to unwilling attack. The students' opinions reflecting the situation are below.

My hand sometimes moves suddenly. Thus, i cannot draw picture very well. Because I cannot control the pencil properly, my pictures are not beautiful (The student: 10)

All of the participant students pointed out that they do not go through any stammering problem in the class of Physical Education. They told that they get relaxed because they have such physical activities as football, playing ball and running and they have less stammering problem thanks to feeling comfortable. They also stated that they feel themselves good because they encounter less stammering problem. Some of the students' opinions reflecting this situation are given below.

I do not encounter any difficulty in the class of Physical Education. We play ball, we run and we do not have to speak much (The student: 1)

I do not have any difficulty in the class of Physical Education. Because the hobby of all the boys is football, we do not have any problem with that and we play football match (The student: 32)

III.1.5. The Problems That They Encounter in the Social Activities Organized in the School

All of the students participating in the study (32: 100%) said that they had never involved in the social activities, competitions and ceremonies organized in the school and they do not want to get involved in those activities either. As reason why they do not want to get involved in the social activities organized in the school, the students said that they had never got

involved in those activities and they still do not want to get involved in them because they are afraid of stammering by speaking and they feel uncomfortable in case they fall into disgrace in front of their friends and teachers. They are also afraid of being made fun of. That those students do not get involved in such social activities due to stammering have a negative effect on the psychosocial developments of them and it prevents the students from the development of taking responsibility in the social activities and performing those responsibilities. It also causes the idea of inadequacy, which decreases the self-confidence of the students. The students' opinions showed below reflect the situation.

There sometimes happens poem competition in the school. I do not participate in the competition. I get excited and stammer in front of my friends. I cannot read. I feel ashamed in front of the whole school. Thus, I do not want to join the poem competition (The student: 11)

I never participate in social activities in the school and I do not want to. My teacher told me to participate once but I did not want to participate. I stammer, I cannot speak comfortably, I get excited. I do not want to be ashamed in front of my friend. Then I feel very shy. Therefore, I do not participate in the activities (The student: 15).

If I participate, other students will understand that I stammer by speaking and they will make fun of me. I do not want to participate in activities (The student: 5)

III. 1. 6. The Suggestions for the Solution of The Difficulties Encountered in the School

64% of the participant students (21 Students) stated that they enjoy activities related to sport, they are good at such activities as football, volleyball and wrestling, hence, they feel themselves better, there happens a growth in their self-confidence and they have better communication with friends. That the number of those activities, which the students are good at and they feel themselves good with, increases helps the students with their psychosocial developments and growth of their self-confidence. The students' opinions supporting this consequence are given below.

“ There used to be organized wrestling in the sports club of the school last year. I participated in wrestling, too. Our teacher was saying to me that I was good at wrestling. I loved wrestling. I want that those activities are performed in our school again. Those activities are good for such stammering students as me. While doing sport, there is no need speaking much and therefore nobody understands that I stammer. I have better time with my other friends (The student: 25)”.

“ I love playing football. If there was a football team at the school, I would join them. I am very good at playing football. Whether I stammer or not is not understood because I do not have to speak much. I feel myself very good with my friends while playing football (The student: 9)”.

Two third of the participant students (21: 66%) told that they wanted that there would be a course for such stammering students as me in the school. As a reason for that, they pointed out that they would feel themselves better with their friends that have the same stammering

problem and they would put across their ideas comfortably without any fear of being made fun of. This statement of the student supports the situation.

“ My teacher! There should be organized a course for such stammering students as me in the school. I would get less excited among the students having the same stammering problem. They stammer like I do and they would not make fun of me. The teachers can teach us how to speak without stammering. There used to be a course last year but we did not do too much, not many students participate in the course (The student: 27)”.

More than half of the participant students (17: 53%) stated that they have less stammering problem by reading poem and text in the classroom when they prepare for them previously and they also said that it would be helpful for the stammering students to get over the excitement, hence, they would stammer less if they prepared for the home works like poems at home.

They said that they would like their teachers to support them more. The students' opinions supporting the situation are below.

“ My teacher sometimes gives me poem homework. I learn poem by heart at home. Then I do not get very excited and I stammer less while reading the poem in the classroom. As a result, I feel very happy because I read without stammering (The student: 8).”

“ When teacher gives me oral reading homework, i work on them by reading loudly. I sometimes study with my mother. I do not stammer too much when I study on them previously at home (The student: 13).”

Two third of the students participating in the study (21: 66%) pointed out that they would like their teachers to be more empathetic against them in the classroom and school and to warn other students making fun of them about stammering students. When the students want to take responsibilities in the classroom, they would like their teacher to decide on it. It causes more excitement and stammering of the students when the teacher tells them to read random texts or answer the questions. The students' opinions reflecting the situation are given below.

“ I get very excited and stammer a lot when teacher tells me to read text even though I do not raise my hand. When I stammer, some of my friends laugh at me and I get very shy then. When I want to answer the question by raising the hand myself, I do not stammer too much. I wish my teacher let me read when I raise my hand (The student: 3).”

“ When teacher asks me question, I cannot answer it due to excitement although I know the answer and I stammer too much. Sometimes I raise my hand when the teacher asks question. When I myself want to answer the question, I answer it comfortably and I stammer not too much (The student: 14).”

IV. DISCUSSION

In this section of the study, the consequences resulting from the opinions, which are concerned with the difficulties that the elementary school stammering students encounter in

the academic, Painting, Physical Education and Music classes and in the social activities in the school, are discussed.

According to the consequence of this research, that the rate of stammering incidence differs in terms of gender and that the number of the stammering boys is more than the stammering girls are concluded. In this study, the number of the girl students is 11 whereas the number of the boy students is 21. The rate of the boy and girl students participating in the study reflects the opinion showed above. For example; the study of Bloodstein (1995) supports the result. According to Bloodstein (1995), gender factor has an important feature in understanding speech disorder and in finding out specific aspects of childhood stammering.

Regarding the result of the study findings, it is concluded that the students mostly have stammering problem in the verbal lessons, especially Turkish Language, from the academic classes. It has been realized that the students have less stammering problem while reading poems or texts which consist of short sentences and on which they study before. However it has been noticed that there is a growth in the stammering problem while reading texts which have long sentences. Examining the body of literature, the studies supporting the research consequence are reached. It is stated in the study of Starkweather (2002) that length of sentences has an important effect on stammering.

Considering the findings of the study, it is concluded the stammering students do not go through any problem in the academic classes in terms of success, but, due to stammering and insufficient self-confidence, the students' success rates in verbal lessons and activities are less than in other classes and activities. Travis (1959) found out through his study that intelligence level of the stammering students is meaningfully higher than normal intelligence level (stated by Bloodstein, 1997). But Okasha, Bishry, Kamel and Hassan pointed out through their studies that stammering schoolchildren received low results from verbal and nonverbal intelligence tests.

One of the research consequences is that the stammering students do not encounter any problem in the classes of Painting, Music and Physical Education and that they feel themselves comfortable and safe in those classes. Santastefano (1960) suggested in his study that stammering students evaluate themselves negatively; they have the idea that their friends think the same about them and they go through feeling of individual inadequacy. According to the result obtained from the study, the stammering students have the feeling of individual inadequacy in the academic classes and social activities. In contrast to it, the feeling of individual inadequacy of the stammering students is less in the classes of Painting, Physical Education and Music; they do not encounter stammering problem thanks to less communication and therefore they feel themselves better. Another consequence obtained from the study is that anxiety level of the stammering students is high. The stammering students' ideas that they will stammer by speaking or people around the students will think about them negatively increases fear of exclusion, insultation, making fun and anxiety level. Fletcher (1914) regards the stammering as an abnormal social reaction in his study. He emphasized that main factors resulting in attitudes regarded as

abnormal in terms of social aspect are mood events that happen in the result of fear, dread, anxiety and inferiority complexes (stated by Wischner, 1972).

V. CONCLUSION AND SUGGESTIONS

VI.1. Conclusion

That the stammering incidence frequency of the participant students differs in terms of gender has been understood when considering the study findings. In this research, it is deduced that the stammering problem of the boys is much more than of the girls.

One of the study consequences is that all of the stammering students go through trouble especially in the class of Turkish Language among the academic classes. They are supposed to do oral reading in this class but they have difficulty due to stammering; they get worried much more. It is concluded that the success rates of the stammering students are less in the verbal classes and social activities compared to the other classes.

Even though the students participating in the research do not encounter any problem in the academic classes cognitively, they think that they fall behind the academic classes due to the difficulty they have in expressing their own answers.

Another conclusion obtained from the study is that anxiety level of the stammering students is high and that their self-confidence is low. They have anxiety for encountering negative attitudes like being made fun of, exclusion and insultation due to stammering problem.

According to the study result, the self-confidence feelings of the stammering students enhance in the classes of Music, Painting and Physical Education at which they are successful because they feel themselves sufficient; increasing of the their joint information and interaction topics with their peers has a positive effect on the psychosocial developments of the stammering students .

According to another consequence obtained from the study is that the stammering students do not want to participate in the social activities organized in the school and they do not participate in them. The students have anxiety for being made fun, insultation and exclusion by their peers due to the stammering problem; as a result of it, they isolate themselves from the social activities as much as possible.

VI.2. Suggestions

- 1.) In-service trainings and seminars can be organized by the Ministry of National Education with the purpose of reducing the problems through the academic classes and psychosocial developments of the stammering students and with the purpose of increasing positive attitudes and knowledge level of them.
- 2.) Language and speech therapists can be educated in order that specialists in their field are able to perform the therapies and treatment operations for the stammering students.

- 3.) Specialists in their field can be employed in schools with the intention of reducing the difficulties encountered by the stammering students and increasing the accessibility of the therapy services.
- 4.) Mentioning peer educations with the activities organized by teachers in the in-class and out-of-class lessons and activities, the problems that the stammering students encounter in terms of psychosocial can be minimized.
- 5.) For fulfilling the psychological necessities of the stammering students and improving their self-confidence and social skills, activities can be performed in the fields in which they are interested and feel themselves sufficient.
- 6.) The study was done with the stammering students at the level of elementary school. In next studies, differences between groups can be examined by doing the same research with children, adolescents and adults in different age groups.
- 7.) In this research, the difficulties encountered by the stammering students through the academic and art classes in the school were studied; the students' suggestions related to the difficulties that they encounter were discussed. Different studies can be performed by examining the development fields of the stammering students.

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DYNAMICS AND DETERMINANTS OF LONG-TERM INTEREST RATES IN EMU MEMBER STATES IN 2001-2013

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ABSTRACT

Summary: After the outbreak of the Euro zone debt crisis interest rates on 10-year bonds of EU Members States have been highly divergent. This situation contrasts the first years of the Economic and Monetary Union when the yield on sovereign debt decreased. The present paper has as its object the dynamics of long-term interest rates in the European Union over the period 2001-2013. The objective is to identify the most important determinants explaining the volatility in the yield on long-term debt observed in past few years in these countries. The main conclusion of the paper is that long-term interest rates are mostly affected by the levels of private debt but also on external imbalances as measured by the current account deficit.

JEL: H63

INTRODUCTION

Interest rates are among the most important variables in the economy and the factors affecting them have been the subject of many pieces of research. After the outbreak of the Euro zone debt crisis interest rates on 10-year bonds of Members States have been highly divergent. This situation contrasts the first years of the Economic and Monetary Union when the yield on sovereign debt decreased. The present paper has as its object the dynamics of long-term interest rates in EMU Member States over the period 2001-2013. The objective of the research is to identify the most important determinants explaining the volatility in the yields on long-term debt instruments observed in past few years. Section two of the paper dwells on the dynamics of long-term interest rates and public debt of some EMU Member States. Section three is devoted to a review of the theoretical and empirical contributions on the determinants of long-term interest rates in the Euro zone. Section four presents the results of a regression analysis. Section five outlines the prospects and challenges in front of the Economic and Monetary Union. Section 6 concludes.

1. Dynamics of long-term interest rates and public debt in EMU Member States over the period 2001-2013.

The proper functioning of the Economic and Monetary Union of the EU requires a considerable degree of economic and fiscal coordination between participating countries. The needed synchronization of economic cycle and fiscal positions is to be achieved by the so called Maastricht convergence criteria envisaged in Article 121 of the EU Treaty. The fulfillment of these numerical rules has been obligatory for each EU Member State *before* the adoption of the single currency.² The Maastricht convergence criteria are presented in the table below

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² The only EU Member States that are not subject to the Maastricht convergence criteria are the United Kingdom and Denmark. The two countries negotiated with the European Commission the right to opt out from

Table 1: Maastricht Convergence Criteria

Price stability	Sound public finances	Sustainable public finances	Durability of convergence	Exchange rate stability
Consumer price inflation rate	Government deficit as % of GDP	Government debt as % of GDP	Long-term interest rates	Deviation from a central rate
Not more than 1.5 p.p. above of the rate of the three best performing Member States	Reference value: not more than 3%	Reference value: not more than 60%	Not more than 2 p.p. above the rate of the three best performing Member States in terms of price stability	Participation in ERM II for at least 2 years without severe tensions

Source: European Commission, Directorate-general “Economic and Financial Affairs”

One of the convergence criteria states that Member States must have “an average nominal long-term interest rate that does not exceed by more than 2 percentage points that of, at most, the three best performing Member States in terms of price stability over a period of one year.” This is of utter importance because it enables them to obtain financing at a low price in the absence of a common risk-sharing mechanism on an EU level.

The nominal convergence framework is completed with the ceilings on budget deficits and public debts of Member States, which may not exceed 3% and 60% respectively. In 1997 with the so called Growth and Stability Pact the two numerical rules concerning public finances were extended also to future EMU Member States. However, the rest of the convergence criteria were not extended to them because it was supposed that their economic cycles would be sufficiently synchronized by the time they have adopted the Euro.

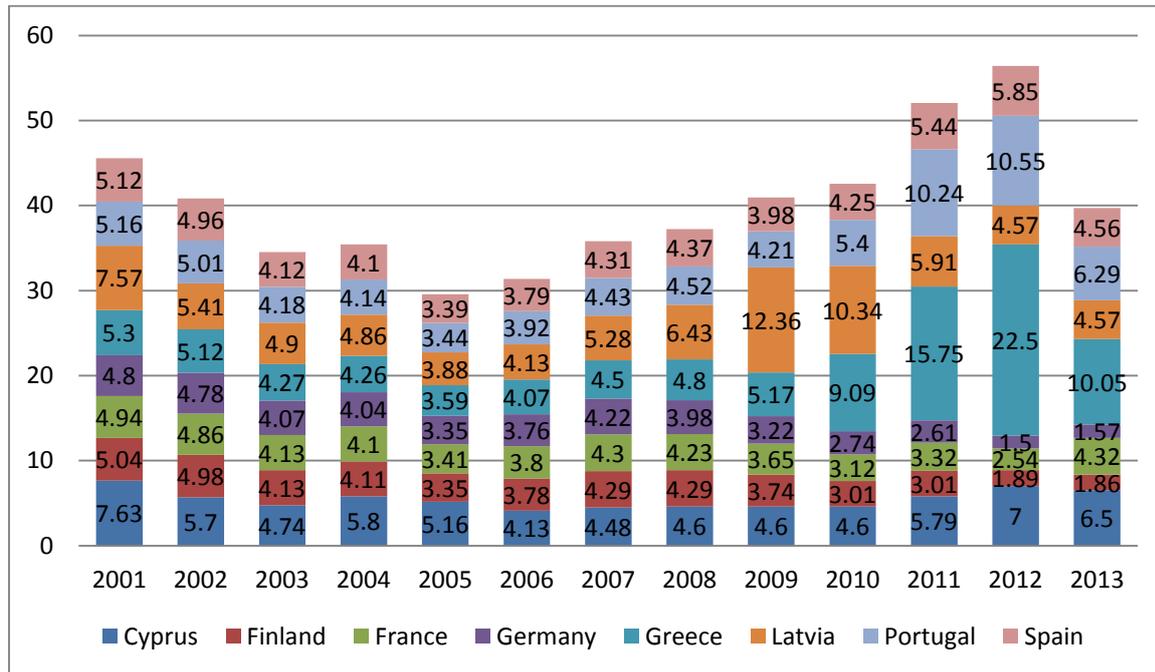
The establishment of the Maastricht criteria for nominal convergence has had two main justifications: first, unsustainable public finances are considered an important factor for a rise in long-term interest rates on Treasury bonds, and a default risk. Second, the accumulation of public debt leads to higher inflation rates or at least to increased inflation expectations (Paesani et al., 2006, p. 8).

The second half of the nineties was marked by the efforts of the EU Member States to meet the convergence criteria. In the middle of the decade inflation rate criterion was fulfilled by ten Member States. On the other hand in Greece, Italy, Portugal, Spain and the UK, the rate of inflation remained relatively high (Ramsperger, 2001).

As regards long-term interest rates, their development over the period 2001-2013 in a sample of eight EMU Member States is presented in Figure 1. It can be seen that in the initial years of the common currency long-term interest rates in all eight countries converged. In 2005 they reached their lowest values ranging from 3.35% in Ireland to 3.59% in Greece; the average value was 3.44% for the whole sample. According to Manganelli and Wolswijk (2009, p.3) decrease of long-term interest rates over this period mainly reflected the removal of the exchange rate risk after the introduction of the Euro which made it cheaper for national Governments to borrow in the financial markets.

the participation in the EMU. All other Member States are obliged to adopt the common currency after the achievement of the necessary nominal convergence measured with the Maastricht criteria.

Figure 1: Interest rates on 10-year Government bonds in EMU Member States (2001-2013)



Source: ECB

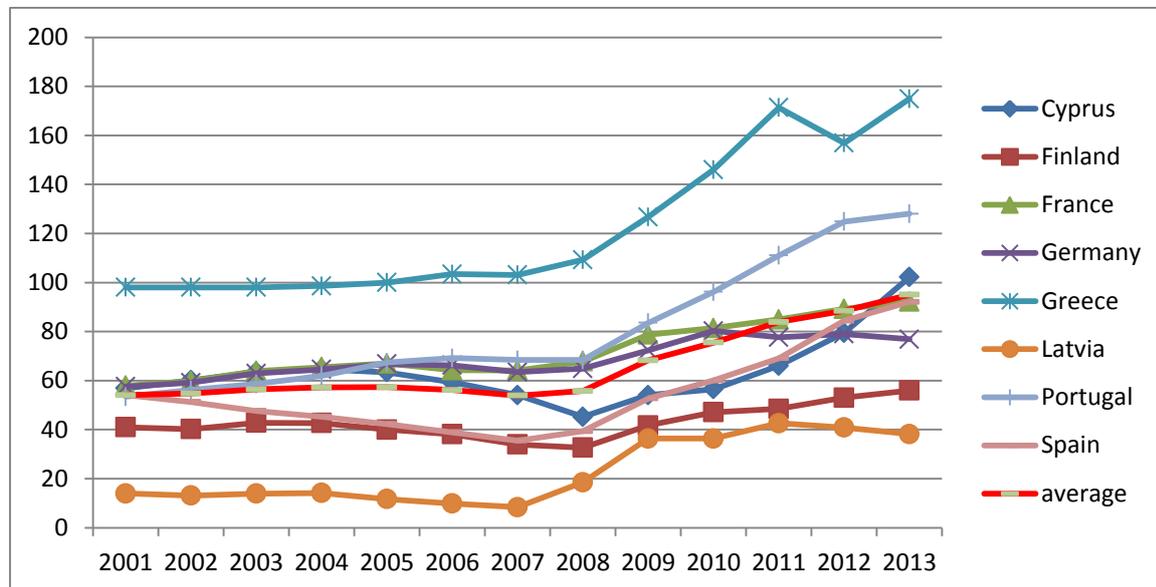
The reduction of interest rates on Government bonds led to the accumulation of credit of all Member States and to the emergence of asymmetrical economic shocks in some of them. According to Remsperger (2001) the convergence of interest rates in the initial years of the EMU has led to substantial divergence in economic growth of Member States. Whereas the interest-rate level hardly changed at all in the low-interest-rate countries Germany, Austria and the Netherlands, in Ireland, Portugal and Spain interest-rate convergence implied a considerable relaxation of monetary conditions. Hence the interest-rate-convergence process exerted the impact of an asymmetrical demand shock, whose effect was reinforced by the fact that, in a number of high-interest-rate countries, the real rate of interest fell even more sharply than the nominal interest rates.

The financial and economic crisis interrupted the process of reduction of long-term interest rates and after 2009 they have been much more heterogeneous. Divergence has been extremely strong in 2010-2012 with long-term interest rates going down to as low as 1.50% in Germany and 2.54% in France, on the one hand, and soaring to 22.5% in Greece and 15.75% in Portugal, on the other hand.

Development of long-term interest rates at the turn of the century was not fully consistent with the state of public finances of Member States which was unsatisfactory even then. While at the end of the 90's most EU Member States fulfilled the budget deficit and public debt, after the adoption of the Euro most of them loosened fiscal policy. As a result they accumulated significant amount of debt. Data on gross public debt in EMU Member States is presented in Figure 2. It can be seen that in 2001 the levels of sovereign debt were below the reference value in all Member States, excluding Greece. The average value for the whole group was 54.1% in 2001. An interesting and important observation is that peripheral Member States (Cyprus, Spain and Portugal) had public debt below 60% with Greece being the only exception. On the other hand, the debt-to GDP ratio in Germany and France was

above the reference value. After the beginning of the crisis most Member States allowed a significant deterioration of public finances. Despite the efforts for consolidation of public finances gross public debt in the then EU-15 reached 62 % in 2004 and 75 % in 2009. The largest increase was registered in Greece and Italy where levels of debt were unsustainably high as early as the beginning of the new millennium.

Figure 2: Debt-to-GDP ratio in EMU Member States (2001-2013)



Source: AMECO

On the basis of these observations it can be concluded that despite the nominal convergence achieved at the end of the 1990's and the beginning of the 2000's, the EMU is not an optimal currency area in terms of the famous Robert Mundell theory. It is not an optimal currency area for the following reasons:

First, there has been no synchronization of the economic cycles of participating countries. Member States have had divergent rates of inflation and GDP growth and there has been considerable disparity of competitiveness between core countries and the peripheral countries. The expansion of real GDP in 2000 in the three countries with the highest growth rates (Ireland, Luxembourg and Finland) averaged 8 %, which was 5 percentage points above the average pace of growth in the three countries with the lowest rates of expansion (Germany, France and Italy).

Second, even at the start of the EMU Member States were characterized by high levels of public debt. Fiscal sustainability is important per se, but it becomes even more important in the context of a single currency because of possible spill-over effects. In Mundell's theory a risk sharing mechanism is needed to transfer financial resources towards Member States having difficulties in serving their sovereign debts. Such a centralized risk-sharing system would require high degree of fiscal coordination, and even introduction of common taxes on an EU level. Member States were not willing to give up their sovereignty in fiscal policy. Therefore, a decision was made to start the monetary union without a fiscal union. However, as a result of the crisis the European Stabilization Mechanism was established.

2. The determinants of long-term interest rates in Eurozone Member States – a review of the literature.

There is wide recognition that short-term and long-term interest rates have different determinants and the latter are essentially a component of the former. In the short run Government bond yields may be affected by changes in the monetary policy stance, temporary inflation shocks and changes in fiscal balances, and fluctuations of output growth around its potential level. These factors can result in temporary deviations of real bond yields from their long-run equilibrium level (Poghosyan, 2014, p. 3). In other words, Governments are able to influence their dynamics and hence, to regulate the economy. Short-term interest rates, thus are not so closely related to the price at which Government could obtain long-term financing.

Long-term interest rates, on the other hand are determined by demand and supply; thus they are not dependent on monetary policy but mostly on market forces. In this sense, the relevant question is: what are the factors determining the yield required by investors in Government bonds.

First, investors' preferences and risk aversion are closely related to the *economic cycle*. In times of distress they look for safe investments which also contribute to the divergence in long-term interest rates.

Second, long-term interest rates are intrinsically linked to *state of public finances*. Increased demand of money of the Government may crowd out private investment resulting in a lower capital stock, which in turn leads to a higher marginal product of capital and consequently a higher real interest rate (Engen and Hubbard, 2004). In addition a higher debt may boost sovereign bond yields through the default risk premium, as implied by existing models of sovereign debt crises which link the default risk to the ratio of debt to the Government's income stream (Manasse et al., 2003). Both channels imply a positive long-run association between bond yields and Government debt.

According to Poghosian (2013, p. 101) public debt is not a perfect approximation of a country's financial soundness. For instance Belgium has a high debt ratio but a relatively low interest rate. Also, Portugal, France and Austria approximately have very similar debt ratios, but the interest rate spread for the first country is much higher. Despite the high levels of public debt of the US (around 72% in 2013) the risk premiums on US Treasury bonds have been low in the aftermath of the financial crisis. Analogically, long-term interest rates in some EMU Member States increased significantly (leading even to a loss of access to financial markets) despite the relatively low amount of public debt.

From this point of view many authors look for the determinants of long-term interest rates in external imbalances. The loose monetary policy and the downward trend in interest rates at the beginning of the 2000's boosted inflation and wage increase in the countries of Eurozone periphery, thus leading to accumulation of large current account deficits (Polito and Wickens, 2014). In other words, the initial convergence in interest rates led to subsequent asymmetric economic shocks which have benefitted from the reduction of long-term interest rates. As a result considerable *current account deficits* were accumulated. Barrios et al. (2009, p. 3) proved the existence of strong relationship between current account deficits and long-term interest rates. Their results showed significant interaction between risk aversion and macroeconomic fundamentals. A major conclusion was that the combination of high risk aversion and large current account deficit lead to a rise in Government bonds yield spread.

3. The determinants of long-term interest rates in a sample of EMU Member States – an empirical study

This section of the paper presents the results from a regression analysis on the factors affecting the interest rates on 10-year Government bonds in a sample of eight Member States of the Economic and Monetary Union (Cyprus, Finland, France, Germany, Greece, Latvia, Portugal and Spain) over the period 2001-2013. The predictors chosen are the level of gross public debt, current account and GDP growth.

Summarized results of the regression analysis are presented in the table below. It contains data on the model adequacy measured with the F-test, the determination coefficient (Adj. R^2), the Durbin-Watson autocorrelation test (DW) and the explanatory power of the predictors as measured by the B coefficients.

Table 2: Determinants of long-term interest rates in EMU Member States

	France	Germany	Greece	Latvia	Portugal	Spain	Cyprus	Finland	
F-test	0,003	0,000	0,019	0,017	0,025	0,022	0,025	0,000	
Adj. R^2	0,707	0,842	0,535	0,545	0,652	0,337	0,335	0,902	
DW	1,959	1,263	2,360	1,470	2,776	1,499	1,631	1,870	
Const.	- 13,743	14,339	-4,951	11,091	64,478	3,126	6,492	3,795	
B	Debt	-	-0,083	0,140	NR*	NR	0,026	NR	NR
	CA	1,800	NR	NR	0,467	NR	NR	0,036	0,248
	GDP	0,010	NR	NR	NR	-0,037	NR	NR	NR

*NR – not relevant

The B coefficients indicate the explanatory power of the included independent variables on the changes in the dependent variable. The results for the coefficient suggest that in almost all Member States the only relevant variable is the *level of public debt* which explains a small percentage of the changes in long-term interest rates. Public debt affects long term interest rates most strongly in Greece which suggests that an increase in the amount of public debt by 1 percentage point leads to an increase of long-term interest rate by 0,140 p.p. However, the value of the B-coefficient is low in the other countries and this means that long-term interest rates indeed are not affected by the growing levels of sovereign indebtedness.

As regards the effect of the changes in current account, they explain the movements in long-term interest rates only in France, Latvia and Cyprus. In the case of France there is a clear correlation between the development of the current account and the interest rate on 10-year bonds and the former accounts for change of the latter by 1,8 p.p. In Latvia the value 0,467 of the B coefficient means that a 1 percentage points increase in current account deficit is responsible for an increase in long-term interest rates by 0,467 percentage points. In Cyprus the effect of the current account on long-term interest rates is negligible.

The third variable, GDP growth, accounts for a small change in interest rates only in Portugal. In all other countries this variable was not relevant.

We can summarize from the analysis that external imbalances indeed affect the price of external financing as measured by interest rates on Government bonds, but the level of sovereign debt remains the most important determinant.

4. Prospects for the EMU.

Long-term interest rates reached record low values in 2014. They are considerably lower in 2013-2014 even in most heavy indebted Member States (Greece and Italy). On the one hand, this is a positive sign indicating the ability of Member States to obtain financial resources in the markets at a relatively low price. On the other hand, the low price of external financing

brings about considerable risk of accumulation of even larger external debts in EMU Member States.

Despite the convergence process there are still significant differences between Member States in terms of financial sustainability and competitiveness. This heterogeneity is reflected in the valuation given by the markets to their sovereign debt and respectively in different ability to secure external financing on a reasonable price.

Economists and policy makers have different views on the future development of the Economic and Monetary union. The ongoing Greek debt crisis and the continuous accumulation of public debt by other EMU countries has led many economists to believe that it is possible for some Member States to abandon the common currency area.

In any case it is clear that overcoming the debt crisis requires much deeper real convergence. It is crucial for all Member States but especially for the peripheral EMU countries to develop new sectors of the economy which will lead to economic recovery and gradual reduction of the debt burden. Over the next years the ECB is expected to conduct aggressive monetary policy in order to fight deflation and boost economic growth. However, there is a widespread recognition that structural reforms aimed at increasing the competitiveness of European economies are much more important.

The crisis indeed has given a new impetus to the integration process. The European Commission proposed to set up a banking union and together with new, stricter rules on fiscal deficits and sovereign debts. For now these efforts have had limited success because of the divergent interests of Member States.

As a result of the financial and economic crisis the following measures were undertaken on a European level:

- *ECB's monetary policy* – the most important factor for the reduction of interest rates on long-term Government bonds have been the actions of the European Central Bank. It has been actively using its conventional instruments to reduce the price of credit, including significant reduction of interest rates on its credit facilities.³ Besides this the ECB has granted substantial financial assistance to troubled credit institutions and Governments in some Member States.
- *The rules for economic governance* – in 2011 a package of six Regulations and a Directive entered into force aimed at strengthening and supplementing the Stability and Growth Pact. Besides the shifting of the accent towards monitoring of public finances, new procedures for monitoring and correction of macroeconomic imbalances were introduced.
- *The Fiscal Compact* – signed in 2012 and entered into force in 2013, the Fiscal Compact obliged each Member State to introduce in its national legislation (in the Constitution or in a special law) numerical rules on fiscal discipline. This measure was aimed at enhancing their commitment to comply with the already existing ceilings on budget deficit and public debt. The Fiscal Compact envisaged well as the installment of an independent fiscal council which has to ensure the observation of the rules. Other new obligation of Member States is to put in place mechanisms for automatic correction in case of divergence from the reference values (Treaty on stability, coordination and governance in the Economic and Monetary union).
- *The Banking Union* – the problems indicated confronted by credit institutions of some Member States have brought to the forefront the necessity to improve the bank

³ The ECB lowered the interest rates of its credit facility to 0,15 % and that of the deposits -0,10 %. The prospects are that they will remain unchanged over the next months and even years.

regulation. Albeit with certain difficulties the foundations of a bank union have been laid; the first step was the Single Banking Surveillance. The next steps include the adoption of single rules of the capital adequacy and prevention of bankruptcies as well as establishment of a common mechanism for deposit guarantee encompassing all Member States.

CONCLUSION

The present paper confirmed the discrepancy between the amount of public debt and interest rates on long-term debt instruments of EMU Member States. Normally unsustainable public finances would lead to higher default risk and hence to higher yields on Government bonds required by investors. However, in most EMU countries the yields on 10-year bonds have been low ever since the introduction of the common currency with few exceptions during the financial and economic crisis. The main reasons for the low levels of interest rates is the expansionist policy of the European Central Bank during the last few years combined with very low rate of inflation.

Results of the empirical study have confirmed the existence of a positive, albeit weak, relation between sovereign debt and long-term interest rates in the period 2001-2013. This relation has been the strongest in Greece. In some Member States an important determinant has been the current account deficit. These results are in line with other empirical studies that have considered both public and private debt as important contributor to the price of external financing.

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AN ANALYSIS OF CUSTOMER COMPLAINING BEHAVIOR IN TRAVEL AGENCIES - COMPARATIVE STUDY BETWEEN EGYPT AND SAUDI ARABIA

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ABSTRACT

Customer complaining behavior (CCB) is a significant topic in the service industries. The customer complaint is an important indicator for the service companies' success, but especially those of the travel, tourism and hospitality industries. The intensive labor and complex nature of services in these industries makes service failures a frequent happening. This affects negatively the customer satisfaction and the concept of service quality, particularly with bad service recovery. Consequently, there is a vital need for continuous understanding of the nature, dimensions, changes and various factors affecting customer complaining behavior, in order to avoid the loss of customers or their negative word of mouth (WOM). Especially with the widespread use of Internet and appearance of a large segment of customers prefer e- tourism, and thus a new segment of e- complaints. The aims of the paper is to analyze and understand the behaviors, motives, causes and factors influencing the travel agents' customer complaints as a comparative study between Egypt and Saudi Arabia. For this goal the paper methodology depends on the descriptive and analytical approach based on a survey by a questionnaire for random sample of customers of the three largest travel agencies in Egypt and Saudi Arabia.

Originality/value: Majority of appreciable research all over the world have focused on the consumer complaining behavior (CCB) in hospitality industry, especially in hotels, but few studies have discussed consumer complaining behavior in the sector of travel agencies. The paper contributes a unique perspective to analyze and understand the features of customer complaining behavior in the field of travel agencies. The main findings of the paper display that no hard facts about the factors' impacts on (CCB), the results agree with the findings of some previous studies and differ with others. Particularly, most of these studies in other service sectors or in the hospitality industry. The comparative field study demonstrates that there are elements of similarity and others of difference between Egyptians and Saudis in the (3) groups of factors have been formed by the study.

Keywords: Consumer complaining behavior (CCB), Customers, Dissatisfaction, Factors, Travel agencies, Service failure, Word of mouth (WOM).

List of abbreviations

CCB	Customer complaining behavior
WOM	Word of mouth
E-WOM	Electronic word of mouth
E-CRM	Electronic customer relationship management

INTRODUCTION

A number of writers have suggested that organizations should aim to offer ‘zero defects’ service, some service failures are inevitable, and perhaps particularly so in tourism. Although tourism organizations may have customer satisfaction as a major goal, not all tourism experiences are satisfactory from the consumer perspective. Service failures can and do occur. Tourism may be particularly susceptible to the problem of service failure because of the number of different service providers involved and that fact that it is an important and heavily people-based service. For example, Planes may be late, staff may be rude or inattentive, and the maintenance of the tangibles surrounding the service may not always be perfect. Service failure arises when customers experience dissatisfaction because the service was not delivered as originally planned or expected. If service failures cannot be avoided then organizations must have clear strategies for responding to service failures and minimizing the adverse impact of customer (Ennew and Schoefer, 2003).

There are several responses those customers may have to service failure or poor service recoveries. The most widely researched are satisfaction responses, emotional reactions (such as anger, disappointment or regret), and behavioral responses (such as complaining, exiting or switching behaviors and negative word of mouth). These responses threaten the long-term loyalty of customers that affected by service failure, especially where there is opportunity to change service provider (Sparks and Fredline, 2007). Durukani, *et al.*, (2012) explain that the part of the customer complaints which is transferred to firm is stated as friendly complaints. At this point firm has to change customer problems to customer complaints and struggle to ensure the transfer of complaints to firm. Dobrev (2013) adds that those who complain feel hurt. It’s important however for the organization to understand that the customers, who complain, value their relationship with the organization and want to help it improve. They are the ones who care and give you a chance to fix things, whilst many more customers didn’t bother to tell you about the bad experiences they had. Research shows that for every customer complaint, there are 26 other unhappy customers who have remained silent.

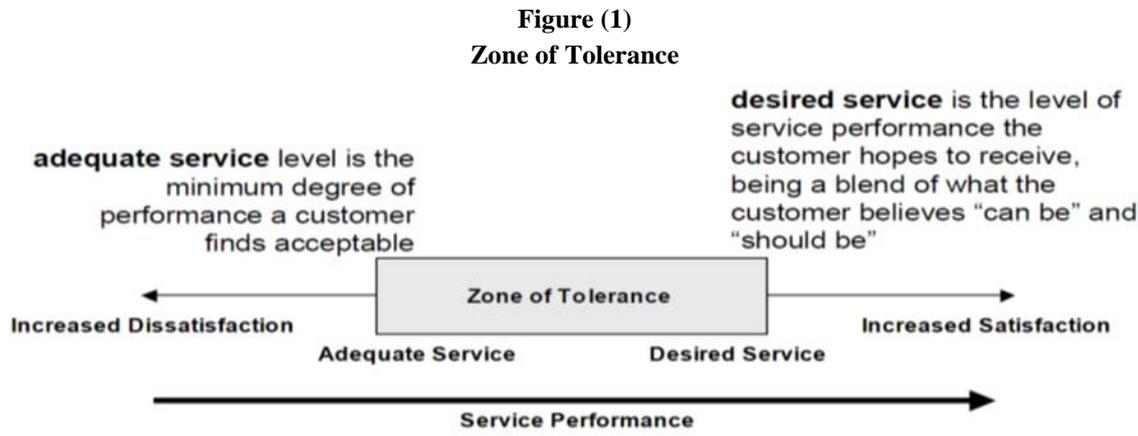
When customers don’t transfer complaints to firm, not only the chance of determining and solving problems is lost, but also some negative results occurs for both company and customer like changing firm, applying legal actions, complaining to public and private bodies etc. Therefore understanding the factors that affect customers’ propensity to complain to firm is necessary for the success of firms (Durukani *et al.*, 2012).

LITRETURE REVIEW

1. Service Failure and Customer Dissatisfaction

1.1. Zone of Tolerance

To understand the service failure and its results in customer dissatisfaction, it should be known that there is a zone of tolerance in the relation between customer and organization. Sorensen (2012) displays that zone of tolerance (Figure1) is the range of service performance which the customer believes to be satisfactory. Usually it is assumed that levels of service performance within the zone of tolerance are not perceived as different by customers.



Source: Sorensen, 2012

1.2. Definition & Nature of Service Failure

Petzer and Steyn (2006) indicate that service failure can be defined as the inability to meet the expectations of customers regarding the standard of service delivery. From the customer's perspective, service failure refers to any situation where something has gone wrong regarding service received. Skaalsvik (2013) adds in other words that a service failure is a "breakdown in the delivery of service; service that does not meet customer expectations", and displays that service failures seem to be an inevitable part of services. Lewis and Clacher (2001) assure that service failures are inevitable, particularly in high-contact service processes, and managing service failures well is an important task for service managers and service personnel, as mistakes will inevitably happen and things will go wrong during stages of service delivery and consumption.

1.3. Service Failure in Tourism

Ennew and Schoefer (2003) mention that particularly in tourism, the susceptibility of tourism to service failure arises from three main sources. First, delivery of the service relies on inputs from different parties (e.g. airline, hotel, tour operator) which must be coordinated to deliver the tourist experience. Second, tourism is very much a people-based service; a heavy dependence on people to deliver service. Third, the tourism experience may be heavily influenced by uncontrolled factors such the weather etc. all can lead to a dissatisfying tourism experience.

1.4. Service Failure Categories

According to Bitner *et al.* (1990) the main technique for classifying service failure categories is by using the critical incidents approach, the first study by using this approach was conducted and concluded in three categories: Service system failure, Failures in implicit

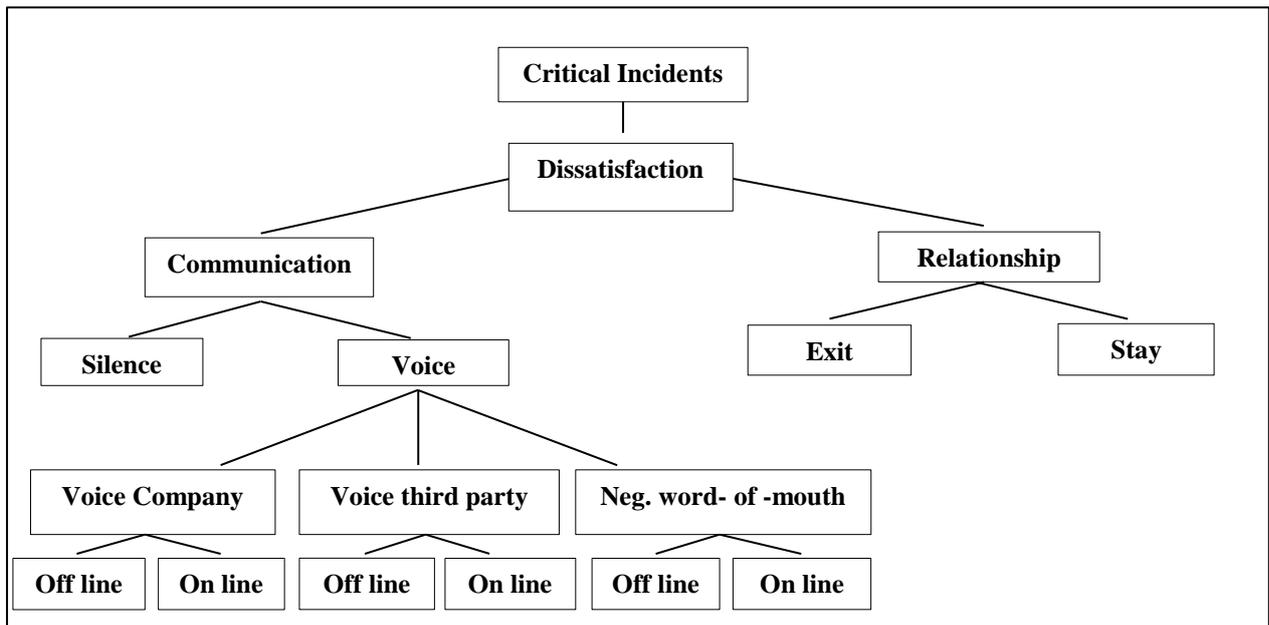
or explicit customers' requests, unprompted or unsolicited employee behavior. Hoffman *et al.*, (1995) give examples for the three categories. First category include product defects (i.e., Food is cold or burnt), slow/unavailable service (i.e., customer waited too much for service), facility problem (i.e., bad smell or dirty silverware), unclear policy failure (i.e., not accepting credit card), and out of stock conditions (i.e., inadequate supply of menu items). Second category involved employee responses to implicit/explicit customer requests which include for example food not cooked to order (for example, a customer receives medium steak instead of rare steak as he ordered), or seating problem (for example, seating smokers in nonsmoking area or ignoring customer request for a special table). The last category which is unprompted and unsolicited employee actions includes four different subgroups. These subgroups identified as inappropriate employee behavior failure (i.e., rudeness, poor attitude), Wrong order failure (i.e., delivering wrong food to the table), Lost orders failure (i.e., customer's order misplaced), and Mischarged failure (i.e., charged incorrect prices for items ordered). Memarbashi (2012) indicates that Bitner in (1994) categorized service failure from employees 'point of view, and added problematic customers as a new fourth variable. This variable includes four categories: drunkenness, verbal and physical abuse, breaking company policies or laws, and uncooperative customer.

1.5. Understanding Customers Respond to Service Failure

Obviously, when the service provider does not meet customers' expectations of service offerings, a poor service or a service failure will result in negative consequences. A review of the empirical research literature on the negative consequences of service failures illuminates an entire set of different consequences (Michel, 2001). Generally, customers respond to a service failure in a number of ways. First customer decides whether to convey an expression of dissatisfaction (action) or to take no action. The second-level decision concerns whether the response taken is public or private. negative consequences for example mainly dissatisfaction with the service provider, a decline in customer confidence, negative word-of-mouth (WOM) behavior, customer defection or decisions not to repurchase and complaining (Skaalsvik, 2013).

Zaugg (2006) debates that with respect to multi-response patterns in service failure, all dissatisfied customers express their dissatisfaction in these two dimensions, communication and relationship status (Figure 2).

Figure (2)
Responses to a Critical Incident Causing Dissatisfaction



Source: Zaugg (2006).

Unfortunately, many customers do not complain following a service failure, but they do engage in activities such as negative word-of-mouth (WOM) and brand switching. This suggests that many organizations may miss out on the opportunity to undertake service recovery because they do not know that a failure has occurred (Ennew and Schoefer, 2003). That's why a comprehensive understanding of service failure processes is needed since service flaws need to be effectively recovered in order to return customers to a state of satisfaction; a coherent service recovery strategy becomes an important component of a firm's service management approach. However, an understanding of customer perceptions about what matters in a service failure context is required before a recovery plan can be formulated, especially when dealing with international tourists (Lee and Spark 2007).

Ennew and Schoefer (2003) discuss that there is a growing body of evidence to suggest that effective service recovery will generate a range of positive customer responses with complaint handling being seen as a key element in service recovery. Responding effectively to consumer complaints can have a significant impact on satisfaction; repurchase intentions and the spread of word-of-mouth. However, in order to understand how best to deal with service failure and how best to handle complaints, it is essential to understand the way in which consumers react to service failure and how they respond to different approaches to service recovery. In other words, Magnini *et al.* (2007) assure that an effective service recovery could result in a win-win situation for the customer and the organization. And well-executed service recovery could enhance customer satisfaction and loyalty; may have a direct influence on whether dissatisfied customers remain with or defect from an organization (Miller *et al.*, 2000).

1.6. Strategies for Successful Service Recovery

There are number of strategies recommended by Mostert *et al.* (2009) that organizations can implement to achieve successful service recovery, including:

- Communicating with customers who are experiencing service failures including providing feedback, offering an explanation for the reasons for the service failure and ensuring that service recovery personnel are professional in their actions.
- Recovering the service failure immediately, offering customers alternative options that will meet their requirements.
- Providing an apology for the service failure and consider presenting customers with some form of tangible compensation, for example, offering discounts or vouchers.
- Training and empowering employees to deal with the service failure effectively.

2- Customer Complaining Behavior (CCB)

2.1. Understanding Customer Complaining Behavior (CCB)

Complaint can be defined as one of the methods used in order to express customer dissatisfaction makes up the starting point of complaint behaviors. Customer complaint behaviors defined as an individual activity which covers transmitting negative perceptions to the enterprise or to the third parties (Emir, 2011). In other words, Complaining behavior defined as “an action taken by an individual that involves communicating something negative regarding a product or service”. Consumer complaining behavior (CCB) fits into two categories, that is, behavioral (i.e., action) and non-behavioral (i.e., no action). The different types of action can be public (i.e., seeking a refund from the company) or private (word of mouth to friends and relatives). In general only 5% of disgruntled customers voice their complaints (Chiappa and Aglio, 2012). Emir (2011) debates that it is found out in the studies evaluating customer dissatisfaction that two third of the customers do not voice dissatisfaction, or in other words, do not complain. This is due to different reasons, which are: (a) consumers might not know to whom to complain, (b) negative experiences related to having their complaints handled poorly, and (c) consumer belief that complaining is an exercise in futility because they will be either ignored or patronized. In general, these reasons can be categorized coming from two sources: company attitude toward responses to complaints and consumer attitude toward complaining. The latter is the personal tendency of dissatisfied customers to seek compensation from the firm (Valenzuela *et al.*, 2005).

In customer complaint behaviors, the group who don't complain tends to private responses, by not coming again or negative word of mouth by telling their negative impressions to their friends (Su and Bowen, 2001). Customers communicate their unfavorable experiences to 9-10 people and warn them not to buy the products of the related enterprise which leads to harm the sales (Lam and Tang, 2003). There is a group of customers who don't complain response in a behavior type which is out of the social environment (friends) by cover claiming legal rights and bringing the case to the consumer rights offices, which require more time and effort, few people choose this option as the first step towards complaining (Kim and Chen, 2010). Emir (2011) displays that at the point of taking action about complaints or not, customers make benefit cost analysis. In this context, if the cost of a complaint and the time spent for it provides more benefit for the customer, then he or she

would take action for the complaint, but if the cost of the complaint is more than the benefit, he or she would remain silent and would not take action. But, away of benefit cost analysis, Ashraf *et al.*, (2013) explain that there is an effect of customer loyalty on consumer complaining behavior, loyal customers complain more frequently as compared to non-loyal customers in case of dissatisfaction. They always have positive attitude towards company. Loyal customers do not switch to competitor companies straight away as a result of dissatisfaction; they choose to stay with the company and solve the problems. Loyal customers are more likely to seek redress from the company, less likely to switch to the competitors or to spread negative word of mouth in case of service failures. Similarly, loyal customers are less likely to complain to the third parties.

When customer decides to take an action by complaining, Raiffeisen (2014) shows that customers may announce the complaint to the organization in verbal way, personally or by phone, and may announce a written complaint by filling complaint form, post, fax or email.

BNP (2011) indicates that complaints can generally be divided into one of the following categories:

- Performance (in reference to a benchmark, to a competitor, etc.);
- Sales (the product was not explained properly, not in line with the customer's needs, etc.);
- Administration (the client exposes an internal problem, generally linked to administrative channels, or an operational problem, etc.).

2.2. Handling Customers' Complaint (Service Recovery)

Ekiz *et.al.*, (2011) state that consumer complaints are critical in improving the service quality by continuously correcting the mistakes. The process of fixing the problems is labeled as 'service recovery', a well-accepted term for what service companies attempt to offset the customers' negative reaction to the service failures (Zemke and Bell, 2000). Ekiz (2009) explains that chief benefit of providing an effective and efficient service recovery is the creation of a range of positive customer responses such as complainant satisfaction, loyalty and re patronage intentions and the spread of positive WOM. Moreover, it has also many organizational benefits like; lowering marketing costs, regaining the confidence of customers, maintaining customers' perceptions of fairness, building up and sustaining company image, preventing additional costs due to legal procedures so on. Thus companies need to invest time, money and effort in handling customer complaints properly.

According to Ekiz *et.al.*, (2011) A synthesis of the related literature shows that how organizations respond to customer complaints is associated with whether; they are focused and/or committed to their customers' needs and wants, they have prejudgments towards complaining customers, they understand the general importance of complaint management, their actual complaint handling practices are proper or not, their complaint management system is capable to deal with customer complaints (Liao, 2007). Mjahed and Triki (2009) discuss that a number of attributes of high quality complaints-handling processes have been identified. These include: having clear procedures; - providing a speedy response; - the reliability (consistency) of response; - having a single point of contact for complainants; -

ease of access to the complaints process; - ease use of the process; - keeping the complainant informed; - staff understand the complaint processes; - complaints are taken seriously; - employees are empowered and skilled to deal with the situation to solve complaints ; - having follow-up procedures to check with customers after resolution; - and using measures based on cause reduction rather than complaint volume reduction.

2.3. Customer Complaining Behavior in Travel & Tourism

According to Ekiz (2009), Complexity of the tourism industry makes it challenging to comprehend consumption of tourist services in general. Tourism is a hybrid service industry where the contact between companies and tourist plays a central role, service failures are frequent occurrences, eliminating service failure utterly is impossible especially in tourism industry where the involvement of a number of different parties in service delivery may increase the potential for failure. In this vein, it is very much likely for customers of tourism and travel organizations to experience dissatisfaction more frequently than any other service industry. Kotler *et al.*, (2002) add that recovering these failures effectively and efficiently is crucial for companies operating in tourism industry. To do so, companies need to know the factors affecting tourist complaining behaviors. Knowing what factors hinder tourists to raise their complaints can assist companies in modifying their recovery strategies. Once companies understand complaining constraints and tailor made their recovery strategies accordingly, to remedy the problem and retain their customers, to avoid negative word-of-mouth, to pursue service recovery attempts and to reduce customer turnover (Bodey and Grace, 2006).

The nature of travel & tourism industry creates some special constraints for its participants (tourist) and limits their complaining capabilities, most of the constraints discussed in CCB literature overlap with the ones in tourism context, such as; magnitude of failure, type of failure, situational factors and experience of the consumer, so on. Yet some factors may be different in the case of tourists. These factors proposed to be; time, familiarity, communication, involvement and holiday mood (Ekiz, 2009). But, Extensive review of the tourism literature shows that many scholars directly use consumer behavior theories without considering the unique features of the tourism industry to explain tourists' complaining behavior (Schoefer and Ennew, 2004).Comparatively, less attention paid on post-consumption tourist behavior and even less effort is made to understand how unique characteristics of the tourism industry are affecting tourists complaining behaviors (Cohen, 2004).

2.4. E-Complaining

Au *et.al.*, (2010) mention that early studies found only 5% of dissatisfied customers have voiced their complaints. This low percentage is likely to change now as the fast development of Web technologies facilitates a fast and easy e-platform for people to express their complaints without any geographical and time constraints. Cooper *et al.*, (2008) explain that in the broad context of e-services, e-tourism specifies the competitive power of the company by taking advantage of internet for interacting with all parties concerned and it includes all business functions as well as e-planning, e-management for all subsectors of tourism industry (for example: transport, leisure, accommodation, travel agencies and tour

operators, public organizations. Sari *et.al.*, (2013) point out that electronic customer relationship management (e-CRM) in the context of internet distribution and marketing in the tourism realm, is a business strategy underpinned by Web technologies and it allows travel organizations to incorporate customers into more personalized interactive relationships that are advantageous for both parties.

Internet has revolutionized the information and communications world like nothing before it. Internet has become a vital tool for businesses and consumers. Due to its extremely vast and effective capabilities to rapidly disperse information, the Internet has become one of the most widely used tools for communication. For example, in the tourism & hospitality industry, many customers express and share their opinions and experiences, specifically in the arena of negative complaints (electronic word of mouth (e-WOM), which has become very popular (Zheng *et.al.*, 2008). e WOM, defined as “all informal communications directed at consumers through internet- based technology related to the usage or characteristics of particular goods and services, or their sellers”. Prior research found that online reviews and recommendations have a higher credibility than traditional sources of tourist information (Chiappa and Aglio, 2012).

According to Zheng *et.al.*, (2008), Complaint websites have been developed as opinion forums for customers to share their experiences. Because of its unique characteristics, the Internet delivers the information on these forums to all potential customers, e -WOM that has been posted on these forums has been proven to be a critical factor in influencing customers. Managers should respond to online complaints, or implement service recovery procedures that are appropriate in terms of cost. Because, according to the explanation of Zaugg (2007), there is an increasing number of online complaint intermediaries waiting for dissatisfied consumers to lodge a complaint. Combined with negative word-of-mouth on the internet, companies may face a challenging threat, in particular when they do not offer online complaining to their customers. “E-complaints registered to a company are much more manageable from a public relation standpoint than e-complaints registered to some third party and posted for the world to read.” If the company ignores the e-channel for complaints, dissatisfied (internet) shoppers intending to express their dissatisfaction online may complain to such an online complaint intermediary or spread negative word-of-mouth online, for instance in a forum with thousands of users. As a result, companies are well advised to consider not only the costs of the service recovery, but also the costs of ignoring the complaint, e.g. lost repurchase.

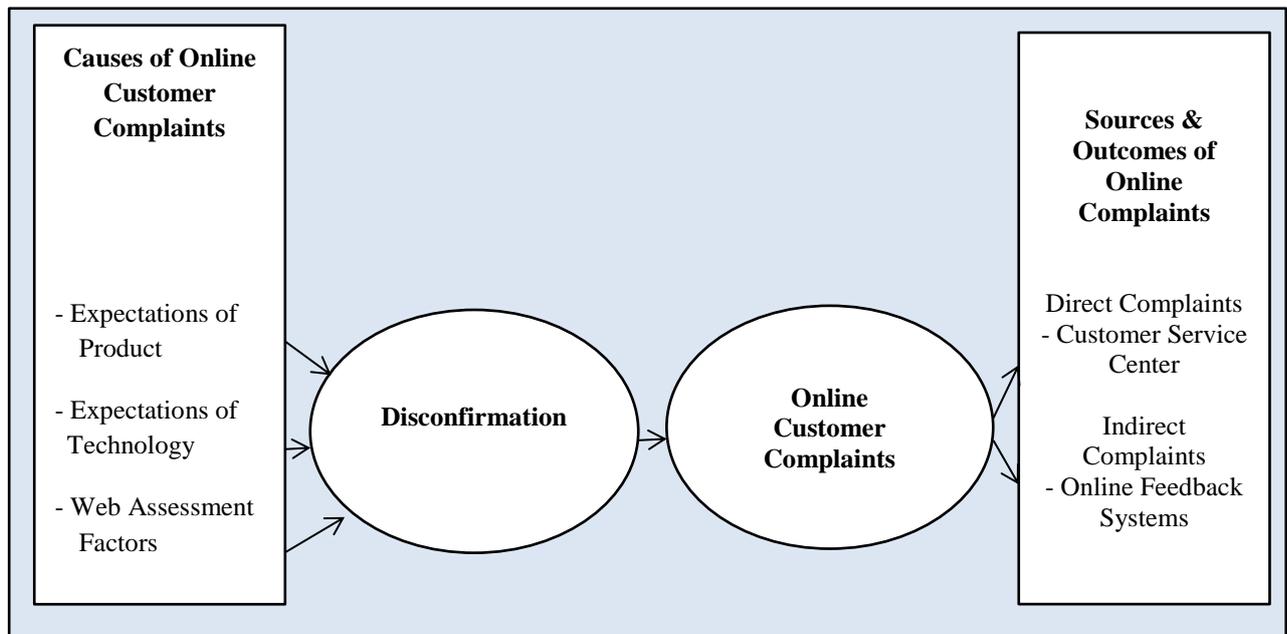
Au *et al.*, (2010) discuss that the proliferation of review sites have enabled customers to bring their complaints online and to make them transparent to the entire world. Weblogs for example are a very important information source for international travelers for obtaining tourism advice and suggestions at specific destinations, in particular, travel 2.0. Sparks and Browning (2010) add that in hotel industry, there has been an explosion of Internet sites that assist consumers with making bookings online, such as Trip Advisor, Wotif.Com, Hotel.Com, and Expedia.Com exist to provide consumers with online booking access. In addition, there has been growth in the opportunity to use the knowledge of other travelers by reading reviews provided at many of these booking sites, reviews on those sites are provided

as a tool to people searching for, and booking, hotel properties, which means that the reviews by consumers about individual properties may be used in the selection/booking decision making process. Indeed, such sites are built on a premise of trust that is developed from providing consumers with an opportunity to post both positive and negative commentary. Cho *et.al.*, (2002) conclude that online customer complaints, as a Web enabled market feedback, have illuminated the origins and causes of online customer dissatisfaction. Online customer complaints also show how e-businesses handle customer complaints – a reflection of how much they value their customers.

Reichheld and Schefer (2000) debate that “E-loyalty” has been receiving more attention recently, and the Internet is a potentially powerful tool for strengthening relationships between firms and their customers. Today’s online customers exhibit a clear proclivity toward loyalty, which can be reinforced by the proper use of Web technology. Cho *et.al.*, (2002) state that establishing effective relationships results in greater customer loyalty and improved data on customer usage, encouraging the use of complaints to improve communication channels between buyers and sellers in general, and as a specific means of turning dissatisfied customers into loyal repeat customers.

Finally, according to the proposed model of online customer complaining behavior (figure. 3), online customer dissatisfaction results from unmet expectations about a product, technology issue; and/or Web assessment factors, which include information content, credit card security, ease of navigation, customized product information, convenient after sales support, privacy issues, fast and accurate delivery, etc. (Cho *et.al.*, 2002).

Figure (3)
An Analysis of Online Customer Complaint Behavior



Source: Cho *et. al.*, (2002)

2.5. Factors Influencing Customer Complaining Behavior (CCB)

Chiappa et al., (2012) show that previous studies on complaint management have highlighted that CCB is influenced by the **socio-demographic characteristics of customers**, such as gender, age and level of education. Butelli (2007) explains that Problem and complaint incidence seem to be higher for women than for men, but this probably reflects "differences in shopping roles rather than true sex differences in complaining tendency". Au *et.al* (2014) adds that it has been shown that young people are the dominant complaining group among all age segments. Those who are well educated and high earners tend to be more demanding as they are often more experienced consumers. In other words, it seems that higher education and higher income are both positively related to complaining not only in the Western world but also in developing countries (Butelli, 2007). It further shown that people accompanied by children are apt to be less patient and to complain more about the speed of service delivery. However, it is interesting that younger and less well-off customers are more likely to consider re-patronizing despite their dissatisfaction (Au *et.al*, 2014). Sujithamrak and Lam (2005) point out that the relationship between age and complaint behavior may depend on regional culture, after discovering that older customers tended to take private action to complain more often than their younger compatriots. Moreover, Butelli (2007) summarizes that younger consumers are the most inclined to complain while the elderly seem to have more difficulties in complaining assertively. Au *et.al* (2014) mention that other researchers found significant differences in CCB according to the **reasons for travelling**. For example, it found that business travelers are more likely than leisure travelers to mention slow restaurant service, access to business facilities, inefficient staff and a poor variety of food. Park *et.al.*, (2008) reported that CCB is influenced by **travel party** (spouse, children, spouse and children, etc.). Further complaint behavior can be influenced by **psychographic characteristics, situation specific attributes and operational/ business indicators** (hotel class, average daily rate, popularity index, etc.).

Available research evidence suggests that **consumers' personal circumstances and situations** can have a significant bearing on their expectations and experiences of complaints processes, including their **socio-economic circumstances and psychological** aspects such as self-esteem, and feelings of disempowerment. Surprise and disbelief and sometimes being fearful of entering the complaints process and also consumers frequently feel out of control in the process. In addition, social fear or politeness rules may lead some consumers not to complain as they fear the consequences of being rude, bothering someone or hurting someone's feelings; these findings also explain why complaint levels are relatively low given the high levels of dissatisfaction: in these instances "...people are avoiding the potentially negative psychological effects of complaining" (George *et. al.*, 2007). Moreover, the Scottish Consumer Council (2003) finds that income, education, skills and self-confidence levels, as well as age and gender, can exert powerful influences in determining whether consumers make a complaint. This is clearly another important contributory element that has to be taken into account in considering consumers' perceptions of complaint handling processes.

Emir (2011) explains that previous studies made on customer complaint behaviors show that **culture** is a strong factor in complaint behaviors, and may influence customer

complaint behaviors motivation. Culture defined as the “collective programming of the mind which distinguishes one group of people from another.” National cultures mainly differ along four dimensions of power distance, individualism versus collectiveness (I/C), masculinity versus femininity, and uncertainty avoidance, the I/C dimension particularly has resulted in fundamental differences in consumer behavior between Eastern and Western cultures (Au *et.al*, 2010). **Nationality**, as a constituent of culture, has important effects on customer complaint behaviors. Nationality can be defined as qualification of individuals who show similar features depending on a bigger group and national character reflects some unchanging individual features prevalent in a nationality (Legohérel *et al.*, 2009). Thus, previous studies on the subject show that there are differences between nationalities which can be determined and recorded and these differences have an important effect on customer behaviors (Emir, 2011). Indeed cultural difference is a critical component in affecting how the product/service consumption is evaluated and what response actions will be taken when dissatisfaction occurs. In addition, previous studies have shown that customers with different cultural backgrounds may have different preferences on what is important, how service should be delivered, and whether complaints were to be raised if the expected standard has not been achieved (Au *et.al*, 2010). For example, Au *et.al.*, (2014) assure that customers from cultures that are low in individualism or high in uncertainty avoidance (such as Asian ones) tend not to complain even if they receive poor service. Asian guests are less likely to complain to the hotel for fear of “losing face” and are less familiar with the channels for complaining than non-Asian guests. Asians are more likely to take private action, such as making negative word-of-mouth comments to friends and others (Ngai *et. al.*, 2007). Japanese guests also demand more constant attention and care than American tourists. Western consumers might be more prone than Asian consumers to turn to the physical environment for evidence of a service’s quality. Westerners, however, have core values and tend to include fun and enjoyment whilst regarding the hedonic dimension of consumption as more important than Asians do (Au *et.al*, 2010).

Butelli (2007) debate that other characteristics of customers are, instead, specifically related to the individual as a consumer. In this field, especially these variables have been taken into account in researches: frequency of purchase and experience of product/service, previous complaining experience and general attitude toward complaining.

METHODOLOGY

Study Design

Qualitative research concentrates on studying the perceptions, opinions, beliefs, and practices of individuals so that an underpinning meaning can be assigned to these views. This type of research method is often viewed as an interpretive approach where much attention is focused on research assumptions and subjective views of respondents. The goal is to discover and interpret respondents’ individual and collective thinking and action that bear an intelligible meaning. Qualitative data is suitable for this methodological approach and for the main purpose of the study, because it allows researcher to analyze and understand the

customer complaining behavior (CCB) towards travel agencies' services in Egypt and Saudi Arabia, that influenced by many factors.

In order to provide good piece of work and build understanding in this subject, initial researches in literature on consumer complaint behavior are conducted. Theories and related studies have been reviewed to focus and give particular attention to their consequences. The main method used in this study is a survey. To do so, a questionnaire is designed, which is in Arabic, with closed format style questionnaire (close-ended questions) which included maximum extend asking respondents to tick one or multiple choice depending on the type of question to make more ease to our respondents. Personalized cover letter is included in which it is explained why are asking these questions and the importance of the respondents' participation.

Sample

The Paper depends on two kinds of samples. A purposive sample is used to choose the (3) largest, most famous and old-established travel agencies in Egypt (Misr Travel – Travco - Karnak) and in Saudi Arabia (Al Tayyar Travel Group – Alsarh - Fursan Travel). And a random sampling method is used to survey customers of the mentioned travel agencies. The sample is consisted of (300) respondents in each country. (200) questionnaires are simple randomly distributed by the employees in mentioned travel agencies to their customers during their visits or by email. (100) are simple randomly distributed by the researcher directly to customers in many work areas such as: universities, companies, airports, shopping centers and malls or by email. The fieldwork is conducted over a period of (4) months from November 2014 to February 2015. A reliability test has been done by distributing the questionnaire for (10) as exploratory sample, and repeats it for the same sample after one week to ensure the reliability responses. The time average for answering the questionnaire is about 20 minutes. A validity test has been done by tap out the judgement of (5) tourism management and customer relation experts, to ensure the validity of the questions with the main aims of the paper.

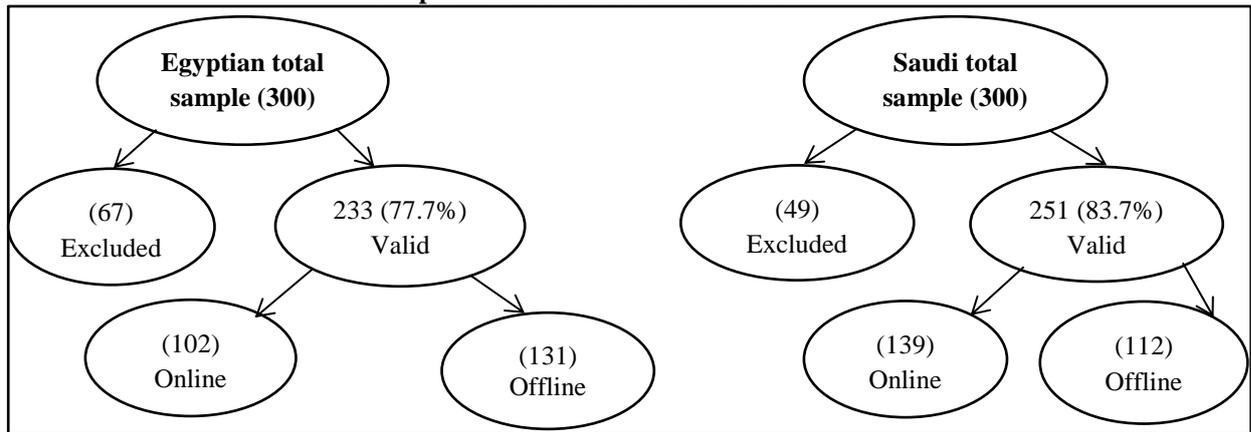
In Egypt, a total of 233 (77.7 %) of the (300) distributed questionnaires were sufficiently completed, the rest of questionnaires (67) are not included in the analysis due to incomplete responses. In Saudi Arabia, a total of 251 (83.7 %) of the (300) distributed questionnaires were sufficiently completed, the rest of questionnaires (49) are not included in the analysis due to incomplete responses. Figure (4) displays the details of sample data distribution and collecting.

Questionnaire Format

In order to create an inclusive questionnaire, the basis is built by deciding the main factors that needed to be investigated, to help analyzing and more understanding for customer complaining behavior (CCB) in the field of travel agents, particularly in Egypt and Saudi Arabia. These factors are represented in 3 sections;

- Socio-demographic factors.
- Tourism factors.
- General complaining behavior factors.

Figure (4)
Sample Data Distribution & Collection



Source: developed by the researcher.

DISCUSSION AND RESULTS

Table (1)
Socio-Demographic Factors

Factors		Egyptians (N= 233)		Saudis (N= 251)	
		N	%	N	%
Gender	Male	164	70.3	195	77.7
	Female	69	29.7	56	22.3
Age	18 – 24	20	8.6	33	13
	25 – 34	44	18.8	71	28.3
	35 – 44	86	37	92	36.7
	45 – 60	63	27	30	12
	+ 60	20	8.6	25	10
Education	Still studying	31	13.3	37	14.7
	Secondary- Diploma	27	11.6	33	13.1
	Bachelor	113	48.5	131	52.2
	Post graduate	39	16.7	13	5.2
	Master- PhD degree	23	9.9	37	14.8
Working Status	Full time	118	50.6	102	40.7
	Part time	36	15.5	41	16.3
	Unemployed	30	12.9	44	17.5
	Retired	15	6.4	23	9.2
	Housewife	34	14.6	41	16.3
Level of Income	Less than 1000 \$	43	18.5	8	3.2
	1000 – 1500 \$	74	31.7	31	12.4
	1500 – 2000 \$	23	9.9	37	14.7
	+ 2000 \$	18	7.7	126	50.2
	Refused &Unrequired	75	32.2	49	19.5

Table (2)
Tourism Factors

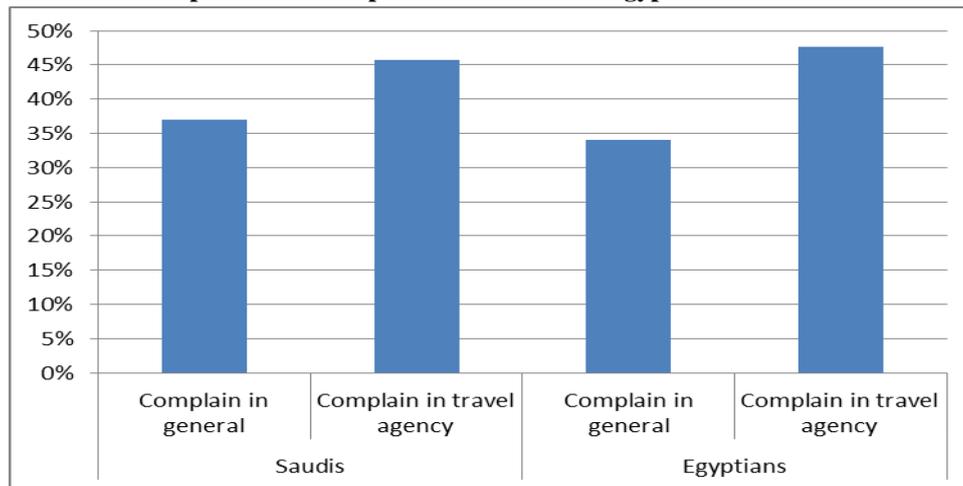
Factors		Egyptians (N= 233)		Saudis (N= 251)	
		N	%	N	%
Annual travel rate	0 - 1 trips	156	67	72	28.7
	2 – 3 trips	64	27	150	59.8
	+ 3 trips	13	6	29	11.5
Reasons for traveling Multiple answers allowable	Recreational	179	76.8	203	80.9
	Business and (MICE) Meetings, Incentives, Conferences and Exhibitions	74	31.8	112	44.7
	Cultural, Heritage and Historical	4	1.7	16	6.4
	Religious	142	61	80	31.9
	Events (arts, sports...)	19	8.2	61	24.3
	Shopping	5	2.1	93	37
	Others	6	2.6	17	6.8
I prefer to travel Multiple answers allowable	Individually	61	26.2	35	14
	With friends	157	67.4	128	51
	With family	133	57	177	70.5
	Spouse	81	34.8	74	29.5
My destination usually	Domestic	157	67.4	35	14
	Abroad	38	16.3	130	51.8
	Both	38	16.3	86	34.2

Table (3)
General Complaining Behavior Factors

Factors		Egyptians (N= 233)		Saudis (N= 251)	
		N	%	N	%
Previous dealing rate with your travel agency	1 - 3	129	55.4	85	33.9
	4 - 6	76	32.6	140	55.7
	+ 6	28	12	26	10.4
My concept of service failure in travel agency is: Multiple answers allowable	Long waiting for service	113	48.5	63	25
	Non response and unkind employees	151	64.8	170	67.7
	Inaccurate reservations	201	86.3	192	76.5
	Exaggerated prices	81	34.8	34	13.5
	Ignore customers' opinions and comments	163	70	117	46.6
	Others	12	5.2	9	3.6
Usually, If there is a service failure in my travel agency, I will express through	Complaining to the agency management	87	37.3	102	40.6
	Complaining to others (relatives- friends.....)	112	48.1	149	59.4

Multiple answers allowable	negative WOM				
	Switching the travel agency (Exit)	59	25.3	40	16
	Legal action	6	2.6	13	5.2
	No action (silence)	43	18.5	66	26.3
In general, my previous experience in complaining was					
	Positive	41	17.6	72	28.7
	Negative	70	30	43	17.1
	I never complain before	122	52.4	136	54.2
In my travel agency, my previous experience in complaining was					
	Positive	43	18.5	65	25.9
	Negative	36	15.5	28	11.1
	I never complain before	154	66	158	63
The complaining procedures in my travel agency are clear for me.					
	Yes	60	25.8	94	37.5
	Partly	54	23.2	76	30.3
	No	119	51	81	32.2
for whom has a previous complain experience					
I felt satisfied about complaining procedures in my travel agency.	Yes	38	16.3	61	24.2
	Partly	17	7.3	15	6
	No	24	10.3	17	6.8
	Not required	154	66.1	158	63
In general, I prefer dealing with my travel agency...					
	Online	63	27	111	44.2
	Offline	170	73	140	55.8
for whom has a previous complain experience					
I prefer to forward my complaint to agency	Online	22	9.4	61	24.3
	Offline	57	24.5	32	12.7
	Not required	154	66.1	158	63
for whom has a previous e-complain experience					
My previous e-complaint process to my travel agency was	Positive	7	3	33	13.1
	Partly	3	1.3	15	6
	Negative	12	5.1	13	5.2
	I didn't complain electronically before	211	90.6	190	75.7
I see that my agency's website and it's interaction possibilities is ...					
	Excellent	29	12.4	90	35.9
	Good	85	36.5	68	27.1
	Acceptable	73	31.4	80	31.9
	Bad	46	19.7	13	5.1

Figure (4)
Comparative of complaints rate between Egyptians and Saudis



- Figure (5) shows that no significant difference between Egyptians and Saudis in complaining rate in general or especially in the field of travel services. The results agree with the previous mentioned studies displays that two third of the customers do not complain, and inconsistent with the studies mention that only 5% of disgruntled customers voice their complaints. (111) of Egyptian surveyed sample (around 47.6%) have a previous complain experience in general, (37%) of it are positive. and (79) of them (around 34%) have a complain experience in their travel agencies, (43%) of it are positive. While in Saudi Arabia, (115) of Saudi surveyed sample (around 45.8%) have a previous complain experience in general, (72%) positive. and (93) of them (around 37%) have a complain experience in their travel agencies, (70%) positive. Note that the positive complain experiences in Saudi Arabia are larger than in Egypt, which can be explained by the gap between the effective consumer protection system in Saudi Arabia than in Egypt.
- Table (1) displays the responses that reflect the part of socio-demographic factors and its effects on customer complaining behavior. In general, no significant difference between Egyptians and Saudis in the relation between **gender** and (CCB), male in both countries more likely to complain than female, (59) of Egyptian respondents whose have complaints to their travel agency, around (74.7%) are male. (80) of Saudi respondents whose have complaints to their travel agency, around (86%) are male, that reverse what have been shown by Butelli (2007) saying that problem and complaint incidence seem to be higher for women than for men. and may be explaining the argument that “Arab societies are male societies”, emphasizing the impact of nationality and social & cultural constituent on (CCB).
- No observed difference between Egyptians and Saudis in the effect of **age** on (CCB). (58) of surveyed Egyptians whose have complaints to their travel agency, about (73.4%) are between (25-44 y), 11% for (45-60 y), 10% for (18-24 y) and 5% for (+60 y). While (76) of surveyed Saudis whose have complaints to their travel agency, about (81.7%) are between (25-44 y), 11% for (18-24 y), 5.4% for (45-60 y), and 1.8% for (+60 y). This shows that the segment of (middle-aged) are more inclined to express their dissatisfaction by complaining, while the ratio is less whenever ages decreased or increased, which is not entirely consistent

with what have been added by Au *et.al* (2014) saying that young people are the dominant complaining group among all age segments.

- There are some partly differences between Egyptians and Saudis in the rest of socio-demographic factors and its impacts on (CCB) as following:
 - For **education** factor, (40) of Egyptian respondents whose have complaints to their travel agency, around (50.6%) have a Bachelor degree, moreover, approx. (89%) of them have a bachelor, post graduate, Master or PhD degree. This is consistent with Butelli (2007) saying that higher education positively related to complaining not only in the Western world but also in developing countries. But, this doesn't appear clearly in Saudi responses, (32) of Saudi respondents whose have complaints to their travel agency, around (34.4%) have a Bachelor degree, while the rest are distributed convergence, (17.2%) still studying, (19.4%) secondary or diploma, (16.1%) post graduate and (13%) for master or PhD degree. This can be explained by the nature of Saudi society as a source for outbound tourism, and its high economic level provide the opportunity for different ages and educational segments to travel abroad, unlike the Egyptian society.
 - For **working status** factor, (49) of surveyed Egyptians whose have complaints to their travel agency, about (62%) are full time, representing the dominant percentage, while the rest are distributed between other categories. But only (35) of Saudi respondents whose have complaints to their travel agency, about (37.6%) are full time, it's not a dominant percentage, while other categories also have big percentages, such as: (18.3%) for part time, (15%) unemployed, (17.2%) retired and (11.8%) for housewives. This can be explained by the Saudi society's ability to provide the opportunity to travel to all classes with their different work status, source of income and educational grade.
 - For **level of income** factor, taking into account the exchange rate difference, there is an obvious disparity between Egyptian and Saudi society in level of income, which is evident in the sample responses, the largest percentage of surveyed Egyptians (74), around (31.7%) for (1000- 1500\$), while the largest percentage of Saudi respondents (126), around (50.2%) for (+2000\$). The Egyptian sample don't prove the argument that those who are high earners tend to complain and to be more demanding for quality as they are often more experienced consumers, whereas the largest percentage of complaints (40) around (50.6%) represented in the segment (1000-1500\$), while the top income segments (1500-2000\$) and (+2000) are lower. However, this argument represented in the Saudi sample, where largest percentage of complaints concentrated in the top 2 income segments, (80) around (86%) in (1500-2000\$) and (+2000\$).
- Table 2 shows the responses for tourism factors; **annual travel rate** expresses the travel & tourism experience and loyalty to travel agency and other tourism suppliers. Responses of both Egyptians and Saudis indicate and prove that the higher rate of travel mean more tendencies to express the bad service by complaining. (61.5%) of Egyptian respondents whose have complaints to their agency, travel more than 3 times annually, (56.3%) travel 2 -3 times and (22.4%) travel once. Moreover, (48.3%) of Saudi respondents whose have complaints to their agency, travel more than 3 times annually, (40.7%) travel 2 -3 times and (25%) travel once.

- **Reasons for travel** factor. Saying that “business travelers are more likely than leisure travelers to mention service failure by complaining” didn’t be proven in this study, (24%) of Egyptian respondents whose have complaints to their agency travel for religious reasons, (18%) for recreational and (14.9%) for business and MICE reasons. Also, (23.2%) of Saudi respondents whose have complaints to their agency travel for recreational reasons, (19.4%) for shopping, (12.5%) for business & MICE, and (11.3%) for religious.
- The argument saying that (CCB) is influenced by **travel party** (spouse, children, spouse and children, etc.) Park *et.al.* (2008), strongly confirmed in Saudi sample, the dominate percentage (73%) of Saudi respondents whose have complaints to their agency travel with family and (13%) with spouse, while this argument is proven partly with the Egyptian sample, (41.8%) of Egyptian respondents whose have complaints to their agency travel with family and (31.7%) with friends. Which means a disparity between Egyptian and Saudi community, where the family travel is a constituent of the social life and where the average number of family members from 5 to 6 members.
- The difference in the economic level and income between the two communities emerged clearly in the responses to the **destination** factor, (67.4%) of Egyptian respondents travel for domestic destinations, (62%) of Egyptian respondents whose have complaints to their agency travel for domestic destinations and (22.8%) travel both domestic and abroad. (52%) of Saudi respondents travel abroad, (57%) of Saudi respondents whose have complaints to their agency travel abroad, and (30%) travel both domestic and abroad.
- Table (3) displays the responses for the general complaining behavior factors, no difference between Egyptians and Saudis in the relation between previous **dealing rate with travel agency** and (CCB), the responses confirm what Ashraf et al., (2013) saying that there is an effect of customer loyalty on consumer complaining behavior, loyal customers complain more frequently as compared to non-loyal customers in case of dissatisfaction. They always have positive attitude towards company. (54.4%) of Egyptian respondents whose have complaints have dealt with their agency (4-6) times, (28%) for (+6) times and (17.6%) for (1-3) times. While (47.3%) of Saudi respondents whose have complaints have dealt with their agency (4-6) times, (32.3%) for (+6) times and (20.4%) for (1-3) times.
- The responses of the two samples for the **concept of service failure** in travel agencies are approximate in the following themes: Inaccurate reservations (86.3%) for Egyptians, (76.5%) for Saudis. Non response and unkind employees (64.8% E), (67.7% S), but, there is a difference in response to the other following items: ignore customers’ opinions and comments (70% E), (46.6% S), exaggerated Prices (34.8% E), (13.5% S) and long waiting for service (48.5% E) and (25% S).
- The responses of both samples for the **ways to express service failure** in their travel agencies display that the largest percentage is for (WOM) (48.1% E), (59.4% S), then (37.3% E) (40.6% S) for complaining to agency, (18.5% E) (26.3% S) for silence, (25.3% E) (16% S) for exit. Moreover, (74.7% E) (82.8% S) whose have complaints have complaints to their agency collect between complaining and (WOM), which can be explained that (WOM) is a piece of Arab **culture**. Talk with friends, family, neighbors and work colleagues don’t contradict with loyalty to their travel agencies according to their views, “Kind of venting anger”.

- There is a partly difference between the responses of both samples for **clarity of complaining procedures** in their travel agency, The Saudis have tended to positive responses than Egyptian sample, (37.5% S) yes, (30.3% S) partly. While only (25% E) for yes and (23.2%) partly. Moreover, (78.5%) of Egyptian respondents whose have complaints to their agency choose (yes) or (partly). (90.3%) of Saudi respondents whose have complaints to their agency choose (yes) or (partly), which indicate that the previous complaint experiences means more aware of complaining procedures.
- The responses of Saudi respondents whose have complaints to their agency are more **satisfied about complaining procedures** in their agencies, (65.6%) yes and (18.3%) no. While (48.1%) of Egyptian respondents whose have complaints to their agency are satisfied about complaining procedures in their agencies, and (30.4%) are not satisfied. Some respondents have indicated that satisfaction with the complaint procedure doesn't mean satisfaction with the results of complaint handling.
- The responses of Saudi respondents to **deal with their travel agencies online** (44.2%) larger than Egyptians (27%), this difference can be explained through the gap between both communities in technological environment, Internet penetration & services and prevalence of ICT applications such smartphones and tablets, for the benefit of Saudi society. This interpretation is supported by the clear disparity between responses for whose have complaints to their agency, (65.6%) of Saudi respondents choose online, while just (27.8%) of Egyptians support that choice. some comments indicate to uncertainty of management follow-up on the e-complaints. Moreover, the greatest percentage of respondents from both nationalities to the choice (on line) from the age segments (25-34) and (35-44).
- (54%) of Saudi respondents whose have **previous e-complaints** to their agency see their experiences are positive, (24.6%) choose partly and (21.4%) of them see it negative. While just (31.9%) of Egyptian sample whose have previous e-complaints to their agency choose positive, (13.6%) for partly and the largest percentage (54.5%) for negative, which also indicate to the disparity in electronic environment between the both communities. In the same context also, just (12.4%) of total Egyptian sample evaluate their travel agencies' websites excellent, the largest percentage (36.5%) for good, (31.4%) acceptable and (19.7%) for bad websites. While (35.5%) of total Saudi sample evaluate their travel agencies' websites excellent, (27.1%) for good, (31.9%) acceptable and just (5.1%) for bad.

CONCLUSION

Customer complaining behavior is a vital topic in the competition era, success in this issue can be a key of competitive advantage, especially in service industries, and in travel services in particular. More and continuous analyzing and understanding is essential for the reasons of travel service failure, customers' respond to service failure, zone of tolerance, best strategies for complaint handling and service recovery. The most important is to understand the impact of various factors on (CCB). The paper forms a model of factors' effects on (CCB), consisting of (3) groups: socio-demographic, tourism and general complaining behavior factors. The comparative field study demonstrates that there are elements of similarity and others of difference between Egyptians and Saudis in the (3) groups of mentioned factors. Similarities are due to the same social demographic & cultural background, which appeared

in the impacts of some factors such as: gender, age, concept of service failure and how they express service failure. Differences due to the gap between the both societies in economic factors such level of income, tourism factors such travel party and destination, technological environment, which appeared in the impacts of factors such as: dealing online with travel agency, tendency to e-complain, evaluating previous e-complaints experiences and interactive websites of their travel agencies. To conclude, the paper displays that no hard facts about the factors' impacts on (CCB), the results agree with the findings of some previous studies and differ with others. Particularly, most of these studies in other service sectors or in the hospitality industry.

The following recommendations can be adopted:

- Travel agencies in a challenge to understand (CCB) to avoid losing their customers or its positive image. That's why travel agencies should have a systematic management for handling complaints.
- Travel agencies should encourage their customers to complain and express their dissatisfaction to the management by all possible methods:
 - Offline with clear procedures and responsibilities.
 - Online with interactive websites, permits to display the reviews and comments of their customers, which reflect the management trust of its service quality.
- Travel agencies industry needs many websites such as (TripAdvisor) in the hospitality industry, which represent momentum for more caring and interest to their customers' reviews and complaints around the world.

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DELINQUENCY OF THE TEENAGERS : PREFACE FOR THE GUARDIANS & TEACHERS

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ABSTRACT

Most BEHAVIORS of the peoples are outcome of the social behaviors compels on him. Because his activities demeanors at around of his fulfillment of expectations and collapse. Everybody holds a dreamlike planet internally. Enormous joys and majesty attracts him eventually to like this planet. Yet in spite of so striking of realization, his dream always upturns to him. So his behavior has to be rushed and diminishes the normal and expected reticence. Children and teenagers are not different. Every teenager holds into a well-felling anticipation world himself. From inborn affinity, teenagers have to so much keen for wandering into that planet. But he is growing up at where and which environment therein he cannot accomplish his venerable activities independently, parents, teachers and seniors obstructs him gratuitously. Then his dreams become breakdowns and he makes abnormality. To improve the characteristic behaviors if the teenager does not get friendship behave from anybody then they would not hesitate to involve themselves to the crimes with bid the chances. However, children and teenagers would move with their self-thoughts such this apply would not acceptable. In this way, there has necessity to have to learn for these practiced behaviors for the parents, teachers and seniors that is the main objects of this present composition.

I. They are the teenagers whose cannot be matched with little younger otherwise also could not participate with senior's activities; they are much unaccompanied in the society. Because he is notwithstanding only to physical structure diverse also it have been persisting to up-down his mental alterations. Such of these teenagers' thoughts begin them alike of seniors. On that time, some hero-able natures appear to him. At the classroom or any meeting, they want to make out themselves doing some abnormal and unacceptable activities. It over and should have to be something head to everybody by attraction on views of all others. They have to be restless for opening the internal self-suppressed wishing seeing any of opposing gender. Because such into these teenagers are stirring to a hidden spirit for discouraging of sexual acts besides it, he cannot share this matter among others only except to his friends for the social and surrounding

significance. Rashness to pry into the seniors make sways of offense them. Because they feels enjoy into the offense.

2. We have to understand by means of teenagers' offense that the society will not grant which of acts to do but they should aside with enforce or make misbehavior or subversive of the society. Such into these behaviors have aggressiveness, truancy, lying, stealing, paining, Eve teasing, defiance and insolence, gang indiscipline, violence, killing groupings etc. appears to be involved to such of these activities into the teenagers. It is promising to specify the strict way of rectification the behaviors of the teenagers.

3. Some into those children seems Hyperactivity due to injured on head during gestation period before the birth or for Gene¹. Such kind of teenagers may have to emotional, vacillate and agitated². Parents and teachers do not get respects from them so that they are hunting for the punishments. It becomes to be sudden reversal of good fortune. They could not keep remember any orders, tries to run in outdoor repeatedly from the classroom, incapable to endure weariness and handwriting to be mostly bad. It is such one kind of mental disorder. But it is not become to see through the view of the seniors so they suffer its outcome of illogical arguments. These children become delinquent inappreciably.

If the teenagers denies and censures to their parents or the teachers then insecurity duly appears into them. Consequently they shows attacking attitude for the self-establishing themselves. Such of those teenagers would have to make involve in the playing on respite time therefore this behavior would be practiced. By this way, it may have to arrange different competitions of sports and Cultural programs for these family's affectionless teenagers and keep afar them from unexpected behaviors.

4. We have in blinded to accuse the students for class skipping. But modern philosophers seems this matter of school skipping from the reverse views. Promoth Chowdhury expresses (Boi Porrha) about the educational system where at once it was so bad in France, that is vital on that time of France whose saved the country but they was skipped from the school. To prove this instance if the goal of the teachers and education are worthless to the students then they will attempt heart and soul to skipping from the class. If the lessons of one subject are possible with magnetism lecture within thirty minutes terminate, yet that subject have been lecturing by term to term since longtime classing with disturbance then the students will find out its skipping ways from that. There are no any alternative themes for the teachers should teach suitably to the student's based on their ages. Besides it the students skips away from the class in the reason of environment of the classroom, familial negative persecute, social background which will be recited in appropriate time. School skipping makes open ways to be a big delinquent for a teenager.

The students can be delinquent due to hard lessons of the subjects and for an unpopular teacher. Between each of the students carries some of their personal goodness-badness feelings had also with a dream. He has also ready to make himself mentally to achieve the policy of learning education from a teacher at a classroom. Although when he become unable anyway to achieve that from the lessons of the subjects at the classroom subsequently he fees despondency and disturbance. Because of it erroneous curriculum, unattractive presentation of lessons or deficient presentation of the teacher may be grounds of these three reasons. `A clear understanding of ...principle, therefore, requires us to consider various factor which embodies, such as (1) attention, (2) spontaneity, and (3) continuity of pleasure or satisfaction.'³ If the students won't get any delightful essence sitting at the classroom ultimately creates rebellion mentality into him. In this result, he begins abnormal behaviors in case of other works at the classroom or home.

5. When, any students would not get acceptances to the classroom or family relating to his educational concerns or other matters then once of chance he opened his pretending merit and take shelter of false speeches. At once time, this false put up to all. For these speeches while he punished, his mind becomes weak and breakdown. Afterward he makes bigger his delinquents to save himself.

6. Thirteen to Nineteen ages teenager finds different ways for freedom themselves owing to be detained from surround of prohibition rules. There are increased inspirations to make distance from the parents or the teacher. Supposed it, a boy likes video games but his parent obstructs to play the games. This obstruction is doubt him as illogical and illegal. Because, his parent doesn't explain the bad effect of Video Games. Once day, all of his family is going to a party; at once, that boy would not go with them. By this chance, he will enjoy the entertainment of video games. While he gets such kind of opportunity then he finds out another new target for enjoying other pleasures and may go ahead to this view. If he can fulfill his desired target into the friend circle then day after day he quit away from family enjoys, on the other hand, gradually, he falls down to the friends and becomes to be delinquent. Solomon views that 'if the parents always are still and ready to command or punishment and No-operative approaches ultimately the command or punishment is to be lack on effective to improvement of their behaviors.'⁴

7. Over punitive or more permissive both can be build delinquent for the teenagers. Prof. Shawkat Ara (2006) illustrates that those children gets high permissiveness & high punitive at his childhood period consequently their aggressiveness released duly all over.⁵ Until reach twelve years during studying period of the children if they accuses for the punishment due to their aggressiveness behavior in the Primary school, thus, that child will show their aggressiveness with antisocial activity and he will show it indirectly than directly. Lesser observes its hazardous outcomes before.⁶ He says, those of parent will grant aggressiveness behavior of their children among other same ages, afterward their children will show aggressiveness behave to their same agers.

8. Lack of sexual education is a big pathetic of education system in so many country. In the conservative society, sexuality supposes elsewhere the unnecessary discussion. It says by religion explanation that sexuality education or this matter is the sin acts to make discussion. Otherwise sexuality is a part of survival acts of life behind such of other matters of life. Somebody did not accept this truthfulness. So teenagers would finally expected to obtain complete sexual ideas as taboo works. It has been continuing variation of intense wanting desirous. He takes opportunity of buying or reading such kind of books which tingling to his sexuality or self-consciousness and erects a different world on himself even as turn downs he angered randomly. For fulfillment his sexual wanting, he heeded in different dreadful consults among his friends. Emotionally he seeks to so emergency in blinded to the unlawful works. Herein would be mention that sexual fixtures would cover by applying science fiction education which moreover it may possible to recover sexual desirous of the teenagers. As if, they would have to obstrain from Eve-Teasing delinquency.

9. Familial poverty and wealthy twice can be liable for delinquency of the teenagers. Actually, teenagers are from the natural child. However, their parents are to be struggled with the realization. As demand of the teenagers if they does not get vitally their necessaries from the parents then thereby parents is capable to understand their poverties to their child afterward they made revenge spiritually as socially and mentally frustration. Notwithstanding if the parents become unable to understand their poverty consequently they accuses their parents for this deficient conditions. As a result, they can be involved with any delinquencies activities to be hirer of any self-seekers group or they smashes house's furnishes bestowing punishment to the parents and hide or sale anything to others or inclination to thieving activities. He thieves anything from his friend's school bag and for this, his friends become anxious or perturbed then he feels pleasure or delighted mentally byself. In spite of this activity when it would not make solution of its real problems then day after day his delinquency to be enlarged.

On other side teenagers may be delinquent in respect of fulfillment of sufficient insists to their familial richness. Whilst a teenager wants something and got easily then such of those teenagers would not become fulfill of their mental evolution. They could not learn to be matching between struggles of realizations. Thorndike thoughts the basic learning system between human and animals is twice so common with trial and error learning.⁷ Suppose it once day if a mother sends her son to the market for purchasing some fishes and vegetables; same day if the son purchases some rotten fishes from a dishonest fishermen and bring to home. Consequently, if his mother alerts him-later he will try to examine properly shifting before purchasing fishes. But if you do not send to the market and always delivered extra foods in excess of his necessity in that case he must became inactive. Such of those teenagers fluently affluences to misdeed works becomes any little difference to his luxurious accustom.

10. Social blows and malicious directs to teenager's delinquency. At present, it is daily and regular sceneries of political conflicts being struggle for the power in the republican countries.

Such kind of incidents when publishes constantly in the daily newspapers and Medias then these have been endurable matter in mind of any nation. Men to men sympathy, cordiality to each other, familial bond of affectionate and loving decreases rapidly. Killing, hijack, robbery etc. turns into the social objects. Apparently the government had politically busy to control the opposition party so that corruption being placement in rest of government and it is not be possible to ensue and regulate maximum punishment to the criminals. While a criminal crossed away after being through his offenses, ultimately delinquency activities are more inspired. By the powers of adventurous mentality the teenagers becomes involved with social crime effortlessly. That means it comes into inspiration throughout at the social background being teenagers behavior which may have to be motivated behavior.

11. The teenagers are being acquainted rapidly to underworld crimes by enforcement of electronic media, culture and universes. Drama, Cinema, investigable programs broadcasting likably in the television only for commercial benefits which such as through to the broadcasting that to such of this program whose have in act of villain part they grows attraction multiply at the teenager's mind. It appears that those made offenses but they have so well with total enforcement by all time. However which party have been struggling against the delinquency of offenses at last on that day they reaches to be win but also they have been losses so many prices being eroded a lot of lives. To feel extremely enjoyment of happiness with victorious become failed the winner party, it is to be seems in the result the teenagers practiced up different delinquency strategies. Also they have practiced such of these violent behavior that means strategies of attacking attitude & harmful activities through to any other person seeing from television and movie which the teenagers never see at once before. But they influenced to see this and while the teenagers be reluctant to any other teenager subsequently likely its strategies are to be increasing their tendency for applying such of these strategy. Zillmann seems from his research in appliance that it may have to continuously increase the aggressive attitudes in effective of High tende:⁸ Arousal Emotion cognition and aggression or disturbance, discouraging would whatsoever else of it's sources.

12. By narrating to modernization & generosity alleged from the parents bids the chances of delinquency between the teenagers. Too much parents have in our society whose opinion supports free intimacy of the teenagers and they thought it like a part of modernization. They never obstruct their teenager's child whenever they move at anywhere alone willingly. A bid the chance resembling these teenagers' meets anywhere lived together to each other. Not only herein ended, so many parents do not hesitate to lie and sleep together of the teenagers. In continuation to make this chance, these teenagers being involved to such kind of sexual practices at the immature ages which afterward if it is coming regretful yet they have to go ahead for any delinquency activities gradually.

13. Practiced deed and quarrel into the parents can be influences thereupon the teenagers. As if the parents (father & mother) appoints to sweetener works in the office but this matter would not have unknown to their child. By this way, the teenagers may have to support this acts normally its delinquency acts like this sweetener and they thinks that it anything may possible to conclude any work in exchange of money when they are failed to manage any works ethically. Afterward they have to attempt to do any offensive or enforcement works on thought and easy way of offering sweetener maintaining. On the other hand if the parents is quarrelsome belonging their conjugal life or ties ultimately their child follows up it day after day so that it may have to be exhibited on their behaviors. Their child would be quarrelsome and falls into the hand blowing and fighting obscurely. Actually, in case of absence or deficiency of moral characteristics or better ideality between the parents behavior in such cases their child becomes disobedient and arrogance behaviors.⁹

14. If a teacher reproaches the students in front of all others at the classroom due to inattentive to their study and for graded minimum marks in the examinations then aggressiveness may how to grow among the teenager students as if which it can be removed only by acting revenge. Whereas there has no any chances to make revenge to do against the teacher then while he breakdowns anything at his home or done injures to others may junior or seniors to revealing his revengeful attitudes. Such of these students wants to take behind of their falseness increasingly. They have tried to establish him through falseness evidence in outer circle, to be conceited himself.

15. Teenagers' behavior comes to result from anything deeds of pursuance. A social activities had based thereon positive and negative attitudes among the teenagers so this analysis or research in the regard in obligation for the education system. Unfortunately, hereby, like these importance of analysis or researches to Psychological side of the teenagers would confirm to less than countries over the world. Incompleteness of psychological consideration for educational curriculum is like of rootless tree. If the guardian-teachers can mark the causes of delinquencies of the children and teenagers then it must be simplified to achieve its success to teach and learn with counteraction.

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ASSESSING LANGUAGE LEARNING STRATEGIES AND THEIR RELEVANCE TO TEACHING PRACTICES OF SAUDI UNIVERSITY STUDENTS

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ABSTRACT

This study investigated the nature and frequency of language learning strategies used by Saudi freshmen students enrolled in an orientation year, and their relevance to teaching practices, using Oxford's (1990) Strategy Inventory for Language Learning (SILL). The subjects were 150 male university students enrolled in an orientation year at a medical college. The importance of language learning strategies to foreign and second language learning and teaching and their impact on different academic outcomes is reflected in a large body of literature (Oxford, 1990, Ellis, 1997, O'Malley and Chamot, 1990).

Results revealed that the study subjects reported significant use of language learning strategies related to metacognitive, social and compensation strategies and less-frequent use of cognitive, memory and affective strategies. In addition, several of the learning strategies preferred by students were emphasized in some teachers' practices inside the classrooms. These teaching practices enhanced the implementation of certain learning strategies and lessened or restricted the frequency of others. This study concludes with suggestions and a description of pedagogical implications for further research.

Keywords: language learning strategies, strategy inventory for language learning (SILL), teaching practices.

INTRODUCTION

It has been widely accepted that good language learners have special characteristics and implement specific strategies that differ from those followed by poor language learners (e.g., Stern, 1975, Rubin, 1987). Using language learning strategies, students work on their own and accomplish individual learning tasks (Richards and Lockhart, 2002). Littlewood (1984) asserted that successful language learners tend to implement a set of learning strategies helpful for learning that should be encouraged. According to O'Malley et al., (1985), effective listeners use three specific strategies—self-monitoring, elaboration, and inferences—while ineffective listeners are concerned with the meaning of individual words. What makes learning strategies advantageous is that they are more learnable and teachable than other affective variables (Oxford and Nyikos, 1989, Griffiths and Oxford, 2014). However, some of the language strategies implemented by students should be accompanied by language strategies training to ensure that students get the best out of them. Anderson (2005, p. 762) asserted that:

One thing that researchers and teachers must keep in mind is that there are no good or bad strategies; there are good or bad applications of strategies

Explicit teaching on the learning strategies needed by students in classrooms is essential to boosting and facilitating learning. Teachers should identify students' strategy use in order to train them to get the best out of them (Ellis, 1997).

While learners are not aware of their implementation of learning styles in the classroom, they are aware of the beliefs and opinions that underlie the process of learning. This awareness definitely affects the leaning strategies employed in learning English. Teachers should consider this information and attend to learners' strategies in order to help them use the good ones (Lightbrown and Spada, 2010).

Oxford (1999) noted that the concept of learning strategies was implied in the seminal work of Vygotsky (1979) who talked about cognitive development as 'self-regulation' in his discussion of the domain of "the zone of proximal development" (ZPD). The ZPD refers to the difference between a learner's actual performance when working alone and potential performance when seeking the help of more competent peers. The process of self-regulation helps learners to plan, guide, monitor, and evaluate their own learning, leading to what is called metacognition. The assistance of peers, teachers, or more capable people helps learners to internalize the new knowledge and requires the use of cognitive learning strategies. By the same token, learners who learn by interaction need to be aware of social learning strategies such as asking for repetition or clarification. Affective, compensation and memory strategies can be added to these three general terms—metacognitive, cognitive and social strategies (Oxford, 1999).

LITERATURE REVIEW

2.1 Definition of learning strategies and their features

In the early definitions of learning strategies, the focus was more on the product resulting from the use of these strategies such as linguistic and sociolinguistic competence (e.g., Tarone, 1983). Later, the emphasis switched to the processes and characteristics of learning strategies (Lessard-Clouston, 1997).

Researchers have used different classifications in defining learning strategies. O'Malley and Chamot (1990) classified language learning strategies into three categories—cognitive, metacognitive and social strategies. Oxford (1990), on the other hand, developed a more comprehensive and thorough taxonomy that fell into two domains—direct strategies which are specific ways to use the target language, and indirect strategies which are not directly related to use of the target language.

Oxford's (1990, p. 17) taxonomy of language learning strategies is as follows:

1- Direct Strategies

I. Memory: A. Creating mental linkages, B. Applying images and sounds, C. Reviewing well, D. Employing action

II. Cognitive: A. Practising, B. Receiving and sending messages strategies, C. Analysing and reasoning, D. Creating structure for input and output

III. Compensation strategies: A. Guessing intelligently, B. Overcoming limitations in speaking and writing

2- Indirect Strategies

I. Metacognitive Strategies: A. Centering your learning, B. Arranging and planning your learning, C. Evaluating your learning

II. Affective Strategies: A. Lowering your anxiety, B. Encouraging yourself, C. Taking your emotional temperature

III. Social Strategies: A. Asking questions, B. Cooperating with others, C. Empathising with others

While some researchers have used the words “learner strategies” (e.g., Stern, 1975) or “learning strategies” (e.g., Rubin, 1987) in their definitions, the most commonly used term is “language learning strategies” (e.g., Oxford, 1990 and Cohen 1998).

Oxford (2001, p. 166) defined learning strategies in a holistic manner as:

Operations employed by learners to aid the acquisitions, storage, retrieval and use of information, specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.

This definition clearly shows that learning strategies are learner-generated (i.e., specific techniques performed by students to achieve certain goals). Oxford (2001) proposed that all language learning strategies have common features such as control, goal-directness, autonomy and self-efficacy.

2.2 Factors affecting language learning strategy use

Many factors affect the choice of learning strategies, including: degree of awareness, stage of learning, task requirements, teacher expectations, age, sex, nationality, ethnicity, general learning style, personality traits, motivation level, purpose for learning the language and the learning context (Oxford, 1990; Oxford and Nyikos, 1989, AL-Osaimi and Wedell, 2014).

Griffiths (2013, p.10) added another factor i.e., teaching practices and states

Teaching a learning method may be considered another environmental factor that students need to consider when making effective choices regarding the strategies they wish to use: for instance, students learning in a traditional grammar-translation environment may well need different

strategies if they are to be successful; this strategy may not be as helpful to those learning in a communicative environment.

It is clear from the above quote that classroom teaching approaches teachers adopt lead students to implement certain learning strategies that enable them to learn effectively.

Another factor is the beliefs held by students. Yang (1999) pointed out that the relationships between beliefs and learning strategies are closely related and linked together. Wen and Johnson (1997) asserted that the relationship between beliefs and learning strategies is more noticeable and measured than other affective variables because they are direct and consistent with learners' beliefs. Researchers have observed that students' preconceived beliefs have a greater impact on the choice of language learning strategies by those who study English as a second or a foreign language (Oxford, 1990; Horwitz, 1999, 1987; Wenden, 1987; Ellis, 1997; Cohen, 1998; Littlewood, 1984).

2.3 Studies on language learning strategies used by students

Many studies have investigated language learning strategies in different contexts (in foreign and second language learning (e.g., O'Malley and Chamot, 1990) and in bilingual settings (e.g., students learning French and Japanese; Wharton, 2000). Also, many studies have explored the effects of different variables on language learning strategies, such as level of language proficiency (Lan and Oxford, 2003; Oxford and Nyikos, 1989), preconceived learner' beliefs (Wenden, 1987, Tang and Tian, 2015, Kim, et al., 2015), with the case of learning Chinese as a second language (Chu et al., 2015) and language learners' anxiety and language learning (Wu, 2010).

In the Saudi context, Alhaisoni (2012) examined university male and female students engaged in an intensive English programme. His purpose was to investigate relationships between forms of language learning strategies (LLS), on the one hand, and gender and proficiency level, on the other. Results revealed no significant difference for gender although female students reported using more learning strategies, especially social strategies, than their male counterparts. He did find, however, that high-level students used the six categories more often than did the low level achievers. McMullen (2009) performed an action research study to investigate the relationship between gender and field of study, and the implementation of English language strategies, on students' writing skills. The study sample was composed of computer science students and management information systems students. The first phase results indicated that female students used slightly more LLS than male students; and computer science students implemented slightly more LLS than did management information system students. In phase two, the researcher utilized a programme for direct research strategy instruction that was successful. Students gained better marks in English composition, comparing performance before and after training. Al-Hebaishi (2012) investigated the relationship between the learning styles and strategies preferences of her female university students. Findings revealed that students used more

cognitive strategies, followed by metacognitive strategies. Further, there was a significant relationship between visual learning strategies and memory strategies, and visual learning strategies and affective strategies. However, there were more significant relationships between learning strategies and academic performance, which was not the case with learning styles and academic performance. Alharthi (2015) carried out a similar recent study to explore the relationship between learning strategies and learning styles but with male university students. The results demonstrated that learning style preferences namely reflective, sharpening, analytic, concrete and detective learning styles profiles had an impact on strategy learning use namely compensation, cognitive, metacognitive, memory and affective strategies.

All of the above studies are relevant to this study but to the best of the researcher's knowledge, no study has yet investigated the relationship between the use of teaching practices and language learning strategies in a Saudi context. Also, with regard to data collection, all Saudi studies have used a questionnaire as the main research tool. Therefore, this study sought to explore students' learning strategies and their relevance to instructional practices using a questionnaire and observation techniques for collecting data.

Statement of the problem

Among different language variables, students' performance is a main indicator that distinguishes successful from unsuccessful language learners. It has been argued that students adopt different strategies for learning in the classroom. Some of these strategies are effective and aid learning. Others are less so, sometimes causing students to experience low achievement and commensurate frustration and lower reliance. However, these strategies may not be beneficial when used to learn a different language. On the other hand, some learning strategies may be transferable to other subjects. Learning new languages require several strategies. Just as teachers have their own preferable teaching approaches, students have their own preferences for learning strategies too. Consideration of the relationship between the two may enable students to better profit from instructional practices.

To tackle this problem, the research questions that guided this study were:

- 1- What strategies are used by Saudi freshmen students?
- 2- What is the relationship between students' strategy use and teaching practices?

METHODOLOGY

4.1 Participants

A cohort of 150 male medical students was chosen to participate in this study. They were enrolled in an orientation year that they had to pass in order to become medical students. All subjects had studied English for no less than six years before joining the college.

4.2 Data collection and analysis

Data were collected during the first academic year 2014–2015 and were drawn from two different sources: a questionnaire designed to investigate students' learning strategy use, and classroom observations of teachers' instructional practices. Ten students participated and read the Arabic translation prior to the study to check the clarity of statements; their comments were considered in the final version. For the classroom observation, a 'descriptive narrative' procedure was used while the focus of the observation was written on a particular aspect of teaching (Richards and Lockhart, 2002). The questionnaire was called the Strategy Inventory for Language Learning (SILL) (Oxford, 1990), version 7, which was intended for students who study English as a foreign or second language. In this study, teaching practices were triangulated and related to different learning strategies during the analysis process. The data from the questionnaire were analyzed using SPSS version for Windows 18.0. All item responses were calculated to show the number of students who had selected each response. Subjects responded to the items on a 5-point Likert scale, specifying their strategy use from 1 (never or almost never true of me) to 5 (always or almost always true of me). Descriptive statistics included frequencies, means, standard deviations and ranks.

RESULTS AND DISCUSSION

Table 1: Overall responses and percentages for all items

Answer Choice	Number of times selected	%
5	2121	29.3
4	2178	30.0
3	1609	22.2
2	725	10.0
1	653	9.0

Overall, questionnaire responses indicated that most students offered positive replies—i.e., always, usually or somewhat true—about strategy items (see Table 1). While the statement choices five, four and three scored the highest frequencies, the fewest responses were provided for items one and two, suggesting that students employed language learning strategies more frequently to enhance their target language learning.

Table 2: Descriptive statistics for strategy use

Strategy Use	Valid N	Mean	Minimum	Maximum	SD.	Interpretation of the mean	Rank
Met.	145	3.962452	1.7	5	0.576194	High	1
Soc.	145	3.631034	0.5	5	0.719864	High	2
Comp.	145	3.578161	1.7	4.666667	0.511841	High	3
Cog.	145	3.412315	1.5	4.571429	0.563672	Medium	4

Mem.	145	3.394636	2.0	4.666667	0.543059	Medium	5
Aff.	145	3.342529	1.8	4.833333	0.693827	Medium	6

Based on Oxford's (1990) key to understanding SILL averages, a mean score between 3.5–5.0 is considered high; between 2.5–3.4, medium; and between 1.0–2.4, low. Therefore, study subjects showed high average strategy use in relation to metacognitive, social and compensation strategies and medium average strategy use with respect to cognitive, memory and affective strategies. Surprisingly, the most-used learning strategies were metacognitive and social strategies, which are considered indirect strategies. Least used were cognitive and memory strategies, which are direct ones. Oxford (1990) noted that while indirect strategies are not directly involved in target language use, they are used to facilitate language learning. Direct strategies involve language use. In fact, this outcome is contrary to expectations because previous research, especially in the Saudi context, has pointed out that students reported more use of cognitive strategies than metacognitive strategies (McMullen, 2009; Al-Hebaishi, 2012).

One possible reason for favoring particular kinds of strategies over others is the cultural background of students (Oxford and Shearin, 1994; Bedell, 1996). Arabic was the mother tongue for these students, which gives greater privilege to oral skills over other skills (Shannon, 2003). For this reason, students tended to transfer the role of speaking in their mother tongue to learning to speak English. Another possible reason was the teaching practices teachers deployed inside classrooms which indirectly influence the way students come to learn. The influence can be manifested directly in the students' intellectual ability or indirectly in the implementation of special learning strategies which facilitate the process of learning (Davis, 2003). The influence also has to do with the way teachers teach and what and how much students learn as well (Richards & Lockhart, 1994). Teachers hold their own beliefs about teaching and learning which have a profound effect on classroom practice and guide their teaching. By triangulating questionnaire findings with classroom observations, it was clear that all teachers observed shared more or less the same instructional practices, with few exceptions. The main teaching aspect on which they focused most was meaning and enhancing students' critical thinking, although some were less patient in dealing with students' mistakes.

For example, one teacher I observed tended to use aspects of the communicative approach which focuses on meaningful and real communication with a student-centered approach to learning while explaining some grammatical rules (Richards and Rodgers, 2001). The teacher asked students to read a set of sentences silently and work in pairs to analyze and discuss differences in each set. Finally, students were to share their answers with other groups, guided by the teacher, who asked students to correct their mistakes and gave hints if they failed to provide correct answers. Such teaching practice enabled students to utilize different learning strategies to deal with the target language. When students read silently they underlined some words and drew mental images about the context which helped them to retrieve pieces of information in the

process of discussion. In this case, the memory strategies were activated. Similarly, putting students in pairs or groups to work together encouraged them to find their own way to tackle different problems by analyzing and constructing new meanings themselves. This led to cognitive strategies such as practicing and reasoning to be put into practice. However, if the teacher used a different method to teach grammar, students' learning strategies might be different.

Another example involved a teacher who was teaching a reading course. This instructor provided students with some authentic materials which allowed more authentic communication in order to train them in getting the main ideas from contexts. The teacher began his lesson by brainstorming on the topic he wanted to address. After linking existing and new knowledge, students were asked to work in small groups and look at some photos, answer some related questions and discuss whether they agreed with some statements. After that, the teacher called on groups to report on their answers to the whole class. The process of brainstorming and looking at photos emphasized creating mental pictures and the use of memory strategies. By the same token, when the teacher asked students to be in a dialogue with the read material and say what they think about, the learn passage became more familiar and felt more relaxed about the new information. This resulted in the development of some social learning strategies such as asking questions and cooperating with others.

The final example demonstrated how two oral skills teachers corrected students' mistakes. In one incident, a student was called to read his answer in front of the class after working in groups. He pronounced a word incorrectly while reading aloud. The teacher asked him to read it again and to separate it into parts. The student could not do so, so the teacher immediately corrected his mistake. In another incident, a student was describing a photo and made a few grammatical mistakes while doing so. The teacher did not stop him. Once he finished, another student was called on to describe another photo. If the teacher corrected every single mistake made by the students, speaking would have slowed down and students would have been hesitant or reluctant to speak in front of the class. In the former incident, the teacher was not tolerant enough to deal with students' mistakes. The student was under stress and had fewer options to correct his mistake. On the other hand, the latter incident showed that the teacher was more tolerant and gave more time for the student to handle his mistake. For this reason, students were encouraged to implement affective strategies and take risks again and again to learn new things.

These examples show that all teachers encouraged their students to be active in the classrooms by interacting with teachers and other students and taking more responsibility for their learning. The teaching practices and methods of teachers can indirectly guide students in deploying some learning strategies inside and outside the classroom. In other words, the relationship between metacognition and social interaction was considered interrelated—when learners come to learn by interacting socially with more competent people in the environment, the process of metacognition will be internalized (Vygotsky, 1978). In the first and second examples, teachers

asked students to interact with each other while working on certain tasks. However, if the task requirements were different, students might deploy other learning strategies. This active engagement enables students to develop their social strategies and analyze and evaluate their learning, which led to a higher level of thinking after regulating their cognition (i.e., metacognition). Similarly, in the second example, the use of authentic materials helped students to practice the activity of how to guess meaning from context without resorting to a dictionary or asking their teacher for help—students are expected to encounter a wide variety of text types that will include unknown words. In this case, students who engaged in the described practices would be able to use compensation strategies in order to handle any learning difficulties.

In the final example, the way the first teacher corrects students' mistakes might lead them not to participate again and become more anxious about speaking in front of others, although the teacher's behavior helped the student when he asked him to sound out the parts of the word in the interest of better pronunciation. This method allows students to be more explicit and effective strategy users in their learning (Oxford, 2001). In this study, all students were adults who were more liable to be affected by affective variables such as anxiety, motivation, attitudes and beliefs (Yale, 2012). Therefore, students might be worried about participating and communicating in English if the teacher was going to hold them accountable for their mistakes (Young, 1998). Krashen (1985) observed that lowering students' anxiety in the classroom allowed them to work at their own pace and perform better. Learners who are less anxious will take the initiative to learn and vice versa. However, it should be noted that language learning strategies might overlap in fulfilling one task at hand (Oxford, 1990). While evaluating and correcting what had been done involved the utilization of metacognitive learning strategies as in the first example, students also used cognitive learning straggles to relate the reading text to previous knowledge.

CONCLUSION

Conclusion and pedagogical implications

The current study was designed to investigate the frequency with which language learning strategies were being used by Saudi freshmen students and their relevance to teaching practices. The findings here showed that students were implementing a wide range of English language learning strategies—most offered positive reports about strategy use in response to the first study question. However, while metacognitive, social and compensation strategies were most frequently used, cognitive, memory and affective strategies were also used, but less often. Also, the findings revealed that the relationships between strategies use and teaching practices were noticeable, answering this study's second question. Some teachers' teaching practices might directly like correcting students' mistakes or indirectly like using authentic instructional materials guide students to favor some learning strategies over others.

In light of the findings, the following pedagogical implications should be considered. First, students' learning strategy use in classrooms needs to be examined because of its great impact on

learning (Oxford, 1990, By the same token, teachers need to examine their beliefs because they are the main drivers of their teaching practices, and compare those beliefs with their students'. Second, for effective teaching and learning, teachers need to understand their own practice and how it affects student achievement. Teaching practices should involve both content and process. Students should both learn the way to accomplish learning as well. Declarative or content knowledge (e.g., rules, facts, information) is as important as procedural knowledge or process (e.g., division, for example, entails both cognitive and procedural knowledge) (Orlich et al., 2001).

Third, strategy training should be integrated explicitly into FL classrooms. To do this, the curriculum designers and teachers who design their instructional materials should integrate students' books and learning materials with activities that enhance the focus on critical thinking and take into account students' different levels. Students who become strategic learners will learn by themselves and gain self-efficiency (Ellis, 1997). Moreover, they will transfer their learning experiences outside the classrooms. Finally, more studies should occur in the Saudi context which examines the impact of teaching practices on strategy use with different genders and contexts and with different constructs such as beliefs and learning styles.

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SPRITUAL COMBAT POWER AND ISLAMIC PRACTICE AMONG THE MALAYSIAN ARMED FORCES PERSONNELS

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ABSTRACT

The Malaysian Armed Forces, through the Armed Forces Religious Corps formed in 1985, has strived to enhance the internalisation of Islam among its personnel to strengthen them spiritually and mentally so that they can be a solid combat force to defend religion, race and nation. This study examines the extent of internalisation of Islam among Malaysian Armed Forces personnel base on the Religious Corps through the Malaysian Armed Forces Islamic Mental and Spiritual Development programmed. Data was obtained through library research, questionnaire, interviews and observation. The survey method was used as an instrument for the field study to assess their internalisation of Islam through faith, acts of religious devotion as well as morals. A study involved of 383 Malaysian Armed Forces random sampling was employed. The overall results were analyzed using SPSS software. In general, the results showed a noticeable high internalisation of Islam among the Malaysian Armed Forces personnel and conclude the efforts of the Armed Forces Religious Corps in promoting internalisation of Islam among the Malaysian Armed Forces personnel have been successful.

Keywords: combat power, Islamic understanding, religiosity spirituality,

REVIEW OF THE LITERATURE

The term Islamic understanding or religiosity refers to the religious lifestyle or pious life especially referring to religion in the West. In the context of Islam, religious life is connected to Islam as a way of life, or *ad-din*. (al-Nahlawi 2002; al-Mawdudi 1981). Religiosity or pious life is essential in human life as religiosity exudes a great influence towards the behaviour, personality, emotional peace, human's self-confidence, also life happiness (HAMKA 1997).

Muslims who practise Islam as their *al-Din* are said to appreciate Islam in their everyday lives. This is consistent with the decree of Allah (s.w.t.) in the verse of *al-Baqarah* (2:208): which means: "*Oh you believers! Enter perfectly in Islam (by obeying all the rules and regulations of the Islamic religion) and follow not the footsteps of Shaitan (Satan). Verily! He is to you a plain enemy*".

Other terms that would be appropriate to replace the term 'religiosity' include *hayyah muttadayinah* or religious life (Zakaria 1999), faith and awareness and Islamic appreciation (al-Attas 2002). In this study, religiosity from the Islamic perspective, refers to the Islamic appreciation as a way of life that encapsulates aspects of faith, worship and moral as seen in the comprehensive and integrative scope of Islam.

Based on the meaning stated, the appreciation of Islam involves appreciating Islam in the truest sense of the word, so much so that it permeates into one's soul. This definition is harmonious with the view put forth by al-Qaradawi (1988) who mentions that religion is an internal urge to affirm that everything that they are and that are around him has their own

Superior, which is the Most Divine and Supreme to whom they succumb and surrender to with full of respect, hope, fear and helplessness. Therefore, those who fulfill these internal urges will be granted peace and the sweetness of faith. In this matter, Muslims who are denied these urges of faith, will not be granted the sweetness of iman from their souls.

In terms of the measurement, most scholars agree that Islamic appreciation can be measured and the basis for the measurement is purely on the surface as faith must be proven by way of practice. The whole appreciation can be detected through knowledge, understanding, thought, practice, personality and culture.

Based on this premise, the military field is one aspect that is integral in Islam. This field is inextricably linked with national defence and furthermore, the formidability of ummah. A country known to be strong and respected is one that is equipped with strong military forces and high technology, particularly in terms of its weaponry. This justifies why the main thing that the Prophet Rasulullah (s.a.w) did as he was upholding the first Islamic government in Medina was forming its defence machinery or establishing a military front that was able to stand strong for the country and the Muslims, in particular.

The preparation for a strong team of soldiers, who are both professional and credible is not habitual, in itself. It does not imply that there are enemies or threats that have propelled a country to have to form a body of army which may be seen as the answer to issues pertaining to national security and defence. In actual fact, the formation of a military force in a particular country especially in countries dominated by Muslims, is something that has been decreed by Allah SWT. He has dictated this in the Quran, in al-Anfal verse 60 which means: "And make ready against them all you can of power, including steeds of war (tanks, planes, missiles, artillery, etc.) to threaten the enemy of Allah and your enemy, and others besides whom, you may not know but whom Allah does know. And whatever you shall spend in the Cause of Allah shall be repaid unto you, and you shall not be treated unjustly".

Based on the verse above, Islamic enemies will prevail whether they are within our knowledge or outside our knowledge. This is why Allah commands Muslims to get prepared and to be careful as to face any possibilities so that they will not be in shock when uninvited enemies come to attack. The importance of the Malaysian Military Force as a highly mandated organisation when it comes to defending the country has been affirmed by one of our former Prime Ministers of Malaysia, Dato' Seri Mahathir Mohammad (BTDM 2002) in the recruits' end-of-training speech on 31 December 2001 where he states, "*The country owes it to the military forces who have fulfilled their duties in full loyalty and are willing to sacrifice to ensure that the country is safe and free from any form of threats since the World War 2. Thus, as the citizens we must stay united with the soldiers in sustaining peace so that we will not become slaves to the colonisers once again*".

In the effort to form a formidable and intimidating military front, we should know how to choose a really capable formula in producing members who are efficient and have credibility. Some training aspects like disciplining the members, training members to develop weapon-handling skills, forming morality among them so that they will obey the rules and commands, working hard and staying away from any form of abuse are things that should be given the priority. However, the success of these aspects cannot be fully anticipated without one more important element in the members' self-development and formation. The element would be the element of 'spirituality' that is related to faith, belief, and piety towards the religion.

The importance of the consolidation of these spiritual values should further be stimulated to ensure that the servants of the Malaysian Military Force are able to perform their duties efficiently and effectively. General Tan Sri Dato' Seri Zulkifli Zainal Abidin Malaysian Chief of Army, in his first command speech in his appointment as Malaysian Army Chief asserts “ *In the context of training in the Army Force, and to build human professionalism and development, spiritual-oriented training must be prioritised. This aspect is important to strengthen the platform of the training to be more effective*”. To ensure that the whole organisation can be formed and educated, an ongoing construction process through a systematic training is vital. According to Muhammad Ahmad Bashil (1989) in his book, *Politics and military – the Hudaibiyah Agreement*, he explains that, the efforts to form soldiers who can understand their duties effectively, and at the same time who become the loyal servants of Allah, require continuous efforts of *dakwah* and proper education.

Statements clearly demonstrate that the knowledge of *aqidah*, *shari'a* and moral is important to each and every member of the Malaysian Armed Forces, in eliminating the negative influence of secularism and to help them become pious Caliphs of Allah. Therefore, the Armed Forces' Religious Corps or KAGAT has been given the duty, role and responsibility to build the religious appreciation and spirituality among the members of the Malaysian Armed Forces.

Research objectives

Among the research objectives intended to be achieved are as follows:

- a. Identify the concept of appreciation of Islam required by every Muslim, including members of the Malaysian Armed Forces.
- b. Identify the background of *dakwah* program conducted by Armed Forces Religious Corps in an effort to increase religious practice among members of the armed forces as well as raising the *syiar* of Islam in Malaysian Armed Forces.
- c. Analyse the level of appreciation of Islam among the Malaysian Armed Forces in terms of faith, *ibadah* and morality.

METHODOLOGY

The research have been carried out among the Malaysian Armed Forces personnel from September 2010 to December 2012. The instrument used in this study was questionnaire. Questionnaires were constructed containing 102 questions. The questionnaire consisted of the instruments were built by Azma Mahmud (2006), which has a Cronbach alpha reliability of 0.97. However these instruments have made modifications and reconstruction based on the needs and goals of the study respondents.

It should be mentioned also that the research that have been done is a descriptive research. This means that both qualitative and quantitative research. The combined quantitative and qualitative approaches. According to Delbert C. Miller and Neil J. Salkind (2002) study is a study that combines the best characteristics of both quantitative and qualitative, and so on

Neuman (1991) stated drawbacks can be accommodated with quantitative and qualitative vice versa. In addition, the instrument for obtaining data is through library research, field studies, interviews, observations and questionnaires. The population for this study was about 102,398. According Krejcie and Morgan (1970) population exceeding 100,000 require a sample size of at least 383 respondents connection with that set the number of researchers in this study were a total of 383 respondents. Selection of sampling randomly divided into three services with ATM which is complimentary army, navy and air force. In the area of data analysis, the data obtained were analysed using SPSS (Statistical Package for the Social Science), and the method of data analysis is divided into two, namely descriptive analysis and inferential analysis.

FINDINGS

In this study, a total of 102 questions related to the appreciation of Islam encompassing the aspect of faith *ibadah* and morality were presented to the respondents. Basically, questions posed were of basic level, in accordance to respondents' ability and their level of appreciation on Islam, based on the MAF's Islamic Mental and Spiritual Development objectives which focus on developing an Islamic oriented army towards achieving a true Muslim, *Mukmin* and *muhsin*. This study applies a holistic approach to the aspect of Islamic appreciation which includes faith, *ibadah* and morality, and in terms of Islamic appreciation among MAF personnel, it was found that no respondents were at low level, whereas 25 respondents (6.5%) at intermediate level and a total of 358 respondents (93.5%) at high level with overall mean of 411.48 in terms of (Min =411.48). This is summarized in Table 1.

Table 1: Score for level of Islamic appreciation among respondents

Level	Score	Frequency	Percentage (%)
Low	102-238	0	0
Moderate	239-374	25	6.5
High	375-510	263	93.5
Total		383	100.0

Source: 2012 Survey

Table 2: The aspect of weaknesses in Appreciating Islam

No	Weaknesses	Total	Percentage
1.	Does not show any fear after being reminded that the messengers record all their deeds in detail.	25	6.5%
2.	Refuse to remind myself that <i>Raqib</i> and <i>Atid</i> record all the deeds that I performed.	10	2.6%
3.	Rejecting Prophets sent to uphold Allah's religion.	6	1.6%
4.	Disputing the fact that Sunnah of the Prophet is appropriate to be practiced till the end of time	6	1.6%
5.	Do not felt horrified and regret when being told about torments in the grave.	30	7.8%
6.	State that human is free to embrace any religion as long as believing Allah (s.w.t.).	43	11.2%
7	Do not feel unease whenever late in performing prayers.	318	83.0%
8	Being lazy to perform prayer especially <i>fajr</i> .	321	83.8%
9.	Sometimes failing to complete the obligation of praying five times daily.	330	86.2%

10	Do not perform additional <i>sunat</i> prayers (<i>nawafil</i>).	361	94.2%
11	Not making savings for haj preparation.	213	55.6%
12	Do not make any effort in memorizing the <i>hadith</i> of the Prophet.	352	91.9%
13	Do not attend <i>tafsir</i> lecture to acquire the knowledge of al-Quran in greater depth.	361	94.2%
14	Do not learn <i>tajwid</i> to improve the quality of al-Quran recitation.	364	95.0%
15	Always performing work hastily	305	79.6%
16	Felt satisfied when finding other's fault.	224	58.5%
17	Take other's belongings without permission when in desperation or when the owner is not around.	295	77%
18.	Prefer to say 'hai' rather than Assalamualaikum.	112	29.2%
19	Rarely go to the mosque or <i>surau</i> to mix with the outside community	300	78.3%
20	Admitting of using foul language when speaking.	296	77.3%

Source: 2012 Survey.

DISCUSSION

Generally, in determining the level of appreciation Islam, this study meets three basic criteria to gauge the level of appreciation norms, namely representativeness, relevance and recent as proposed by Wiersma (1986). A sample size of 383 was chosen via random sampling technique based on the zoning system, team, rank, type of service and gender with a reasonable fraction. With the small number of respondents, namely 383 within a population of 102,000 people, it is possible that the results of this study do not reflect the level of appreciation of Islam among MAF personnel as a whole, but at least it could reflect the reality or the current level of appreciation of Islam among MAF.

Although basically the study found that the level of appreciation of Islam as a whole is high, there are some aspects of Islam that are generally imbalanced. There are few aspects in faith, *ibadah* and morality among respondents that need to be improved and the study shows that there are defects in *tasawur*, feelings and behaviour in faith, *ibadah* and morality which could affect one's faith. Weaknesses in terms of the appreciation of religions obtained from this study are described below.

Based on Table 2 pertaining the aspect of respondents' weaknesses in appreciating Islam, there are some significant weaknesses in terms of the appreciation of Islam among Malaysian Armed Forces personnel.

One of the significant findings revolves around the aspect of faith, of specifically matters pertaining to the belief on the existence of angels. In this aspect there are 25 respondents or 6.5 percent who were not aware that the angels record all deeds that we perform, and another 10 (2.6%) rejected the fact that Raqib and Atid record all deeds performed by mankind. The same can be said with the aspect of the effort to seek knowledge and readiness to go to the mosque to acquire knowledge. Verily, a lot of respondents were still reluctant to go to the mosque for that purpose. This study also found that most of the respondents still did not appreciate prayers. It was found that a large portion of the respondents or approximately 80 to 86 percent of the respondents admitted that they had frequently missed their prayers and did

not feel unease whenever performing it late, especially the *fajr* prayer. *Solat* or prayers are indeed a very important *ibadah* for all Muslims who are *mukalaf* and are considered as *fardhu ain*. This statement is reinforced by a hadith of the Prophet which means: “Prayer is a pillar of the religion (Islam). Whoever establishes it, establishes religion; and whoever destroys it, destroys religion.”

Based on findings from this study, specifically in the aspect of prayer, a similarity can be observed to the study and report by Mohd Fadzilah Kamsah, who states that 80 percent of Muslims in Malaysia have yet to complete their obligatory five daily prayers (*Utusan Malaysia*, 23 Jun 2008). Based on his study, Dr. Mohd Fadzilah reports that only 17 to 20 percent of respondents performed their obligatory daily prayers in a complete manner, whereas for students in secondary schools, only 15 percent admitted that they perform such thing and this fact is parallel with what found in this study where a total of 86.2% respondents admitted that they frequently skipped their prayers. Meanwhile, a small percentage of respondent admitted that they had performed it completely.

Besides that, the low rate of prayer completion among respondents in this study might be attributed to their level of knowledge and proficiency in performing this kind of *ibadah*. What factors that cause a large number of respondents to fail in performing their daily prayers? This particular question will not be answered by just focusing on the facts or methods to perform prayer. Indeed, it involves many other factors including the motivation to perform *solat* and *ibadah*. According to Sulaiman al-Kumayi (2009), there are three constraints in performing *ibadah*, namely:

- a. Laziness (*kasal*) in performing *ibadah* for Allah, while everyone else is willing and able to perform it.
- b. Weak mind (*fujur*) or not having a strong determination as a result of being influenced by the worldly matters.
- c. Boredom (*malal*) or easily getting bored in performing *ibadah*, although goals are yet to be achieved.

Another interesting fact that can be observed here is the relationship between the habit of completing job hurriedly and what it has to do with the habit of performing *solat*. This study found that a large portion of the respondents admitted they had the tendency to hastily complete their job and this had made them tend to take their prayers for granted. For those who are patient, they will perform it meticulously and for those who are impatient, they belong to those who failed to perform *solat* perfectly. Allah said in the Holy Quran: (al-Baqarah 2: 45), which means: “*And seek help through patience and prayer, and indeed, it is difficult except for the humbly submissive*”.

From this study, particularly in the aspect of low moral appreciation among respondents, it reflects that there exists a close relationship between all aspects of Islamic appreciation. According to Prof. Dr. Hassan Langgulung (1987), Islamic values that exist in a person have two functions which are mutually dependent on each other, namely as a result of learning process and also part of that learning process. At the same time, the appreciation of Islam in a particular aspect also affects the appreciation of Islam in other aspects.

Findings of this study also confirm the view proposed by prominent Islamic scholars such as Imam al-Ghazali, Hassan al-Banna, Muhammad al-Ghazali and Syed Muhammad Naquib al-Attas who state that the basis for appreciation of Islam must be initiated from the appreciation of *tauhid*, *ibadah*, morality and the *shari'a* in the life of a Muslim. In contrast, the spread of moral decadence, bad morals and behavior are essentially due to the low level of *iman* and the appreciation of Islam in a person (Zakaria Stapa : 1999).

It should be noted also that the items or statements being questioned are generally related to knowledge, *tasawur*, feelings and the practice of Islam which are fundamental in every Muslim which have to be properly known. Dr. Salah al Sawi (1995) in his book entitled, "*Ma la yasuhu al-Muslim jahluhu*" states that there are few things in which Muslims were not given the leniency from not knowing, and such things are related to *aqidah* and *ibadah*. Clearly, the appreciation of Islam should encompass all aspects as ordered by Allah SWT in al-Baqarah 2: 208, which means: "*O you who have believed, enter into Islam completely [and perfectly] and do not follow the footsteps of Satan. Indeed, he is to you a clear enemy*".

Indeed, the appreciation of Islam among military personnel in Malaysian Armed Forces is crucially important since history had proven that military personnel under the command of Commander Tariq bin Ziyad had successfully opened Andalusia and the army under the leadership of Salahuddin Al-Ayubi managed to set Al-Quds free whilst the army led by Sultan Muhammad Al-Fatih had successfully conquered Constantinople. This is in line with the *hadith* of Prophet which means, "*Verily, Constantinople shall be conquered, its commander shall be the best commander ever and his army shall be the best army ever.*" Narrated by Ahmad bin Hanbal al-Musnad 4/335.

In this context, especially in developing a good military personnel, Umar bin Khattab had once reminded, upon releasing his army for war, "*Fear your sins more than you fear the enemy as your sins are more dangerous to you than your enemy. We Muslims are only victorious over our enemy because their sins outnumber ours, not for any other reason. If our sins were equal to those of our enemy, then they would defeat us due to their superior numbers and resources.*"

Based on this study, it is clear that members of Malaysian Armed Forces already have a good foundation in appreciating Islam and this must continue to be maintained and further enhanced. *Dakwah* efforts by Armed Forces Religious Corps should continue to be strengthened and reinforced. The aspect of the strength of *dua* and the practice of *ibadah* should be established in accordance with the sophistication of weapons and the strength of the soul and the heart so that a perfect balance can be achieved with mental and physical strength. Allah SWT decrees in *Surah an-Anfal* verse 45 which provides guidance towards achieving success while facing the enemy. Allah said, (al-Anfal 8: 45), which means: "*O you who have believed, when you encounter a company [from the enemy forces], stand firm and remember Allah much that you may be successful.*"

According to Ibn Kathir (1988), while giving his interpretation for this verse, Allah ordered five things to those performing *jihad* in the name of Islam including soldiers who fight to defend their religion, race and homeland; firstly, regarding one's resolve while fighting and Allah will bestow courage accordingly, secondly, always remember Allah via *zikr* and prayers, thirdly, be a loyal servant of Allah and his mighty Messenger, next, foster unity and

avoid division and fifth, able to maintain all four things previously highlighted. If these can be fulfilled by members of Malaysian Armed Forces, surely Allah will always bestow His mercy in fulfilling duties and in their noble cause.

RECOMMENDATIONS

Overall, this paperwork discusses the aspect of appreciation of Islam among members of Malaysian Armed Forces. Based on the results of the study, the level of appreciation of Islam as a whole is high but there are areas of weaknesses that need to be improved. This is due to the fact that thorough appreciation of Islam requires the fulfilment of all aspects including *tasawwur*, feelings and behaviour. In this matter, Mustaffa Masyhur (1995) explains that the act of appreciating Islam requires the achievement of certain level, starting from understanding Islam in its true manner, precise as being delivered by Rasulullah (s.a.w), to the extent that all teachings are practiced correctly and perfectly, similar to the level achieved by *amilin* and *solihin*. The peak of one's appreciation of Islam among the most ordinary Muslim individuals (general mass) is to be a *soleh* individual who understands and embraces the principles of Islam, demonstrates obedience in practicing the *syara'* humbly for Allah SWT, in terms of following His orders, as well as avoids His prohibitions in all aspects of life, in both secular and religious contexts.

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PERFORMANCE APPRAISAL EFFECTIVENESS AND WORK PERFORMANCE RELATIONS: A CASE FROM TURKISH HOTEL EMPLOYEES

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ABSTRACT

Main purpose of this study is to examine the negative associations between employee's perception of effectiveness of performance appraisal practices and deviant workplace behavior. Study also tests the mediating effect of forms of organizational justice in the relationship between performance appraisal practices and deviant workplace behavior. Moreover present study investigates how line manager's performance appraisal politics may influence the relationship between perceptions of performance appraisal practices and employee deviant workplace behavior. In order to examine study purposes this research employed a survey design. A total of 193 service employees from different service establishment has been attended the study and it was conducted in the capital city of Turkey, Ankara. The results of this study provide strong support for that effective performance appraisal practices influence employee deviance behavior and especially the IJ is an important predictor for employee violated behavior. Moreover, findings indicate that there is no evidence regarding moderating effect of employee's perception of manager's appraisal politics in negative relationship between performance appraisal effectiveness and employee deviance.

Keywords; performance appraisal effectiveness, employee deviance behavior, organizational justice

LITERATURE REVIEW AND HYPOTHESES

Human resource management (HRM) theorists emphasize that employee attitude and behavior can be shaped by effective application of HRM practices (Guzzo and Noonan, 1994). Employee selection, comprehensive training and career planning, performance appraisal practices, job analysis and effective job evaluation are referred as the best HRM practices and researchers claimed that by applying these types of practices effectively, organizations are able to shape employee attitudes and behaviors (Arthur, 1994, Bae and Lawler, 2000; Delaney and Huselid, 1996). More precisely, Guest (1999) suggests that the effects of HRM practices on employees' performance depends on the employees' perception and evaluation of the practices that organizations made. Because of the major and important role that performance appraisal practices plays in managing HRM (Cardy and Dobbins, 1994), there has been a great deal of research conducted to understand the antecedents and consequences of performance appraisals outcomes. It has been revealed that well-designed and effective performance appraisal system or in other terms performance appraisal effectiveness increase employee work performance, job satisfaction and decrease turnover intention (Huang, 1997; Ryan *et. al*, 1996; Morrison, 1996; Boselie and Wiele, 2002; Guest,

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et. al., 2003; Chang, 2005; Lam *et. al.*, 2009). In current study we will examine deviant workplace behaviors (DWB) as antecedents of performance appraisal effectiveness following a similar reasoning as effective HRM practices leading to better work performance that is, as viewing the relations between the employee and the organization as social exchange (Organ and Moorman, 1993). This means that the logic behind work performance and or deviance behaviors may be similar. When employees perceive ineffective HRM procedures and practices; they may develop negative attitudes toward the organization. Negative attitudes may lead employees to negative behavior that would be harmful for organization or in other words, they might lead employees to act against the organization (Dailey and Kirk, 1992; Skarlicki and Folger, 1997). Rousseau and Greller (1994) noted that “a person’s experience in an organization . . . is shaped by personnel actions such as recruiting, appraising performance, training, and benefits administration” (p. 385). It has been suggested that employees' attitudes about and reactions toward the performance appraisal practices are among the most important criteria to consider when evaluating the usefulness of performance appraisal systems (Bernardin and Beatty, 1984; Bernardin, *et al.*, 1993). Moreover, quality of the appraisal and performance related feedback that employees receive may have a significant effect on perceptions of the important job related attitudes and behaviors (Murphy and Cleveland 1995). The idea that performance appraisal practices affect work-related attitudes and behavior through employees’ perceptions or experiences of them is supported by social exchange theory (Blau, 1964; Eisenberger, *et al.*, 1986). Theory suggests framework of understanding the employee-organization relationship and is arguably one of the most influential frameworks for understanding exchange behavior in organizations (Blau, 1964; Gouldner, 1960). Greater social exchange with effective application of HRM practices can be associated with stronger employee commitment, lower turnover intention, and better work performance (Shore *et al.*, 2009). Furthermore, the link between HRM practices and DWB by employees is possible since social exchange theories argue that employees view HRM practices can be perceived as organizational support, which they then reciprocate back to the organization (Allen *et al.*, 2003) in which favors are reciprocated accordingly; good favors are offered in return for good contribution, while bad favors in return for bad contribution. So, within this theoretical perspective, it can be hypothesized that when the organization provides desirable HRM practices especially when the performance appraisal practices perceived effectively by employees, it will reciprocate the obligation by putting on positive behaviors. When HRM practices- performance appraisal effectiveness (PA Effectiveness) for the current study- are seen to be undesirably practiced, employees will may by engaging in DWB (Arthur, 2011).

H1: PA Effectiveness negatively associated with DWB.

Prior research into HRM has revealed that well-designed performance evaluation system may enhance employee perceptions of organizational justice (Bartol *et al.*, 2001). Perceived injustice will lead to negative perceptions of the organization and may flourish deviant behaviors that will hurt the organization. Based on social exchange explanation (Blau, 1964) employees may perform DWB to retaliate against the unfair treatment offered by organizations and they may change their input to restore equity (Greenberg and Scott, 1996). However, as Cohen-Charash and Spector (2001) state, the reasoning that explores details of the thought processes that lead employees to perform DWB has only been an ordinary imitation of the reasoning used in explaining organizational citizenship behaviors (OCB) within a social exchange framework, where DWB can be defined as a violated behavior that damages organizational effectiveness. Based on the relevant literature it can be said that DWB can be associated with all three forms of organizational justice. From a procedural injustice (PJ) perspective, when employees perceive their organization using unfair procedures they

may develop negative attitudes toward the organization such as reduced trust and commitment and increased dissatisfaction. In turn, these attitudes lead them to reciprocate in favor of, or against (DWB), the organization (Dailey and Kirk, 1992; Skarlicki and Folger, 1997). Some of the researches indicated that negative perception regarding PJ negatively affects work performance (Brockner and Wiesenfeld, 1996; Greenberg, 1987). Moreover previous studies suggested that PJ may serve as an intervening mechanism in the relationship between HRM practices and employee attitudes (Kuvaas, 2008; Pare and Tremblay, 2007, Cohen-Charash and Spector (2001). From a distributive justice (DJ) perspective, DWB can be seen as reactions to perceived injustice, when an employee changes his/her input to restore equity (Greenberg and Scott, 1996). Moreover, it should be noted that work performance is influenced by the relationship between the employee and his/her managers which is related to interactional justice (IJ). Some of the researches discussed that one of the main indicators of work performance is much more related to the leader-member relations than organization-member relations (Cropanzano and Prehar, 1999; Masterson *et al.*, 2000). IJ researchers provided concrete relationship between IJ and work performance (Cropanzano and Prehar, 1999; Masterson *et al.*, 2000). Given that the source of perceived IJ is the interpersonal treatment by one's supervisor and it is more personal in nature, fair performance appraisals may be the contribution of the leader to the employee in a social exchange relationship. In this case, because managers treat employees fairly, employees reciprocate by better work performance (Masterson *et al.*, 2000; Settoon *et al.*, 1996) or vice versa.

H2: Forms of organizational justice (procedural, interactional and distributive) mediates the negative relationship between PA Effectiveness and employee DWB.

Implementation of most of HRM practices relies mainly on managers' actions (Purcell and Hutchinson, 2007; Purcell *et. al.*, 2009). Relevant literature mostly emphasizes that manager's role in the relationship between HRM practices and work performance has been largely neglected. But acting as deliverers and implementers of HRM, managers may play important role on the degree to which performance appraisal practices influence employee work performance. Based on the premises that managers may be viewed as implementers or deliverers of HRM practices, this paper proposes that the relationship between perceived PA Effectiveness and employees' outcomes as DWB is moderated by manager's performance appraisal politics (Manager's PA Politics) in such a way that manager's appraisal practices implementation may determine the influence on employee outcomes.

H3: Perceived Manager's PA Politics moderators the relationship between PA Effectiveness and employee DWB.

METHODOLOGY

Sample and Procedure

Main purpose of this study is to examine the negative associations between employee's perception of effectiveness of performance appraisal practices and DWB. Study also tests the mediating effect of forms of organizational justice in the relationship between performance appraisal practices and deviant DWB. Moreover present study investigates how line manager's performance appraisal politics may influence the relationship between perceptions of performance appraisal practices and employee deviant workplace behavior. In order to test the hypotheses, a survey is administered among employees in the service industry in Ankara, Turkey. Questionnaires are sent to all 29 service companies. Employees received a questionnaire from the one of the authors of the current study. A short description of the study

is given and requested their cooperation. Absolute anonymity is stressed and guaranteed in the introduction. Respondents had three weeks to reply. Following the three week period, employees completed the questionnaires and returned them in a sealed envelope to their supervisor and authors took them from the supervisors. Of the 485 questionnaires sent, 193 questionnaires were returned. Respondents fell within the following demographical characteristics: %52.4 is women, age average is 32.7, 40% of respondents had been employed at the employment organization for more than 5 years, and 68 % held a university degree.

Measures

The questionnaire was comprised of four parts (a) deviant workplace behavior (DWB); (b) forms of organizational justice (procedural (PJ), interactional (IJ), distributive (IJ)); (c) performance appraisal applications effectiveness (PA Effectiveness) and, (d) line manager's appraisal politics (Manager's PA Politics). Respondents indicated the extent of agreement with each statement on a 5-point Likert-type scale (1 = *strongly disagree*, and 5 = *strongly agree*). An employee's level of DWB is measured using the four items of organizational deviance part of Robinson *et al.* (1995). Three items from the scale described in Tsaor and Lin (2004) used to assess an employee's perceived PA Effectiveness. Manager's PA Politics is assessed by Poon (2004) scale with three items. DJ is assessed with 4 items of Niehoff and Moorman (1993), PJ with three items of Sweeney and McFarlin (1992) scale and IJ with three items of Moorman (1991) scale.

Scale Validation and Results

With the purpose of verifying the convergent and discriminant validity of the scale items, factor analysis was performed on the variables used for the study's research model. Also, a reliability test was done to confirm the internal consistency of the factorized scale items. The constructs, which were found to have unidimensionality, were subjected to a correlation analysis to determine the directionality and magnitude of the relationship(s) among the factors. All measures showed high internal reliabilities, with coefficient alphas ranging from .72 to .94. All of the study variables were significantly negatively associated to DWB, although perceived IJ was more negatively associated. Mainly, regression analysis is undertaken to test the hypotheses of the study. Initially all the independent variables has been entered the model to see the simple effect on dependent variable. Regression analyses indicated that PA Effectiveness negatively related to DWB ($\beta = -.17$ $p < .01$) and hence H1 is supported. For the mediating analyses of DJ, IJ and PJ in the relationship between PA Effectiveness and DWB, hierarchical regression is allowed for the evaluation. The resultant models are shown in Table 1. In the first step of the regression, the independent variable PA Effectiveness is significantly negatively related to DWB ($\beta = -.29$ $p < .01$). And then "IJ", "DJ" and "PJ" is added to the model (Model 2), which resulted in an increase in the adjusted R-square value to .16%. According to Model 2, effect of PA Effectiveness on DWB is decreased but still negatively related ($\beta = -.16$ $p < .05$), the IJ effect on DWB ($\beta = -.26$ $p < .05$) significant but PJ and DJ effect on DWB is not significant. So the results of the regression analysis indicated that IJ partially mediates the negative relationship between PA effectiveness and DWB, hence H2 is partially supported.

Table 1
Mediating analysis of IJ and PJ

Dependent variable: DWB	Model 1	Model 2
	β	β
PA Effectiveness	-.29**	-.16*
IJ		-.26*
PJ		-.19
DJ		.19
R^2	.08	.24
ΔR^2		.16
F	17.39**	15.11**

N=193, Two tailed ** $p < .01$, * $p < .05$.

In testing the H3, which is related to moderating effects, regression analysis is undertaken hierarchically to test for significant interaction effect over and above the simple effect of the independent variables. The resultant models are shown in Table 2. In the first step of the regression the independent variable PA effectiveness and Manager's PA Politics are entered. The initial model as indicated that PA Effectiveness has significant negative effect on DWB ($\beta = -.27$ $p < .01$) and Manager's PA Politics do not have significant effect on DWB alone. At the next stage PA Effectiveness and Manager's PA Politics arithmetic means (3.53, 3.62 respectively) has been excluded from the computed variables and new variables has been created as centered variables and then the interaction effect of centered PA Effectiveness and Manager's PA Politics is added to the model (Model 2). According to the Model 2, PA Effectiveness has negative effect on DWB ($\beta = .28$ $p < .01$) but interaction term is not. Results of the regression analysis indicate that Manager's PA Politics do not moderates the relationship PA Effectiveness and DWB. Therefore H3 is not supported.

Table 2
Moderating analysis results

Dependent variable: DWB	Model 1		Model 2	
	β	t	β	t
PA effectiveness	-.27**	-3.6	-.28**	-3.7
Manager's PA Politics	-.04*	-.7	-.054	-.7
PA effectiveness* Manager's PA Politics			.091	1.2
R^2	.08		.09	
ΔR^2			.008	
F	8.770**		6.38**	

N=193, Two tailed ** $p < .01$, * $p < .05$.

CONCLUSION AND DISCUSSION

Findings of this study addressed that PA Effectiveness, PJ and IJ have significant direct negative effects on DWB and just IJ partially mediates the negative relationship between PA Effectiveness and DWB. DJ has no significant effect on DWB. Moreover, that there is no evidence indicated regarding moderating effect of employee's perception of Manager's PA Politics in negative relationship between PA Effectiveness and DWB.

Consistent with the previous research, we found that HRM practices directly influences employee behavior. The results of this study provide strong support for that effective performance appraisal practices and work performance relations and especially the IJ is an

important predictor for employee violated behavior. Findings could contribute social exchange theory through its use of effective HRM practices as incentives in social exchange relations and thereby decrease any violated behavior. Moreover, the mediating results indicate that PA Effectiveness will effectively enhance the IJ perception and will eventually decrease the level of DWB, thereby supporting social exchange perspectives. Findings add to the growing body of research concluding that supervisor-related perceptions can influence employee outcomes (Wayne *et al.*, 1997; Maertz *et al.*, 2007). Specifically, we discovered that IJ becomes an important predictor comparing with PJ and DJ. It is important to note that within the organizational justice forms just IJ has a partially mediating effect and it should be discussed that IJ perception may be crucial on employee behavior rather than other justice forms. It should be also noted that the present individual level study was conducted in a single country, namely Turkey. According to Hofstede (1980) Turkish culture has been described as being high on collectivism. Moreover, findings of the GLOBE study revealed that two predominant characteristics of Turkey to be in group collectivism and power distance among 62 cultures. Based on the premise, we predict that collectivist orientation will influence the frame of reference individuals use when evaluating the PA Effectiveness and IJ. Furthermore, findings do not support the findings of previous researches that the interaction between Manager's PA politics and PA effectiveness on employee DWB is not significant. According to the Kuvas and Dysvik (2010) employee perception of an organization's HRM practices is probably strongly influenced by the line manager's behavior and states that the perceptions of line manager seem to influence employee attitudes both directly and indirectly through more positive perceptions of an organization's HRM practices. But in our findings there are not any contingent conditions for HRM practices. In other words the negative relationship between PA Effectiveness and DWB is not contingent on Managers PA politics. While the current study found unidimensionality of the study constructs, Manager's PA politics and IJ may be seen as proximal variables for the employees.

There are several limitations of this study that should be addressed in future research. Any generalization from the findings of this study should be done with caution because of the limitations imposed by the nature of the sampled subjects and country. We believe it is important for scholars to understand the mediating psychological processes by which these differences are created, in order to better understand what interventions organizations can use to effectively manage diverse workforces. Future research should extend our efforts by considering specific areas of DWB with other causal variables, additional populations, and additional methods of measuring cultural orientation to increase our understanding of the link between organizational-specific (organization and/supervisor-based) variables and employee behavior both at the cultural and the individual level. In addition, multi method probes that include surveys, personal interviews, direct observation, and experiments are needed to provide further validation of the link between cultural values and individual employee behavior. It is also useful how other cultural values (e.g. uncertainty avoidance, masculinity/femininity, or power distance) shape individuals reactions to their work environment.

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DETERMINING OF THE CONTRIBUTION STATUS OF HANDICAPPED CHILDREN'S FATHERS ON THEIR TRAINING*

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ABSTRACT

The aim of this study is to determine fathers' contributions for their handicapped children after their trainings. For this purpose, 25 parents of handicapped children (25 fathers and 25 mothers, totally 50 people) were participated in 2013-2014 education years at Konya province in Turkey. Both fathers and mothers evaluated the fathers' role on handicapped children's training. The quantitative research and survey method were used in the study. "Paternal Involvement in Child Care Index (PICCI)" survey was used as data collecting tool. Descriptive statistical method was used as a statistical method. According to research findings, the fathers and mothers stated that the fathers contribute to their child training at the low level, but, the means of mothers were less than the means of fathers. So, it can be said the fathers see themselves more related to disabled child. But, the fathers accepted the mothers as a primarily responsible for disabled children's training.

Keywords: Handicapped children, father contribution, handicapped child training.

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INTRODUCTION

Parent involvement in the education of mentally retarded children is very important. The most important factor differentiating children with low academic achievement from others is the lack of family support and interest. Children, whose parents provide them with a supporting, motivating, and appropriate studying environment for education, and cooperate with school closely, are more successful at school. The main purpose of school-parent cooperation is increasing student and school achievement through parent involvement and support (Scheurman and Hall, 2012; Sileo and Prater, 2012).

As in many countries, in Turkey, laws require the involvement of parents in every step of the education of children with handicaps with Ministry of National Education Special Education Services Regulations put into act in 2006, and accordingly active involvement of parents is necessary in evaluation, preparation of individualized educational programs and assessment of educational process and learning. Involvement of parents is required for supporting children's every developmental domain. Maintaining the consistency and continuity between school and home, parent involvement for the permanency of acquisitions, are now almost a must in education (Dinç, 2008).

Even regulations with laws, and research have presented the necessity of parent involvement, there are still some problems in implementation. On the other hand, some researches revealed that parents were considered as people who just exchanged information about the inabilities of their children (Salıcı and Ahioğlu, 2006).

National Parent Involvement Summit held in United States of America in 1992 showed that parent involvement was one of the most important problems of 1990s. The same

problem comes up frequently in Turkey as well in terms of the quality of special education services.

Parent involvement doesn't only refer to gathering with parent just to inform them about some issues, or to share experiences with each other. Increasing parent involvement in education is possible through systematic parent education programs (Cavkaytar, 2012). Preparing parent involvement programs can contribute to primarily the parents of individuals with special needs, besides their teachers and staff working for them in terms of literacy and some other fields. Additionally, involvement of fathers in raising of their children can strengthen family bonds for both the father and the mother, regulates marriage, increase satisfaction from marriage, and prevents stressors over mentally retarded children. Main philosophy of parent involvement is contributing to child development through strengthening family life (Gürşimşek, Kefi and Girgin, 2007).

Acquiring only behaviours in school programs is not enough for individuals with special needs, they also need to switch to professional and social life from school life successfully (Gürsel, Ergenekon and Batu, 2007).

Parent involvement in the education of mentally retarded children is of utmost importance for attaining the objectives of education, maintaining a healthy development in the family environment, and preparing them for the future. Research mainly limits parent involvement with school, and focuses on the effect of parent involvement in academic achievement. There hasn't been enough research on determining parent involvement in the education of mentally retarded children in general terms. Therefore, the present research is conducted with this purpose.

Goals

The main purpose of the present research is determining parent involvement in the activities intended for raising mentally retarded children, and revealing whether there are relationships between general involvement of mothers and fathers.

Accordingly, the answers to the following questions are sought:

1. What is the general level of involvement of mothers and fathers in activities intended for education of mentally retarded children?
2. Are there any significant differences between mothers and fathers in education of mentally retarded children, in terms of;
 - a- childcare and socialization responsibility;
 - b- effectiveness in child education decisions and frequency of performing child education duties;
 - c- and accessibility?

METHODOLOGY

1. Research Model

The present research is a descriptive study, which aims at defining an existing case, and a relational study, which reveals the relationships between variables.

2. Participants

The present research was conducted on the mothers and fathers of mentally retarded children who attend at a private special education and rehabilitation centre in the province of Konya. Data were collected from the mothers and fathers of 25 children (total 50 participants) who voluntarily participated in the research.

3. Data Collection

Data about the involvement of parents in activities intended for the education of mentally retarded children via “Paternal Involvement in Child Care Index (Survey) (PICCI)” developed by Rich (2002). Paternal Involvement in Child Care Index (PICCI) determine paternal involvement according to fathers and mothers based on the fathers’ report on fathers, and mothers’ report on fathers (Ricci & Jacobs & Keeley, 2006; Rich, 2002). Considering the general structure of the survey, a form in which fathers and mothers can evaluate themselves and their spouses. Expert opinion on the subject matter supports this implementation. Total scores from PICCI are calculated separately for each part. Total score indicates average father involvement (Rich, 2002). In the transformed form of the survey, mother and father involvement total scores were calculated separately and these scores were compared.

FINDINGS AND INTERPRETATION

This part presents collected data about the Evaluation of Involvement; Childcare Responsibility and Socializing the Child Responsibility; Effectiveness in Child Education Decisions and Performing Child Education Duty; and Accessibility subscales in the survey.

1. Evaluation of Parental Involvement in the Education of Mentally Retarded Children

Involvement of parents in performing duties in childcare and education was studied with one question. Findings obtained are presented in Table 1.

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**Table 1:
Evaluation of Maternal and Paternal Involvement**

Groups	(N)	(\bar{X})	(Sd)
Fathers	25	2,48	,872
Mothers	25	1,40	,500

Table 1 shows that, arithmetic average score for fathers’ report on fathers subscale was 2.48, which refers to “agree” option. Accordingly, fathers report that, they are involved in the activities child education and care in Evaluation of Involvement subscale. Arithmetic average score for mothers’ report on fathers subscale was 1.40, which refers to “agree” option. Accordingly, mothers report that they are involved in the activities child education and care in Evaluation of Involvement subscale more than the fathers.

2. Child Care and Socialization Responsibility

Childcare and socialization responsibility part consists of 3 items on a percentage evaluation scale, and 11 items on a 4-point (frequently, sometimes, rarely, not applicable) likert type scale.

2.1. Providing Primary Care Responsibility

This subscale consists of items evaluated on a percentage basis about whether father, mother or someone else in the house is responsible for the primary care of the child. Data related to the primary care responsibility of the child are presented in Table 2.

Table 2:
Are you the one who is responsible for the primary care of your child?

		Father		Mother	
		f	%	f	%
Responsibility	%0	5	20,0	0	0
	%25	17	68,0	1	4,0
	%50	3	12,0	5	20,0
	%75	0	0	17	68,0
	%100	0	0	2	8,0
	Total	25	100,0	25	100,0

Table 2 shows that most of the fathers (68%) reported that they had 25% of the responsibility for the primary care of the child. Most of the mothers (68%) reported that they had 75% of the responsibility for the primary care of the child.

Table 3:
According to fathers/mothers, is the mother/the father responsible for the primary care of the child?

		Father		Mother	
		f	%	f	%
Responsibility	%0	0	0	5	20,0
	%25	1	4,0	17	68,0
	%50	5	20,0	3	12,0
	%75	17	68,0	0	0
	%100	2	8,0	0	0
	Total	25	100,0	25	100,0

Table 3 shows that, according to most of the fathers (68%), the mother is 75% responsible for the primary care of the child. According to most of the mothers (68%), the father is 25% responsible for the primary care of the child. Accordingly, according to fathers and mothers, mothers are mostly responsible for the primary care of the child.

Table 4:

According to fathers/mothers, is someone else (other than the mother/the father) responsible for the primary care of the child?

		Father		Mother	
		f	%	f	%
Responsibility	%0	20	80,0	20	80,0
	%25	3	12,0	3	12,0
	%50	2	8,0	2	8,0
	%75	0	0	0	0
	%100	0	0	0	0
	Total	25	100,0	25	100,0

Table 4 shows that, 80% of the fathers and 80% of the mothers reported that 0% of the responsibility belongs to someone else. Accordingly, someone else other than the parents cannot be responsible for the primary care of the child.

2.2. Maternal and Paternal Involvement in Childcare and Socialization Responsibility

There are 11 items in Childcare Responsibility subscale. Mothers' and fathers' performing childcare and socialization duties frequency are studied according to fathers' and mothers' evaluation of themselves.

Table 5:

Fathers' and mothers' responses to items in childcare and socialization responsibility subscale.

		Preparing food for the child	Being the only one responsible for the child	Grounding the child	Bounding child's behaviours	Putting child to bed at nights	Helping the child with schoolwork	Bathing to the child	Participating in sportive/recreational activities with the child	Talking to the child about misbehaviours	Reinforcing correct behaviours of the child	Washing child's clothes
Fathers	N	25	25	25	25	25	25	25	25	25	25	25
	\bar{X}	3,28	1,72	1,64	1,68	2,48	2,04	3,48	2,16	1,76	1,52	3,60
	Ss	,737	,792	,810	,900	1,085	1,207	,714	,898	,926	,714	,500
Mothers	N	25	25	25	25	25	25	25	25	25	25	25
	\bar{X}	1,00	1,24	1,16	1,20	1,32	1,76	1,48	1,60	1,04	1,00	1,04
	Ss	,000	,436	,473	,645	,802	1,165	1,046	,816	,200	,000	,200

Table 5 shows that, the highest score for the mothers' evaluation of themselves was 4, and the lowest was 1. According to the findings obtained from the second part of the survey, mothers of mentally retarded children frequently perform their duties for childcare and socialization.

The highest score for the fathers' evaluation of themselves was 4, and the lowest was 1. According to the findings obtained from the second part of the survey, fathers of mentally retarded children sometimes perform their duties for childcare and socialization.

3. Effectiveness in Decisions About Child Education Decisions and Performing Duties about Child Education

This subscale consists of two parts; 1. Effectiveness in Decisions about Child Education; two items; and 2. Performing Duties about Child Education; seven items; on a 5-point (very often, frequently, sometimes, rarely, never) likert type scale.

3.1. Involvement of Mothers and Fathers in Decisions about Child Education

The effectiveness of mothers' and fathers' in decisions about disciplining the child, and child's maturity to try new things was studied according to their evaluation of themselves. Related findings are presented in Table 6.

Table 6:
Involvement of Mothers and Fathers in Decisions about Child Education

		When the child needs to be disciplined...	When the child is mature enough to try new things...
Fathers	N	25	25
	\bar{X}	3,92	3,64
	Ss	,862	,952
Mothers	N	25	25
	\bar{X}	3,80	3,52
	Ss	,913	,963

Table 6 shows that, arithmetic average score of mothers is 3.66; and arithmetic score of fathers is 3.72. These scores refer to equality between mothers and fathers. Accordingly, mothers and fathers make decisions about their children's education together.

3.2. Paternal Involvement in Child Education Duties

Paternal involvement in child education duties was studied on the basis of fathers' report on fathers, and mothers' report on fathers. Related findings are presented in Table 7.

**Table 7:
Paternal Involvement in Child Education Duties**

		Telling the child when what he/she did is appreciated	Being in a good interaction with the child	Telling stories for the child	Letting child help in solving problems	Doing what the child likes doing with the child	Saying nice things to the child	Helping the child when he/she needs
Fathers	N	25	25	25	25	25	25	25
	\bar{X}	2,28	2,44	3,25	2,48	2,52	2,40	2,32
	Ss	,792	,821	,770	,823	,872	,764	,690
Mothers	N	25	25	25	25	25	25	25
	\bar{X}	1,64	1,68	2,36	1,88	1,80	1,60	1,60
	Ss	,490	,476	,860	,526	,577	,500	,500

Table 7 shows that, mothers' arithmetic average score is 1.79, according to mothers' evaluation of themselves. The score of 1.79 refers to frequently option. Accordingly, mothers reported that they frequently performed their duties about the education of their children.

Fathers' arithmetic average score is 2.52, according to fathers' evaluation of themselves. The score of 2.52 refers to sometimes option. Accordingly, fathers reported that they sometimes performed their duties about the education of their children.

4. Accessibility of Mothers and Fathers

Accessibility sub scale consists of 9 items on a three-point (frequently, sometimes, never) likert type scale. Fathers' readiness in interaction with their children was studied according to mothers' and fathers' evaluation of themselves. Related findings are presented in Table 8.

**Table 8:
Accessibility of Mothers and Fathers**

		away from home or the child for weeks and months?	Are you sometimes away from home or for days and months?	Are you ever away from home for the weekends?	evenings at least two days a week?	Do you ever miss dinner with your child at least two days a week?	Do you have breakfast with the child and the family during the week?	Are you at home for lunch during the week?	afternoons when the child comes back from schools?	Are you at home for all day for the whole week with the child and the family?
Fathers	N	25	25	25	25	25	25	25	25	25
	\bar{X}	2,84	2,64	2,00	2,28	1,76	1,48	2,36	2,48	2,72
	Ss	,374	,490	,764	,737	,723	,510	,569	,714	,458
Mothers	N	25	25	25	25	25	25	25	25	25
	\bar{X}	3,00	2,92	2,72	2,92	2,92	1,08	1,48	1,44	1,36
	Ss	,000	,277	,542	,277	,277	,277	,714	,768	,700

Table 8 shows that, mothers' arithmetic average score from nine items in accessibility subscale according to their evaluation of themselves is 2.20; and the standard deviation value is 0.425. Arithmetic average of the mothers' scores; 2.20; refers to sometimes option range. Accordingly, mothers sometimes perform accessibility duties, their coefficient for accessibility is in medium range, but they are more accessible than the fathers, according to their evaluation of themselves.

Fathers' arithmetic average score from nine items in accessibility subscale according to their evaluation of themselves is 2.00; and the standard deviation value is 0.593. Arithmetic average of the mothers' scores; 2.20; refers to sometimes option range. Accordingly, mothers sometimes perform accessibility duties, their coefficient for accessibility is in medium range.

CONCLUSION AND RECOMMENDATIONS

- 1- According to fathers, they are involved in the activities for childcare and education, in the evaluation of involvement in the education of mentally retarded children subscale. Mothers state that they are more involved the activities for childcare and education, in the evaluation of involvement in the education of mentally retarded children subscale than the fathers.
- 2- Fathers stated that, they have the primary responsibility for providing care for their children. When they were asked to evaluate the mothers, they stated that mothers had more responsibility than the fathers. Mothers consider reported that they have the most responsibility. Both mothers and fathers didn't accept that responsibility could be on third parties.
- 3- According to the findings, mothers frequently perform duties for childcare and socialization, and fathers sometimes perform duties for childcare and socialization.
- 4- Findings indicate that, fathers and mothers act together in decision making about the education of their children.

- 5- According to the findings, mothers frequently perform duties about the education of the child, while fathers sometimes perform duties about the education of the child.
- 6- It was found that, mothers sometimes performed their duties in the accessibility subscale, coefficient for their scores was in medium range, but they were more accessible than the fathers. Fathers also sometimes performed their duties in the accessibility subscale, coefficient for their scores was in medium range.

In accordance with the findings obtained in the present research, even mother involvement is more than fathers in the education of mentally retarded children according to both mothers and fathers, fathers still contribute significantly.

Following recommendations can be provided in accordance with the findings of the present research;

1. Education programs on the education of mentally retarded children should be developed for parents.
2. Parent participation in education programs on the education of mentally retarded children should be encouraged.
3. Awareness on the education of mentally retarded children should be raised among parents.

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EVALUATION ON THE EFFECTS OF USE OF THE INSTRUCTIONAL TECHNOLOGIES AND MATERIALS ON INCLUSION STUDENTS' SUCCESS IN THE INCLUSIVE CLASSROOMS DURING EDUCATION-TRAINING PROCESS FROM PERSPECTIVE OF TEACHERS

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ABSTRACT

The requirement of the special students' education in the least restrictive environment have become important increasingly. At the beginning of the least restrictive environments inclusion practices should be taken into view. In Turkey, special students are placed in inclusion practices according to the fulltime or part-time and they are placed to the special education classes according to their educational performances. Teachers need various instructional technologies and materials for education of students with special educational needs. Instructional materials are the tools that are presented to the students in different time and environments by teachers (Kaya, 2005).. It is known that the teachers use written materials, pictures and diagrams, overhead projects, types, video cassettes, Tv programs, computer software and natural person, objects and models during the education period.

The purpose of this research is the assessment on the effects of the inclusion students' success of the material support in the inclusion classes during education period in terms of views of teachers. The research was conducted with 25 teachers who have inclusion students in their classes, in the kindergarten, primary school and secondary school in Konya and in central districts Meram, Selçuk and Karatay. The data in the research were obtained with the semi-structured form developed by the researchers. The obtained data were analyzed with the use of Content Analysis. The data are presented as percentages and frequencies.

The findings obtained from the research results showed that 1) Teachers generally use written materials and computer software in inclusion classes 2) According to the type of handicap there is no different application in usage instructional technologies and materials and 3) They cannot take sufficient help to obtain material 4) It has been concluded that these instructional technologies and materials enhance the attention and motivation of inclusion students and they facilitate learning and ensure the permanence of obtained information.

Keywords: Inclusion, Special educational, Tecnologies and Materials for Effective İnsruction

INTRODUCTION

There have been some major developments in educating individuals with special needs both in the world and Turkey. These individuals' having equal rights with their peers particularly in developed countries has positively contributed to education of them (Sarı,

2004). Although they previously received different educational practices, they may receive education with their peers recently. Requirement that students with special needs receive education with their peers in the least limiting environment has gained importance gradually. The leading least limiting environment is inclusive practices. Inclusion is participation of individuals with special needs in education-training together with their peers upon the provision of required support services (Kırcaali-iftar, 1992; Kargın, 2004; Gözün and Yıkılmış, 2004). In Turkey, students with special needs are placed in full-time, part-time inclusive practices and special education classrooms according to their educational performance. Teachers need various instructional technologies and materials for educating-training students with special needs upon the organization of classrooms.

Instructional materials are delivered to students by teachers at different times in different surroundings during the learning process (Kaya, 2005). It is known that teachers use written materials, picture and graphs, overhead projectors, audio cassettes, video cassettes, TV programs, software and real person, realia and models in education-training process. Technological developments are observed to enhance the use of instructional technologies and materials in classrooms. It is also known that use of instructional technologies and materials contributes to eliciting a permanent change in the behavior of students (Şimşek, 1997: Yalın, 2001: Kaya, 2004). Teachers need instructional technologies and materials for easy learning and permanent teaching (Çilenti, 1984: Şimşek, 1997: Yanpar-Şahin and Yıldırım, 1999).

In his study on the use of educational instruments by teachers of students with intellectual disability, Avcıoğlu (2012) has deduced that the use of educational instruments materializes the subjects of the lessons and it visually supports the lessons and it attracts the attention of students and it facilitates the learning and it enhance the success of the students. However Avcıoğlu concludes that teachers cannot get sufficient assistance in the provision of educational instruments. In another study, Atik-Çatak and Tekinarslan (2008) conclude that PowerPoint presentations materialize the subject by enhancing the visual quality and enables students with intellectual disability to learn how to read and write. Given the literature review there are not sufficient researches on the effect of instructional technologies and materials on students with special needs in inclusive classrooms.

Aim

The aim of this research is to evaluate the Effects of Use of the Instructional Technologies and Materials on Inclusion Students' Success in the Inclusive Classrooms during Education-Training Process from Perspective of Teachers. Accordingly, following questions were tried to be responded:

- 1- Do teachers use different instructional technology and materials according to the type of disability of students in inclusive classrooms?
- 2- Do teachers use different instructional technology and materials according to lessons?
- 3- Do teachers receive assistance in provision of instructional technology and materials which they use in the classrooms?
- 4- Do instructional technology and materials which teachers use in the classrooms contribute to inclusion students?

METHODOLOGY

The research was conducted with 25 teachers who teaches inclusion students in preschools, primary schools and elementary schools in central districts of Konya, namely Meram, Selcuklu and Karatay. Qualitative research method was used. Qualitative research is the collection, analysis and interpretation of various data in order to gain insights into a particular phenomenon of interest. (Gay, Mills and Airasian, (2006).

III.1 Data Collection

Interview method was used and data was collected through semi-structured interview form since interview method is known to be one of the most effective data collection methods (Punch, 2005; Geray, 2006; Karasar, 2012). Literature review was carried out while drawing the interview forms up and interview questions were determined accordingly. Opinions of two experts were taken regarding the determined interview questions and the information was revised with another expert of assessment and evaluation. Pilot study was carried out by interviewing with three teachers with the revised questions. Upon the pilot study, five main questions were picked as research questions. Information was obtained from Konya Provincial Directorate for National Education regarding the teachers working in inclusive practices and preliminary interviews were made with the teachers in the determined schools. A total of 28 teachers who were willing to participate in the research were determined during these preliminary interviews. Three teachers could not participate in the research due to miscellaneous reasons. Interviews took 10-15 minutes.

III.2 Data analysis

Data which had been collected through semi-structured interview form was analyzed according to content analysis. Upon data analysis, common concepts were determined and results were provided in frequency and percentages.

FINDINGS AND INTERPRETATION

In this section, the effects of instructional technologies and materials on inclusion students' success in inclusive classrooms of 25 interviewed teachers in education-training process are analyzed in tables. Of the interviewed teachers, 12 are female and 13 are male. Of them, 13 are form teachers, 8 are special education teachers and 4 are teachers of other branches. Mainly form teachers and special educations teachers are employed in inclusive practices. Although there are students with different disabilities in inclusive classrooms according to the research, the students with intellectual disability, autism and learning difficulty outnumber.

Table 1.
Instructional technologies and materials used by interviewed teachers in their classrooms

Instructional technologies and materials	f	%
Written materials	26	26
Software	20	20
Picture and graphs	19	19
Video cassettes	15	15
Real person, realia and models	15	15
TV Programs	3	3
Audio cassettes	2	2
Overhead projectors	0	0
Total	100	100

It has been found out that interviewed teachers prefer written materials, software, picture and graphs, video cassettes and real person, realia and models respectively in their classrooms. Although TV Programs and audio cassettes are used partially, findings indicate that overhead projectors are not preferred.

Table 2.
Use of different instructional technologies and materials by interviewed teachers according to type of disability of students in their classrooms

Use of different instructional technologies and materials according to type of disability	F	%
No, I do not use	17	68
Yes, I use	8	32
Total	25	100

It is evident that interviewed teachers do not generally use instructional technologies and materials according to students with different types of disability attending the inclusive classrooms.

Table 3.
Use of different instructional technologies and materials by interviewed teachers according to lessons

Use of different instructional technologies and materials according to lessons	f	%
Yes, I use	16	64
No, I do not use	9	36
Total	25	100

It is seen that majority of interviewed teachers use different instructional technologies and materials according to lessons.

Table 4.
Status of interviewed teachers in getting assistance in the use of instructional technologies and materials in their classrooms

Getting assistance in the use of instructional technologies and materials	f	%
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No, I do not get	17	68
Yes, I get	8	32
Total	25	100

It is found out that majority of teachers cannot get assistance in the use of instructional technologies and materials; the ones who get assistance are partially supported by sensitive families and school management.

Table 5.
Effect of instructional technologies and materials used by teachers in the classrooms on inclusion students' success

Effect of instructional technologies and materials on students' success	f	%
Obtaining information and skills easily	10	40
Permanence of obtained information	8	32
Enhancing the attention and motivation of students	7	28
Total	25	100

Considering the effects of instructional technologies and materials on inclusion students' success, it is found out that they enable the students to obtain information and skills easily, they also ensure the permanence of obtained information and they positively affect attention and motivation of students. The fact that instructional technologies and materials simultaneously address to visual, audial and tactile senses of students may have positive effects thereof.

DISCUSSION

Given the findings of the present research on the effects of use of the instructional technologies and materials on inclusion students' success in the inclusive classrooms during education-training process from perspective of teachers, it has been found out that there are students with different types of disabilities in inclusive classrooms. As can be understood from this finding, individuals with special educational needs are placed according to their educational performance rather than types of disability in Turkey. It has been concluded that teachers intensively use written materials, software, picture and graphs, real person, realia and models and video cassettes in their classrooms. Preference of these materials may be affected by the facilities provided by the Ministry of National Education (MEB). For instance text books, smart board and tablets provided by MEB may affect the preferences of the teachers. It is evident that teachers do not prefer audio cassettes, TV programs and overhead projectors. It may be perceived that these kind of instructional technologies and materials are difficult to use and insufficient in terms of their benefits. Furthermore, teachers do not use different instructional technology and materials according to type of disability of inclusion students however they use different materials and instructional technologies according to lessons. It may be concluded that bigger class sizes and loneliness of teachers in the classrooms decelerate the support of instructional technology and materials required for inclusion students in the classrooms. Furthermore it is clear that teachers cannot get adequate assistance

in the use of instructional technology and materials. This finding is compatible with the literature.

It has been found out that the use of instructional technology and materials enable inclusion students to obtain information and skills easily; they ensure the permanence of obtained information and skills; they also affect the attention and motivation of inclusion students positively. These findings supports the findings of the study by Avcioglu (2012) on the use of educational instruments by teachers of intellectually disabled students, which point out that use of educational instruments materializes the subjects of the lessons and it visually supports the lessons and it attracts the attention of students and it facilitates the learning and it enhance the success of the students.

CONCLUSION AND RECOMMENDATIONS

According to the present study, teachers employed in inclusive practices prefer written materials, software, picture and graphs, video cassettes respectively in their classrooms. It has been concluded that these instructional technologies and materials enhance the attention and motivation of inclusion students and they facilitate learning and ensure the permanence of obtained information. Following recommendations may be made in the light of abovementioned findings.

- 1- The use of different instructional technology and materials according to types of disability of inclusion students may enhance the success of the students in the lessons.
- 2- Material design units may be established with the cooperation of school-family-teachers for the provision of instructional technology and materials.
- 3- Further studies may be carried out in order to determine which instructional technologies and materials contribute to educational success of inclusion students more.

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