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THE INVESTIGATION OF THE RELATION BETWEEN THE ATTITUDES OF THE TEACHER CANDIDATES TOWARDS CHILDREN RIGHTS AND THEIR STATE OF LIKING CHILDREN

Pınar Bağçeli Kahraman, Gönül Onur Sezer

ИЗСЛЕДВАНЕ НА ВРЪЗКАТА МЕЖДУ НАГЛАСИТЕ НА КАНДИДАТ УЧИТЕЛИТЕ ОТНОСНО ПРАВАТА НА ДЕЦАТА И НИВОТО ИМ НА ПРИВЪРЗАНОСТ КЪМ ДЕЦАТА

Пънар Б. Кахраман, Гюнюл Он. Сезер

ABSTRACT: *This study is aimed to examine the relation between the attitudes of teacher candidates, towards children rights and their states of liking children. This research is a study in scanning model. The sample of the research consists of total 268 teacher candidates. 'The Scale of Attitude Towards Children Rights', which was developed by Karaman Kepenekçi (2006) and Barnett Child Affection Scale was adapted to Turkish by Duyan and Gelbal (2008) were used in the study. It was attempted to determine whether there was a differentiation in the attitudes of teacher candidates towards children rights and in their states of liking children according to their departments using variance analysis and in order to determine the source of the differences among the departments LSD test was used. In addition the relation between the attitudes of the teacher candidates towards children rights and their states of liking children was analyzed with Pearson correlation coefficient. According to the results of the research, when the average of the scores in the scale of liking children of the teacher candidates, within the scope of the research, is examined it is detected that the teacher candidates' the states of liking children were generally high. When the score averages of teacher candidates, within the scope of the research, in the attitude scale towards children rights, were examined it was determined that Preschool Teaching had the highest score average; and Mathematics Teaching teacher candidates had the lowest score average. According to the results of this research carried out regarding whether the scores, which the teacher candidates took from the attitude scale towards children rights, differ according to their departments, a significant difference was not detected among the score averages of teacher candidates.*

Key words: Children Rights, Liking Children, Teacher Candidates.

Introduction

According to the Convention on Children's Rights (ÇHS, 1989), every individual is described as a child until they are eighteen years old. For the child's development in terms of physical, mental, emotional, social and moral aspects and in freedom and respect The Convention on Children's Rights was signed in November 20, 1989. Turkey signed The Convention on Children's Rights in the World Children Summit in the year of 1990, approved it in 1994 and published in the official gazette in January, 1995 (Karaman Kepenekçi, 2010). When the convention is examined it is seen that under the headlines of living, development, protection and participation; the principles of the high decision of the child, the right to live and develop, respect for the views of the child without discrimination take place (ÇHS, 1989). Also in the Convention; there are principles such as avoiding the discrimination, equivalency, justice, love for children, indulgence, the participation of the child in the processes concerning him/her and asking for their opinion (Çılga, 2001).

Affection, which is one of the fundamental principles that takes place in the Convention on Children Rights, is a positive power which should be learned and applied. Liking children, which is considered as the easiest way of loving unconditionally, is in a close relationship with responsibility, respect and knowing (Fromm, 2011). The children, who are raised with affection and compassion, join the community as happy individuals, who have self-confidence and joy of life (Arı, 2013). The teacher, who is defined as the core of learning and teaching process, should always be in contact with children, being aware of the individual differences of them, should aproach them with affection and prepare pro-

grams that will support their development (Yoleri, 2014). The positive relationships established between the children and the teacher during the fundamental years of education and teachers' making the children feel the affection mentioned, have an important role in decreasing disciplinary problems that can be encountered in the classroom, in the acquisition of social and academic skills shaping the children's relationships with other individuals in the latter periods of their life. (Ergün and Özdaş, 1999; Şahin and Alnıak, 2008; Dereli İman, 2014).

The teacher candidates, who attend a program that requires caring, respecting and contributing to the development of the children, are supposed to like children in order to practice their profession devotedly in the future. Considering the fact that teaching profession requires being together with children and the effects of this togetherness on children, teacher candidates' attitudes of liking children becomes a significant issue (Çelik, Sarıtaş and Çatalbaş, 2013). From past to present, it is known through proverbs that Turkish society like children (Onur, 2007), and it is stated that the information about the states of teacher candidates regarding their child affection is deficient (Gelbal and Duyan, 2010). In their study Marso and Pigge (1994) determined that liking to work with children is the most important variable in choosing teaching as an occupation. Downing, Ryndak, and Clark (2000) point out features such as staying calm and being patient, caring and kind to children in order to become a teacher. When the literature is examined, it is determined that there are researches that discuss the child affection states of elementary and preschool teacher candidates, preschool teachers, elementary and branch teachers and pediatric nurses that work in elementary schools in terms of various variables (Gelbal and Duyan, 2010; Aksoy and Baran, 2011; Erdem and Duyan, 2011; Durmuşoğlu Saltalı and Erbay, 2013; Durualp and Ünal, 2013; Arslan, Pınarcık, Ergin and Kaynak, 2013).

After the years of 2000s there have been many studies regarding liking children is an important aspect with respect to children rights (Aktürk 2006; Karaman Kepenekçi 2006; Fazlıoğlu 2007; Neslitürk and Ersoy 2007; Ay Zöğ 2008; Tunç 2008; Karaman Kepenekçi 2010; Merey and Parpucu, 2012; Merey, 2012). It is seen that these studies are aimed at the views of student, teacher, teacher candidate and administrators regarding children rights and the safety of children rights. Within this study it is aimed to examine the relation between the attitudes of teacher candidates, in the departments of Elementary Teaching, Preschool Teaching, Social Sciences Teaching, Mathematics Teaching and Science and Technology Teaching, towards children rights and their states of liking children. Similarly in their study Kasapoğlu and Akyol (2012) examined only the relation between the level of child affection and the attitudes of teacher candidates towards children rights. This study on the other hand is carried out with teacher candidates from different branches and it is thought that it will fill a missing part since it is done with teacher candidates from different branches. The teacher candidate group within the scope of the research, starting from the preschool period, consisting of teachers that raise the individuals of the future in an important part of the fundamental education reveals the importance of this research.

Method

Research Design

This research is a study in scanning model, in which the relation between the attitudes of the teacher candidates towards children rights and their states of liking children is examined.

Research Sample

The sample of the research consists of total 268 teacher candidates attending the departments of Elementary Teaching (N=55, %20.5), Preschool Teaching (N=50, %18.7), Social Sciences Teaching (N=56, %20.9), Mathematics Teaching (N=59, %22) and Science and Technology Teaching (N=48, %17.9). % 14.9'u (N=40) of the teacher candidates within the scope of the research is male and, % 85.1'i (N=228) of them are female.

Research Instrument

The Scale of Attitude Towards Children Rights

'The Scale of Attitude Towards Children Rights', which was developed by Karaman Kepenekçi (2006), was prepared in five likert type, and includes 22 items regarding vital, developmental, protection and participation rights of children. For these statements there are "Totally Agree" (5), "Agree" (4), "Indecisive" (3), "Disagree" (2), and "Totally Disagree" (1) choices and they are scored. 19 of the statements in the scale are positive and 3 of them are negative. The reactions made for the negative statements (2., 14. and 15. items) are scored reversely and as a

result of the scoring the lowest score in the scale is 22 and the highest score is 110. As a result of the study regarding the validity and the reliability of the scale it is determined that the scale is single factor, the correlation coefficients of items in the scale are between .32 and .61, Cronbach Alpha internal consistency coefficient is .85, semi test reliability coefficient is .77. According to the data of this research the reliability of the Scale of Attitude towards Children Rights was Cronbach Alpha .94.

Child Affection Scale

Barnett Child Affection Scale was developed by Barnett and Sinisi (1990) from the need of evaluating whether the people like children or not with a valid and reliable scale. The reliability of the scale, which was adapted to Turkish by Duyan and Gelbal (2008), was Cronbach Alpha 0.92, and test re-test reliability was found 0.85. The scale, which consists of 14 items, is one factor, 4 of the items are negative (3, 6, 10 and 13. items) and the other ten have positive meaning. While scoring the positive items "Totally Agree" response was scored with "7", and "Totally Disagree" response was scored with "1". While scoring the negative items "Totally Disagree" response was scored with "7" and "Totally Agree" response was scored with "1". The high scores in the scale meant that people like children more and the lower points mean that their level of affection for children was low. The test scores change between the points 14-98. In the items the individuals were asked to express opinions in seven different phases from the "Totally Disagree" response to "Totally Agree" response. According to the data of this research it is seen that Cronbach Alpha value of the scale was 0.89 and thus this value is adequate for the research (Büyüköztürk, 2005).

Data Analysis

The data of the research were evaluated after being analyzed in the SPSS (Statistical Package for Social Sciences) program. The data of the scale was evaluated in terms of normality, and as a result of the Levene normality test it was determined that the distribution was normal. It was attempted to determine whether there was a differentiation in the attitudes of teacher candidates towards children rights and in their states of liking children according to their departments using variance analysis and in order to determine the source of the differences among the departments LSD test was used. In addition the relation between the attitudes of the teacher candidates towards children rights and their states of liking children was analyzed with Pearson correlation coefficient.

Table 1. The distribution of the scores taken by the teacher candidates from the scale of liking children according to their departments

	Departments	$\overline{X}$	ss	Min	Max
Scores	Elementary Teaching	90.58	8.84	56	98
	Preschool Teaching	89.36	9.15	51	98
	Social Sciences Teaching	88.11	10.74	51	98
	Mathematics Teaching	84.25	13.65	14	98
	Science-Tech. Teaching	86.46	11.45	58	98
	Total	87.71	11.12	14	98

Findings

As it is seen in Table 1 the average of the scores of the teacher candidates, within the scope of the research, in the scale of liking children is 87.71. When the average of the scores of the teacher candidates are examined, it is seen that the score average of Elementary Teaching, which has the highest score average, is 90.58, the score average of Mathematics Teaching, which has the lowest score average, is 84.25. It is thought that the reason why the score that the teacher candidates took from the scale were low is due to the fact that the possible minimum score in the scale is 14. It can be said that the general states of the teacher candidates' liking children is high.

Table 2. The results of the one way analysis of variance regarding whether the scores that the teacher candidates took from the scale of liking children differ according to their departments.

	Total of Groups	sd	Total of Squares	F	p	The Level of Significance
Intergroup	1378.35	4	344.59	2.87	.02*	Ele. Teac.- Maths Teac. Presch..-Maths. Teach.
Intragroup	31629.36	263	120.26			
Total	33007.71	267				

*p<.05

According to the result of the one way variance analysis regarding whether the scores that the teacher candidates took from the scale of liking children differ according to their departments, it is determined that there is significant difference among the scores averages of the teacher candidates (F=2.87, p<.05). According to the results of the LSD test carried out in order to determine the source of this difference, it is determined that there are significant differences between the scores averages of the teacher candidates from the departments of Elementary Teaching and Mathematics Teaching and between Preschool Teaching and Mathematics Teaching. When the score averages received from the scale are examined it is seen that score averages of the teacher candidates from the departments of Elementary ($\overline{X}$ = 90.58) and Preschool ($\overline{X}$ = 89.36) Teaching are higher than the score averages of the teacher candidates from the department of Mathematics Teaching ($\overline{X}$ = 84.25). In addition when the minimum and maximum scores are examined it is determined that the minimum score of Elementary Teaching teacher candidates in the scale was 56, and their maximum score was 98; the minimum score of Preschool Teaching teacher candidates in the scale was 51, and their maximum score was 98. It can be said that the difference between may result from the fact that the minimum score of the Mathematics Teaching teacher candidates was 14.

Table 3 The distribution of the scores that teacher candidates in the children rights scale according to their departments

	Departments	$\overline{X}$	ss	Min	Max
Scores	Elementary Teaching	105.11	5.08	83	110
	Preschool Teaching	106.68	6.96	61	110
	Social Sciences Teaching	103.30	10.90	30	110
	Mathematics Teaching	101.52	15.16	22	110
	Science and Tech Teaching	102.04	10.49	46	110
	Total	103.69	10.56	22	110

When Table 3 is examined it is seen that average of the score of teacher candidates within the scope of the research in the attitude scale towards children rights, was 103.69. It was determined that the score average of the Preschool Teaching, which had the highest score average, was 106.68; the score average of the Mathematics Teaching, which had the lowest score average, was 101.52. When the Table is examined it can be said that the attitudes of the teacher candidates towards children rights were high.

Table 4. The results of the one way analysis of variance regarding whether the scores of the teacher candidates in the attitude scale towards children rights differ according to their departments

	Total of Squares	sd	Square Average	F	p
Intergroup	972.98	4	243.25	2.22	.07
Intragroup	28814.69	263	109.56		
Total	29787.67	267			

*p<.05

According to the result of the one way analysis of variance regarding whether the scores of the teacher candidates in the attitude scale towards children rights differ according to their departments, a significant difference was detected among the score averages of the teacher candidates (F=2.22, p>.05).

Table 5. The correlation values between the attitudes towards children rights and the states of liking children

Departments		The Attitude Scale Towards Children Rights	
		r	p
The Scale of Liking Children	Elementary Teaching	.322	.017*
	Preschool Teaching	.005	.974
	Social Sciences Teaching	.159	.243
	Mathematics Teaching	.036	.787
	Science-Tech Teaching	.047	.751
	Total	.112	.067

*p<.05

As it is seen in Table 5 a significant difference was not detected between the attitudes of teacher candidates towards children rights and their states of liking children (r=.067, p>.05). However when the attitudes of teacher candidates towards children rights and their states of liking children are examined, a positive significant relation is determined between the attitudes of teacher candidates towards children rights and their states of liking children (r=.322, p<.05). This situation may result from the fact that the attitudes of the Elementary Teaching teacher candidates towards children rights and their level of child affection were high.

Discussion and Conclusion

According to the results of the research, when the average of the scores in the scale of liking children of the teacher candidates, within the scope of the research, is examined it is detected that the teacher candidates' the states of liking children were generally high. It is determined that the teacher candidates that had the highest score average are from Elementary Teaching and the teacher candidates that had the lowest score average are from Mathematics Teaching departments. As a result of a similar research carried out with Preschool teacher candidates, Kasapoğlu and Akyol (2012) determined that their states of liking children were high. In this study, as a result of the analysis carried out regarding whether the scores in the scale of liking children differ according to the departments of the teacher candidates, it is determined that there was a significant difference between Elementary Teaching and Mathematic Teaching and another significant difference between Preschool Teaching and Mathematics Teaching on behalf of Elementary and Preschool Teaching departments. It is thought that the reason for this situation is that Preschool and Elementary Teaching teachers

work with younger age groups and this situation affects their states of liking children. According to other research results carried out with teachers, teacher candidates and students from child development and nursing departments, it is determined that child affection states of the groups within the scope of the research were high (Duyan and Gelbal, 2008; Durualp and Ünal, 2013; Yazıcı, 2013; Çimen, 2015; Bağdaş and Demir, 2016). These results are parallel with the study performed.

When the score averages of teacher candidates, within the scope of the research, in the attitude scale towards children rights, were examined it was determined that Preschool Teaching had the highest score average; and Mathematics Teaching teacher candidates had the lowest score average. In Değirmenci's (2011) study carried out with teacher candidates, it is stated that the most positive attitude was possessed by those who attend preschool teaching department. Differently from this research result Değirmenci (2011) determined that the lowest score, concerning the attitudes towards children rights, belonged to the teacher candidates from elementary teaching department. In addition as a result of their research carried out with preschool teacher candidates Kasapoğlu and Akyol (2012) determined that, the attitudes of teacher candidates towards children rights were high. The reason for this may be the fact that preschool teacher candidates work with children more actively when compared to other departments.

According to the results of this research carried out regarding whether the scores, which the teacher candidates took from the attitude scale towards children rights, differ according to their departments, a significant difference was not detected among the score averages of teacher candidates. Also according to other researches carried out with teacher candidates and parents, it was determined that the attitudes of the groups within the scope of the research towards children rights were high. (Neslitürk and Ersoy, 2007; Doğan, Torun and Akgün, 2014; Dinç, 2015). According to the result of the research Uçuş and Şahin (2012) carried out with teachers and school administrators, it is seen that generally teachers and school administrators do not have adequate information about children rights, they do not perform applications concerning children rights directly and they only share this issue with students when it is handled in the course program. As a result of the research Biçer et al. (2016) carried out with university students, university first grade students and final year students do not have information about children rights and there is not a significant difference between the two groups according to their state of knowing. Similarly, in their study Doğan, Torun and Akgün (2014) resulted that the attitudes of preschool teacher candidates towards children rights do not differ according to the grade level. In their research Campbell and Covvel (2001) determining that the attitude does not change, ended up results showing parallelism with this and other studies.

When the data obtained is examined a significant difference between the attitudes of teacher candidates towards children rights and their state of liking children, is not found. However, when the attitudes of teacher candidates towards children rights and their state of liking children within their own departments; it is determined that as long as the attitudes of elementary teacher candidates towards children rights increase, their state of liking children increases as well. Differently from this study carried out, in their study Kasapoğlu and Akyol (2012) detected a significant relation between the preschool teacher candidates' state of liking children and their attitudes towards children rights. In their study Fraenkel and Wallen (2006) determined that there is significant relation between the attitude towards children rights and their state of liking children however they stated that the reason for this situation cannot be explained adequately. It is thought that the more the teachers love children, the more will they protect their rights and thus will contribute to the change of the system. In accordance with all these results these suggestion can be made:

1. Throughout the teacher training program adding courses under the name of children rights to the program, emphasizing the issue in the course content, organizing seminars concerning method, material and activities may increase the awareness and the skills of teacher candidates.
2. Supporting and treating the characteristics of teacher candidates, making them read children books and learn children games and plays in terms of understanding the children's world, also working voluntarily for institutions that service children may support them know and like children.
3. The awareness of making the rights decision before directing to the teaching profession should be created in the teacher candidates who will work with children.

4. Teacher candidates, whose sample number is redundant, can do studies with teachers and managers about the issues that handle child affection and children rights.

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