



YUZUNCU YIL UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES

Department of Educational Sciences
Psychological Counseling and Guidance Science

**DEVELOPMENT OF THE TOLERANCE SCALE: A STUDY OF
VALIDITY AND RELIABILITY**

Honer Ibrahim MUHAMMED

Master's Thesis

Van, 2019

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AND RELIABILITY

Honer Ibrahim MUHAMMED

Supervisor

Assit.Prof.Dr. Süleyman KASAP

YuzuncuYilUniversity

Institute of Educational Sciences

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APPROVAL

We certify that thesis under the title " Development of tolerance scale: a study of validity and reliability" which was prepared by our student Honer Ibrahim MUHAMMED has been successful as a result of the defense exam on (28/08/2019) and accepted as a **Master's Thesis** by our jury.

Head of examining jury Assoc.Prof.Dr. Fuad TANHAN



Thesis Supervisor Asst.prof.Dr. Süleyman KASAP



Member of jury Asst.prof.Dr.Nizamettin KOÇ



I confirm that the above signatures belong to the faculty members mentioned above



Assoc.Prof.Dr. Fuad TANHAN

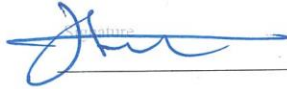
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Honer Ibrahim MUHAMED

ÖZET

MOHAMMED, Honer. *Tolerans ölçeğinin Gelistirilmesi: bir guvenirlik ve gecerlilik Calismasi*. yüksek lisans. Van, 2019.

Bu çalışma geçerli ve güvenilir bir öğretmen tolerans ölçeği geliştirmeyi amaçlamıştır. Ölçeğin gelişim aşamasında uzman akademisyenlerin görüşlerine göre 45 maddeden oluşan ölçek 32 maddeye düşürülmüştür. 32 maddeden oluşan bir ölçek formu hazırlanmış ve bu ölçek 654 öğretmene beş puanlık Liker türünde uygulanmıştır. Ölçeğin geliştirilme döneminden sonra ölçek üzerinde faktör analizi yapılmış, ölçek madde ve boyutlarına ilişkin çalışma yapılmıştır. Açımlayıcı faktör analizi, 32 maddeden oluşan ölçeğe uygulanmıştır. Açımlayıcı faktör analizinden sonra 17 madde içeren 3 faktörlü bir yapı elde edilmiştir. Bu faktörler (cehalet), (bağışlayıcı) ve (saygı ve merhamet) olarak adlandırılır.

Ayrıca öğretmenlerin tolerans ölçeğinin geçerlik ve güvenilirlik çalışmaları için Bern Bach alfa güvenilirlik katsayısı hesaplanmış ve 0,840 olarak hesaplanmıştır. Gelişme geçerliliği kapsamında açımlayıcı ve doğrulayıcı faktör analizi sonucunda ölçek 17 madde ölçeğine düşürülmüştür. Veri yapısının uygun olup olmadığını kontrol etmek için, KMO ve Bartlett test yöntemlerinden yararlanılarak faktör analizi kullanılmıştır. KMO testinin değeri 0,878, Bartlett testi 233,160 olarak belirlenmiştir ($p < 0, 05$.)

Kişisel bilgi formu için Duhok ilinde çalışan 654 öğretmene Öğretmen Hoşgörü Ölçeğinden oluşan bir anket uygulanmıştır. Anketlerden elde edilen verilerin değerlendirilmesinde öğretmenlerin tanımlayıcı özelliklerini belirlemek için yüzde ve frekans istatistikleri kullanılmış, toleransı belirlemek için ortalama ve standart sapma istatistikleri kullanılmıştır. Öğretmenlerin tanımlayıcı özelliklerine göre, öğretmen toleransını belirlemek için t testi, Tek Yönlü ANOVA testleri kullanılmıştır. Araştırma sonucunda; öğretmenlerin toleransı istatistiksel olarak olumlu ve iyi bulundu. Ayrıca, hoşgörü ve öğretmenlerin tanımlayıcı özelliklerine göre farklılıklar olduğu tespit

edilmiştir. Kız öğretmenlerin tolerans ölçeği puanı ($\bar{x} = 48,59$); $SD = 9,77$), erkek öğretmenlerin hoşgörü puanından biraz daha fazlaydı ($\bar{x} = 46,30$); $SD = 9,78$). Ve yaşlarına göre kontrol alt boyutunda farklılık vardı ve 20-30 yaş aralığında ve 51+ yaş aralığında anlamlı bir fark bulundu. Buna göre 20-30 yaş grubundakilerin tolerans kontrol alt boyutunun ($\bar{x} = 49.22$) ortalama puanının 51 + yaş grubundakilerden ($\bar{x} = 45.43$) daha yüksek olduğu bulundu. Ayrıca, diğer yaş kategorileri arasında fark olup olmadığına bakıldığında , 31-40 yaş aralığında ve 51 yaş ve üstü arasında anlamlı bir fark bulunmuştur.

Anahtar Sözcükler

Hoşgörü, Eğitim, Öğretmenler, ölçek geliştirme

ABSTRACT

MOHAMMED, Honer. Development of the tolerance scale: a study of validity and reliability. Master. Van, 2019.

This study aimed to develop a valid and reliable teacher's tolerance scale. During the development phase of the scale, the scale with 45 items was reduced to 32 items according to the view of expert academicians. A scale form of 32 items was prepared and this scale with the type of five-point Likert was applied to 654 teachers. After the period of developing the scale, factor analysis has been done on the scale and the study related to the scale items and dimensions has been done. The exploratory factor analysis was applied to the scale containing 32 items. After exploratory factor analysis, a structure with 3 factors containing 17 items was obtained. These factors are named (ignorance), (forgiving), and (respect and mercy.)

Moreover, for the validity and reliability studies of teachers tolerance scale, Cronbach alpha reliability coefficient was calculated and, it was calculated as 0,840. Within the scope of the development validity, as a result of the exploratory and confirmatory factor analysis, the scale has been decreased to the 17 items scale. To check whether the data structure is appropriate or not, the factor analysis has been used by benefiting from KMO and Bartlett test methods. The value of KMO test has been established as 0,878 and the Bartlett test has been founded as 2335,160 ($p < 0,05$).

For personal information form, a Questionnaire consisting of Teachers tolerance Scale was applied to 654 teachers working in the Duhok province. In the evaluation of the data obtained from the questionnaires, percentage and frequency statistics were used to determine the descriptive characteristics of teachers, and average and standard deviation statistics were used to determine tolerance. According to the descriptive characteristics of the teachers, t-test and One-Way ANOVA tests were used to determine a teacher's tolerance. As a result of the research, it was found that the tolerance of the teachers is statistically positive and good. In addition, it was determined that there were differences in tolerance and according to the descriptive characteristics of teachers. The female

teachers tolerance scale score ($\bar{x}=48, 59$); $SD= 9.77$) was little more than the male teachers' tolerance score ($\bar{x}=46, 30$); $SD= 9.78$). And according to their ages, there were differences in the control sub-dimension, and a significant difference was found between the age range of 20-30 and between the age range of 51 and over. Accordingly, it was found that the mean score of the tolerance control subscale ($x= 49.22$) of those aged 20-30 was higher than that of those aged 51 and over ($x= 45.43$). Also, when checking whether there was a significant difference in other age ranges, significant difference was found between the age range of 31-40 and the age range of 51and over.

Key Words

Tolerance, Education, Teachers, scale development



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Figure 1: Line graph obtained as a result of the exploratory factor analysis 31



LIST OF SYMBOLS AND ABBREVIATIONS

TS: Tolerance scale

T: Tolerance

%: present

T: value of t-test

P: significant level and p-value

F: ANOVA test value

KMO: Kaiser-Meyer-Olkin measuring of sampling adequacy

SPSS: statistical package for the social science

N: the number of validate observation for the variables

\bar{x} : Mean- the arithmetic mean across the observation

SD: standard deviation is the square root of the variance

DF: degrees of freedom

ANOVA: one-way analysis of variance

1. CHAPTER ONE

INTRODUCTION

Tolerance is one of the positive humanistic concepts that brings a way to the renaissance of human history and gives it more peace in this world full of anxieties, and it's an important humanitarian value. It comes before justice, integrity, pardon, generosity, and honesty, therefore tolerance can be seen as a Quick effect Psychotherapy, if the heart is full of tolerance, the mind becomes complacent and tolerates the mistakes of others.

Tolerance is an important step to restore broken relations and mutual trust. It also contributes to solve many problems among others. It prevents many future problems. Trust, cooperation and belonging, which are all very importance for the establishment of satisfactory and meaningful social relations, improve the quality of life (Muldoon, Borgida, & Cuffaro, 2011).

There is no doubt that the common goal of all nations is to create a society that embraces its own values, embraces universal values and makes every effort to ensure that these values survive and to make all Citizens live together in peace under one flag Regardless of deferent of religions or colors or believes, but how can we got this goal obvious Education is an area that has a huge impact in society and the progress of all civilizations. Ethical values can be established in individuals through education. Particularly in today's world, it is necessary to adopt this basic principle in education and to educate the new generation in line with this principle.

Education, which is the second cultural and social center mission to develop the concepts of democracy and freedom of expression within the classroom and also to promote cooperation and exchange of ideas between pupils on the one hand and between students and educators on the other, and to promote love, justice, cooperation, and tolerance, it comes only through curriculum and teachers, and education is the most successful means to prevent intolerance, and the first steps to tolerance; is to teach people rights and freedoms of other. Educational process consists of three main

elements: the teacher, curriculum and learner, and the most important element is a teacher. Teachers play multiple roles in educational process and have great role in the renaissance of society; therefore Educational Ministry should give special attention to prepare good teachers (Diener, 1995).

As we said, living together in peace in this world is a hope of every nation, and the social relations have an important place in human life. It can be said that the basic dynamics of society are proportional to the desire to live together. In today's modern societies, the desire to live together is reflected. It can be said that wars, riots, internal conflicts and racial murders in recent years are examples of this situation. Based on the idea that mankind will not live apart from society, we can conclude that at least we should endeavor to live together by agreeing on different common denominators with different ones, in this context, attitudes and behaviors such as tolerance, anger, forgiveness. It is possible to say that the feeling of being loved, respected and welcomed is always everywhere in human life. People expecting these emotions from society should assimilate tolerance in their own attitudes and behaviors. It can be thought that the person who should reflect tolerance as an essence of behaviors will make a significant contribution to living together in peace and trust in society.

While cultural differences were seen as the cause of hostility in the past, they are now trying to become bridges of friendship. At this point, it is seen that tolerance, which will enable different cultures to merge and enrich with each other and make cultural differences a bridge of friendship (Zeybek, 2003).

As it can be seen, the necessity of individuals from different cultures to come together reveals the need for these individuals to understand and respect each other and to approach each other with tolerance. Schools have become important institutions for individuals with different backgrounds, traits and cultures to understand each other and to approach each other more positively (Brown, 2004).

There are many methods that can be used in education value. It is tolerance that it is more effective to use these methods together instead of using them individually (Halstead, 2000, pp. 169-202)

Through the researcher's knowledge of the theoretical literature on tolerance, the researcher believes that tolerance is a positive human value, the individual and especially the teacher must be characterized by this value this contributes on the teacher to have heart fall of tolerance in general, which earns him the quality of his performance and the high psychological health, establishing this status in the personality of his students, which contributes to building a tolerant generation has the ability to live with others and respect the freedom of others .

1.1. What's the tolerance

The word "Tolerance" derives from the Latin word "Tolere" which mean suffers or bear. And from "Tolerantia" means "leniency" and in English language there are two terms for this word "Tolerance" and the second "toleration". And the roots of the English word toleration derived from the Latin roots Tolerate, which means endurance which is living with something unloved and undesirable and forcing one to deal with it positively. This leads to differences multiple variations of opinion and Judgments between them. Tolerance is defined in the English Oxford Dictionary as: action, or practice with pain, or suffering, Also known as: strength, or ability to endurance pain (Williams & Jackson, 2015).

It should be mention that many definitions of tolerance can be reached; it is one of the most controversial concepts in social scientific research; the word tolerance means openness to diversity and variety in various forms.in philosophical literature, it means: the reaction of a person to something he finds difficult or problematic for what he embraces, and knows, such as ideas, opinions, people, groups, values, and behaviors related to them, Tolerance as a politics term means accepting different individuals, giving them the right to participate in political life, accepting political opponents with different opinions (Abdelzadeh, 2017).

Karl Popper (1966) defined tolerance as "a moral and mental position that stems from the recognition that we are not sinless, that human often make mistakes all the time, contrary to the attitude of intolerance that stems from the certainty of the validity of opinions and adherence to them.

In French Larousse dictionary tolerance has been defined respect for others' freedom, ways of thinking, behavior, and religious political views and In Social Science Dictionary the concept of tolerance mean Accepting the opinions and behavior of others on the principle of difference, it is Conflicts with the concept of domination, oppression and violence, This concept is one of the most important features of a democratic society (daloz, 1983: 358).

The concept of tolerance is difficult to define and differs according to cultures.(Reardon, 2001).

Definitions of tolerance in different languages by emphasizing this feature

"Tolerancia"- tolerance in Spanish is being able to accept other opinions and ideas from their own ideas and opinions.

"Tolerantnost", -Russian- is to be able to endure something or a person, that is accept the existence of other person, to compromise with a person, to be a person to a person.

Tolerance-French- is an attitude that recognizes that others can think or understand differently from you.

Tolerance in English-means showing endurance, or toleration, acting, conducting, and allowing a person to have denomination or opinion without interference or harassment,

The concept of tolerance in Turkish means endurance, tolerate, understanding, permitting and suffering (Aslan, 2001, pp. 357-380).

Tolerance emerges as an important life skill, a recipe in civilized societies where man does not abide by traditions and habits that govern his view of others; he is open to people of different persuasions, leading to peaceful coexistence among different groups in society. Tolerance applies to many Such as ethnic tolerance, occupational tolerance, gender tolerance, sexual orientation, religious tolerance, (Corneo & Jeanne, 2007).

Tolerance does not mean full conviction of the beliefs of the other personBut a skill that requires not to be intolerance, racism, and respect for differences with others, Focus on

commonalities instead of focusing on differences, and even to defend others if they are harassed because of their differences (Corneo & Jeanne, 2007).

The concept of tolerance is suggested as a value that is suggested for the coexistence of differences on a common ground and needed where the differences lead to conflict or where the probability of causing conflict appears (Kuyurtar, 2000). Walzer is another person who evaluates tolerance from the dimension of difference. According to Walzer (1998) tolerance difference is possible, difference tolerance mandatory. Living side by side requires a political stability and a morally legitimate regulation. Beyond the rules of tolerance, there are no principles governing all regimes of tolerance, or requiring, in any case, any time and everywhere to favor a certain set of political or constitutional arrangements. In this respect, tolerance does not require the necessity of adhering to a certain type of tolerance virtue and standing at some point along the line of each participant (Svanberg, 2014).

1.2. Historical Development of Tolerance

In order for a concept to be understood correctly, it is necessary to know when the concept arises. Besides, it is very importance to see the change of the concept and how has undergone from the past to the present. In our country, the concept of tolerance is used incorrectly and incompletely. In fact in our country Tolerance did not encounter the necessary attention in scientific filed, therefore. Since the concept of tolerance is discussed in this study, it is useful to see the stages that the concept has undergone.

Early Age of Tolerance pagan antiquity societies, tolerance did not resemble the principle of freedom in religion today. Religion is an institution that is not considered separate from citizenship in ancient societies. In ancient societies, religion is an indispensable part of the life of the nation and cannot be without it. That is why we are talking about tolerance, not freedom in pagan antiquity. We see that religion does not interfere with the freedom of thought, that they develop all kinds of thought tendencies freely, and that even views contrary to religious beliefs have the chance to spread (Batuhan, 2000).

Tolerance in Greece ancient the fact that tolerance is a reality stems from the structure of Greek religion. There is no dogmatic structure in the Greek religion due to the lack of

s. In ancient a clergy. Tolerance is usually caused by repressive manifestations of birth but also in the Greece, however, there is wide freedom not only in the field of religion field of thought. The fact that some philosophers like Socrates and Anaxarogos have been prosecuted based on political reasons rather than lack of freedom. Therefore, it is not necessary to mention a religious intolerance in the ancient Greek world, but we should state that there was a large freedom of thought and conscience in ancient Greek world (Atalay, 2008).

Although tolerance in ancient Rome was placed in the heritage of the Greek world, Ancient Rome has witnessed the emergence of the problem of tolerance in society where the first religious prosecutions took place in history (Kaya, 2003). It is known that Christianity caused the first major cultural crisis in the Western world, and that is when tolerance problem first entered Western history with the emergence of this world religion and its root in the social structure. We explained that there was no large-scale social pressure in the ancient Greek world that would lead to the exacerbation of the freedom of thought and conscience, except that religious religion-state-culture connection made such pressure impossible by its essence and structure. When the social and cultural structure of ancient Rome is examined, it is seen that the mentioned connection has not changed much and that despite the political power struggles and various tricks, cultural activities have developed freely without being subjected to religious and political pressure. In this context, in Greece, freedom of thought is not a problem (Batuhan, H, 2007).

Leaving religious tolerance aside, we should accept that the concept and principle of freedom of thought in the broadest sense of the word is a gift of Greek culture to the world (Kaya Y. , 2000). In Greek culture, freedom of thought was not protected by law; freedom of thought was seen as a natural freedom like human life.

In short, to say something on Greek society, the foundations of tolerance were laid in this geography. The concept of tolerance has started to spread from this society to the world.

In today, tolerance is one of the most discussed concepts. Although the history of the concept of tolerance goes back to old times, there is still confusion in our country. For

this reason, the concept of tolerance, which is used incorrectly instead of tolerance, will be tried to be explained (Corneo & Jeanne, 2007).

1.3. Importance of tolerance

As a social being, one has to live with other people in society. Tolerance has a good impact on the life of society people who show tolerance towards others are likely to become their situation better than people who are less tolerant economically, tolerance is a measure of how individual is prepared for life tolerance stimulates rationality in people and thus increases their ability to see others who differ from them as potential partners. (Muldoon, Borgida, & Cuffaro, 2011).

Socially, tolerance contributes to reducing bullying, especially among children, Tolerance is a moral obligation to others, which promotes respect for one's self before respecting others, tolerance has great importance in the preservation of human rights, and to achieve peace, democracy, and reduce violence, conflicts, wars And the importance of tolerance, it is necessary to know the means of bringing up people to be tolerant since childhood; As the child begins to acquire the moral qualities of the parents at home; if the parents are tolerant with others, The child will be a reflection of what he sees in the house, which requires careful use of negative words, racism in front of the child. Also children can be taught the cultures and ideas of others and push them to share activities with friends who are different from them. When a child is open to different cultures, people, and religions, it will be easy for him to accept the difference of others when he grows up (Abdelzadeh, 2017).

The school has a great role in educating children to respect others, preparing educational programs and raising awareness about tolerance to increase integration among children on their differences, they can be involved in the trips, summer camps (UNESCO, 1994).

Experts advise that tolerance and forgiveness for others and forgiveness of their mistakes are very important because it reflects positively on human health, hatred and love of revenge those things are bed for heart and high blood pressure, In other cases it causes wrinkles and premature aging (Svanberg, 2014).

The study of (lawler and piferi, 2006) found that the highest tolerant individuals are less depressed, anxious, more religious, happier, more satisfied with life, self-esteem and

mental health. Today, more than ever, we urgently need to be tolerant is one of the great human values are about to be forgotten by human as they engage in this life, Tolerance has many psychological, physical and mental benefits, and the teacher is considered the bearer of morality in society, therefore teachers must be characterized by these noble qualities so that they are qualified to teach the young generations (Lawler & Piferi, 2006).

Therefore, people and societies have to learn about the culture of living together. Differences can be described as wealth based on the common denominator of being human. If the culture of living together can be learned and put into practice, the world of the future can turn into a happy, peaceful and safe environment that individuals and communities looking for. For this, individuals must make a serious effort. Tolerance is simply defined as make affectionately for beliefs, lives and ideas outside of us. In addition, the more tolerant in individual is to believe in someone else's beliefs, thoughts and lives, the more they have the right to expect the same thing. Otherwise, it would be justified to show the same intolerance to him (Tekalan, 2010).

Together with the globalizing world, societies have faced certain problems such as human rights, pluralism, democracy, freedom of religion and conscience. The problems mentioned in the modern world are discussed and there is increasing sensitivity to living together. While the discussion of these issues is not very old, the existence of these problems has not yet been discovered. There are differences of beliefs, and opinions among the members of the same society as well as between societies. What is important here is how to live together in an atmosphere of peace. There are two options in this regard. One of them is that the strong in society suppresses the other by force and imposes its own beliefs and thoughts on the other. This option means the restriction of personal rights and freedoms. It also causes deterioration of social peace, and trust. A second option is to accept others differences and learn how to live together (Güneş, 2005). In order to establish a certain order in society, people have to live by certain rules. Moral and tradition-based behavior is the basis of these rules. At this point, the importance of the concept of tolerance emerges. Tolerance is one of the moral behaviors. Because tolerance allows people to live together in peace by developing the love and respect they need (duck, 2000).

1.4. Tolerance and Education

People have not inherited negative qualities such as prejudice, intolerance, and disrespect towards people or societies that are different from themselves in various ways such as language, religion and thought. Considering this element, the place and importance of education in the formation of tolerance culture can be better understood. In other words, intolerance is a learned behavior. The fact that intolerance is a learned behavior means that these behaviors can turn into tolerance through education (Kaymakcan, 2007).

In order to spread the understanding of tolerance, which is regarded as one of the rising values of our age in society, it is necessary to adopt it as a basic principle in education and to educate the new generation in line with this principle. The necessity of tolerance as a value makes itself felt in all areas of social life. Tolerance is an important element of maintaining an optimistic life based on trust and respect. Reflection of tolerance in education activities can be defined as a necessity in today's world where especially the differences of beliefs and thoughts are seen as a cause of discrimination because of the fact that living conditions are not fulfilled completely and in a healthy way, there are violence and conflict events (Yılmaz, 2004).

In every society, the question of knowing others and teaching tolerance is part of a problem. This is to shape the character of our children by teaching those morals and values for their lives. As Jacques Dolers described in the UNESCO report "Learning: the Treasure Within (1996), the four main pillars of education are: (1) learning to know, (2) learning to become, (3) learning to practice, and (4) Learning to live together. In today's world, living together has become an increasingly important lifestyle thanks to the rapid development of communication technology and the effects of globalization. Such developments have transformed our world into a global village where each one knows the others and performs all business and cooperation together as a group. Thus, it can be said that success in today's and tomorrow's world depends on understanding, evaluating and working with others (Kouchok, 2008).

1.5. The elements of tolerance

The notion of tolerance has been used more in the sense of folding in the historical background and there is a negative condescending tone in the act of tolerance,

and the tolerant individual must be free while condoning (Batuhan, H, 2007). Tolerance in Western culture is perceived as a strict political principle, but the ancient Greeks during this period, linked tolerance to one's moral life, and today's politicians emphasized that it is important to adapt the minorities that differ are doing (Fiala, 2005). Apart from the religion and beliefs that were officially recognized during the reform period, the state committed to its own willingness to tolerate the religion and beliefs and stopped it at any time.). 2.3. Structural Properties of Tolerance According to Nicholson (1985) and Mckinnon (2006) divided the elements of tolerance into six. These elements are listed below.

1.5.1. Deviance

Tolerated should deviate from what the tolerant thinks, does or believes what should be done (Nicholson, 1985, p. 75). In other words, what is tolerated differs from the perception of what the tolerant person should do, what he should value or what he should believe (McKinnon, 2006). The things that show tolerance like behaviours, beliefs and actions, and the one that is not approved by the tolerant, is different from the tolerates own values, and the difference is a result of diversity, and as long as there is difference of diversity, tolerance can be achieved in this way (Cohen, 2004). Deviation is particularly religious and sexual tolerance, and there is no common direct deviation for people who believe in different religions, deviation can be mentioned between people who interpret the basic principles of the same religion differently or if there is a sexual orientation other than general sexual orientations (McKinnon, 2006).

1.5.2. Importance:

The subject of the deviation or the person showing the deviation behavior is not insignificant (Nicholson, 1985), in another view, thing shown Tolerance, it should not be insignificant to the person showing tolerance (McKinnon, 2006). The insignificance of the individual showing the deviation will lead to the characterization of the tolerated condition or behavior being indifferent and in such a case no tolerance can be mentioned and the deviating behavior or condition in individual should be important for the tolerant (Ölmez, 2008). Tolerance is not an indifference, it is a kind of withdrawal, a clear restriction or a moral value, rather than tolerating someone's unpopular behavior, and tolerance is more likely to not use it, although it has the power to intervene in an

unconventional behavior, and also tolerance is strictly intervened. It is the behavior that is seen as different and leaves the person's own will (Cohen, 2004).

1.5.3. Disapproval:

The individual who exhibits tolerance behavior considers the deviation behavior or condition to be condemned morally (Nicholson, 1985). If the tolerant does not approve or dislike what he is tolerating, he does not respond to cover up what is tolerated (McKinnon, 2006). Tolerance is not the same thing as neutrality (such as the tolerance of two separate tendencies) and the tolerance behavior of one should be intentional (Cohen, 2004).

1.5.4. Power:

The person who shows tolerance has the power to prevent tolerated behavior or situation (Nicholson, 1985, p. 65). In other words, the person who tolerates believes that he has the power to cover up what he tolerates (McKinnon, 2006). Tolerance shows is not considered to be a condition of tolerance even if it has the power to inhibit the behavior or situation it tolerates, and tolerance is not the case if it is not able to prevent tolerant behavior or condition. Tolerance cannot be mentioned if the tolerant does not have the power to suppress and prevent it from condemning the deviation behavior or condition (Ölmez, 2008).

1.5.5. Non-rejection:

The tolerance means that the tolerant does not use his or her power to prevent this deviant behavior or condition from being tolerated. (Nicholson, 1985, p. 65). In other words, the tolerant does not use this power to terminate the tolerance (McKinnon, 2006). The condition of tolerance is the condition that tolerance or behavior does not allow or deny the emergence of the behavior or situation (Ölmez, 2008).

1.5.6. Goodness:

The tolerance behavior shown by the tolerant is correct and the individual with the virtue that shows tolerance. In other words, tolerance is correct and appropriate, also tolerant person is virtuous and prudent (McKinnon, 2006). (The assessment of tolerance behavior or status as a moral value makes it one of the mandatory conditions of

tolerance and tolerance is a condition for realization of a basic good when it is considered as a moral value this sense tolerance is considered as a right and tolerance is necessary for the existence and continuation of ideals such as freedom and equality. In addition, intolerance is unacceptable in this sense (Ölmez, 2008).

The first four of the structural features of tolerance are used simultaneously in the case of tolerance and there are two types of human weak and strong that are expected to be tolerant and have tolerant power and do not use this power against the tolerant, (McKinnon, 2006).

1.6. Relation between school and tolerance

Tolerance can be instilled in the minds of individuals through family and school upbringing, which are the responsibility of raising them, directing and guidance and the consolidation of love and interaction between individuals. School which is the second center of cultural after family to develop the concepts of democracy and freedom of expression within the classroom And also to promote cooperation and exchange of ideas between students on the one hand and between pupils and educators on the other side And that the promotion of this love and tolerance comes only through the curriculum and methods of dealing with educators in the classroom, awareness of tolerance is a fundamental possibility of man, but it does not function on its own. Training can develop methods and techniques based on the theoretical necessity of functioning of this opportunity. Although this responsibility does not only belong to schools, with the change in society and family structure, schools have been pulling the rope alone in order to fulfill this task (Delice, 2011).

Tolerance is an understanding and a way of life. In order to transform this understanding into behavior, an appropriate environment is needed. For this, tolerance should be included in the schools where a planned and programmed process is operated as a goal of the education programs and it should be tried to be gained. In the education of tolerance as a value, families are involved in the informal process, while schools are in the formal part of this process. The most important element to develop at school is the teacher's attitude towards the tolerance gained by individuals in the family. Because the teacher who will adopt the value of tolerance that is planned to be gained together with the other objectives in the program and adopt it to the children. it is the most

important element of the school. Therefore, teachers should be more sensitive about tolerance (Büyükkaragöz, 1996).

Kaymakcan (2007) stated that intolerance stems from the fact that the person considers him superior to the other in various respects; the main objective of tolerance education is to recognize and respect the dignity of all people. It is underlined that tolerance and respect towards others are emphasized in the education programs and socially oriented courses in our schools and it is aimed to raise tolerant individuals. Of course, it is inconceivable to attain these goals by chance. For this, there are elements that need to be questioned and regulated from school culture to the system (Kaymakcan, 2007).

1.7. Literature review

Through looking at previous studies, the researcher classified the studies according to a chronological sequence from the old to the modern as far as is consistent with the current study, which dealt with the questions and hypotheses of the study. We have chosen from previous studies the most important study written about tolerance that is available in our hands and serves the research.

Tsang (1998) aimed to identify the impact of reconciliation and tolerance in the processes of change taking place in relations affected by abuses and behavioral violations, researcher followed the analytical descriptive approach and prepared a questionnaire that addresses three dimensions (causal hypotheses and the relationship between reconciliation, tolerance and self-satisfaction) The study sample consisted of (210) Baylor University students in Texas, USA The study found several results, the most important was: founded strong relationship between tolerance and reconciliation among examinees and themselves on the one hand and between them and others on the other.

(Dilmaç, 1999). The research was conducted to give values education to 4th and 5th grade students and to measure and evaluate the effectiveness of this education through the Moral Maturity Scale. This study was carried out in Child Protection of Institution. A total of 36 individuals, 18 of whom were experimental and control groups, were included in the study, and these groups were given values training consisting of 36 sessions. As a result of the application, it was found that the values education within the

scope of the study improved the moral maturity level of the students involved in the research, but this development did not differ according to the gender or age groups of the students.

(Aydın, 1999). In his study titled *Fundamentals of Religious Tolerance in Turkish Society*, found that the most important contribution of Turkish to world civilization was tolerance, mutual understanding, dialogue with other cultures and respect for pluralist culture and that no nation as well as the Turkish could develop these values in the world. In addition, the historical adventure of tolerance has been included in the study starting from the period before Islam in Turkey.

While (Berry, 2002) examined a study to identify the value of tolerance between values and to detect individual differences between people in the degree of ethical commitment, according to the classification of this study of values, which classified them as attributes to two broad categories. Advantages based on warmth (emotion, compassion, generosity)) And the values that contribute to cooperation and warm emotional ties and the benefits of the basis of awareness: (self-control, patience, justice) and other values that prevent selfish and non-social behaviour. The study relied on the analytical descriptive approach and was based on the data of three studies dealt with individual differences and differences Between the examined In preference to the exercise of any moral advantages. The first was a preference that combined the two categories of benefits based on warmth and the foundation of consciousness while the second was a strong preference for the advantages of warmth (kindness, generosity and compassion). The third was preferences for tolerance over time and hierarchical tolerances. The study has reached several results, the most important of which are the following: Positive cases of tolerance based on warmth are based on those cases that are based on seditious principles such as restraint, negative moderation and justice in isolation. The value of tolerance based on compassion, generosity, compassion and warmth has far more profound and positive effects in human relations than tolerance based on patience, Self-control and justice.

(Aslan Ö. , 2002), in his unpublished doctoral dissertation about *Tolerance*, tried to explain the subject in three parts. In the introduction, the importance of the subject, purpose and the method of the research are emphasized. In the first chapter, which is

called Kav Conceptual Framework of Tolerance, the definition of tolerance is discussed extensively. First, a general definition of tolerance is given; secondly, some of the concepts that are synonymous with tolerance, especially tolerance, have been analyzed and tried to explain what tolerance means. In the second part of this section, the tolerance of the transition to the Qur'an size; At this point, the conceptual tolerance of tolerance according to the Qur'an and tolerance within the Qur'an are pointed out. In the second part of the study, it is seen that in the "Principles of Tolerance in the Qur'an", the theoretical aspect of tolerance is mostly emphasized. In the third part of the study, the practical reflections of tolerance in the Qur'an are given by giving examples. Under the title research Manifestations of Tolerance in the Qur'an believe, the dimensions of belief, worship, thought and expression and behavior of tolerance are explained with examples.

(Germaine, 2001), in her study titled The Impact of Values Education on Self-Esteem of Elementary Students, tried to determine whether there is a significant difference between the levels of self-esteem of students who receive and do not receive values education in their schools. In the study, which was carried out with a quasi-experimental research model, the value education program developed by the researcher and containing 16 values was applied to the experimental group. A program for values education was not applied to the control group. The Student Self Esteem Inventory developed by Rezone and Gilbert was used to measure the self-esteem levels of the students. The results of the study revealed that the program did not make a significant difference in self-esteem levels of the students. However, a significant difference was found between self-esteem and academic achievement. In line with the findings of the research, it was proposed to investigate the effects of the model of teachers on students' self-esteem and behaviors.

(Bulach, 2002), under the title A Character Education Program and Evaluating the Impact of Curriculum on Student Behavior, he suggested which values should be taught. The researcher identified the characteristics that should be taught for this and developed a tool to measure the degree of presence or absence of behaviors related to the identified characteristics. In this study conducted in Atlanta, opinions were taken from families, teachers and students in order to determine the character traits that are

valued in the society. The values considered important in line with the opinions received were determined and similar ones were eliminated and the remaining values were asked to be placed in the order of importance. The values cared by the participants are listed as follows: cooperation / responsibility, righteousness, compassion, forgiveness, perseverance, empathy, kindness, patriotism, tolerance for differences, modesty, generosity and sportsmanship.

Macaskill (2003) aimed to explore situational differences in tolerance and forgiveness between the sexes. The researcher followed the analytical descriptive method and used a questionnaire that included three paragraphs dealing with three dimensions (forgiving, tolerance, seeking revenge and personal factors). The short virtual interviews were also used by researcher as well as situational experiences where participants are asked to interact realistically by putting them in positions that require forgiveness and tolerance. The study sample consisted of (214) students from a university in the United Kingdom (106) males (108) females. The study found several results, the most important of which were the following: - Although gender was equal in pain, women were more tolerant than men, gender differences were related to personal factors and types of aggression related to the event in favor of males, and there were no gender differences in age for revenge.

Mccullogh)(2003) aimed to identify the nature of the process of tolerance itself, social and cognitive effects, and identify tolerances determinants and reveal the relationship between the physiological state and psychological well-being by tolerance. The researcher followed the descriptive analytical method and used the questionnaire as a tool for study. It included three axes (empathy, meditation, reconciliation). The study has reached several results; the most important was that tolerance is the positive change in the psychological state, which necessarily entails a positive change in the human social relations. Tolerance conveys bitterness and pain to a sense of comfort and serenity and allows for changes in ideas and behavioral tendencies in general. The process of tolerance is essentially a process of positive thinking and a realistic, open and hopeful way of thinking, which is a process that raises awareness, chastity and psychological well-being and the existence of a positive correlation between tolerance and physiological status and psychological superiority.

While (Williams 2003) conducted a study aimed at providing an overview of the findings from a national survey of tolerance in the United States and measuring the s as well as revealing the levels of forgiveness and tolerance among American forgiveness, forgiveness for -relationship between the multiple dimensions of self .others, and physical and psychological healthThe results of the physical and psychological health indicators reported that: there is a close relationship between tolerance and forgiveness on one hand, Also a positive relationship between tolerance and forgiveness on the other hand and relationship between mental health and self-acceptance.

Sastre (2003) in this study examined the relationship of tolerance and satisfaction with life. This study was conducted on 810 French adolescents and adults and 192 Portuguese university students divided into four age groups according to the age of this sample. (The group of adolescents, the group of young adults, the group of middle adults, the group of adults), the age of the four groups ranged from 17 to 65 years. A battery of tests was applied to measure satisfaction with life and the general tendency to tolerance or revenge, Abuse sites - and persistent resentment, the results of this study found weakness of the correlation between the three components of tolerance and satisfaction with life. This result was explained in the light of several explanations, the most important of which is that the person after being abuse is surrounded by a network of social support, which supports negative responses such as hate, hostility, desire for vengeance and revenge against the abuser. And this gives him satisfaction and satisfied with the state of tolerance he is in.

Anwar and Abdel Sadek (2010) conducted a study entitled "The role of tolerance and optimism in predicting the quality of life in a sample of university students in the light of some demographic variables." To identify tolerance and optimism in predicting the quality of life in a sample of students belonging to theoretical colleges And to identify differences between the most tolerant and optimistic students, the least tolerant and optimistic in the quality of life, as well as the extent of the differences and their relation to a number of demographic variables (age, achievement level, type of specialization, level of parent's education). Conducted on (376) male students in university Age level of (20.44) and a standard deviation of (1.32). The researchers prepared a battery for this purpose consisting of three measures, including a tolerance

scale, a quality measure of life, and a measure of optimism (prepared by Ahmed Abdel Khaleq). The results of this study found a positive correlation between tolerance and its sub-components, quality of life and its sub-components, and optimism. Optimism was more predictive for the quality of life among tolerated students.

1.8. Comment on previous studies:

After reviewing the previous studies which directly related to our research, researcher note that there is a lack of studies that examined the subject that researcher prepared in fact researcher did not find one research on his subject in his country, maybe the reason is the lack of public interest in tolerance by community and educational institutions. Because of that this study are importance to cover the obvious lack of this subject.

Previous studies included a variety of environments, it was noted that the results were different, those Studies that aimed to the impact of reconciliation and tolerance in different processes have shown a very strong relationship between tolerance and reconciliation such as Tsang (1998) study and Macaskill (2003) study show that, While Maselko (2003) While Masilko (2003) examined the relationship between the ability of forgiveness and tolerance and the degree of psychological suffering and personal happiness and family and he found that people who have the highest level of tolerance and forgiveness are very happy compared to others who have low level of tolerance.

The researcher believes that the difference in results is due to the culture of the community and changes in the economic, cultural, social life. The methodology used by the researcher is the same as used in the previous studies, descriptive approach. The researcher benefited from these previous studies and researcher knows for sure the need of this study to know the level of tolerance among Iraqi Kurdistan teachers.

1.9. The purpose of the study

The present study aims to:

- 1- The main aim of this study is develop tolerance scale.
- 2- The level of tolerance among teachers in Kurdistan of Iraq.

- 3- To know Differences in tolerance among the teachers of Kurdistan of Iraq according to (gender, age, marital status, experience, educational level and Educational branch)

1.10. The importance of the study

A- Theoretical importance of the study:

1-The present study is one of the few studies that have been written about tolerance in northern of Iraq to the knowledge of the researcher, and unfortunately can say that no one had write about tolerance and teachers and relationship between them, despite the importance of tolerance but unfortunately has not received appropriate attention, especially in education field.

2-An attempt to connect the concept of tolerance to an important category in society which are teachers, and teacher have significance role in society, because they have an impact on whole new generations and he teaches them moral values so he must have this values in himself and one of the most important values is tolerance therefore this study is very important cause it will make you to know the important of tolerance to teacher.

3-Identify the relationship of tolerance to some variables (gender, age, marital status, experience, educational level and Educational branch).

B- Practical importance of the study:

- 1- It is hoped that the results of this study will benefit the competent authorities to identifying the level of Tolerance of teachers.
- 2- This study may contribute to the review of some study variables such as tolerance at the Education Ministry to raise the level of education and choose the most suitable teacher.
- 3- Conducting courses, seminars and workshops aiming to develop tolerance skills.

1.11. Limitation of the study

The limitations of this research are listed below:

1. The research is limited to the Teachers in the province of Duhok from Kurdistan of Iraq.
2. The research data was limited to the 2018-2019 academic years.
3. 654 Teachers participated in this research and data on emphatic was collected by Teachers empathy scale and tolerance scale.



2. CHAPTER TWO

METHODOLOGY

In this chapter we will give the statistical methods and model of this research study how used in the valuation of the data collection. This chapter also provides the goals of this research questions. And the procedure for data collection tools is detailed and data collection is viewed. Data analysis is given in the following section

2.1. Research Model

In this study, we used screen model and quantitative research was used to obtain data. The data were collected by questionnaire technique and evaluated statistically. In this study, the levels of teacher's tolerance were examined according to various variables and evaluated with the opinions of the teachers who participated in the study.

2.2. Participants and Sampling groups

The random sample of the study consisted of 654 classroom teachers from all levels of education working in the official schools of the DOHUK Provincial Directorate of National Education. Result a total of 654 (female324 (49.4%) male330 (50.5%) questionnaires were taken into consideration.

The participated in this study were evaluated in test of the teachers, gender, age, marital status, education status, graduated branch, experience years, school level, satisfaction with life, economic situation, , to be satisfied with their life; Demographic information obtained from the questionnaires' is shown below in the feedback tables.

Table 1: Distribution of classroom teachers according to Gender

Gender	Frequency	Percent %
Male	330	50.5
Female	324	49.5
Total	654	100.0

Table 1, as appear in above, shows the distribution of teachers who participate in the study by gender. According to this study, 330(50.5%) of the group are male teachers and 324(49.5%) are female teachers. When the distribution examined according to gender, it is seen that male teachers and female teachers are nearly same.

Table 2: Distribution of classroom teachers according to Marital Status

Marital Status	Frequency	Percent %
Married	502	76.8
Single	152	23.2
Total	654	100.0

Table 2 shows the 654 teachers who participated in this study, 502 (76.8%) were married and 152 (23.2%) were single as it is seen in the table; married teachers were more than single teachers.

Table 3: Distribution of classroom teachers according to age

Age	Frequency	Percent %
20-30	136	20.8
31-40	362	55.4
41-50	119	18.2
51-over	37	5.7
Total	654	100.0

Table 3 shows the distribution of the difference age of teachers, When the table is examined, those who participated in the study have 136 (20.8%) of the teachers who are between (20-30 years). The teachers who are (31-40) years are 362 (55.4%). and the teachers who are (41-50) are 119 (18.2%).The teachers 51 and over are 37 teachers (5.7%). According to this, classroom teachers constitute the highest percentage with (55.4%). Class teachers with 51 and over constitute the lowest percentage with (5.7%).

Table 4: Distribution of class Teachers according to Educational Status

Educational Status	Frequency	Percent %
Associated	281	43.0
Bachelor	332	50.8
Postgraduate	12	1.8
Total	625	95.6

In Table 4, it is shown that 281 (43.0%) of the teachers who participated in the research had graduated from Institute, 332 (50.8%) of the teachers had Bachelor's degree in difference branch, and 12 (1.8 %) of these teachers had Postgraduate certificate. When the table showing the distribution of the class teachers participating in the study according to the educational status is examined, it is seen that (50.2%) of the teachers with bachelor's degree constitute more than half of the teachers with the highest percentage, while the lowest percentage of teachers with graduate education is the lowest percentage with 1.8% postgraduate.

Table 5: Distribution of teachers according to experience

Experience years	Frequency	Percent %
0-3 years	69	10.6
4-6 years	66	10.1
7-9 years	95	14.5
10-12	139	21.3
13-over	285	43.6
Total	654	100.0

As seen in Table 5, of class teachers participating in the study, 285 (43.6%) had 13 years and over, 139(21.3%) had between 10-12 years of experience; 95 (14.5%) of the teachers had 7-9 years. Also, 66 (10.1%) of this teachers who participated had 4-6-years' experience; those having 0-3 experience years were 69 (10.6%). When the distribution of the class teachers participating in the study is examined, it is observed that more than half of the class teachers who have 13 years and over of professional experience account for 43.6%.

Table 6: Distribution of teachers according to Satisfaction with life

Satisfaction with life	Frequency	Percent %
Satisfied	538	82.3
Not satisfied	12	1.8
Somewhat satisfied	104	15.9
Total	654	100.0

According to Table 6, as shown, 538(82.3%) of the teachers are satisfied with their own lives, 12 (1.8%) are not satisfied with life and the participants somewhat satisfied with life are 104(15.9).

Table 7: Distribution of classroom teachers according to economic situation

Economic situation	Frequency	Percent %
Agree	246	37.6
Disagree	26	4.0
Intermediate	382	58.4
Total	654	100.0

Table 7 shows the largest part of teachers was intermediate with economic situation 382 (58.4%), and teachers who agree with own economic situation are 246 (37.6%), the teachers who disagree with economic situation are 26 (4.0%).

Table 8: Distribution of classroom teachers according to Branch

Branch	Frequency	Percent %
Language	209	32.0
Social	121	18.5
Science	230	35.2
Art	59	9.0
Total	619	100

According to table 8, all teacher didn't write answer from 654 teachers who participate in the research, only 619 teachers gave their branch and others didn't write answer, 209 (32.0%) of this teachers were language faculty teachers, 121 (18.5%) were graduated from social faculty, 230 (35.2%) of this teachers was graduated from science faculty and the last one is art faculty graduates accounting for 59 (9.0%), as shown in the table 8, the large category of the teachers was science faculty 203 (37.1%) and the small category was art faculty 59 (9.5%).

2.3. Data collection tools

The data collection tools are consisting of two parts, used as the questionnaire. In the first part, the personal information form to identify the descriptive features, in the second part, is a tolerance Scale used in research it was given.

In order to collect demographic information, the Personal Information Form and tolerance Scale were used to know the relationship between teachers and student in class.

2.4. Demographic Information Form

This form is developed by researcher. The form, which consists of 10 questions, was prepared by the researcher to obtain information about the personal and professional characteristics of the teachers. Personal Information Form consists of questions that are related to gender, age, marital status, experience years, branch, satisfaction with life; relationship between teachers and students, economic situation, school level and having or not having a child.

2.5. Teachers Tolerance Scale

We developed the teacher's tolerance Scale (TTS); the aim of this scale is to measure the possibility of tolerance in teachers. We prepared 32-item of tolerance Scale. Individuals were asked to mark one of the numbers 1 to 5 next to each item and indicate the extent to which they agreed according to the opinion in that item. The points that individuals mark after reading the items are the points related to that item. Negatively written items are scored in reverse and 1 is totally agreed and 5 are given.

Since it is a Liker-type scale, individuals mark one of the numbers 1 to 5 next to each item. These numbers correspond to the expressions 1 (not suitable at all), 2 (little suitable for me), 3 (Suitable for me), 4 (Totally suitable for), 5 (Very suitable for me). 13 items were negative. The numbers indicated by the individuals constitute their scores for that item.

2.6. Scale Development Process

In the Process of developing scale, the studies carried out to ensure the validity of the scale will be explained. Firstly, the scale development process for the data collected and literature review was conducted and after that, we wrote the scale items and next give to experts and the scope validity and then the results of the Explanatory and Confirmatory Factor Analysis were given for the construct validity. The following steps are followed in the scale development process.

To develop the data collection tool, firstly the literature review was conducted. In particular, the concept of tolerance was examined. Teachers and experts working in the field of teacher's tolerance were asked to express examples that reflect traditional and egalitarian perspectives on women and men within the professional framework. While creating the expressions, attention was paid to use a simple language, the verbs do not

consist of the same expressions consecutively, and the ethically disturbing expressions were not present on the scale. After the pool of scale items, the researches on scale development were examined and expert opinions were taken and a 5-item Likert-type scale form consisting of 38 items was prepared. The items in the scale were arranged to have a 5-point Likert-type rating.

The opinions of the experts in the fields of measurement and evaluation, teachers, psychological counseling and guidance were obtained about the clarity of the expressions of the scale items that were formed and their degree of relevance to the subject. The pool of substances prepared for this purpose was sent to experts working in universities.

We aim to develop a scale to investigate the teacher's tolerance in the school within the scope of the 38-item scale thesis. A literature review was conducted to measure the tendency to choose the teachers tolerance, and traditional and egalitarian items including obvious empathy have been written following the target. The form was prepared with the directive of Psychological Counseling and Guidance, evaluating the responses of experts required corrections were made on the scale, the experts were content in the distressed and appropriate 6 items were removed from the scale, expressions in some items and some corrections were made, The scale, which was prepared as 32 items after expert opinions and next translated to each Kurdish and English language by language expertise who know this two language like mother language and after the first step to translation of scale also the Kurdish and English form translated to Turkish language again to evaluate the language between items of scale .

After the scale was ready to be applied, the application was made to Dohuk Provincial Directorate of National Education to carry out the application in more 100 schools determined and the necessary application permission was obtained. It was decided to collect data from more than 100 schools to collect data to be used in explanatory factor analysis and reliability calculations with permission will be applied to the school administration with the permission of the school.

After the pilot application, the directive of the scale was revised and finalized and the actual application was started, for the actual application, 2018-2019 Academic Years.

During the period, a total of 700 and more teachers who work in schools in the province of Dohuk were reached. After the application, all scales filled out were examined and some incorrectly or incomplete forms were excluded from the assessment and scale development analyzes were started by entering data of 654 forms.

In chapter three, scope validity and reliability then the results of the Explanatory and Confirmatory Factor Analysis were given for the construct validity.

2.7. Data analyses

In the statistical SPSS 20.0 package program was used in the evaluation and analysis of the data collected from the field research. Data analysis, 0, 5, significance level was determined. Frequency and percentage distributions of all questions in the questionnaire and the answers given to the propositions in the scale were calculated and these distributions are shown in tables and graphs. In addition, descriptive statistics such as mean, standard deviation, median, minimum and maximum values were used, also we used t-test for two variables and differential or comparison of quantitative data and for much more variables we used One way Anova test used for intergroup comparisons of parameters in case of more than two groups, and for validity the Kaiser -Meyer - Olkin measure of sampling adequacy was conducted ensure that there was adequate and variability in the collected data. Also for reliability test cronbach alpha was conducted to find internal consistency among the items and principal component analysis with varimax rotation was conducted on the collected data. and Post Hoc test was used for the determination of the group causing the difference.

3. CHAPTER THREE

FINDINGS AND CONCLUSION

In this chapter firstly the validity and reliability studies performed during the development of the scale are explained. And after that we used exploratory factor analysis, confirmatory factor analysis, internal consistency reliability coefficients (Cronbach Alpha). And statistical analysis and result that obtained from these analyses and the frequency and percentage distributions of the answers given to the questions in the questionnaire are shown and interpreted with tables. Analyzing these answers and interpreting the findings obtained as a result, it has been reached.

3.1. The construct validity of the tolerance scale

Kaiser – Meyer – Olkin (KMO) coefficient and Barlett Sphericity test are used to determine whether the data are suitable for factor analysis. If the KMO coefficient is higher than 0.60 and the Barlett test is found to be significant, it can be concluded that the data obtained are suitable for factor analysis (Büyüköztürk S. E., 2008).

Table 9: KMO and Bartlett's Test after Exploratory Factor Analysis Results

Kaiser-Mayer-Olkin measure of sampling adequacy	.878
Approx. chi-square	2335.160
Df	136
Sig	.000

As a result of preliminary analysis of the data obtained from the research; KMO Kaiser-Meyer-Olkin (Sampling Suitability Measurement) value is 0.878. Barlett test result is significant, ($p < 0.05$). Chi square value = 2335.160. In the light of this information, the data are suitable for exploratory factor analysis (Table-10).

Table10: Explained Variance Values of the tolerance scale

Component	Initial	Extraction Sums of	
	Eigenvalues	Squared Loadings	
	Total	% of Variance	Cumulative Total %
1	4.813	30.372	30.372
2	1.377	10.161	40.533
3	1.109	6.581	49.115

When the factor component matrix obtained from the first analysis was examined, it was found that these factorizations were significant. When the eigenvalues of the factors are examined, it is seen that the factor has a very large eigenvalue. In order to simplify the factor structure, the analysis was continued using rotation methods. Vertical rotation method, which is frequently used in scale development. Vertical rotation can be done with Varimax. This technique was preferred because the scale was predicted to have more than 2 factors. Varimax and Equamax techniques were used to determine which one to use. As a result of the analyzes and investigations, it was found that the factorizations in Equamax technique were conceptually more meaningful.

the results of the Principal Component Analysis are examined, it is seen that the draft scale has a 3-factor structure with an eigenvalue above and the total variance explanation rate is 100,000%. When Table 10 is examined; eigenvalue is seven dimensions greater than the total between (4,813 and, 438) and the variance explained is 28%. Eigenvalue greater than 1 is a criterion in deciding the number of factors. When the variances explained by the three factors were examined separately, the variance was (49,115%) It is seen that the variances explained by the three factors are very close to each other, When examined, it is seen that the scale has inclined fractures at points and the distance is at a significant distance. In this case, it can be stated that the scree plot and total variance explained tables give parallel information.

As a result of the analysis made in accordance with the criteria mentioned above 2, 3, 4, 5, 6, 8, 12, 16,22,24,25,26,29,30, and 31 Items have a factor load of less than 0.45 has been removed from the scale. The items were respectively, were excluded because they were overlapped. As a result of all these item reductions, it was seen that one factors consisted of only 7 items. , according to the determined criteria, there are no items left from the scale and the scale has taken its final shape. The final analysis (Appendix-D) values obtained from the rotated component matrix are shown.

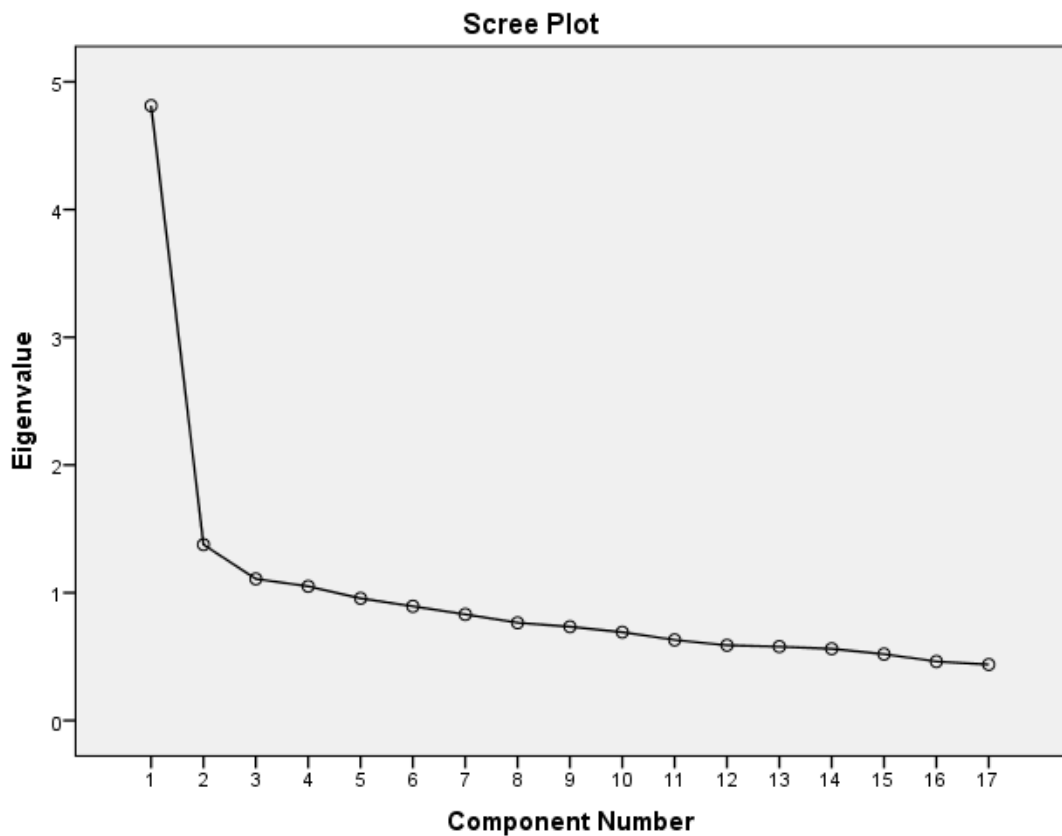


Figure 1: Line graph obtained as a result of the exploratory factor analysis

When the Slope Accumulation Graph is examined, it is seen that the graph starts to flatten after the 3th factor. When the Total Variance Values Table is also taken into consideration, it has been decided that the number of factors is four by taking into account the height of the difference between the fourth and fifth factors and the proximity of the values after the fifth factor. Subsequently, the number of factors was

reduced to three on the grounds that the items coming together in one factor were not conceptually compatible with each other.

According to Andy (2000), the common factor variances (communalities) that are explained together in any item should be large and not less than .40 (cited in Şeker et al., 2004).

Table11: Factors of the scale, factor loadings, explained variance values

	Component		
	1	2	3
T18	.726	.112	.072
T17	.673	.170	.030
T19	.635	.165	.093
T20	.597	.123	.270
T28	.533	.349	.085
T23	.529	-.065	.349
T21	.497	-.043	.432
T27	.469	.420	-.054
T1	.157	.736	-.033
T7	.095	.616	.208
T9	.058	.562	.343
T11	.289	.423	.330
T32	.338	.349	.212
T13	.115	-.041	.683
T15	.057	.345	.529
T14	.078	.268	.521
T10	.220	.316	.512

A scale consisting of three factors and 17 items emerged as a result of the items which could not meet the required conditions. In multifactorial designs, it is considered sufficient that the variance described is between 40% and 60% (Çokluk et al., 2012). When the items that come together in the factors are examined, the first factor named (respect and mercy), and those with less than factor burden are listed as follows: items 18, 17, 19, 20, 28, 23, 21 and 27. The Eigen value of the respect and mercy factor of authority sub-dimension and the percentage of explaining the variance of the factor was 4,622. Factor loads vary between 0.726-0.469.

The second factor of the scale was named as (ignorance), and the items were classified as 1, 7, 9, 11, and 32. The Eigen value of the peer fear sub-dimension was and the percentage of explaining the variance of the factor was 2,717. Factor loads vary between 0.736-0,349.

The third factor of the scale was named as (forgiving)and his items are 13, 15, 14, and 10 were ordered from the factor load to the lesser factor. The eigenvalue of the fear of failure sub-dimension and the percentage of explaining the variance of the factor was 2,239. Factor loads are 0.683 and 0.512.

We can use this scale on factor because of the first factor variance than 30%.

3.2. The construct reliability of the tolerance scale

Table12: Result of reliability statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.838	.840	17

Cronbach's alpha reliability coefficient scale was found to be 0.838. It is possible to say that there are substances that reduce the reliability of the scale. First of all, we tried to increase the reliability by removing the items with high correlation. After that we found a very acceptable Cronbach's alpha, 840 and substances on 17 items.

Table13: Result of items statistics

Items	Mean	Std. Deviation
T18	3.9281	1.22357
T17	3.7187	1.21011
T19	3.6881	1.23028
T20	3.5474	1.13825
T23	3.4908	1.31515
T28	3.8471	1.32053
T21	3.2401	1.35409
T27	3.4908	1.30463
T1	2.9235	1.35684
T7	3.2462	1.35976
T9	3.1086	1.24692
T11	3.2141	1.29200
T32	3.3379	1.26341
T13	2.9419	1.29541
T15	3.1070	1.23905
T14	3.2752	1.29699
T10	3.1009	1.38872

In table 13 examined the reliability of the tolerance scale was substance. Because the highest of $\bar{x} = (3, 9281)$ and the less one is $(2, 9235)$. Therefore, it should not remove any other item from the scale. substance that reliability is $(sd=, 1, 38)$ because of that according to statistical of reliability our reliability was scientific .Also, all the correlation coefficients shown in the table were significant, a positive significant correlation was found between the tolerance scores of the teachers at different time.

Table14: Result of the item-total statistic

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
T18	53.2783	118.443	.502	.371	.827
T17	53.4878	119.267	.476	.311	.828
T19	53.5183	119.022	.476	.316	.828
T20	53.6590	119.199	.516	.318	.827
T23	53.7156	119.610	.416	.239	.831
T28	53.3593	117.149	.505	.291	.827
T21	53.9664	118.388	.444	.255	.830
T27	53.7156	119.230	.435	.246	.830
T1	54.2829	119.575	.401	.240	.832
T7	53.9602	119.187	.414	.233	.832
T9	54.0979	120.226	.422	.259	.831
T11	53.9924	117.784	.494	.303	.827
T32	53.8685	119.627	.438	.219	.830
T13	54.2645	122.467	.320	.176	.836
T15	54.0994	120.757	.405	.254	.832
T14	53.9312	121.008	.372	.243	.834
T10	54.1055	116.909	.482	.339	.828

The reliability of the tolerance scale according to corrected total items between 0,320 and 0,516. The Cronbach's Alpha was deleted as seen in table 14, the scale ranged from 0,827 the reliability coefficient of the whole scale is 0,836. In this case, it can be said that the scale has a high level of reliability.

3.3. The effect of gender on Teachers tolerance

Table15: Teachers Independent samples t-test results related to tolerance concerning gender-test

Gender	n	\bar{x}	sd	T	df	P
Male	330	46,30	9.78	-2,998	652	,003
Female	324	48,59	9.77			

***p<0.05**

As illustrated in Table 15, the Teachers tolerance who participated in this study was a little difference according to their gender. The female teachers 'tolerance scale score (\bar{x} =46, 30;sd= 9.78) was little more than the male teachers' tolerance scale, who got (\bar{x} =48,59 ; sd= 9.77) score .and the degree of freedom with the source of variance is (df=652). In terms of tolerance, gender is a significant variable. In other words, there is a significant difference in terms of tolerance by gender [t (654) = -2,998, p<0, 05]. According Tobakioğlu (2013) there was difference between teachers tolerance according to their gender.

3.4. The Effect of Marital Status on teacher's tolerance

Table16: Teachers Independent samples t-test results related to tolerance about marital status

Martial statuses	n	x	sd	t	df	P
Married	502	46,96	9.84	-2,84	652	0,27
Single	152	48,98	9.69			

According to Table 16, the married teachers' tolerance scores ($\bar{x}=46,96$); $sd=,9.84$) and single teachers tolerance scores ($\bar{x}=48,98$); $sd=9.69$). According to the findings, the average score of single teachers is higher than the average score of married teachers. But it's not a big difference between them. According to the statistical values obtained from the t-test, this difference between the mean of the scores is scientific at the level of $[t(654) = -2,84, p < 0.005]$ and the degree of freedom with the source of variance is $(DF=652)$. The tolerance of the classroom teachers who participated in the study shows a little difference according to their marital status.

3.5. The effect of having Child or not on teachers tolerance

Table17: Teachers Independent samples t-test results related to tolerance concerning having child

T-test						
Having child	n	\bar{x}	sd	T	df	p
No	197	48,53	9.79	1,885	652	,060
Tolerance						
Yes	457	46,96	9.82			

*** $p < 0.05$**

As it seen in table 17, the teachers who are childless is higher than those who have children even we can say it's same score because it is not a big difference between them, the tolerance score of the teachers who have a children ($\bar{x}=48.53$); $sd=9.79$). And those who have no children ($\bar{x}=46.96$); $sd=9.82$). According to the statistical values obtained from t-tests, this difference between the scores is not scientific at the level of $[t(654) = -2,84, p < 0,05]$ and $(df=652)$. The tolerance of the teachers who participated in the study did not show a significant difference according to whether they have a children or not. This result was found surprising.

3.6. The Effect of experience on Teachers tolerance

Table18: Teachers Independent samples results related to tolerance with regard to experience years

Experience years	n	\bar{x}	sd
0-3	69	49,73	9,57
4-6	66	49,10	10,10
7-9	95	47,01	10,86
10-12	139	47,50	9,74
13-over	285	46,60	9,45
Total	651	47,43	9,83

According to the findings obtained from the teachers who participated in the study, the tolerance Scale score of teachers with experience 0–3 years ($\bar{x}= 49,73$) The second score of teachers with experience years between 4-6 years ($\bar{x}= 49,10$); The third score of teachers with 7-9 years ($\bar{x}=47,01$). And the fourth score of the teachers between 10-12 years obtained ($\bar{x}=47, 50$) and the last one is 13-over ($\bar{x}=47, 43$). To now dose there any difference between teachers experience years we used One-way analysis of variance (ANOVA).

Table19: AVONA Test Results of tolerance Scores by experience

	Sum of squares	df	Mean square	f	P
Between groups	767.103	653	191.776	1,994	,094
Within groups	62419.700		96.178650		
Total	63186.803				

According to result of ANOVA, there wasn't a big difference between the years' experience. According to the statistical results obtained from the F test, this difference between the means of the scores is not scientific at the level of 05. There was no significant difference between the tolerance and teacher's experience who participated in the study, In other words, the tolerance score of teachers do not change according to their experience, There was no significant difference between the empathy and experience years of teachers who participated in the study ($f(, 650) = 1,994; p > 0.05$) and the ($df=646$), so teachers' tolerance change according to their experience.

3.7. The Effect of age on Teachers tolerance

Table20: ANOVA Test Results of tolerance Scores by age

Age	n	\bar{x}	Sd
20-30	136	49,22	9,85
31-40	362	47,17	10,06
41-50	119	46,79	9,23
51+	37	45,43	8,73
Total	654	47,43	9,83

According to the findings obtained from the teachers who participated in the study, the tolerance Scale score of the teachers with age between 20–30 years is ($\bar{x}= 49, 22$). The score of teachers with age between 31-40 years is ($\bar{x}= 47, 17$); the score of teachers with 41-50 is ($\bar{x}= 46, 79$). And the score of teachers who are between 51 and over is ($\bar{x}=45, 43$).One-way analysis of variance (ANOVA) was used to determine whether the tolerance scale scores of the branch teachers participating in the study according to the branch variable, There was no significant difference between the teachers tolerance according to age ($f(, 742) = 528; p > 0.05$).So teachers' tolerance do not change according to this research.

Table21: AVONA Test Results of tolerance Scores by age

	Sum of squares	df	Mean square	f	P
Between groups	653.851	653	217.950	2,265	,080
Within groups	62532.952		96.205		
Total	63186.803				

According to result of ANOVA, there wasn't a big difference between the ages. According to the statistical results obtained from the f test tolerance of Teachers Working in schools The difference wasn't significant according to the one-factor Anova test to determine whether the control subscale score not differed significantly according to age groups ($f_{650} = 2,265, p < 0,05$).

3.8. The Effect of educational level on Teachers tolerance

Table22: Teachers Independent samples results related to tolerance with regard to educational level

Education level	N	\bar{x}	sd
Associate graduate	281	46,10	9,68
Bachelors graduate	332	48,65	9,91
Master graduate	12	48,00	10,25
Total	625	47,49	9,96

As viewed in Table 23, the tolerance score of the teachers who had associate certificate ($\bar{x}=46, 10$) score of those who had bachelor's certificate degree ($\bar{x}= 48, 65$) and the score of teachers who had a master certificate is ($\bar{x}=48, 00$). When the findings were examined, the average scores of teachers were found to be close to each other. The difference between the mean of the scores according to the statistical value obtained from the F test is not significant at the level of 05. So to know the difference between

groups, One-way analysis of variance (ANOVA) was used to determine whether the tolerance scale scores of the teachers participating in the study.

Table 23: ANOVA Test Results of tolerance Scores by educational level

	Sum of squares	Df	Mean square	f	P
Between groups	992.594	624	496.297	5,063	,007
Within groups	60975.653		98.032		
Total	61968.246				

There was no significant difference between the tolerance and level of education of teachers who participating in the study, ($F, 650 = p > 5,063$). In other words, the tolerance average mark of teachers didn't change according to their educational level (certificate).

3.9. The Effect of education branch on Teachers tolerance

Table 24: ANOVA Test Results of tolerance Scores by educational branch

educational branch	N	\bar{x}	sd
Language	209	47.12	.7017
Social	121	47.06	.8758
Science	230	47.73	.6441
Art	59	48.84	1.3698
Total	619	47.50	.3993

According to Table 26, the tolerance score of the teachers who graduated from the faculty of Language is ($\bar{x}=47, 12$), and the score of those who graduated from Social faculty is ($\bar{x}= 47, 06$), and the score of teachers who graduated from science faculty is ($\bar{x}=47, 73$) and who graduate from the Art faculty is ($\bar{x}=48, 84$). When the findings were examined, the average scores of teachers were found to be close to each other.

This difference between the mean of the scores according to the statistical value obtained from the F test is not scientific at the level of 05. One-way analysis of variance (ANOVA) was used to determine whether the tolerance scale scores of the teachers participating in the study differed significantly according to the faculty variable. There was no significant difference of teacher's tolerance according to different faculty they graduated from F test.

Table 25: ANOVA Test Results of tolerance Scores by educational branch

	Sum of squares	df	Mean square	f	P
Between groups	172.054	618	57.351	,580	,628
Within groups	60820.685		98.895		
Total	60992.740				

According to result of ANOVA, there wasn't a big difference between the education branches. According to the statistical results obtained from the F test tolerance of Teachers Working in schools The difference was found to be significant according to the one-factor Anova test to determine whether the control subscale score differed significantly according to age groups ($f_{650} = ,580, p < 0,05$).

4. CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

For better understanding of the result of this study, this section will consider the Results of Scale Developed and validity and reliability also the factor analyses, in this chapter, the significant findings as teachers' gender, marital status, education level, the faculty they graduated, child owner, age, experience, these all results will be obtained from the findings and discussed in this chapter.

4.1. Results of Scale Development

The first stage of the research was literature related to the field of developing teacher's tolerance, Teacher's tolerance was searched. As a result of the screening, a Liker-type form consisting of 32 items was created by using expert opinions. The draft scale form obtained was applied to a sample of 654 teachers consisting of randomly selected from different public schools in the province of Duhok from Iraqi Kurdistan government.

4.2. Result of Validity and factor analysis

Factor analysis to determine the construct validity of the scale revealed which factors related to the teacher's tolerance. Firstly, it was checked whether the data structure was suitable for factor analysis by using KMO (Kaiser Meyer Olkin) test and Bartlett test methods. KMO test value was 0.878 and Bartlett test was 233.160 ($p < 0.05$) (Table 10). These two values indicate that the data set is suitable for factor analysis. The eigenvalue statistics and the line graph of the eigenvalues were used to determine the number of factors. There was no initial limitation on the number of factors. Factor analysis revealed that items with low item load values and overlapping items were excluded from the scale, in this study had three-factor analysis for the scale named (ignorance), (forgiving), and (respect and mercy).

4.3. Result of Reliability Analysis

The more reliable a scale is the more similar and stable the results of the independent measurements. To ensure the reliability of the instrument, validity analysis

was performed based on Cronbach's alpha and lower-upper groups for the scale's validity. The Cronbach alpha value was found to be 0.840 in the reliability analysis for the 17-item empathy scale as in table 11.

4.4. Results Related to scale

1. The teachers who participated in the study were female teachers 49.5% (324) and 50.4% (330) was male teachers. According to the results of the research, the Teachers tolerance who participated in this study was difference according to their gender. The female teachers 'tolerance scale score ($\bar{x}=48, 59$; $SD= 9.77$) was little more than the male teachers' tolerance scale, who got ($\bar{x}=46, 30$; $SD= 9.78$) score. It clearly appears in results females tolerance is higher, than male tolerance. According to Büyükkaragöz and Kesici (1996) found differences in favor of women in terms of attitudes towards tolerance and democracy in their studies. This result doesn't support the study.

2. The 76.7% of Teachers who participated in the research are married and 23.7% are single Teachers. the married teachers' tolerance scores ($\bar{x}=46, 96$); $SD= 9.84$) and single teachers tolerance scores ($\bar{x}=48, 98$); $SD= 9.69$). According to the findings, the average score of single teachers is higher than the average score of married teachers. But it's not a big difference between them. But tolerance of the classroom teachers who participated in the study shows a little difference according to their marital status and it is surprising because marred people have less tolerance than unmarried people.

3. Among the Teachers who partake in the study, the Teachers who had children 69.8 % and the teachers had no children 30.1 %. The teachers who are childless is higher than, the tolerance score of the teachers who have a children ($\bar{x}=46, 96$); $SD= 9.82$). And who had not child ($\bar{x}= 48, 53$; $sd= 9.79$), the tolerance of the teachers who participated in the study show a significant difference according to whether they have children or not. This result was found surprising.

4. in order to Teachers experience years the, Teachers who participated in the research according to experience, 285 (43.3%) was 13 years and over, 139(21.2%) was between 10-12 years of experience; 94 (14.3%) of the teachers are 7-9 years. also the was 66 teachers between 4-6 is (10.9%) of this teachers who participated had 0-3 years and experience years had (10.5%). When the distribution of the class teachers participating in the study is examined, it is observed that more than half of the class teachers who

have 13 years and over of professional experience with 43.5% it has been observed that the classroom teachers . According to the findings obtained from the teachers who participated in the study, the tolerance Scale score of teachers with experience 0–3 years ($\bar{x}= 49,73$) The second score of teachers with experience years between 4-6 years ($\bar{x}= 49,10$); The third score of teachers with 7-9 years ($\bar{x}=47,01$). And the fourth score of the teachers between 10-12 years obtained ($\bar{x}=47, 50$) and the last one is 13-over ($\bar{x}=46, 60$). To now dose there any difference between teachers experience years we used One-way analysis of variance (ANOVA), and kalin (2013) research teachers tolerance support to our finding in this study.

5. The Teachers who participated in the research according to their age were examined, who participated in the study have 136 (20.8%) of the teachers who are between (20-30 years).the teachers who are (31-40) years are 359 (55.1%). and the teachers who are (41-50) are 119 (18.2%).with 51 and over are 37 teachers (5.6%), classroom teachers with constitute the highest percentage with (55.1%) Class teachers with 31-40, the lowest percentage with (5.6%) class teachers with 51 and over.

According to the findings obtained from the teachers who participated in the study, the tolerance Scale score of the teachers with age between 20–30 years is ($\bar{x}= 49, 22$). The score of teachers with age between 31–40 years is ($\bar{x}= 47, 17$); the score of teachers with 41-50 is ($\bar{x}= 46, 79$). And the score of teachers who are between 51 and over is ($\bar{x}=45, 43$).One-way analysis of variance (ANOVA) was used to determine whether the tolerance scale scores of the branch teachers participating in the study according to the branch variable, There was no significant difference between the teachers tolerance according to age ($F(650) =2, 265; p> 0.05$).So teachers' tolerance do not change according to this research.

6. The teachers who attend in the research the tolerance score of the teachers who had associate certificate ($\bar{x}=46, 10$) score of those who had bachelor's certificate degree ($\bar{x}= 48, 65$) and the score of teachers who had a master certificate is ($\bar{x}=48, 00$). When the findings were examined, the average scores of teachers were found to be close to each other. The difference between the mean of the scores according to the statistical value obtained from the F test is not significant at the level of 05. So to know the difference

between groups, One-way analysis of variance (ANOVA) was used to determine whether the tolerance scale scores of the teachers participating in the study.

7. The Teachers who join in the study according to the educational the tolerance score of the teachers who graduated from the faculty of Language is ($\bar{x}=47, 12$), and the score of those who graduated from Social faculty is ($\bar{x}= 47, 06$), and the score of teachers who graduated from science faculty is ($\bar{x}=48, 84$) and who graduate from the Art faculty is ($\bar{x}=47, 50$). When the findings were examined, the average scores of teachers were found to be close to each other. This difference between the mean of the scores according to the statistical value obtained from the F test is not scientific at the level of 05. One-way analysis of variance (ANOVA) was used to determine whether the tolerance scale scores of the teachers participating in the study differed significantly according to the faculty variable. There was no significant difference of teacher's tolerance according to different faculty they graduated from F test.

4.5. Recommendation

1. Designing and implementing teacher training programs to raise the level of tolerance and thus raise the level of education and ethical values of students.
2. Adding effective tolerance related materials to be studied in universities which help to produce better teachers.
3. The need for more research and studies on the subject of tolerance especially in field of education.
4. The research was conducted with the teachers who were work in schools in the province of duhok using tolerance tendency scale. It is thought that using a different data collection tool, in a wider a universe sample can be studied and broader results can be achieved.
5. Researches should be conducted in other branches on tolerance education and the opinions and ideas of teachers and students should be determined and the programs should be reviewed

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APPENDIX 1

TOLERANCE SCALE IN ENGLISH LANGUAGE

Dear Participant

This data collection form is designed to collect the data of a purely scientific study. There is no right and wrong answer. Please completely choose the option that suits you best. The accuracy of the answers will completely affect the results of the research. Therefore, it is very important for select the most suitable option for you in this form. The findings of this study will be used for scientific purposes only and will not be shared with any institution or person. Thank you for your participation.

Doç. Dr, Fuat TANHAN

Furat HASAN

Honer Ibrahim

1. Gender Male() female ()
2. Experience years
3. Age
4. Branch
5. School level Pre-School()Primary School() Secondary School ()
High School ()
6. Marital status married () single ()
7. Do you have children yes () no ()
8. Are you satisfied with your lifesatisfied () not satisfied ()
9. Which of the following best describes your relationship with your students:
() Students must obey their teachers.
() students should listen to their teachers quietly in class.

items no	Dear participant, please sincerely mark the option that you think is best for each item you read.	not suitable at all	little suitable for me	Suitable for me	Very suitable for me	Totally suitable for
1	I don't tolerate students who do not fulfill their responsibilities					
2	I ignore intrusive students in the classroom.					
3	The student who Although academic achievement is high, I do not tolerate negative behavior.					
4	i will show an understanding of negative behavior to who thought was done unintentionally					
5	If it's the students' first negative behaviors i will tolerated.					
6	The undesirable behavior of neglected scruffy students makes me more uncomfortable.					
7	I don't tolerate those Students who act violent.					
8	I don't mind the students who nicknamed their friends.					
9	I do not show understanding to late students..					
10	I do not tolerate students who damage the book					
11	I am not tolerant of students who are conducting damaging behaviors of class-materials					

12	Student's gender does not affect my negative attitude towards unwanted behavior					
13	I do not tolerate violent students, even to defend themselves					
14	in any case I punish students who steal their friends' belongings					
15	I do not accept any excuse from the students who apply violence					
16	i will let that students who bring their favorite toy to the classroom					
17	I warn that students who spoke slang					
18	I do not accept the male student violence against female students.					
19	I do not tolerate student who act theft even if the student's economic situation is bad					
20	i don't tolerate of students who harm their friends' belongings					
21	I don't pleasant students who laugh at their friends who gave the wrong answer					
22	I do not tolerate students who cheat in games to win					
23	I don't tolerate lying for any reason.					
24	I tolerate the negative behavior of students who had think are good intentions					
25	I don't let the students who disrupt the course					

	flow.					
26	Even if your answer is correct, I don't find it right to talk in class without permission.					
27	I do not tolerate the student to walk around the classroom through class time.					
28	I don't tolerate students who bring tools to school					
29	The student's conditions determine my attitude towards unwanted behavior					
30	I don't tolerate tolerant of students who do not do homework					
31	I tolerate students who arrive late for the first lesson					
32	I get angry with students who make fun of their friends					

APPENDIX 2

TOLERANCE SCALE IN TURKISH LANGUAGE

Sayın Katılımcı

Bu veri toplama formu, tamamen bilimsel bir çalışmanın verilerini toplamak için düzenlenmiştir. Cevapların doğru ve yanlışlığı söz konusu değildir. Lütfen tamamen size en uygun düşen seçeneği işaretleyiniz. Cevapların doğruluğu tamamen araştırmanın sonuçlarını etkileyecektir. Bu nedenle size en uygun seçeneği işaretlemeniz araştırma açısından oldukça önemlidir. Bu araştırmanın bulguları sadece bilimsel amaçlar için kullanılacak olup, hiçbir kurum ve kişiyle paylaşılmayacaktır. Katılımınız için teşekkürler.

Doç. Dr, Fuat TANHAN

Furat salih HASAN

Honer Ibrahim

1. Cinsiyet Kadın Erkek
2. Hizmet Yılı.....
3. Yaş.....
4. Branş.....
5. çalıştığı okul kademesi Okulöncesi ilkokul Ortaokul
)Lise
6. Medeni Durum Evli Bekar
7. Çocuk varmı Çocuk yok Çocuk var
8. Yaşamınızdan memnun musunuz Evet memnunuz Hayır memnun değilim
9. Aşağıdakilerden hangisi öğrencilerinizle olan ilişkinizi en iyi betimler
 Öğrenciler öğretmenlerine itaat etmelidirler
 öğrenciler öğretmenlerini derste sessizce dinlemelidirler.
 Öğrenciler ders ve ders dışında öğretmenlerine istek ve itirazlarını rahatlıkla söylemelidirler.

10. Ekonomik durumunuzu nasıl değerlendirirsiniz () iyi ()Kötü ()orta

Madde no	Değerli katılımcı , Okuduğunuz her bir madde için kendinize en uygun olduğunu düşündüğünüz seçeneği içtenlikle işaretleyiniz lütfen.	Bana hiç uygun değil	Bana biraz uygun	Bana uygun	Bana çok uygun	Bana tamamen uygun
1	sorumluluklarını yerine getirmeyen öğrencileri anlayış göstermem.					
2	sınıfta izinsiz konuşan öğrencileri görmezden gelirim.					
3	akademik başarısı yüksek olsa da öğrencilerin olumsuz davranışlarını hoş görmem.					
4	İstenmeden yapıldığını düşündüğüm olumsuz davranışlara anlayış gösteririm.					
5	5)öğrencilerin ilk olumsuz davranışlarını anlayışla karşılarım.					
6	Bakımsız/pasaklı öğrencilerin istenmeyen davranışları beni daha fazla rahatsız eder,					
7	Şiddet davranışında bulunan öğrencileri hoş görmem.					
8	Arkadaşlarına lakap takan öğrencilere aldırış etmem .					
9	derse geç gelen öğrencilere anlayış göstermem.					
10	okuldan aldığı kitaba zarar veren öğrencilerin hoş görmem					

11	sınıf-araç gereçlerine zarar verici davranışlarda bulunan öğrencilere hoşgörülü olmam.					
12	Öğrencinin cinsiyeti istenmeyen davranışına karşı olumsuz tutumumu etkilemez.					
13	kendini savunmak için bile olsa şiddete başvuran öğrencileri hoş görmem..					
14	arkadaşlarının eşyalarını çalan öğrencileri her halükarda cezalandırırım.					
15	Şiddete başvuran öğrencilerin ileri sürdüğü hiçbir mazereti geçerli bulmam					
16) sevdiği oyuncasını sınıf ortamına getiren öğrencilere anlayış gösteririm					
17	Argo konuşan öğrencileri uyarırım.					
18	erkek öğrencilerin kız öğrencilere şiddet uygulamasını kabullenmem.					
19	Öğrencinin ekonomik durumu kötü olsa bile hırsızlık davranışını hoş görmem					
20	arkadaşlarının eşyalarına zarar veren öğrencileri anlayış göstermem					
21) yanlış cevap veren arkadaşına gülen öğrencileri hoş karşılamam					
22	kazanmak için oyunlarda hile yapan öğrencileri anlayış göstermem.					
23	Her ne sebeple olursa olsun yalan söyleme davranışına hoşgörü göstermem.					

24	İyi niyetli olduğunu düşündüğüm öğrencilerin olumsuz davranışlarını hoş görürüm.					
25	ders akışını bozan öğrencilere anlayış göstermem.					
26	cevabın doğru olsa bile sınıfta izinsiz konuşmayı doğru bulmam.					
27	Öğrencinin sınıf içinde gezinmesine anlayış göstermem					
28	Okula çakı,çakmak vb. araç getiren öğrencilere tolerans göstermem					
29	Öğrencinin içinde bulunduğu koşullar istenmeyen davranışa karşı tutumumu belirler					
30	verilen ödevleri yapmayan öğrencilere karşı hoşgörülü olmam.					
31	İlk derse geç gelen öğrencileri hoş görürüm					
32) arkadaşlarıyla alay eden öğrencileri öfkelenirim.					

APPENDEX 3

TOLERANCE SCALE IN KURDISH LANGUAGE

بەژداربویي بەرێز
 ئەف فورما کومکرنا زانیاریان، هاتیە نامادەکرن بو کومکرنا هەدەک زانیارییە زانستی، نە لستەر بنەمايی
 بەرسزدانەکا دروست یان خەڵتەت. بی زەحمەت لیدی هزرکرنا هەوە کیش بو هەوە بتمامی یا طونجاییە نیشان
 بکەن، بەرسزدانا وە یا دروست دێ کارپتیری ل ئەنجامیەت طەکولینی کەت، دێر هندی کیش بو هەوە یا
 طونجاییە نیشان بکەن دبو طەکولینی دێ بتمامی یا طرنطە. ئەنجامیەت طەکولینی بتمامی بو مەبەستیەت زانستی
 دێ هیئە بکارنیان بو هیض دامەزرراوەکی یان کەسەکی ناهینە بەلاظکرن.
 زور سوئاس بو بەژدابونا هەوە:

1. رەطەز: () نیر () می ()
2. سالیڤ خزمەتی:
3. دێ (عمر):
4. باوەرنامە و بەش:
5. ئاستی قوتابخانا تولى وانا دببیدی: () نامادەت () ناوەندى () سەرەتای () بئری قوتابخانی ()
6. بارى خیزانی: () زطورد () خیزاندار ()
7. خودان زاروکی: () بەلی () نەخیر ()
8. تو دنیانا خوئی رازی: () بەلی نەزى رازیمە () نەخیر نەیی رازیمە () ئیضەکی رازیمە ()
9. ئەطیضن ل خواری کیش د وان بباشی دەربرینی د ئیوئندیا دناظبەرا تە و قوتابیان دکەت: () دفیەت قوتابی طوهدریا ماموستایی خوە بکەت. () قوتابی د وانا ماموستایی خوەدا ببیدەتطی طوهداریا وانی بکەت. () قوتابی دوانیدا یان ددەرطە وانی بیت ماموستا دشیت داخواری و نەرازیبونیت خوە ببیدتی.
10. تو بارى نابوری بی خوە ضەوا دببینی: () باش () خراب () ناوەند ()

بتمامی یا طونجاییە	طەکولینی یا طونجاییە	یا طونجاییە	ئىضەکا طونجاییە	نەیا طونجاییە	بەژداربویي بەرێز بو هەر ئێک د ژان رستین ل خواری تو دخوینی تو هزر دکەتی کیش بو تە یا طونجاییە د هەلبەدارتنتیت بەرامبەر نیشان بکە.
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1	ئەم قوتابىيىن ئۆركىن خوتەن بىلەن ئۆزى رازى ئايم			
2	ئەم قوتابىيىن بى رىدان د ئولمىتە دئاخۇن ئەس وەسا خوتەن ديار دىكەم كو ئەس ئايمىم			
3	ئەم قوتابىيىن نىمىت وى دىلدىن لى رەقتارىت وى يت نىمىت بىن باش ئايمىم			
4	ئەم قوتابىيىن كارەكى خەلەت بى دەستى بىكەت لى ئايمىم			
5	ئەم قوتابىيىن جارا ئىكى بىت خەلەت بىكەت دى لى ئايمىم			
6	رەقتارىن نەتونجايى بىن قوتابىيىن ئەممايى من ئىت تورا دىكەن			
7	قوتابىيىن رەقتارىن توندوتىيى لىدەف ئەمى كەيىفا من ئىناھىت			
8	ئەم قوتابىيىن ئاىم (لەب) دانا سەم ئەممايىن خوتەن ئىمىم ئىم نادەم			
9	قوتابىيىن دىرەت دەنە دوانى دا ئۆزى رازى ئايمىم			
10	قوتابىيىن زەرەرى دىمەنە ئەممايىن خوتەن باش ئايمىم			
11	ل وان قوتابىيىن ئايمىم بى زەرەرى دىمەنە ئالاپا (ادوات) دىمىم			
12	قوتابىيىن كور بىت يان كىز رەقتارا وان يا نىمىت كارىمىم ل من ئايمىم			
13	وان قوتابىيىن باش ئايمىم بى توندوتىيى (ئىم) بىكار دىمىن ئەممايىن خوتەن ئىممايىن ئايمىم			
14	ئەم قوتابىيىن دىمەنە ئەممايىن خوتەن دىمەنە دىمىم دىمىم ئايمىم			
15	ئەم قوتابىيىن توندوتىيى بىكار دىمىن ئەممايىن بىكار دىمىن ئايمىم			
16	قوتابىيىن ياريا (لەب) دىمەنە دىمەنە دىمىم دىمىم ئايمىم			
17	ئەم قوتابىيىن ئەممايىن دىمەنە ئەممايىن دىمىم			
18	قوتابىيىن ئەممايىن كور توندوتىيى ئەممايىن قوتابىيىن كىز بىكار بىمىن			
19	ئەم قوتابىيىن ئايمىم بى قوتابىيىن ئەممايىن دىمىم دىمىم دىمىم			

				قوتايي زرهري بطة هينيته نشيتت هتالين خوة ذي رازي نابم	20
				ئهو قوتايين ب بترسزدانا ختلت يا هتاليت خوة دكتنة كئي ب باشي ناوهرطرم	21
				قوتايين حيا دكتن د ياريا دا داکو بترسزکظن تيطة هشتي نيشا نادم	22
				ب ض ئهطرهك بيت رهفتارا درهوکرنه ب باشي ناوهرطرم	23
				ئهو قوتايين رهفتارکا نقريني بکت ئس هزر بکت کو نيتهکا باش يا ههي لسر حساب ناکم	24
				ئهو قوتايين دبنه ئهطرهري راوستاندنا دهرسي خوة بياشي نيشا نادم	25
				بترسزدانا بي ريوان ئهطره بترسزکا راست ذي بيت ب دروست نابنم	26
				قوتايين دناظ ئولي دا هاتن و ضوني دکن ذي رازي نابم	27
				ئس ري نادمه وي قوتايي (کير و ماکينه و ترومبييل) دئنييت	28
				ئهو کاودانيت قوتايي تيدا دي رهفتاريت وي يت نقريني ديارکن	29
				قوتايي ئسکي مه دايمي نئنييت يان ضينهکت لي نابورم	30
				قوتاييت ل وانا ئيکي درهتط بهيت لي دبورم	31
				قوتايين ياريا ب هتاليت خوة دکن ذي توره دم	32

CURRICULUM VITAE

Personal Information

Name and surname: Honer Ibrahim Muhamemed
Birth place and date: 11/2/1990 Dohuk

Education

Undergraduate Education: University of Dohuk, 2011
Master's Degree: University of Van YüzüncüYıl ...
Foreign Languages: Arabic, English

Work Experience

Internships:
Projects:
Previous work:

To Contact with us

E-Post address: honer.duski@gmail.com



VAN YÜZÜNCÜ YIL ÜNİVERSİTESİ
Eğitim Bilimler Enstitüsü

LİSANSÜSTÜ TEZ ORIJİNALLIK RAPORU

VAN YÜZÜNCÜ YIL ÜNİVERSİTESİ
Eğitim Bilimler Enstitüsü

13/ 09/2019

Tez Başlığı / Konusu

.....Tolerans ölçeğinin geliştirmesinin : bir güvenlik ve gerçeklik çalışması.

Yukarıda başlığı/konusu belirlenen tez çalışmamın Kapak sayfası, Giriş, Ana bölümler ve Sonuç bölümlerinden oluşan toplam 78 sayfalık kısmına ilişkin, 13/ 09/2019 tarihinde şahsım/tez danışmanım tarafından turnitin intihal tespit programından aşağıda belirtilen filtreleme uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı % 8 (sekiz) dir.

Uygulanan Filtreler Aşağıda Verilmiştir:

- Kabul ve onay sayfası hariç,
- Teşekkür hariç,
- İçindekiler hariç,
- Simge ve kısaltmalar hariç,
- Gereç ve yöntemler hariç,
- Kaynakça hariç,
- Alıntılar hariç,
- Tezden çıkan yayınlar hariç,
- 7 kelimedenden daha az örtüşme içeren metin kısımları hariç (Limit match size to 7 words)

Van Yüzüncü Yıl Üniversitesi Lisansüstü Tez Orijinallik Raporu Alınması ve Kullanılmasına İlişkin Yönergeyi İnceledim ve bu yönergede belirtilen azami benzerlik oranlarına göre tez çalışmamın herhangi bir intihal içemediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini bilgilerinize arz ederim.

13/ 09/2019
Honer ibrahim mohammed
Adı, Soyadı, İmza

Adı Soyadı : Honer ibrahim mohammed
Öğrenci No : 17940001121
Anabilim Dalı : Eğitim Bilimleri
Programı : Rehberlik ve Psikolojik Danışmanlık
Statüsü : Y. Lisans Doktora

DANIŞMAN
Dr.öğ.üyesi Süleyman Kasap
13/ 09/2019

ENSTİTÜ ONAYI
UYGUNDUR
13/ 09/2019
Seryet ÇAĞ
Enstitü Sekreteri