

An Inquiry of Practising Self-Advocacy Skills in Interior Architecture Education

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ABSTRACT

In the last decades, interest in studying interior architecture education has increased, while graduates of interior architecture are facing a challenge of finding jobs, working in teams or collaborating with other profession. As the first step to every profession starts with its education, students need to learn to speak up for their needs in a safe environment and develop ownership for their rights and responsibilities. There are many studies, which focus on students with special needs that are encouraged to practise self-advocacy skills in educational mediums. When it comes to interior architecture and self-advocacy, there is no research that can be found so far. This study aims to provide a tool to guide interior architecture educators to help students practise self-advocacy skills to face existing challenges in their academic and professional life after graduation. It evolves around the question: *What are the components of self-advocacy that can provide deep insights to encourage interior architecture educators to promote practising self-advocacy skills by interior architecture students?* Within this context, this study conducted a mixed -qualitative and quantitative- methodology by utilizing a case study approach; furthermore, multi-cases have been applied. After documenting the literature through literature survey method, observations, in-depth interviews, semi-structured interviews and questionnaires were conducted with instructors and research/teaching assistants. As a result, the study showed that interior architecture students need encouragement to practise self-advocacy skills. Moreover, the components of self-advocacy that can be practised in an interior design studio, came out as motivation, self-knowledge, self-efficacy and self-expression. For this, a method, for promoting practicing self-advocacy skills, has been designed as a guide for interior architecture educators to encourage their students.

Keywords: Interior Architecture Education, Design-studio, Self-Advocacy, Self-Knowledge, Self-Efficacy, Self-expression.

ÖZ

Son on yıllarda, iç mimarlık eğitimini incelemeye yönelik ilgi her ne kadar da artmış olsa da içmimar mezunlar, iş bulma, takım çalışmalarında kendini gösterme veya eşitlikçi bir şekilde diğer mesleklerle iş birliği yapma konularında zorluklar yaşıyorlar. Bu zorlukların kaynakları ve çözümleri ile ilgili araştırmalar yapıp düşünce oluşturma eylemine, iç mimarlık mesleği de ilk olarak kendi eğitiminden başlamalıdır. Öğrencilerin öncelikle, ihtiyaçları ile ilgili güvenli bir iletişim ortamında kendilerini ifade etmeyi öğrenmeleri ve bunun akabinde de hak ve sorumluluklarını sahiplenerek korkusuzca dillendirebilmeleri gerekmektedir. Özel ihtiyaçlı öğrencilerin, eğitim ortamlarında öz-savunuculuk becerilerini geliştirmeleri konusunda birçok çalışma olmasına bulunuyor. İç mimarlık mesleği veya eğitiminde bu becerinin anlam, önem ve uygulamasına yönelik ise henüz hiçbir çalışma bulunmamaktadır. Bu çalışma, böylesi bir çerçevede, öğrencilerin, mezuniyetten sonra akademik ve profesyonel yaşamlarında mevcut zorluklarla yüzleşmek için öz-savunuculuk becerilerini uygulamalarına yardımcı olabilmek adına iç mimarlık eğitimcilerini yönlendirebilecek bilgi dağarcığı ve bir araç sağlamayı amaçlamaktadır. Araştırma, “İç mimarlık eğitimcilerini iç mimarlık öğrencilerinin öz-savunuculuk becerilerini uygulamalarına yönelik teşvik edebilmelerini sağlayabilecek iç görüler ve gerekli öz-savunuculuk bileşenleri nelerdir?” sorusunu odağına alır. Bu soruya cevap ararken, vaka çalışması yaklaşımı kullanarak karma-niteliksel ve niceliksel bir metodoloji yürütülmüştür. Ayrıca, öğrenci, eğitmen ve araştırma görevlilerinden oluşan çoklu durumlar uygulanmıştır. Literatür taraması sonrasında, bu grupların derinlemesine öz-savunuculuk bağlamında anlayabilmek için gözlemler, derinlemesine görüşmeler, yarı yapılandırılmış görüşmeler ve anketler yapılmıştır. Sonuç olarak çalışma, iç mimarlık

öğrencilerinin kendi kendini savunma becerilerini uygulamak için teşvik edilmeye ihtiyaç duyduklarını gösterdi. Bir iç mimarlık tasarım stüdyosunda uygulanabilecek öz-savunuculuğun bileşenleri olarak ise motivasyon, öz-bilgi, öz-yeterlik ve kendini ifade etme becerileri ön plana çıkmıştır. Bu tez, hem kendi kendine savunma becerilerini geliştirmeyi teşvik eden bir yöntem için altlık, hem de iç mimarlık eğitmenlerinin öğrencilerini yetkinleştirebilmeleri için bir rehber olarak tasarlanmıştır.

Anahtar Kelimeler: İç Mimarlık Eğitimi, Tasarım Stüdyosu, Öz-Savunuculuk, Öz-Bilgi, Öz-Yeterlik, Öz-ifade.

DEDICATION

- “The best teachers are those who show you where to look but don’t tell you what to see,” **Alexandra K. Trenfor.**

- To the first and foremost teachers in my life: my Dad and my Mom.

- To my husband, my best life teacher.

- To my sons, my two young life teachers.

- For all those that are giving value to Interior Architecture Profession & its Education.

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Chapter 1

INTRODUCTION

1.1 Introduction

This chapter offers an overall overview of the study. The study's rational problem is explained; then, the study's background has been presented initially. The problem statement of the thesis is presented in the third section of this chapter. Research aim, objectives, and research questions are also positioned. Then, the methodology of the study follows. The study's significance, scope, and limitations of the study are also explained in two different sections. At the end of the chapter, the structure of the study has been shown.

1.2 Background of the Study

In this era of technological developments that have a domino effect on every aspect of life, the education sector has been under continuous changes. Education is as old as human existence on the planet. The word 'education' results from the etymology of two Latin words, 'Educare' and 'Educatum'. The former means bringing up or drawing out or growing up and thrusting from intrinsic to extrinsic. The latter means the act of teaching (Kumar & Ahmad, 2008; Srivastava, 2014).

Education and being educated with all different ways of teaching/learning processes have started from ancient civilizations. From the perspective of illiterate societies, young people need to be educated by elders who know the best. That was the first step towards transferring skills and wisdom from the elder generation to the new

generation. When societies grew and became more complicated, particularly after writing, education needed specialists to teach certain subjects (Lawton & Gordon, 2002; Reese, 2010).

Literature shows that most of the teaching/learning process's responsibilities were under the teacher's traditional education monopoly. In classrooms, the teacher-centred approach dominated the learning environment. This highlighted the role of memorization of knowledge through using the 'question and answers' method around 'what' of learning, whom Freire (1970, 2018) named it "Banking of Education" (p.72). In this approach, education is systematic and has a moralistic method, which paves the way for competition, precision in learning, ambiguity, and routine. In the 21st century, the teaching/learning process has been changed. In the era of the world wide web (WWW), the first terminologies that come to the forefront are student-centred, learning by doing an extra-curricular, co-curricular, collaboration, out of the classroom activity, and incorporating digital sources into their curricular (Boumová, 2008; Daggett, 2014; Muianga, Klomsri, Tedre, & Mutimucuo, 2018; Pillai, 2013; Radzali, Mohd-Yusof, & Phang, 2018; Richards, 2005; Sahdan & Abidin, 2017).

At the beginning of the 20th century, interior design was recognized as a separate discipline from architecture. This was after the emergence of interior decoration as a 'new' profession in the late nineteenth century. "In the 1870s, when the first courses related to the home were offered at mid-western land-grant universities" (May, 2017, p. 5). This separation created conceptual differences between architecture and interior architecture's pedagogies, which led to a hidden conflict between the two professions (Fitoz, 2015; Gürel & Potthoff, 2006).

Every year thousands of interior architects graduate and join the marketplace, ready to practise their new profession. Although they may have sufficient knowledge of interior architecture subjects, they may still need self-empowerment to be self-advocated within their profession and present their abilities and contributions to society. Nowadays, organizations collaborating with interior architects worldwide have made self-advocacy subject a critical matter, especially for novice designers. Both the International Federation of Interior Architects/Designers (IFI) and the American Society of Interior Designers (ASID), in their websites, indicated that advocacy should be practised in both academic and professional life.

The design education agenda, including architecture and interior architecture/design, has changed in the last decades. Their educational practises witnessed advancement in teaching, learning, and communication, which led to a series of advantages for gaining the essential knowledge of technical, social, cultural, and technological issues through studio teaching. The design studio has become the core of architectural design education. Every matter of analyzing, manufacturing, evaluating, and presenting ideas for a solution as a design issue are happening around the design studios.

Teaching in the design studio introduces students to exploring and experiencing what is called 'learning by doing' rather than merely exposing them to the tradition of theoretical teaching. Attaining this "self-critique" approach to learning is an essential tool. In the design studios, enhancing self-advocacy skills, speaking up for one's needs and rights is in high demand as an essential part of rehearsing real-life practise (Aburas, 2019; Afacan, 2012; Ciravoğlu, 2014).

Interior architects are masters of their designs. For that reason, they are in a position to leave their fingerprints on their design projects. Technically, they said they have to be advocates of their design ideas. They need to know how to collaborate, communicate, and interpret their ideas to others. This is probably possible by enhancing students' self-knowledge and finding methods to let them perceive their self-efficacy and later on be self-advocated. Thus, understanding students' self-advocacy and guiding the educators of interior architecture education encourages them to speak up and ask for help without hesitating, i.e., promoting them to practise their self-advocacy skills, is one of the responsibilities of interior architecture educators.

Understanding Self-advocacy can be defined as the capability of speaking up for needs, understanding strengths and weaknesses, knowing what one needs for success, and communicate with others. Self-advocacy is one of the vital success issues/skills for university students in academic and professional life. It is about making own decisions, deliberating rights and responsibilities, solving problems, learning by listening, and so on (Daly-Cano, Vaccaro, & Newman, 2015; Michael & Zidan, 2018; Paradiz, Kelso, Nelson, & Earl, 2018; Hozan Latif Rauf, Gunce, & Ozersay, 2020; Roberts, Ju, & Zhang, 2016).

Students' abilities of effective communication, or what this study named self-expression, is the primary factor of students' success. Because students have to discuss their design projects in front of the instructors and uphold their design concepts during juries or critique times, this "discussion" or "communication" skill extends a long way beyond graduation to professional practise. After all, the nature of design-based education, including the interior architecture profession, requires creative, critical, and socially skilled candidates (Greenwood, 1957; Monbiot, 2017).

Therefore, the self's expression is an essential part of the teaching/learning process in higher education, in general, and particularly in design education that has design studios. Students and instructors in any education process are acting as selves, and 'self' can be defined as a person's hidden and inner side (McCarthy, 2007; Phillips, 1990). Daly-Cano et al. (2015) believe that "self-advocacy is incorporated as a component of the larger construct of self-determination, which is a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed self-regulated behaviour" (p. 215).

Many scholars in the psychological and educational fields dealt with self-advocacy subjects for students with disabilities from childhood to adulthood. Martin, Huber Marshall, and Maxson (1993) stated that since many students with disabilities "receiving special education services don't have an opportunity to learn how to plan and manage their lives; they leave school without a vision for their future. They don't know their needs, aren't aware of their interests... and they do not know how to advocate for themselves." (Martin et al., 1993, p. 54). This explanation has been confirmed by other scholars such as Michael and Zidan (2018).

1.3 Problem Statement of the Study

The rapid changes in education are one of the hot topics in the 21st century. Due to the popularity of interior architecture and its education, it has become one of the required professions, and its education gathered considerable attention in the research (Afacan, 2012, 2013; Gürel, 2010; Gürel & Potthoff, 2006).

In professional life, interior architects need self-advocacy skills to convince the clients and understandably communicate with stakeholders. According to the literature, the

new graduates are twice creative as the experienced ones. However, their communication skills are not at the required level, principally when they are in team works (Duncan, 2015).

Like professional life, one of the obstacles students face during their education is their inability to communicate and engage in discussions related to their courses' content. This is also mainly because the students are constantly flooded with information that pours on them from the social media and the design media, pushing them towards being more the versions of themselves to show to their families, peers, instructors, competitors but not the authentic selves. They are alone in their self-coping mechanisms, where they never know if they are just imperfect or inadequate. Many students hide their inner struggles and tend to protect themselves, seek safety in silence, or pretending. These problems that the students face are not recognized well enough and hence not adequately addressed. The students continue to struggle with advocating for themselves and their creative ideas on their own. This becomes evident when they have to work under pressure or present themselves in front of a larger audience. This kind of educational silence can result in a situation when the students might feel trapped and powerless during their education, which later influences them when they graduate and seek promotional or leadership opportunities as a part of larger teams.

In interior architecture education, similar to other design educations, the students' most challenging place is their design studios, when they face their instructors either during the feedback sessions or reviews. During writing this study in the pandemic era, interior architecture students faced another challenge; interactions with their instructors and their peers in the virtual design studios. For this reason, interior

architecture students need to be good self-advocates and know about their strengths and weaknesses related to their work to explain their ideas and thoughts more independently. Understanding the value of self-advocacy and learning how to successfully self-advocate and negotiate on their behalf promises future interior designers and architects more opportunities to achieve personal and professional aspirations.

In some developed countries like Canada, Australia, and the United Kingdom, there are groups, organizations, and movements with thousands of members try to enhance and promote the parents' and students' awareness of self-advocacy. Either amongst disabled people or non-disabled. "selfadvocacy.net", "People First of Ontario", "selfadvocatenet", "New Vision Advocates", "All Abilities Advocacy Victoria Australia" and "Westernport Speaking Out" are only some examples of these groups, organizations, and movements.

On the other hand, some organizations and accreditations identify the world's interior architecture profession and education. They emphasize the importance of self-advocacy for this field. International Federation of Interior Architects / Designers (IFI), for instance, which is the "global voice and authority for professional Interior Architects / Designers" (URL1), put "advocacy" as a newly added platform in their program. "Health and Well-Being, Resiliency, Social Responsibility/Humanitarianism, Economic Viability (Live Well, Live Small), Environmental Stewardship, Universal Design" (URL1) are some headings mentioned in IFI's new platform.

The Council for Interior Design Accreditation (CIDA) is “an independent, non-profit accrediting organization for interior design education programs at colleges and universities in the United States and internationally” (CIDA, 2018). CIDA mentions that the interior architecture/design program needs some general courses, helping students to be prepared for professional practise. “Communication skills, collaboration, critical thinking” are topics of those general courses and parts of the standards used to assess interior architecture/design programs (CIDA, 2018). CIDA added an advocacy platform under the 2020 platform, the quote, “You asked, we listened” (URL2). They mentioned that ‘active advocates’ could help the interior design profession improve progress by using communication skills and highlighting its value and impact on society and other close professions.

Generally, the subject of ‘self-advocacy’ is associated with assisting individuals with special needs. Because self-advocacy is a tool to speak up about issues and contribute to making decisions in their daily lives, self-advocacy reinforces communication skills and has a significant role in everyone’s life, not just for people with disabilities.

For students with special needs, self-advocacy remains on the top of the list of skills needed in the 21st century. It is also one of the significant skills in education for students’ transitioning from one level to another (Paradiz et al., 2018; Roberts et al., 2016). Test, Fowler, Wood, Brewer, and Eddy (2005) state that in elaborating self-advocacy components, (a) knowledge of self, (b) knowledge of rights, (c) communication, and (d) leadership are at the forefront. It is said that drawings and graphics are languages of designers, which can communicate the ideas and concepts behind design projects (Laseau, 2001); however, advocating for what is designed

requires another form of effective communication to underpin and exemplify the ideas vividly.

There are remarkable researches on promoting students to practise their self-advocacy skills from early-childhood and middle-childhood. Also, there is much literature on self-advocacy on the university/college students targeted students with special needs, especially those with mind syndromes. Many research pieces also dealt with interior architecture education issues, such as the teaching/learning process and the academic curriculum's issues. Nevertheless, the subject of self-advocacy has been overlooked to be learned through the hidden curriculum of interior architecture courses, which is a great advantage in the students' future profession. Unfortunately, there is no academic research on encouraging interior architecture students to practise self-advocacy skills during the education period.

This research emphasizes and deals with these issues. In recent decades, the demand for interior architecture and design has increased dramatically. For this reason, its education has been under the scrutiny of many researchers; several studies were conducted on different topics of interior architecture education during the last decades. None of the studies addressed self-advocacy issues either in their educational career or practicing their profession. Therefore, this study has sought to offer interior architecture educators a guide to help students practise their self-advocacy skills. Using or learning these skills during higher education might motivate and assist students to use them later in their professional life after graduation and be more confident and better fix their foothold in the market.

1.4 The Research Aim, Objectives, and Questions

This study aims to provide an analysis of how students and instructors of interior architecture perceive self-advocacy, which is on its own very emancipating. Finally, as a very modest aspiration and architectural metaphor, this thesis hopes to be a doorway to liberation/freedom and self-esteem for many students and instructors. At the same time, it aims to provide a new way to improve the quality of education in interior architecture design studios by revealing detailed information on self-advocacy. Understanding what it is in essence, how instructors and students understand it, and finally on how it is related to interior architecture education, mainly in the design studios, as a potential tool for empowering students. So, Following the aims mentioned above, the main research question is as follows:

- What self-advocacy components can provide deep insights to encourage interior architecture educators to promote practicing self-advocacy skills by interior architecture students?

Also, this study has many sub-questions that attempts to answer them, which are as shown below:

- What are the barriers to practise self-advocacy skills among students?
- How the students of the Department of Interior Architecture perceive their self-advocacy?
- How does the Department of Interior Architecture look at the significance of Self-advocacy? What is their advice for practicing self-advocacy skills among students of this department?

1.5 Methodology of the Research

This study has a mixed-method approach, and each qualitative and quantitative method has its procedure. The literature on both interior architecture education and self-advocacy subject has been documented. The literature survey method has been used to collect data from the literature. Each of the Google Scholar and Education Resources Information Centre (ERIC) has been used to find self-advocacy literature. Findings from the previous research, self-advocacy has several components and can be considered in promoting self-advocacy skills. Therefore, according to the literature, self-knowledge, self-efficacy, and self-expression were mentioned as key components of self-advocacy skills in an educational medium. They have also been taken as the criteria for examining the cases. This study deals with the necessity of self-advocacy skills for interior architecture students, and more specifically, the light shed on the design studio education.

A case study strategy has been provided for examining the mixed-method approach utilized in this study. Simultaneously, for more assurance of the reality of the results and answering the sub-questions of this study, multi-cases have been conducted. For these cases, the Interior Architecture Department, Faculty of Architecture in Eastern Mediterranean University (EMU), Northern Cyprus, was taken. At the beginning of this study, first-year design studios had been targeted to understand the barriers facing students. For this case, a qualitative approach targeted first-year students. As a data collection method, each of the on-site observations, in-depth interviews, and observing the guest jurors' grading form had been applied.

As the second case, a quantitative approach had been applied with the entire interior design studios. The purpose was to understand students' perceptions of their self-advocacy skills as the close-ended questionnaire done with the students. The researcher provided a questionnaire. According to the components mentioned above of self-advocacy, the questions have been divided into three parts. The results were compared vertically from the first semester to the eighth semester, on the one hand, horizontally between both the English Language Program and the Turkish Language Program. Semi-structured, open-ended interviews were provided to full-time instructors, simultaneously with Ph.D. Candidates who were full-time research/teaching assistants and passed the qualification exam. This was to understand instructors' and research/teaching assistants' opinions on the significance of practicing self-advocacy skills. Furthermore, to understand their opinions on the barriers facing students to apply those skills.

1.6 Significance of the Study

Educational researchers and academicians generally approve that practicing self-advocacy skills in an educational medium is one of the crucial demands in 21st century higher education. The most significant expected learning outcome of the spatial design studio is design skills, which is considered a combination of many variables such as research, analysis, interpretation, creativity and presentation, and communication. These variables are still at the centre of the learning/teaching process in the design studios. The necessity for students' empowerment in terms of self-consciousness as a basic prerequisite for integrated design learning is in high demand.

Self-related terms such as self-advocacy, self-efficacy, self-determination, etcetera. are all derivatives of each other and are under many researchers' interests, especially

in the educational field. Despite this topic's implication in higher education, mainly in interior architecture/design education, there are no academic studies on self or self-related issues and their relevance to spatial design learning. This study attempts to develop a disciplined inquiry to emphasize the significance of self-advocacy skills in a profession's education, such as interior architecture. This study aims to provide a new way to improve the quality of education in interior architecture design studios as a potential tool for empowering students. At the same time, it aims to provide an analysis of how students and instructors of interior architecture perceive self-advocacy, which is on its own very emancipating.

As the conclusion of this section, this study is a significant and new contribution to educational research when education is suffering from the already existing challenges. It is new because it sheds light on higher education problems from two new perspectives, self-advocacy and interior architects' rights/needs for equality. At the same time, it is new for Interior Architecture Educational Research because it is the first-ever study to look at students' needs and rights from self-advocacy.

1.7 Scope and Limitations of the Study

The literature proved that everyone in an educational setting needs to practise self-advocacy skills. Furthermore, educators and students both need to be promoted to practise their self-advocacy skills; thus, this study focused on promoting self-advocacy skills. This study attempts to develop a method to lead interior architecture educators to encourage interior architecture students during their transitions. So, this study focuses on the necessity of self-advocacy skills for interior architecture education. For this purpose and as the current research scope, the intervention studies promoting self-advocacy components in post-secondary education have been targeted. Despite this,

as the first limitation for this study, only those studies have been reviewed to promote self-advocacy skills in higher education. After that, three key components that have a crucial role in promoting self-advocacy in the educational setting, self-knowledge, self-efficacy, and self-expression, have scoped this study's criteria.

This study has a case, which is interior architecture education, and Eastern Mediterranean University has been taken as a sample of this case study as the scope. Moreover, the design-studio courses focus on this study, so the non-studio courses were out of the scope. However, all of the design studios were targeted in this study. The sample study educators, merely the full-time instructors and the research/teaching assistants who passed the Ph.D. qualification exam, have been considered. Therefore, to understand this study's inclusion/exclusion criteria, the below table has been prepared.

Table 1: Inclusion/Exclusion Criteria of This Study (by Author)

Inclusion Criteria for this Study	Exclusion Criteria for this study
Department of Interior Architecture, Faculty of Architecture, EMU	Other departments from the Faculty of Architecture
Under graduation students from first-year/first semester until fourth year/second semester	Master students of the Department of Interior Architecture
Full-time instructors	Part-time instructors
Research assistants who passed PhD qualification exam.	Research assistants who do not yet entered the PhD qualification exam and those who are doing master.
Design Studio Courses	Non-based design studios Courses and theoretical courses
In documenting literature, peer-reviewed articles that having a mixed-method or qualitative method has been considered	Single-reviewed or non-reviewed articles, that have a quantitative method
Intervention studies that promoting self-advocacy or at least one of its components	Non-intervention studies

1.8 The Structure of the Thesis

As the overall thesis structure, it is divided into five chapters, in which each chapter provides specific information. The structure of the thesis is as below:

- **Chapter 1:** presents a comprehensive overview of the study, the rational problem behind the study explained in the first section. The study's background explains both interior architecture education and self-advocacy issues and the relationship between them described. The problem statement, aim, objectives, research questions, and methodology are demonstrated to understand how this study was conducted. This study's significance has been mentioned to guide readers why they have followed such research like this. This study has many scopes and limitations, so and they are mentioned one by one.
- **Chapter 2:** literature surveyed on interior architecture education and self-advocacy and reasons for utilizing self-advocacy skills in interior architecture. Understanding interior architecture education, the historical background on interior architecture, the beginning of its education, and the stages of developing it have been discussed. On the other hand, for understanding self-advocacy, this study revised the literature on self, self-issues, self-advocacy skills, and the scoped components of self-advocacy. It provides the most significant key-components of self-advocacy that could promote in educational settings. The 21st-century students' role in learners-facilitator relationships has been illustrated as the transition between these two topics.
- **Chapter 3:** This chapter provides the overall methodology of the study. Then, the researcher's role has been clarified, and the case study's explanations take place after it. This study's participants, their population, and their sample size are clarified

with these samples' procedures. In the end, the software instruments applied in this study have been described.

- **Chapter 4:** this chapter delivers all findings and discussions on the findings. In general, the two phases, which are literature review and cases, are separated. Phase I, the need for self-advocacy in interior architecture education has been examined, and then the components of self-advocacy have been identified. Hereafter, the findings of the cases that are the second phase of this study are explained. In the first case, the barriers to practising self-advocacy skills have been listed, and based on this, an approach designed as a guide for interior architecture educators to encourage students to practise their self-advocacy skills. Later, the findings of the questionnaire were presented, which is the second case. By taking instructors' and research/teaching assistants' opinions that are the third case of this research, the approach modified and suggested further ideas to be applied in interior design studios to promote students' practise on self-advocacy skills.
- **Chapter 5:** This chapter offers the summary, conclusion, and implementations for further research. At the commencement of the chapter, the thesis's summary is clarified, the conclusion of the findings' most significant points, and their discussions have been established. In the last section, the recommendations for further studies have been offered as well.

The conclusion chapter comprises a background on the study, area of the study, problem statement, research aim, objective, and questions. Also, it includes the methodology of the study, which highlights the general design of this study and the procedure of analysing the collected data. Finally, the chapter also covers the study's significance, scope and limitation, and thesis structure.

Chapter 2

INTERIOR ARCHITECTURE EDUCATION AND SELF- ADVOCACY

2.1 Introduction

This chapter aims to clarify and elaborate on data, terms, and concepts related to interior architecture education and self-advocacy. To understand interior architecture education, one can start with its background, developing interior architecture education. Therefore, in the following sections, each of the design studios in interior architecture education and students' role has been illustrated despite the topics above.

2.2 Background of Interior Architecture Education

The education of interior architecture has not gathered more attention until the late 19th and the beginning of the 20th century. The first interior decoration and, later on, the interior design emerged. The history of interior decoration education started in the late 19th century. After increasing care for interior decoration in buildings, it was studied in educational mediums within two years. Later on, it grew and branched into interior design. By the 1920s, the interior design had its educational program, and so did interior architecture. So, interior architecture is considered a young profession relative to the others (Demirbas, 2001; Guerin & Thompson, 2004). As an example of Middle East countries, Turkey has paid attention to interior decoration/design/architecture education in the late 19th century.

The first institution that put interior decoration education in the academy's frame was the State Academy of Fine Arts in 1883. After that, its name had transformed into Fine Arts Academy in 1928. By this, “it became the first higher education institution having the Academy's name and status” (Fitoz, 2015).

Cunningham (2015) narrated one of the early interior designers, Florence Karasik, in New Jersey. Karasik opened her home as an interior design office in 1965. She received a complaint from the borough’s zoning ordinance officials. Her case went to court, and ultimately, the Superior Court stated that “Interior designing has not as yet reached the plateau where it may be called a profession” (p. 25). Since establishment as a profession, interior architects have faced many challenges in the ownership of their rights. The profession’s educational programming can have a phenomenal role in this matter. The issue of having an intact identity of interior architecture can be perceived in the ongoing discussions.

Interior architecture, both as education and profession, has its own culture. This delicate situation necessitates more speaking up for needs and defending rights in interior architecture. Besides the weak credibility and variable legality of the interior architecture profession, some people view interior design as more feminine, shallow, and imitative than architecture, which they believe is more rational and original. As such, interior design is considered the lesser of the two (Havenhand, 2004). In 2020, because Covid-19 designing the interior spaces’ quality of creating the occupants' well-being and healthy life has demonstrated its significance during the Quarantine time. For this reason, people better understood well-designed interiors where they deserve to stay at for months.

External confrontations, especially with architects who practise the interior design profession, hindered its early identity and superiority (Dawkins, 2014). Compared to the idea from hundreds of years ago wherein ‘master builders’ were capable of designing and building, today’s architects remain the main competitors to interior architects and interior designers when they perform both skill sets (Dinsmor, 2008). Besides the profession’s outside rivals, there is a segregation between what is called interior design and what is called interior architecture.

These struggles are why interior architecture has yet to be recognized or practised officially in some countries. For instance, the Architect’s Act is legislation in Australia that makes it illegal for anyone to hold the title of architect other than registered architects. Consequently, “in Australia, interior design practise is unregulated, and interior design education is unaccredited. Some Australian universities have changed their programs to interior architecture in an attempt to distinguish their programs from interior decoration and design qualifications offered by the vocational sector” (Perolini, 2011).

However, launching any profession should start with its education. The profession's main goal is to prepare individuals to practise their profession in society and motivate them to function as responsible citizens in their local environments and care for a better world. Because design studio is the heart of interior architecture education, it can be targeted to understand its role in this/such education.

2.2.1 Design-Studios & the Role of Students in Interior Architecture Education

Interior architecture education is similar to other design educations in terms of the design studio's experience, dissimilar from non-design disciplines. Hence, its teaching/learning process is conducted laterally with design activities, a form of

problem-solving where individual decisions are made toward the fulfilment of objectives. Problem-solving activities are central to the development of interior architecture teaching. Different from other problem-solving activities, design problem solving is concerned with ill-defined problems, searches for an adequate solution within a large space of alternatives by developing a set of 2-D or 3-D. The creative process balances purposeful analysis, imaginative idea generation, and critical evaluation (Afacan, 2012, 2013; Ardington & Drury, 2017). The design process in studios is defined as a series of preparations for projects based on the reflective learning environment (Gunday Gul & Afacan, 2018; Schön, 1985; Sipahioglu, 2012).

Salama (2016) defined design studios as “numerous occasions it allows students to engage in a dialogic learning process with peers, practitioners, and community members. Furthermore, such first-hand local collaboration can invigorate social change and promote local stewardship of and pride in the built environment” (p.240). Fernando (2007) mentions that the role of studio experience is of great importance. Ideally, design studies should enable learning processes to gain a deeper insight into a design project's complexity. Design students immerse themselves in a design project in the studio environment, understand multidimensional design issues, and ultimately arrive at a complete design solution. They have to discover the different problem-solving models and apply theoretical and technical knowledge to creative, practical, unique, and humane design solutions. In the phase of design education, the design studio exists in several contexts: it is an artist's studio in which aesthetic and creative ideas are materialised; it is a laboratory in which construction techniques are experimented with; it is a philosophical scene in which design theory is explored; it is also a social laboratory in which the relevance of the human and socio-cultural aspects

of a project is discussed and applied. Although different, these different sets must exist simultaneously to obtain a full study experience and meet the need for a broader and comprehensive design studio training.

According to Obeidat and Al-Share (2012), interior architecture education is in a studio setting like architectural education due to similar teaching and learning activities. The interior architecture educational program has produced a particular environment that can be summarized as lecturing, representing, and practising. It is different from a traditional classroom. Several educational theorists since the 1980s have emphasized design studio as a symbolic milieu for the practise of learning. This setting is based on design problems and puts students at the forefront of the learning process. In other words, it is a student-centred approach. From this perspective, students experience a ‘complex social-cultural environment’ when working in the design studios (Hozan Latif Rauf, Gunce, & Özersay, 2019; Schön, 1987). Donald Schön (1985, 1987) claims that design studio learning is “education for reflection in action” and a “model broadly applicable to other professional education” (Schön, 1987). Based on this, ‘learning by doing’ (Dewey, 2009) occurs during any project design. Students also have to communicate the problem and potential solutions to their instructors during desk-critiques or their peers when interacting and discussing the design studio project. For this happen, students should understand their needs and goals. Even before focusing on the outcomes, they first should acquire sufficient awareness of themselves, and then knowledge about the projects. Design studio for interior architecture can be seen as both a learning and a social environment that assists learning and teaching during both the regular design-studio time and the students’ spare time. Also, it functions both as a problem-solving learning model and as an

environment where interactions and communication happen (Demirbas & Demirkan, 2000; Obeidat & Al-Share, 2012; Hozan Latif Rauf et al., 2019).

In interior design, students come up with solutions to their design problems, and they have to talk about problems, concepts, and solutions when attempting to convince their instructors of the validity and value of their design projects. This process is very similar to what they have to do in their career after they graduate. Metaphorically speaking, students should view their instructors as clients when they discuss their projects. A learning process is a constructive approach described by Christian (2019) as “allowing for experimental and creative thinking, but not always allowing students to evaluate their work with actual stakeholders”. There are some assumptions for this learning process to be successful. Firstly, it affects how students perceive themselves as interior architects during project presentations. Secondly, this may cause ambiguity about their imagined self, and it may leave them wary during communication with jury members. Either way, students have the opportunity to become familiar with how their future life will feel when they participate in the activities of communicating, discussing, and defending their ideas in the design studio. In this way, the design studio can closely simulate the days of a real-life professional.

The design-studio setting also requires students to be armed with knowledge synthesized from their previous and current lessons in various subjects. When this occurs, design studio students are expected to present their ideas, both visually and verbally, coherently and formally and informally. For this reason, teaching awareness through design studio courses and making students raise their voices and have good communication now with instructors and other students as practise for their future

interactions with clients and design teams builds self-advocacy skills. Interior architects significantly demand these skills.

One of the preliminary aims of higher education is to promote students' academic and personal performance. The standard knowledge transfer of education systems may not be enough when students face collaborative work environments. Many students and graduates lack something that is not prescribed in curricula, which relates to communicating what they may design or think and have enough courage to describe their strengths and weaknesses (Cohen, 2006; Hil, 2007; Hirschy & Wilson, 2002; Ramaley, 2014; Veltri, Banning, & Davies, 2006).

During the entire period of training in interior architecture education, the design courses occupy the most important place, since both the educational and professional stages of interior architecture start mainly with the design process, which is decisions and abstract ideas about them. In the late 20th century, there are notable transformative impressions and many critical approaches to design-studio and its components (students' role, teaching methods, its physical environment...etc.). Nonetheless, up to the present time, the design studio is at the core of the design-based education's curricular structure and is considered the standard for interior architecture education. Inside the design-studio environment, communication happens between the teacher-learner and learner-learner, and the learners form their learning (Adıgüzel Özbek, Melikoğlu Eke, Yücesan, & Ozar, 2018; Pasin, 2017).

Gasco (2009) argues the design studios believe that studio models are essential fundamentals and named them as "environment provider of a cooperative design awareness". Schön (1985) exemplifies the design studio as the place of reflection in

action that aligns with Dewey's "learning by doing" in daily review (critique-time) and feedback time (crit or jury time). He argues the necessity of speaking up on what a student thinks about her/his project to explain and clarify it in front of jury members. He defined the role of the student as an active expert. If this explanation is mentioned above being coined, it would have the same consequence of Mead's definition of 'self'. So, students' role in their design studio has to be as self and act as actors for dynamizing their design studio's environment.

On the other hand, time-wise, working in design studios has 8 to 12 hours/week and twice/week. This leads students to work by themselves and receive guidelines from their instructors during class-time. So, if the students could not communicate with their instructor and not explain what s/he thought, understanding the design process for any project will be difficult (Demirkan, 2016). Also, Demirkan and Demirbaş (2010) believe that design education should allow different learning experiences that highlight different learning scales during the design process. The aim is to raise the awareness of design studio instructors of the scales of learning, leading to greater flexibility in improving communication between instructors and design students.

Kusumowidagdo (2019) mentions the student-centred model as the newest approach to the teaching/learning process. This is easily applicable for interior design studios in the frame of problem-based learning, problem-solving, and project-based learning process. The design process in interior design studios has many variables. The first variable is students' learning goal orientation that is biased by their 'self' evaluation. Consequently, the priority for these variables is students' being self in terms of "thinking, judging, interpreting and explaining" their idea in front of the instructors.

Another variable in enhancing the design process in the interior design studio, as Sidawi (2012) stated, is social interaction and communication that might lead students to creativity in their design process due to working in the design studios.

To sum up, students' role in their design studios to be the main actor in the design-studio. Hence, they have to act as their authentic selves to be good decision-makers in the design process. On the other hand, due to minimizing spending time in the design studios and applying the student-centred approach in the 21st century, interactions and communications can promote students' success in design projects. Consequently, understanding these interactions and communications, below the role of students in the learner-facilitator relationship, has been illustrated.

2.3 The Role of Students in Facilitator-Learner Relationships in the 21st Century Learning Process

Learning perspectives are ideologies and opinions of experts that are theoretically based on learning in educational environments. Some of them focus on the learning process and others' interactions, independence, and socialization in learning mediums. As Pritchard (2017) mentioned, every educator has to be familiar with theories to set her/his teaching/learning strategies in their classroom. Meanwhile, Kay and Kibble (2016) believe that these theories can help teachers/facilitators build an appropriate relationship with their students/learners, find out exact students' learning outcomes, and set up a suitable curriculum that lets them be involved in their classes.

As mentioned, many ideologies focus on the learning process, others on the classrooms' interactions, and others' self and surroundings. This study has concentrated on learning perspectives related to self and interactions in educational settings of

Interior architecture students' connections with others and learning processes in interior design studios. Consequently, choosing these opinions based on correlations of the self-related issues-learning process-interior architecture education.

Even before Christian, discussions about self-related issues had been implicitly done, particularly from famous philosophers such as Socrates, Plato, and Aristotle. Table 2 below illustrates Plato's concerns about educational principles that coincide with self-related concepts.

Table 2: Interpretation of Plato's Educational Principals into Self-Related Issues Key-Concepts (Aloni, 2003), interpreted by Author

Plato's Educational Principles	Self-Related Issues Key-Concepts
Nothing is more important to human beings than the concern for their human image and their character's nature.	Self-Imagination is one of the key components that led students to perceive themselves better in their future.
Human freedom, morality, and happiness are a consequence of expanding knowledge, and therefore intellectual education should be at the core of Man's education.	Freedom may lead students to be empowered to be more self-expressed.
Good human life depends on the power of wisdom to dominate the elements considered more inferior (such as drive, emotion, and imagination), and channel them into realizing aims that reason identifies as worthy.	In the frame of self-expression, negotiation and being assertive instead of aggressive, and controlling one's emotion, is one of the conditions of being with a high level of fixing oneself.
The beginning of all knowledge is human beings' self-awareness of the limits of their knowledge.	Self-knowledge is the first and foremost key-thoughts of being self and a feel of wisdom.

<p>The good teacher does not put the right answers into his students' minds or mouths but leads them towards an inquisitive and focused dialogue so that they will themselves discover the truths, whose vitality, once accepted, will be maintained in their memory for life.</p>	<p>Letting students explain what they think about led them to have self-trust and feel free to be themselves in their educational areas.</p>
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Therefore, education in ancient philosophers' perspectives focuses on the individual's autonomy, freedom, self-efficacy, and self-knowledge. The central assumption of humanistic education is that people have to act with morals (David, 2015). Veugelers (2011) argue that humanistic education is an apprehension between individuals' autonomy and social developments. So social developments may not be obtained without a durable and critical autonomous self. Also, Veugelers (2011) believes that autonomy progress favors the individuals without inserting social transformation, not humanity. For this, autonomy and social concerns have to be investigated as interconnected. Freire (1985) stated that autonomy growth should be set in all social change processes. As a result of the process, as mentioned above, means that the learning process is an identity enlargement in a reflective and dialogical manner in a social context, instead of technical-instrumental reasonableness.

To coin the meaning of autonomy in the educational environments, having democracy in the classrooms in terms of self-expression and practising dialogues, diversity, and identity developments amongst students are the components of autonomy. More detailed, Kerr (2002) mentioned that education has an important role in creating an autonomous environment for students. He divided the components of autonomy into two pillars, which are self-help and being free. Self-help means students search for the problem and do it by themselves to learn. Furthermore, the instructor's role is to guide

them on starting and highlighted during the study. According to Ellerman (2004), being free in education is autonomously development on the capacity and interest for learning on one's own. By this, one can feel free wherever and whenever s/he wants to start, which is parallel with the self-advocacy definition.

While Ulstad, Halvari, and Deci (2019) state the role of motivation that has a huge impact on both sorts (intrinsic and extrinsic) in students' performance, wellbeing, class participation, and efforts. By this, students are directed to be self-trusted, free, and active independently.

Social interaction is another aspect of the application of humanistic education. Veugelers (2011) believe in having a huge dominance of embedding morality developments, meaning-making for dialogues, and diversity, which are the key components of social interactions in an educational environment. However, Aloni (2003) has faith in self-knowledge, self-trust, and self-expression in the frame of interpersonal dialogue, which are principles of social involvement.

However, under the significance of these perspectives, student-centred learning has become a widespread approach in contemporary higher education. Also, it can be easily applicable to interior architecture education. The design studios are the centre of applying problem-solving and problem-based learning. These are methods of the teaching process in a student-centred learning approach. The purpose of applying it is to let students act and make their own choices guided by instructors. Instructors are in the facilitators' role, i.e., students should act as a self in their design studios rather than an individual (Zairul, 2020).

2.4 Definition of Self and Self-Related Issues

Self is an actor that has a process of acting. For understanding the 'self', firstly, this study provides explanations on the 'self'. Later on, the definition of self-identity. Also, the study attempts to clarify the issues facing individuals to be self.

2.4.1 Self as its content

“To know thyself is the beginning of wisdom.”

Socrates

An Individual's reflective consciousness to her/himself is the definition of one's self. Self, self's issues, self and identity, and steps of self-identity are tip topics amongst philosophers, psychologists, socialists, and socio-psychologist. There are remarkable definitions of self from philosophical, psychological, and social aspects. The sum-up of those definitions could be as; every individual that acts concerning her/himself, others, and society can be called 'self'. The sense of self starts with looking at herself/himself as an object, acting toward it, and explaining it (Blumer, 1986; Gana, 2012; Guenther & Alicke, 2013; Mead, 1934).

Dealing with self dates back to the 4th century BC. It started with Socrates' ideas around self-knowledge. He considered knowledge on one's itself as a pearl of wisdom, the beginning of a happy life, and the light of honesty. Sani (2010), depending on Socrates' opinions on self, argued that the one who knows on herself/himself approves one's own identity.

David Hume (1711-1776), a Scottish philosopher and father of the pragmatist tradition in the philosophy of mind, recommends that the self is intangible, not visible, and not

touchable. He concludes that the 'self' is not an object per se. It is merely a momentary feeling and perception, sensory and perceptual impression (Sani, 2010).

However, amongst psychoanalysts and therapists, self-analysing is a hot topic. Sigmund Freud (1856-1939), one of neurologists and psychoanalysts, was interested in analysing the self. He believes that the 'self' comes out through corresponding ones with others unconsciously, and adjusting this self's attitude then consciously transacts with her/his surroundings. Also, he has faith in an individual's thinking of each other and developments that occur in a human's body that are parts of self's developments (Heller, 2005).

Carl Rogers (1959), in his theory "A Theory of Therapy, Personality, and Interpersonal Relationships, as Developed in The Client-Centred Framework" clarifies the 'self' term, further, he believes that 'self' starts to exist when 'I' be in the process towards 'me'. Feeling to what is in surroundings, symbolizing I's thinking, explain in the milieu by communicating to other self, and be an independent person (Rogers, 2013).

The origin of the social concept of 'self' belongs to George Herbert Mead (1934) and his theory "theory of the social self". Mead believes that every individual can develop to be a self through three activities, which are language, play, and game. Here, language means communicating and expressing whatever an individual thinks and decides about an object or him/herself to let the audience, who has to be another self to listen, interpret, judge, decide and explain. When describing the play, he argues that it would be self-development to encourage people to take on transformed positions, visualize and convey the desires of others. An individual may internalize others' perspectives during role-play and understand how others feel about themselves and

others in several social contexts. In addition, Mead (1934) describes the game pillar as establishing oneself by allowing people to understand and respond to the activity's rules. Self is generated by recognizing that rules must be followed to win the game or be successful in an interaction.

Moreover, Mead (1934), in describing 'self' mentions:

The self is something which has a development; it is not initially there, at birth, but arises in the process of social experience and activity, that is, develops in the given individual as a result of his relations to that process as a whole and to other individuals within that process. (Mead, 1934, p. 135).

According to him, a man should take subjectivity and objectivity of himself at the same time. When an individual can think about her/himself and have an impersonal attitude towards her/himself, this individual will have 'self-consciousness. By this, it could be the separation of self from organism individuals. He believes that to describe the one's objective side of itself, s/he should communicate either to her/himself or to another self. Here, communication does not mean what is directly used to describe gestures. Thus, symbolic communication dominates and transfers to meaning.

Blumer (1969), who is found as a coiner to Mead's opinions, named this symbolic communication as "Symbolic Interaction". Blumer (1969) in his book 'symbolic interactionism' discussed Mead's idea of self and believed that the individual that think, judge, interpret, and explain an object, either this object is her/himself or another self can be an actor, in terms of acting towards an object. Blumer (1969) spoke about Mead's opinion on self and said, "I wish to stress that Mead saw the self as a process and not as a structure"(p. 62). From this point of view, the individual acts towards itself and develops itself, leading to creating the 'self'.

Bernstein & Elizabeth (2018) explain Baumeister (1998)'s concept that the 'self' manifests in three ancestries: first, the self serves as a vehicle through which we relate to others; this interpersonal being encapsulates all our interpersonal relationships and interactions. Second, the self is the basis upon which we enact agency and comprise the root that causes decision-making in our lives. Executive function yields experience in which we are active participants rather than passive observers in our lives. Third, people attend to their consciousness and source of cognition to form a basic concept of oneself (Bernstein & Elizabeth, 2018, p. 367).

Gana (2012), in his book, mentioned that the self exists in two forms; "I-Self", which is a known part of any individual, and "Me-Self". Here, the "Me-Self" contains three subdivisions which are "material self, social self, and spiritual self". The material self is the body of self, social self is nitrating self with society, and the spiritual self is the soul of self that thinks and imagines oneself (Gana, 2012).

To sum up, of the discussion mentioned above, it is obvious that to introduce a 'self'. It needs a definition of the self with an identity. According to literature, a self's identity can be summarized in three levels: a) self-visualization, b) self- consent, and c) self-constancy. All steps will be explained in the next part of this chapter.

2.4.2 Definition of Self –Identity

Self includes the series of thinking, judging, comparing, decision, interpreting, and explaining the process, so a 'self' needs to identify herself or himself. As mentioned in the previous section, to introduce oneself, he/she may pass through three steps to fix her/himself in a big picture in society. Here, the process of self-identity starts with self-visualization, and reach on top by self-constancy, as expressed below:

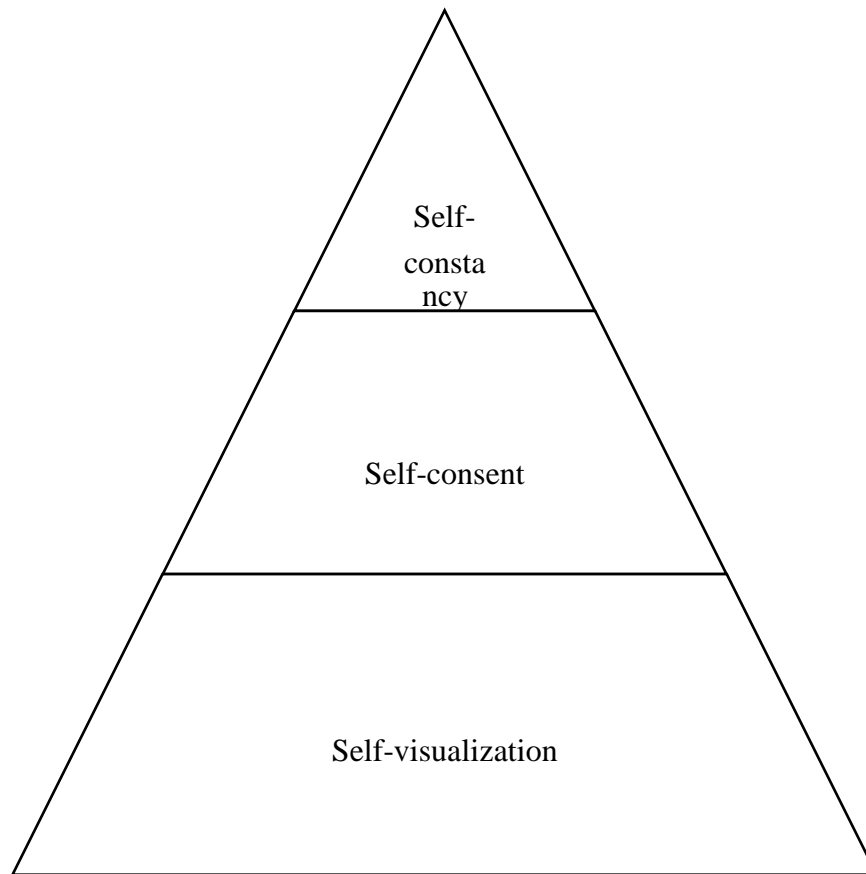


Figure 1: Steps of Self's Identity conducted by Author

Identifying a 'self' needs three steps, self-intuition, which is a base of these steps, as shown in figure 1. First of all, for a 'self' to be known by others, it needs to be perceived by itself. Each of these steps containing several other steps.

A. Self-visualization components

In the beginning, one should have a concept on her/himself. So, self-concept is the understanding of oneself towards her/himself, to be able to understand others' opinions about her/himself and her/himself's opinions on others. Many types of research have defined self-concept. For instance, Wicks (2017), in his Ph.D. thesis, defined self-concept as "the cognitive representations that an individual has of himself or herself" (p. 10).

Self-concept can be structured into two divisions; general self-concept and academic self-concept. General self-concept is the overall understanding of oneself throughout social interactions depending on others' opinions on oneself. Nonetheless, academic self-concept is the one's understanding of herself/himself on their abilities and their achievements according to others' points of view (Green et al., 2012; McCONNELL & Strain, 2007; Wicks, 2017). Here, the individuals look at themselves according to their surroundings' opinions, and in the next step, one's expecting her/himself according to her/his imaginations on her/himself.

As far, the imagination of one's itself is the second important step of one's expectation of her/himself. Self-image for Nair (2016) "is how you see yourself. This may be how you see yourself physically or your opinion of who and what you are, normally called self-concept. It is important as it affects your self-esteem and confidence" (Nair, 2016, p. 75).

According to previous studies, there is a strong parallel relationship between students' self-image and academic success. Although students' experience can improve self-image, they are also strongly influenced by their family, educators, and friends (Nair, 2016; Nalavany & Carawan, 2012; Schunk, 2003; Schunk & DiBenedetto, 2016).

However, self-perception also is one of the points of the expectation of the 'self'. Self-perception is consumed throughout social interactions amongst individuals. A differential one can react to her/his attitude controlling her/his changes (Bem, 1967; Ertac, 2006; Mead, 1934).

Cheng, Fung, and Chan (2009), supported that those respondents with positive self-perception have more psychological well-being than others looking at the dark side of their lives. If this study is interpreted in academic life, it is obvious that students with a positive attitude will be more successful in their profession.

Chevalier, Gibbons, Thorpe, Snell, and Hoskins (2009), in their study on “Students’ Academic Self-Perception”, demonstrated that students' perception literally could be improved through passing the earlier semesters. As they state, first-year students’ perception just displaces 0.35 of their real future lives, while in the last stage of their study, students’ perception and their actual life are mostly close to each other.

For perceiving one’s self, he/she should be understood by itself. So, these steps of self-expectation are understanding a person’s ability to activity and her/his ability to be an adapted self among their groups.

B. Self-Consent Components

However, the second step of building ones’ identity is to be self-consent. So, it is one’s thought about her/himself despite failures, mistakes, and shortages that one accepts her/himself. In this step, an individual may go through some small steps to fix her/his identity more.

Carson and Langer (2006) believe that one of the vital features of self-acceptance is “the ability and willingness to let others see one’s true self. Living mindfully entails living daily life without pretence and without concern that others are judging one negatively” (p. 31).

As the beginning of accepting oneself, the individual should be compassionate towards her/himself. Thus, self-compassion is one's reaction to either an unwanted or adverse event with all kindness, mindfulness, and awareness (İskender, 2011; Neff, 2012). Kristin Neff (2003), who is the pioneer of self-compassion, divided it into three constituents, which are self-kindness, being kind, and understanding one's self, if there are any fail, suffer, or inadequate rather than being self-criticism (Neff, 2011, 2012; Neff & Dahm, 2015). When a person makes a mistake or fails in duty, s/he isolates her/himself from surrounding. One of the huge challenges of self-compassion is accepting one's mistakes and shortages by her/himself to keep staying amongst others (Neff, 2011, 2012; Neff & Dahm, 2015). And then, mindfulness, thinking, and accepting the failures or problems as they are. Thinking of solving them, converting negative thoughts to positivity, sweeping all aversive reactions. By this, a channel could be opened to increase one's self-worth, which is another significant matter in one's self-consent (Neff, 2012; Neff & Dahm, 2015).

Self-worth can be defined as the foundation of one's beliefs in her/his abilities towards their matters. It is related to the human being's inside thinking about her/himself without being affected by others. As a consequence of this, self-worth and self-esteem can be confused and are used as synonyms of each other. Despite this confusion, students without self-worth cannot reach their self-constancy for fixing their identity in society.

C. Self-Constancy Components

Self-constancy contains many levels in holding anyone's personality. Self-regulation, self-determination, and self-advocacy are those levels that are required for one's steadiness. With this stability as self-identity, one can perform her/his performance to

achieve more success in their academic life. So, below, the role of each component mentioned above of self-constancy has been illustrated.

Self-regulation points out that the level of students' successfulness is "metacognitively, motivationally, and behaviourally active participants of their learning process" (Kitsantas, Winsler, & Huie, 2008, p. 42). In references, self-regulation has been mentioned as teaching/learning methods or strategies in encouraging students' performance, particularly for freshmen students (Weinstein, Acee, & Jung, 2011). Self-regulation from a social cognitive standpoint contains setting definite goals, utilizing task strategies, self-observing, and self-thinking on achievement outcomes (Kitsantas et al., 2008; Weinstein et al., 2011).

However, self-regulation is one of the demands of preparing students for society. It is a direct link of self-determination that lets students be goal-directed with their societies' skills and attitudes (Shogren, Wehmeyer, & Lane, 2016). So self-determination is one's higher statue of self-constancy.

Self-determination is a critical constituent of students' transitions, either from high school to higher education or educational life, to practise their careers (Moore & McNaught, 2014; Test et al., 2009). In most of the literature, self-determination and self-advocacy have been used synonymously. Moore and McNaught (2014) describe self-determination as a comprehensive explanation that includes many sub-components such as "decision-making, problem-solving, goal setting and attainment, self-advocacy, self-awareness, and self-regulation"(p. 247).

Nonetheless, in substituting the expression mentioned above in design education, explained in the next chapter, during the review (daily critique) and feedback (jury time). The student who has more self-consent can secure improvements as much as s/he desires if not having negative critiques by instructors because they may negatively impact students' performances and achievements. However, self-determination and self-advocacy are parts of each other. Self-advocacy is the bold point for one's self-constancy. As a scope of this study, self-advocacy has been taken according to it in the education setting, particularly in higher education. So, in further chapters, self-advocacy has been explained deeply, as shown below.

2.5 Self-advocacy

After civil rights in the 1950s and 1960s, the self-advocacy movement was demonstrated. The emphasis on regularization and 'deinstitutionalization' in the 1970s and the self-help movements of the 1980s encouraged the need for the self-advocacy movement for adults with disabilities in the United States.

Although there are many definitions for self-advocacy, it can be defined as the capability to communicate personal or professional needs and goals to others (Balcazar, Fawcett, & Seekins, 1991; Daly-Cano et al., 2015; Getzel & Thoma, 2008; Hart & Brehm, 2013; Michael & Zidan, 2018; Paradiz et al., 2018; Hozan Latif Rauf et al., 2019; Schreiner, 2007; Test et al., 2009; Van Laarhoven-Myers, Van Laarhoven, Smith, Johnson, & Olson, 2016; M. L. Wehmeyer & Shogren, 2016), and to discuss in what one has faith in (Alliance, 2010; Hayden & Shoultz, 1991; Kinney & Eakman, 2017; Longhurst, 1994; White, Summers, Zhang, & Renault, 2014). Moreover, to discuss what one has faith in (English, 2012; Phillips, 1990; Roberts et al., 2016; Ryan & Griffiths, 2015; Sievert, Cuvo, & Davis, 1988; Williams & Shoultz, 1982). Also,

self-advocacy is a social activity that promotes equality and independent recognition as a mature member of society (Neale & Test, 2010; Rhodes, 1986; Rowe et al., 2013; Stamp, Banerjee, & Brown, 2014; Van Reusen, Bos, Schumaker, & Deshler, 2002). As well, it is awareness of ones' strengths and weaknesses and the potential for using this awareness to make positive changes in academic mediums (Hartman, 1993; Lee et al., 2011; Luckner & Becker, 2013; Lynch & Gussel, 1996; Martin & Marshall, 1995; Test et al., 2005; Walker, 2010; ML Wehmeyer & Berkobien, 1991; M. L. Wehmeyer, Palmer, Shogren, Williams-Diehm, & Soukup, 2013).

There is controversy among some researchers about self-advocacy and self-determination. Remarkable literature sources have identified self-advocacy as one of the components of self-determination (Algozzine, Browder, Karvonen, Test, & Wood, 2001; Furney, Carlson, Lisi, & Yuan, 1993; Michael Wehmeyer, 1992; ML Wehmeyer & Berkobien, 1991; M. L. Wehmeyer, Palmer, Lee, Williams-Diehm, & Shogren, 2011; M. L. Wehmeyer et al., 2013). According to Field (1996), there is an overlap between self-determination and self-advocacy. Later, Zubal, Shoultz, Walker, and Kennedy (1997) demonstrated how self-determination is a sub-skill of self-advocacy. Whatever the dissimilarity is, both self-advocacy and self-determination are imperatives for the transitioning of students from one level to another (Test et al., 2009). These skills will be in the highest demand in the transition from the adolescent stage to adulthood, from high school to university level (Roberts et al., 2016; Test et al., 2005).

This movement encouraged people with disabilities to have the independence to encourage people with disabilities to have independence and be responsible for their social activities. Furthermore, the first conference held in Salem, Oregon, in 1974

provided an opportunity for problems of individuals with special needs, in terms of advocate for the individual as group rights, to have been discussed. “The independent living movement also fostered self-advocacy and provided a springboard for adult self-advocacy activism” (Test et al., 2005, p. 43).

According to Test et al (2005), literature in both disabilities and educational studies, self-advocacy is vital to promote students’ success and transition into independent life. Test and his colleagues (2005) try to develop a conceptual framework of self-advocacy by reviewing the literature and input from participants. They collect all studies from 1972, which the word of self-advocacy, exchangeable, used for self-determination, until 2004. They applied many limitations for documenting the literature, such as, “Articles were published or in the press in a peer-reviewed journal... Participants in the study were individuals with a disability classification. Studies described data-based (quantitative or qualitative) interventions intended to promote self-advocacy or a component of self-advocacy...” (Test et al., 2005, pp. 44-45). Despite that they reviewed More than 150 studies that were non-intervention studies “to gather background information on the concept of self-advocacy”(Test et al., 2005, p. 45) for persons with special needs.

Test et al (2005), after reviewing all literature on “self-advocacy interventions”, showed one by one all definitions of the studies on self-advocacy. In the end, self-advocacy is defined as one of the crucial demands for education. According to Test et al (2005), documenting the literature for them delivered the preliminary references for their self-advocacy conceptual framework. Nevertheless, they hunted for effort from investors on working drafts of this conceptual framework. They accumulated requested feedbacks from more than 30 participants, who are “representing

researchers, teachers, parents, adults with disabilities, and curriculum developers in the areas of self-determination and self-advocacy” (Test et al., 2005).

According to Test et al (2005), each knowledge of self, knowledge of rights, communication, and leadership are self-advocacy components. Knowledge of self and knowledge of rights is the fundament of self-advocacy. Individuals without having information on themselves cannot explain their demands to others. After that, communication is another component to discuss their knowledge of themselves and their rights. Communicating the information with others through compromise, insistence, and solving problems solving significant means is critical to self-advocacy.

The last component for self-advocacy is Leadership, who can learn from advocating themselves to advocating others in groups—learning how to explain their strengths and their demands concerning each other's help to encourage others in the group setting.

According to Test, et al (2005), the first step towards self-advocacy is knowledge, awareness, or understanding one’s strengths, needs, and weaknesses. Students with disabilities should know about their disabilities, learning styles, terminologies of disabilities, and their classrooms' places. Moreover, the students with special needs have to review the disabilities' impact on their academic and social performance. From this point of view, they have to classify the strategies that may improve their fulfillment of self-advocacy.

After the foundation of self-advocacy, which is knowledge of self and rights as an individual and student, effective communication is crucial as a resource to enhance

self-advocacy. “Assertiveness, compromise, negotiation, body language, persuasion, and listening skills” are the subcomponents documented by Test et al (2005) from the literature.

Test et al (2005) state that ‘assertiveness’ contains effective and proper communication of requirements, feelings, and needs. It is the capability to say no. At the same time, effective communication is the only way to differentiate assertiveness from aggressiveness.

Test and his friends discussed that both knowledge of self and effective communication components are the most requested components in educational environments to promote self-advocacy skills by students with disabilities, particularly in higher education. Whereas the knowledge of rights could be learned from outside of learning environments, individuals can practise their self-advocacy skills without leading.

In their study, Roberts et al. (2016) gathered 18 intervention studies that enhance self-advocacy skills among higher education students with special needs. This study complements components of self-advocacy skills from Test, Fowler, Brewer, and Wood (2005). Here, the experimental studies that were done from June 2004 until June 2012.

Roberts et al (2016), mention that self-advocacy has the most significant impact in encouraging students with disabilities to achieve their educational levels' success. There is a positive bond between high school achievement rates and self-advocacy.

Students with special needs who know self-advocacy skills will have a better chance for employment, better life, and congruence in educational settings.

From literature, self-advocacy skills must be promoted to be practised in educational settings. In contrast, many researchers believe that self-advocacy is a 'sub-self-determination skill that could be settled either explicitly of the course subjects or implicitly as a part of in-class activities. Self-advocacy could be best practised implicitly in teaching/learning processes.

As a method of analyzing this study's literature, the search was about the studies that dealt with self-advocacy skills. In advance, the literature has to line up with two criteria: the preparation of the studies that have used an experiential study design and designed to stimulate self-advocacy. Here, the studies' databases had limited to peer-reviewed articles, and educational studies that promoting self-advocacy or at least one of the components of self-advocacy was the purpose of this study. As a result, 18 pieces of research have been found accordingly.

According to the literature reviewed by Roberts et al (2016), remarkable dependent variables were measured. In some of the studies, self-determination merged as a dependent variable. In some others, transition knowledge and self-efficacy had been assigned. One of the investigations mentioned that besides self-determination skills, students' self-concept and self-esteem are also important; most of these studies believe that effective communication is the dependent variable for self-advocacy. Self-confidence, self-awareness, self-knowledge, relatedness, feeling, happiness, readiness, and loneliness are other dependent variables that intervene in promoting self-advocacy.

Roberts and his colleagues (2016) believe that through practising self-advocacy skills, the student's success can be achieved, more detailed, thorough leadership and practising writing skills, there will be an opportunity to investigate self-advocacy skills. In their research, Bruce and Parker (2012) deal with the importance of self-determination for deafblind students in the university, and self-advocacy is considered as one of the components of self-determination. This qualitative study depends on Test's study of components that promote self-advocacy (knowledge of self, knowledge of rights, effective communication, and leadership). The researchers believe that leadership is the most challenging part for disabled students among non-disabled ones. For breaking this barrier, communication is the key. This study has a participatory action research study, a 1-week course on "advocacy and civic engagement" has been arranged for six deafblind adult college students. "Respectful of personal history, individual perceptions, and individual experiences of a phenomenon" (Bruce & Parker, 2012) for designing a collective case.

In this study, "the role of education in change" has been discussed. Here, all participants agreed that education has a vital role in changing them towards their self-expectation. One of the demands by participants was educating families before attempting to change deafblind people. They believe that the family is the foundation of promoting self-advocacy and making a change in deafblind individuals. Another point emphasized by participants in this article is knowledge of a problem. They discussed the importance of having information on a topic, which will back ones to advocate more. The researchers mention that who is self-advocate will be an advocate to others and can be the leader among the teamwork.

M. L. Wehmeyer et al. (2013), from the literature, believe that for students with disabilities, self-determination is the best practise to transition from adolescence to adulthood in terms of students have more academic success. Here, as one of the components for enhancing self-determination, self-advocacy strategies are one of the most significant criteria in promoting self-determination. M. L. Wehmeyer et al. (2013) took advantage of Van Reusen et al. (2002) strategy, which named “I PLAN” in promoting self-advocacy among students with disabilities, particularly among students with a learning disability. In this strategy (I PLAN) seven steps that have been described, as summarized below:

- Step 1: *Orient and Make Commitments*, which includes strategies of success of transition plan, and students’ learning of self-control and self-empowering.
- Step 2: *Describe*, providing information, transition plan, and education needs, and self-knowledge has been aimed.
- Step 3: *Model and Prepare*, collaborating students in an education environment using the collected information in step 1.
- Step 4: *Verbal Practise*, asking questions, and being sure of students’ awareness of each above steps, and verbally rehearsing the steps to increase students’ information on each step.
- Step 5: *Group Practise and Feedback*, the collaboration of students, discussing the subjects and giving feedback on the same subject, direct students towards being leaders and learning leadership in the team.
- Step 6: *Individual Practise and Feedback* here, students independently collaborate with their instructors to interchange subjects in between. From this point, students’ self-evaluation will be increased.

- Step 7: *Generalization* in the last step, they mentioned that self-advocacy is one of all students' needs for a successful transition in post-secondary education. So, the application of this strategy, "I PLAN" should be for all students to encourage students with disabilities to think as a part of their committees.

Vaccaro, Daly-Cano, and Newman (2015) argue that the transition from high school to higher education is a critical point for students with disabilities. In this transition, the sense of belonging can be omnipresent among them. At the same time, oppresses and negative behaviours that come from others, it unlikely to influence students' sense of belonging. To make this less effective, experiencing self-advocacy skills is crucial. According to them, self-knowledge, right-knowledge, effective communication, and leadership are the key components of promoting self-advocacy. While utilizing tutoring, forming relationships, campus support system, disclosing one's disabilities, and requesting accommodations and needs are the key-components of experiencing self-advocacy skills among university students to perform successfully in their academic life.

Garrison-Wade (2012) discusses the reasons behind the difficulty of students' transition from secondary school to post-secondary schools. He believes in having inadequate preparation in secondary schools for students' success in post-secondary schools, on the one hand. On the other hand, shifting the responsibilities from educators and parents to students and requiring grander self-reliance is also essential. By this, the students can have enough information to advocate for themselves.

According to Garrison-Wade (2012), for a student with disabilities to have a successful academic result, s/he should be self-advocated. According to this researcher, self-advocacy skills are self-advocacy skills: self-awareness, self-determination, self-management, self-realization, developing social skills, and decision-making, which can be revealed by assistive technology.

Dipeolu, Storlie, and Johnson (2014) have studied the need for self-advocacy as an essential transition plan from high school to post-high education for students with high autism spectrum disorder (HASD). They argue that one of the characteristics of applying the transition plan for HASD students is social skills. To provide successful social facilities, self-advocacy is one of the keys. Here, self-advocacy could be obtained by teaching HASD students about their self-independent self-awareness and teaching HASD students about their self-independent self-awareness and learning about their self-independent self-awareness and self-knowledge, self-determination, self-ability, and self-efficacy, and self-confidence.

Stamp et al. (2014) explore the significance of self-advocacy experiences in students' success in their colleges. Here students with Attention Deficit Hyperactive Disorder (ADHD) have been aimed. They negotiate that the students' transition from high school to college could be seen as an adjustment challenge.

According to Stamp et al. (2014), the adjustment challenges are self-advocate to ask for needs and rights and let them know their college life responsibilities. For increasing their self-advocacy experiences, they suggested many components, such as self-regulation, self-esteem, coping strategies, and individual profile.

White et al. (2014) believe that for success in post-secondary education for both students with disabilities or without disabilities, self-determination, and self-advocacy skills are the most critical issues. They mention that self-advocacy is a component of self-determination, while the latter is one of the essential points in individuals' problem-solving and success factors in life.

White et al. (2014) argue that one of the reasons for dropping school in post-secondary education is students' access to their accommodations and needs. So, training the self-advocacy skills is crucial for three reasons: preparing an empowered individual; enhancing students' self-advocacy skills; decreasing social isolation; having appropriate self-advocacy skills; securing successful transition either from adolescent to adulthood or from education life in their post-secondary schools to employment. Here, students' awareness of their self-advocacy skills, the researchers named capacity-building training.

According to White et al. (2014), the first component of capacity-building training is self-awareness/self-knowledge. They discuss that without knowing about themselves and their strengths and weaknesses, they cannot be self-advocated and succeed in their education. Self-efficacy/self-ability is another component of capacity-building training. Students with self-ability/self-efficacy will be self-determined. By this, students will have the ability to solve their problems to identify their goals, identify their goals, and be self-advocated.

Here, effective communication is the tool for expressing all self-advocacy components, as White et al. (2014) mentioned. Also, they demonstrate that both self-advocacy and self-determination are equally vital for enhancing students' performance

in a higher educational setting. Besides, they believe that the lack of self-advocacy could be promoted through behavioural-orientated training.

Getzel (2014) described self-advocacy and self-determination interchangeably as evidence-based predictors for the transition from one level (secondary education) to another level (post-secondary education). He demonstrates that nowadays, in higher education commitment to educational value, engaging students to their colleges and departments are pivotal. Eventually, effective practises in self-determination/self-advocacy can be generalized to all university students, as seen in consideration of “universal design strategies in the instruction of diverse learners” (Getzel, 2014).

Getzel (2014) believes that self-advocacy/self-determination can be practised from childhood until adulthood with students with or without disabilities. He mentioned that some programs and practises could promote self-advocacy, self-determination, and motivation among students’ programs and practises to promote self-advocacy, self-determination, and motivation among students’ programs and practises to promote self-advocacy, self-determination, and motivation among students with or without disabilities. Getzel (2014) determined the components of stimulating self-advocacy/self-determination in the college setting. Peer mentoring helps students with disabilities get knowledge of their courses’ subjects from their peers without disabilities. Education couches are the second point in encouraging self-advocacy/self-determination. Another component is receiving accommodations instead of districted guidelines for students. By this, the campus has a positive perspective in attracting new students; and the last component of self-determination/self-advocacy, according to Getzel (2014), is collaborating across campus and faculty or college staff. Here,

increasing communications among students and staff will increase the practise of self-advocacy/self-determination skills.

Daly-Cano et al. (2015) illustrate that the transition from the structured and guided educational process of secondary school to the self-directed way of postsecondary education and continuing after graduation, here, the importance of self-advocacy is apparent. According to them, self-advocacy skills are crucial for students with unobvious disabilities.

According to Daly-Cano et al. (2015), three features influence practising self-advocacy skills. Family, educators, and peers are the influencers on students' self-advocacy. They argue that family influences students' self-advocacy is promoting it from childhood to university. On the other hand, there may be overprotective families that doubt their children's success or advocate for their children on their behalf. The educators are the second influencer on students' self-advocacy. In the transition process in education, educators have a focal role in students' success. When the relationship between students and educators has been structured firmly, students' engagement can be secured.

Moreover, the students will be prepared for self-advocacy practises. The last influencer, according to Daly-Cano et al. (2015), his peers. Peers may also have a positive influence on students who lack self-advocacy by peers who are already self-advocated. However, in some studies, there is a negative aspect of peers that makes students be socially isolated and may become the cause not to finish their studies (Daly-Cano et al., 2015; Murray & Naranjo, 2008).

However, as Daly-Cano et al. (2015) separated, there are three featured ways in the process of promoting self-advocacy skills, which are proactive, reactive, and retrospective. According to them, there will always be time for both reactive and retrospective; thus, proactive or motivation is essential to students from the first day of their university life.

Daly-Cano et al. (2015) indicate the critical components of self-advocacy: knowledge of self/self-awareness, knowledge of educational rights, self-ability/self-efficacy, and coping strategies. Meanwhile, the students can communicate their needs, make decisions, and achieve their goals.

Interestingly, Childers and Hux (2016) demonstrate the reason for the significance of self-advocacy in the last decades among college students. They believe that the coursework has been more difficult and the course time has been decreased. So, students need to be more self-advocated. For Childers and Hux (2016), self-advocacy components are self-perception, self-determination, and instructors and family supports in order for students to have academic success.

Fleming, Plotner, and Oertle (2017), in their study, dealt with the reasons behind students' success. They consider peer support, disability services, faculty teaching, campus climate, and self-advocacy, and as the result of their study, self-advocacy comes first and the most impactful factor behind students' success. Fleming et al. (2017) argue that self-awareness/self-understand/self-knowledge, self-efficacy, accommodation need, and family-student-instructor interactions have linked self-advocacy and students' performance.

According to Fleming et al. (2017), two main factors impact self-advocacy: non-modifiable reasons such as gender, race/ethnicity, disability, colour, and first-generation status. Moreover, modifiable reasons such as social, environmental factors, and socio-economic status are also discussed. They prove that the non-modifiable reasons have not had a huge nor direct impact on students' performance.

Fleming et al. (2017) argue that self-advocacy and self-determination are essential for students' success in postsecondary education. The reason is that success in postsecondary education, meaningfully, is more about self-evaluation, self-control, carefulness, decision-making, and time management than in secondary education.

Practising self-advocacy skills in post-secondary education may prepare students for training settings. This makes them behaviourally orientated and self-advocated to communicate and evaluate their strengths and weaknesses (Fleming et al., 2017). They mention a crucial point: students can practise self-advocacy skills and speak up for their needs. University campuses have to modify their environments by encouraging students. The faculties' staff should increase their information on students' demands, parallel to inclusive education (Fleming et al., 2017).

Ryan and Griffiths (2015) define self-advocacy as the capability of communicating one's needs and goals. In a study conducted across self-advocacy groups in the United Kingdom, the respondents been asked to define self-advocacy. For that, the participants were defined as giving one's views and being listened to. Make their own choices and decisions, improve life to be independent by experiencing their own mistakes, and correct them. This definition is a correlation between self-advocacy and self-determination. Ryan and Griffiths (2015) demonstrate the significance of self-

advocacy in society and state that individuals are self-advocated. Collaborating in the social or educational model produces public advocacy, and here, it is known as ‘group self-advocacy’.

Ryan and Griffiths (2015) categorize ‘group self-advocacy’ into four typographies. The first type is *autonomy*, which is purposed the independent of external influences. The second type was *utilizing a divisional model*, which means promoting individuals for being self-advocated in a structure existing for an organization. The third type is the *coalition*, which is used amongst disabled students to promote each other. The last type is *serving provider model*; it means all groups that helping and providing accommodations and needs for students to promote self-advocacy groups.

According to Ryan and Griffiths (2015), self-advocacy and self-determination share relatedness due to having standard components. So, the components of self-advocacy, in their opinion, are choice-making, decision-making, self-awareness, self-realization, self-observation, and self-knowledge.

Kinney and Eakman (2017) deal with the self-advocacy issues for disabled students due to battles such as in the Iraqi freedom operation. They believe that students with disabilities caused by human reasons need to learn more about self-advocacy skills. They should disclose their disabilities, asking for their rights, and understanding their future responsibilities.

For promoting self-advocacy strategies among students veterans with disabilities, Kinney and Eakman (2017) depend on Test et al. (2005) conceptual framework, developed a new framework for measuring self-advocacy skills. According to Test et

al. (2005), self-advocacy components are knowledge of self, knowledge of rights, effective communication, and leadership. The researchers argue that the first-generation is the bridge between practising self-advocacy skills and students' successes. Here, first-generation students are going back to the students with illiterate parents or who do not have a university degree.

Singh, Meng, and Hansen (2013), in their research, deal with the significance of self-advocacy for trans youth students; meanwhile, they are a minority of community and higher education. This study mentions the importance of resilience as a significant impact on promoting self-advocacy and semi-structured interviews with 22 universities trans youth students around the United States.

Singh et al. (2013) argue that four components are required for practicing self-advocacy skills achieving resilience among the students mentioned above. These components are as shown below:

Firstly, trans-affirming language campus-wide here means self-respect and respecting others by using appropriate words and pronouns for trans-youth students. Secondly, campus training on trans-student concerns is another component of practising self-advocacy skills for trans-students in post-secondary education, which means training the staff, faculty members, and campus staff to understand how to interact with trans-students. Thirdly, trans-affirming campus policies and spaces; obtaining trans-students training to be introduced all the necessary policies and rights on their campuses. Fourthly, trans-affirming campus health care access means giving awareness on the accommodations and the campuses' vital requirements. Finally, developing a community of trans allies on campus conveys the support committees organized by

campuses to help the trans youth students and advocate on behalf of them in the campuses' community.

Schoffstall, Cawthon, Tarantolo-Leppo, and Wendel (2015), have studied the importance of developing self-advocacy skills for students with deaf or hard of hearing (DHH) in their post-secondary studies. In the beginning, they emphasize the significance of developing self-advocacy skills among DHH students. Self-determination and self-advocacy strategies have been documented as best practises in educational planning for students with disabilities, enhancing students for better performance during their post-secondary studies.

According to Schoffstall et al. (2015) study, the population of DHH students in post-secondary settings is a highly varied “cultural-linguistic” minority. Meantime, the majority of the DHH community, either the staff, the instructors, and other students of the same institutional settings or the employers in workforce settings, probably do not have enough information on deafness. So, emphasizing the inevitability for DHH students to develop appropriate skills of effective self-advocacy. Besides, self-advocacy struggles often happen when the DHH students linguistically initiate identifying and discussing their issues and demanding their related accommodations.

Schoffstall et al. (2015) demonstrate many key-components for enhancing practising effective self-advocacy strategies. Interpersonal communication is one of these components that may prepare DHH students linguistically for communication and disclosing their struggles and requirements. This can happen when integrating technology, such as ear-aids, to let DHH students have comfortable communications with others. Eventually, *comprehension monitoring strategies* characterized one of the

ways that self-advocacy has evaluated through students' motivation and readiness for been self-advocated. A supportive/rehabilitative strategy is another way of preparing DHH students for being self-advocated. Here, the DHH students have been ready to communicate on their future professions and the struggles and expectations during their academic life.

Denney and Daviso (2012); Moore and McNaught (2014) categorize self-advocacy as a component of self-determination and determine the latter as a critical component in the educational setting, especially for students with learning disabilities or mild mental disabilities. They point out 12 components that promote self-determination among disabled students. These components are choice making, decision making, problem-solving, goal setting and attainment, independence, risk-taking, and safety skills, self-observation, evaluation, and reinforcement skills, self-instruction; self-advocacy and leadership skills, internal locus of control, positive attributes of efficacy and outcome expectancy, self-awareness, and self-knowledge. As a result of their study, Denney and Daviso (2012) discussed that self-advocacy skills are the only components that can be promoted in educational settings and by instructors. They characterized self-advocacy components as decision-making and goal setting, community resources, creativity, self-expression, assertiveness and self-actualization, empowerment, and social independence. Also, Moore and McNaught (2014) state that students' positive outcomes, political climate values, and exclusive education effortlessly can be achieved when this promotion has occurred.

Nonetheless, from analysing the studies mentioned above, they can be summarised below:

- All intervention studies promoting self-advocacy have been mentioned, or at least one of its components has been mentioned and analysed to understand the definition of self-advocacy, components of self-advocacy, and the significance of self-advocacy.
- Self-advocacy is the key for transitions, either from adolescent to adulthood or from education life to employment.
- Self-advocacy is vital for the minorities to disclose their strengths and weaknesses, assertively ask their rights, and understand their responsibilities.
- From the beginning of appearing self-advocacy movements and the significance of self-advocacy skills in educational settings, the components for promoting self-advocacy are less than in the last decade. This means the interest and concern of self-advocacy for its crucial role in enhancing students' self-advocacy increased rapidly.
- Literature has used self-determination and self-advocacy interchangeably. In some resources, self-advocacy is used as a self-determination component, while self-determination is a component of self-advocacy in some other resources. While in the last decade's studies, some of them have separated self-advocacy from self-determination.
- Almost all studies insist that self-knowledge and self-ability/self-efficacy are the components that can promote self-advocacy in the educational setting, more specifically, in post-secondary education. For that, self-expression is the only tool for expressing one's self and abilities. Self-knowledge, self-efficacy, and self-expression, which are the components of self-advocacy, have been considered in this study's scope. They are illustrated as the following.

Consequently, Interior architecture education has been recognized widely in the last decades, yet other design disciplines take professional jobs. In this way, interior architects lead to face many challenges. Part of these problems can be solved through education. In bridging those gaps, students of interior architecture education should be promoted to practise their self-advocacy skills to defend their practise or design. Much research emphasized the necessity of having a student-centred approach for 21st-century education settings. Some pieces of literature have insisted on having an inclusive education in the 21st century.

Many self-advocacy components can be considered in educational settings, especially in universities. So, two articles have been found, and all the studies that come under this criterion have been analysed. In the first study, collecting all studies that mentioned self-advocacy term or the synonym (self-determination) or at least one of the self-advocacy components starts from 1972, the first time using the term of self-advocacy, until 2004 (Test et al., 2005). Secondly, another study continues from 2005 until 2012 (Roberts et al., 2016).

Several components collaborate in promoting self-advocacy skills. Test et al. (2005) have mentioned four main constituents: knowledge of self, knowledge of rights, effective communication, leadership, that participate in enhancing the process of practising self-advocacy skills. These elements were derived from the intervening studies written from 1972 to 2004.

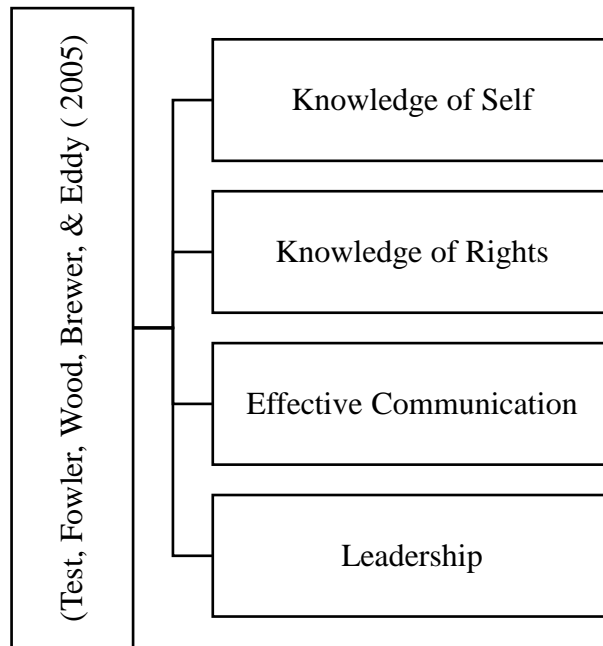


Figure 2: Components of Promoting Self-Advocacy Skills (Test et al. 2005), compiled by the author

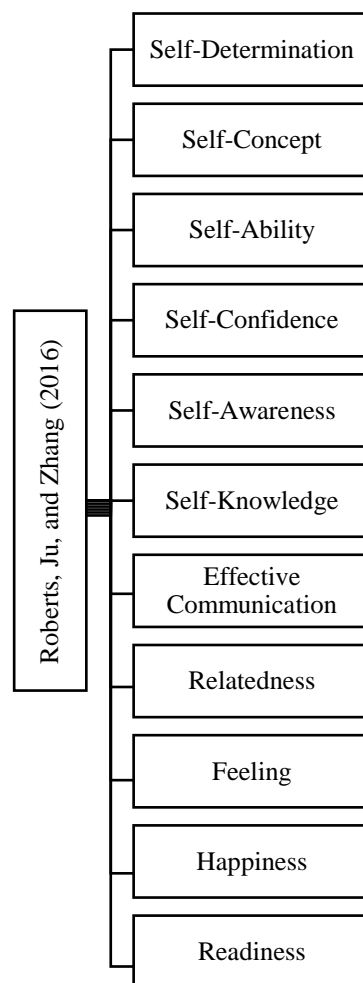


Figure 3: Components of Promoting Self-Advocacy Skills through the timeline between 2005 and 2012 Roberts et al. (2016), compiled by Author

Following the Test et al. (2005) study, Roberts et al. (2016) have attempted to collect all intervention studies that promote self-advocacy skills in education settings. Here are many other components analysed and interpreted as Self-Determination, Self-Concept, Self-Efficacy, Self-Confidence, Self-Confidence, Self-Awareness, Self-Knowledge, Effective Communication, Relatedness, Feeling, Happiness, Readiness. The timeline of these components is between 2004 and 2012.

Therefore, as the complement of the previous studies that aimed the intervention studies on promoting self-advocacy skills in the educational medium, this study tries to find the rest of the studies conducted between 2012 to 2019. Also, many studies have been found that mentioned at least one of the self-advocacy elements. According to these studies' timeline, more self-advocacy components have been illustrated, as shown in Table 3. These components are divided into three sides: the components related to self, the components related to other-selves, and the components that could be used to promote self-advocacy.

Table 3: Components of Self-Advocacy through the timeline between 2012 and 2019, Summarized and Analyzed by Author

Researcher's Summary from July/2012-2019		
Related to Self	Related to Other Selves	Tools for promoting self-advocacy
Self-Knowledge	Right-Knowledge	Effective Communication
Self-expectation	Leadership	Assistive Technology
Self-Empowering	Subject-knowledge	Coping Strategies
Self-control	Collaboration	
Self-Evaluation	Inclusiveness	
Self-Reliance	Supportiveness	
Self-Awareness	Motivation	
Self-Determination	Interactions	
Self-Realization	Autonomy	
Self-Independent		
Self-confidence		
Self-Efficacy		
Self-Perception		
Self-Observation		
Self-Respect		
Readiness		

Accordingly, as the scope and limitation of this study, three elements have been considered: self-knowledge, self-efficacy, and self-expression. Those components can be enhanced and practised in an educational setting. So, another phase with multi-cases of this study has been designed based on these components mentioned previously. The next phase, Phase II/Case I, Case II, and Case III, has been done based on self-knowledge, self-efficacy, and self-expression.

2.5.1 Self-Knowledge

Knowing one's self started with Socrates' beliefs. He tried (pray) to be merely his soul. Here, the soul for Socrates means being one's self, without connecting to social or cultural effects (Griswold Jr, 2010). According to Gertler (2010), self-knowledge means oneself of how to think, feel, believe, or desire, and later what s/he knows.

Studies of psychologists, neuropsychologists, historians, and philosophers converge on self-knowledge and the significance of self-knowledge in building one's characteristics. In some of the psychological studies, they named self-knowledge "first-person authority", in terms of, an individual is the first responsible for her/his information about herself/himself and describing themselves clearly than the others (Gertler, 2010; Jopling, 2002). In an educational setting, students need more self-knowledge and knowledge on their professional topics, especially in higher education environments, by this self-knowledge, which is the core of students' self-experience. They will have more self-trust and can see themselves more engaged in their studies, and they have self-empowering, have more academic achievements, and enhance themselves for high performances (Brown, Ryan, & Creswell, 2007; Ghorbani, Cunningham, & Watson, 2010). As Mullen and Suls (1982) and later, Suls and Fletcher (1985) demonstrate self-knowledge for students as a stress-resistance resource that helps the inner self.

According to Rothman, Maldonado, and Rothman (2008) and Auger (2013), instructors in an educational setting may help students to meet their personal and social needs due to an inclusive process that can help students to build their self-knowledge, as well as let the students increase their awareness of understanding their strengths and weaknesses. Consequently, students will be familiar with their profession by raising their knowledge of their study's topics and the likelihood of practicing their careers.

From this point of view, self-knowledge has a crucial role in building one's self-advocacy. Self-knowledge is the first step of reinforcing self-advocacy skills. Self-efficacy is the next phase of structuring self-advocacy. So next session of this chapter, self-efficacy will be emphasized, as illustrated below:

2.5.2 Self-Efficacy

Self-efficacy can be defined as the second component related to promoting students studying interior architecture to practise their self-advocacy skills. In the literature, self-efficacy was mentioned as motivational fuel for encouraging self-advocacy skills. Bandura (1994) states that people with a high level of self-efficacy have the intrinsic motivation that helps them stand against all failures and take difficult tasks as a part of their enjoyable time. People with a low self-efficacy level refrained from taking difficult tasks because it may make them challenging to present. “When faced with difficult tasks, they dwell on their deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully” (Bandura, 1994, p. 72).

Bandura (1994) clarifies that self-efficacy “refers to beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations” (p. 2). So, self-efficacy is what an individual believes he or she can achieve using his or her skills under certain settings; simply, this could be the description of self-efficacy (Snyder & Lopez, 2007). At the same time, it can be a task-specific version of self-esteem (Lunenburg, 2011). Individuals with a high level of self-efficacy have more engagement in activities and vice versa (Shorridge-Baggett, 2002). Jonson (2016) believes that “Academic success depends fully on the three assessment processes of self-efficacy. Analysis of Task Requirements...Attributional Analysis of Experience... Assessment of Personal and Situational Resources/Constraints” (Johnson, 2016).

Self-esteem can often be used as synonymous with self-efficacy. However, self-efficacy diverges from self-esteem in that it is a judgment of specific capabilities rather

than a general feeling of self-worth (Bhar, Ghahramanlou-Holloway, Brown, & Beck, 2008). Lane, Lane, and Kyprianou (2004) argued the differences between self-efficacy and self-esteem by both actions' outcomes, and the results may or may not have any relationship.

According to Johnson (2016), who depends on Bandura's (1994) beliefs, both high and low level of self-efficacy will be cooperated into both responsive and unresponsive environments to create four analytical variables which are:

- **Success:** A person with a high level of self-efficacy in a responsive environment be called successful. Their positive attitude toward their abilities, coupled with environmental change, promotes success and improves long-term motivation.
- **Depression:** A person with a low level of self-efficacy in a responsive environment may fall into a depressed state. They know the environment will change, but their lack of belief in their abilities stops them from trying and succeeding.
- **Apathy and helplessness:** A person with low self-efficacy and an unresponsive environment will feel helpless and decide that all efforts are pointless, causing them to be completely inactive.
- **Effort intensification or change, of course:** A person with high self-efficacy in an unresponsive environment will either increase their efforts toward change or decide they need to change their goals. (Johnson, 2016).

However, self-efficacy is another stage of empowering students to practise self-advocacy skills throughout their studies. Both self-knowledge and self-efficacy need one step more for a comprehensive enhancement of students to having self-advocacy

strategies. Therefore, self-expression will be the peak point of self-advocacy as it has been described in the following:

2.5.3 Self-Expression

Self-expression is a tool for practising self-advocacy skills in educational settings. Through self-expression, the students can interpret and negotiate their ideas, beliefs, and knowledge on their projects in the design studios for education, such as interior architecture. Kim and Sherman (2007) define self-expression as the freedom of an individual. Explaining thoughts and concepts without stress is freedom, which a society and its culture have a dominant role in expressing. The researchers argue the significance of self-expression, related to the environment and strength degree of the relationship.

Livingstone (2008) mentions that expressing one's her/himself by writing in such as social media is more straightforward than oral self-expression. Consequently, she explains her/himself by writing and does not need to have face-to-face interaction. No need to be forced to limit their speech, and s/he can correct her/his piece of speech, as well. In some studies, such as design education, especially in architecture and interior architecture design studios, students need to have oral self-expression and explain their projects' thoughts.

While Jenkins and Pepper (1988) believe that improving students' speaking skills and working in groups are instructors' duty to enhance students' self-expression and fluency of their ideas. They believe that despite students' intelligence and thoughtfulness in solving a problem (e.g., designing a project), students need to have verbal communication ability to show their solutions under the name of their intellectual analysis and judgments.

One of the vital points of effective self-expression is language. Johnstone (1996), Bruce and Parker (2012) illustrate that knowing correct words and etiquettes of using these words are the fundamental needs of attractive self-expression. Likely, Riley (2006) demonstrates learning as a language and having experience in this language. This lets students achieve their autonomy, allowing them to learn the negotiation and language and experience it.

However, language is a crucial tool to represent one is her/his self-expression, Couser (2016) state that this can be experienced clearly with body language. In this way, one can feel democracy during speaking, allowing individuals to be more self-trusted and self-advocated. According to Galassi, DeLo, Galassi, and Bastien (1974), combining linguistic and body language skills makes radical changes for students. It lets them change from an aggressive self to an assertive one.

The explanations mentioned above have participations of understanding self, self-identity, self-advocacy, and self-advocacy components. However, this study examines self-advocacy in an educational medium, which is interior architecture design-studios. The learning theories and the role of self-advocacy strategies, either actively or passively, have been considered in the next chapter.

Chapter 3

METHODOLOGY

3.1 Introduction

This chapter presents an overview of the research methods and techniques used in this study. It starts with clarifications of the research design, proceeds to a description of the theoretical concepts guiding this study. Then, the case study is presented. Later, the participants, procedures, and analysis of the study are addressed in detail. Finally, the software instruments used in the analysis of this study are discussed.

3.2 Overall Research Design

In this chapter, an overview of the research methods and techniques used to conduct this study was provided. It starts with clarifications of the research design, proceeds to a description of the theoretical concepts guiding this study. Following that, the role of the researcher had illustrated. Then, the case study of this study is presented. Later, the participants, procedures, and analysis of the study are addressed in detail. Finally, the software instruments used in the analysis of this study are discussed.

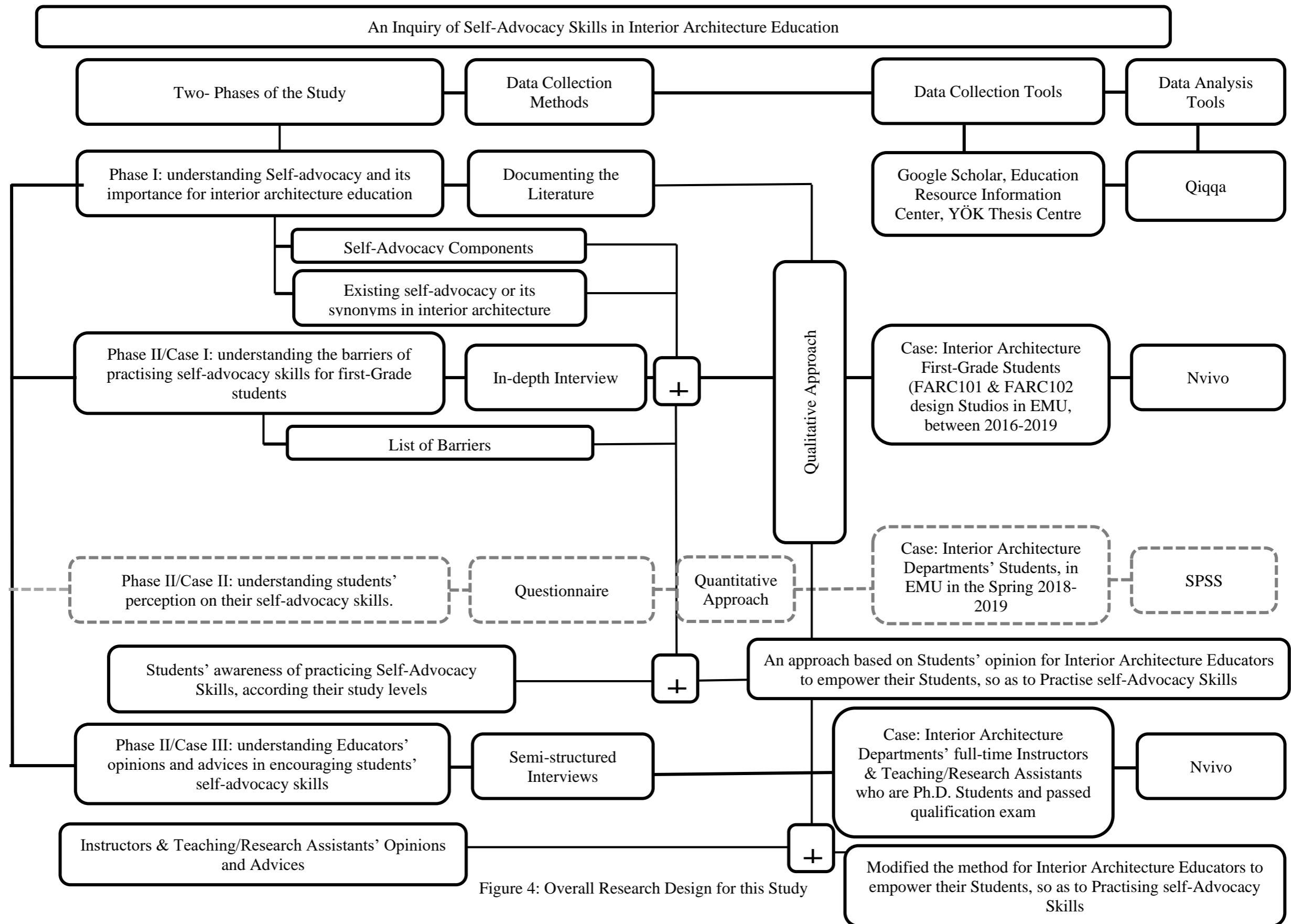


Figure 4: Overall Research Design for this Study

The present study seeks to provide a new means of enhancing the level of education in interior architecture design studios by proclaiming self-advocacy knowledge; knowing what it is in action, how educators and students perceive it, and finally, how it applies to education in interior architecture as a possible method for student empowerment. Around the same time, it seeks to provide an overview of how interior architecture students and faculty members view self-advocacy, which is rather emancipatory on its own. Finally, this work aims to be a gateway to liberation/freedom and self-esteem for many students and educators as a rather humble aspiration and architectural metaphor. While 1st-year education in university life is a significant transition for first-grade students, this study intends to understand the barriers to practising self-advocacy skills. Also, to understand students' perception of their self-advocacy skills. After students' perspectives, educators' standpoints on the significance of self-advocacy skills have been considered to understand their opinions and advise enhancing students to practise their self-advocacy skills. For better understanding, this study examined these questions like followings:

1. What are the self-advocacy components that can provide deep insights to encourage interior architecture educators to promote practising self-advocacy skills by interior architecture students?
2. What are the barriers to practise self-advocacy skills among students?
3. How the students of the Department of Interior Architecture perceive their self-advocacy?
4. How does the Department of Interior Architecture's teaching staff look at the significance of Self-advocacy? What is their advice for practicing self-advocacy skills among students of this department?

For the purposes mentioned earlier, this study has a naturalistic inquiry by utilizing both qualitative and quantitative-mixed method approaches. When this inquiry has preferred by the educational researcher to describe and to interpret individuals thoughts through observations, interviews, and asking questions for contributed researches in social science and education, specifically those studies that applied mixed-method approach (Creswell & Creswell, 2017; McInnes, Peters, Bonney, & Halcomb, 2017). Phase I, Phase II/case I, and Phase II/Case III qualitative method approach for Phase II/Case II quantitative method approach has been applied. The researcher looked at the variables of this study as its nature, without using experimental control for the results, so this study is considered as a naturalistic study (Jacob, 1988; Watson, 2016)

Moreover, this thesis's "educational" research aspect is worth mentioning since education is a discipline where the self voluntarily submits itself to change and contributes to society's transformation. For this, with an idea of Plato can be started, which is cited from Dewey:

... a society is stably organized when each individual is doing that for which he has aptitude by nature in such a way as to be useful to others and that it is the business of education to discover these aptitudes and progressively to train them for social use ... (Dewey, 1916, p. 51).

This study intends to focus on the 21st century essential needs of education, as the purpose of education is to prepare an individual to be more empowered, independent, and mindful in society (Freire, 1970, 1973, 2018; Hysa, 2014). When it comes to the purpose of educational research, the study deals with Anderson and Arsenault (2005) specified the characteristics of educational researches as below:

- Educational research attempts to solve a problem, and it involves gathering new data from primary or first-hand sources or using existing data for a new purpose.
- Research demands accurate observation and description.
- Research emphasizes the development of generalizations, principles, or theories that will help understand, predict, and control.
- Research is a deliberate and unhurried directional activity but often refines the problem or questions as the research progresses. (Anderson & Arsenault, 2005, p. 7).

This study's focus is on a single unit -Design Studio Courses- and during the study, the intense focus has been on the unique aspects of these courses, such as the students, instructors, and teaching/research assistants. The instructional material and assessment procedures helped the researcher explore the results of multi-phase issues like configuration, which can be named it case study. The study's primary aim and the research questions required step-by-step inquiry, so by this, a multi-case has been conducted, detailed qualitative data, and a quantitative with close-end questions. To sum up, a naturalistic multi-case study approach by providing mixed methods is modified in this study. Each characteristic of the research design has been explained in the following sections.

As aforementioned, a naturalistic approach is taken for the study. There is no aim to examine a hypothesis but to understand the case as a unique social context (Flyvbjerg, 2006; Merriam, 1988). Throughout varieties and differences, generalization amongst the experimental control cases seems difficult, as one case's factual may not be the same for others (Stake, 1995). Consequently, within a naturalistic survey, the purpose

is to deal with opinions and interpretations and have awareness rather than generalizations instead of designed or randomly selected groups(Creswell, 2012; Creswell & Creswell, 2017; Stake, 1995).

In this multi-case research, to explore self-advocacy components in the educational settings, Phase I has designed to review interior architecture education and self-advocacy topics. Phase I, which has a qualitative approach, aims to demonstrate interior architecture education issues in design studios in terms of students' role and understand self-advocacy and its components that may practise in an educational setting. In more detail, the data collected from documents that available during 2016(the beginning of the study)-2020 (the end of the study) from the databases of Google Scholar, Education Resource Information Centre (ERIC), and Council of Higher Education Thesis Centre (YÖK Tez Merkezi). Through annotation in Qiqqa Program, key-issues that face interior architecture students, students' role in their design studios, and the key-components of self-advocacy or any other terms that indicate self-advocacy have been pointed out.

In Phase II, the main aim is to design a field survey for interior architecture education to explore the struggles, students' perceptions, and educators' opinions of practising self-advocacy skills among students on interior architecture education. In the first case of this phase, observation, in-depth interviews, and summarizing the guest jurors' grading form have been done with students of the first year (1st and 2nd semester) for three years. The results are setting consequently to nominate the key-points of struggles in this level of students and understand the impact of encouraging students

to practise self-advocacy skills on their performance by considering the jury members' comments on the selected students.

In Phase II/Case II, the purpose is to understand students' perceptions/awareness of practising their self-advocacy skills and components. For this, a quantitative, structured questionnaire with close-ended questions has prepared. The responses are set for every semester (from the 1st semester until the 8th semester) by utilizing a sample T-test from the SPSS program.

In Phase II/ Case III, the aim is to understand interior architecture educators' perspectives towards the significance of self-advocacy skills among this department's students. Throughout a qualitative, semi-structured interview with open-ended questions for both full-time instructors and the research/teaching assistants who are Ph.D. students and passed qualification exam has provided. For analysing this qualitative approach, the Nvivo program has been applied.

In conclusion, this study has multi-phase multi-cases that mixed design study use of qualitative and quantitative approaches. Concerning this, the research design is dependable on the study's aim. Using a mixed-methods approach has enabled the researcher to guide interior architecture educators in empowering their students to practise self-advocacy skills due to their design studios.

The research's theoretical perspective, the researcher's role, case study, study participants, data collection procedure, and survey instruments are provided in the following subdivisions.

3.3 Theoretical Perspective

Researchers, when choosing qualitative, quantitative, or mixed research, the assumptions reproduce a particular attitude (Creswell, 2012; Creswell & Creswell, 2017). These attitudes bring the further shape of the examination of paradigms, theoretical perspective, or worldview, which is “a basic set of beliefs that guide action”(Creswell & Creswell, 2017, p. 19). Social inquires, including educational studies, have also been guided by faiths. Concerning the current study, such a view translated into examining the phenomena of practising self-advocacy skills in interior architecture education configuration from the perspectives of the students of the interior architecture department, on the one hand, educators’ perspectives of the same department, on the other hand. In the following section, the researcher explains her role and how it has guided the given study.

One of this research's viewpoints based on humanist education has been applied in the last decades in most teaching and learning processes silently throughout the application of student-centred learning approach that encourages students to have more freedom, independence, and dialogue. Simultaneously, this study emphasizes a humanist interaction in an environment such as design studios, depending on the student-centred learning approach's encouragements. This study's values are interrelated with critical pedagogy characteristics in assessing students’ perceptions and concreting the approach for guiding interior architecture educators in enhancing students’ abilities to practise self-advocacy skills design-studios courses. One of the pillars of this study's main aim is students’ speaking up for their needs, rights, and accommodations in their university life. So, dialogue, as Freire (2018) mentioned in

both his famous books named “Pedagogy of Oppressed” and “Education for Critical Consciousness”, is the key to students’ success.

However, every study has its argument and own reasoning. There are three main methods; presented in the literature; inductive, deductive, abductive (Creswell & Creswell, 2017; Kothari, 2004; Walton, 2014). Inductive reasoning generally is defined as the derivation of a conclusion through the argument. At the same time, deductive reasoning definition is the conclusion of a general inference from some instances. Abductive inference can define as “a syllogism in which the central premise is evident but the minor premise and therefore the conclusion only probable. A syllogism in which the central important starting point is exact, but the minor important starting point and then the conclusion is the only possibility (Mitchell & Education, 2018; Osman et al., 2018; van Hoek, Aronsson, Kovács, & Spens, 2005). However, this study is designed based on numeric rational evidence, such as the necessity of self-advocacy for minority groups in different professional societies.

On the one hand, the novelty of the interior architecture profession that led to this profession holders faces the difficulty of self-fixation due to working with their teams, on the other hand. Hence, at the end of the second phase of this study conducted the necessity of self-advocacy skills for interior architecture. The last case of this study attempts to derive a modification of the approach as guidance for interior architecture educators. However, it will not be verified, so this has suggested a new student-instructor interaction approach to developing students’ self-advocacy skills throughout the learning process in their university life.

So, crossing the time in directing this study, a mixed time horizon has been conducted. Every phase and case studies have a different time horizon. Phase I and Phase II/ case I were both designed as a longitudinal study. In comparison, the first phase took more than four years of studying, analysing, and interpreting. The second phase/case I have been done in three years by asking the same questions in the in-depth interviews, thus with different students and different periods. On the other hand, the second and third case studies of phase II have a cross-sectional time horizon.

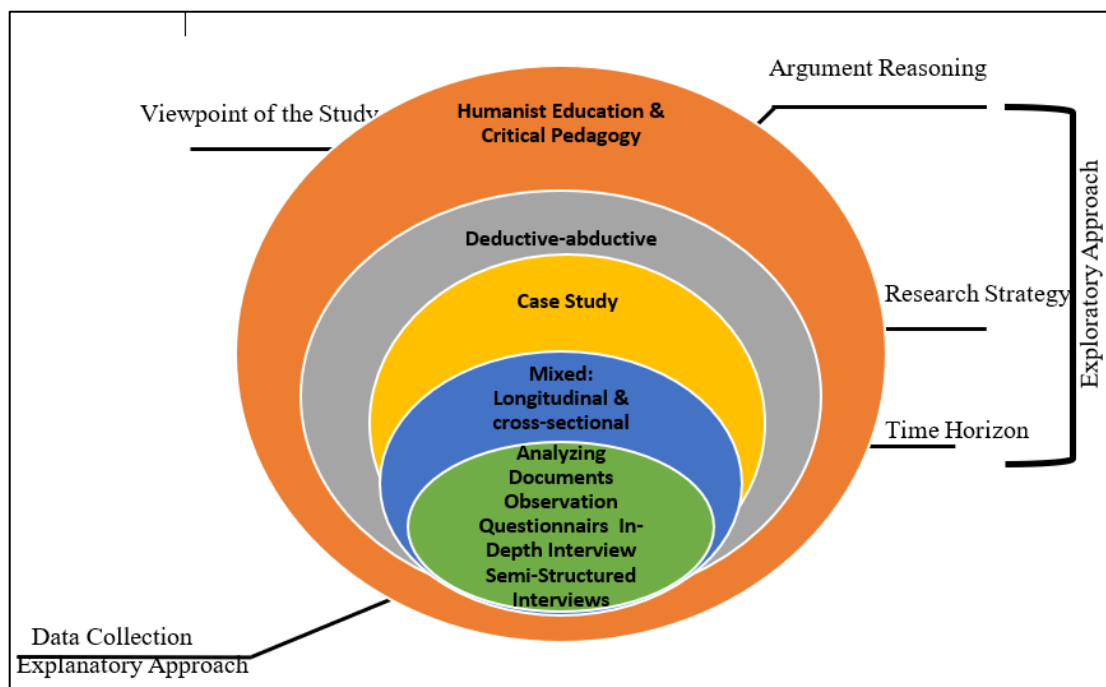


Figure 5: Research Methodology Approaches

Both phases are conducted in the 2018-2019 Spring Semester, which has been done once within a short period. Consequently, for understanding more on this study's research design, the explanation, as mentioned above, is illustrated in figure 5. This study's hidden opinion was humanistic education and critical pedagogy to understand the instructors-students' relationships.

As the argument reasoning of this research, in the beginning, the deductive reason has been conducted when the study attempts to illustrate the reason behind students' tremors through feedback time. The study then provides a probable conclusion for the holistic issue of self-advocacy in interior architecture education, which is explained with abductive reasoning. This study has a case study strategy to have an existing investigation for more trustful results. In addition, for examining the cases of this study, both longitudinal (for documenting literature and investigating the first case of this study) and cross-sectional (for second and third case) time horizons have been applied. Many data collection method tools are used, such as interviews, observation, questionnaires, etc. Finally, this study has an explanatory approach for solving the problem of practicing self-advocacy skills in an interior design studio; thus, in presenting data from cases, an explanatory approach has been provided.

3.4 The Role of the Researcher

Researchers in the interpretive educational research paradigm filtered knowledge through their values and philosophy. So, they cannot claim to be objective (Hatch, 2002). Accordingly, they cannot be detached from the reality that they study, and their point of view unavoidably restricts any phenomenon they are dealing with. The significant point for scholars is to be aware of their influence on the context and monitor their prejudices and reactions (Tekir, 2016). It is not probable for some qualitative researchers to avoid or exclude this bias, even though it is not an inclination for a research study (Creswell & Creswell, 2017; Merriam & Tisdell, 2015).

During three years of working on this study simultaneously, working in the interior architecture department that the cases of this research had been taken, the students showed their disabilities differently not to explain their projects. Many students were

also aggressive due to discussion, specifically in the feedback time and with the guest juries. Consequently, the researcher, as the first step, has decided to search and study interior architecture education. Throughout the communications and discussions, the advices were towards the search for the term of self-advocacy. So as the first role of the researcher in this study started from this point.

Conducting this study gives the chance to explore the crucial need for self-advocacy not only for education life but also for the future of a young professional such as interior architecture, which in the last decades, the interests of studying this profession have raised. Subsequently, documenting all available studies for the researcher related to promoting self-advocacy skills in the university setting, interior architecture has been emphasised as a case for this research. Simultaneously, every profession starts with its education; interior architecture education has demonstrated this case's scope.

However, every education has special considerations for its first-year teaching/learning process. The researchers who deal with first-year students also specify that numerous students have found tremendous obstacles to their universities' transition. These struggles result in several tangible matters: lack of connectedness and involvement, unhappiness and dissatisfaction, loneliness, isolation, disequilibrium, and alienation; therefore, vast numbers of students who enter universities do not complete their studies (Meehan & Howells, 2018). So, the researcher designed another phase with cases, in the first case, for understanding the barriers of first-grade students in this field (interior architecture education). The researcher attempted to be friendlier while doing informal gatherings to let them have openness and feel free when asked them the questions. The author of this study initially had arranged only three questions,

which were phrased according to students' perceptions of their self-knowledge and self-expression. This process had taken place literally three years.

In the following section, case study clarifications, the study participants with an overview of the sampling procedures, and the survey instruments used in this study will be provided.

3.5 Case Study: Interior Architecture Education within the sampling of the Department of Interior Architecture, EMU

The research approach in this examination is a case study. The case study's research method is an empirical approach, in which a situation is examined in its real context (Yin, 2004). A case study intensively examines an individual or small group of participants, illustrating conclusions only about that participant or group and only in that particular contexts (Bell, 2014). Regarding the case study definitions in the literature, it is applied as the current research method since it investigates an individual's perceptions, so the investigator desires to explore the individual responses and their relationships within the specific topic. This study's primary purpose is to deal with the phenomenon (i.e., individuals' awareness of self-advocacy matter in interior architecture education) in its real context. Therefore various data sources should be used for an in-depth study (Creswell, 2012). The researcher is not for generalizing interior architecture education matters; nonetheless, the focus has on understanding the selves who incorporate in this program and their awareness of self-advocacy skills. Consequently, it is crucial to investigate the phenomenon in particular cases so that it will be realistic and practical. In order to be able to make sound decisions and precise judgments about this education and offering an approach for practising in the design

studios by the facilitators, so a case study approach has been utilized with taking in consideration.

However, needless to say, "to attempt to control for the teacher-researchers' influence would be to decontextualize the case, and this is against the very nature of qualitative case study" (Heigham & Croker, 2009, p. 71). Therefore, to testify the points mentioned earlier, a sample of this case study has been occupied with multi-cases within the same sample, the Department of Interior Architecture, in Eastern Mediterranean University within several reasons that have been demonstrated in the next section of this chapter. In the end, this study has a naturalistic approach in the way of responding or not, also. The researcher's role in collecting all of these data should be clarified in selecting the answers. The researcher had monitoring all steps, analysing, and interpreting the contributors' answers.

This study includes two phases of utilizing multi-cases to answer the research questions. This study design approach refers to "multilevel research" as mentioned in Tashakkori, Teddlie, and Teddlie (1998) study, and as different methods, such as quantitative and qualitative, are used in the tiered model to deal with the different levels within the system. The conclusions of each level are collected as a general interpretation(Creswell & Creswell, 2017).

The sample of this case study was taken in Northern Cyprus, Famagusta, Eastern Mediterranean University, Faculty of Architecture, and Department of Interior Architecture. Despite establishing the department of architecture in 1990, it became Faculty of Architecture with both Architecture and Interior Architecture Departments after establishing the Interior Architecture Department in 1997. Students in both

English and Turkish program for this department is targeted. While the number of students for the Spring semester 2018-19 was 323. The reason for choosing this department as a sample study of this thesis has been shown below:

- EMU, Department of Interior Architecture, is accessible for the researcher.
- There are many organizations that each of the interior architects and interior architecture departments attempt to be a member of. This department is a member of IFI (International Federation of Interior Architects/Designers), which is globally one of the foremost organisations gathering interior architects and has a self-advocacy platform.
- An international quality assurance body accredited the first department of interior architecture in North Cyprus and Turkey – AQAS – from Germany.
- It is a department of the university that one of the top-ranking universities.
- While communication, especially the language, will be the focal point of this study, this department will be one of the best choices because it is a multicultural university.

Accordingly, in investigating a case study, the number of samples of the participants' population has crucial integration with confirming the result (Brown et al., 2007). Therefore, the study participants, data collection procedure, and survey instruments will be explained in the following sections.

3.6 Participants of the Study

Three groups of participants participated in different phases of this study, as shown in the following table. In Phase II/case I, data was collected from first-grade students in the first and second semesters (FARC101 and FARC102) through observation, in-depth interviews, and summarizing the grading from the guest jurors for three years

schedule. In Phase I/Case III, the close-ended questionnaire has done with the entire design studios for the Department of Interior Architecture, EMU, considering the sample requirements. Phase IV, semi-structured interviews with full-time instructors and research/teaching assistants, have been designed.

Table 4: Participants in Each Phase of the Study

Phase II/Case I	Phase II/Case II	Phase II/Case III
Students (n=87)	Students (n=261)	Instructors (n=12) Research/Teaching Assistants (n=7)

Therefore, taking the sample of the population for any study that reliant on the case study method approach needs calculations to have an efficient number of participants. When the confidence level is 95%, the margin of error is 0.05, and by using the following formula $S = \frac{X^2 NP}{d^2 (N-1) + X^2 P (1-P)}$ (Krejcie & Morgan, 1970). If, S= required sample size; X^2 = the table of value of chi-square for 1 degree of freedom at the desired confidence level (1.96*1.96=3.841); P= the population proportion (assumed to be 0.50 since this would provide the maximum sample size); D= the degree of accuracy expressed as a proportion (0.05); N= the population size. According to the case study, this study's sample is 80 when 98 students in Phase II/Case I, 307, when the population is 323 students in Phase II/Case II.

For understanding the procedure of their participation in the overall case studies, the following sections students' participants, instructors, and research/teaching assistants' participants and their participation procedure have illustrated.

3.6.1 Student Participants Participated in the Study

In phase II/Case Study I, the in-depth interviews have been done based on the students' strength of friendships with the researcher. As a result, only 80 students had responded to this interview. At the same time, in Phase II/Case II, the number of students in each design studio has been taken in the department, and according to the population of design studios, the sample size of each design studio is shown in table 5, the plan was participating 307 students, whereas only 261 of them contributed.

Table 5: EMU-Department of Interior Architecture Design-Studios Population, Expected Sample Size, Real Participated Respondent and Missing Respondents

Design Studio Codes	Population	Expected Sample of size	Real Participated Respondents	Missing Respondents
FARC 101	11	11	11	-
FARC 102	24	22	17	5
INAR 291	15	15	13	2
INAR 292	17	17	16	1
INAR 391	9	9	8	1
INAR 392	14	14	11	3
INAR 491	6	6	4	2
INAR 492	9	9	6	3
ITAS 101	5	5	2	3
ITAS 102	17	17	13	4
ITAS 201	29	28	15	13
ITAS 202	31	29	24	5
ITAS 301	24	22	20	2
ITAS 302	47	42	41	1
ITAS 401	28	27	27	-
ITAS 402	37	34	33	1
Total	323	307	261	46

Among students, 120 males and 141 females have participated. They are from 18 different countries, such as Congo, Cyprus, Egypt, Iran, Israel, Jordan, Kazakhstan, Kenya, Lebanon, Morocco, Libya, Pakistan, Palestine, Syria, Turkey, Turkmenistan, Uganda, and Zimbabwe. Simultaneously, students' age was between 19-36 years old, as the details have shown in the charts below.

3.6.2 Instructor and Research/Teaching Assistant Participants Participated in the Study

In Phase II/Case III, the semi-structured interview has been done with the academic staff (full-time instructors) (N=14). Thus, two of them have not taken as a part of the participants of this study. Also, one of them did not respond, and the other instructor is one of the supervisors of this study. To avoid bias, the semi-structured interview was not done with him. Simultaneously, the semi-structured interview with research/teaching assistants currently doing Ph.D. at the same time they passed the qualification exam has been done, which their number is 8. However, two of them have not taken as one of them was not graduated from design education departments and did not enter design-studios. That is why he/she was not considered a participant. Meanwhile, the other one is the Researcher of this study.

Table 6: EMU- Department of Interior Architecture Full-Time Instructors and Research/Teaching assistants' Population, Sample of Size, Real Participated Respondents and Missing Respondents

Type of Participants	Population	Expected Sample of size	Real Participated Respondents	Missing Respondents
Full-Time Instructors	14	14	12	2
Research/Teaching Assistants	8	8	6	2
Total	22	22	18	4

3.7 Data Collection Procedure

Methodological triangulation has been used, collecting data from multiple sources to reinforce the study (Saks, 2018). For applying the triangulation, various data collection methods, mixed method-qualitative and quantitative, were utilized in this study. Accordingly, in Phase I, in more detail, self-advocacy documents and the literature on

interior architecture education have been revised. Multi-cases from the Department of Interior Architecture in EMU have been taken as samples of the case study. Observation, in-depth interviews, summarizing the guest jurors' grading form, and questionnaire was done within the frame of phase II/ Case I and II. Then the instructors and research/teaching assistants have interviewed in the third case. For more details on this section, every cases' data collection has illustrated below.

3.7.1 Data Collection Procedure in Phase I

As a beginning of searching on self-advocacy, the looking was for the studies that helped promote practising self-advocacy skills in educational settings. So, two articles have been found, and all the studies that come under this criterion have been analysed. In the first study, collecting all studies that mentioned self-advocacy term or the synonym (self-determination) or at least one of the self-advocacy components starts from 1972, the first time using the term of self-advocacy, until 2004 (Test et al., 2005). Secondly, another study continues from 2005 until 2012 (Roberts et al., 2016). As a consequence, in this phase collecting data has started by continuing from 2012 until 2020. Documenting the literature has been used to analyze literature and document this study's literature, Google Scholar Education Resource Information Centre, and Council of Higher Education in Turkey as data bases have used.

3.7.2 Data Collection Procedure in Phase II/Case I

This department runs two parallel programs in Turkish and English languages; the English language program was selected as the sample source for this study phase. More specifically, the participants, in this case, were all students in the first and second semesters of their first year. During the three-year study, 255 students were initially observed, and later INAR students participated in the in-depth interviews. This study's researcher conducted both the observations and the in-depth interviews, a teaching

assistant from the same courses but avoided giving grades to preclude bias while observing students and evaluating the results. Both male and female students participated, and the participants were from several different countries, including Cyprus, Turkey, Egypt, Iraq, Nigeria, and Iran. English was a second language for the students used during the presentations of their projects in feedback sessions. In EMU's INAR, the feedback sessions occur twice each semester, with design studio instructors and one or two guests present to evaluate students' projects and presentations. The discussions and evaluations of each session were recorded as handwritten comments regarding (a) the student's project status and (b) the quality of the student's presentation and their ability to explain their project.

Therefore, this study attempted to focus on the students' perceptions of their self-knowledge and the barriers that stopped them from expressing themselves and explaining their projects during jury times. This longitudinal study covered six semesters of first-year students progressing through their first two semesters. Observational field notes were taken to understand the real barriers students faced when practising their self-advocacy skills during the first (midterm) feedback sessions. In-depth interviews were conducted with the students in INAR to understand the students' attitudes during feedback, who had previously been observed during feedback as well. The purpose of this type of interview was to (a) understand the barriers to students' self-expression in explaining what they did in their projects, (b) understanding students' perceptions of their self-knowledge, (c) give the students some information on their department before explaining the semester's project; and (d) allowing students to become motivated and to prepare for practising self-advocacy in feedback time. Thus, three questions were asked in the interviews: (1) Why did you

choose this department? (2) Do you perceive yourself as an interior architect in the future? (3) What 'stresses you out' the most during feedback sessions? The first two questions enabled students to explain their perceptions of their self-knowledge, while the third was designed to penetrate the barriers affecting students' self-expression during feedback. After the interviews, the students' responses were transcribed and summarised.

After the first and second steps of this study, the midterm and final feedback sessions were compiled, interpreted, and compared. Then, assessing the students' responses for encouragement sections of practising self-advocacy highlighted the need to facilitate motivational features for practising self-advocacy skills among students. Several criteria were reviewed to determine how best to promote self-advocacy and enhance student performance during feedback sessions. While the researcher can be one of the department's research/teaching assistants, she was with the first-grade students for both first and second semesters through 3 years. Therefore, there was a chance to have a better approach to first observations. Then, an in-depth interview has designed. Later on, according to guest juries' comments and notes during feedback, the time summarizing the grading form of the guest jurors applied to understanding the influence of encouragement of practicing self-advocacy skills by first-year students their performance. This data sample is composed of both students from the Department of Interior Architecture and Architecture. These two departments are under the Faculty of Architecture roof during the first year of their design studio learning. After observing them during jury time, the questions were enquired. The researcher herself did the interview.

3.7.3 Data Collection Procedure in Phase II/Case II

For this case, a questionnaire was used as the primary data collection tool from all Interior Architecture Department's design studio students due to the quantitative research aim. The participants were arranged according to some equations that were mentioned in the previous sections. Nevertheless, this questionnaire has a cross-sectional horizon time; moreover, all design studios were open simultaneously. For this, the researcher asked help from her research/teaching assistant friends that entering these design studios. Briefly, this questionnaire was done through design studios research/teaching assistants and returned to the researcher at a specific time. While this department provides both English and Turkish program, the questionnaire is intended in both the mentioned languages.

3.7.4 Data Collection Procedure in Phase II/Case III

As the Phase II/Case III, the collection was a semi-structured interview with full-time instructors and research/teaching assistants. For that, the questions have been printed out and distributed to them with a deadline for returning their answers. This operation had done by the researcher. Here, the questions are written in both English and Turkish as well, and both were given. The reason for printing out and written in different languages was to lead the educators to feel free to express themselves.

To sum up with the process of data collection procedure, the questions of the survey, firstly, designed with overseeing by supervisors of this study, later on, examined by experts who one of them was one of the monitoring committee members of this thesis, and two research/teaching assistants and later on by five students of the same department. After revision, all of the data collection tools were submitted to the Faculty of Architecture, an EMU ethics committee. After revising by the committee,

the questionnaire was restructured again according to their perspective and completed the shortages.

For analysing the data collected for this study, several instruments have been applied. In below, all of these software tools have been exemplified.

3.8 Survey Software Instruments

In this study, for reaching reliable results, multi-phase with a multi-case has been applied. Every case has its method in analysing its data. While this study has a -method approach, for qualitative, Qiqqa, and Nvivo software program applied, and for quantitative, the SPSS software program has been utilized to collect, analyse, and interpret these data. Subsequently, it will be more reliable if these instruments being illustrated for each Phase and each case of this study. In the following paragraphs, these exemplifications have been shown.

- In Phase I, all documents are entered into the Qiqqa program; after scanning all, the essential and interesting explanations were highlighted. After that, the highlighted explanations were annotated in a one-word file. Later on, the self-advocacy and its components are indicated, the significant opinions interpreted, and all of these have been done through the Nvivo software program, one of the top programs for analysing qualitative methods in educational research (Creswell, 2012).
- In Phase II/ Case I and III, in-depth interviews with first-year students, on the one hand, semi-structured interviews with instructors and research/teaching assistants, on the other hand, have been conducted. While the respondents were free to express their opinions and perceptions, their answers need to be concrete, summarized, highlighted the critical keywords, analysed, and interpreted. Therefore, a program

of analysing qualitative approach is needed. Furthermore, the Nvivo program has been applied here, as well.

- Phase II/Case II has a different approach compared to Phase I and Phase II/ Case I and III; thus, analysing its data has a different method. In more detail, this case has a quantitative approach, which the questionnaire has utilized with close-ended questions. So, the findings are numerical results. Scholars' best software for analysing their quantitative data is the SPSS program (Creswell, 2012). Like other quantitative studies, this program has been used to analyse and compare the data in this phase.

In conclusion, this study, as with any other studies, has its methodology. This chapter has obtained in-depth explanations of the methodology of it. While this study attempts to collect, analyse, and interpret data relative to the research problem, multilevel with a multi-case has been applied. Naturally, every case has its method approach, and every data of the cases have results that collaborate in the conclusion of this research. The results, discussions, and conclusions of these data have been presented in the following chapters.

Chapter 4

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents the results of this study. First, Phase I results, the analysis of the self-advocacy educational settings components, have been illustrated. Secondly, Phase II/Case I was conducted on -year students, the results and the discussions of these results are displayed, consisting of the observation, in-depth interviews, and Summarizing the grading form of the guest jurors. Thirdly, the quantitative part, Phase II/Case II, comprised the structured questionnaire with closed-ended questions that had been done with all semester students of the department during a specific period. Finally, Phase II/Case III results, which are semi-structured interviews with both full-time instructors, on the one hand, and teaching/research assistants who passed the doctorate qualification exam, on the other hand. The results are all mentioned below.

4.2 Case I: Barriers to Practicing Self-Advocacy Skills in Feedback-Times (Jury-Times)

In this case, first-year students were observed during the first part of the semester (until Mid-Term juries have done) from 2016 to 2019. Therefore, the focus of the observation was on the INAR students.

In this evidence-based case, the observation was conducted first, in which the main aim was to determine the interior architecture students how to act amongst architecture

students and instructors from the architecture department in the design studio. Because the design studio is a microscale of practise in real society, collaboration, interaction, communication, and discussion happen (McDonald, Rich, & Gubler, 2018). The study attempts to clarify students' attitudes during the jury and the daily review time through this. A great deal of evidence was recorded during the observation. The result of this evidence-based observation is an outcome of FARC students only, who are the first and the second semesters of both Architecture and Interior Architecture Departments, so the findings are as illustrated below:

- Students of interior architecture are always thought to be a step behind architecture students.
- Students of INAR, compared to Architecture Department students, were less ready to speak up for their needs and rights. Instead, they were waiting for their fellow students from the Architecture Department to speak instead of them.
- Students of INAR seemed to be undermined, intentionally or unintentionally, by instructors from the Architecture Department. That has made students feel uneasy about expressing themselves and their projects confidently.
- Another observation was that interior architecture students sometimes were sabotaged and humiliated by the Architecture Department students by giving them the sense that interior architecture is specifically for only one gender—women.

So, depending on the literature and the observation, in-depth interviews were conducted with samples of six semesters in INAR.

4.2.1 Findings from the In-Depth Interviews

In-depth interviews were conducted during these three years, with 80 students. The interviews were based on three questions:

➤ **Why did you choose this department?**

This question was asked to help us understand students' interests or learn if they knew what they wanted. In answering, 34 students (42.5%) replied that they had been forced or encouraged by their parents to study interior architecture, whereas 17 students (21.25%) said they were inspired by at least one parent who had worked in the design or construction sector. Only eight of the students (10%) had dreamt of becoming an interior architect. Meanwhile, 12 of the students (15%) chose the department because they believed that studying interior architecture would be much more comfortable than other subjects, such as architecture. Finally, nine students (11.25%) said they enrolled in INAR because of another sibling studying in a related department at EMU, such as architecture or civil engineering. These students believed they might form a team with their siblings after graduation.

➤ **Do you perceive yourself as an interior architect in the future?**

Although the students hesitated to respond to this question, they had a variety of answers. A total of 43 students (53.75%) said yes, whereas 19 respondents (23.75%) indicated that they were still undecided as to whether to become an interior architect. At the same time, 11 of the students (13.75%) mentioned that they wanted to be an interior architect but still could not imagine themselves in the role. Finally, seven of the students (8.75%) said they would not continue as interior architects after graduation.

➤ **What 'stresses you out' most during feedback sessions (with jurors)?**

According to the literature, the jury is a simulation of society, where an interior architect explains the project design to the client. From this point of view, the purpose

of this question was to understand the barriers students face during their feedback sessions. A total of 51 students (63.75%) believed that using their second language (English) was the most stressful difficulty explaining their projects.

Meanwhile, 11 of the interviewees (13.75%) said they were afraid of the jury members' knowledge of the project or context. Interviewees said they were afraid of every word used in their presentations because any word could become a discussion subject. In total, seven of the students (8.75%) confessed that they were dissatisfied with their projects, and one of these commented, 'I cannot understand what I did. How can I lead others to understand my project?' Simultaneously, five interviewees (6.25%) stated that maintaining eye contact with jury members and watching the members discuss projects amongst themselves led to stress. Ultimately, only six students (7.5%) said they did not see jury feedback as a stressful time.

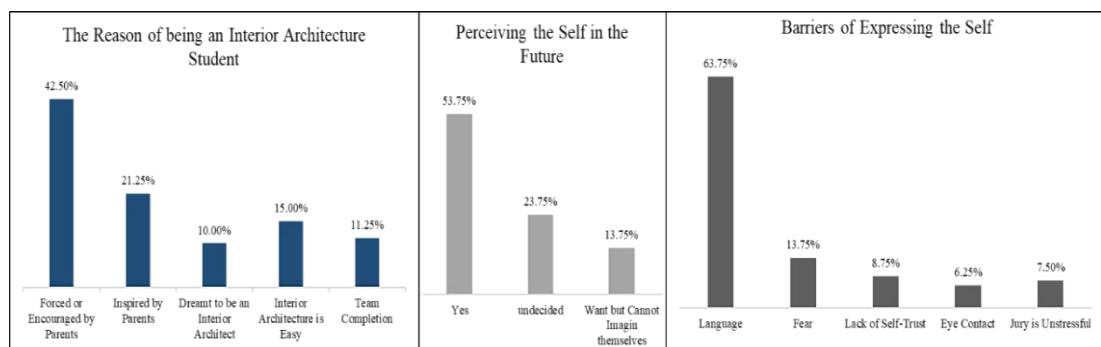


Figure 6: Findings of the In-Depth Interviews with First-year Students

4.2.2 Summary of the Grading Forms of the Students

In this section, students were interviewed at first and received motivation at the end. They were asked to participate and told to ask for advice if they needed further information later. Thus, 57 students felt motivated in at least three sessions, 10 of them received only two sessions, and 13 received a motivation session only once during

their interview. The students' success in the guest jurors' eyes was observed, and the results are presented below.

➤ **The manner of students' presentations and their abilities to explain their projects**

According to guest members' comments regarding the students' explanations of their projects, 44 out of 57 (77.2%) of the participants who were advised to practise their self-advocacy skills in at least three sessions delivered satisfactory presentations; nine students (15.8%) received no comments about their presentations to guest jurors, and four students (7.0%) delivered unsuccessful presentations. Ten of the interviewed students received only two sessions. Among them, three (30.0%) had satisfactory presentations. While none of them had an utterly ineffective presentation, seven (70.0%) students did not receive any comment. Of the 13 students who received one session of encouragement on how to practise their self-advocacy, eight of them (61.54%) received no comments by guest jurors about their presentations, two students (15.38%) received positive comments about their presentations, and three students (23.08%) received negative comments from the guest jurors.

➤ **Satisfactory student projects**

Of the students who received at least three guidance sessions to support them in practising their self-advocacy skills, 50 of them (87.72%) received satisfactory final grades for the course. Meanwhile, only three students (23.08%) received a satisfactory grade of those who had only one session. Instructors and jury members wrote comments for students who had at least three supporting meetings, such as stating that the students' systematic explanations, knowledge of their projects, and architectural

terminologies during feedback time enabled guest jury members to understand the students' projects better.

After summarizing the grading forms of the guest jury members, each student that participated in this survey and evaluating the results as it has shown above, and grouping them, the barriers to practising self-advocacy strategies could be summarizing as following:

- **Group A-Fear:** in both in-depth interviews time and while occupying the gatherings, students complain about the first, foremost obstacles in speaking up for their needs and understand their responsibility was fear. According to the students' answers, it comes from two polar, which are fear of their own real family, at the same time, fear of their education family, i.e., fear of their instructors.
- **Group B-Language Barriers:** the second foremost problem in front of the students was language barriers. Although students threaten using the second language to explain their projects, they have body language problems. As they mentioned, eye-contact with instructors is one of stressfulness during the jury.
- **Group C-Lack of Knowledge:** One of the barriers to lack of self-advocacy is lack of knowledge. Either knowledge of self, useful for understanding and imagine themselves, and imagine themselves as interior architects in the future or lack of knowledge of the students' problems to design a design project were investigated.
- **Group D- Imitation:** the barriers for freshmen students are various. Sometimes these barriers are created by others. Despite that, many times, these barriers are created by the students themselves. So, imitation or inspiring the family, which are from this type of barrier, without thinking of what s/he wants to be, let students be

confused and have fluctuation in self-advocacy without thinking of what they want to be.

As a summary of this phase, many struggles face university students, particularly in the first-year university life. Whereas interior architecture education has different learning/teaching processes, compared to other educational fields, and parallel to other design educations, this transition has remarkable obstacles. Therefore, the students' point of view has taken a crucial part in this study.

4.3 Case II: Students' Perspectives

As another explanatory part of this study, students' perspectives, as close-ended structured questionnaires, have been considered. This was to understand students' awareness of their self-advocacy skills and their components, such as self-knowledge, self-efficacy, and self-expression. Moreover, later on, instructors' opinions were taken through open-ended semi-structured interviews, self-advocacy, how they think about this issue and their opinion for letting students be guided to practise their self-advocacy skills. However, 307 students were expected to participate in this survey; just 261 contributors responded to the questionnaire. The questionnaire contained one general question, which consists of 4 questions about their gender, age, nationality, and which semester they are in, and three main parts were about self-knowledge, self-efficacy, and self-expression are 27 questions are illustrated one by one. As mentioned previously, this department has both English and Turkish program, whereas, English program codified with INAR and start from INAR291 (3rd semester), INAR 292(4th semester), INAR391 (5th semester), INAR392 (6th semester), INAR491 (7th semester), and INAR492 (8th semester). The Turkish Program codified with ITAS that starts from ITAS101 (1st semester), ITAS102 (2nd semester), ITAS201 (3rd semester), ITAS202

(4th semester), ITAS301 (5th semester), ITAS302 (6th semester), ITAS401 (7th semester), ITAS402 (8th semester). The English Program of the Department's first-year education has a collaborative program study with the Department of Architecture; therefore, the first-year codification is FARC, and they are FARC101 (1st semester) and FARC102 (2nd semester). So, from now on, these codes have been used instead of the name of the semester. Therefore, each semester's results in both English and Turkish programs have been highlighted as follows for more understanding.

4.3.1 First-Grade Findings of the Students' perceptions of their Self-Advocacy Skills

First-year students experience the most critical transition period, transiting from secondary school to post-secondary education. Consequently, understanding the first-stage students' perceptions of their self-advocacy skills has played a crucial part in the entire study. Their response to answering the questions has been presented below.

4.3.1.1 English Language Program

In the beginning, the students were asked about their self-knowledge perceptions. In this section, ten questions have been asked. The purpose of these questions was to let students understand himself in general. Also, they were asked to give their opinions about the statements of the questions. Moreover, to consider their in-depth feeling, their faith, and the future that explain real them. The findings are coming out like the following.

a. Self-Knowledge Findings

In answering the first question, which is "I can describe my strengths and weaknesses,". None of the FARC 101 students strongly disagreed with this expression, while 9.1% of the students disagree, 18.2% still did not decide, more than half of them

agreed with this, which is 54%. Moreover, 18.2% of participants were strongly agreed. However, FARC102 had 24 students, and the expected number of participants was 22. Thus, the real respondents' number was 17. Amongst them, none of them neither strongly disagreed nor disagreed, 23.5% of the participants were neutral, 58.8% of them agreed, and 17.6% strongly agreed. None of the FARC 101 strongly disagreed with the expression of “I know my interests”, while 9.1% of the students disagree, and the same amount (9.1%) strongly agreed, 27.3% of them still did not decide, more than of them agreed with this which is 54.3%. Nevertheless, in the FARC102 design studio, none of them neither strongly disagreed, disagreed, nor neutral, there were more than (52.9%) the participants agreed, and approximately the results were close to each other 47.1% of respondents strongly agreed.

In FARC101, none of them neither strongly disagreed nor disagreed with “I can ask for help from my teachers without upset”, only 9.1% of the students strongly agreed, and the same result comes out with agree and neutral, which was 45.5% of participants. All the same, in the FARC102 design studio, the nonentity of participants strongly disagreed. Only 5.9% of them disagreed. Thus 47.1% of them answered neutral, there were only 17.6% of the contributors agreed, and 29.4% of respondents strongly agreed. In answering the fourth question, which was “I can say what I want to do when I graduate” FARC101, nobody stated strongly disagreed even disagreed, although more than (54.5%) of them still on the fence, 27.3% of the participants strongly agreed, and 18.2% of the result comes out with strongly agreed. Despite everything, in the FARC102 design studio, none of the participants strongly disagreed, no disagreed, only 5.9% of them said “I am neutral”, thus 35.3% of them answered I agree, and more than half (58.8%) of respondents strongly agreed.

In FARC101 design studio, none of the students had answered strongly disagree with “I know how to set goals for myself”, even though only 18.2% of participants disagreed, 27.3% of them still not decided either agreed or disagreed, but 36.4% said they agreed, and 18.2% of the result comes out with strongly agreed. However, in FARC102, none of the participants strongly disagreed; only 11.8% of them said disagree, once more, 11.8% yet on the fence; thus, 58.8% answered they agreed, and only 17.6% of respondents strongly agreed. None of the FARC101 students answered strongly disagree to “I know how to get information to make decisions”, nonetheless, only 9.1% of participants disagreed, 27.3% of them still on the fence, but 45.5% said agreed, and 18.2% of the respondents strongly agreed. In the FARC102 design studio, none of the participants strongly disagreed. Only 11.8% of them said disagree; thus, 41.2% answered neutral, 35.3%, and only 11.8% strongly agreed. Only one of the respondents (9.1%) of FARC101 answered strongly disagree with the explanation of “One of my dreams was to be interior architect/designer that’s why I’m here”, 18.2% of participants disagreed, 9.1% of them remained indecisive, 18.2% said agreed, thus 45.5% of the participants strongly agreed. However, in the FARC102 design studio, none of the participants neither strongly disagreed nor disagreed. Only 11.8% of them chose neutral, 29.4% of them agreed. On the other hand, more than half (58.8%) of the respondents strongly agreed.

For answering “for developing my project in my design studio, I know what my responsibilities are”. In the FARC101 design studio, 9.1% of the respondents strongly disagreed, 18.2% disagreed, 18.2% still had hesitation; thus, 45.5% of participants agreed, and only 9.1% of them strongly agreed. At the same time, FARC102 did not have any participants that answered strongly disagree, while only 5.9% of them chose

disagreed, 29.4% of the contributors remained neutral; conversely, 47.1% of the respondents agreed, and merely 17.6% of them stated strongly agree. Furthermore, 9.1% of the respondents strongly disagreed with “For developing my project in my design studio I know in which way I can do better”, in the FARC 101 design studios, none of the participants answered disagrees. Nevertheless, 36.4% of them were still on the fence, 27.3% of them agreed, 27.3% of contributors strongly agreed. Although nobody had answered strongly disagree in the FARC102 design studio, only 5.9% of them designated disagree. While 58.8% of the contributors selected neutral, contrary, 11.8% of the respondents agreed, and 23.5% of them stated strongly agree. The last question was, “For improving my project in my design studio, I know what I want from my instructors”, and 9.1% of the participants in FARC101 had answered strongly disagree. Meanwhile, 9.1% of them disagreed. In contrast, 54.5% of them still not decided to agree or disagree, but 18.2% said to agree, and 9.1% of the result comes out with strongly agree. On the other hand, in FARC102, none of the participants selected strongly disagree or disagree; 23.5% chose neutral. Hence 47.1% of them agreed, and 29.4% of respondents strongly agreed.

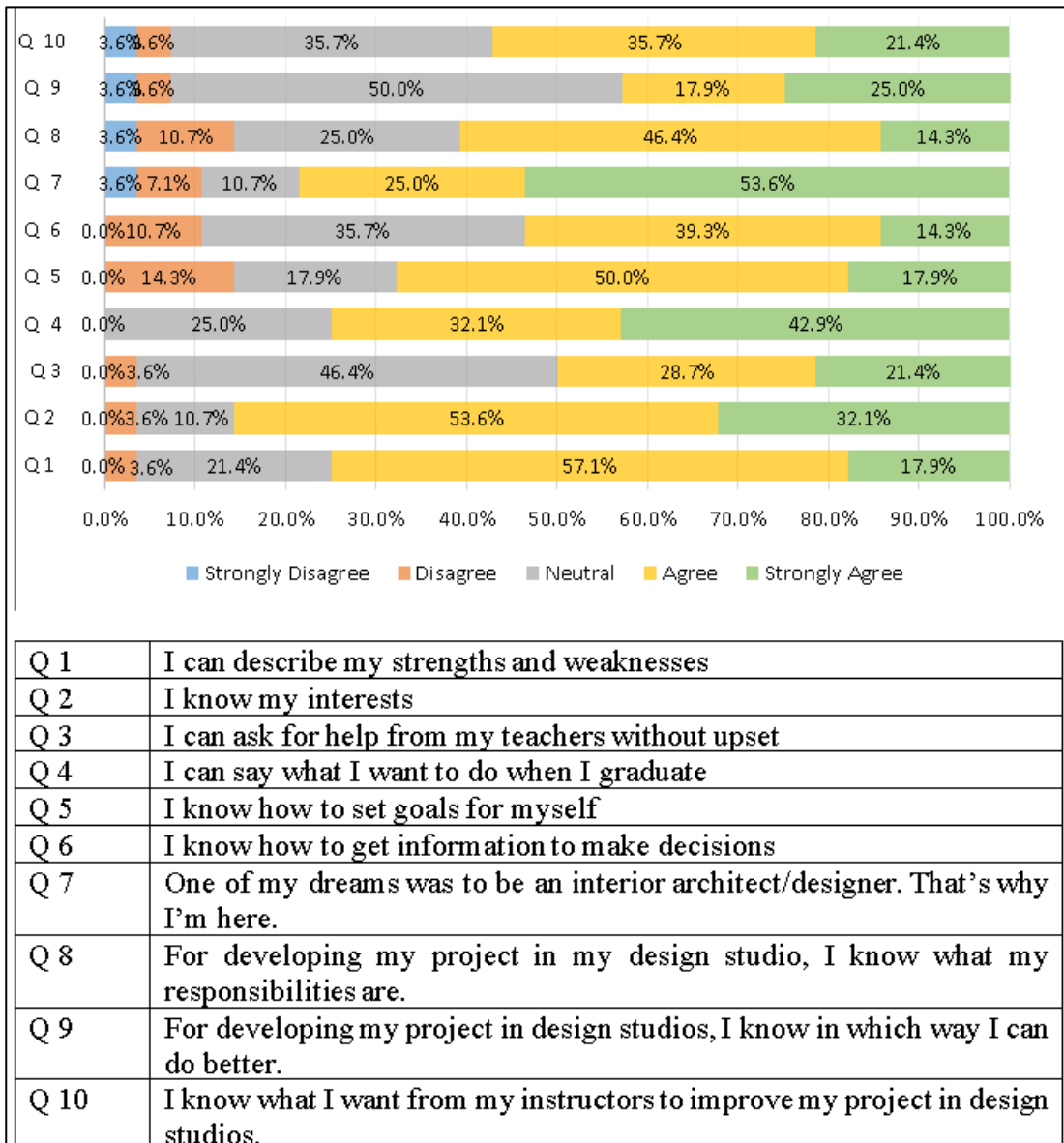


Figure 7: FARC101/FARC102 Self-Knowledge Findings

b. Self-Efficacy Findings

Nonetheless, the second part of the questionnaire consisted of questions about self-efficacy components. In this section, eight questions had been asked, and their results were as below:

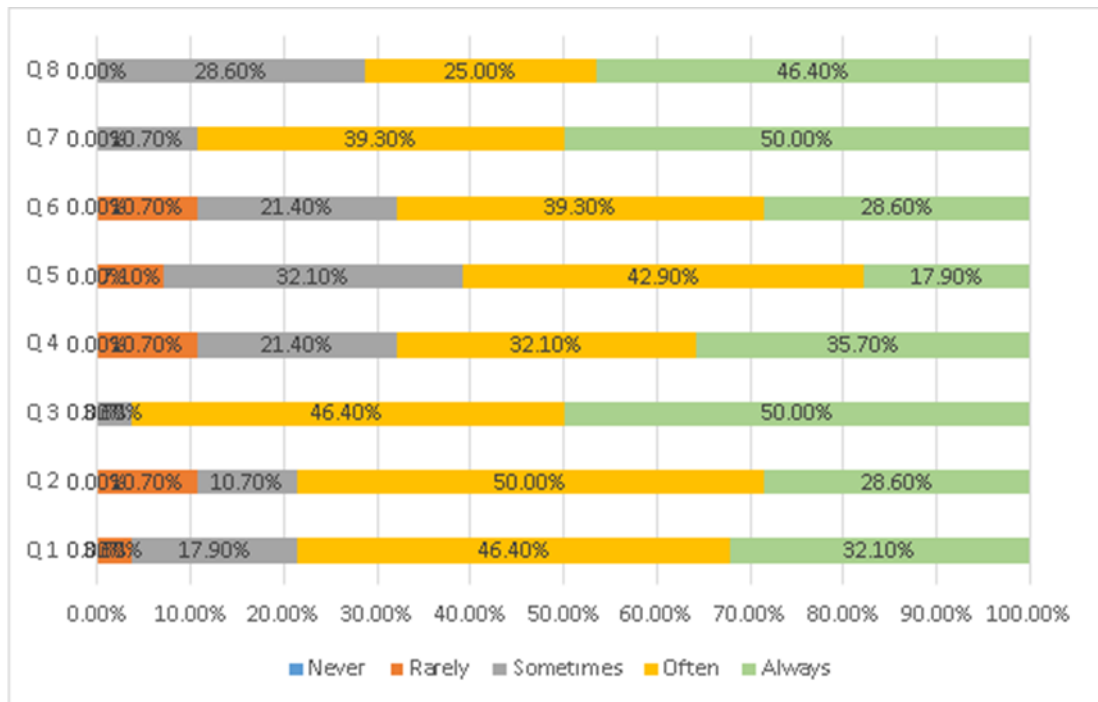
The 1st question that was asked was, “I can learn what is being taught during design studio course, in this semester”, none of them said ‘never’, whereas 9.1% of

participants selected 'rarely', 18.2% of the students stated sometimes. Nevertheless, for 45.5% of often it happened, at the same time, 27.3% of contributors indicated always. However, FARC102 had none of them replied never or rarely, while 17.6% sometimes chose. In contrast, 47.1% of them answered as often, and 35.3% of the respondents believed that it always happens for them; strongly agree. In FARC101, 27.3% of the participants chose 'rarely' for "I can figure out a successful project, if I try hard enough, during this semester", but nobody of them chose never. Moreover, 27.3% of the contributors answered rarely, the same amount (27.3%) said sometimes. However, 18.2% of them often pointed out that 27.3% of the respondents can always figure out a successful project if they try hard enough during the semester. Nevertheless, in the FARC102 design studio, none of them replied 'never', rarely even sometimes. Consequently, 70.6% of the participants answered often. On the other hand, 29.4% of respondents selected always. Furthermore, none of the FARC 101 chose neither never nor rarely for the third question that was "If I work on developing my project every day, I would have a successful project", only 9.1% of the respondents designated sometimes, at the same time, 36.4% of them replied 'often', while more than of half (54.5%) of them selected always. All the same, in the FARC102 design studio, the nonentity of participants chose 'never', rarely, or sometimes. Nonetheless, 52.9% of the contributors said often, and 47.1% of respondents pointed out always.

The fourth question was "Once I've decided to complete my project that's important to me, I keep trying to complete it, even if it is harder than I thought", and nobody stated 'never', although 18.2% of the participants chose 'rarely', 27.3% selected 'sometimes'. Also, 18.2% of the result often comes out, while 36.4% of the contributors always answered. Despite that, the FARC102 participants had no one that

stated 'never'. Only 5.9% of them said 'rarely'. Furthermore, 17.6% of them answered sometimes. On the other hand, 41.2% of respondents indicated 'often'. Also, 35.3% of them mentioned always. In FARC101 design studio, once more, none of the students had answered 'never' to explain, "I am sure of achieving success in my project, for this semester", even though only 18.2% of participants said rarely. Although 27.3% of them commented as sometimes, 36.4% often said, and 18.2% always remarked. However, in FARC102, none of the participants indicated 'never' or 'rarely'. In contrast, 35.3% of the participants selected 'sometimes'. Also, 47.1% of them answered often. At the same time, only 17.6% of respondents nominated always. FARC101 students were asked, "When I'm struggling to achieve a good grade, I focus on developing my project more instead of feeling unhappy"; no one answered never. Nonetheless, only 18.2% of participants chose 'rarely', same here, 18.2% of them answered sometimes. However, 45.5% of the contributors said often. At the same time, 18.2% of the respondents mentioned always. In the FARC102 design studio, none of the participants selected 'never'. Only 5.9% of them said rarely. Whereas 23.5% of them answered sometimes, 35.3% of contributors stated often, and once more, 35.3% of them chose always. Students of FARC101 design studio answered the expression "I believe I can be successful in completing my study" as nobody of the respondents answered never or rarely, while 27.3% of participants designated sometimes. Nonetheless, 36.4% of them often said the same percentage (36.4%) of the contributors always indicated. However, FARC102 design studio, none of the participants had selected never, rarely, or sometimes. Contrarily, 41.2% of them chose often; on the other hand, 58.8% of the respondents commented as always.

The last question was, “I believe I can be successful in designing any project, as an interior architect, after graduation” as in the FARC101 design studio, 00.0% of the respondents mentioned never or rarely, while 36.4% of them selected sometimes. Nevertheless, 45.5% of the participants indicated often. Thus only 18.2% of them chose always. Simultaneously, FARC102 did not have any participants who answered never or rarely, while 23.5% sometimes selected them. Hereafter, only 11.8% of the contributors answered often. Conversely, 64.7% of the respondents indicated always.



Q 1	I can learn what is being taught during the design studio course this semester.
Q 2	I can figure out a successful project if I try hard enough during this semester.
Q 3	If I work on developing my project every day, I would have a successful project.
Q 4	Once I've decided to complete my important project, I keep trying to complete it, even if it is harder than I thought.
Q 5	I am sure of achieving success in my project for this semester.
Q 6	When I'm struggling to achieve a good grade, I focus on developing my project more instead of feeling unhappy.
Q 7	I believe I can be successful in completing my study.
Q 8	I believe I can be successful in designing any project as an interior architect after graduation.

Figure 8: FARC101/FARC102 Self-Efficacy Findings

c. Self-Expression Findings

The last section of the questionnaire had been provided to understanding students' perceptions of their self-expression. Below, the students' answers to their self-expression have been illustrated.

The first question was, "One of the difficulties in jury-time is that the jury members are not listening to me". In the FARC101 design studio, 27.3% of the participants

strongly disagreed, while 9.1% of the students disagreed. In contrast, 36.4% of them indecisive; once more, 18.2% of the contributors agreed with this. Also, 9.1% of the participants are strongly agreed. FARC102 had only 5.9% that strongly disagreed. At the same time, 11.8% of the respondents disagreed. On the other hand, 35.3% of the participants answered neutral, while 29.4% agreed. Besides, 17.6% of the commentators strongly agreed.

None of the FARC 101 students had responded to the “When jury members discussing on my project; I listen to their opinions, even if I disagree with them” strongly disagreed, disagreed, or neutral with this expression. Contrarily, 45.5% of the contributors agreed with it, also 54.4% of them selected strongly agree. Nevertheless, in the FARC102 design studio, none of the participants had selected strongly disagreed, disagree, or neutral. 35.3% of the contributors agreed, and approximately more than half of the respondents strongly agreed, which was 64.7%.

The third question was, “When I listen carefully to what the instructors and jury members are saying to me, I can predict what their request will be” and in FARC101 design studio, none of the respondents chose strongly disagree or disagree. Oppositely, 72.7% of the participants were on the fence, while only 9.1% of them strongly agreed that the result comes out with agree with 18.2%. However, in the FARC102 design studio, the nonentity of participants strongly disagreed. Only 11.8% of them disagreed; thus 41.2% of the contributors answered ‘neutral’. Nevertheless, 23.5% of the respondents agreed, and the same amount (23.5%) strongly agreed. The FARC101 participants had answered the 4th question, which was “When I explain my project during jury-time, I have tremor”. Only 9.1% stated strongly disagree.

Moreover, 18.2% of them selected disagree. Contrariwise, 36.4% of the respondents were still on the fence, whereas 18.2% of the entrants agreed, also 18.2% of the result strongly agreed. Even so, in the FARC102 design studio, only 5.9% of the participants strongly disagreed, and 11.8% of them disagreed. Then again, only 5.9% of the contributors said: “I am neutral”. Thus 41.2% of them answered ‘agree’. Furthermore, 35.3% of respondents strongly agreed.

Only 9.1% of the students had answered: “I am aware of my situation, and I am careful of how to treat with my jury members during my jury-time” strongly disagree, even though only 18.2% of participants disagreed, once more, 18.2% of them still not decided either agreed or disagreed. Nonetheless, 45.5% of the respondents answered agreed, while only 9.1% of the result strongly agreed. However, in FARC102, none of the participants strongly disagreed. Only 5.9% said they disagreed. Thus 23.5% of the contributors yet indifferent to this explanation. On the other hand, 41.2% of the respondents agreed with it; 29.4% strongly agreed.

FARC101 had only 18.2% that answered strongly disagree for “I always trying to smile even if the jury members do not accept my project, in jury-time”, once more, 18.2% of the participants disagreed, then again 18.2% of them still on the fence, though 18.2% of the respondents said agreed, while 27.3% of them were strongly agreed. Nevertheless, in the FARC102 design studio, none of the participants strongly disagreed. Only 11.8% of them said disagree, whereas 17.6% of them answered ‘neutral’. In contrast, 41.2% of the contributors who chose agreed that 29.4% of the respondents strongly agreed.

FARC101 design studio had no respondents who answered strongly disagree to “I express my opinions on my project, even if the jury members disagree with me”, while 18.2% of them disagreed, another time 18.2% of the contributors still did not decide. On the other hand, 27.3% of the participants said agreed. Also, 36.4% of them were strongly agreed. However, in the FARC102 design studio, none of the participants strongly disagreed; only 11.8% disagreed. Nonetheless, 29.4% of the contributors chose neutral, whereas 41.2% of them agreed. On the other hand, only 17.6% of the respondents strongly agreed.

In the FARC101 design studio, 9.1% of the respondents strongly disagreed with the eighth question: “I have a hard time controlling my emotions when I disagree with my jury members” 27.3% disagreed, 18.2% of the contributors still had hesitation. Thus 36.4% of participants agreed. Contrariwise only 9.1% of them strongly agreed. At the same time, FARC102 had only 5.9% of the participants who answered strongly disagree. In contrast, 41.2% of them selected disagree, while only 11.8% of the contributors chose neutral. Simultaneously, 11.8% of the respondents agreed, though 29.4% of them stated strongly agree.

The last question was, “In the discussion on my project, I communicate that I am listening through body language (nodding my head, avoiding rolling my eyes)” as in the FARC101 design studio, nobody strongly disagreed. Only 9.1% of the participants answered disagree. Nevertheless, the range gradually increased as 18.2% were still on the fence, and 27.3% agreed. Also, 27.3% of the contributors strongly agreed with this enlightenment. Although in the FARC102 design studio, none of the participants had answered strongly disagree or disagree. In comparison, only 5.9% of the contributors

selected neutral. Contrariwise, 52.9% of the respondents agreed. Besides, 41.2% of them stated strongly agree.

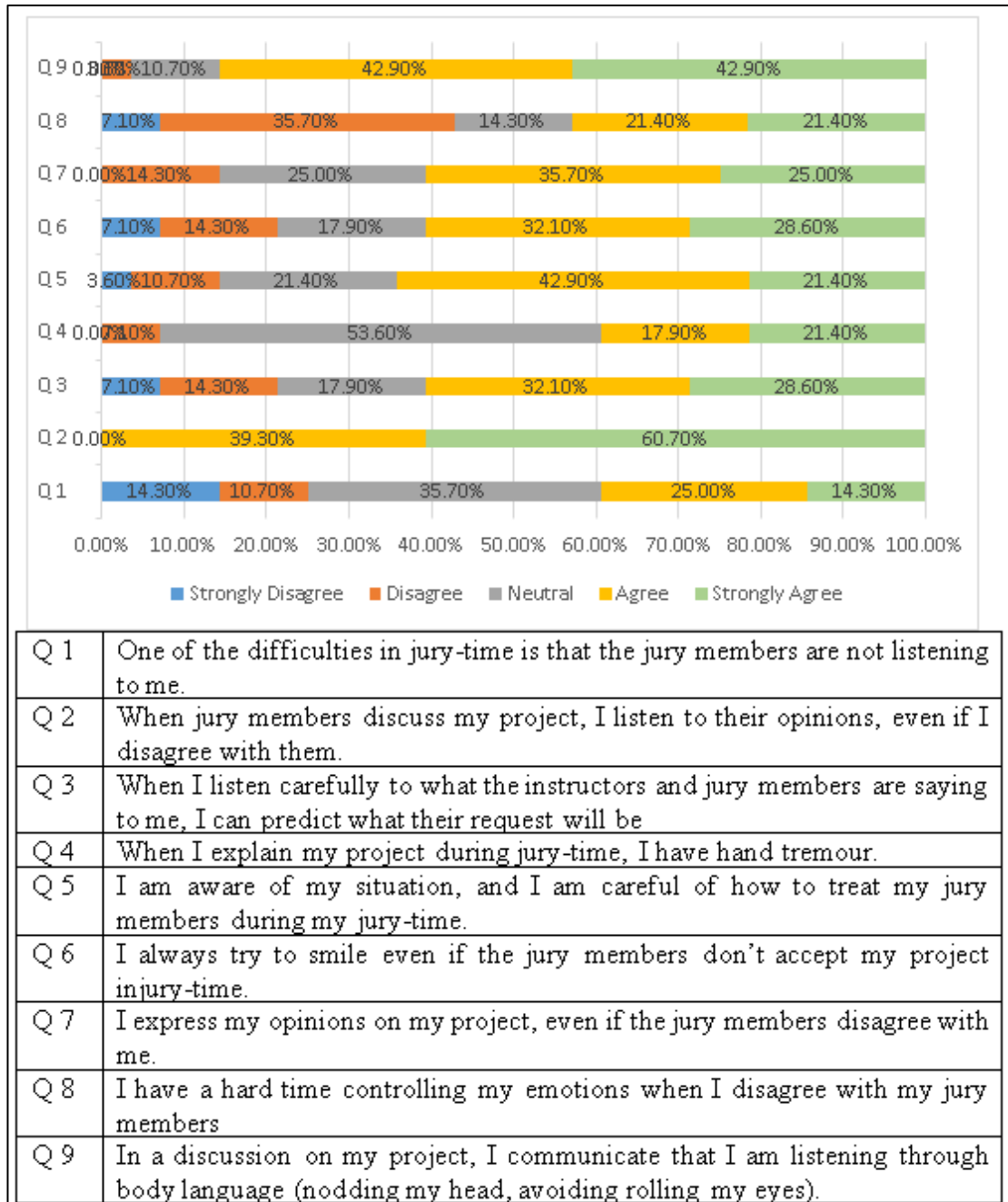


Figure 9: FARC101/FARC102 Self-Expression Findings

4.3.1.2 The Turkish Language Program

ITAS 101 had only five students. Two students were responded. However, ITAS101 were a few numbers, they were combined with ITAS102, and ITAS102 had 17 students. The expected number was 17. Thus 13 students were responded to this survey. Using the same design studio and both design studio course results have been combined. Accordingly, the results of self-knowledge, self-efficacy, and self-expression have been presented below.

a. Self-Knowledge Findings

As a percentage of the first question's result, 60.0% of both design studios answered agree, and 26.7% strongly disagreed. Only 6.7% of the students either neutral or strongly agreed. Hence, for the second question, the ITAS101/ITAS102 students had only 6.7% of the respondents who replied strongly disagree, 6.7% of them disagreed who replied strongly disagreed, 6.7% of them disagreed with those who replied strongly disagreed, 6.7% of them disagreed with this question. Hence, 26.7% of the contributors chose neutral. Moreover, 40.0% of the participants agreed with it. Whereas half of this amount (20.0%) had answered strongly agree.

However, in answering the third question, the ITAS101/ITAS102 students had 6.7% that strongly disagreed with the explanation, 13.3% disagreed. Whereas 20% of contributors answered *Neutral*, and 20.0% of them agreed with it. Thus, the bulk of this percentage (40.0%) of the respondents had selected strongly agree. The ITAS101/ITAS102 students had responded to the fourth question as strongly disagree with 6.7%, once more, 6.7% of them selected disagree. At the same time, 26.7% of the

participants were still on the fence. The same percentage (26.7%) of the contributors replied agreed as well. Besides, 33.3% of the participants had answered strongly agree.

In the ITAS101/ITAS102 design studio, only 6.7% of the participants answered the fifth question with strongly disagree, and 20.0% disagreed with it. At the same time, 20.0% of the respondents selected neutral. However, 33.3% of commentators responded they agreed. There are 20.0% of the participants replied, strongly agreed. For the sixth question, the ITAS101/ITAS102 students' response to strongly disagree and disagree was 6.7%. Hence, 26.7% chose neutral. Approximately the bulk of this percentage (40.0%) selected agree. While only half of the previous sum (20.0%) of participants strongly agreed.

In the ITAS101/ITAS102 design studio, 13.3% of the students had answered strongly disagree with the seventh question. Hence, 33.3% of them disagreed with this question. On the other hand, equally, 13.3% of the contributors nominated neutral and agree. Whereas 26.7% of the participants selected strongly agree. In comparison, none of the ITAS101/ITAS102 students disagreed with the eighth question. However, 13.3% of respondents replied strongly disagree, and only 6.7% of them chose neutral. Contrariwise, 53.3% of the respondents agreed with this situation, then 26.7% of the participants answered strongly agree.

The ITAS101/ITAS102 design studio had only 6.7% of participants who answered the ninth question strongly disagree. Besides, one more 6.7% of them disagreed. At the same time, 26.7% selected neutral. Despite everything, 46.7% of the participants agreed with this expression. Also, 13.3% of the contributors had selected strongly agree. Simultaneously, In the ITAS101/ITAS102 design studio, 6.7% of the

participants strongly disagreed with the tenth explanation that was on perceiving students' self-knowledge by themselves and 6.7% of them again said disagree. Hereafter, 13.3% of the contributors answered 'neutral'. 46.7% of participants agreed with this explanation, 26.7% of them strongly agreed.

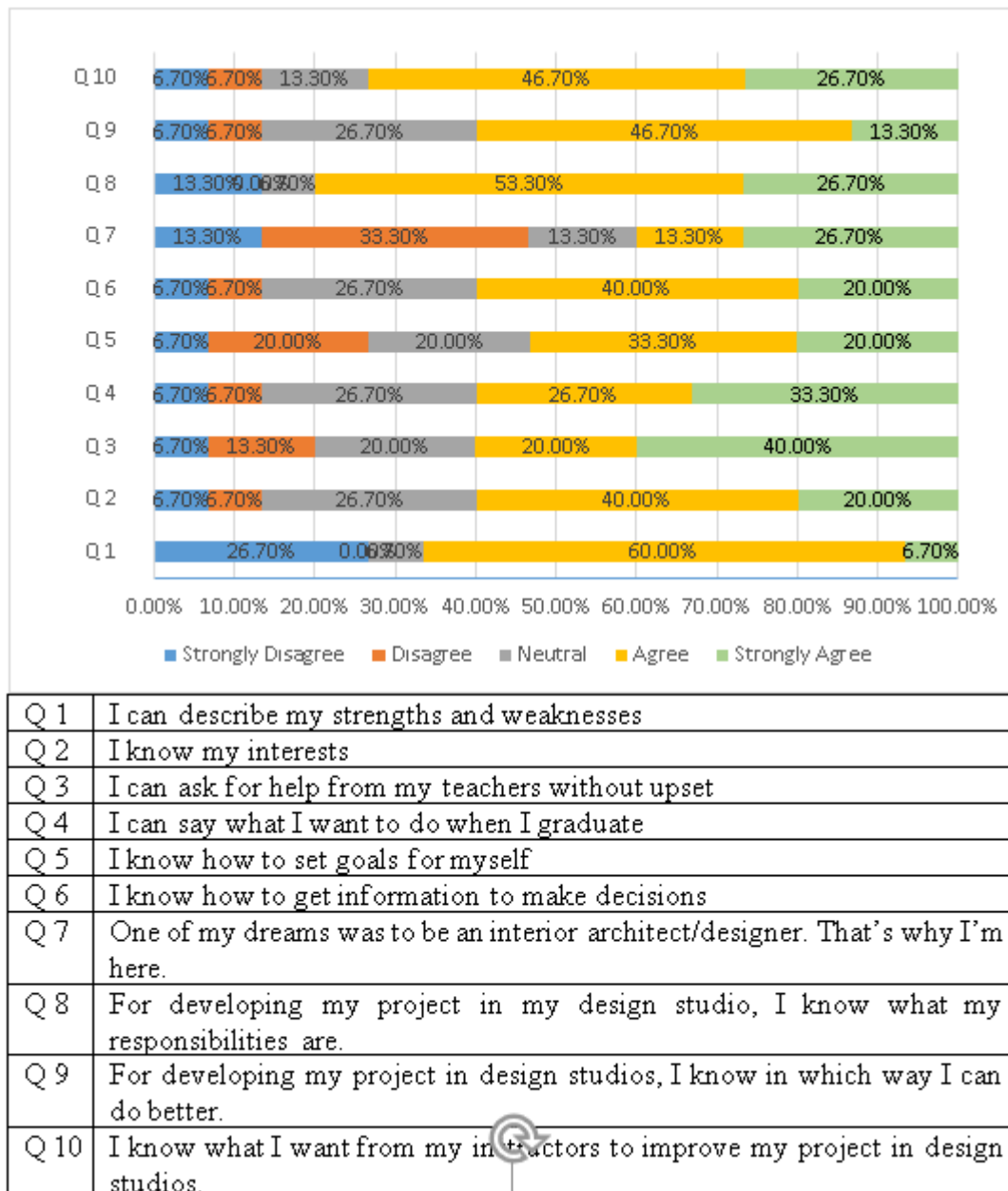


Figure10: ITAS101/ITAS102 Self-Knowledge Findings

b. Self-Efficacy Findings

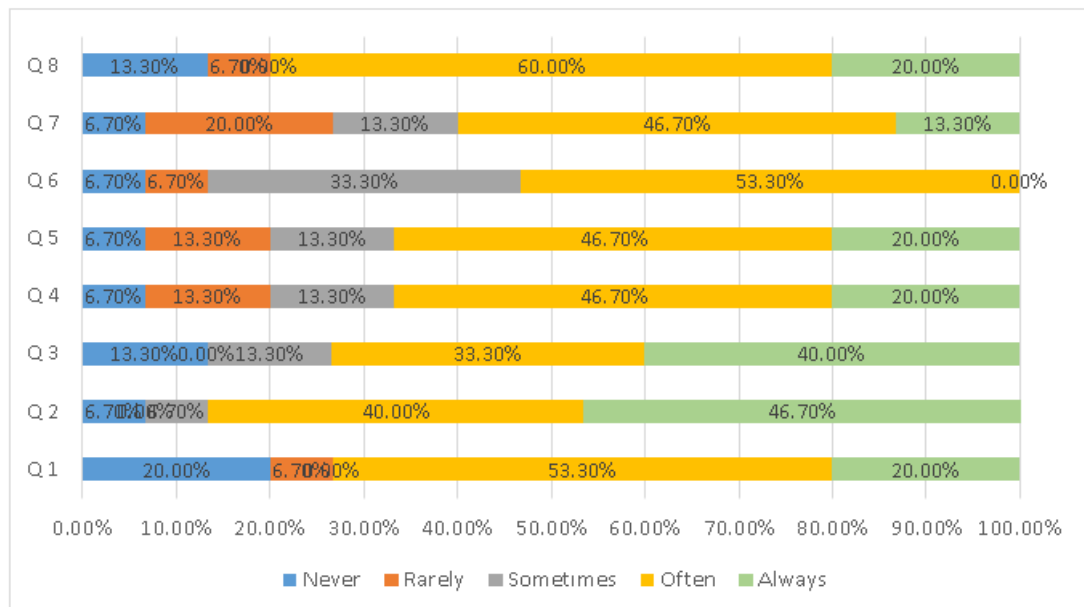
As a percentage of the result for the first question that was asked to understand students' perceptions of their self-efficacy skills, 20% of ITAS101/ITAS102 design studio's participants answered 'never' only 6.7% of them selected rarely. Contrariwise, 53.3% of the respondents answered often. At the same time, 20.0% of them chose always. Nevertheless, none of the contributors chose sometimes. The ITAS101/ITAS102 students had only 6.7% of the respondents who replied 'never' to the 2nd question, 6.7% chose sometimes. Hence, 40.0% of the contributors selected often. Moreover, 46.7% of the participants pointed out always. At the same time, no one of the respondents in this design-studio stated rarely.

In the ITAS101/ITAS102 design studio, the 3rd question's answer was 13.3% of the contributors chose 'never', another 13.3% of them selected sometimes. Whereas 33.3% of the contributors mentioned 'often', at the same time, 40.0% of them indicated always, nobody of the participants said rarely. Thus, the ITAS101/ITAS102 students had responded to the 4th question and answered 'never' with 6.7%, besides 13.3% selected 'rarely'. At the same time, another 13.3% of the participants chose sometimes. Nonetheless, 46.7% of the contributors replied often, also 20.0% of the respondents answered always.

However, the ITAS101/ITAS102 students responded to the 5th question, with only 6.7% of the participants answered never, and 13.3% selected 'rarely'. At the same time, 13.3% of the respondents designated 'sometimes'. However, 46.7% of commentators responded often. There are 20.0% of participants that replied 'always'. 6.7% of the ITAS101/ITAS102 contributors' response to the sixth explanation of the

self-efficacy section was never and rarely. Hence, 33.3% of them chose ‘sometimes’; simultaneously, 53.3% of the respondents selected ‘often’. At the same time, none of the participants chose ‘always’.

Furthermore, 6.7% of the ITAS101/ITAS102 design studio replied ‘never’ to the 7th question. Hence, 20.0% of them replied ‘rarely’. On the other hand, 13.3% of the contributors chose ‘sometimes’. Whereas 46.7% of the participants selected ‘often’, at the same time, 13.3% stated ‘always’. 13.3% of the ITAS101/ITAS102 students responded ‘never’ in the 8th explanation. However, 6.7% of respondents replied



Q 1	I can learn what is being taught during the design studio course this semester.
Q 2	I can figure out a successful project if I try hard enough during this semester.
Q 3	If I work on developing my project every day, I would have a successful project.
Q 4	Once I've decided to complete my important project, I keep trying to complete it, even if it is harder than I thought.
Q 5	I am sure of achieving success in my project for this semester.
Q 6	When I'm struggling to achieve a good grade, I focus on developing my project more instead of feeling unhappy.
Q 7	I believe I can be successful in completing my study.
Q 8	I believe I can be successful in designing any project as an interior architect after graduation.

Figure 11: ITAS101/ITAS102 Self-Efficacy Findings

'rarely', and no one of them chose 'sometimes'. Contrariwise, 60.0% of the respondents chose 'often', then 20.0% of the participants responded 'always'.

c. Self-Expression Findings

In this section, students responded to all nine questions. In more detail, their answers have been explained as follows.

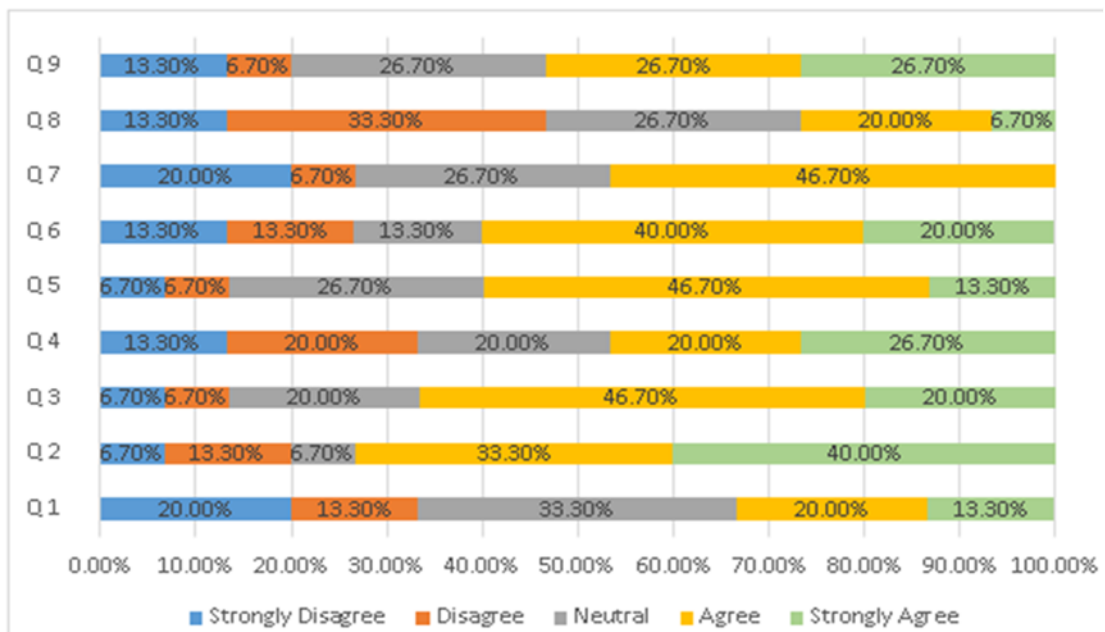
As a percentage of the first question's result, 20.0% of ITAS101/ITAS102 design studios answered strongly disagree. Thus only 13.3% of them disagreed. At the same time, 33.3% of the contributors nominated neutral. On the other hand, 20.0% of the participants agreed with this, while 13.3% strongly agreed. Nevertheless, the ITAS101/ITAS102 students in answering the 2nd explanation had only 6.7% of the respondents who strongly disagreed. After that, 13.3% disagreed with this question. Besides, 6.7% of the contributors selected neutral. Hence, 33.3% of the participants agreed with it, while 40.0% of them had selected strongly agree.

In the ITAS101/ITAS102 design studio, only 6.7% strongly disagreed and disagreed with the 3rd explanation. Nevertheless, 20.0% of the contributors still on the fence. Contrarily, 46.7% of the respondents agreed with it. At the same time, 20.0% of them had designated strongly agree. For the 4th question, the ITAS101/ITAS102 students had responded strongly disagree with 13.3%. Moreover, 20.0% of them selected disagree; another 20.0% of the participants were indifferent. However, the same percentage (20.0%) of the contributors replied with agreeing as well. There were 26.7% of them had replied strongly agree.

In the ITAS101/ITAS102 design studio, only 6.7% of the participants answered the 5th question strongly agree, and the other 6.7% selected disagree. At the same time, 26.7% of the respondents designated neutral. However, 46.7% of commentators responded to agree; there are 13.3% of participants strongly agreed. 13.3% of the ITAS101/ITAS102 contributors responded to the 6th explanation with strongly disagree, disagree, and neutral. Hence, 40.0% of them chose neutral. While only half of the previous sum (20.0%) of the participants strongly agreed.

In the ITAS101/ITAS102 design studio, 20.0% answered the 7th question with strongly disagree. Hence, only 6.7% of them replied, they disagree. On the other hand, 26.7% of the contributors answered neutrally. Whereas 46.7% of the participants selected agree. No one of the participants indicated strongly agree. 13.3% of the ITAS101/ITAS102 participants' response to the 8th question was strongly disagree. However, 33.3% of respondents replied as disagree; after that, 26.7% chose neutral. Although 20.0% of the respondents agreed with this situation, only 6.7% answered strongly agree. Moreover, the ITAS101/ITAS102 design studio had 13.3% of participants answer the last explanation with strongly disagree. Besides, only 6.7% of them disagreed. At the same time, 26.7% of the contributors selected neutral. Despite

everything, 26.7% of the participants agreed with this expression. Once more, 26.7% of them had selected strongly agree.



Q 1	One of the difficulties in jury-time is that the jury members are not listening to me.
Q 2	When jury members discuss my project, I listen to their opinions, even if I disagree with them.
Q 3	When I listen carefully to what the instructors and jury members are saying to me, I can predict what their request will be
Q 4	When I explain my project during jury-time, I have tremours.
Q 5	I am aware of my situation, and I am careful of how to treat my jury members during my jury-time.
Q 6	I always try to smile even if the jury members don't accept my project in jury-time.
Q 7	I express my opinions on my project, even if the jury members disagree with me.
Q 8	I have a hard time controlling my emotions when I disagree with my jury members
Q 9	In discussing my project, I communicate that I am listening through body language (nodding my head, avoiding rolling my eyes).

Figure 12: ITAS101/ITAS102 Self-Expression Findings

4.3.2 Second-Grade Findings of the Students' perceptions of their Self-Advocacy Skills

Second-year had two design studios; INAR and ITAS. Both design studio students had answered the questions of three sections of the questionnaire with different results. So, below, the results of both programs have been illustrated.

4.3.2.1 English Language Program

That year, there were two design studios, INAR291 and INAR 292. Besides, INAR291 had 15 students. The expected number of participants was all; 15, but 2 of them had not responded, so the real number was 13 contributors. However, INAR292 has 17 students, and the expected participants were the whole. The contributors were 16. Therefore, one student was missing, and the results of this year's students are shown below.

In the INAR291 design studio, 0% of the students answered 1st question with strongly disagree, disagree, or neutral. In contrast, 92.3% replied agreed, and 7.7% of them were strongly agreed. Nevertheless, in INAR292, more than half of them (56.3%) agreed with the expression. A quarter of the participants (25%) were neutral, and only 18.8% of respondents strongly agreed with it. Finally, no one answered. They disagree, even strongly disagree. When the 2nd question was answered by the INAR291 design studio students, like the previous question, none of the participants answered strongly disagree, disagree, or neutral. In contrast, 61.5% of them responded agreed, and 38.5% of them were strongly agreed. In the INAR292 design studio, no one answered strongly disagree, disagree, and neutral. Oppositely, 43.8% of respondents agreed. At the same time, 56.3% of them selected strongly agree.

For the previous question and the 3rd one, in the INAR291 design studio, nobody answered ‘strongly disagree’ and ‘disagree’ for the 3rd question. Thus, 7.7% selected ‘neutral’. Oppositely, 23.1% responded agreed, and 69.2% of them are strongly agreed. On the other hand, INAR292 participants had no one answered neither ‘strongly disagree’ nor ‘strongly agree’. Simultaneously, 62.5% agreed with the expression, 18.8% were ‘neutral’, and 18.8% of respondents disagreed with it. None of the INAR291 students had responded to the 4th question with ‘strongly disagree’, ‘disagree’, or ‘neutral’. Contrarily, 84.6% of them replied ‘strongly agree’, and 15.4% of them agreed. However, in the INAR292 design studio, no one answered ‘strongly disagree’, ‘disagree’, and ‘strongly agree’. Inversely, 87.5% of the respondents agreed. At the same time, 12.5% selected neutral.

In the INAR291 design studio, nobody answered ‘strongly disagree’ and ‘disagree’ for the 5th question. Thus, 46.2% selected ‘neutral’. At the same time, 46.2% responded agreed, only 7.7% of them were strongly agreed. Nonetheless, INAR292 participants had no one answered ‘strongly disagree’, ‘disagree’ or ‘strongly agree’. Simultaneously, 62.5% agreed with the expression, and 37.5% of the contributors selected ‘neutral’. Whereas the INAR291 students’ responses to ‘strongly disagree’ and ‘disagree’ were 0.0% for the 6th explanation. Hence, 7.7% of them still on the fence, 76.9% agreed, and 15.4% of contributors strongly agreed. While the INAR292 students had 18.8% that replied ‘disagree’, 18.7% answered ‘strongly agree’. Simultaneously, 62.5% of respondents agreed with this, and no one selected ‘strongly disagree’ or ‘Neutral’.

In answering the 7th question, in the INAR291 design studio, nobody answered ‘strongly disagree’, ‘disagree’, or ‘neutral’. Accordingly, 23.1% selected ‘agree’, and approximately most of them (76.9%) strongly agreed on this expression. However, INAR292 contestants had no one answered ‘strongly disagree’, or neutral. Simultaneously, 18.8% disagreed with the explanation, 62.5% of the contributors agreed with it, and 18.2% strongly agreed. The INAR291 students’ response to ‘strongly disagree’ and ‘disagrees’ or ‘neutral’ was 0.0% in replying to the eighth explanation of self-knowledge. Hence, 23.1% of them agreed with this explanation, 76.9% of them strongly agreed. Whereas the INAR292 students had 18.8% that replied with neutral, half of them (50.0%) answered ‘strongly agree’ while 31.3% of respondents strongly agreed with it.

Simultaneously, the INAR291 design studio had no one to answer ‘strongly disagree’ or ‘disagree’ in the 9th question. Consequently, 38.5% of the selected ‘neutral’, and the same percentage (38.5%) agreed on this, and finally, 23.1% of the participants strongly agreed. Although INAR292 participants had no one answered ‘strongly disagree’, or ‘disagree’. Instantaneously, 50.0% of the selected ‘neutral, 31.3% ‘agree’ with it. Also, 18.8% of the contributors strongly agreed. Furthermore, in the INAR291 design studio, 23.1% chose ‘neutral’ were 0.0%. Hence, 53.8% of them agreed with the 10th explanation, also 23.1% of the participants strongly agreed. Whereas, none of the contributors in this design studio had selected ‘strongly disagree’ even ‘disagree’. However, the INAR292 students had 31.3% of the participants that replied with ‘neutral’, and the rest of the contributors (68.8%) answered ‘agree’, all at once, none of them mentioned ‘strongly agree’, ‘strongly disagree’ or ‘disagree’.

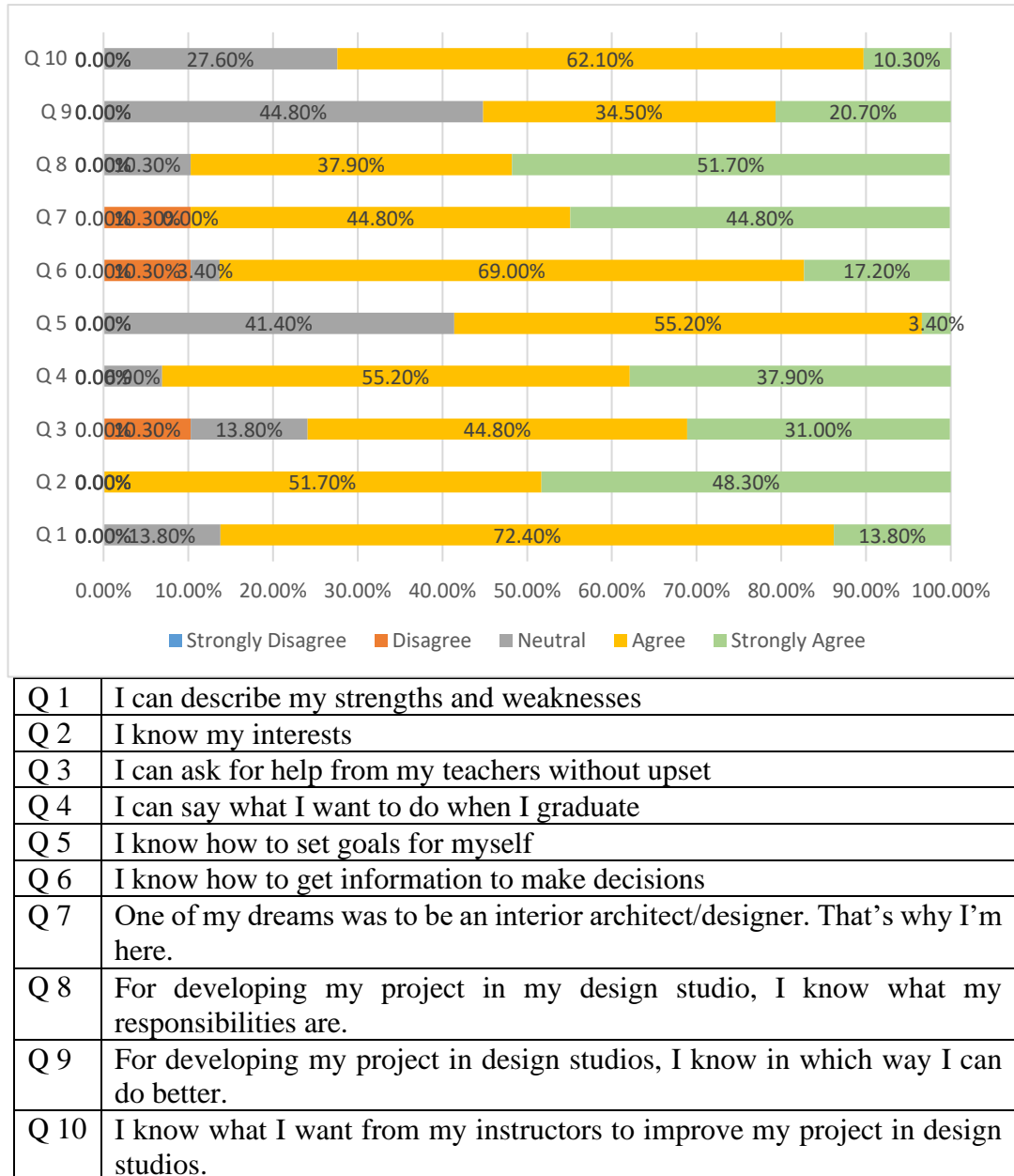


Figure 13: INAR291/INAR292 Self-Knowledge Findings

a. Self-Efficacy Findings

Although eight questions were asked about self-efficacy to understand students' perceptions of themselves, their answers differed. Therefore, for understanding more, the results of the second-grade have been presented below:

In the INAR291 design studio, 0% of the participants had answered never, rarely, or sometimes for the 1st explanation. In contrast, 84.6% replied often, and 15.4% of them indicated always. Nevertheless, in INAR292, no one answered never or rarely, while 37.5% of the participants said sometimes. Contrarily, 62.5% of the contributors nominated often. However, nobody chose 'always'. In the INAR291 design studio, nobody answered the 2nd expression never or rarely. Hence, 7.7% of them responded sometimes. In contrast, more than half (53.8%) of respondents had selected often. Also, the rest of the contributors, which was 38.5%, indicated 'always'. However, in the INAR292 design studio, surprisingly, 100% of the participants had replied often. By this, no one answered 'never', 'rarely', 'sometimes' or 'always'.

Nevertheless, in the INAR291 design studio, nobody answered the 3rd question with 'never' or 'rarely'. Thus, 30.8% of the contributors selected 'sometimes', then again, 30.8% of them responded 'often'. At the same time, 38.5% of the respondents indicated always. On the other hand, INAR292 participants had no one answered never or rarely. Simultaneously, 37.5% selected 'sometimes', while half (50.0%) of the contributors chose often. Oppositely, only 12.2% of them chose always. At the same time, none of the INAR291 respondents had responded to the fourth explanation with 'never' or 'rarely'. Nevertheless, 23.1% of them replied 'sometimes'. In contrast, 69.2% of the participants indicated 'often', whereas only 7.7% stated 'always'. However, in the INAR292 design studio, no one answered 'never', 'rarely' or 'sometimes'. Inversely, 50.0% of the respondents selected 'often', another half (50.0%), and another half (50.0%) designated 'always'.

On the other hand, in the INAR291 design studio, nobody answered 'never' or 'rarely' to the 5th question. Thus, 38.5% selected 'sometimes'. At the same time, 30.8% responded 'often'. At the same time, another 30.8% of the respondents indicated 'always'. Nonetheless, INAR292 participants had only 18.8% of the participants that answered 'never', while nobody replied 'rarely' or 'sometimes'. Contrariwise, 68.8% of the contributors had often chosen; hence, only 12.5% of the respondents always answered. Once again, none of the INAR291 contributors had chosen 'never' for the 6th question; hence, 15.4% of them stated rarely. Whereas 23.1% of the participants chose 'sometimes', on the other hand, 53.8% of them selected often. In contrast, only 7.7% of the respondents answered always. While the INAR292 participants had 50.0% that replied 'sometimes'. Nonetheless, only 18.8% of the commentators answered 'often'; at the same time, 31.3% indicated 'always'.

Moreover, in the INAR291 design studio, nobody answered the 7th expression with never or rarely. Accordingly, 38.5% selected 'sometimes', also 23.1% of the participants designated 'often', and once more, 38.5% of them replied with 'always'. However, INAR292 contestants had nobody that answered 'never' or 'rarely'. Nonetheless, 18.8% of the selected 'sometimes', 31.3% of the contributors indicated 'often'.

Contrarily, half of the participants replied as ‘always’. One time more, none of the INAR291 participants’ response was ‘never’ or ‘rarely’ in the last question of self-efficacy part of the questionnaire. Hence, 23.1% of them said ‘sometimes’, then again, 23.1% of the contributors stated ‘often’. Nevertheless, 53.8%, which means more than half of the commentators, indicated ‘always’. However, the INAR292 participators had nonentity that replied with ‘never’ or ‘rarely’, 31.3% answered ‘sometimes’. At the same time, half of them (50.0%) chose ‘often’. On the other hand, only 18.8% of them stated ‘always’.

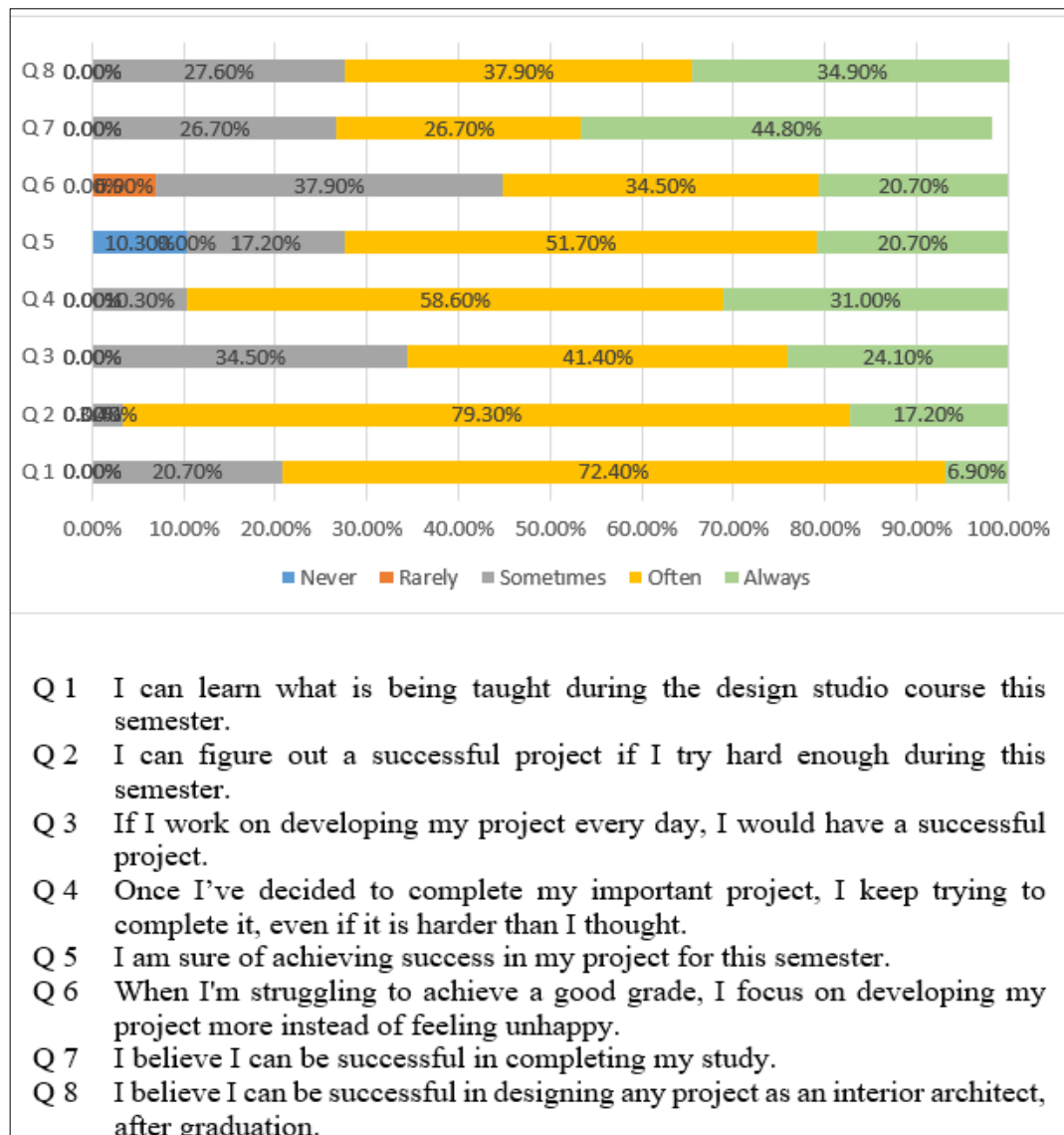


Figure 14: INAR291/INAR292 Self-Efficacy Findings

b. Self-Expression Findings

However, this year, more specifically, nine questions/explanations had been asked in both design studios, and the design studio students had replied to all of these questions with different results. As a consequence, the asked question has been shown below, one by one.

The first explanation was, the first explanation was asked in the INAR291 design studio, and 0% of the students were answered 'strongly disagree'. At the same time, 38.5% of the contributors disagreed with the explanation. Besides, 23.1% of them yet indifferent. Moreover, 30.8% of the participants replied they agree, although 7.7% of them strongly agreed. Nevertheless, in INAR292, nobody replied strongly disagree, where 18.8% of the contributors disagreed with this explanation. However, 31.3% of the participants were still on the fence; another 31.3% agreed. While only 18.8% of the respondents answered strongly agree. In the INAR291 design studio, none answered strongly disagree, disagree, or neutral to the 2nd explanation. In contrast, 69.2% responded agreed, and 30.8% strongly agreed with this expression. However, again, in the INAR292 design studio, no one answered strongly disagree, disagree, or neutral. Oppositely, 62.5% of the respondents agreed. At the same time, 37.5% of them selected strongly agree.

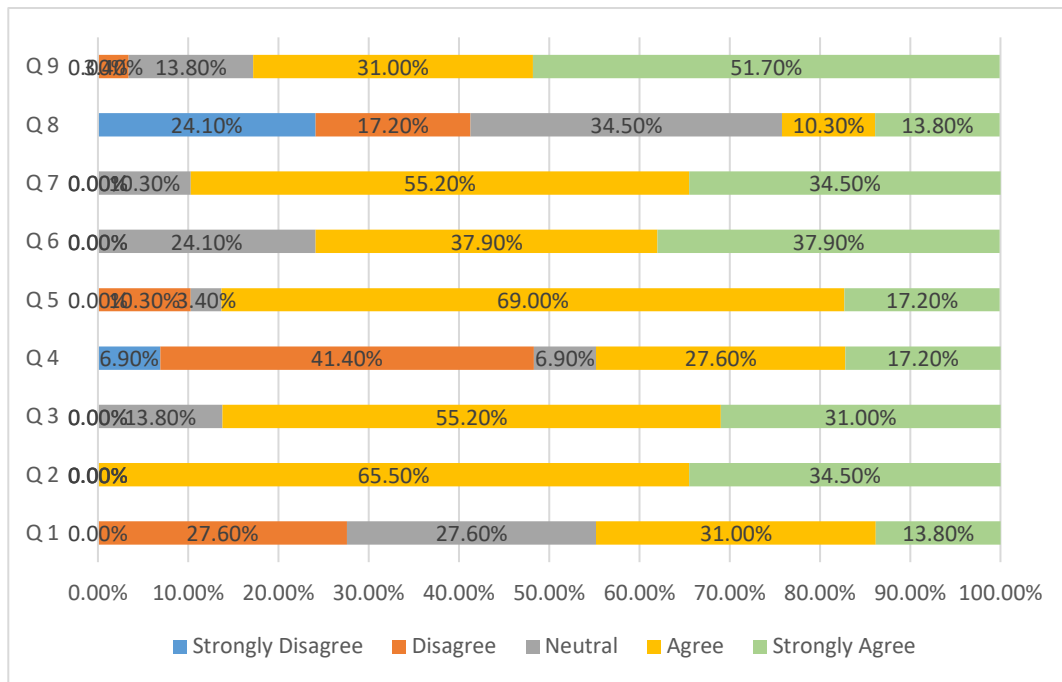
In the INAR291 design studio, none of the contributors answered 3rd question with 'strongly disagree' or 'disagree'. Besides, only 7.7% selected 'neutral'. 23.1% of the respondents responded, agreed. Moreover, 69.2% were strongly agreed. On the other hand, no one in INAR292 participants answered 'strongly disagree', 'disagree' or 'strongly agree'. Simultaneously, 18.8% of the participants were indifferent to the

explanation; nevertheless, 81.3% agreed. None of the INAR291 contributors had responded to the 4th explanation with 'strongly disagree', whereas only 7.7% disagreed. Also, 15.4% chose 'neutral'. Contrarily, 38.5% of the participants replied with 'agree'. Once more, 38.5% of them strongly agreed. However, in the INAR292 design studio, 12.5% of the respondents answered 'strongly disagree'. Contrariwise, 68.8% of them stated 'disagree'. Nonetheless, 18.8% of the contributors agreed with this statement.

In responding to the 5th question, none of INAR 291 students answered 'strongly disagree' or 'disagree', while only 7.7% selected 'neutral'. On the other hand, 76.9% of the respondents 'answered agree'. Thus only 15.4% strongly agreed. Nonetheless, INAR292 participants had no one answer 'strongly disagree', although 18.8% of them said 'disagree', while nobody replied as 'neutral'. At the same time, 62.5% of the contributors agreed with this expression. Also, 18.8% selected 'neutral'. None of the INAR291 students' responses to 'strongly disagree' or 'disagree' answer the 6th explanation. 15.4% of the respondents still on the fence. Contrarily, 46.2% of them agreed. Besides, 38.5% of the contributors strongly agreed. Although the INAR292 students had 00.0% that replied with 'strongly disagree' or 'disagree', 31.3% answered 'neutral'. Furthermore, 31.3% of the respondents agreed with this. Also, 37.5% selected 'strongly agree'.

In the INAR291 design studio, nobody answered 7th question with 'strongly disagree', 'disagree', or 'neutral'. Accordingly, 46.2% of the participants selected 'agree'. Besides, more than half of them (53.8%) strongly agreed with this explanation. However, INAR292 contestants had no one reacted with 'strongly disagree', or

'disagree'. Simultaneously, 18.8% of them are still on the fence; in contrast, 62.5% of the contributors agreed with it, while only 18.2% strongly agreed. The INAR291 students' response to 'strongly disagree' was 7.7% for the 8th question, whereas 15.4% disagreed. Hence, 23.1% of the participants agreed with this explanation; once more, 23.1% agreed with it. Also, 30.8% of the contributors chose 'strongly agree'. Whereas the INAR292 contributors had 37.5% who replied 'strongly disagree', 18.8% disagreed. Oppositely, 43.8% of the participants yet on the fence. No one of the repliers replied they agreed or strongly agreed. The INAR291 design studio responded to answer the 9th question with 'strongly disagree', while only 7.7% of them disagreed. Moreover, 7.7% selected 'neutral'. Consequently, 38.5% of the contributors agreed on this, and finally, 46.2% of the participants strongly agreed. Although the INAR292 participants had no one answered 'strongly disagree', or 'disagree'. Instantaneously, 18.8% of the respondents selected 'neutral', 25.0% agreed with it. Contrarily, more than half of 56.3% of the contributors strongly agreed with this explanation.



Q 1	One of the difficulties in jury-time is that the jury members are not listening to me.
Q 2	When jury members discuss my project, I listen to their opinions, even if I disagree with them.
Q 3	When I listen carefully to what the instructors and jury members are saying to me, I can predict what their request will be
Q 4	When I explain my project during jury-time, I have tremours.
Q 5	I am aware of my situation, and I am careful of how to treat my jury members during my jury-time.
Q 6	I always try to smile even if the jury members don't accept my project in jury-time.
Q 7	I express my opinions on my project, even if the jury members disagree with me.
Q 8	I have a hard time controlling my emotions when I disagree with my jury members
Q 9	In the discussion on my project, I communicate that I am listening through body language (nodding my head, avoiding rolling my eyes).

Figure 15: INAR291/INAR292 Self-Expression Findings

a. Self-Knowledge Findings

None of the ITAS201 participants strongly disagreed with the 1st explanation; 6.7% of the respondents answered neutral, the same amount (6.7%) assigned disagree, in the opposite, 53.3% of the contributors finally, 33.3% of them strongly agreed. However, ITAS202 had 8.3% of respondents who strongly disagreed, 16.7% disagreed, the most

percentage was 4.2%, which means the only one who strongly disagreed, 16.7% disagreed, and the most percentage was 4.2% person answered neutrally. The most chosen cell was agreed with 45.8%, and then, 25% of contributors were strongly agreed. The ITAS201 participants had no one answered 'strongly disagree' or 'disagree' for the 2nd question. At the same time, 13.3% of them chose 'neutral'. Hence, 53.3% of the contributors agreed with this question; besides, 33.3% of the commentators selected strongly agree. However, the ITAS202 had 16.7% of the participants that selected 'strongly disagree' and 12.5% disagreed. None of the participants answered 'neutral'. Contrarily, 37.5% of them agreed with this explanation. Also, 33.3% of the contributors had assigned 'strongly agree'.

The ITAS201 students 6.7% of them strongly disagreed with the 3rd explanation, 6.7% of them disagreed. Whereas 26.7% of contributors mentioned 'neutral'. Nonetheless, 40.0% of the participants agreed with it. Thus 20% had selected 'strongly agree'. At the same time, in the ITAS202 design studio had 12.5% replied 'strongly disagree'. On the other hand, 8.3% of the contributors have disagreed. Once more, 8.3% of them answered 'neutral'. Contrariwise, 50.0% of the participants agreed, no one of the selected 'strongly agree'. The ITAS201 students for the 4th question had nobody responded 'strongly disagree' or 'disagree'. Simultaneously, approximately a quarter of the participants (26.7%) were still on the fence. Nevertheless, 53.3% of the respondents replied 'agree', and 20.0% of them had answered 'strongly agree'. Nonetheless, in the ITAS202 design studio, 20.8% of respondents answered 'strongly disagree', while 8.3% disagree. At the same time, 8.3% of contributors selected 'neutral'. Hereafter, 33.3% agreed with this statement. Besides, 29.2% of the participants had selected 'strongly agree'.

In the ITAS201 design studio, in answering the 5th explanation, no one of the participants had answered 'strongly disagree' or 'disagree'. Thus, 26.7% of the respondents selected 'neutral'. At the same time, 40.0% of them responded 'agree', also 33.3% of repliers answered with 'strongly agree'. On the other hand, 8.3% of ITAS202 participants answered 'strongly disagree', as well, 12.5% of them disagreed. Only 8.3% of them chose 'neutral'. Despite that, 37.5% of contributors said 'agree', and 33.3% of them strongly agreed with it. None of the ITAS201 students' responses to the 6th question was 'strongly disagree' or 'disagree'. Hence, 26.7% of them still on the fence, approximately half of the contributors (46.7%) agreed with this explanation. While 26.7% of participants strongly agreed. Although the ITAS202 students had nobody to answer 'disagree', 16.7% replied strongly disagree. At the same time, 16.7% of the participants answered 'neutral'. However, 41.7% of the respondents agreed with it. A quarter of them (25.0%) selected 'strongly agree'.

In the ITAS201 design studio, 13.3% of the students answered the 7th question, 'strongly disagree'. Hence, only 6.7% of them disagreed with this question, another 6.7% of the participants chose 'neutral'. On the other hand, 13.3% of contributors selected 'agree', while 60.0% chose 'strongly agree'. However, 8.3% of ITAS202 respondents had answered 'strongly disagree', while 12.5% said 'disagree'. Contrarily, only 4.2% of the commentators were on the fence with this explanation. At the same time, 45.8% of the contributors agreed with it, also 29.2% of them strongly agreed. None of the ITAS201 students' responses to the 8th explanation of the self-knowledge section strongly disagreed or 'disagree'. However, 6.7% of them replied 'neutral', 53.3% of the participants chose agreed. Besides, 40.0% of them strongly agreed. Whereas 16.7% of the ITAS202 students replied 'strongly disagree'. Thus only 4.2%

of them stated 'disagree'. The percentage of respondents that still on the fence was 8.3%. Hence, 33.3% of contributors agreed with this statement; at the same time, 37.5% of them selected 'strongly agree'.

The ITAS201 design studio had nobody to answer 'strongly disagree' or 'disagree' for the 9th question. Nonetheless, 40.0% of the participants yet undecided if they 'agree' or 'disagree'. Nevertheless, 20.0% of them agreed with this. Hence, the bulk of the previous percentage (40.0%) of the contributors strongly agreed with this expression. Although 12.5% of ITAS202 participants answered 'strongly disagree', none of them disagreed. Therefore, 41.7% of the contributors agreed with it, also 37.5% of them strongly agreed. The ITAS201 students' response to the last question was as none of the participants strongly agreed. At the same time, 6.7% of them said they disagree. Hereafter, 26.7% chose 'neutral', 20.0% of the contributors agreed with this explanation. On the other hand, 46.7% of the respondents strongly agreed. However, 8.3% of the contributors of ITAS202 design studio had replied 'strongly disagree', even the same percentage (8.3%) stated disagree. Whereas 4.2% of the participants chose 'neutral'. Concurrently, 50.0% of them mentioned agreeing, also 29.2% of the respondents strongly agreed with this question.

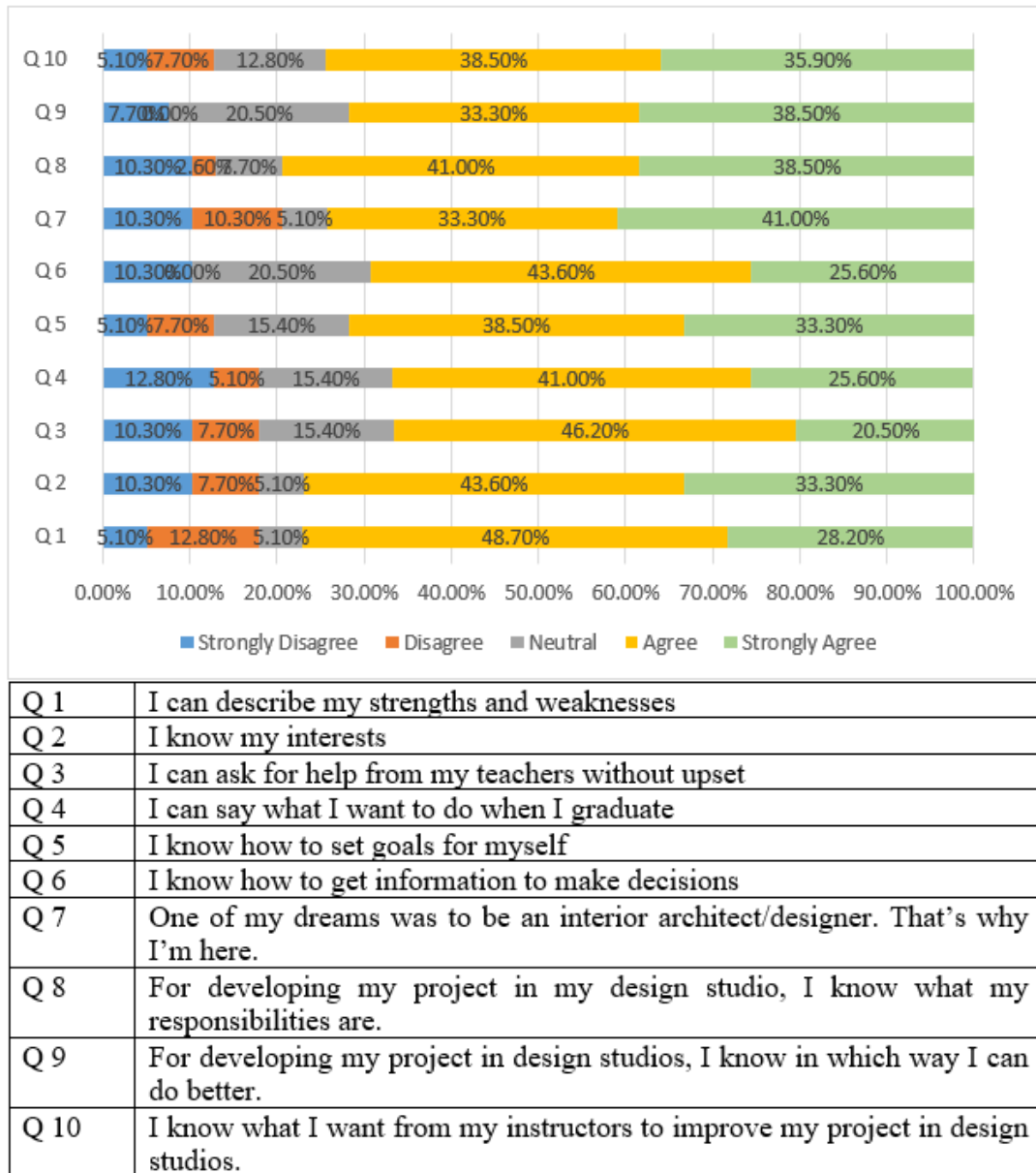


Figure 16: ITAS201/ITAS202 Self-Knowledge Findings

b. Self-Efficacy Findings

None of the ITAS201 participants chose 'never' for the 1st question. Only 6.7% of them answered 'rarely'. In contrast, 40.0% of the contributors assigned 'sometimes', while 20.0% indicated 'often', and finally, 33.3% of the respondents chose 'always'. However, 16.7% of ITAS202 respondents selected 'never', also only 12.5% of them stated 'rarely'. Hence, 29.2% of the participants answered 'often'. The most chosen

cell was 'always' with 41.7%, whereas nobody chose 'sometimes'. In question 2, the ITAS201 participants had no one answered 'never', while 13.3% of them answered 'rarely'. Hence, 46.7% of the contributors selected 'often'; besides, 40.0% designated 'always'. No one of the participants said 'sometimes'. However, the ITAS202 had 16.7% of the participants who selected 'strongly disagree', whereas only 4.2% answered 'rarely'. None of the participants chose 'sometimes'. Contrarily, 37.5% of them had chosen 'often'. Also, 41.7% of the contributors had assigned always.

In ITAS201, 6.7% of the students chose 'never' in the 3rd explanation; in contrast, 46.7% selected 'often'. In contrast, 46.7% of the contributors mentioned 'always'. Nonetheless, none of the participants chose 'rarely' or 'sometimes'. Simultaneously, in the ITAS202 design studio, 12.5% replied 'never', while 8.3% of the contributors selected 'rarely'. On the other hand, 33.3% of them answered 'often'. Contrariwise, 45.8% of the participants indicated always. Nevertheless, none of them stated 'sometimes'. In answering the 4th question, the ITAS201 students had nobody who responded 'never'. While only 6.7% of the participants assigned 'rarely', 13.3% replied 'sometimes'. Contrarily, 46.7% answered 'often' while 33.3% of the contributors stated 'always'. Nonetheless, in the ITAS202 design studio, 4.2% of respondents answered 'never', while 16.7% said 'rarely'. At the same time, 8.3% of contributors selected 'sometimes'. Hereafter, 29.2% of them said 'often' for this statement. Besides, 41.7% of the participants had selected 'always'.

In the ITAS201 design studio, no one of the participants had answered 'never' for the 5th explanation; thus, 13.3% of the respondents selected 'rarely'. Besides, only 6.7% of them responded 'sometimes'. At the same time, 33.3% of replies replied 'often',

also 46.7% indicated 'always'. On the other hand, ITAS202 participants had 8.3% who answered 'never', as well, 12.5% of them replied 'rarely', and only 8.3% of them chose 'sometimes'. 33.3% of contributors said 'often', and 37.5% assigned 'always'—however, the ITAS201 participants' response to the 6th question with 'never' as 13.3%. Hence, only 6.7% selected 'rarely'. Once more, 13.3% chose 'sometimes'. While 40.0% of the participants stated 'often'. Besides, 26.7% designated 'always'. Although 8.3% of the ITAS202 students answered 'never', 12.5% of them replied 'rarely', at the same time, another 12.5% responded 'sometimes'. Nevertheless, 33.3% of respondents indicated 'often', while another 33.3% selected 'always'.

For replying to the 7th question, in the ITAS201 design studio, 13.3% of the students had answered 'rarely'. 20.0% chose 'sometimes', 33.3% answered 'often', and 33.3% selected 'always'. Moreover, no one of the contributors replied 'never'; 8.3% of ITAS202 contestants answered 'strongly disagree'. Also, another 8.3% of them said 'rarely'. 48.8% of the commentators indicated 'often' while 37.5% of them stated 'always'. At the same time, none of the participants chose 'sometimes'. In responding to the 8th question of the self-efficacy section, none of the ITAS201 students' responses was 'never'. However, 6.7% of them replied 'rarely'. Furthermore, 13.3% of the participants chose 'sometimes', and 26.7% answered 'often'. Contrarily, 53.3% of the contributors stated 'always'. Whereas 8.3% of the ITAS202 students replied 'never', also another 8.3% of them stated 'rarely'. Contrariwise, the percentage of respondents that chose 'often' was 45.8%, as well, 37.5% of the contributors answered 'always'. At the same time, no one chose 'sometimes'.

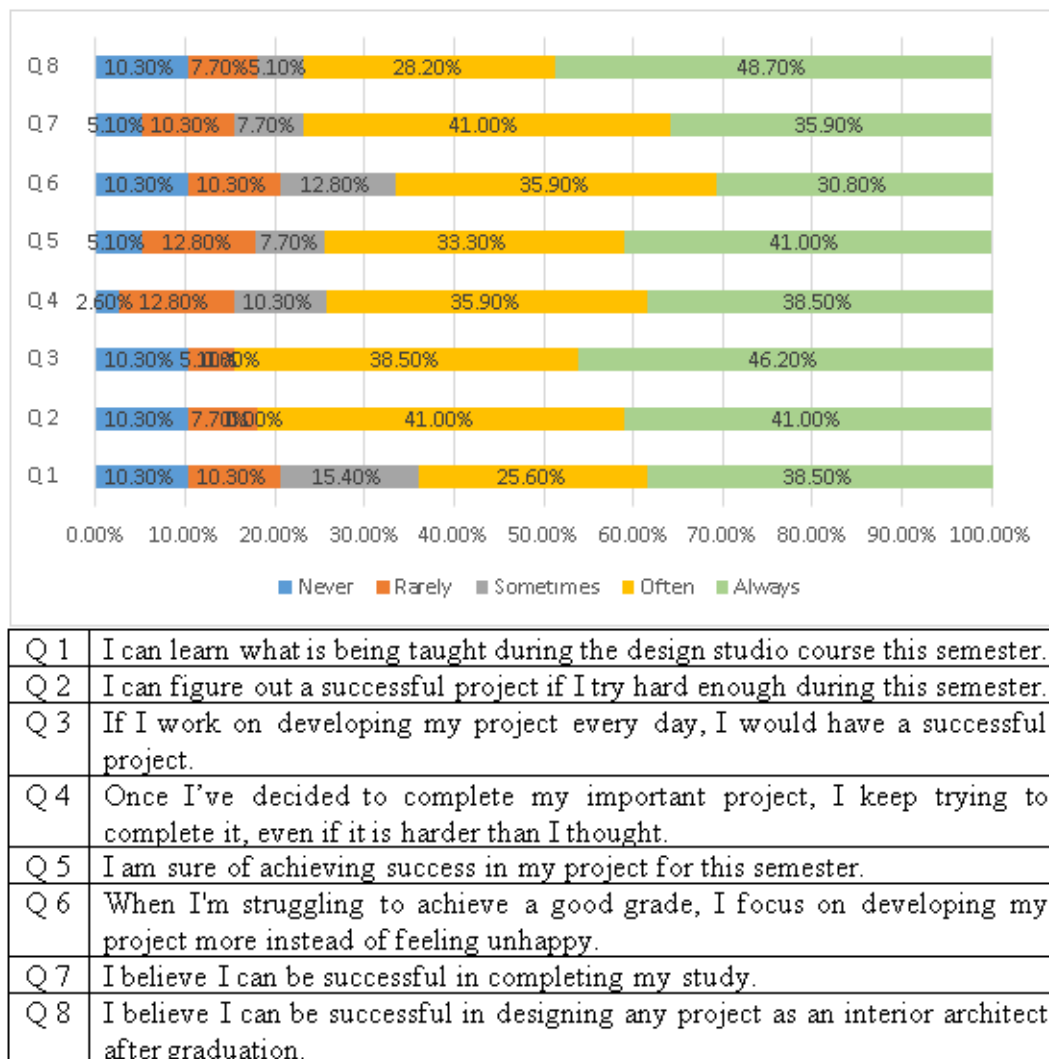


Figure 17: ITAS201/ITAS202 Self-Efficacy Findings

c. Self-Expression Findings

13.3% of the ITAS201 participants strongly disagreed with the 1st question; hence, 33.3% of the respondents answered they disagree. Simultaneously, 26.7% were assigned neutral; oppositely, only 6.7% of the contributors agreed, and finally, 20.0% strongly agreed. However, 8.3% of the ITAS202 contributors strongly disagreed, while 37.5% had disagreed. On the other hand, 37.5% of the respondents were still on the fence. Nonetheless, the least chosen cell was 'agreed', in which the percentage was 4.2%, and then 12.5% of the contributors strongly agreed. 13.3% of ITAS201 participants answered the 2nd explanation 'strongly disagree'; in contrast, 40.0% of

them answered 'agree'. On the other hand, 46.7% of the contributors strongly agreed with this explanation. As might be expected, no one of the respondents indicated 'disagree' or 'neutral'. However, 16.7% of the ITAS202 participants selected 'strongly disagree'; none of the contributors chose to 'disagree', also 20.8% of them yet indifferent. Contrarily, 25.0% of the respondents agreed with this explanation. Furthermore, 37.5% of them had answered 'strongly agree'.

In ITAS201, 20.0% of students who responded to the 3rd question strongly disagreed with this explanation. Another 20.0% of them indicated 'neutral'. Whereas 40.0% of the contributors mentioned 'agree'. Nonetheless, 20.0% of the participants strongly agreed, whereas no one selected 'disagree'. At the same time, in the ITAS202 design studio had 16.7% replied 'strongly disagree'. On the other hand, 50.0% of the contributors had agreed with this explanation, while 33.3% selected 'strongly agree'. Nonetheless, none of the respondents had replied 'disagree' or 'neutral'. In answering the 4th question, none of the ITAS201 students had responded 'disagree' or 'neutral'. Nevertheless, 13.3% of the participants answered 'strongly disagree'. On the other hand, 33.3% of the respondents replied 'agree'. Moreover, 53.3% of them had reacted 'strongly agree'. Nonetheless, in the ITAS202 design studio, 20.8% of respondents answered 'strongly disagree', while 8.3% disagreed. At the same time, 25.0% of the contributors selected 'neutral'. Hereafter, 29.2% of the participants agreed with this statement; besides, 16.7% of them had selected 'strongly agree'.

In the ITAS201 design studio, no one of the participants had answered the 5th question with strongly disagree or disagree. Thus, 20.0% of the respondents selected neutral. At the same time, 33.3% of the contributors responded they agreed. Also, 46.7% of

the repliers replied 'strongly agree'. On the other hand, 16.7% of ITAS202 participants answered 'strongly disagree', whereas only 4.2% had disagreed. Nevertheless, 29.2% of the respondents chose to 'agree'. Despite that, 50.0% indicated 'strongly agree'. Consequently, none of the contributors selected 'neutral'. None of the ITAS201 students' response to the 6th explanation was strongly disagreed. Hence, 13.3% of the participants disagreed with this, also another 13.3% of them still on the fence. While 26.7% of the contributors had agreed with this explanation, in contrast, 46.7% of them strongly agreed. Although 8.3% of the ITAS202 students had answered 'strongly disagree', once more, 8.3% of them replied disagreed. At the same time, 12.5% of the participants answered 'neutral'. However, 20.0% of the respondents agreed with it; nonetheless, half of them (50.0%) selected 'strongly agree'.

In the ITAS201 design studio, 13.3% of the students had answered 'strongly disagree' for the 7th question. Hence, only 6.7 % of them disagreed with this question. Contrarily, 33.3% of the participants answered 'agree'. On the other hand, 46.7% of the contributors selected 'strongly agree'; therefore, none chose 'neutral'. However, 8.3% of ITAS202 contestants answered 'strongly disagree', while 20.8% answered 'disagree'. However, only 29.2% of the commentators had agreed with this explanation. Simultaneously, 41.7% of the contributors strongly agreed with it, whereas nobody replied 'neutral'. While, for replying to the 8th explanation, 13.3% of the ITAS201 students' response was 'strongly disagree'. However, 26.7% of the contributors replied 'disagree'; 20.0% chose 'neutral'; besides, 20.0% agreed. Furthermore, another 20.0% of the respondents answered 'strongly agree'. Whereas 29.2% of the ITAS202 students replied 'strongly disagree', 20.8% stated 'disagree'. The percentage of respondents that still on the fence was 29.2%. Hence, only 4.2% of

the contributors agreed with this enlightenment; at the same time, 16.7% selected 'strongly agree'.

In responding to the 9th question, none of the ITAS201 design studio students answered 'strongly disagree', 'disagree' or 'neutral'. Nonetheless, 46.7% of the participants agreed with this explanation; at the same time, 53.3% of the contributors strongly agreed with it. Although 16.7% of the ITAS202 participants answered 'strongly disagree', 4.2% of them disagreed, also only 4.2% of them were still on the fence. Therefore, 20.8% of the contributors agreed with it, while 54.2% of them strongly agreed.

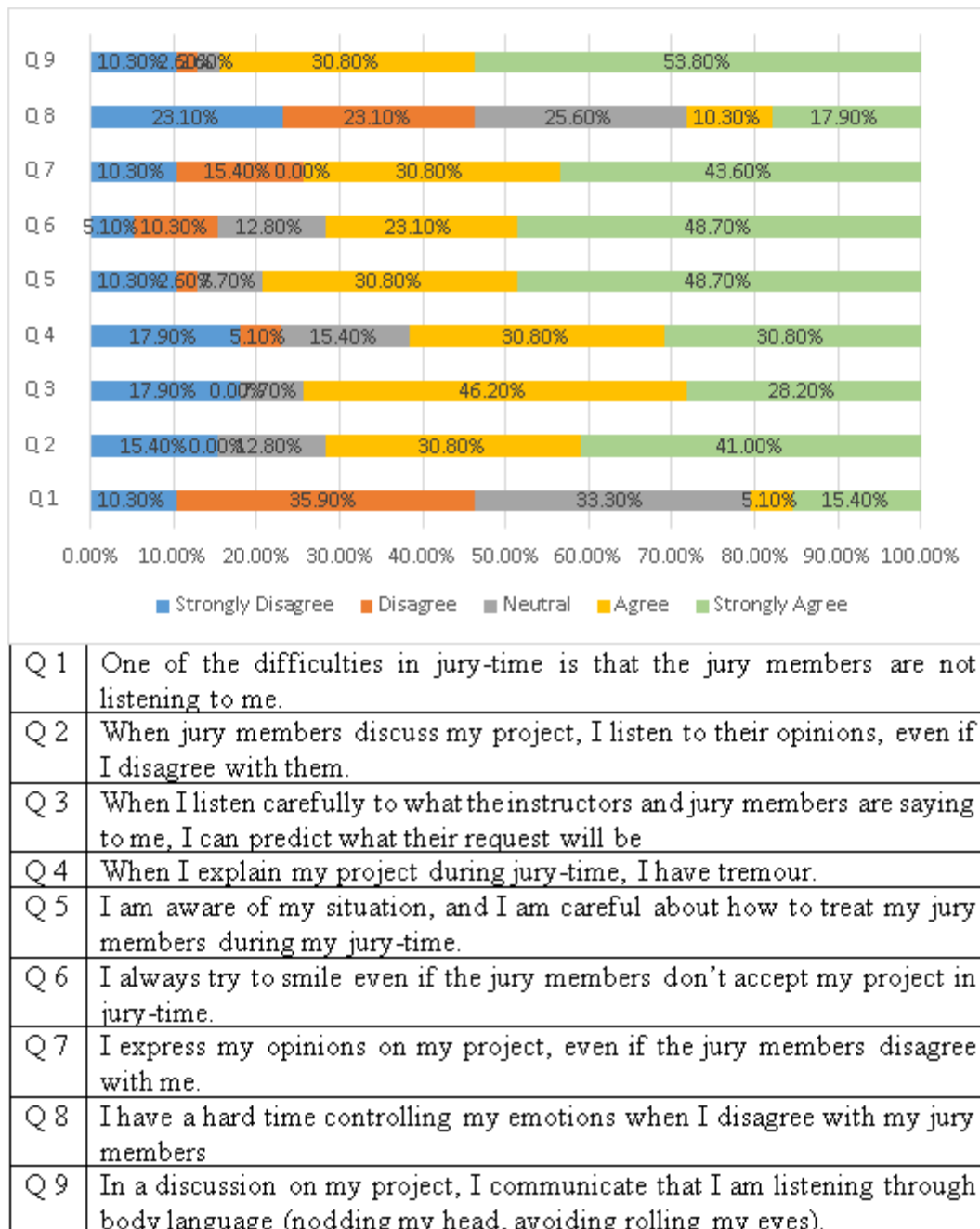


Figure 18: ITAS 201/ITAS 202 Self-Expression Findings

4.3.3 Third-Grade Findings of the Students' perceptions of their Self-Advocacy Skills

While the third-grade students may be prepared for practising their profession (Interior Architecture) in society, they may wait for another transition. Therefore, their perceptions of their awareness of self-advocacy skills have been taken into

considerations. In follow, both English and Turkish programs' results have been clarified.

4.3.3.1 English Language Program

INAR 391 had nine students, it was expected all of them to participate, but eight students were responded. Moreover, INAR392 had 14 students, and only 11 of them had contributed. So, the results of the questions of the questionnaire were as shown below.

a. Self-Knowledge Findings

As far as the INAR391 design studio, half of them (50%) neither agreed nor disagreed with the first question of self-knowledge, a quarter of them (25%) disagreed, and another quarter (25%) strongly disagreed. Oppositely, none of the students chose 'agree' and 'strongly agree'. Nevertheless, 45.5% of the INAR 392 participants were strongly agreed. 27.3% of them agreed, and another 27.3% were 'neutral' about the question. Contrary, none of the participants were signed either 'agree' or 'strongly agree'. The INAR391 students had answered the 2nd question; 12.5% of the respondents strongly disagreed, 37.5% disagreed with this question, 12.5% of the contributors selected 'neutral', and 37.5% agreed with it no one selected 'strongly agree'. However, none of the INAR 392 participants selected 'strongly disagree', 'disagree' or 'neutral'. Contrarily, 27.3% of them agreed, and approximately most of them (72.7%) assigned 'strongly agree'.

In the INAR391 students, 12.5% showed 'strongly disagree' with the 3rd explanation, 37.5% of them disagreed. Whereas 37.5% of contributors mentioned Neutral, and 12.5% of them agreed with it, and no one selected 'strongly agree'. Simultaneously,

in the INAR 392 design studio, nobody replied 'strongly disagree', 'disagree' or 'neutral'. Contrarily, 45.5% of the participants agreed, and 54.5% of them strongly agreed. The fourth question that was asked to the INAR391 students and 12.5% responded 'strongly disagree', 37.5% selected 'disagree'. While a quarter of the participants (25.0%) were still on the fence, another quarter (25.0%) of them replied agreed as well, and no one had answered 'strongly agree'. Nonetheless, in the INAR392 design studio, no one answered 'strongly disagree' or 'disagree'. Simultaneously, 9.1% of respondents selected 'neutral', and 18.2% agreed with this statement. Obviously, and approximately two-thirds of the participants (72.7%) had selected 'strongly agree'.

In the INAR391 design studio, a quarter of the participants answered the 5th explanation 'strongly disagree', and 37.5% disagreed. Thus, 12.5% of the respondents selected neutral. At the same time, 25.0% responded 'agree', and nobody replied 'strongly agree'. On the other hand, INAR392 participants had no one with a 'strongly disagree' or 'disagree' answer. Only 9.1% chose 'neutral', while 54.5% of contributors chose 'agree'. Concurrently, 36.4% of them strongly agreed with it. None of the INAR391 students' responses to the 6th question was 'strongly disagree' and 'disagree'. Hence, 37.5% disagreed. Half of the contributors (50%) selected 'neutral'. Only 12.5% of the participants agreed, and none of them answered 'strongly agree'. While none of the INAR392 students answered 'strongly disagree' or 'disagree'. 18.8% replied 'neutral', and 36.4% answered 'agree' while 45.5% of respondents strongly agreed with it.

In the INAR391 design studio, nobody answered the 7th explanation ‘strongly disagree’. Hence, 37.5% of them disagreed with this question. Another 37.5% chose ‘neutral’. Also, 25.0% of participants selected ‘agree’, while no one chose strongly agreed. Furthermore, 9.1% of INAR392 contestants answered ‘strongly disagree’. Other 9.1% of them said ‘disagree’. Simultaneously, 27.3% of the commentators were on the fence with this explanation. 45.5% of the contributors strongly agreed with it. None of the INAR391 students’ responses to the 8th question strongly disagree. However, 37.5% replied disagree, and once more, 37.5% chose ‘neutral’. Besides, 25.0% of them agreed, but none of the participants answered ‘strongly agree’. Whereas no one of the INAR392 students replied ‘strongly disagree’, disagree, or neutral. Hence, 9.1% of participants agreed with it; at the same time, 90.9% of respondents strongly agreed.

None of the INAR391 students answered the 9th question strongly disagree. Nonetheless, 37.5% of them disagreed. Moreover, the same percentage (37.5%) selected neutral. All the same, 25.0% of the participants agreed with this expression; thus, no one selected strongly agrees. Although INAR392 participants had nonentity answered strongly disagree. Nevertheless, 9.1% of participants disagreed—another time 9.1% selected neutral. Hence, 27.3% of them agreed with it, also 54.5% of the contributors strongly agreed. In the 10th question of investigating students’ self-knowledge perception towards themselves and in the INAR391 design studio, 12.5% of the participants strongly agreed that 37.5% of them said ‘disagree’. Hereafter, 25.0% of them nominated neutral, the other 25.0% agreed with this explanation, but none of the participants strongly agreed. However, none of the INAR392 design studio contributors had replied ‘strongly disagree’, even neutral. Whereas 9.1% of the

participants answered ‘disagree’. All at once, 36.4% of them chose to ‘agree’, 54.5% of the respondents strongly disagreed with this question.

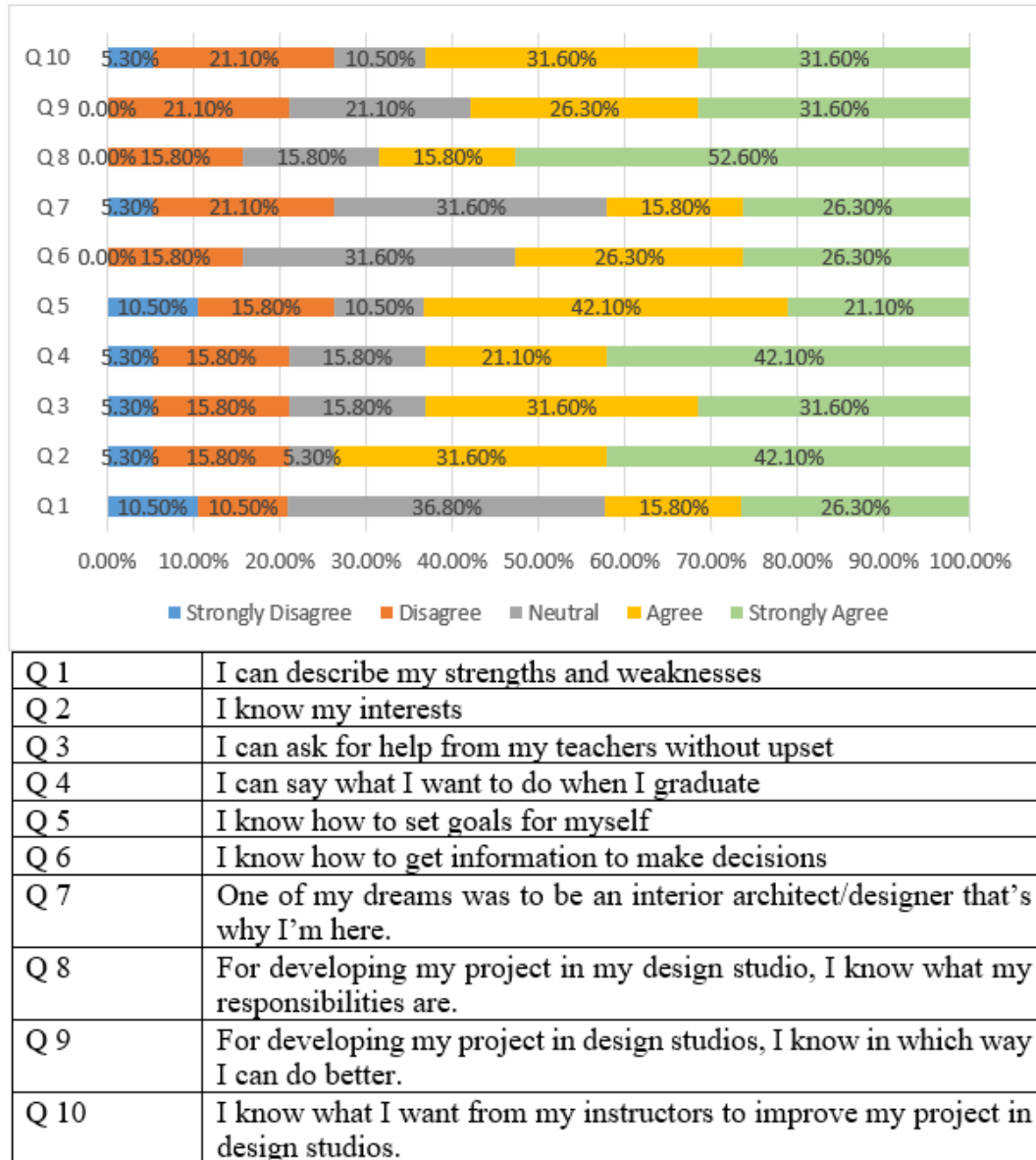


Figure 19: INAR 391/INAR 392 Self-Knowledge Findings

b. Self-Efficacy Findings

In the Self-Efficacy section, eight questions had been asked. The purpose of these questions was to some affirmations related to students' abilities. By analysing them, students would define their abilities towards themselves and their projects for their

study semester in their design studio course and future. So, the findings are coming out like the following:

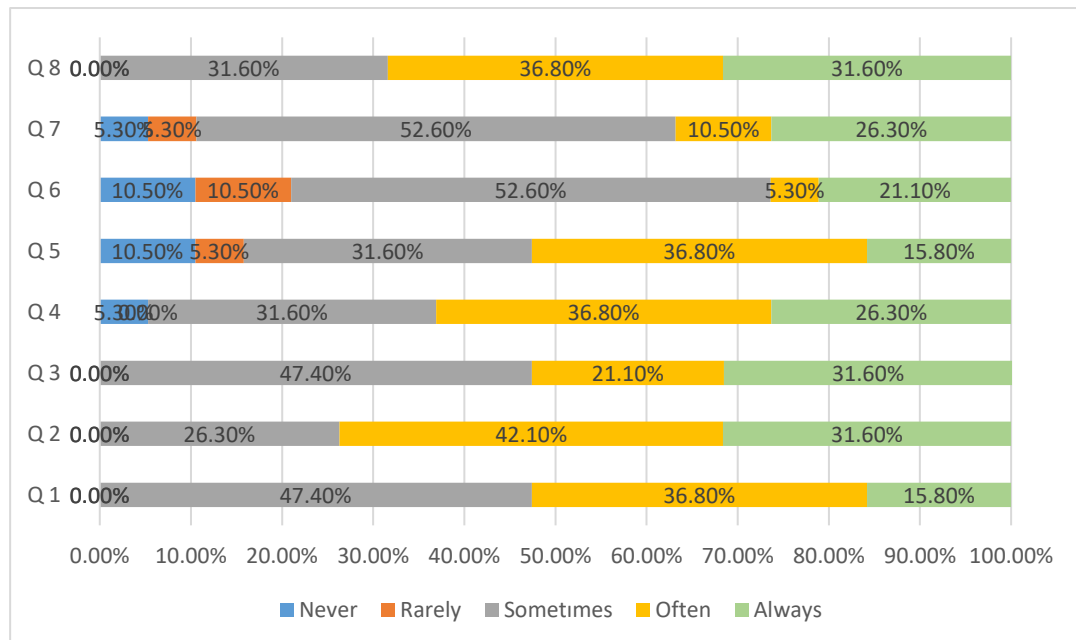
So far, in the INAR391 design studio, 87.5% of the respondents indicated sometimes for the 1st question of this section, only 12.5% of them chose 'often'. None of the contributors had replied 'never', 'rarely' or 'always'. Nevertheless, INAR 392 had no participant who answered 'never' or 'rarely'. While only 18.2% selected 'sometimes'. Contrarily, more than half of the participants ticked 'often'. At the same time, 27.3% of them chose 'always'. In the INAR391 design studio, nobody of the respondents stated 'never', 'rarely' or 'always' for the 2nd question. Contrarily, 62.5% of the contributors selected 'sometimes', also 37.5% indicated 'often'. However, the INAR 392 had none participants that selected 'never', 'rarely' or 'sometimes'. On the other hand, 45.5% chose 'often' while 54.5% of the respondents stated 'always'.

In INAR391, 75.0% of the students indicated 'sometimes' to the 3rd explanation. On the contrary, only 12.5% selected 'often' while another 12.5% of the contributors picked 'always'. Whereas no one of them chose 'never' or 'rarely'. Simultaneously, in the INAR 392 design studio, nobody replied 'never' or 'rarely'. Contrarily, 27.3% of the participants said 'sometimes', and 27.3% selected 'often'. On the other hand, 45.5% of the contributors answered 'always'. 00.0% of the INAR391 students had responded to the 4th question as 'never' and 'rarely'. Nevertheless, 62.5% selected 'sometimes'. While 37.5% of the contributors answered 'often'. Thus, nobody of the participants had chosen 'always'. Nonetheless, in the INAR392 design studio, 9.1% of the participants answered 'never', at the same time, none of them selected 'rarely'. Once more, 9.1% of them said 'sometimes', whereas 36.4% of the contributors stated 'often'. Also, 45.5% selected 'always'.

In the INAR391 design studio, a quarter (25.0%) of the participants had answered the 5th question with 'never', nobody of them stated 'rarely'. Nonetheless, 50.0% of the contributors selected 'sometimes', while only 12.5% said 'often', once more 12.5% of the respondents chose 'always' and disagreed with it. On the other hand, none of the INAR392 participants answered 'never'. Only 9.1% chose 'rarely', while 18.2% of contributors said 'sometimes'. Contrarily, 54.5% of the respondents indicated 'often'; hence, only 18.2% of them answered 'always'. 12.5% of the INAR391 students' response to the 6th explanation was 'never', also another 12.5% of the contributors selected 'rarely'. In contrast, 62.5% of them chose 'sometimes'. Despite that, only 12.5% of the respondents stated 'often'. As one would expect, none of the participants said 'always'. While 9.1% of the INAR392 students answered 'never'. Also, 9.1% of them replied 'rarely'. On the other hand, 45.5% of the participants stated 'sometimes' while 36.4% of respondents selected 'always'. Hence, none of them chose 'often'.

In the INAR391 design studio, in responding to the 7th question, nobody answered 'rarely' or 'often'. Hence, 12.5% of them replied 'never'. In contrast, 75.0% of the participants stated 'sometimes'. Whereas only 12.5% of them said 'always'. However, 9.1% of INAR392 contestants answered 'rarely', without answering 'never' by anyone. 36.4% of the contributors chose 'sometimes'. While only 18.2% said 'often'. Moreover, 36.4% of the commentators indicated 'always'. None of the INAR391 participants answered the 8th statement as 'never' or 'rarely'. However, 62.5% of them replied 'sometimes', also a quarter (25.0%) of the contributors indicated 'often'. In contrast, only 12.5% selected 'always'. Whereas no one of the INAR392 students replied 'never' or 'rarely'. Hence, 9.1% of the participants selected 'sometimes'.

Contrarily, 45.5% of them chose ‘often’. At the same time, 45.5% of the contributors answered ‘always’.



Q 1	I can learn what is being taught during the design studio course this semester.
Q 2	I can figure out a successful project if I try hard enough during this semester.
Q 3	If I work on developing my project every day, I would have a successful project.
Q 4	Once I've decided to complete my important project, I keep trying to complete it, even if it is harder than I thought.
Q 5	I am sure of achieving success in my project for this semester.
Q 6	When I'm struggling to achieve a good grade, I focus on developing my project more instead of feeling unhappy.
Q 7	I believe I can be successful in completing my study.
Q 8	I believe I can be successful in designing any project as an interior architect, after graduation.

Figure 20: INAR 391/INAR 392 Self-Efficacy Findings

c. Self-Expression Findings

In the INAR391 design studio, none of the contributors replied to the 1st question with ‘strongly disagree’ or ‘disagree’. Nonetheless, 37.5% of the participants were still on the fence. Contrariwise, 50.0% of the respondents, which means half of them, indicated ‘agree’. Thus only 12.5% ‘strongly agreed’. Nevertheless, INAR 392 had

00.0% of the participants who 'strongly disagreed', while only 18.2% chose 'disagree'. Moreover, only 9.1% of them yet indifferent. At the same time, 27.3% of the contributors 'agreed'; contrarily, 45.5% of the participants assigned 'strongly agree'. In the INAR391 design for answering the 2nd explanation, none of the respondents 'strongly disagreed' or 'disagreed' with this question. On the contrary, 50.0% of the contributors were indifferent to this explanation. While 25.0% 'agreed' and another 25.0% of the respondents selected 'strongly agree'. However, the INAR 392 had nonentity of the participants who selected 'strongly disagree', whereas only 9.1% of the respondents 'disagreed', 18.2% agreed. Contrarily, 72.7% of the contestants 'strongly agreed'. Moreover, none of the contributors chose 'neutral'.

No one of the INAR391 respondents replied to the 3rd question 'strongly disagree', 'disagree', or 'strongly agree'. Nevertheless, 75.0% of the participants were still on the fence. Whereas 25.0% of the contributors mentioned 'agree'. Simultaneously, in the INAR 392 design studio, only 9.1% of respondents replied 'strongly disagree', also another 9.1% of them 'disagreed'; by this, no one selected 'neutral'. Contrarily, 36.4% of the participants 'agreed', besides 45.5% 'strongly agreed'. For replying to the 4th explanation, 12.5% of the INAR391 students responded 'strongly disagree'. The other 12.5% selected 'disagree'. While 37.5% of the participants were still on the fence, another 37.5% of them replied 'agree' as well. On the other hand, no one had answered 'strongly agree'. Nonetheless, in the INAR392 design studio, only 9.1% answered 'strongly disagree', and 18.2% disagreed'. Besides, another 18.2% of the respondents selected 'neutral'. While the bulk of them (36.4%) 'agreed' with this explanation, on the other hand, 18.2% of the contributors had selected 'strongly agree'.

In the INAR391 design studio, nobody answered the 5th question ‘strongly disagree’, ‘disagree’, or ‘strongly agree’. Thus, 50.0% of the respondents selected ‘neutral’. At the same time, the other 50.0% of contributors responded ‘agree’. Simultaneously, no one of INAR392 participants answered ‘strongly disagree’, ‘disagree’ or ‘strongly agree’. In contrast, 50.0% of the contributors were indifferent to this explanation. Furthermore, the other 50.0% ‘agreed’ with it. None of the INAR391 students responded to the 6th caption with ‘strongly disagree’. Hence, 12.5% of the participants ‘disagreed,’ and 12.5% selected ‘neutral’. While 37.5% of contributors ‘agreed’, another 37.5% answered ‘strongly agree’. Although 9.1% of the INAR392 students answered ‘strongly disagree’, another 9.1% of them said another 9.1% of them another 9.1% of them disagreed. Nevertheless, 36.4% of the respondents replied ‘neutral’ while only 18.2% answered ‘agree’. Besides, 27.3% of repliers had ‘strongly agreed’ with it.

Nobody of the INAR391 students’ response to the 7th demonstration was ‘strongly disagree’ or ‘disagree’. Hence, 25.0% of the respondents were still indifferent to this question; 37.5% chose ‘agree’. Also, 37.5% of the participants chose ‘strongly agree’. However, 9.1% of INAR392 contestants had answered ‘strongly disagree’. Other 9.1% selected ‘neutral’; by this, no one replied ‘disagree’. At the same time, 36.4% of the commentators ‘agreed’ with this explanation. Furthermore, 45.5% of the contributors ‘strongly agreed’ with it. Although, none of the INAR391 students’ response to the 8th question was ‘strongly disagree’, or ‘disagree’ or ‘strongly agree’. However, 37.5% of the contributors replied as ‘neutral’, while 62.5% agreed with this expression. Whereas 36.4% of the INAR392 participants replied ‘strongly disagree’, at the same time, 18.2% of them’ disagreed’, once more, 18.2% of the respondents were still on the

fence. Hence, nobody chose 'agree', only 27.3% of the contributors 'strongly agreed'. In the end, the respondents in the INAR391 design studio answered the last question of this section as such; nobody answered 'strongly disagree'. Nonetheless, only 12.5% of them 'disagreed', and 25.0% selected 'neutral'.

Contrarily, 62.5% of the participants 'agreed' with this expression. Thus no one selected 'strongly agree'. Although 36.4% of INAR392 participants answered 'strongly disagree'. Nevertheless, 18.2% of the contributors 'disagreed'. Once more, 18.2% selected 'neutral'. Hence, 27.3% of the respondents 'agreed' with it, while no one of them said 'strongly agree'.



Figure 21: INAR 391/INAR 392 Self-Expression Findings

4.3.3.2 The Turkish Language Program

In the ITAS 301 design studio, there were 24 students. The sample size was 22; unfortunately, just 20 students have the chance to participate. At the same time, ITAS302 had 47 students, the expected number of contributors was 42, but 41 responded. In line with the students' answers, the three sections' results with the students' answers, the three sections' results with the students' answers, the three sections' results with the students' answers, the three sections' results have been presented as follows.

a. Self-Knowledge Findings

According to ITAS301 results for the 1st question, 10.0% ‘strongly disagreed’, 70.0% ‘agreed’, 20.0% also ‘strongly agreed’, whereas nobody answered ‘disagree’ or ‘neutral’. In line with ITAS302 students’ answers, 17.1% of the participants stated ‘strongly disagree’, 14.6% were ‘neutral’, 36.6% ‘agreed’ with the expression of "I can describe my strengths and weaknesses", also 31.7% of them ‘strongly agreed’, and none of them answered ‘disagree’. In the ITAS301 design studio, 10.0% of the respondents ‘strongly disagreed’ with the 2nd explanation. Also, 10.0% of them were ‘neutral’ with this question. Thus no one answered ‘disagree’. Nonetheless, 50% of the contributors selected ‘agree’, also 30.0% of them ‘strongly agreed’ with it. However, the ITAS302 had 14.6% of the participants that selected ‘strongly disagree’, but only 2.4% of them ‘disagreed’, also once more, 2.4% of the contributors chose ‘neutral’. Contrarily, 29.3% ‘agreed’ and approximately half of (51.3%) of the contestants had assigned ‘strongly agree’.

The ITAS301 students had nobody that ‘strongly disagree’ or ‘disagree’ with the 3rd explanation. While 35.0% of the contributors mentioned ‘neutral’, another 35.0% ‘agreed’ with it. At the same time, 30.0% of participants had selected ‘strongly agree’. Simultaneously, 17.1% of the ITAS302 design studio participants replied ‘strongly disagree’, also 14.6% of them ‘disagreed’. Meanwhile, 17.1% of the contestants were on the fence, besides 12.2% ‘agreed’ with this question. In contrast, 39.0% of the contributors had ‘strongly agreed’. In answering the 4th caption, the ITAS301 students had responded ‘strongly disagree’ with 10.0%, 20.0% had selected ‘neutral’. While the rest of the participants were divided into two equal percentages of 35.0% that answered ‘agree’ and ‘strongly agree’. Moreover, none of the contributors replied

'disagree'. Nonetheless, in the ITAS302 design studio, only 7.3% of participants answered 'strongly disagree', the same percentage (7.3%) of them were also 'disagreed'. While 19.5% of respondents selected 'neutral', 12.2% 'agreed' with this statement. More than half of the participants (53.7%) had selected 'strongly agree'.

In the ITAS301 design studio, 20.0% of the participants answered the 5th question, 'strongly disagree'. Also, half of this percentage (10.0%) was still on the fence. Thus, 30.0% of the respondents responded 'agree', and 40.0% replied 'strongly agree'. On the other hand, 7.3% of ITAS302 participants answered 'strongly disagree', and 7.3% 'disagreed'. Nevertheless, 22.0% of the contributors chose 'neutral', while 17.1% of respondents said 'agree'. Concurrently, 46.3% 'strongly agreed' with it. None of the ITAS301 students' responses to the 6th clarification was 'disagree'. Hence, 20.0% 'strongly disagreed', the same percentage (20.0%) of the contributors selected 'neutral'. e 40.0% of participants 'agreed', and 20.0% answered 'strongly agree'. Although 9.8% of the ITAS302 students answered 'strongly disagree', 12.2% selected 'disagree'. On the other hand, 17.1% of the contributors replied 'neutral', 36.6% 'agreed' with this explanation. At the same time, 24.4% of respondents 'strongly agreed' with it.

In the ITAS301 design studio, only 10.0% of the students had answered the 7th caption with 'strongly disagree'. Then, 10.0% of them also 'disagreed' with this question. Whereas 20.0% of the respondents chose 'neutral'. Gradually the result increased to 30.0% of participants that selected 'agree'; meanwhile, another 30.0% chose 'strongly agree'. However, 9.8% of ITAS302 contestants had answered 'strongly disagree'. The other 9.8% said 'disagree'. Then again, 9.8% of the commentators were on the fence

with this explanation. Despite that 31.7% of the contributors 'agreed' with it, 39.0% of them also 'strongly agreed'. None of the ITAS301 students' responses to the 8th question was 'strongly disagree' even to 'disagree'. However, 20.0% chose 'neutral'. Besides, 30.0% 'agreed'. On the other hand, 50.0% of the participants answered strongly 'agree'. Whereas 14.6% of the ITAS302 students replied 'strongly disagree', thus only 2.4% selected 'disagree' as well as 'neutral'. Hence, 43.9% of participants 'agreed' with it. At the same time, 36.6% of respondents 'strongly agreed'.

The ITAS301 design studio had nobody answered 'strongly disagree' or 'disagree' to the 9th explanation. Nonetheless, 20.0% of the contributors selected 'neutral'. Despite that, 50.0% of the participants 'agreed' with this expression, and 30.0% selected 'strongly agree'. Although ITAS302 participants had nonentity answered 'disagree', 24.4% of the respondents strongly disagreed with these statements. 14.6% of them chose 'neutral'. Hence, 22.0% of the contributors 'agreed' with it, also 39.0% of them strongly agreed'. None of the ITAS301 design studio participants answered the 10th question as 'strongly disagree' or 'disagree'. At the same time, 30.0% of the contributors chose 'neutral'. The other 30.0% of them 'strongly agreed' with this explanation. Hereafter, 40.0% of the participants 'agreed'. However, 9.8% of ITAS302 design studio contributors had replied 'strongly disagree', 12.2% of the participants answered 'disagree', whereas only 4.9% of them mentioned 'neutral'.

Nevertheless, 41.5% of the respondents ‘agreed’ with this question, besides 31.7% ‘strongly agreed’.

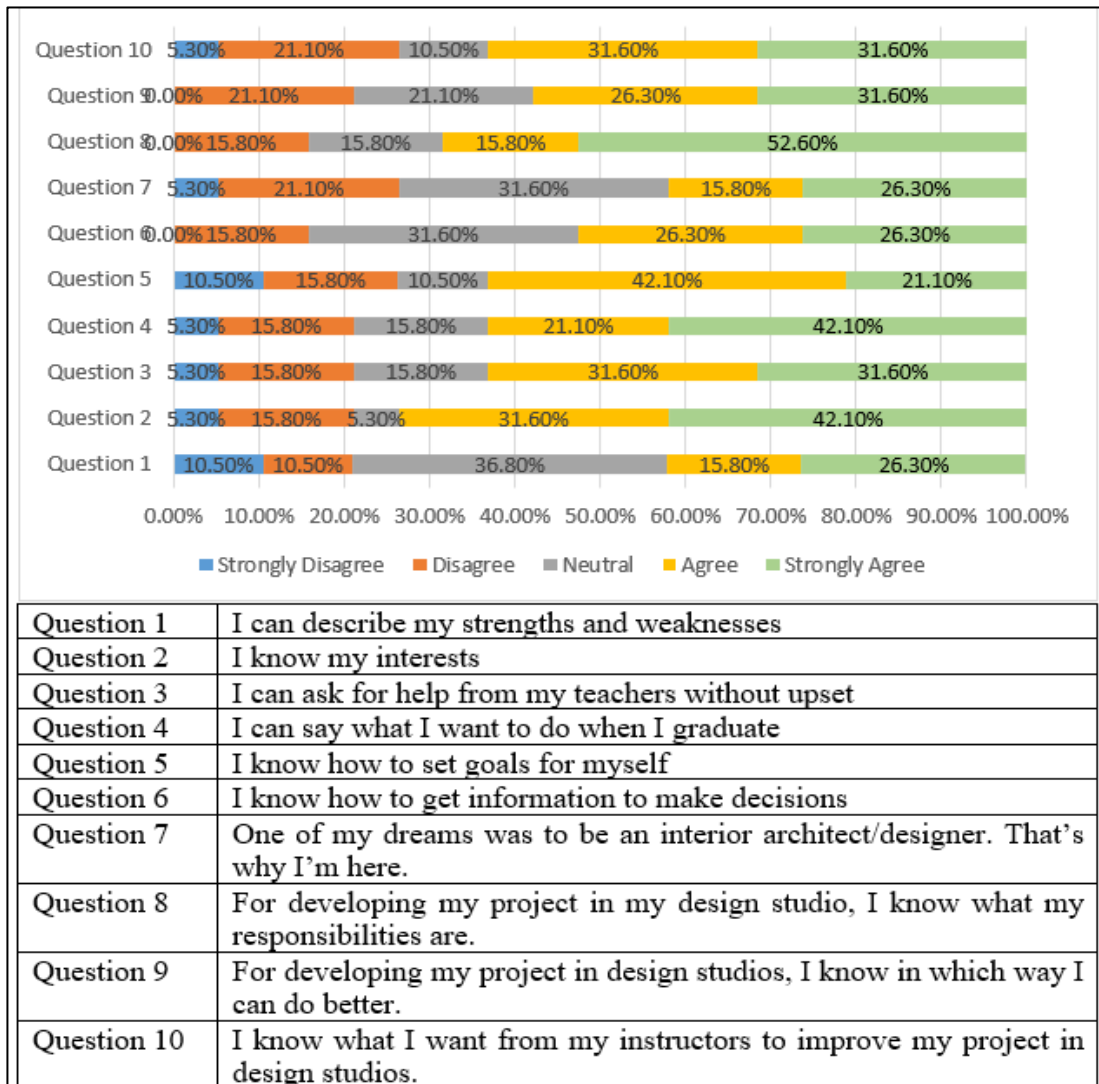


Figure 22: ITAS 301/ITAS 302 Self-Knowledge Findings

b. Self-Efficacy Findings

According to ITAS301 results, 10.0% of the participants stated ‘never’ for the 1st caption. Besides, 20.0% said ‘sometimes’. Hence, 40.0% of the contributors chose ‘often’, whereas 30.0% selected ‘always’. Thus, none of the respondents answered ‘sometimes’. In line with ITAS302 participants’ answers, 9.8% of them stated ‘never’, also 12.2% of the respondents selected ‘rarely’. Once more, 9.8% chose ‘sometimes’.

Hereafter, 39.0% of the contributors answered ‘often’, while 29.3% assigned ‘always’. In the ITAS301 design studio, in answering the 2nd question, 10.0% of the respondents answered ‘rarely’, also 20.0% chose ‘sometimes’, thus no one answered ‘never’. Nonetheless, 50.0% of the contributors selected ‘often’, besides 20.0% chosen ‘always’. However, 9.8% of the ITAS302 participants selected ‘never’, but only 2.4% chosen ‘rarely’, also 12.2% of the contributors answered ‘sometimes’. Contrarily, 26.8% of them indicated ‘often’—Hereafter, 48.8% of the contestants were assigned ‘always’.

In the ITAS301, 30.0% of the participants responded ‘never’ to the 3rd question. Also, another 30.0% of the contributors mentioned ‘often’. At the same time, 40.0% of the participants selected ‘always’. Nonetheless, no one of these design-studio respondents chosen ‘rarely’ or ‘sometimes’. However, in the ITAS302 design studio, 14.6% of the participants replied ‘never’. Also, 12.2% of them said ‘sometimes’. Hence, 31.7% of the contestants chosen ‘often’, besides 41.5% selected ‘always’. In contrast, none of the respondents indicated ‘rarely’. 10.0% of the ITAS301 students responded ‘rarely’ for the 4th question, also another 10.0% selected ‘sometimes’, while nobody of them chosen ‘never’. Contrarily, 60.0% of the contributors assigned ‘often’. Besides, 20.0% selected ‘always’. Nonetheless, in the ITAS302 design studio, 17.1% of participants answered ‘never’. Thus only 2.4% of them replied ‘rarely’. Once more 2.4% of the respondents selected ‘sometimes’. While 39.0% designated ‘often’, 39.0% of the contributors said ‘always’.

In the ITAS301 design studio, 10.0% of the participants answered the 5th question as ‘never’, also three times of this percentage (30.0%) chose ‘sometimes’. Thus, 40.0%

of the respondents responded 'often', and 20.0% replied 'always'. Moreover, no one of the contributors said 'rarely'. On the other hand, 17.1% of ITAS302 participants answered 'never', whereas only 4.9% chose 'rarely', also the same percentage (4.9%) selected 'sometimes'. Nevertheless, 39.0% of the contributors chosen 'often' while 34.1% said 'always'. None of the ITAS301 students' response was 'never' or 'rarely' in the 6th explanation. Hence, 40.0% of the respondents selected 'sometimes', another 40.0% chose 'often'. At the same time, 20.0% of participants selected 'always'. However, 14.6% of the ITAS302 students answered 'never'. Thus only 2.4% selected 'rarely'. On the other hand, 24.4% of the contributors replied as 'sometimes'; besides, 26.8% answered 'often'. Furthermore, 31.7% of the respondents stated 'always'.

However, in the ITAS301 design studio, none of the respondents answered the 7th question 'never' or 'rarely'. Nevertheless, 40.0% of the participants replied 'sometimes'. Then, another 40.0% of them also stated 'often'. At the same time, half of this percentage (20.0%) of the respondents chose 'always'. Simultaneously, 14.6% of ITAS302 contestants had answered 'never'. Thus only 2.4% of them said 'rarely'. In contrast, 22.0% of the commentators indicated 'sometimes'. Despite that 29.3% of the contributors selected 'often', 31.7% chose 'always'. None of the ITAS301 students' responses to the 8th clarification with 'rarely' or 'sometimes'. However, 10.0% of the contributors chose 'never'. Oppositely, 80.0% selected 'often'. On the other hand, 10.0% of the participants answered 'always'. Whereas 12.2% of the ITAS302 students replied 'never'. Thus only 2.4% selected 'rarely', also only 7.3% of

the results came with ‘sometimes’. Hence, 29.3% of participants chosen ‘often’ while 48.8% of the respondents stated ‘always’.

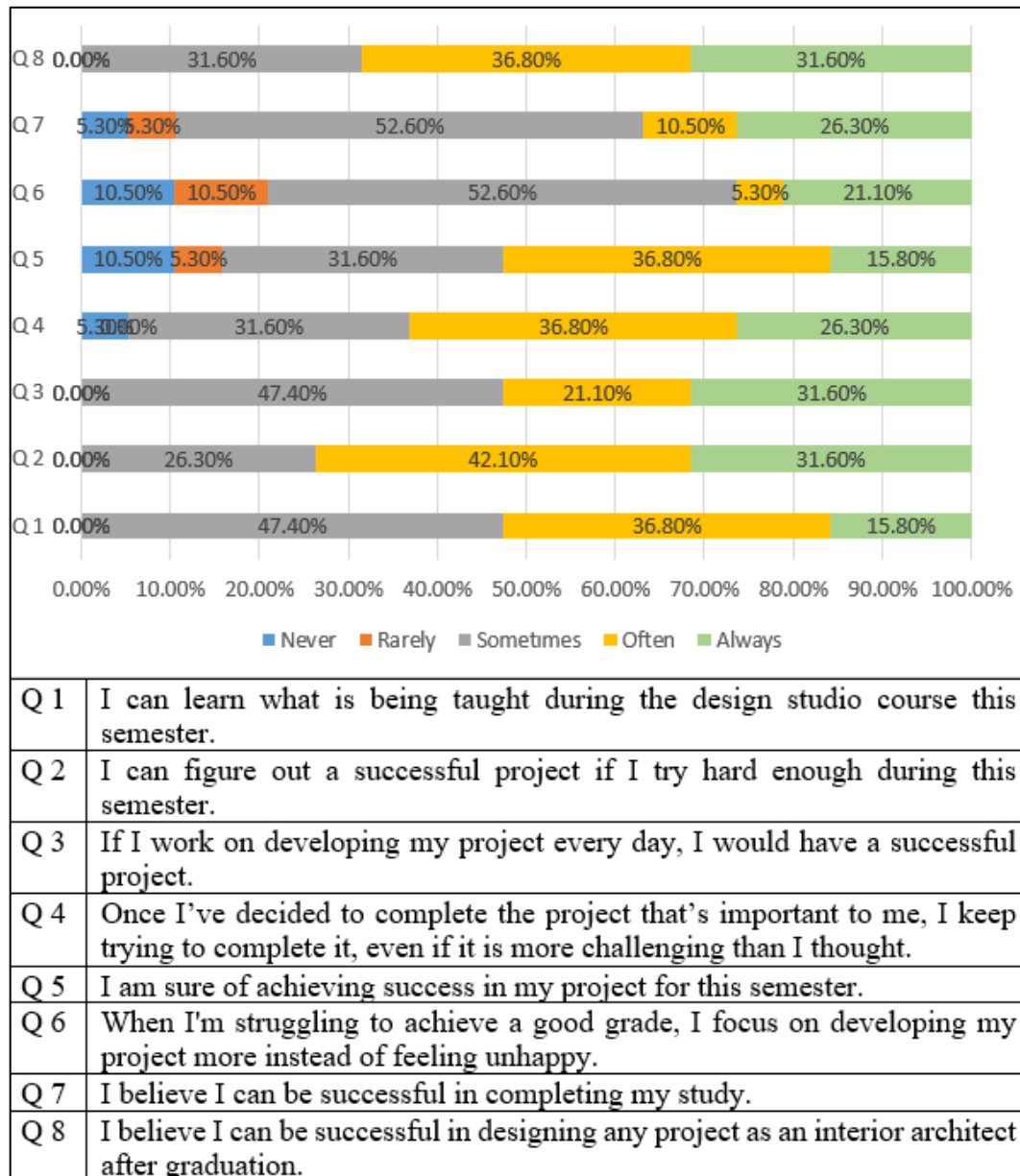


Figure 23: ITAS 301/ITAS 302 Self-Efficacy Findings

c. Self-Expression

According to ITAS301 results, 10.0% of the respondents 'strongly disagreed' with the 1st question, 30.0% of them 'disagreed', at the same time, 30.0% of them were still on the fence. Whereas 20.0% of the contributors answered 'agree', contrarily, only 10.0%

of them indicated 'strongly agree'. In line with ITAS302 students' answers, 19.5% of the participants stated 'strongly disagree', once more 19.5% of them 'disagree'. While 22.0% of the contributors were indifferent, 22.0% 'agreed' with the expression. Besides, 17.1% of the respondents 'strongly agreed'. In the ITAS301 design studio, in answering the 2nd question, none of the respondents 'strongly disagreed', while 10.0% 'disagreed' with this question. Also, 10.0% of them chose 'neutral'. 30.0% of the contributors selected 'agree'. Moreover, 50.0% of them strongly agreed with it. However, the ITAS302 had 12.2% of the participants that selected 'strongly disagree', but only 7.3% of them 'disagreed', also once more 7.3% of the contributors chosen 'neutral'. Contrarily, 31.7% of the respondents 'agreed', 41.5% of the contestants had assigned 'strongly agree'.

The ITAS301 students had nobody that strongly 'disagreed' with the 3rd explanation. While 20.0% of the contributors mentioned 'disagree', another 20.0% were still on the fence. At the same time, 40.0% of the participants had selected 'agree', whereas 20.0% chose 'strongly agree'. Simultaneously, in the ITAS302 design studio, only 2.4% of the participants replied 'strongly disagree' while 14.6% 'disagreed'. Hence, only 9.8% of the contestants were neutral. On the contrary, almost half of the contributors (48.8%) 'agreed' with this question. Also, 24.4% of them had 'strongly agreed'. For responding to the 4th question, 15.0% of the ITAS301 students had responded 'strongly disagree', and 30.0% had selected 'disagree'. While only 10.0% of the participants answered 'neutral', 15.0% 'agreed', furthermore, 30.0% of the respondents had 'strongly agreed'. Nonetheless, in the ITAS302 design studio, 14.6% of the participants answered 'strongly disagree'. Thus 7.3% of them 'disagreed'. Moreover,

7.3% of the respondents selected 'neutral', and 31.7% of the contributors 'agreed' with this enlightenment. Besides, 39.0% of them had selected 'strongly agree'.

In the ITAS301 design studio, 10.0% of the participants had answered the 5th explanation as 'strongly disagree'. Also, 10.0% of them 'disagreed', and another 10.0% were still on the fence. Thus, 40.0% of the respondents responded 'agree', 30.0% replied 'strongly agree'. On the other hand, 9.8% of ITAS302 participants answered 'strongly disagree' e 7.3% of them 'disagreed', and 7.3% selected 'neutral'. Nevertheless, 29.3% of the contributors chosen 'agree', while 46.3% of the respondents 'strongly agreed' with it. 10.0% of the ITAS301 students' responded to the 6th question with 'strongly disagree'. Furthermore, 30.0% of them 'disagreed'. Hence, 20.0% of the participants 'agreed' with this explanation, 40.0% of the contributors selected 'strongly agree'. Consequently, no one of the respondents had indicated 'neutral'. Although 19.8% of the ITAS302 students answered 'strongly disagree', only 2.4% selected 'disagree'. On the other hand, 19.5% of the contributors replied 'neutral'; after that, 14.6% agreed with this explanation. At the same time, 43.9% of the respondents 'strongly agreed' with it.

In the ITAS301 design studio, nobody replied to the 7th explanation as 'strongly disagree', while 20.0% of the students had chosen 'disagree'. Then, 10.0% of the respondents were still on the fence. In contrast, 40.0% of the participants selected 'agree', besides 30.0% chose 'strongly agree'. However, 7.3% of ITAS302 contestants answered 'strongly disagree'. Thus only 4.9% of them said 'disagree'. Hence, 14.6% of the commentators were on the fence with this explanation. Despite that 31.7% of the contributors 'agreed' with it, 41.5% of them as well 'strongly agreed'. 20.0% of

the ITAS301 students' response to the 8th question was 'strongly disagree', 'disagree', and 'neutral'. However, 30.0% of the respondents 'agreed' with this explanation, besides 10.0% 'strongly agreed'. Whereas the ITAS302 students had 19.5% that replied 'strongly disagree', 26.8% selected 'disagree', whereas 22.0% of the contributors were indifferent. Hence, 17.1% of the participants 'agreed' with it, while 14.6% of the respondents were 'strongly agree'.

In answering the 9th explanation, 10.0% of the ITAS301 design studio answered 'strongly disagree' and 'disagree'. Nonetheless, 20.0% of the contributors selected 'neutral'. Despite that, 30.0% of the participants 'agreed' with this expression, and 30.0% selected 'strongly agree'. Although 19.5% of ITAS302 participants had answered 'strongly disagree' and 19.5% of them 'disagreed' with this enlightenment. 22.0% of the respondents were still on the fence. Meanwhile, 22.0% of the contributors 'agreed' with it, besides 17.1% 'strongly agreed'.

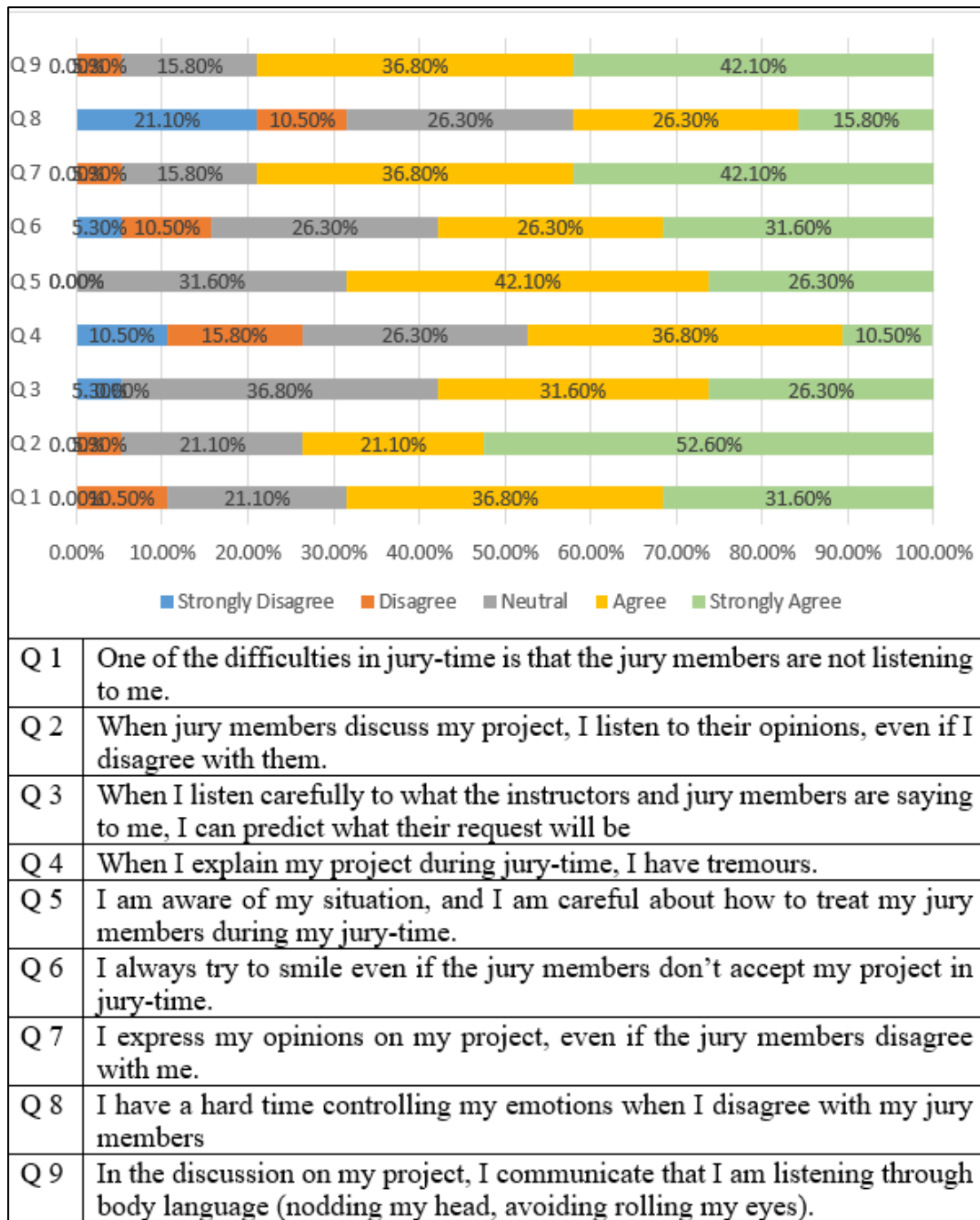


Figure 24: ITAS 301 & ITAS 302 Self-Expression Findings

4.3.4 Fourth-Grade Findings of the Students' perceptions of their Self-Advocacy Skills

Both programs in both semesters of the Department of Interior Architecture participated in this survey. The results of examining the students' perceptions of their self-advocacy skills have been presented below.

4.3.4.1 English Language Program

INAR491 had six students that merely 4 of them answered. Although INAR492 had nine students, 6 of them had responded. The results of replying to the questions of the questionnaire sections have been illustrated below.

a. Self-Knowledge Findings

In the INAR491 design studio, the 1st question had been responded to, when 75% of them were 'agreed', oppositely, 25% were 'disagreed'. While nobody replied 'strongly agree', 'strongly disagree' and 'neutral'. Nevertheless, none of the INAR492 was neither 'strongly disagree' nor 'disagree', as well as, equally, they answered 'neutral', 'agree' and 'strongly agree' with the percentage 33.3% for each. While the INAR491 students responded to the 2nd explanation, nobody of the respondents 'strongly disagreed', 'neutral' or 'strongly agreed'. Hence, a quarter of them (25.0%) them 'disagreed' with this question. Contrarily, three quarters (75.0%) of the contributors selected 'agree'. However, INAR492 had no one of the participants selected 'strongly disagree', 'disagree' or 'neutral'. Contrarily, 33.3% 'agreed' and approximately most of them (66.7%) chosen 'strongly agree'.

Furthermore, 00.0% of the students were 'strongly disagreed' or 'disagreed' with the 3rd explanation. Hence, 25.0% of the contributors mentioned 'neutral', and 25.0% 'agreed' with it. Thus 50.0% of them had selected 'strongly agree'. Simultaneously, in the INAR 492 design studio, nobody replied 'strongly disagree', 'disagree' or 'neutral'. 33.3% of the participants 'agreed', and 66.7% 'strongly agreed'. Also, the INAR491 students had replied to the 4th question 'strongly disagree' with a percentage of 25.0%. While 75.0% selected 'neutral'. None of the participants mentioned 'strongly disagree', 'agree' or 'strongly agree'. On the other hand, in the INAR492

design studio, no one answered 'strongly disagree'. This time even 'disagree' had not been selected. At the same time, 33.3% of respondents selected 'neutral', 16.7% 'agreed' with this enlightenment. Half of the participants, 50.0%, had selected 'strongly agree'.

Contrarily, in the INAR491 design studio for answering the 5th explanation, a quarter of the participants had answered 'neutral', and 75.0% 'agreed' with it. Thus, none of the respondents had responded as 'strongly disagree', 'disagree' or 'strongly agree'. However, INAR492 participants had no one who answered 'strongly disagree' or 'disagree'. In contrast, 66.7% chose 'neutral', while 16.7% of contributors said 'agreed', and another 16.7% strongly agreed' with it. Nonetheless, none of the INAR491 students responded 'strongly disagree', 'disagree' or 'neutral' for the 6th explanation. Hence, 75.0% 'agreed', and a quarter of the contributors (25.0%) selected 'strongly agree'. Although the INAR492 students had nobody answered 'strongly disagree', 'disagree', or 'strongly agree', 33.3% of the participants chose 'neutral'. Whereas 66.7% of respondents 'agreed' with this explanation.

At the same time, in the INAR491 design studio, a quarter (25.0%) of the students had answered the 7th question as 'strongly disagree', another quarter (25.0%) selected 'neutral'. While half (50.0%) of the contributors 'strongly agreed' with this question. Hence, no one of the participants replied 'disagree' or 'agree'. However, INAR492 participants had nobody who answered 'strongly disagree' or 'disagree'. Hereafter, 33.3% of them were on the fence, 33.3% of the commentators 'agreed' with this explanation. 33.4% of the contributors 'strongly agreed' with it. However, none of the INAR491 students' responses to the 8th question was 'strongly disagree', 'disagree',

or 'strongly agree'. However, 25.0% of the contributors replied as 'neutral', besides 75.0% 'agreed'. Whereas, the INAR492 students had no one replied 'strongly disagree' or 'disagree'. Hence, 33.3% of participants 'agreed' with it. At the same time, 50.0% of respondents 'agreed' with this question. However, only 16.7% of contributors 'strongly agreed'.

Simultaneously, in the INAR491 design studio, nobody selected 'strongly disagree', 'disagree', or 'strongly agree' for the 9th explanation. Nonetheless, 25.0% chosen 'neutral', and at the same time, three quarter (75.0%) of the participants 'agreed' with this expression. Although INAR492 participants had nobody answered 'disagree' or 'agree'. Nevertheless, 16.7% of participants 'strongly disagreed', 33.3% selected 'neutral'. Hence, 50.0% of the contributors 'strongly agreed' with the question. Whereas 25.0% of the INAR 491 design studio participants. INAR 491 design studio participants had selected 'neutral' for the 10th question on self-knowledge. At the same time, 75.0% 'agreed' with this explanation. After this, nobody of the participants 'strongly disagreed', 'disagree' or 'strongly agreed'.

However, none of the INAR492 design studio INAR492 design studio contributors' contributors had replied 'strongly disagreed', 'neutral' even 'strongly agreed'. In contrast, 100.0% of the participants 'agreed' with this.

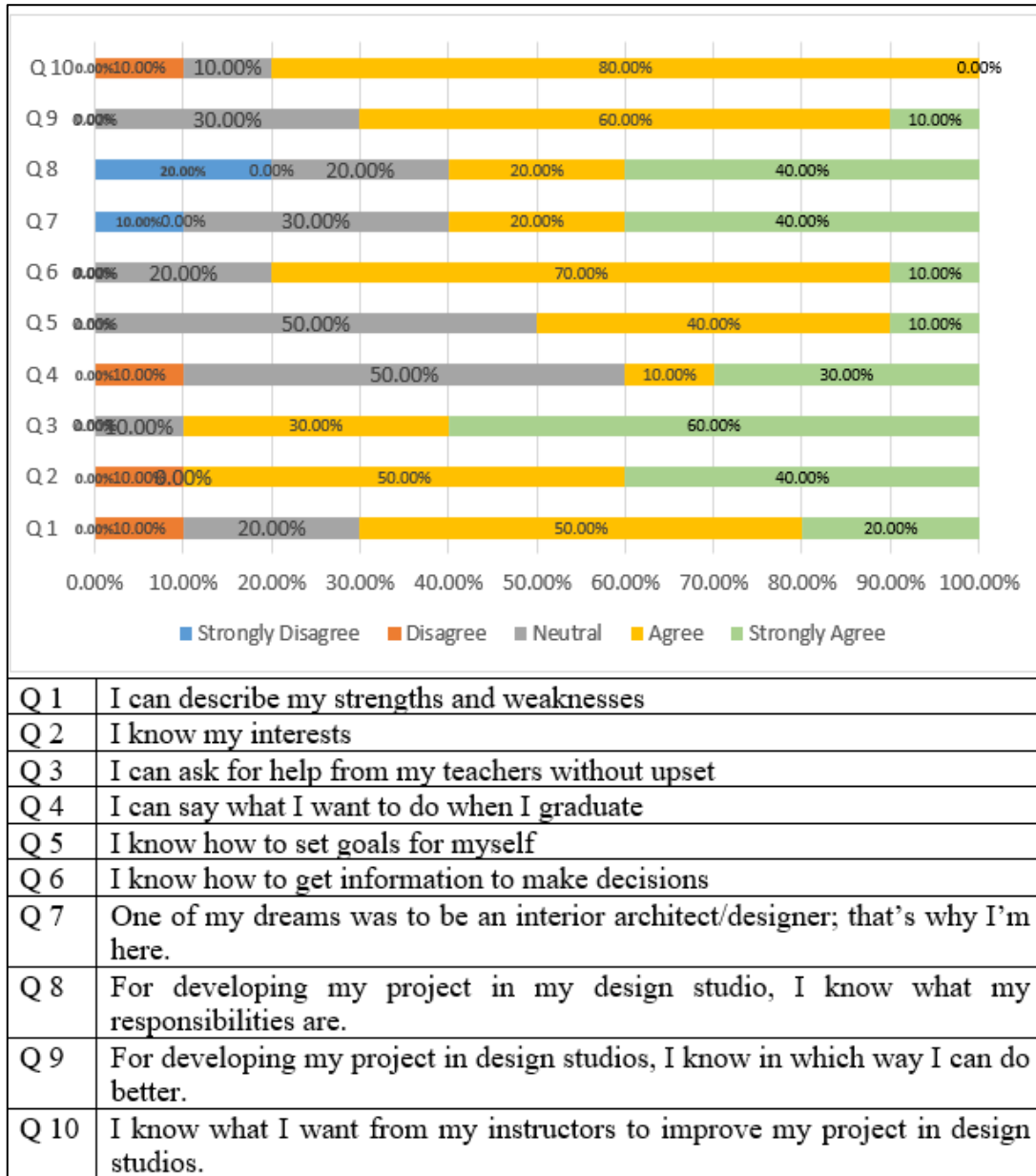


Figure 25: INAR 491/INAR 492 Self-Knowledge Findings

b. Self-Efficacy Findings

In the INAR491 design studio, 25% of the participants indicated ‘never’ for the first question. On the opposite, 75% selected ‘sometimes’. Hence none of the contributors stated ‘rarely’, ‘often’ or ‘always’. Nevertheless, none of the respondents of INAR492 had chosen ‘never’, while 16.7% of them said ‘rarely’. In contrast, half of the participants chosen ‘often’; on the other hand, 33.3% of them pointed out ‘always’. In

reply to the second explanation, the INAR491 design studio, nobody selected 'never', 'rarely' or 'always'. Hereafter, 'neutral' or 'strongly agree'. Hence, three quarters (75.0%) selected 'sometimes'. Contrarily, only a quarter (25.0%) of the contributors selected 'often'. However, the INAR492 had no one of the participants who selected 'never', whereas only 16.7% stated 'rarely'. 16.7% of the contributors said 'sometimes'. Thus 33.3% of the respondents chosen 'often'. Once more, 33.3% designated 'always'.

The INAR491 participants had 25.0% that answered the third caption 'never', then again, another 25.0% of them said 'rarely'. Hence, 50% of the contributors mentioned 'often', as expected, none of the respondents indicated 'sometimes' or 'always'. Nevertheless, in the INAR 492 design studio had nobody replied 'never' or 'rarely'. Whereas only 16.7% of the participants selected 'sometimes', approximately 33.4% of them chose 'often'. In contrast, 50.0% of the contributors, which means half of them, selected 'always'. 50.0% of the INAR491 students had responded to the fourth question as 'sometimes', while another 50.0% of the contributors selected 'always'. Hereafter, none of the participants mentioned 'never', 'rarely' or 'often'. On the other hand, in the INAR492 design studio, only 16.7% of the participants answered 'sometimes' while 33.3% of respondents selected 'often'. Contrarily, 50.0% of the contributors selected 'always'. Although no one of the respondents replied 'never' or 'rarely'.

In the INAR491 design studio, a quarter (25.0%) of the participants had answered the 5th question as 'never'. Hence, 75.0% of them stated 'sometimes'. Thus, none of the respondents had responded as 'rarely', 'often' or 'always'. However, INAR492

participants had no one answered 'never', 'rarely' or 'always'. In contrast, 83.3% chose 'often', while only 16.7% of contributors said 'sometimes'. None of the INAR491 participants had a 'never' response to the 6th question, and 'often' or 'always'. Hence, 75.0% chosen 'rarely', whereas a quarter of the contributors (25.0%) selected 'sometimes'. Although the INAR492 students had nobody answered 'never', 'rarely' or 'often', 66.7% of the participants selected 'sometimes'. At the same time, 33.3% of respondents chose 'always'.

In the INAR491 design studio and in answering the 7th explanation, a quarter (25.0%) of the students had answered 'never'. Another quarter (25.0%) selected 'sometimes'. While half (50.0%) of the contributors selected 'often'. Hence, no one of the participants replied 'rarely' or 'often'. INAR492 participants had nobody answered 'never' or 'rarely', and 16.7% said 'sometimes', 33.3% of the commentators designated 'often'. Contrarily, 50.0% of the contributors selected 'always'. None of the INAR491 students' responses to the 8th question are 'rarely' or 'always'. However, 25.0% of the contributors replied 'never'; besides, another 25.0% said 'sometimes'. Oppositely, 50% of the respondents that took place half of them indicated 'often'. Whereas the INAR492 students had no one replied 'never' or 'rarely'. Hence, 33.3% of participants chose 'sometimes'. At the same time, another 33.3% of respondents selected often. Besides, the third 33.4% of contributors selected 'always'.

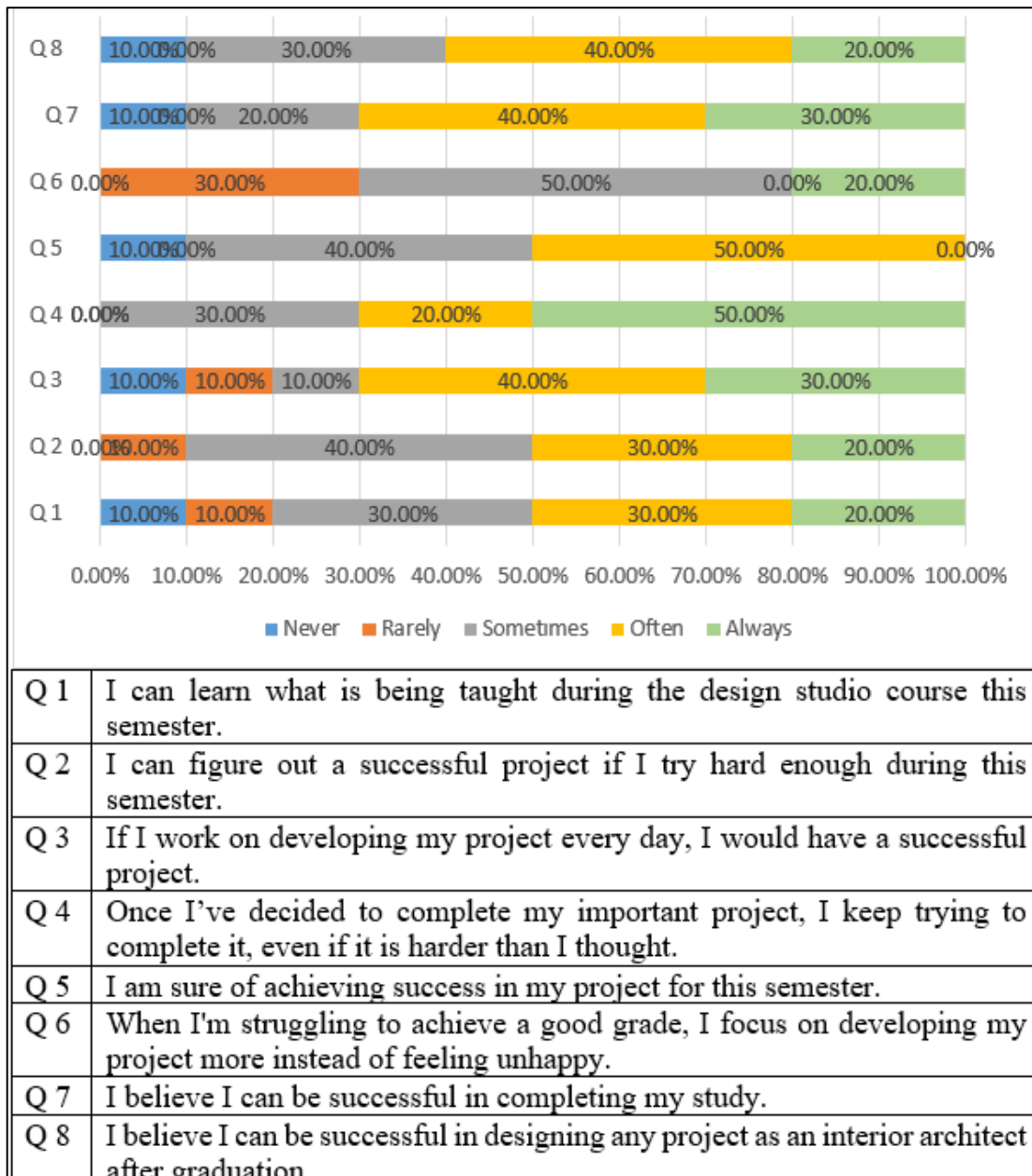


Figure 26: INAR 491/INAR 492 Self-Efficacy Findings

c. Self-expression

In the INAR491 design studio, 75% of the students were on the 1st explanation fence. Oppositely, 25% ‘agreed’ with this explanation. Nevertheless, nobody replied ‘strongly agree’, ‘strongly disagree’ or ‘disagree’. Nevertheless, 33.3% of the INAR492 contributors had selected ‘strongly disagree’, while 16.7% of them ‘disagreed’ and 16.7% answered ‘neutral’. At the same time, another 16.7% of the

Table 7a: A Comparison Summary of the Students' Perceptions on the Self-Advocacy Components

Self-Knowledge																																																																															
Explanations	FARC 101					FARC 102					ITAS101/ITAS102					INAR 291					ITAS 201					INAR 292					ITAS 202					INAR 391					ITAS 301					INAR392					ITAS 302					INAR 491					ITAS 401					INAR 492					ITAS 402								
	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA									
Students' ability of understanding their strengths and weaknesses	0.0%	9.1%	18.2%	54.0%	18.2%	0.0%	0.0%	23.5%	58.8%	17.6%	26.7%	0.0%	6.7%	60.0%	6.7%	0.0%	0.0%	0.0%	92.3%	7.7%	0.0%	6.7%	6.7%	53.3%	33.3%	0.0%	0.0%	25.0%	56.3%	18.8%	8.3%	16.7%	42.0%	45.8%	25.0%	25.0%	25.0%	50.0%	0.0%	0.0%	10.0%	0.0%	0.0%	70.0%	20.0%	45.5%	27.3%	27.3%	0.0%	0.0%	17.1%	0.0%	14.6%	36.6%	31.7%	0.0%	25.0%	0.0%	75.0%	0.0%	7.4%	3.7%	0.0%	48.1%	40.7%	0.0%	0.0%	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	36.4%	63.6%				
Students' ability on setting their goals	0.0%	18.2%	27.3%	36.4%	18.2%	0.0%	11.8%	11.8%	58.8%	17.6%	6.7%	20.0%	20.0%	33.3%	20.0%	0.0%	0.0%	46.2%	46.2%	7.0%	0.0%	0.0%	26.7%	40.0%	33.3%	0.0%	0.0%	37.5%	62.5%	0.0%	8.3%	12.5%	8.3%	37.5%	33.3%	25.0%	37.5%	12.5%	25.0%	0.0%	20.0%	0.0%	10.0%	30.0%	40.0%	0.0%	0.0%	9.1%	54.5%	36.4%	7.3%	7.3%	22.0%	17.1%	46.3%	0.0%	0.0%	25.0%	75.0%	0.0%	3.7%	7.4%	18.5%	44.4%	25.9%	0.0%	0.0%	66.7%	16.7%	16.7%	0.0%	0.0%	9.1%	36.4%	54.5%				
students' ability of beign a decision-maker	0.0%	9.1%	27.3%	45.5%	18.2%	0.0%	11.8%	41.2%	35.3%	11.8%	6.7%	6.7%	26.7%	40.0%	20.0%	0.0%	0.0%	7.7%	76.9%	15.4%	0.0%	0.0%	26.7%	46.7%	26.7%	0.0%	18.8%	0.0%	62.5%	18.7%	16.7%	0.0%	16.7%	41.7%	25.0%	0.0%	0.0%	50.0%	12.5%	0.0%	20.0%	0.0%	20.0%	40.0%	20.0%	0.0%	0.0%	18.8%	36.4%	45.5%	9.8%	12.2%	17.1%	36.6%	24.4%	0.0%	0.0%	0.0%	75.0%	25.0%	3.7%	7.4%	18.5%	44.4%	25.9%	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	36.4%	63.6%				
students' decision-making of developing their projects	9.1%	18.2%	9.1%	18.2%	45.5%	0.0%	0.0%	11.8%	29.4%	58.8%	13.3%	33.3%	13.3%	13.3%	26.7%	0.0%	0.0%	0.0%	23.1%	76.9%	0.0%	6.7%	6.7%	13.3%	60.0%	0.0%	18.8%	0.0%	62.5%	18.2%	8.3%	12.5%	4.2%	45.8%	29.2%	0.0%	37.5%	37.5%	25.0%	0.0%	10.0%	10.0%	20.0%	30.0%	30.0%	9.1%	9.1%	27.3%	9.0%	45.5%	9.8%	9.8%	9.8%	31.7%	39.0%	25.0%	0.0%	25.0%	0.0%	50.0%	14.8%	11.1%	18.5%	33.3%	22.2%	0.0%	0.0%	33.3%	33.3%	33.4%	0.0%	0.0%	9.1%	27.3%	63.7%				
Self-Efficacy																																																																															
Explanations	FARC 101					FARC 102					ITAS101/ITAS102					INAR 291					ITAS 201					INAR 292					ITAS 202					INAR 391					ITAS 301					INAR392					ITAS 302					INAR 491					ITAS 401					INAR 492					ITAS 402								
	NE	R	S	O	AL	NE	R	S	O	AL	NE	R	S	O	AL	NE	R	S	O	AL	NE	R	S	O	AL	NE	R	S	O	AL	NE	R	S	O	AL	NE	R	S	O	AL	NE	R	S	O	AL	NE	R	S	O	AL	NE	R	S	O	AL	NE	R	S	O	AL	NE	R	S	O	AL	NE	R	S	O	AL	NE	R	S	O	AL	NE	R	S	O
Students' ability on themselves decision-making	0.0%	0.0%	9.1%	36.4%	54.5%	0.0%	0.0%	0.0%	52.9%	47.1%	13.3%	0.0%	13.3%	33.3%	40.0%	0.0%	0.0%	30.8%	30.8%	38.5%	6.7%	0.0%	0.0%	46.7%	46.7%	0.0%	0.0%	37.5%	50.0%	12.2%	12.5%	8.3%	0.0%	33.3%	45.8%	0.0%	0.0%	87.5%	12.5%	0.0%	30.0%	0.0%	0.0%	30.0%	40.0%	0.0%	0.0%	18.2%	54.5%	27.3%	14.6%	0.0%	12.2%	31.7%	41.5%	25.0%	25.0%	0.0%	50.0%	0.0%	14.8%	3.7%	11.1%	37.0%	33.3%	0.0%	0.0%	16.7%	33.4%	50.0%	0.0%	0.0%	0.0%	36.4%	63.6%				
Students' faith on their ability during their study time	0.0%	18.2%	27.3%	36.4%	18.2%	0.0%	0.0%	35.3%	47.1%	17.6%	6.7%	13.3%	13.3%	46.7%	20.0%	0.0%	0.0%	38.5%	30.8%	30.8%	0.0%	13.3%	6.7%	33.3%	46.7%	18.8%	0.0%	0.0%	68.8%	12.5%	8.3%	12.5%	8.3%	33.3%	37.5%	25.0%	0.0%	50.0%	12.5%	12.5%	10.0%	0.0%	30.0%	40.0%	20.0%	0.0%	9.1%	18.2%	54.5%	18.2%	17.1%	4.9%	4.9%	39.0%	34.1%	25.0%	0.0%	75.0%	0.0%	0.0%	7.4%	7.4%	11.1%	48.1%	25.9%	0.0%	0.0%	16.7%	83.3%	0.0%	0.0%	0.0%	3.0%	57.6%	39.4%				
Students' ability of Controlling their emotion	0.0%	18.2%	18.2%	45.5%	18.2%	0.0%	5.9%	23.5%	35.3%	35.3%	6.7%	6.7%	33.3%	53.3%	0.0%	0.0%	15.4%	23.1%	53.8%	7.7%	13.3%	6.7%	13.3%	40.0%	26.7%	0.0%	0.0%	50.0%	18.8%	31.3%	8.3%	12.5%	12.5%	33.3%	33.3%	12.5%	12.5%	62.5%	12.5%	0.0%	0.0%	0.0%	40.0%	40.0%	20.0%	9.1%	9.1%	45.5%	0.0%	36.4%	14.6%	2.4%	24.4%	26.8%	31.7%	0.0%	75.0%	25.0%	0.0%	0.0%	11.1%	7.4%	18.5%	48.1%	14.8%	0.0%	0.0%	66.7%	0.0%	33.3%	0.0%	0.0%	36.4%	27.3%	36.4%				
Students' faith on their ability in completing their study	0.0%	0.0%	27.3%	36.4%	36.4%	0.0%	0.0%	0.0%	41.2%	58.8%	6.7%	20.0%	13.3%	46.7%	13.3%	0.0%	0.0%	38.5%	23.1%	38.5%	0.0%	13.3%	20.0%	33.3%	33.3%	0.0%	0.0%	18.8%	31.3%	50.0%	0.0%	8.3%	0.0%	48.8%	37.5%	12.5%	0.0%	75.0%	0.0%	12.5%	0.0%	0.0%	40.0%	40.0%	20.0%	0.0%	9.1%	36.4%	18.2%	36.4%	14.6%	2.4%	22.0%	29.3%	31.7%	25.0%	0.0%	25.0%	50.0%	0.0%	3.7%	3.7%	18.5%	48.1%	25.9%	0.0%	0.0%	16.7%	33.3%	50.0%	0.0%	0.0%	0.0%	54.5%	45.5%				
Students' believe in being a successful interior architect after graduation	0.0%	0.0%	36.4%	45.5%	18.2%	0.0%	0.0%	23.5%	11.8%	64.7%	13.3%	6.7%	0.0%	60.0%	20.0%	0.0%	0.0%	23.1%	23.1%	53.8%	0.0%	6.7%	13.3%	26.7%	53.3%	0.0%	0.0%	31.3%	50.0%	18.8%	8.3%	8.3%	0.0%	45.8%	37.5%	0.0%	0.0%	62.5%	25.0%	12.5%	10.0%	0.0%	0.0%	80.0%	10.0%	0.0%	0.0%	9.1%	45.5%	45.5%	12.2%	2.4%	7.3%	29.3%	48.8%	25.0%	0.0%	25.0%	50.0%	0.0%	11.1%	0.0%	11.1%	44.4%	33.3%	0.0%	0.0%	33.3%	33.3%	33.4%	0.0%	0.0%	0.0%	45.5%	54.5%				
Self-Expression																																																																															
Explanations	FARC 101					FARC 102					ITAS101/ITAS102					INAR 291					ITAS 201					INAR 292					ITAS 202					INAR 391					ITAS 301					INAR392					ITAS 302					INAR 491					ITAS 401					INAR 492					ITAS 402								
	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA	SD	D	N	A	SA				
Students' fear to not be listened in jury-time	27.3%	9.1%	36.4%	18.2%	9.1%	5.9%	11.8%	3.3%	29.4%	17.6%	20.0%	13.3%	33.3%	20.0%	13.3%	0.0%	38.5%	23.1%	30.8%	7.7%	13.3%	33.3%	26.7%	6.7%	20.0%	0.0%	18.8%	31.3%	31.3%	18.8%	8.3%	37.5%	37.5%	4.2%	12.5%	0.0%	0.0%	37.5%	50.0%	12.5%	10.0%	30.0%	30.0%	20.0%	10.0%	0.0%	18.2%	9.1%	27.3%	45.5%	19.5%	19.5%	22.0%	22.0%	17.1%	0.0%	0.0%	75.0%	25.0%	0.0%	11.1%	37.0%	14.8%	22.2%	14.8%	33.3%	16.7%	16.7%	16.7%	16.7%	18.2%	27.3%	9.1%	36.4%	9.1%				
Students' difficulty in listening to their instructors	0.0%	0.0%	72.7%	18.2%	9.1%	0.0%	11.8%	41.2%	23.5%	23.5%	6.7%	6.7%	20.0%	46.7%	20.0%	0.0%	0.0%	7.7%	23.1%	69.2%	20.0%	0.0%	20.0%	40.0%	20.0%	0.0%	0.0%	18.8%	81.3%	0.0%	16.7%	0.0%	0.0%	50.0%	33.3%	0.0%	0.0%	75.5%	25.0%	0.0%	0.0%	20.0%	20.0%	40.0%	20.0%	9.1%	9.1%	0.0%	36.4%	45.5%	2.4%	14.6%	9.8%	48.8%	24.4%	25.0%	0.0%	25.0%	50.0%	0.0%	3.7%	7.4%	29.6%	44.4%	14.8%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%	0.0%	9.1%	45.5%	45.5%				
Students' trembling during their projects explanation	9.1%	18.2%	36.4%	18.2%	18.2%	5.9%	11.8%	5.9%	41.2%	35.3%	13.3%	20.0%	20.0%	26.7%	0.0%	7.7%	15.4%	38.5%	38.5%	13.3%	0.0%	0.0%	33.3%	53.3%	12.5%	68.8%	0.0%	18.8%	0.0%	20.8%	8.3%	25.0%	29.2%	16.7%	12.5%	12.5%	37.5%	37.5%	0.0%	15.0%	30.0%	10.0%	15.0%	30.0%	9.1%	18.2%	18.2%	36.4%	18.2%	14.6%	7.3%	7.3%	31.7%	39.0%	0.0%	50.0%	25.0%	0.0%	25.0%	11.1%	7.4%	11.1%	33.3%	37.0%	16.7%	16.7%	50.0%	0.0%	16.7%	0.0%	18.2%	0.0%	27.3%	54.5%					
Students' emotion controlling	9.1%	27.3%	18.2%	36.4%	9.1%	5.9%	41.2%	11.8%	29.4%	13.3%	33.3%	26.7%	20.0%	6.7%	7.7%	15.4%	23.1%	23.1%	30.8%	13.3%	26.7%	20.0%	20.0%	20.0%	37.5%	18.8%	43.8%	0.0%	0.0%	29.2%	20.8%	29.2%	4.2%	16.7%	0.0%	0.0%	37.5%	62.5%	0.0%	20.0%	20.0%	20.0%	30.0%	10.0%	36.4%	18.2%	18.2%	0.0%	27.3%	19.5%	26.8%	22.0%	17.1%	14.6%	25.0%	25.0%	25.0%	0.0%	25.0%	26.0%	7.4%	29.6%	29.6%	7.4%	16.7%	16.7%	66.7%	0.0%	0.0%	0.0%	9.1%	18.2%	36.4%	45.5%					
Students' use of body language during jury-time	0.0%	9.1%	18.2%	27.3%	27.3%	0.0%	0.0%	5.9%	52.9%	41.2%	13.3%	6.7%	26.7%	26.7%	26.7%	0.0%	7.7%	7.7%	38.5%	46.2%	0.0%	0.0%	0.0%	46.7%	53.3%	0.0%	0.0%	18.8%	25.0%	56.3%	16.7%	4.2%	4.2%	20.8%	54.2%	0.0%	12.5%	25.0%	62.5%	0.0%	10.0%	10.0%	20.0%	30.0%	30.0%	36.4%	18.2%	18.2%	27.3%	0.0%	19.5%	19.5%	22.0%	22.0%	17.1%	25.0%	0.0%	25.0%	75.0%	0.0%	11.1%	3.7%	7.4%	51.9%	25.9%	0.0%	0.0%	16.7%	16.7%	66.7%	0.0%	0.0%	9.1%	18.2%	18.2%	54.5%			

Color	Percentage
 	<85%
 	61%-85%
 	50%-60%
 	30.1%- 49.9%
 	10.1%-30%
 	0.0%-10%

In the INAR491 design studio, a quarter (25.0%) of the participants had answered the 5th caption with 'disagree'. Furthermore, another 25.0% 'agreed' with it. Thus, 50.0% of the respondents had responded 'strongly agree', hence none of them had replied 'strongly disagree' or 'neutral'. However, 16.7% of INAR492 participants answered 'strongly disagree'; besides, another 16.7% were still on the fence. In contrast, 66.7% of the respondents 'agreed' with this explanation. There was no one of the contributors that indicated 'disagree' or 'strongly agree'. Nonetheless, 25.0% of the INAR491 students responded to the 6th explanation as 'strongly disagree' and 'disagree'. On the other hand, the other 25.0% of them had chosen 'agree' and 'strongly agree'. Hence no one of the participants in this design studio had selected 'neutral'. Although the INAR492 students had nobody to answer 'strongly disagree' or 'disagree', only 16.7% of the participants chose 'neutral'. Contrarily, 50.0% of respondents, which means half 'agreed' with this explanation. Besides, 33.3% of the contributors 'strongly agreed' with it.

A quarter (25.0%) of the INAR491 students replied to the seventh explanation of the as 'strongly disagree', while half (50.0%) selected 'neutral'. Another 25.0% of the contributors 'strongly agreed' with this question, and no one of the participants replied 'disagree' or 'agree'. However, INAR492 participants had nobody answered 'strongly disagree', and 16.7% of the participants 'disagreed'. Besides, another 16.7% of them were on the fence. On the other hand, 50.0% of the commentators 'agreed' with this explanation. Thus only 16.7% of the contributors 'strongly agreed' with it. The INAR491 contributors' response to the 8th question with 'strongly disagree', 'disagree', 'neutral' or 'strongly agree' was 25.0% equally. Nevertheless, none of the respondents replied 'agree'. Whereas the INAR492 students had only 16.7% of the

participants that replied 'strongly disagree' and 'disagree'. Hence, 66.7% of the participants were still on the fence, while none of the respondents 'agreed' or 'strongly agreed'.

The INAR491 design studio had 25.0% of the participant that selected 'strongly disagree', whereas no one answered 'disagree' or 'strongly agree' in answering the 9th explanation. Nonetheless, 25.0% chose 'neutral' while 75.0% of the contributors 'agreed' with this expression. Although INAR492 participants had nobody answered 'strongly disagree' or 'disagree'. Nevertheless, 16.7% of participants selected 'neutral', also another 16.7% chosen 'agree'. Hence, 66.7% of the contributors 'strongly agreed' with the question.

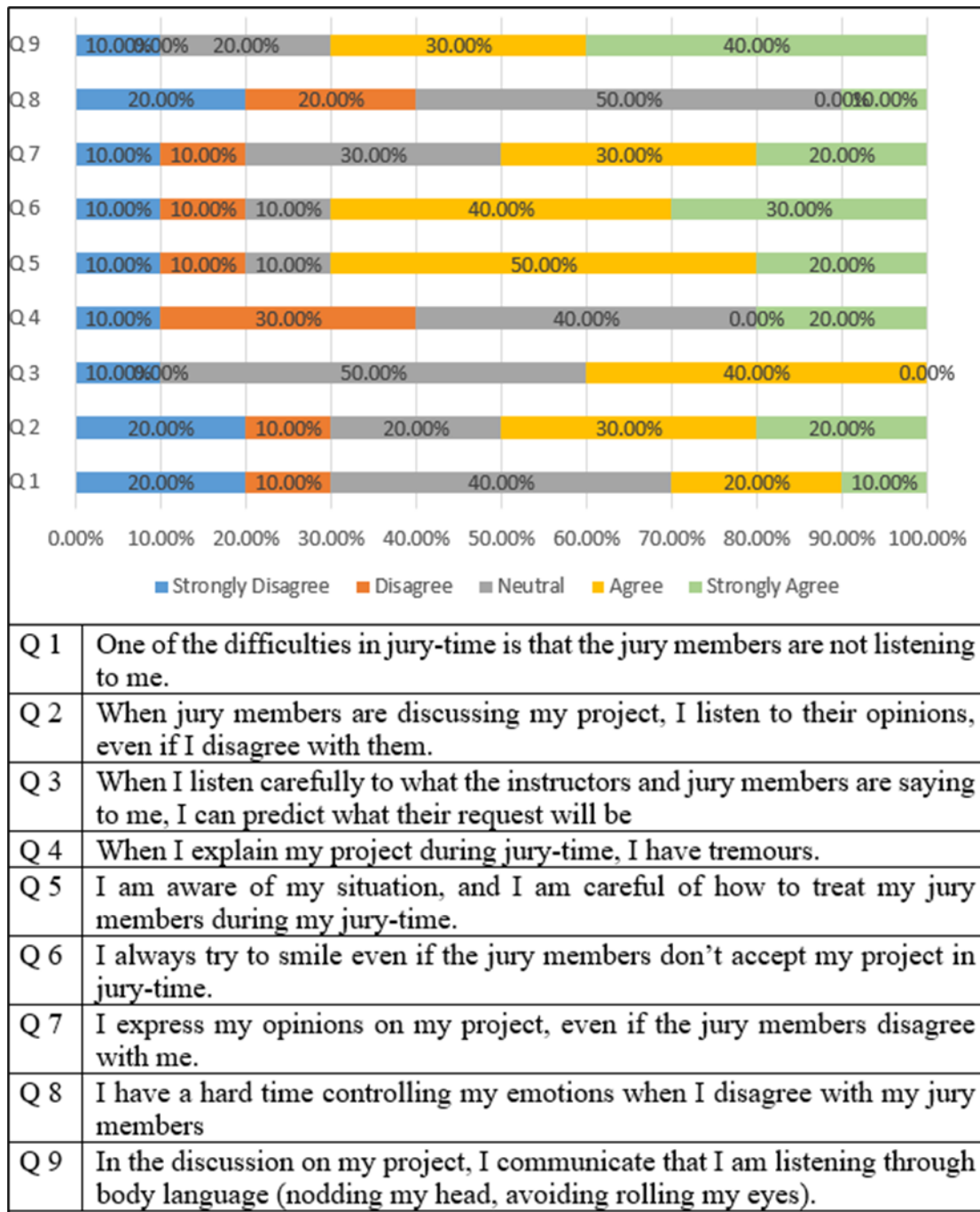


Figure 27: INAR 491/INAR 492 Self-Expression Findings

4.3.4.2 Turkish Language Program

ITAS 401 had 29 students, 27 students were expected to contribute, and all participated. As far as ITAS 402 studio had 37 students, according to the equation as mentioned earlier, 34 students had to have participated in this process, whereas 33 of

them participated. According to the participants' answers, the results have been presented below.

a. Self-Knowledge Findings

7.4% of the respondents 'strongly disagreed' with the 1st question, and 3.7% answered with 'disagree'. It seems everyone was certain of herself/himself, and no one answered 'neutral'. Also, 48.1% assigned 'agree'. Moreover, 40.7% of the contributors 'strongly agreed'. The most chosen cell was 'strongly agreed' with 63.6%, and then, 36.4% of contributors 'agreed'. Surprisingly, nobody answered 'strongly disagree', 'disagree', even 'neutral'. In the ITAS401 design studio, for answering the 2nd explanation, 11.1% of the respondents 'strongly disagreed'. Hence no one of them 'disagreed' with this question. On the other hand, only 7.4% of the contributors selected 'neutral', while 29.6% of the participants 'agreed' with it. Nonetheless, more than half of (51.9%) the respondents selected 'strongly agree'. However, the ITAS402 had nonentity of the participants who selected 'strongly disagree' or 'disagree'. While only 9.1% selected 'neutral'. Contrarily, 45.5% of the contributors 'agreed' and the same amount (45.5%) of the contestants had assigned 'strongly agree'.

The ITAS401 students had 7.4% that 'strongly disagreed' with the 3rd explanation, 14.8% of them 'disagreed'. Whereas 22.2% of contributors mentioned 'neutral', also 33.3% 'agreed' with it. Thus 22.2% had selected 'strongly agree'. However, in the ITAS402 design studio, nobody replied 'strongly disagree' or 'disagree', 9.1% of the participants selected 'neutral'. Contrarily, 45.5% of the participants 'agreed', and 45.5% 'strongly agreed'. The ITAS401 students had responded to the 4th caption with 'strongly disagree' as 3.7%. Also, 3.7% of them again selected 'disagree'. While

18.5% of the participants were still on the fence, 29.6% replied 'agree'. Thus 44.4% of the contributors had answered 'strongly agree'. Nonetheless, in the ITAS402 design studio, no one answered 'strongly disagree' or 'disagree'. At the same time, 18.2% of respondents selected 'neutral', 27.3% 'agreed' with this explanation. Approximately 54.5% of the participants had selected 'strongly agree'.

In answering the 5th question, only 3.7% of the ITAS401 participants had answered 'strongly disagree', the least of this percentage (7.4%) 'disagreed' with it. Hence, 18.5% of the respondents selected 'neutral'. At the same time, 44.4% of the contributors responded 'agree'. Also, 25.9% of them replied 'strongly agree'. On the other hand, ITAS402 participants had no one who answered 'strongly disagree' or 'disagree'. Only 9.1% chose 'neutral', while 36.4% of contributors said 'agreed'. Concurrently, 54.5% 'strongly agreed' with it. The ITAS401 students' response to the 6th question with 'strongly disagree' was 3.7%. Hence, 7.4% of them 'disagreed'. At the same time, 18.5% of the contributors selected 'neutral'. Hence, 44.4% of the participants 'agreed', and 25.9% answered 'strongly agree'. Nonetheless, the ITAS402 students had nobody to answer 'strongly disagree', 'disagree' or 'neutral'. Contrarily, 36.4% replied 'agreed' while 63.6% of participants answered 'strongly agreed'.

In the ITAS401 design studio, 14.8% of the students had answered the 7th clarification as 'strongly disagree', also 11.1% of them 'disagreed', whereas 18.5% of the participants chosen 'neutral'. Hence, 33.3% of contributors selected 'agree', while 22.2% chose 'strongly agree'. However, none of the ITAS402 contestants had answered 'strongly disagree' or 'disagree', while 9.1% of them were on the fence. Simultaneously, 27.3% of the commentators 'agreed' with this explanation; on the

other hand, 63.7% of the contributors 'strongly agreed' with it. 7.4% of the ITAS401 students' response to the 8th question was 'strongly disagree'. However, 3.7% of the participants replied 'disagreed'. Moreover, 14.8% of them chose 'neutral'. Hereafter, 37.0% 'agreed', once more, 37.0% of the participants answered 'strongly agree'. The ITAS402 students had no one replied 'strongly disagree', 'disagree' or 'neutral'. Hence, 54.5% of participants 'agreed' with it. At the same time, 45.5% of respondents 'strongly agreed'.

The ITAS401 design studio had 11.1% that answered the 9th question as 'strongly disagree', while 3.7% of them 'disagreed'. Nonetheless, 18.5% of the participants were on the fence. At the same time, 29.6% selected 'agree', also, 37.0% of the contributors 'strongly agreed' with this expression. Although ITAS402 participants had nonentity answered 'strongly disagree' or 'disagree'. Nevertheless, 18.2% of participants selected 'neutral'. Hence, 45.5% agreed with it, and 36.4% of the contributors 'strongly agreed'. For replying the 10th explanation in the ITAS401 design studio, 7.4% of the participants 'strongly agreed' while 3.7% said 'disagree'. Moreover, once more, 7.4% chosen 'neutral'. Hereafter 55.6% of the contributors 'agreed' with this explanation, 25.9% 'strongly agreed'. However, none of the ITAS402 design studio contributors had replied 'strongly disagree', 'disagree' even 'neutral'. Whereas 45.5% of the participants answered 'agreed', all at once, 54.5% of them mentioned 'strongly agree'.

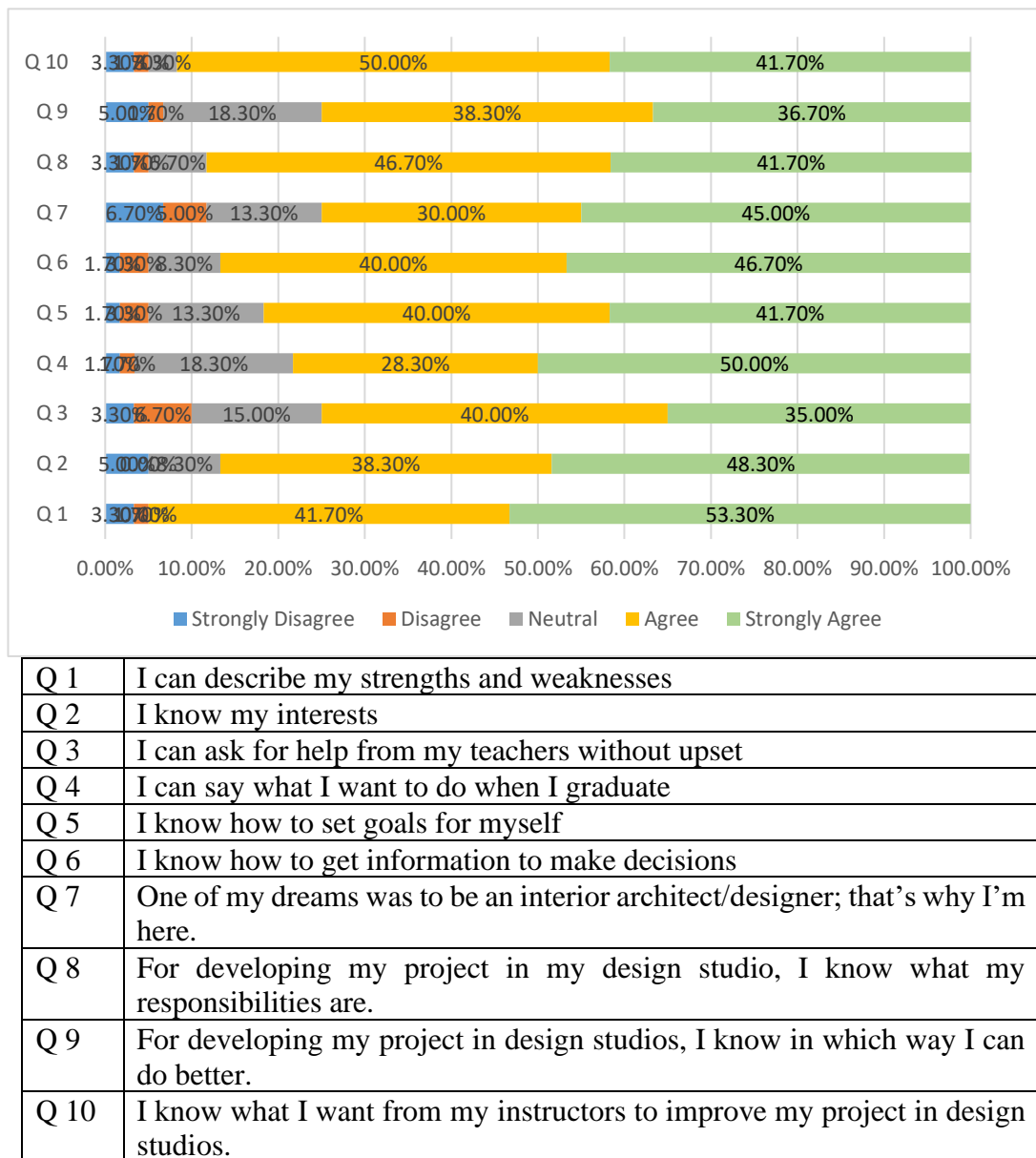


Figure 28: ITAS 401/ITAS 402 Self-Knowledge Findings

b. Self-Efficacy Findings

In answering the self-efficacy questions, 11.1% of the respondents in the ITAS401 design studio said 'never' to the 1st explanation, then only 3.7% of them answered as 'rarely', whereas nobody of the contributors selected 'sometimes'. Contrariwise, 51.9% of the respondents assigned 'often'. Moreover, 33.3% selected 'always'. However, for ITAS402 respondents, the most chosen cell was 'often' with 54.5%, and

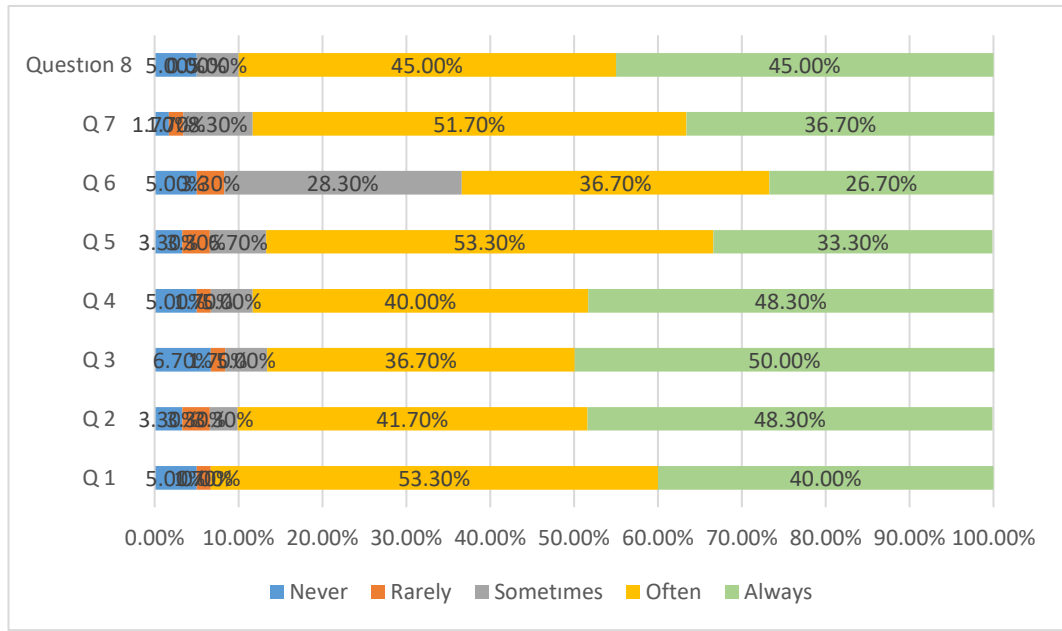
then, 45.5% of contributors selected 'always'. Surprisingly, nobody from this design studio answered 'never', 'rarely' or 'sometimes'. In the ITAS401 design studio, only 7.4% of the respondents selected 'never' in the 2nd question. Also again, 7.4% of them chose 'rarely', then again, 7.4% of the contributors selected 'sometimes'. On the other hand, 37.0% of the participants designated 'often', while 40.0% selected 'always'. However, the ITAS402 had nonentity of the participants that selected 'never', 'rarely' or 'sometimes'. While 45.5% of the respondents chosen 'often'. Furthermore, 54.5% of the contributors indicated 'always'.

The ITAS401 students had 14.8% that designated 'never' for the 3rd explanation. Thus only 3.7% chosen 'rarely'. Whereas 11.1% of the contributors mentioned 'sometimes'. Contrarily, 37.0% selected 'often'; at the same time, 33.3% of the respondents had selected 'always'. However, in the ITAS402 design studio, nobody replied 'never', 'rarely' or 'sometimes'. In contrast, 36.4% of the participants selected 'often'; on the other hand, 63.6% chose 'always'. In reply to the 4th question, the ITAS401 students had responded 'never' with 11.1%; hence, only 3.7% selected 'rarely'. While, once more, 11.1% of the participants chose 'sometimes', nonetheless, 44.4% replied 'often'. Thus 29.6% of the contributors answered 'always'. Nonetheless, in the ITAS402 design studio, no one answered 'never', 'rarely' or 'sometimes'. Simultaneously, 36.4% of the respondents selected 'often'. Contrariwise, 63.6% chosen 'always'.

In the ITAS401 design studio, only 7.4% of the participants answered the 5th caption as 'never'; another 7.4% chose 'rarely', whereas 11.1% chose 'sometimes'. In contrast, 48.1% of the contributors selected 'often'; besides, 25.9% selected 'always'. On the other hand, ITAS402 participants had no one answered 'never' or 'rarely'. Also, only

3.0% chose 'sometimes'. On the other hand, 57.6% of the contributors said 'often', concurrently, 39.4% replied 'always'. The ITAS401 students' response to the 6th clarification with 'never' was 11.1%. Later, 7.4% of them said 'rarely'. Whereas 18.5% of the contributors selected 'sometimes'. Hence, 48.1% of the participants indicated 'often'; in contrast, 14.8% answered 'always'. Nonetheless, the ITAS402 students had nobody to answer 'never' or 'rarely'. Contrarily, 36.4% replied 'sometimes' while 27.3% of the participants answered 'often'; besides, 36.4% selected 'always'.

In the ITAS401 design studio, only 3.7% of the students answered the 7th explanation as 'never'. Once more, 3.7% chose 'rarely', whereas 18.5% of the participants selected 'sometimes'. Hence, 48.1% of contributors selected 'often'. At the same time, 25.9% chosen 'always'. However, none of the ITAS402 contestants had answered 'never', 'rarely', even 'sometimes'. Contrarily, 54.5% of the commentators stated 'often'; consequently, 45.5% of the contributors chosen 'always'. The ITAS401 students' response to the 8th question as 'never' was 11.1%; 11.1% of the participants replied 'sometimes'. Contrariwise, 44.4% chosen 'often'. After this, 33.3% of the contributors selected 'always'. The ITAS402 students had no one replied 'never', 'rarely' or 'sometimes'. Hence, 45.5% of the participants indicated 'often' while 54.5% of the respondents stated 'always'.



Q 1	I can learn what is being taught during the design studio course this semester.
Q 2	I can figure out a successful project if I try hard enough during this semester.
Q 3	If I work on developing my project every day, I would have a successful project.
Q 4	Once I've decided to complete my important project, I keep trying to complete it, even if it is harder than I thought.
Q 5	I am sure of achieving success in my project for this semester.
Q 6	When I'm struggling to achieve a good grade, I focus on developing my project more instead of feeling unhappy.
Q 7	I believe I can be successful in completing my study.
Q 8	I believe I can be successful in designing any project as an interior architect, after graduation.

Figure 29: ITAS 401/ITAS 402 Self-Efficacy Findings

c. Self-Expression Findings

11.1% of the ITAS401 respondents 'strongly disagreed' with the 1st explanation; in contrast, 37.0% answered 'disagree', while only 14.8% of the contributors chose 'neutral'. Also, 22.2% of the participants assigned 'agree'. Moreover, 14.8% 'strongly agreed'. Nevertheless, in the ITAS402 design studio, 18.2% of the participants 'strongly disagreed'. Hereafter, 27.3% of them 'disagreed', whereas only 9.1% were still on the fence. In contrast, 36.4% of the contributors 'agreed'. Surprisingly, only

9.1% answered 'strongly agree'. In answering the 2nd question and in the ITAS401 design studio, 7.4% of the respondents 'strongly disagreed'. Hence only 3.7% of them 'disagreed' with this question. On the other hand, 11.1% of the contributors selected 'neutral'. Contrarily, 48.1% of the participants 'agreed' with it. Nonetheless, more than 26.9% selected 'strongly agree'. However, the ITAS402 had nonentity of the participants who selected 'strongly disagree' whereas only 9.1% chosen 'disagree', and then another 9.1% designated 'neutral'. Contrarily, 27.3% of the contributors 'agreed', and more than half (54.5%) of the contestants had assigned 'strongly agree'.

The ITAS401 students had 3.7% who 'strongly disagreed' with the 3rd explanation, 7.4% of them 'disagreed'. Whereas 29.6% of the contributors mentioned 'neutral', 44.4% 'agreed' with it. Thus only 14.8% had selected 'strongly agree'. However, in the ITAS402 design studio, nobody replied 'strongly disagree' or 'neutral', 9.1% of the participants selected 'disagree'. Contrarily, 45.5% of the participants 'agreed', and 45.5% 'strongly agreed' as well. The ITAS401 students had responded to the 4th question as 'strongly disagree' with 11.1%. Also, 7.4% selected 'disagree'. While 11.1% of the participants were still on the fence, at the same time, 33.3% of them replied as 'agree'. Moreover, 37.0% of the contributors had answered 'strongly agree'. Nonetheless, in the ITAS402 design studio, no one answered 'strongly disagree' or 'neutral'. Simultaneously, 18.2% of respondents selected 'disagree', 27.3% 'agreed' with this explanation. On the contrary, 54.5% of the participants had selected 'strongly agree'.

In the ITAS401 design studio, 11.1% of the participants had answered the 5th explanation with 'strongly disagree'. Half of this percentage (7.4%) of them were

indifferent to it. Hence, 48.1% of the respondents selected 'agree'. At the same time, 33.3% of the contributors responded 'strongly agree'. Nevertheless, nobody replied 'disagree'. On the other hand, ITAS402 participants had no one answered 'disagree' or 'neutral'. Only 9.1% of them chose 'strongly disagree'. Contrarily, 45.5% of the contributors said 'agreed', and 45.5% 'strongly agreed' with it. While 11.1% of the ITAS401 students' response to the 6th question was 'strongly disagree'. Also, 7.4% chosen 'disagree'. Hence, 29.6% of the respondents were still on the fence. Another 29.6% of the contributors selected 'agree', while 22.2% answered 'strongly agree'. Nonetheless, the ITAS402 students had nobody answered 'strongly disagree', only 9.1% selected 'disagree', also the 18.2% indicated 'neutral'. Contrarily, 27.3% of the contributors replied 'agree' while 45.5% of the participants answered 'strongly agree'.

In the ITAS401 design studio, 7.4% of the participants had replied to the 7th question with 'strongly disagree'. Also, 11.1% 'disagreed', whereas 7.4% of the contributors selected 'neutral'. Hence, 44.4% of the respondents selected 'agree', while 29.6% chose 'strongly agree'. However, the ITAS402 contestants had answered 'strongly disagree' with 9.1%, while 18,2 of them were indifferent. Also, 18.2% of them indicated 'agree'. On the other hand, 54.5% of the contributors 'strongly agreed' with it. No one selected 'disagrees'. Where 26.0% of the ITAS401 students' response to the 8th explanation was 'strongly disagree'. However, 7.4% of the participants replied 'disagreed', there was 29.6% of them chose 'neutral'. Hereafter, another 29.6% 'agreed'. In contrast, only 7.4% of the participants answered 'strongly agree'. Whereas, the ITAS402 students had no one replied 'strongly disagree', only 9.1% of them replied 'disagree', and 18,2 of them indicated 'neutral'. Hence, 36.4% of the

participants 'agreed' with it. At the same time, 45.5% of the respondents 'strongly agreed'.

In the end, The ITAS401 design studio had 11.1% of respondents that answered the 9th question was 'strongly disagree', while 3.7% of them 'disagreed'. Also, 7.4% of the participants were on the fence. On the other hand, 51.9% of the respondents selected 'agree'; besides, 25.9% of the contributors 'strongly agreed' with this expression. Although ITAS402 participants had nonentity answered 'strongly disagree', there was only 9.1% that 'disagreed' with this explanation. evertheless, 18.2% of the contributors selected 'neutral'. Another 18.2% of the respondents, hence, 54.5% 'strongly agreed' with it.

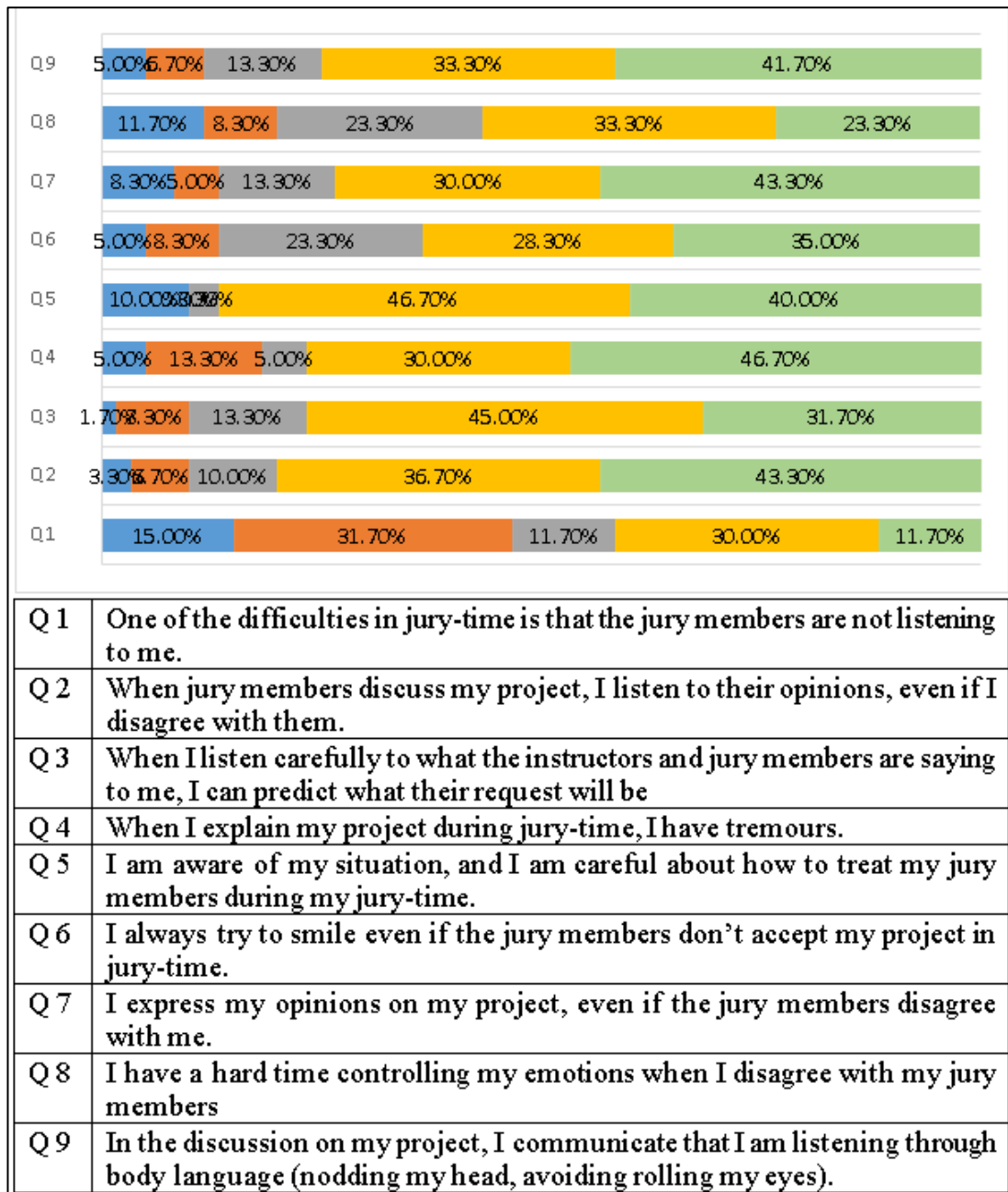


Figure 30: ITAS 401/ITAS 402 Self-Expression Findings

Here, the result of all questions that had been asked students in the interior architecture department. Thus, the significant questions aimed to achieve answers by students, as shown in table 7. Therefore, the discussion on these results are available in the discussion chapter of this case

Table 7: A Comparison Summary of the Students' Perceptions of the Self-Advocacy Components

Will Be Attached in a Separate File

4.4 Case III: Instructors and Research/Teaching Assistants' Perspectives

In this case, both full-time instructors' opinions with their advice and research/teaching assistants' opinions, who have passed the Ph.D. qualification exam, have been considered. For this reason, both points of view are explained separately in the following sections.

4.4.1 Instructors' Perspective

The Department of Interior Architecture of the EMU has many full-time and part-time instructors and research/teaching assistants. From the instructors' side, only full-time instructors had been taken as the scope of this study. Because full-time instructors (a) have more experience with the students in this department; (b) they are the coordinators of the design studios; (c) after class-time, they have more interaction and communications with the students, while the students were visiting their offices.

However, this department has 14 full-time instructors, whereas 12 of them participated in this survey. Furthermore, one of the instructors had supervised this study, and for staying away from bias, one more did not participate. So, five questions had been asked to them. The Nvivo Software program was used to find the results of these questions according to every question. So, the results had presented as follows. For each instructor, one symbol was demonstrated, which started from Fi-1 to Fi-12.

➤ What does 'Self-Advocacy' mean to you?

This question aimed to understand instructors' perceptions of the significance of self-advocacy in interior architecture. Every instructor had her/his perspective on self-

advocacy and defined it. All of the definitions have been included, as shown in table 8.

Table 8: Definition of Self-Advocacy by the Department of Interior Architecture Instructors

#	Instructors' codes	Instructors' opinion on self-advocacy	Keywords
1	Fi-1	One's self-defence	Self-Defence
2	Fi-2	Assuming responsibility, independence, self-representation as a legal matter if it has more special connotations, studios disorders' conditions, and accountability	Self-Expression
3	Fi-3	One's self-defence	Self-Defence
4	Fi-4	Explaining and showing self-opinion, without intimidating or influencing.	Self-Expression
5	Fi-5	The primary need of one's life	Self- need
6	Fi-6	Ability to speak up for yourself to represent your ideas/views... (your point of view)	Self-Defence Self-Expression
7	Fi-7	One's self-defence	Self-Defence
8	Fi-8	Seeking out their rights using the ability to express themselves, explaining what they think and what they do. Also includes a bit of persuading the others.	Self-Expression Self-defence
9	Fi-9	Every idea is unique and should be expressed within the context of its constitution. Self-advocacy is important to reveal the whole	Self-expression
10	Fi-10	Self-advocacy means speaking up for yourself, and defend your own rights.	Self-Defence Self-expression
11	Fi-11	Explaining an individual's work to others in a suitable language or method.	Self-expression
12	Fi-12	In my opinion, Self-Advocacy is a skill of a person that helps him/her to be able to express his / her ideas/opinions freely, without hesitation and confidently as well as efficiently on a certain matter(s).	Self-expression Self-confidence

Here, every instructor had her/his point of view towards defining self-advocacy. Throughout interpreting these definitions, many keywords were mentioned. Self-defence was five times stated, while self-expression was mentioned 8 eight times to

explain self-advocacy. However, each of self-confidence and self-need had been selected as synonyms for self-advocacy.

➤ **In your opinion, does self-advocacy is important for students of the Department of Interior Architecture? Please explain the reason for your answer.**

Besides, this question aimed to understand instructors' opinions if they see self-advocacy skills as a crucial requirement for the department. All of them had replied to this question for understanding their opinion; their answers contributed to two parts: yes/no, and the second was the reason for the former answer. So, the results have been framed in Table 9, as presented below.

Table 9: Instructors' Opinion on the Importance of Self-Advocacy for students of the Interior Architecture Department

#	Instructors' codes	Yes/No	Reason
1	Fi-1	No	Communication gets harder when it comes to defense.
2	Fi-2	Yes	Presenting ideas and intentions or advantages of a design verbally.
3	Fi-3	Yes	<ul style="list-style-type: none"> - Because their design also encourages them to make decisions that they can account for. - Making it easier for them to defend their projects.
4	Fi-4	Yes	<ul style="list-style-type: none"> - Should be able to present her/his consistent view by conveying which design idea and concepts from which the project he developed. - To be able to say or critiques reflect on her/his project/homework.
5	Fi-5	Yes	<ul style="list-style-type: none"> - To present her/his project. - Here the defended project has been accepted as a narrative project.
6	Fi-6	Yes	-----
7	Fi-7	Yes	In addition to the techniques of presenting certain ideas, it has to transmit the expression, defense, and expression through body + speech-language.

8	Fi-8	Yes	- Interior design students should convey what they think, their decision, and what they use, with an expressive method that will convince those in their minds.
9	Fi-9	Yes	-----
10	Fi-10	Yes	In the interior architecture department, where the education is based on one-to-one contact, the assessments are based on jury evaluation.
11	Fi-11	Yes	- To be able to transfer the reputation of working and working for a whole period. - To receive feedback and also to understand how much he loves to do.
12	Fi-12	Yes	- Department of Interior Architecture students' main engagement is to express their opinions effectively and legibly upon intangible issues. - The design, which is an intangible matter/open to discussion, is well understood when put into words properly and effectively.

As illustrated above, 11 instructors believed that self-advocacy is important for interior architecture education, which most of them justified the reason for its significance. Hence, only one instructor had confidence in self-advocacy's unnecessary, contrarily s/he considers having self-advocacy may interrupt the student-instructor relationship!

➤ **In your opinion, what are the barriers to pursuing self-advocacy skills amongst the students?**

Many struggles occur to reduce or restrict the persuasion of self-advocacy skills among interior architecture students. For this question, the instructors had shown several obstacles, according to their experiences. Above all, language barriers were the foremost issue, while five instructors mentioned language barriers' influence on a lack of students' self-advocacy skills. Secondly, self-confidence and culture were the second most indicated barriers in front of students not to practise self-advocacy skills; four instructors mentioned this. Later, the instructor's dominance was the third issue.

For participated instructors, this demotivates students, afraid or dependent on what her/his instructors said to her/him.

Last but not least, lack of self-knowledge, lack of self-esteem, stress, students' educational background...etc. were other factors that unlikely to affect students' self-advocacy skills. All of these minor features have been demonstrated in table 10.

Table 10: Instructors' Opinion on Barriers of Pursuing Self-Advocacy Skills Among Interior Architecture Students

#	Instructors' codes	barriers
1	Fi-1	<ul style="list-style-type: none"> • Lack of self-confidence • Language • Stress
2	Fi-2	<ul style="list-style-type: none"> • Less involvement in the project • More dependence on critiques (easier) • Dominant instructors • Not taking oneself seriously • Respectless-ness to one's work.
3	Fi-3	<ul style="list-style-type: none"> • Lack of self-confidence
4	Fi-4	<ul style="list-style-type: none"> • Their teacher will not accept the student's ideas. • Instructors dominate and dictate his solution to the student. • Culture that has learned to be obedient.
5	Fi-5	<ul style="list-style-type: none"> • self-confidence • Language • Culture • Education Background
6	Fi-6	<ul style="list-style-type: none"> • Fear
7	Fi-7	<ul style="list-style-type: none"> • language • Uninterested in the profession • Psychological Problems • Capability • Communication Problem
8	Fi-8	<ul style="list-style-type: none"> • Being shy or excitement • Language • Lack of self-knowledge • The environment of the jury itself.

9	Fi-9	<ul style="list-style-type: none"> • Lack of self-confidence • Language
10	Fi-10	<ul style="list-style-type: none"> • The students (respect for the authority, do not speak in front of the old ones...) • The instructors who try to impose their ideas!! • The attitudes of jury members • The worries of students (for the grades) • Language barriers
11	Fi-11	<ul style="list-style-type: none"> • Culture • Education Background • Lack of self-esteem • Lack of self-knowledge
12	Fi-12	<ul style="list-style-type: none"> • Lack of self-confidence • Less independent

It was evident that all of the instructors were aware of at least some of the struggles of practising self-advocacy skills among the interior architecture department students. Despite that, these barriers may happen in an educational environment or may already exist before students' entering to this department.

➤ **In the point of your view, do communication skills have impacts on student's self-advocacy skills? Please explain the reason your answer.**

This question had been asked for the necessity of communication for interior architecture education, particularly in design studios. More specifically, the aim was to understand the instructors' perspective on this department's communication skills. So, firstly they answered either 'Yes' or 'No', and later on, most of them explained at least one reason why communication skills are demanded.

Table 11: Instructors' Opinion on the Importance of Communication Skills for Interior Architecture Students

#	Instructors' codes	Yes/No	Reason
1	Fi-1	Yes	-----
2	Fi-2	Yes	<ul style="list-style-type: none"> It depends on the degree of conscious awareness of the students about her/his work.
3	Fi-3	Yes	<ul style="list-style-type: none"> Communication with self-advocacy overlaps. The student who has good communication with the other can defend himself better.
4	Fi-4	Yes	<ul style="list-style-type: none"> Affect the courage of conveying the student's opinions from birth.
5	Fi-5	Yes	<ul style="list-style-type: none"> Speaking is important in terms of (defending) the projects.
6	Fi-6	Yes	<ul style="list-style-type: none"> There is a way of saying the same thing with other words which can change the response/feedback.
7	Fi-7	Yes	<ul style="list-style-type: none"> It has a fear of speaking in the community.
8	Fi-8	Yes	<ul style="list-style-type: none"> They can express themselves comfortably with communication skills.
9	Fi-9	Yes	<ul style="list-style-type: none"> The communication skills, especially in presenting the design (overall, ideas, process, product), highly affect self-confidence.
10	Fi-10	Yes	<ul style="list-style-type: none"> Have a fundamental role in the level of confidence, then on self-advocacy skills.
11	Fi-11	Yes	<ul style="list-style-type: none"> It is a mechanism that all trigger each other.
12	Fi-12	No	<ul style="list-style-type: none"> Learning effective presentation skills (verbal presentation, graphic presentation, or having effective body language, including eye contact, while expressing ideas to others) will be more effective for self-advocacy.

As illustrated in table 11 above, 11 of the instructors replied yes, while one said there is no direct effect, which is interpreted as no. Most of them have faith in knowing communication skills and explaining themselves with more confidence and comfort.

Hence, one of the instructors believed in the overlapping of both self-advocacy and communication skills. Simultaneously, another one considers “body language, including eye contact, while expressing ideas to others” (Fi-12) has more influential through involving self-advocacy skills.

➤ **In your opinion, do language barriers have an obstruction of a student's explains on her/his project either during review time (face-to-face critique time) or feedback time (jury time)? Please explain the reason your answer**

The purpose was to understand the language barriers' effectiveness facing interior architecture students in explaining themselves, their ideas, and their projects. Also, almost all the instructors participated in the learning/teaching process for both the English and Turkish program. So, do they mention any vital points that show similarity or difference in between, in terms of using native and second language? So, for demonstrating these, instructors' ideas had presented in table 12 as follows.

Table 12: Instructors' Idea on Language Barriers in Front of Interior Architecture Students

#	Instructors' codes	Effective/Ineffective	Reason
1	Fi-1	Effective	-----
2	Fi-2	Effective	<ul style="list-style-type: none"> Both ways, explanation depends on words, as does thinking.
3	Fi-3	Effective	<ul style="list-style-type: none"> It prevents students from expressing themselves comfortably.
4	Fi-4	Ineffective	<ul style="list-style-type: none"> Students who can receive education in their native language, like the ITAS groups, may experience similar problems with students who use non-native language, such as the INAR groups.

5	Fi-5	Effective	<ul style="list-style-type: none"> • Because students cannot explain their thoughts, and they do not understand.
6	Fi-6	Effective	<ul style="list-style-type: none"> • There is a way of saying the same thing with other words which can change the response/feedback.
7	Fi-7	Effective	<ul style="list-style-type: none"> • It has a fear of speaking in the community.
8	Fi-8	Effective	<ul style="list-style-type: none"> • They can express themselves comfortably with communication skills.
9	Fi-9	Effective	<ul style="list-style-type: none"> • The communication skills, especially, in terms of presenting the design (overall, ideas, process, product) highly affects the self-confidence
10	Fi-10	Effective	<ul style="list-style-type: none"> • Have a fundamental role in the level of confidence, then on self-advocacy skills.
11	Fi-11	Effective	<ul style="list-style-type: none"> • It is a mechanism that all trigger each other
12	Fi-12	Effective	<ul style="list-style-type: none"> • It puts a barrier for students to understand what a teacher says. • It is a barrier when he/she tries to express his / her ideas. • It is a factor in developing self-advocacy skills.

As previously mentioned, 11 instructors had faith in applying language as a tool for explaining their ideas. On the other hand, they believed that language issues are an obstacle in understanding their instructors' critiques and explaining their projects. Moreover, they considered language as arising steps of self-confidence first, and later on self-advocacy skills. Contrarily, one of the instructors emphasized different ideas, and s/he pointed out that "Students who can receive education in their native language, like the ITAS group, may experience similar problems with students who use non-native language, such as the INAR group" (Fi-4).

However, all the above explanations were about full-time instructors in the Department of Interior Architecture at EMU. Simultaneously, teaching/research assistants' perspectives on the same questions were considered, and the results are clarified below.

4.4.2 Teaching/Research Assistants' perspective

In this section, teaching/research assistants who passed the doctorate qualification exam were 7, had contributed to this study. Indeed, their number was nine teaching/research assistants, but one of them is this study's research. Also, her/his background was not from architecture or interior architecture, and s/he did not have a design studio or design education background.

However, the same questions asked to instructors were answered by the teaching/research assistants. Results are all presented in the tables below, illustrating all answers in tables with their comments, reasons, and suggestions.

➤ What does 'Self-Advocacy' mean to you?

For this question, all of the teaching/research assistant's definitions had taken into considerations. Despite that, from every definition, the keywords used for defining self-advocacy are illustrated in table 13.

Table 13: Teaching/Research Assistants' Definition for Self-Advocacy

#	Instructors' codes	Instructors' opinion on self-advocacy	Keywords
1	Ta-1	<ul style="list-style-type: none"> The individuals can express himself clearly in the simplest language or body language. Self-advocacy is strong in self-confidence and strong self-expression 	Self-Expression Self-Confidence
2	Ta-2	<ul style="list-style-type: none"> In accordance with the experiences of the individual. It is a different perspective developed on the situations of the self, which it designs with internal and external factors. 	Self-perception
3	Ta-3	<ul style="list-style-type: none"> The act of reflecting one's own view, idea and posture. 	Self-Defence
4	Ta-4	<ul style="list-style-type: none"> It is standing somebody for their rights especially if there is a need for requesting them. This is importantly useful for people who feel inferior or in minority classes. 	Self-Expression Self-Defence
5	Ta-5	<ul style="list-style-type: none"> It is the ability and of course the individuals to express their opinions, moreover, it is defending that opinions. 	Self-Expression Self-Defence
6	Ta-6	<ul style="list-style-type: none"> It is a process of talking about your needs. And also doing what you need to. In other words, it is the process of clarifying a person concerns in a respectful way. 	Self-Need Self-Expression
7	Ta-7	<ul style="list-style-type: none"> Searching for my rights 	Self-Knowledge

However, among 7 seven teaching/research assistants, five indicated self-expressions close to the self-advocacy definition, and three chose self-defence. Self-confidence, self-perception, self-need, and self-knowledge were chosen one time by the teaching/research assistants.

➤ **In your opinion, does self-advocacy is important for students of Department of Interior Architecture? Please explain the reason your answer.**

This question was asked to understand the teaching/research assistants' idea about the necessity of self-advocacy for interior architecture students, concerning the

teaching/research assistants' closeness to students, by asking this question, trying to understand the role of having self-advocacy on critique and jury times, as their results had been illustrated in Table 14.

Table 14: Teaching/Research Assistants' Opinion on the Importance of Self-Advocacy for Students of Interior Architecture Department

#	Instructors' codes	Yes/No	Reason
1	Ta-1	Yes	<ul style="list-style-type: none"> • Join students have designed projects must be able to defend its dominance during jury or critical • should be able to explain to the project
2	Ta-2	Yes	<ul style="list-style-type: none"> • The interior design department integrates many keywords such as design, creativity, free-thinking, art, technique. • The compensation created by all these theories should be rerun for the student to be original.
3	Ta-3	Yes	<ul style="list-style-type: none"> • Self-advocacy, as it should be in every area of life, • It will be important to exist in the interior design department. • Students will be able to talk more, convey their ideas and thoughts freely. • Communication between students and teachers will remain stronger. • While strengthening communication, it will increase students' self-confidence.
4	Ta-4	Yes	<ul style="list-style-type: none"> • As a young profession, interior architecture has difficulties in the market that other professionals take jobs related to interior design as architects. • So, having self-advocacy in their education solidify their confidence to retrieve their rights outside and can better come together in teams with others
5	Ta-5	Yes	<ul style="list-style-type: none"> • The necessity of designers to be able to express and defend the design they created. • It is an essential skillset
6	Ta-6	Yes	<ul style="list-style-type: none"> • Students must prove their ideas (viewpoints) or better to say they have to clarify them. • This is their right. • They should do it concerning authors and also themselves.

7	Ta-7	Yes	<ul style="list-style-type: none"> • Because of its unique position, the field of interior architecture or general architecture is different from other professions. • On the other hand, students should have the self-advocacy to support their ideas and convince others.
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Here, all of the teaching/research assistants answered yes. Self-advocacy is essential for students in the Department of Interior Architecture Students. All of them mentioned the crucial role of self-advocacy during interior architecture educational life, particularly during feedback (juries-time). Although it is significant during university life, one of the teaching/research assistants mentioned the significance of self-advocacy for every living area. Whereas another one indicated its importance for professional life, and after graduation, the students need to learn self-advocacy skills in educational life.

➤ **In your opinion, what are the barriers to pursuing self-advocacy skills amongst the students?**

In this section, the target was to understand the teaching/research assistants' perspective on struggles seen in front of interior architecture students in practising self-advocacy skills. There are remarkable obstacles pointed out by these contributors, as illustrated in Table 15.

Table 15: Teaching/Research Assistants' Opinion on Barriers of Pursuing Self-Advocacy Skills Among Interior Architecture Students.

#	Instructors' codes	barriers
1	Ta-1	<ul style="list-style-type: none"> • Withdrawal, so as not to give the wrong expression • not being able to adopt the project • not trusting the project • not working enough.

2	Ta-2	<ul style="list-style-type: none"> • social Factors • Lack of Experience • Possible problems with the instructor
3	Ta-3	<ul style="list-style-type: none"> • Communication and Interaction • Lack of self-confidence • negatively populate trailers in the teacher
4	Ta-4	<ul style="list-style-type: none"> • Cultural Background • Second Language • Gender
5	Ta-5	<ul style="list-style-type: none"> • cultural barriers
6	Ta-6	<ul style="list-style-type: none"> • Learning-disabilities • Communication problems • Attention deficit disorder
7	Ta-7	<ul style="list-style-type: none"> • Being afraid of rejection by others, especially instructors

Fear of elder ones (here, we mean Instructors) is ahead of the barriers in front of the Department of Interior Architecture Students, where 4 of the teaching/research assistants mentioned the same problem. And then, cultural issues come in the second level that two times had been bolded. According to the teaching/research assistants, there are many other struggles in stopping students from practising self-advocacy skills in their design studios, such as lack of Self-knowledge, lack of self-confidence, communication, and interactions...etc.

➤ **In the point of your view, does communication skills have impacts on student's self-advocacy skills? Please explain the reason for your answer.**

To know the teaching/research assistants' perspectives, this question was asked to argue the significance of communication skills for practising self-advocacy skills. Despite different ideas, in terms of the importance of communication skills for interior architecture students, all of the teaching/research assistants had replied, 'Yes'! As shown in Table 16.

Table 16: Teaching/Research Assistants' Opinion on the Importance of Communication Skills for Interior Architecture Students

#	Instructors' codes	Yes/No	Reason
1	Ta-1	Yes	<ul style="list-style-type: none"> • Face-to-face critics and juries allow students to defend themselves. However, allowing the use of different communication skills that are recognized for the student to express himself correctly improves self-advocacy
2	Ta-2	Yes	<ul style="list-style-type: none"> • Speaking, despite being the most common means of communication, especially in design-based educational institutions, two and 3-dimensional techniques, presentations and arts have come together, and compositions constitute a strong communication language. This helps the individual to express himself freely.
3	Ta-3	Yes	<ul style="list-style-type: none"> • A huge part of the self-advocacy action is based on the communication skills of the person. To defend himself, he will have to convey his mind to the others at a healthy and correct level.
4	Ta-4	Yes	<ul style="list-style-type: none"> • Many students may have good talents, but due to any communication skills as speaking in second languages as their languages of study or some people are lacking in ineffective communication. This influences the message of their ideas to instructors and may not get succeeded
5	Ta-5	Yes	<ul style="list-style-type: none"> • Individuals/students with better communication skills do express themselves much better. Nevertheless, it might not always mean that it is directly linked with self-advocating because of the previously mentioned barriers.
6	Ta-6	Yes	<ul style="list-style-type: none"> • Communication skills give students more self-confidence. So, they can explain themselves and their concerns more efficiently.
7	Ta-7	Yes	<ul style="list-style-type: none"> • Self-advocacy is also a kind of communication, and it needs better communication.

As mentioned previously, all of the teaching/research assistants agreed that experiencing communication skills has effects on self-advocacy skills. While some of

them believed that communication skills are tools for developing self-advocacy skills, others had faith in communication skills as a part of self-advocacy. Hence one of the teaching/research assistants thought self-advocacy “is also a kind of communication” (Ta-7).

➤ **In your opinion, do language barriers have an obstruction of a student’s explains on her/his project either during review time (face-to-face critique time) or feedback time (jury time)? Please explain the reason for your answer**

To understand the significance of language in front of students of the Department of Interior Architecture, if they use it as a tool for improving, firstly, communication skills, and later for practising self-advocacy skills, this question had asked from teaching/research assistants. Following their opinion, all of them mentioned that language barriers have obstacles to students’ involvement in self-advocacy abilities. The reasons for this have been summarized in Table 17.

Table 17: Teaching/Research Assistants’ Idea on Language Barriers in Front of Interior Architecture Students

#	Instructors’ codes	Effective/In effective	Reason
1	Ta-1	Effective	<ul style="list-style-type: none"> Students who cannot use English language commands prefer not to take criticism and do not understand the feedbacks correctly. I think that this situation is not effective for Turkish students.
2	Ta-2	Effective	<ul style="list-style-type: none"> The level of influence should be discussed since the project's freedom may be relieved to some extent, despite the language problem.
3	Ta-3	Effective	<ul style="list-style-type: none"> Language can become a barrier communication for students of different cultures and origins. The processes of projects can negatively affect those who cannot establish language barriers and healthy communication. I think it has the

			nature to force the self-advocacy action to take place in all this.
4	Ta-4	Effective	<ul style="list-style-type: none"> Language is among the strongest barriers in this process. Some students refuse to explain their projects other than their native language because they have difficulties organizing their ideas and discussing them.
5	Ta-5	Effective	<ul style="list-style-type: none"> The reason behind this is lack of ability while expressing self, which has a direct relation to using language efficiently
6	Ta-6	Effective	-----
7	Ta-7	Effective	<ul style="list-style-type: none"> Sometimes students cannot explain what they meant or accept other opinions by force because they cannot reply.

During the teaching/research assistants' comments on the impact of the language barriers on practising self-advocacy skills, most of them indicated the language's role in self-expression during review time or feedback time. Simultaneously, two of them had faith in language barriers, letting students accept everything, even if it is not in line with students' ideas.

In conclusion, a table has been prepared to summarize the results and findings of both phases. The results' phases and cases are illustrated, and the discussions are shown in Table 18.

Table 18: Summary of Findings of the Phases with the Cases of this Study

Page	Phases	Findings/Results/Evidence from the Case	Discussion Questions
	Phase I-Literature research		
96-100	A review on “promotion of practising self-advocacy skills in educational settings.” Literature survey was used to document the literature	Self-Knowledge Self-Efficacy Self-Expression	How do the students perceive themselves? How can those key-components be applied in the interior architecture education to promote students in practising their self-advocacy skills
	Phase II/Case I		
100-102	Observation: The participants in this case were all students in the first and second semesters of their first year. During the three-year study, 255 students were initially observed .	Feeling to be a step behind architecture students. Less ready to speak up for their needs and rights. It seemed to be undermined, intentionally or unintentionally, by instructors from the Architecture Department. Sometimes they were sabotaged and humiliated by the Architecture Department students by giving them the sense that interior architecture is specifically for only one gender (female).	What are the possibilities of recovering students’ perceptions among other disciplines?
102-103	Interview: to (a) understand the barriers to students’ self-expression in explaining what they did in their projects, (b) understanding students’ perceptions of their self-knowledge.	42.5% of the students were forced or encouraged by parents to enter the department. 53.75% of the students perceiving themselves as an interior architect. 63.75% of the students have to face the struggles of using second language.	Does letting students decide on their own choices, discussing those choices with other students without blaming by their instructors, can help students be with a high level of self-efficacy?
104-106	Summarizing the grading form of the guest jurors: according to guest juries’ comments and notes during the feedback time summarizing the grading forms of the guest jurors applied to understand the influence of encouragement of practising self-advocacy skills by first-year students on their performance.	77.2% of the participants who were advised to practise their self-advocacy skills in at least three sessions delivered satisfactory presentations. Only 30.0% of the students received satisfactory, those who received only two sessions of advising. Only 15.38% of the students received positive comments on their explanation of the semester projects, those who participate only one session of encouragement of practising self-advocacy skills.	Does motivational features, such as encouragement, can be fuel for practising self-advocacy skills?
	Phase II – Case II		
106-195	Questionnaire – to all studio students of all years at EMU-DIA (EMU – Department of Interior Architecture), including both English Language Speaking and Turkish Language speaking programmes. This questionnaire has cross-sectional horizon time.	First and second-grade students show their ability to know themselves than their projects, whereas this is opposite in the third grade English language program and fourth grade when the students of the third grade of the Turkish Language program show that they lack knowledge on either themselves or their projects. More than half of the students from both the English Language Program and the Turkish Language Program agreed with the questions. Moreover, had faith in their abilities to complete and manage any duty due to the semester. In expressing themselves, both programs have a moderate level with some highlighted features among the study grades. For instance, third-stage	What are the key-thoughts of students’ perceptions of practising self-advocacy skills?

		<p>students in the Turkish Language Program, 43.15% disagreed with having a hard time controlling their emotions, when 35.85% of them agreed. So, there is approximately the closely same range.</p> <p>In the 4th stage, students have trembling during explaining their projects, especially in the last semester of the fourth stage, that 54.5% of the students strongly agreed with having tremors during jury time.</p>	
	Phase II – Case III		
195-214	<p>The data collection was based on a semi-structured interview with both full-time instructors and research/teaching assistants. For this section, the questions have been printed out and distributed to them with giving a deadline for returning their answers.</p>	<p>One of the instructors had not seen that self-advocacy skill is the significance for interior architecture students, while all of the research/teaching assistants had strong faith on the crucial of self-advocacy skills for interior architecture students either for their education life or their profession.</p> <p>Several struggles had been pointed out by both instructors and research/teaching assistants. When the common obstacles were:</p> <p>Culture, Language, Education background, and Dominance of instructors</p> <p>Two of the instructors believe that visual communication is a strong point rather than verbal communication for practising self-advocacy skills.</p>	<p>What are the instructors' opinions, on the one hand, teaching/research assistants' opinions, on the other hand, on the significance of practising self-advocacy skills, barriers of practising it, and the effect of effective communications?</p> <p>How can those issues mentioned find tools for practising self-advocacy skills based on all case?</p>

4.5 Discussion, Comparison, and Association of the cases of this

Study

The study demonstrates a correlation between practicing self-advocacy skills and practising the interior architecture profession and its education. The data collected from the literature of this study contains clear messages such as the Slater (2012) study mentioned that self-advocacy skills are one of the educational demands for utilizing an inclusive education. When the interior architecture profession is new compared to other design educations such as architecture. While instructors are the best observers in educational research (Creswell, 2012), instructors and research/teaching assistants' opinions have been considered the third case. Generally, instructors and assistants have been asked to define self-advocacy. Teaching assistants have more information about self-advocacy and a closer definition of self-advocacy than instructors. For instance, most of the instructors defined self-advocacy as self-defence, whereas having self-advocacy means having the ability to be assertive rather than aggressive and speaking up rather than defending. It was evident that not all of the instructors had faith in the importance of self-advocacy skills for students, as one of the instructors mentioned that self-advocacy is not essential. Contrarily, teaching assistants believed that self-advocacy skills are critical either for now as students or for the future when practicing their profession.

Moreover, enhancing the practise of self-advocacy skills in an educational medium can be provided throughout its components, which are emphasized by some researchers who promote the practise of self-advocacy skills Test et al. (2005) and Roberts et al. (2016). According to them, self-knowledge, self-efficacy, and self-expression are the most vital components that promote practising self-advocacy skills

in education settings. Despite those components, Michael and Zidan (2018) indicated that motivational features are the fuel for practising self-advocacy skills. As Slater (2012) argues, enhancing motivation may be achieved by obtaining two other pillars: social relationship and encouragement. In the first case of this study, this has been confirmed by offering motivation sessions for first-grade students due to three years of investigation. Also, the more encouraged students have more satisfactory achievement. In more detail, students (87.2%) who participated in three sessions related to self-advocacy promotion had a higher percentage of acceptable grades than students who did not participate in the workshop group (28.4%). This result may be expected to happen; however, this research's intention went beyond this. First, this study attempted to investigate whether self-advocacy subjects can positively impact personal achievement and how this enhancement can promote interior architecture status among other professions expected to entail collaboration in the construction industry. For instance, jury members' comments indicated how students spoke up about their projects and defended them confidently, eventually changing jury members' minds about the projects. Needless to say, less session participants may have completed their projects and may have deserved a high grade; however, due to their inability to explain their project and their low self-advocacy levels, their projects risked earning a lower grade.

However, Students stated another point in their stress-related responses. As some of the instructors and teaching assistants of the third case, their fear of their instructors has mentioned one of the instructors' struggles to practise their self-advocacy skills is the instructors' dominance. So far, both full-time instructors and teaching/research assistants emphasized remarkable barriers that face students not practicing self-

advocacy skills in their design studios. Culture, language, educational background, and instructors' dominance are the integrated points between instructors and teaching assistants. The most dominant barrier, according to instructors, in front of the students is a lack of self-confidence. Hence, according to teaching assistants, the most obvious barrier is the fear of students' own design studios' instructors, jury members, or friends, which may improve by strengthening the social relationship and encouraging them. During applying motivation session, the action taken into consideration was building a strong social relationship that lets students feel close to their educators can motivate students. It is merely reminding students about some basic information on their projects before any feedback time, and some positive points about their projects before entering the juries can be enough to let the students be ready for their jury-times.

Self-knowledge is the second element of self-advocacy. Here, self-knowledge has divided into two sides, knowledge on self and knowledge on students' projects. When students can imagine what their project will be, they may behave more like interior architects. Project discussions in the design studio can inspire students to seek out design problems globally; they can ultimately design more logically and appropriately with this knowledge. From all of the details mentioned above, it is clear that the self-knowledge level is approximately equal in general. Hence, first and second grades have more knowledge on themselves than their projects, while third grade has the minimum mean of both bits of knowledge on self and knowledge on their projects. Contrarily, the 4th stage had more knowledge of their projects rather than themselves.

Another point of the student's view was that the jury members were more knowledgeable about the projects' subject. This perceived knowledge prevented

students from saying or presenting what they believed about their projects. For example, some students, contrary to the beliefs of instructors, think the sessions are negative. Others think juries provide fruitful and positive feedback. Still, other students do not blame the education system for the difficulties they experience during juries because they do not understand clearly what they have prepared, so it seems impossible to tell others about their project.

More than half of the students in the first case of this study perceived themselves as interior architects in the future. This indicates that they are satisfied with the image that interior architecture holds despite all the barriers and difficulties. This means that more focus needs to be placed on education in interior architecture, especially promoting self-advocacy. The more students or graduates of interior architecture self-advocate, the better their outcomes will be. It could positively influence the profession's future and its education.

However, in the second case of the thesis, the comparison of all stages may be difficult. The same students have not been questioned through the first to the fourth stage, in which the cultural background of every individual student and instructors' behaviours are different. The students may also have a mood in the questioned time that may have a different result if the questionnaire was done differently.

Therefore, the second case discussion is in general with emphasizing the dominant points of the results. First of all, the students of all study stages show their perceptions of their self-knowledge on themselves or believe in perceiving themselves as they want. At the same time, the students of first and second grade have less perception of their project. This led to understanding the information obtained during their education

to encourage them to increase their perception of their projects. In the upper grades (third and fourth stages), the students' perception of being a successful interior architect had not hit the 'agree' level. In this connection, students' perception of their profession decreased.

However, as promoting self-advocacy components, self-knowledge can be aided by accommodating the students to explain their projects and point out the strong and weak aspects of her/his project. If the students have admission without narrating to expressing their projects based on their self-process, which is defined as "thinking, judging, deciding, and explaining" by Mead (1934).

Self-efficacy comes in the third position as a self-advocacy component that could be dealt with in educational settings. The first-year students were sure about their abilities to have successful projects if they work hard on them. Hence, the English program students had more confidence in their ability to be successful interior architect after graduation, while the Turkish program students did not feel sure about this statement. Compared to the Turkish program, the English program students have more focus on improving their projects than dealing with feelings when they could not attain desirable grades.

In comparing both programs (English and Turkish), there are steady differences when in English programs, students have more belief in their abilities to be successful interior architects in the future. Turkish program students seem challenging to control their feelings when they could not achieve desirable grades, opposite the English program. Hence, students in both programs have faith in completing their studies successfully.

For both English and Turkish programs in the third-grade design studios, students have struggled to develop their projects; instead, they felt unhappy when they could not accomplish good grades. Students of the English program had doubts about their learning achievements of what was taught. A minority of them think of having doubts. Hence, the Turkish Language Program students were on the fence as well.

Nonetheless, students had faith in their abilities to achieve success if they work hard. They were not sure if they can learn what was taught in their design studios or not. The first and second grades students believed in being a successful interior architect, while students of the third and fourth stage had recorded a lower average. The English Language Program students from first to fourth have higher faith and are more self-efficient than the Turkish Language Program. Whereas students of the first and second grades of the Turkish Language Program have a higher self-efficacy level than the third stage, even the fourth stage had higher than the third stage but lower than the first and second year.

Encouraging self-efficacy as other self-advocacy components can be applied by adding pair critique from time to time lets them understand their project's issue with the student's language when students feel freer for explaining their ideas (Lymer, 2010; Martinez, Dimitriadis, Rubia, Gómez, & De La Fuente, 2003). Then using praise when earned and avoiding hyperbole during both critique and jury time. Allowing students to make their own choices leads them to be more self-confident who lets them search and increase their knowledge, and have a high self-efficacy level (Mitra, 2004). By this, students can increase the self-confidence that most of the instructors and teaching/research assistants mentioned.

The fourth component that has been dealt with in this study is self-expression. Its purpose was to understand students' awareness of perceiving themselves while expressing their projects in front of their instructors and the jury members. It is clear that design studios' students took feelings when they answered that they would be unhappy if they could not obtain a good grade and were unsure if they can control it. During the observations of the first case of this research, it became clear that students in table critiques need the instructor to listen to them to explain how they want to solve their design problem. One of the students relayed a common sentiment: 'This project is not mine anymore...so I do not love my project'. Active learning occurs when instructors can listen to students and enable them to feel more independent. As a result, students learn assertiveness without being aggressive. At the same time, they learn negotiation techniques to garner others' agreements with their logical justifications for the solutions they created in their design projects.

Throughout the 4th stage/Turkish Language Program design studio findings, it is clear that even they reached the last semester of their study yet lacked self-advocacy, more specifically, and lacked the self-confidence to express their projects. At the same time, they have hesitation if they can control their emotions during jury times.

One of the dominant points of the difference between the English program and the Turkish program is controlling their feelings when they obtain undesirable grades. In more detail, students of first to fourth grade in English programs have steadily changed the average that they show their ability to control their emotions if they do not achieve a good grade that is approximately the average between sometimes and often. Hence, the Turkish program students have one average, which is sometimes, in this sense,

Turkish students are not sure if they can control their feelings and focus on developing their projects.

Students' perception of their self-expression has been considered when students in both English and Turkish programs have answered differently. For instance, the study years from both programs have disagreed to neutral if one of the jury time's difficulties is that the jurors are not listening to them. Thus, students of third grade in the English program agree with it. Simultaneously, all of the study grades in both programs agreed to the expression if they listen to the jury members even if they disagree with the jurors' opinions. Also, despite students' show their hesitation and still, they do not decide if they have hand tremors due to jury time, fourth-grade students in the Turkish program agreed to hand tremors during the jury. So far, Turkish and English programs either disagree or are undecided if they have a hard time controlling their emotions in front of jury members. Both program study-year students also believed that they are using body language when discussing their jury time projects.

While oral communications are a tool (Baker, 2020; Bruce & Parker, 2012; Test et al., 2005) for students' expression of themselves and their projects yet, one of the instructors has disagreed with the impact of communication skills on students' self-advocacy skills, and s/he commented that learning effective presentation skills will be more effective for self-advocacy. In contrast, all teaching/research assistants had faith in communication skills in self-advocacy skills. Nevertheless, there is no obvious evidence in the literature to dominate the role of language in practising self-advocacy skills; another struggle concern from the field study is the language barrier. Using a second language significantly affects students' performance during their projects, as 63.75% of the interviewees mentioned the first. Lacking fluency in the language of

study leads to low-level communication, which negatively affects the overall process of transferring what is in students' minds to presentations about their projects. One of the instructors in the third case stated that language is ineffective for practicing self-advocacy skills and s/he mentioned that "the students who are receiving education in their native language, like the ITAS group, may experience similar problems with students who use non-native language, such as the INAR group" (Fi-4). Contrarily, all of the teaching/research assistants believed that language barriers affect students' self-advocacy skills.

For promoting students to express themselves, self-expression is the last component of this study's self-advocacy. Based on students' suggestions in the first case and the results of a question asked by all students in the second case, this study suggests learning listening skills through instructors' and teaching assistants' attitudes. By this, we can deliver one of the foundation pillars of motivation to make students express themselves and listen to their instructors. Both assertiveness and negotiation skills through daily critique may let students be ready for the feedback time to control their emotions, which was one of the students' problems.

Finally, participation in organisations, institutions, and collaborations with real clients empowers students to develop a sense of their future profession. Managing real clients and working in teams can be difficult. Instead, collaborating with other students who may have a close educational discipline and may be expected to work with them in the future can play a crucial role in practising self-advocacy strategies. It prepares students for participation in society and strengthens their future status as interior architects.

However, there is a steadiness of differences in both the English and Turkish Language programs. Still, there is an opposite opinion on setting relationships with their

instructors. While English program students have more self-trust in knowing their responsibilities, the Turkish program students have less. Moreover, in the second-year/Turkish program, students have shown that even if they have emotional moments, they will not let jury members know about it. Also, they try to smile instead of showing their real feelings. Moreover, these design studio students have uncertainty about their hand tremors when they explained their projects.

Furthermore, students' participation and collaborations with real clients can make them practise their real profession. Managing real clients and working in teams to find a specific project for a specific semester education or finishing a project in one semester can be difficult. As an alternative, co-operating with other students who may have a close educational discipline and expecting to work with them can play a crucial role in practising self-advocacy skills that prepare students for participation in society strengthens their future status as interior architects.

Finally, due to the conflict between instructors' and research/teaching assistants' answers, the administration staff of the faculty/departments can have a role for both educators', on one side, and can be taken into consideration for students, on the other hand. Developing communication skills can be offered through collaborations and commitments between faculty members and students outside the design studios.

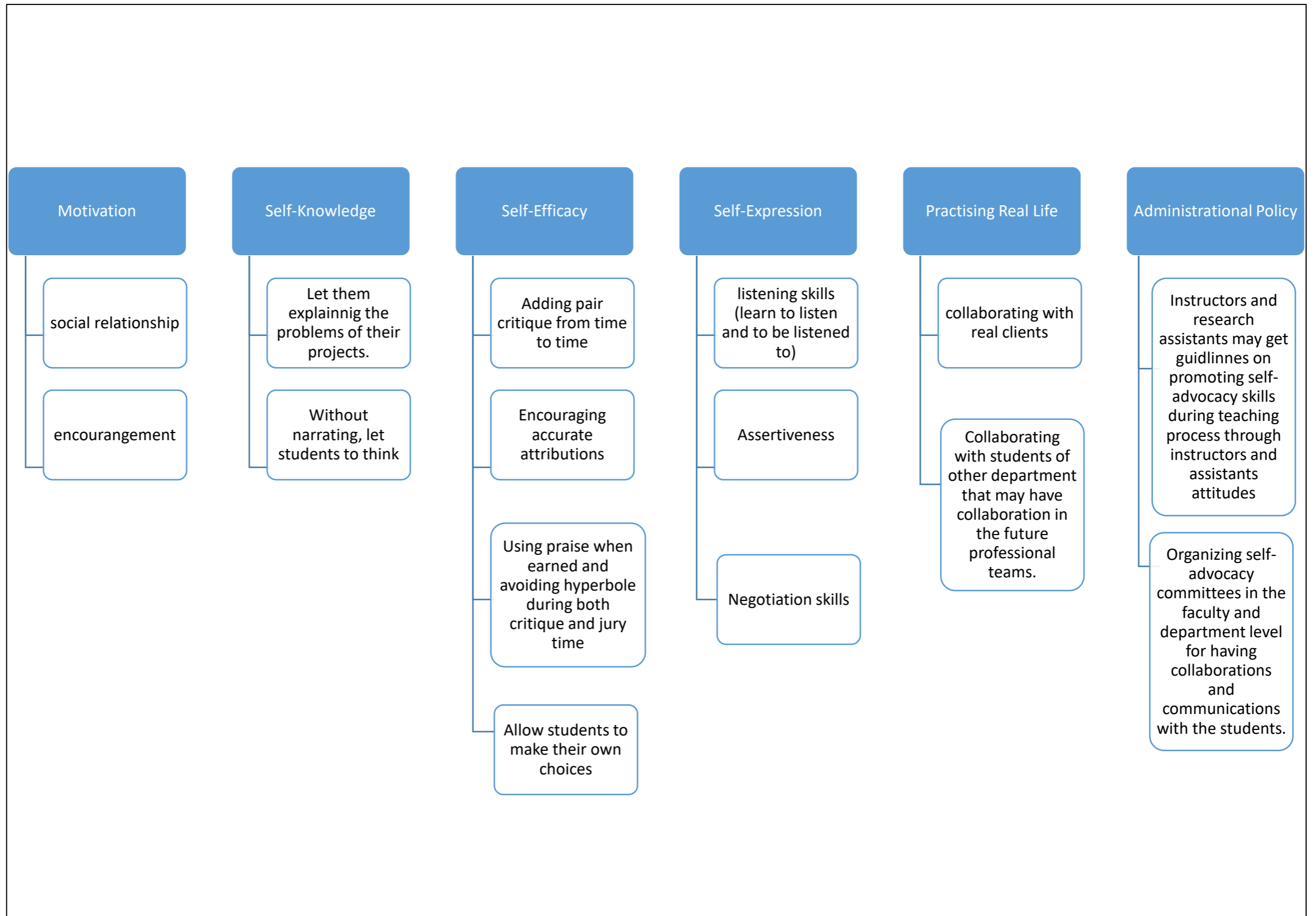


Figure 31: Designed a Method as a Guidance for Interior Architecture Educators for Promoting self-advocacy among Interior Architecture Students

In this chapter's conclusion, the result, findings, and discussions of these findings were presented. In this chapter, firstly, phase I, which is documenting the literature, is illustrated. Later, Phase II, the cases of this study, explained either the findings or discussions. Hereafter, from the case that I have conducted from foundation year study, an approach is offered that guides interior architecture educators to empower students to practise self-advocacy skills in their design studios. At the end of this chapter, the modified approach had been conducted based on the findings of case II and instructors' and teaching assistants' opinions of the interior architecture department.

Chapter 5

CONCLUSIONS

5.1 Introduction

This chapter presents the conclusions and recommendations for the study. Firstly, the study's summary has provided that this study's overall procedure has been explained. Secondly, the conclusion of the results and findings are presented. Finally, some macro-level recommendations for interior architecture education and micro-level practise in the EMU interior architecture department and further research is suggested.

5.2 Summary of the study

This research's key objective is to provide an overview of how interior architecture students and teachers view self-advocacy, which is rather transformative on its own. Ultimately, as a rather humble aspiration and architectural metaphor, this study aims to bridge liberation/freedom and self-esteem for many students and teachers. Simultaneously, disclosing comprehensive self-advocacy details aims to offer a new way to enhance education in interior architecture design studios. Understanding what it is in principle, how teachers and students perceive it, and ultimately how it applies to schooling in interior architecture, particularly in design studios, as a possible medium for student empowerment. Also, this study attempted to emphasize a matter related to self into an interior architecture education, which gathers people's attention in the last decades. This study has the main question and asked about the components of self-advocacy that can provide deep insights to encourage interior architecture educators to promote practising self-advocacy skills by interior architecture students.

Therefore, this study included five chapters that every chapter specified for an issue, despite the first chapter that indicated the study, thesis problem, aim, the research questions, structure of the study, and its limitations. In the second, third- and fourth chapters, the whole study has provided, although they are divided into two main parts that are theoretical and practical. The second chapter offered a review of documents that deal with interior architecture education, design studio, and students' role. The second chapter offered the review of documents that deal with interior architecture education, design studio, and students' role in their design studios. Here, learner-facilitator's relationship in the 21st century emerges with students' role in their educational environments. In the last part of this study, self-issues are exemplified among them. Self-advocacy skills are the most emphasized issue that could be treated with it in an education medium. Consequently, interior architects need to practise self-advocacy skills. For that, the first step should start with its education. So, for encouraging students to practise self-advocacy skills during their design studios, self-advocacy components must be targeted as the scope and limitation of this study, self-knowledge, self-efficacy, and self-expression had verified.

Also, this study has many sub-questions that attempts to answer them; for instance, it was asked, "*What are the barriers to practise self-advocacy skills among students?*" so the in-depth interview with the first-grade students had been arranged. Meanwhile, according to literature, first-grade education is the most sensitive time of studying any profession, since students yet not stabled their mind on what they want. However, the most obvious points in struggling students for practicing their self-advocacy skills were fear, language barriers, lack of knowledge, and imitation; thus, the students who have more motivation sessions have more achievement. In continuation of research

questions, this study has asked, “*How the students of the Department of Interior Architecture perceive their self-advocacy?*”. For this reason, the study had conducted a quantitative method approach for answering it. The students responded that students’ perception of self-expression was more low than their perception of their self-knowledge and self-efficacy. At the final research question, this study tries to understand the teaching staff’s opinion on the significance of Self-advocacy and their advice for practising self-advocacy skills among students of this department. So, in the last case of this study, the semi-structured interview has been done. Therefore, practicing self-advocacy skills in most teaching staff’s opinions is crucial for interior architecture students with advising by aiding their projects with visual communication aid tools. In addition, most of them believe that language has a significant impact on students’ practicing their self-advocacy skills. However, one of the instructors did not has faith in the importance of self-advocacy, and two of them stated that language is no barrier in front of students to practise their self-advocacy skills. So, documenting the previous studies on self-advocacy shows that enhancing administrative policy might influence teaching staff’s thought and understanding of self-advocacy and its practise in the educational medium.

In conclusion, this study has conducted interior architecture educators' guidance to empower students to practise their self-advocacy skills. This guidance contains five main pillars that depend on many other supplementary methods, as illustrated below.

- **Motivation:** the first step of promoting students for practicing self-advocacy skills can be verified by motivation when confirmed in the literature that motivational features are the fuel for practising self-advocacy skills. Building a strong social relationship that lets students feel close to their educators can motivate students. The

last step of motivation, as recommended by this research, is encouragement. Having communications with students about elementary knowledge dominating some positive points about their projects before entering the juries can be enough.

- **Self-Knowledge:** It can be supported by cooperating students to clarify their design projects. Besides, if the students consent to explain their design projects according to their self-process without narrating, they may lead students to think about her/his knowledge.
- **Self-Efficacy:** it can be pragmatic over adding pair critique once in a while to let students feel free to explain their projects comfortably. Moreover, encouraging the students' accurate attributions, using praise when earned, and avoiding hyperbole during both critique and jury time is sometimes the reason for demotivating students and concludes them to stop their development. Students' making their own choices is another point of promoting self-efficacy.
- **Self-Expression:** it is the last component of self-advocacy that is taken in this study. Based on students' suggestions in the first case and the results of a question that had been asked all students in the second case, this study provide a suggestion to learn listening skills through instructors' and teaching assistants' attitudes, by this, can deliver one of the foundation pillars of motivation to let students to express themselves and to listen to their instructors. Both assertiveness and negotiation skills through daily critique may lead students to be ready for feedback time to control their emotions, which was one of the students' problems.
- **Practising Real Life:** students' participation and collaborations with real clients can lead them to practise their real profession. However, managing and finding a specific project for its semester with real clients seems problematic. As a substitution, collaborating and creating groups with other disciplinary-related professions may

have a crucial role in promoting students to practise their self-advocacy skills. This may warrant their future status as interior architects.

- **Administration Policy:** it can be provided for both educators and students by having meetings and gatherings either with or separately. Besides, emerging communication skills can be obtainable between faculty members and students.

This study has vital participation in empowering educators to promote their students to practise their self-advocacy skills. In the further section, this study's conclusion is provided to understand the importance of this study.

5.3 Conclusion

In the last decades, the interior architecture profession has increased the interest in studying it, while its profession, yet non-well recognized in developing countries. Also, looking at the whole picture, sometimes the interior architects face another struggle: other professions are doing their job in the societies. Also, in the 21st century, after graduation, several generations of interior architects participate in teamwork groups and are obliged to prove their existence in the groups. This is by speaking up for their need and understanding their responsibilities. From this point of view, it is verified that interior architects' necessity of practicing self-advocacy skills in doing their jobs has a crucial role in practicing their profession in society.

However, every profession starts its first step of learning any practises to participate in its community's activities from its education. Therefore, practising self-advocacy skills seems to be more achievable in terms of starting from education. Thus, this study has conducted guidance for interior architecture educators to promote students' self-advocacy skills. Moreover, to ensure that the interior architecture students have been

self-advocated, they know how to practise their self-advocacy skills. The students have to be encouraged by one of the most vital elements in every education: educators.

Self-advocacy has been publicized globally, notably in an educational setting. Today, self-advocacy is in the students' frame with special needs under their minority among other students with special needs their minority. Unfortunately, there is no academic study to show the significance of self-advocacy skills to interior architecture education. There is no academic study to show the significance of self-advocacy skills to interior architecture education. No academic study has been conducted to show the significance of self-advocacy skills to interior architecture education promotes practising self-advocacy skills. Consequently, this study conducted a mixed-method approach with the case study strategy that -cases utilized to assure the reality of the results to answer the research questions and target its aim. This study has its recommendation for further researchers, which are explained in the next section of this chapter.

Consequently, this study has contributed to the current literature and attempts to understand the components of self-advocacy that can provide deep insights to encourage interior architecture educators to promote their students to practise self-advocacy skills. Therefore, in the scope of previous studies, self-knowledge, self-efficacy, and self-expression are pointed out as the main components of self-advocacy that can be practised due to students' education life their instructors are promoting them. While this study verified that motivation, practising real life, and administrative policy and their sub-components with the extension of self-knowledge, self-efficacy, and self-expression come into interior design studios to promote students practising their self-advocacy skills.

The previous studies insist on the necessity of practising self-advocacy skills in educational mediums to achieve better performance in their education life. In contributing to the current literature, this study attempts to clarify the significance of practicing self-advocacy skills for their professional life. As the study conducted in the interior design studios, when they are the micro-society of the interior architects; i.e., promoting students to practise their self-advocacy skills in such environment as interior design studios, lead students to be ready for practising their profession with experiencing the practise of their self-advocacy skills.

However, this study has been conducted from the students' point of view. It has partially dealt with educators' points of view as well. Therefore, in the suggested guidance, one of its pillars has strengthened the triangulation relationship of administration-educators-students connections. While some of the educators from the taken care of this study believe that self-advocacy is not important for interior architecture students, in further explanation, some of them believe that visual communication is more crucial rather than explaining and practising self-advocacy skills in the interior design studios.

5.4 Recommendations for further Researchers

The proposed method may guide interior architecture educators to promote students to practise self-advocacy skills. Undoubtedly, many aspects were not included in this study as a mission of the study's scope and limitations. Therefore, this study has many implementations for further researchers.

First of all, this study focused on the first students' perspectives and instructors' and research assistants' opinions. Thus, the administrative policy, which involves the

crucial part of promoting self-advocacy skills, self-advocacy skills, university, faculty, and departmental policy, may take into further research consideration. The components of self-advocacy for this study are self-knowledge, self-efficacy, and self-expression. While leadership is another significant self-advocacy element, this study suggests other research deals with leadership in teamwork, when Interior Architecture Education has many group working activities as part tasks. This study focused on interior architecture education that is not correlated to other design educations. Simultaneously, integrating self-advocacy issues to interior architecture education prepares students to be confident when having a team working with other disciplines. So, it is suggested for further studies to conduct a comparative study between interior architecture discipline and other design disciplines that have dominated in their groups, such as students of architecture education.

Moreover, this study concentrated on interior architecture education and its students. Hence, realizing the self-advocacy issue may take place in practising the profession after graduation. Therefore, further studies may promote practicing self-advocacy skills in professional life, especially for novel graduations. Also, This study suggested a method for interior architecture educators to be taken as a foundation for further research. The action method approach can be applied and observe by students to confirm this approach's potential and be modified according to new results.

According to the literature, self-advocacy skills have a vital role in enhancing students to achieve successful education. On the other hand, interest in studying interior architecture education has increased in the past 20 years. According to this study, they were dealing with both issues above in the literature remarkably noticed. Thus, it could

not find a study to enhance interior architecture students' self-advocacy skills during their education life.

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