

THE EFFECT OF THE INTERNATIONAL BACCALAUREATE DIPLOMA
PROGRAMME ON THE INTERNATIONAL BACCALAUREATE LEARNER
PROFILE ATTRIBUTES OF TURKISH HIGH SCHOOL STUDENTS

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To kind people everywhere...

The Effect of the International Baccalaureate Diploma Programme on the
International Baccalaureate Learner Profile Attributes of Turkish High School
Students

The Graduate School of Education
of
İhsan Doğramacı Bilkent University

by
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Students

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November 2023

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ABSTRACT

The Effect of the International Baccalaureate Diploma Programme on the
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MA in Curriculum and Instruction

Advisor: Asst. Prof. Dr. Anita Alexander

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The International Baccalaureate (IB) programme follows a model that connects child development to cognition and metacognition (Bullock, 2011). The IB Learner Profile (IBLP) attributes are the way IB ensures that both aspects of education are a part of IB education. This study investigates to what extent the IB Diploma Programme (IB DP) impacts student acquisition of IBLP attributes and its interaction with the personality traits of conscientiousness and openness. Participants (N = 180) were chosen from the same school and were grouped as either IB DP or non-IB students. Inherent personality traits conscientiousness and openness to experience from the Big Five Inventory (BFI) were used as covariates. Furthermore, the IB DP is analysed to investigate if IB DP can substitute low personality traits. Findings support the following: (1) the IB DP students score higher for knowledgeable, inquirer, and open-minded IBLP attributes, (2) When inherent personality traits are controlled, the IB DP students score higher for the inquirer and open-minded IBLP attributes.

Keywords: International Baccalaureate, Learner Profile, knowledgeable, inquirer, caring, open-minded, conscientiousness, openness

ÖZET

Uluslararası Bakalorya Diploma Programının Türk Lise Öğrencilerinin Öğrenenler

Profili Niteliklerini Kazanımlarındaki Etkisi

Ülfet Burcu Cinli

Eğitim Programları ve Öğretim Yüksek Lisans Programı

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Uluslararası Bakalorya (UB) programı genel anlamıyla çocuk gelişimini bilişsel ve bilişüstü kavramlarla ilişkilendiren bir model izler (Bullock, 2011). UB Öğrenenler Profili (UBÖP), UB programlarının bu kavramları kapsayacak şekilde ilerlemesi için geliştirilen bir araçtır. Bu çalışma UB Diploma Programı müfredatının UBÖP kazanımlarını ne ölçüde etkilediğini ve bunların kişilik özellikleriyle nasıl bir etkileşim gösterdiğini araştıracaktır. Katılımcılar (N = 180) aynı okuldan seçilmiş ve kendi içlerinde UB ve UB-olmayan olarak gruplandırılmışlardır. Öz disiplin ve deneyime açıklık Beş Faktör (BFI) kişilik özellikleri kontrol değişkenleri olarak eklenmiştir. Ek olarak, UB Diploma Programının UBÖP kazanımlarındaki ikame oranı kontrol edilmiştir. Bulgular UB Diploma Programının (1) bilgili, araştıran-sorgulayan ve açık görüşlü UBÖP kazanımlarını genel olarak desteklediğini, (2) kişilik özellikleri kontrol edildiğinde de araştıran-sorgulayan ve açık görüşlü UBÖP kazanımlarını desteklediğini göstermektedir.

Anahtar Kelimeler: Uluslararası Bakalorya, Öğrenenler Profili, bilgili, araştıran-sorgulayan, açık görüşlü, öz disiplin, deneyime açıklık

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CHAPTER 1: INTRODUCTION

Introduction

Education is not only passing on information for individuals to better comprehend the world around them, it also shapes them into people who will thrive in all aspects of their future lives. This has always been a great, almost poetic, challenge, a challenge which has become more pronounced in these rapidly changing times. Now, the new challenge is to better adapt education to a world where the learners have access to more information than any teacher can possibly accumulate. Also, considering the rapid changes in the job market based on such technological advances, educators are further confronted with questions regarding not only how to teach but what to teach to enhance the future lives of young individuals. It becomes more and more evident that neither the teacher-centric nor the subject-specific teaching methods are sufficient to support the needs of learners in these uncertain times. This uncertainty that comes with rapid technological advancements means that soft skills such as the ones described in the International Baccalaureate Learner Profile (IBLP) attributes are becoming more valuable than memorising equations or even literary essays that could be written by Artificial Intelligence.

When learners are provided with unlimited data and sources that place them at the centre of education more firmly than they have ever been, it becomes crucial to know who exactly these learners are. Although it is long established that personality traits are inherent and not possible to teach through education (Baumert et al., 2017), education programmes are aware of the need for help in shaping individuals to

acquire attributes (e.g., the IBLP attributes) related to desired personality traits.

Unfortunately, as such objectives have not been measured traditionally, despite the best intentions of curriculum developers, most of the time the focus remains subject-specific and somewhat teacher-oriented. Such backward practices are still justified, especially in high schools as admissions to higher education (e.g., universities) still heavily rely on scores received from subject-specific tests but each day educators are challenged to drastically revise their practices in keeping with their technologically better-adjusted learners.

One significant aim of this study is that two of the Big Five Inventory (BFI) personality traits are included in the investigation of the outcomes of an educational programme. Based on the wording provided to describe the IBLP attributes (International Baccalaureate Organisation [IBO], 2013b), the BFI trait of openness to experience is matched with the IBLP attributes of *open-mindedness* and *caring*, and the BFI trait of conscientiousness is matched with the IBLP attributes of *knowledgeable* and *inquirer*. These two BFI traits are also carefully chosen as the most desired attributes for job satisfaction and success (Bono et al., 2012; Moss & Ngu, 2006; Templer, 2012). The purpose of this study is to provide statistical data for the claimed relationship between the IB DP and future success based on the profile of the learners the IB claims to shape (Saxton & Hill, 2014).

Background

As a pioneer of international education, the International Baccalaureate (IB), helps learners to be more prepared for the realities of the changing world by not only openly stating that IB Continuum (K - 12) programmes are learner-centred and its goals are aligned with social constructivist theories (Bullock, 2011), but also actively implementing tools to ensure such a focus. Placed at the core of all IB

Continuum programmes, the IB Learner Profile (IBLP) is one of the main tools IB uses to ensure that students are shaped into internationally minded, lifelong learners. The IB learner profile consists of 10 attributes (...) that IB learners should strive to cultivate as they participate in IB programmes, programmes that aim to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world (IBO, 2013a, p. 1).

Although frequently overlooked during practice since it is not measured with summative assessments, the IBLP is designed as a tool for coherence in the IB programmes and provides the continued layout towards IB's main social constructivist goals in shaping learners with a certain profile that encourages success and life satisfaction in the 21st century.

Saxton and Hill (2014) argue that the IB outcomes match skills that would benefit learners in their future lives. There are numerous studies on this topic as to how IB alumni can make the best social entrepreneurs as they are educated to combine their intellectual abilities with a sense of responsibility to care (Haywood, 2007), or how the IB alumni would create a new class of *global elite* as they are provided with 21st-century skills that are appreciated all around the world (Resnik, 2019). There are even instances of criticism of such a match between the IBLP attributes and expectations of the corporate employee model on a global scale. One such criticism questions how ethical it is to tailor students behaviourally for the workforce, or that such tailoring for future success in the workforce comes at a cost, based on the idea that IB education is mostly available in schools with high tuition fees (Gardner-McTaggart, 2018).

While the IB is celebrated or at times criticised for the type of leaders and employees it shapes, not much data is collected on whether such targeted attributes are actually acquired by students or how much of such an attribute acquisition can possibly be the result of education. This differentiation is crucial because the IBLP attributes are very similar to personality traits in that both define a pattern of behaviours exhibited by certain people. Considering this, one can question whether IB students exhibit the IBLP attributes due to the education they received from IB programmes or if they chose the IB programmes because its objectives (the IBLP attributes) correspond to their inherent personality traits. If the latter is correct, then the higher scores of the IBLP acquisition would not necessarily be due to the effectiveness of IB programmes.

Problem

This study draws on the need to acknowledge that although most education programmes in the world include specific personality attributes as outcomes (e.g., the IBLP), such outcomes are rarely measured. There is an imbalance in how well the subject-based outcomes are measured in comparison to attributes expected of learners. Despite the imbalance, corresponding personality traits are analysed much more in the business world. That is to say, in the case of the IB DP, although the IB does not measure to what degree the IBLP attributes are attained, once these learners step into adulthood, related personality traits become one of the major factors with regard to their job prospects and thus, at large, future success. There is research on the evaluation of learner attributes in various educational programmes, but there is a gap in the existing research with regard to quantitative data measuring the realisation of such attributes as a result of the education programmes (Poole, 2017; Weiss, 2013; Wells, 2011).

Additionally, although Bullock (2011) remedied the problem to a certain extent, one of the biggest criticisms of the IBLP has been how it is not based on psychological research even though its domain is most closely related to it. Even with the IB Learner Profile Questionnaire (IBLPQ) which is proven to be reliable and valid on many levels (Walker et al., 2016), one of the discussion points was that since the survey is built upon terms that do not necessarily correspond to psychology terms, there is room for exploring how each may be connected to personality traits commonly used in psychology.

Another problem regarding previous research is sampling. So far, studies looked into levels of acquisition of the IBLP attributes in different IB Continuum, in different demographic locations, or even its level of acquisition in teachers. However, in order to measure if an IB programme itself makes a difference, it is necessary to compare it to a group that is not impacted by the said educational programme at all. For this reason, a focused sampling is made up of IB and non-IB students who otherwise share similar contexts such as the age group, the location, and the type of school without comprising the size of the sampling. For example, Bryant et al. (2016) found that IB DP-only students have a higher acquisition of all measured IBLP attributes compared to the IB Continuum students. One reason for this is that IB DP-only schools are much more selective in their student admissions (Bryant et al., 2016). By making sure both the IB DP and non-IB groups are made up of students who are carefully selected by the same single criteria (high school entrance exam), more accurate data on the impact of the IB DP may be acquired. Additionally, some researchers argue that IBLP attributes such as open-minded are much more dependent on the school culture rather than the IB DP (Bryant et al.,

2016; Rizvi et al., 2014). Once again, making sure the school culture is the same for both of the groups will allow for a better analysis of such attributes.

Purpose

This study aims to explain the relationship between the IB Diploma Programme (IB DP) and the IBLP attributes, and to what extent an education programme based on such values helps compensate for relevant personality traits. The study will also compare if going through the IB DP allows students to achieve such attributes in higher degrees compared to non-IB students in the same conditions (i.e., same school and similar background as this school has a national entrance exam) and if inherent personality traits and educational programmes combined play a role in the IBLP attributes as outcomes.

To this end, this study has a survey research design with a quantitative method. The independent variable of this study is the IB DP, and the dependent variable is the IBLP attributes. In the IBLP, there are 10 attributes in total, though the IBLPQ survey used in this study focuses on four of these attributes (i.e., knowledgeable, caring, inquirer, and open-minded). This is because according to Bullock (2011) and Walker et al. (2016), each of these four attributes encompasses other attributes within them: knowledgeable (also corresponding to thinkers and reflective), caring (also corresponding to risk-takers and balanced), inquirer (also corresponding to principled), and open-minded (also corresponding to communicators).

This research design allowed for the researcher to study the interaction between the said IBLP attributes, IB DP education, and selected personality traits. These traits, selected from the five BFI, are openness to experience (also known as openness and will be used interchangeably here onwards) and conscientiousness (John & Srivastava, 1999). They are selected by looking at the word choices in their

definitions and the matching IBLP attributes' definitions. Later on, the analysis of the data proved significant correlations between the personality traits and their matching IBLP attributes. These personality traits were added as control variables to prevent their confounding effect, and they were used as another independent variable in another group of analyses, in combination with IB DP to examine their effect on the IBLP attributes. Students' personality traits are used as control mechanisms and also to evaluate if the IB DP may substitute them in the acquisition of the IBLP attributes.

These BFI personality traits not only match with certain IBLP attributes but are also some of the most highlighted personality traits when it comes to life satisfaction and leadership abilities in the job market (Bono et al., 2012; Moss & Ngu, 2006; Templer, 2012). Due to their definition, it would be impossible to claim neither IB nor any other educational programme can affect personality traits as they are inherent. However, this study hypothesizes that due to the close relation of IB's outcome, the IBLP attributes and the two personality traits, IB DP might have a substituting effect on some personality traits' effects.

These inherent personality traits are significantly related to certain IBLP attributes measured in this study. Thus, the main purpose of including such personality traits in this study on the IBLP is to determine whether there is a self-selection where students with such inherent traits tend to choose IB DP. This would mean the IBLP acquisition may be a result of their inherent personality traits rather than IB DP. Furthermore, by looking into the interaction between BFI personality traits and the IB DP, it would be possible to determine if the IB DP may act as a compensation mechanism for lower BFI traits and help students demonstrate

attributes that are more similar to desired BFI attributes even though they were not born with such traits.

Research Questions

1. Does the IB DP curriculum predict the acquisition of the IBLP attributes when controlling for relevant personality traits?
2. Can the IB DP curriculum be a substitute for developing relevant personality traits in terms of the acquisition of the IBLP attributes?

Hypotheses

In relation to the first research question:

Hypothesis 1: IB DP will have a significant relationship with the IBLP attributes of *knowledgeable* and *inquirer*, controlling for the personality trait of *conscientiousness*, such that students in the IB DP will have higher scores than the students in the non-IB programme on those attributes.

Hypothesis 2: IB DP will have a significant relationship with the IBLP attributes of *caring* and *open-minded*, controlling for the personality trait of *openness*, such that students in IB DP will have higher scores than the students in the non-IB programme on those attributes.

In relation to the second research question:

Hypothesis 3: There will be a significant interaction effect of IB DP and *conscientiousness* on the IBLP *knowledgeable* and *inquirer* attributes such that the relationship between *conscientiousness* and the IBLP *knowledgeable* and *inquirer* attributes will be stronger for the students in the non-IB programme than the students in IB DP.

Hypothesis 4: There will be a significant interaction effect of IB DP and *openness* to experience on the IBLP *caring* and *open-minded* attributes such that the relationship

between conscientiousness and the IBLP *caring* and *open-minded* attributes will be stronger for the students in the non-IB programme than the students in IB DP.

Significance

As a result of such focus shifts and method changes of this study compared to the existing body of research, it is hoped that further discussion may take place that is more focused on encouraging education that is not subject-specific, and that is oriented towards practical skills that are directly related to success and satisfaction in the lives of adults. It is hoped that educators (primarily teachers but administrators as well) will once again find these connections worthy of investing their time with their students. Most importantly, through more research that quantitatively proves the importance of attributes similar to the IBLP attributes, the policymakers will more evenly distribute their assessment of *worthy* students between subject-specific success and learner attributes.

Finally, most research on the IB is conducted in international schools. However, although IB considers all IB schools as *IB World Schools*, a significant body of schools that offer IB are not thoroughly international, to say the least. That is not to say that some schools are less internationally oriented compared to other schools. On the contrary, it is hoped that conducting this study in a school that is internationally minded while having a 100% national body of students would also showcase the power of the IB in conveying international mindedness and how it is designed beyond the national identities of students because in most schools the only way to convey such a mindset is through the educational programmes.

Definition of Key Terms

IB defines the IBLP attributes as follows (IBO, 2013b):

Inquirer: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives- intellectual, physical, and emotional- to achieve well-being for ourselves and others.

We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experiences.

We work to understand our strengths and weaknesses in order to support our learning and personal development.

Personality is described as “a person’s characteristic pattern of behaviors in the broad sense (including thoughts, feelings, and motivation)” (Baumert et al., 2017, p. 527).

Personality traits are described as “relatively stable inter-individual differences in the degree/extent/level of coherent behaviours, thoughts, and feelings.” (Baumert et al., 2017, p. 528).

The BFI Personality Traits are identified as follows:

“**Extraversion** or Surgency (talkative, assertive, energetic)

Agreeableness (good-natured, cooperative, trustful)

Conscientiousness (orderly, responsible, dependable)

Emotional Stability versus **Neuroticism** (calm, not neurotic, not easily upset)

Intellect or **Openness** (intellectual, imaginative, independent-minded)” (John & Srivastava, 1999).

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

IB was founded as a high school diploma programme for children who had to travel often due to their parents' jobs (such as diplomats) to ease their transfer to higher education. Many students travel all around the world during their primary and secondary education; and with regard to education, they end up as non-citizens, belonging to not one type of educational programme. This brings up difficulties of accreditation of their previous education as they advance in their studies. In the 1960s, as the hopes of a more global and mobile world were at their peak, IB was founded in Geneva not only to provide a solution for the children of the United Nations (UN) diplomats there but also to provide a "Nansen passport for education" to the future students whose numbers assumed to increase as a result of globalisation (Peterson, 1972, cited in Walker et al., 2016, p. 3). They proved to be right, and IB grew since that day to a Continuum of K - 12 education with "over 7,800 programmes being offered worldwide, across over 5,600 schools in 159 countries" as of March 2023 (IBO, 2023, para. 3). Although IB's initial claim related more to international schools with internationally mobile families, due to its success over the last 50 years, IB was established as one of the highest standards of education for everyone.

International Baccalaureate (IB) and IB in Türkiye

Contributing to IB's equity argument, Resnik (2008) refers to various sources from all around the globe for both private and public national schools to embrace IB. These reasons include IB providing a much-needed etiquette of prestige in private

schools for middle-class families in their quest for upward mobility in Australia or in the case of public schools in Canada, and in the US, it provides the *aura* of a private school (Tarc, 2009). Although Resnik (2008) raises some concerns about whether IB schools just add another layer to inequality in education accessible only to the globally mobile elite, the expansion of IB in public schools and the fact that 91 percent of IB schools in the US are public schools paint a rather optimistic picture (IBO, 2014). Somewhat similarly, Walker (2010) claims that many students opt for IB in the hope of securing the best possible admissions into western universities. It seems that IB evolved from being a convenient tool of advancement from high school to higher education for international schools. It is now a well-established standard for students all over the world representing the pinnacle of education. Although the fact that it creates its elite group of students and graduates is a topic for criticism that will be further explored in this chapter, there is no doubt that currently, IB sets the standard for education around the globe.

IB has been in Türkiye since 1994, steadily increasing to 112 schools (including 11 state schools) in 29 years (IBO, 2023b). IB is mostly offered by *internationally-minded* national schools that seek highly comprehensive, elite education programmes that will help their mostly national student body to secure places in internationally acclaimed universities, which is very similar to the findings of Resnik (2008) and Walker (2010) for other regions of the world regardless of cultural background. In Türkiye, students with Turkish passports are obligated to be educated with the curriculum of the Ministry of National Education (MoNE). This means that other than the very few international schools, all the IB World Schools in Türkiye teach the national programme alongside the IB programmes. This puts a strain on the students in that their workload ends up higher than that of a standard IB

student and causes the most immediate outcomes of the IB programme to be prioritised by the students. In other words, for most students and teachers in Türkiye, IB exam scores take precedence over core components of the programme such as the IBLP or Creativity, Activity, Service (CAS) (Koçer, 2019). However, the literature review proves that with or without a double education programme workload, students and educators alike tend to prioritise exam scores over other components of the IB DP. Various reasons for this will be discussed further in this study.

Student-Centred Learning and IB

Student-centred learning is inspired by constructivist theory (Baeten et al., 2015; Bullock, 2011). It is used interchangeably with learner-centred education. Although it is a very self-explanatory term, it is described in the literature as a type of education where learners are the most active and responsible part of the process of education (Cannon & Newble, 2000, as cited in Baeten et al., 2015). Due to its benefits “such as establishing deep learning and understanding in students” (Lea et al. 2003; Vermetten et al. 2002 as cited in Baeten et al., 2015, p. 1) and because the sole purpose of education is about the student/learner achieving certain outcomes, it is very rare to come across anyone arguing any other method of teaching in K-12 education. Therefore, IB, like most other education programmes, is student-centred.

The IB organisation explicitly describes its programmes as student-centric (IBO, 2023). The IBLP is one of the many ways IB ensures a student-centred education. The IBLP is cited as the tool that “places the learner directly at the heart of IB” (IBO, 2008a, p. 2). Although most education programmes are student-centred presently, what is more crucial and more rare about IB’s endeavours on this matter is the fact that a model that actively promotes student-centred learning is created to ensure such a focus in education. This is because, although its validity is rather

obvious, in comparison to its adversaries such as teacher-centred learning, student-centred learning requires more indirect and holistic methods of teaching to ensure that the learning is focused on the students. With that in mind, the IBLP is one of the more prominent ways in which IB ensures student-centredness (Bullock, 2011).

Walker (2010) argues that the Eurocentric nature of IB causes it to be student-centred so their choice on this matter is rather cultural and exclusive to a particular group's values. He then goes on to identify roles of students according to the IBLP in this student-centred education programme: ones concerning "active participation of the learner" (inquirers, communicators, risk-takers), ones concerning "personal responsibility of the learner" (thinkers, knowledgeable, balanced, reflective), and ones concerning "moral development of the learner" (principled, caring, and open-minded) (Walker, 2010, p. 4). He then argues that all these student roles that the IBLP attributes demand are rather Western and those in the East may not be as comfortable with an education model where students assume such central roles (Walker, 2010).

Holistic and Transdisciplinary Aspects of IB

Education is holistic according to the IB organization (Hare, 2010, as cited in Bullock, 2011). This is especially important to note because one of the biggest, specific criticisms of the IB and the IBLP is that they ignore cultural differences and impose a more Western ideal of education (Walker, 2010). In one of the most prominent articles written with that focus, Walker (2010) identifies the East as having a holistic and thus interdependent perspective in comparison to the West's individualistic and thus independent outlook where they approach things and themselves as more singular, and in more individualistic terms. In this case, it must be important not to lose sight of the synthesising nature of IB in making use of all

models of learning regardless of region. As exams may be representative of the atomistic perspective of the West, the central and unifying positioning of the IBLP becomes especially functional. While the IBLP does have unquestionable holistic intentions, it has some ways to go with regard to the wording of its attributes to create a truly holistic and all-encompassing picture of learners from varying cultures.

Especially for the IB DP, the academic aspect of education is very much in the foreground and it is rather expected as most students take the IB DP as a way to prove their academic competency to their prospective universities regardless of international borders. Although the IBLP has attributes covering all aspects of the holistic programme, it is clear that it becomes rather crucial as a balancing factor for the heavy load of exam preparations of the IB DP.

As Bryant et al. (2016) argue, while the rest of the IB continuum focuses on transdisciplinary approaches to learning, due to its exams the IB DP cannot do the same. However, this is not something that may be risked at the cost of exams because as much as the IB exam results help to secure a place at quality universities for students, the transdisciplinary aspect of IB provides students with skills that are sought after by employers such as flexibility, creativity, and independence in learning as they practice making interdisciplinary connections (MacBeath, 2000). Additionally, Bullock (2011) argues that transdisciplinary education requires students to collaborate to fulfil the responsibility of learning, and it enhances learning motivation and creative thinking. For this reason, the IBLP as an example of such education (Clarke, 2000, as cited in Bullock, 2011) becomes especially crucial as a thread that is woven in every aspect of the IB DP just as it is with the rest of the Continuum.

Constructivism as a Theoretical Framework for the IB and the IBLP

It is not far-fetched to claim that all the main theoretical backgrounds of IB regarding the student-centred, holistic, and transdisciplinary nature of IB can be traced back to John Dewey and Constructivist theory (Bullock, 2011). Hill (Former Deputy Director General of IBO) and Saxton (Former Chief Strategy and Development Officer of IBO) also clearly state that “all IB programmes are based on a constructivist understanding” (Saxton & Hill, 2014, p. 45). Marshman (2010) also notes the IB organisation’s explicit reference to the constructivist basis of the Primary Years Programme (PYP) and argues that although MYP and IB DP do not explicitly refer to a constructivist underpinning, their *inquiry-based methodologies* and the metacognitive learning aspects of the programs allow them to be placed among the constructivist teaching models.

The constructivist theory recognizes the fact that knowledge cannot happen merely by sitting in a lecture hall and listening to the teacher. This passive cognitive aspect is crucial but not enough. Dewey’s contribution is to establish the connection between knowledge and action as he argues human beings quite often acquire knowledge outside of classrooms as they live their lives (Dewey, 2008). Dewey helped educators realise “the intrinsic connection of organism and world on the level of action and introduced the notions of transaction and experience” (Vanderstraeten & Biesta, 1998, p. 36). Once he established such a connection, the constructivist theory was used to build a model of education that is not limited to cognitive abilities but expanded to action, interaction, and social dimensions.

Additionally, IB’s mission statement and the IBLP “contain powerful societal objectives” (Tate, 2013, p. 261) which require a more focused look into social-constructivist theory. The social-constructivist Bruner (1996) focused on how

learning cannot be limited to instances but rather it must be spirally built in a collaborative manner. Similarly, as the most cited constructivist alongside Dewey, Vygotsky emphasized the importance of language and how interactions through language help internalize knowledge (Vygotsky, 1978). However, this theory also requires educators to acknowledge the social context the learners are in. It becomes apparent that cultural differences must be noted as the learning environments created by different cultures may affect learning differently. This issue will be later raised under the title Criticisms on the IBLP as critics argue that certain IBLP attributes such as *risk-takers* failed to consider its negative connotations in the eastern cultures and this might be one reason why quantitative studies show the acquisition of that attribute to be among the lowest (Elkady, 2011; Koçer, 2019; Lai et al., 2014; Walker, 2010).

Catering to the needs of varying and at times conflicting cultures may not always be realistic for a curriculum designed for international implementation. For this reason, educators must recognise the “strong mediating influence of social settings” and, as Vygotsky argues, there lies a great responsibility on the teachers to construct a learning “culture and consciousness with learners” (Bullock, 2011, p. 13). Bullock (2011) uses the social constructivist theory as a theoretical base for the IBLP and she connects each attribute with the theory as follows:

Most theorists believe that it is engaging with, and thinking about, a concept or activity that is the foundation of learning and development (inquirers). Learners must seek to connect with the content that is to be learned (knowledgeable). They need to know that learning is not always easy (risk-takers) but there are personal skills for learning that can be acquired and enhanced (thinkers). Learners need to

understand themselves, their strengths, weaknesses, motivations and drivers (reflective) (p. 19).

She also continues to connect the responsibility of the learner from the student-centred aspect of the theory to the *principled* attribute (Bullock, 2011). Bruner and Vygotsky's social interaction and linguistic emphasis on learning are linked to the attributes of *open-minded* and *communicators* (Bullock, 2011). Finally, a learner must be *principled* and *balanced* (Bullock, 2011) in order to establish and develop social relationships in the learning process.

The IB Learner Profile (IBLP)

The IBLP was first introduced as the *PYP student profile* of the Primary Years Programme (PYP) of IB in 1997 (IBO, 2008a). However, it was quickly realised that the attributes of the learner profile were such that they would be essential for the *lifelong learners* of the IB program. After being established as it is known today, the IBLP has not only become a part of the IB Continuum but is placed at the core of all these programmes and functions as the embodiment of international mindedness (IBO, 2008b). Due to its functions such as “its explicit use in teacher recruitment, student selection and classroom discourse,” it helps create a school ethos (Walker et al., 2016, p. 66). It is safe to assume most international or internationally oriented national schools would have an already established school culture that includes similar attributes. Indeed, in most cases, the acquisition of such attributes was claimed to be more due to the school culture rather than the IB programme (Bryant et al., 2016; Koçer, 2019). As IB expanded to a variety of public, private, national, and religious schools, it would have been insufficient to rely on varying school cultures for the acquisition of such crucial attributes. For this reason, the IBLP is not only a guide for the student to become an IB learner but also allows schools to

structure a learning culture that is firmly based on a solid theoretical framework (Rizvi et al., 2019).

This framework is mostly explored by Bullock (2011) and widely defined as social constructivist, but it includes almost all modern learning, motivation, and citizenship theories as well. Still, the IBLP only provides a framework that relies on the teachers and school admin for its implementation. This, at times problematic autonomy, means that once teachers feel comfortable with it and have a firm grasp of what each attribute means concerning both IB programmes and their cultural context, it ensures the negation of any ideological enforcement. This is crucial because educational programmes like the IBLP “that focus on ideals such as caring, integrity and persistence in schools have been linked to overall student success” (Lickona, 1988 as cited in Starr, 2009, p. 1).

However, as the saying goes, there can never be a *one size fits all* solution in education, especially if the programme has as ambitious a goal as IB does: to provide education that may be taken up by all nations of the world and that corresponds to the needs of 21st-century higher education requirements. The IBLP faced a variety of criticisms and improved as a result of them. For example, IB designed a web-based resource on the IBLP for teachers to share their experiences (Wells, 2011). Another example is that after the review in 2013, the use of pronouns for each attribute was changed to *we* to emphasize the collaborative and inclusive nature of the Learner Profile, this also emphasized that both teachers and admins were also a part of the IBLP as lifelong learners (IBO, 2013a, 2013b).

The IBLP Attributes

The IBLP has 10 attributes and apart from the minor perspective shift due to a 2013 review (IBO, 2013a), these attributes remained the same over the years. This

shift was in the wording from the use of third-person pronouns to a more inclusive *we* so that the collaborative aspect of the IBLP includes not only the learner but also other lifelong learners such as teachers and administrators (IBO, 2013b). Many researchers such as Walker (2010), Marshman (2010), and Bullock (2011) note the overlap in the IBLP attributes. This was indeed one of the very few struggles to be overcome while developing measurements for the IBLP such as IBLPQ (Kamaruddin & Matore, 2021; Walker et al., 2016). For this reason, and due to attempts to establish theoretical frameworks for the IBLP, there have been many attempts to group the attributes (Bullock, 2011; IBO, 2008a; Singh & Qi, 2013; Walker, 2010).

This study will focus on four of these attributes used in the IBLPQ that are chosen as representatives of each of the four groups Bullock (2011) created. According to her the rather more traditional first category is Cognitive/Intellectual and includes the following three attributes: knowledgeable, thinkers, and reflective. The Conative/Personal grouping is about the drive or motivation of the learner, and it includes the following attributes: inquirers and principled. This group is closely connected to the studies of pioneers such as Maslow, Ryan Deci, and Dweck. The third is the Affective/Emotional group most closely connected to emotional intelligence and learning dispositions, and it is recognised by pioneers such as Bloom and Erikson. The attributes relating to this category are caring, risk-takers, and balanced. The final group belongs to Cultural/Social attributes that are communicators and open-minded. The theoretical framework for this grouping is based on Vygotsky and Bandura.

In conclusion, an attribute representing each of these crucial domains had to be chosen for measurement in IBLPQ, and Walker et al. (2016, p. 5) refer to the

following IB mission statement for choosing each specific attribute to represent the whole domain: “The International Baccalaureate aims to develop *inquiring*, *knowledgeable* and *caring* young people who help to create a better and more peaceful world through *intercultural* understanding and respect.” The attribute open-minded is claimed to have the most parallels with the word *intercultural* according to its definition by IB (Walker et al., 2016).

Knowledgeable

This attribute belongs to and represents the more traditional and most researched Cognitive domain of Bullock (2011). Not only that but it is among the most acquired attribute according to quantitative data (Koçer, 2019; Wells, 2016), and teachers “feel most capable of implementing the attribute of being knowledgeable” (Keser et al., 2022, p. 1). Additionally, Lee et al. (2018) proved that there is a positive correlation between this attribute and IB exam scores. Amongst all this positive data, one must be very careful, for the purposes of this study and every other study that mentioned this word’s meaning and connotations are limited to the way it was described in the IBLP.

Although numerical data does not require such critical consideration, Rizvi et al. (2014) prove that the meaning of *being knowledgeable* may cause some conceptual confusion in students, as they insisted on seeing this attribute as an end goal of their learning journey and refused to consider themselves as learners with such an attribute. The same study (Rizvi et al., 2014, p. 42) included quotes conflicting with Keser et al.’s study (2022) as teachers reported, “I would take out knowledgeable because I think in the IB there is already too much emphasis on having to know things. In this day and age, you actually don’t need to know that much anyway.” Granted this teacher does not openly contradict Keser et al.’s

teachers (2022) who are most comfortable with this attribute but maybe for the same reason for doing it too much she is at the point of seeing this attribute as redundant.

Inquirer

This attribute belongs to and represents the Conative domain which “is linked to goals of fulfilling personal potential and higher self-fulfilment needs” (Bullock, 2011, p. 9). Motivation for a task and even success in a task are closely related to a person’s self-image, but this is more of a feedback loop because this self-image is created via a child’s experiences of failure and success at school. Thus, it is important to develop a learner profile for students where their self-image as a learner and thus motivation to learn is oriented towards the joy of life-long learning. The attribute statement for *inquirer* encourages such “active and autonomous learners” (p. 9). However, it must be noted that some disagree that learning motivation is limited to the attributes inquirer and principled, as grouped by Bullock (2011); Wells (2016) argues that since IBO connects motivation with all IBLP attributes, there should be no such limitation.

It seems that students and teachers find a clear connection between the actual education programme content and the attribute inquirers (Billig et al., 2014; Walker et al., 2016) allowing for more various implementation strategies (Billig et al., 2014). The result of such a connection is not only higher rates of acquisition (Koçer, 2019) but also, as predicted by Bullock’s theoretical framework, these motivated learners do indeed end up successful in the exams. It appears that teachers are also aware of the importance of this attribute for themselves, and they consider it the most fundamental attribute for effective IB teachers (Keser et al., 2022).

Caring

This attribute belongs to the Affective domain which represents emotional intelligence (Bullock, 2011). This domain is more about the daily experiences of students than any other attribute because “experience informs reason” (Bullock, 2011, p. 11). Theories on this domain proved that “young people learn about themselves through social engagement, that is by observation, modelling and vicarious reinforcement” (Bullock, 2011, p. 11). For this reason, the school culture has a very constructive role in creating these attributes in students. Koçer’s (2019) observation results also proved that *caring* is the attribute teachers use for modelling as the most prominent strategy for student acquisition. Thus, the keywords *empathy* and *service* in the definition of this attribute are especially crucial for a learner to benefit from their environment and find a place where they feel comfortable as a reflection of the support and empathy they showed for others.

The variations of acquisition of the caring attribute are richer compared to the other attributes. This was also one of the attributes where Koçer (2019) found a difference based on gender. According to her results, female students acquired the caring attribute significantly more than students who identify as male. She argues that this difference may be more related to the roles of the females in Turkish culture as caregivers, rather than an actual biological difference. In Türkiye, high school students are also often divided into verbal studies students and mathematical studies students. According to her data, verbal studies students paralleled the gender differences in that, they, like the female students, scored higher in caring and open-minded attributes compared to the mathematical studies students.

Koçer (2019) also proved that this may be an attribute that requires more time to acquire as its acquisition was significantly higher among second-year IB DP

students. Similar to previous attributes, there are parochial schools that rated the acquisition of this attribute higher compared to the international magnet schools and indeed this attribute had the highest effect size compared to the previous attributes (Billig et al., 2014). Another similarity with other attributes is that once again DP-only students scored higher in the acquisition of this attribute in comparison to involvement with previous IB programmes (Bryant et al., 2016).

Research indicates that teachers found the attribute of caring easiest to assess (Koçer, 2019; Weiss, 2013) and this may be because it proved the clearest connections to a specific aspect of the DP Programme. Both students and teachers associated the *caring* attribute with CAS (Billig et al., 2014; Bryant et al., 2016; Koçer, 2019). At times this association also helped explain why caring received lower ratings of acquisition from students because teachers claimed that although the caring attribute was much more efficiently practised by CAS, students perceived it as a CAS activity and not as an attribute (Billig et al., 2014).

Open-Minded

This attribute belongs to the Culture domain which represents social engagement and thus it is well connected to the umbrella framework of the IBLP which is the social-constructivist theory (Bullock, 2011). This domain is critical in that it is inherent and thus proven to be “difficult to change or improve” (Bullock, 2011, p. 13). However, schools can create their own cultures and it is worth striving to create the most nourishing environment for open-mindedness which in turn would allow for inclusivity. This is important because as Bullock (2011, p. 13) cites from Bandura, a student’s self-esteem is closely related to whether the culture around them values their “particular characteristics and skills.” Thus, it is much more

valuable for education programmes such as IB to make sure to establish cultures of inclusivity through open-mindedness.

Studies primarily by Bryant et al., (2016) and Rizvi et al. (2014) support the idea that this is the attribute that is primarily affected by the school culture rather than the IB DP programme itself. It is important to note that although in comparison to education programmes, students pointed to school culture as a source for this attribute, Wells (2016) noted that students extended their sources for acquiring this attribute to their family and friends, however, such sources are out of the scope of this research so the focus will remain between school and education programmes as sources of the attribute. According to Bryant et al. (2016), it is especially the international school context that allows for the acquisition of this attribute and as evidence, they found that the higher the number of local students the lower the attribute's acquisition average is. Additionally, Rizvi et al. (2014) found that teachers also openly state that international students are more open-minded than local students.

Furthermore, teachers claim that based on their experiences it is less likely to encounter explicit racism in schools where so many nationalities are represented (Rizvi et al., 2014) proving that it is impossible to not have the open-minded attribute in international schools. This attribute is one of the more interesting ones as it is cited as the most crucial attribute (IBO, 2013a; Keser et al., 2022; Rizvi et al., 2014; Wells, 2016) while also being the least acquired (Billig et al., 2014; Koçer, 2019) and the most fiercely criticised attribute. According to a 2013 review of the IBLP by IBO, this is the most essential attribute required for success both in IB and in the increasingly global world. It is also directly associated with the ultimate goal of IB, international mindedness (Rizvi et al., 2014; Wells, 2016), which parallels the

theories of Singh and Qi (2013). This is also one of the two attributes (the other being Inquirer) that teachers feel most required to have for effective IB teaching (Keser et al., 2022). One reason why the teachers defined this attribute as a keystone for themselves is that they believed having this attribute would allow them to teach “rich subjects and themes related to diversity and cultural awareness” (Keser et al., 2022, p. 10).

Criticism of the IBLP Framework and Universality

Below is a categorical summary of criticism of the IBLP and how the IB and others responded or commented on each issue. It is crucial to have a detailed picture of the IBLP’s perception and areas of development especially when many of the arguments based on the IBLP are lacking in quantitative support and more surprisingly those that have quantitative bases such as Bryant et al.’s (2016) study yield some counterintuitive results.

Cultural and Ideological Differences

Many argued that the IBLP was not adequately catering to the differences between various cultures that it is to be administered (Elkady, 2011; Haywood, 2007; Lai et al., 2014; Rizvi et al., 2014, 2019; Starr, 2009; Van Oord, 2013; Walker, 2010; Wells, 2011). Wells (2011) sums up two main issues with the IBLP; one was whether the IBLP did indeed have a theoretical framework which later was provided by Bullock in the same year as his article was published; the next was whether the attributes were universal to justify their imposition on all IB World Schools. He referred to many founding members and former IB directors who agreed that the IBLP is “largely based on a Western liberal humanistic tradition of values” (Walker, 2010, p. 178). Starr (2009, p. 120) claims that the “hegemonic brush” of Anglo-Saxon value oriented IBLP may cause cultural and value conflicts in pluralistic

classrooms. Poole (2017) also claims that the Western-oriented version of international-mindedness of IB ends up merging various cultures instead of allowing them to exist as themselves in a heterogeneous mix. His research is a case study on how a Western art teacher interprets the IBLP at times rather too liberally and their personification of the IBLP as an American male stands as proof of such a Western impression the IBLP leaves on people who are tasked by IB to interpret and instruct it (Poole, 2017).

One of the most prominent criticisms of IB with regard to cultural differences was written by Walker in 2010. In his article dated 2010, Walker quotes the first (1987) and the longest-serving (2009) directors of the IB agreeing that the IB is Western-oriented, and for this reason, IB and its inclusive and international-minded goals are likened to “the Western developed world talking to itself” rather than it being a truly universal curriculum (p. 3). According to Walker, even the student-centredness of IB is culturally problematic as it is not the tradition in the East (Walker, 2010). The IBLP attributes Walker (2010) mentions as problematic are balanced and risk-takers (this attribute is cited as problematic by many others such as Elkady, 2011; Koçer, 2019; Lai et al., 2014), none are chosen for the survey of this study but are indirectly represented.

The overall problem with the IBLP on a cultural level for the learners in Eastern cultures is the lack of respect for authority, the fact that students and teachers are all encouraged to inquire, question, and keep an open mind instead of direct teaching from the teacher would be culturally out of place in the East (Walker, 2010). Indeed, in China, although students agreed that the IBLP attribute inquirer was “central to learning” because it “challenged traditional academic values” it was indeed discouraged in their schools since their culture of learning did not include

much personal inquiry and was mostly based on the acquisition of knowledge from the teacher without questioning (Rizvi et al., 2014, p. 41). However, Walker (2010) makes sure to acknowledge one key answer to the criticisms he raises, most students choose to study IB precisely due to its Western-oriented education as they wish to use its diploma as a passport to higher education in the West. Thus, one not only questions the validity of such criticisms directed at IB rather than at a system that drives students in the East to seek education in the West.

Lai et al.'s (2014) participant teachers refer to Walker's article (2010) and mention how they merge Chinese traditional values as they encourage active reflection on the IBLP under the light of such traditional values as a means to cope with the discrepancies arising from such attributes as risk-takers or reflective. Similar to the Far East, the attribute, risk-takers, is problematic for Middle Eastern culture which is rather collectivistic for such action-based and individualistic attributes (Elkady, 2011). Finally, in Türkiye, a somewhat metaphorical bridge between the East and the West, although teachers and students do not claim a cultural clash between any attributes and their own culture, they state that it is harder to acquire the risk-taker attribute in such a limited time (Koçer, 2019).

Open-minded is one IBLP attribute that closely connects to the majority of criticisms IB receives. Especially that this attribute may be an example of cultural bias as it portrays a Western orientation (Rizvi et al., 2019) and whether demanding such an attribute from Eastern cultures would cause a lack of appreciation in students towards their own culture. For example, when asked what the open-minded attribute of the IBLP means, none of the participants of Billig et al.'s research (2014) mentioned it in relation to appreciating one's own culture. Koçer's (2019) observations for the IB schools in Türkiye are parallel to the findings of a study

conducted in the UK, proving that this issue of teacher avoidance when it comes to discussions that involve open-mindedness is not limited to traits of a specific culture (Stevenson et al., 2014, as cited in Lee et al., 2018). In a similar vein, there were assumptions by the teachers that Asian parents would be more likely to disagree with the teachings of open-mindedness (Rizvi et al., 2014). However, it is important to note that when asked for instances of such experiences with parents, no teacher came up with such an experience which is evidence that the cultural differences and possible predicted problems may be more likely to be just “based more on assumptions than on actual incidences.” (Rizvi et al., 2014, p. 63). At this point, although it is a fact that the attribute itself might cause such assumptions as it does emphasise an appreciation of other cultures, it is important to remember that the first half of its definition is about the appreciation of one's own culture.

One response to all these culture-centred worries may be to remember that most of the time, schools are places that create their own culture. Similarly, McKeown claims that being part of an education programme, such as the IB DP, creates a unique pedagogical identity that is supra-cultural and it supersedes identity differences and allows for a new group (2020). Although this does not eliminate worries relating to the Western orientation of IB, it establishes the fact that IB can function as an alternate identity for students who want to experience a different education than what is nationally offered. As always it is possible to have a merger of the national influences as a part of the educational scope (Lai et al. 2014), not only does IB not have anything against it but it actively seeks such appreciation of national differences as the open-minded attribute of the IBLP starts by acknowledging and appreciating one's own culture. Furthermore, Rizvi et al. (2014) not only prove that assumptions about the risk-takers attribute clashing with Asian

culture often end up ungrounded, they also point out that teacher and subject-oriented, minimal risk-taking approaches “are not endemic to the East” (Rizvi et al. 2019, p. 6).

When looking at the behaviour of actual subjects of IB, students and parents, it is evident that not only such cultural differences are not an issue (Rizvi et al., 2014) but it may even be argued that these differences from the existing culture are sought often at the cost of higher school fees (as the IB DP schools tend to be private schools in the east). Furthermore, as proven by Koçer (2019) and Wells (2016), there will always be differences and leniencies towards certain outcomes of IB programmes whether they be gender-based or other such as socioeconomic status or even generational differences. It is impossible to cater to all these variations to the most minute detail. Even if it was possible to design education programmes based on such differences, who would defend an educational programme based on gender differences (gender is used as an example because it is proven that at times there are differences in that aspect with regard to some IBLP attributes)?

Although it is healthy to discuss and criticise when there are shortcomings in educational programmes regarding the needs of the learners, it is difficult to see any good coming from an education programme built on differences. From an equity standpoint, it is important to acknowledge, accommodate and celebrate students’ differences but too much emphasis of differences could easily lead to marginalisation. The fact that when given a choice almost all students and parents favour IB programmes, for various reasons, should be proof of the need and preference for education that is beyond such differences. Similarly, the fact that students and parents in the East prefer such Western humanitarian values to be a part of education might be further proof that these are not values of some geographic

division of the world, rather they are universal values of the 21st century. IB “entails the denationalization of education” (Resnik, 2012, p. 251), and that goes both ways, east and west. Walker (2010, p. 8), agrees that “the IB cannot be everything to everyone” and in the East, it is mostly seen by students and parents as a means for Western higher education which in turn serves as a means to climb the social ladder (Resnik, 2012). If the values to climb the social ladder in their community are taught via IB, it is unlikely that IB teaches values that are not compatible with that society.

Limited Perspective of International Mindedness

Many argue that the IBLP dictates a very defined and singular way of being a learner (Cambridge, 2013; Cause, 2011; Haywood, 2007; Lai et al., 2014; Poole, 2017; Starr, 2009; Tarc, 2009; Tate, 2013; Van Oord, 2007, 2013). While Starr (2009) points out that the problem with pre-set values is that it is not actually possible to plan value-based outcomes for students, Cause (2011) argues that providing students with a ready-made set of attributes would hinder them from coming up with their own ways of international mindedness. Similar to the criticisms mentioned previously, one main worry is that this rather singular way is too Western-oriented (Tarc, 2009). No matter what is rooted in this *regulative discourse* of the IBLP, it is still criticised (Cambridge, 2013).

A heavier criticism is made by Cause (2011) and Haywood (2007), who claimed the IBLP is *dictatorial* for advocating what an internationally minded person should be. On the contrary, as Haywood (2007, p. 85) suggests “there is no monopoly on the right way to think and act internationally”. Another similar criticism was made by Tate (2013) who claimed that the IBLP is not only Western-oriented but also has a strong Judeo-Christian ideology. The only evidence Tate (2013) gave for this rather far-reaching claim was the number of the IBLP attributes

and the 10 Commandments. Skinner (2019, p. 179) openly contradicted Tate in his research that included teachers who actually taught the IBLP proving “the positivity shown by the staff is in contrast to the findings of Tate (2013)”.

Skinner (2019) acknowledged that some teachers were deliberate in their teachings of the IBLP to make sure that they were not forcing a set of values but rather they were exploring these attributes and their potential roles in the lives of students. This brings up the clearest solution to the criticisms indeed IB gives great freedom on how the IBLP is to be made part of the programme. This freedom is precisely the aspect that would make sure that the IBLP is not a set of rules to brainwash students but rather a starting point to explore the path to international mindedness. Additionally, it is important to take note of some evident conflict in criticisms towards IB. Many criticised the IB programme for not providing clear definitions for the IBLP attributes and asked for more structured guidelines on how to implement the IBLP. It seems that if the IBLP dictated some commandments to regulate students, there could not have been much criticism of lack of clarity, or requests for more guidelines. This conflict proves the crucial and autonomous role the teachers have in implementing the IBLP.

Not Enough Guidance

Another major criticism the IBLP has had over the years is that it does not provide enough guidance for the implementation of its attributes (Cause, 2011; Haywood, 2007; Poole, 2017; Rizvi et al., 2014; Walker, 2010; Wells, 2011). As Poole (2017) proved in his case study, the freedom provided to teachers about interpreting and implementing the IBLP attributes also leaves it vulnerable to being influenced by each teacher's sociocultural and political value judgements. Unlike previous criticisms that were more based on theoretical arguments, this criticism

mostly comes from practitioners. Most teachers not only advocate for more explicit expectations but also to have some mechanisms to monitor teachers (Wells, 2016). Indeed, such monitoring mechanisms might be one way to deal with teachers similar to the teacher in Poole's case study (2017) where the IBLP was depicted as a white male. However, such a solution would only be possible if the schools also knew what to monitor. According to Wells (2011), neither schools nor teachers have clear instructions at the moment. To address such needs, the IB has introduced a web-based Learner Profile teacher resource, but it is still lacking in-class, curriculum-based instructions. Wells (2011, p. 184) finds it inadequate to expect an "osmosis" from the students of a learner profile merely from the modelling of teachers.

This is an issue raised by students as well. Two of the most problematic attributes with regard to their acquisition in the IB DP programme are the IBLP attributes inquirer and caring. Their main concern was the limited time of the IB DP programme as they found it "utopic" (Koçer, 2019, p. 102) or even "a bit hypocritical" (Rizvi et al., 2014, p. 57) to expect students to acquire such IBLP attributes in just two years. Rizvi et al. (2014) claim that one reason why some perceive these attributes as unattainable may be connected to the fact that they are not clearly defined and the words that are used in their definition are such that different cultures may react differently.

Tocci et al. (2021) argue that one negative outcome of such a vague description of IBLP attributes would be a vague understanding of international-mindedness. Their solution is to create room for teachers and students to critique IBLP attributes (Tocci et al., 2021), which is somewhat of a similar solution to the teachers in China where they reflect on the IBLP through traditional Chinese values (Lai et al., 2014). However, such a solution mentioned by a teacher (Lai et al., 2014)

would not be possible with an IBLP that has clear-cut definitions and implementations. Academic staff must have room for more generalised attributes so that they are not imprisoned in dictated ways of being. Each teacher needs to be able to interpret and implement the IBLP. This challenges teachers to be aware of their local context of a respectful understanding of the cultures of their students and community. To overcome this challenge researchers recommended IBO not only develop more support materials but also provide professional development initially focused on cultivating local resources (Jones, 2014; Ryan et al., 2018).

Exams Take Precedence

It is a well-established fact that the IB allows for a smoother transfer to top universities for students (Ateşkan et al., 2014; Saxton & Hill, 2014) and that is its most alluring aspect, especially for students from countries that do not necessarily provide a national education that prepares them for international standards of universities around the globe (Walker et al., 2016). Unfortunately, the most crucial measurement of success in IB DP for such universities is the exam scores, although some teachers agree that some assessments of the IB subjects do reflect the education programme (Lai et al., 2014). The difficulty in subject exams does not lie in such parts. For this reason, schools, parents, teachers, and students do not see the IBLP as a *core* area of IB to make sure students acquire its attributes (Keser et al., 2022; Koçer, 2019; Lai et al., 2014; Wells, 2016).

When considering that in some countries the IB has to be taught alongside the national curriculum (Koçer, 2019), it is inevitable that students have to make sacrifices. According to Koçer (2019), one of the main reasons that students would not recommend taking the IB DP in Türkiye is lack of time, especially not having enough time to prepare for subject-specific exams. This is not endemic to Türkiye,

according to Billig et al. (2014), IB DP teachers accept that they may not focus well enough on the IBLP in their anxiety to ensure students get high exam scores. One IBLP attribute that received the most open criticism on this issue is the inquirer attribute. Some students argued against the compatibility between the IB DP and the attribute claiming that the “rigorous academic requirements” of the programme do not encourage much inquiry in comparison to just having to absorb as much information as possible before the exams (Rizvi et al., 2014, p. 77; Wells, 2016).

As a solution, some teachers deliberately design their subject-driven course assignments around certain IBLP attributes or some try to use each of these attributes as values surrounding their units (Walker et al., 2016). For example, it is proven that PYP exhibitions help students develop and display the IBLP (Medwell et al., 2017). Wright (2017) also demonstrated that even some read-aloud activities help younger students discover the IBLP, thus similar simple and age-appropriate activities may go a long way for students to understand and even appreciate IBLP attributes. However, it is important to note that most of such activities incorporating the IBLP are from PYP and MYP programmes. When considering the weight of exams in the IB DP, all this would only be possible with the support of the school culture. Billig et al. (2014) agree with teachers' arguments that it is hard for them to do everything if the school does not have a culture that supports the IBLP, it is still hard for teachers to do everything at once (Keser et al., 2022; Lai et al., 2014).

Call for Contextualisation

In her essay, Starr (2009) points to a need for a contextualised dialogue for the IBLP. Although IB programmes provide all participants (students, parents, teachers, and administrators) from all around the world with the same programme and standards, Starr (2009, p. 123) finds this assumption of a “homogenous culture” null.

She agrees that such standardised education drew an aspiring and elite group of people to partake in IB Programmes, and she emphasizes the importance of providing a well-established context for the IBLP in all cultures. Similarly, Poole (2017) suggests that there is a major difference between the IBLP as a text and how it is actually lived in schools. He argues that the human aspect of the IBLP at times causes it to get interpreted in ways that may not always be the intention (Poole, 2017). Finally, Rizvi et al. (2014) refer to the concerns raised by students and teachers about why these specific sets of attributes were chosen and not any other. Possibly due to this lack of contextualisation for the IBLP attributes, Cause (2011) argues that it is possible to showcase all the attributes without any international connections.

When considering all of the criticisms, one utilitarian way of approaching them might be focusing mostly on teacher and student feedback from schools in various cultural backgrounds. A plethora of researchers collecting samples from Australia, China, Cambodia, the US and so on agree that students and teachers support the concept of the IBLP in the IB DP (Billig et al., 2014; Keser et al., 2022; Lai et al., 2014; Rizvi et al., 2019; Tocci et al., 2021; Wells, 2016) which also parallels the extensive research IB conducted to review the IBLP (IBO, 2013a). Most teachers and students also find it compatible with the IB DP (Billig et al., 2014; IBO, 2013a; Keser et al., 2021; Koçer, 2019). Additionally, some teachers think the lack of acquisition would be due to external factors such as personal, cultural, or environmental (Weiss, 2018).

Even when the IBLP puts a strain on the workload of all parties involved, all parties agree on its “impact on students, particularly with regard to promoting deep thinking, knowledge of global issues, ability to explore new ideas, development of

confidence and desire to engage in lifelong learning” (Billig et al., 2014, p. 4). When considering the rigorous research both conducted or supported by IB and various independent authors, it is certain that the IBLP will continue to be a core aspect of IB as it is strengthened according to more theoretical or quantitative data.

Big Five Inventory (BFI) Personality Traits

The BFI includes the following five personality traits: openness to experience, conscientiousness, agreeableness, neuroticism, and extraversion. The BFI provides indicators of a person’s life experiences or performance at certain times. For this reason, over the years they have become one of the most often relied upon indicators of a person’s potential success. With regard to their most visible impact on an individual’s life, research indicates that BFI traits are accurately and reliably identified, so most businesses tend to use BFI measurements to create a profile of a candidate for employment and leadership positions. According to such practices, conscientiousness and openness to experience are the top BFI personality traits for job satisfaction and success (Bono et al., 2012; Moss & Ngu, 2006; Templer, 2012). Zakaria and Yusof (2021) found that while openness to experience recorded the highest value among other BFI traits for intrinsic career success, conscientiousness recorded the highest value for extrinsic career success.

Due to such findings and the wide use of BFI personality traits, it would have been logical to expect education programmes to lean towards the development of such personality traits in young people. Demirjian (2019) emphasizes how it would be wrong to assume personality traits can be impacted or changed in any way through education due to their definition. He emphasises that personality traits refer to inherent traits people are born with and cannot be changed, and thus encourages educators to focus on malleable factors (Demirjian, 2019). One such malleable

factor could be the Learner Attributes of IB. The current study will investigate the relationship between the IBLP attributes (that are malleable via IB DP education) and inherent personality traits. One of the research questions of this study inquires the following: even if inherent personality traits (e.g., conscientiousness and openness) might not be affected through an education programme, can the impact of desired personality traits on certain outcomes (i.e., the IBLP attributes) be substituted by IB DP?



CHAPTER 3: METHOD

Introduction

This study was conducted with 180 participants from a private high school in Türkiye with the approval of the Turkish MoNE. Participants were asked to complete a 47-item survey measuring their IBLP attribute acquisition and BFI personality traits conscientiousness and openness. Quantitative data from the survey was later analysed using Mann-Whitney U and multiple linear regression analyses.

Research Design

The purpose of this study was to explain the relationship between the IB DP and the IBLP. To this end, the study has a quantitative survey research method. The independent variable of this study is the IB DP, and the dependent variable is the IBLP attributes. Additionally, to further explore to what extent the IBLP attributes are connected to the IB DP or if they are rather inherent in students who choose the IB DP programme, personality traits, openness to experience, and conscientiousness from the BFI are measured and analysed.

Context

Each year the school in this study admits approximately 200 students based on the results of a national exam at the end of middle school. Traditionally students are selected from the top 0.8 % of over 1 million test-takers (MEB, 2022; Uskudar Amerikan Academy, 2022) every year. The school offers five years of education including a compulsory prep year mainly focused on language skills. As of grade 10 (their third year in the school), students are offered two options: the IB DP (along with the national curriculum as it is compulsory for all Turkish students) or non-IB

(the national curriculum). Approximately 80 students opt for the IB programme, and 120 students opt for the national curriculum each year.

IB students take the IB exams in November at the beginning of grade 12 (their last year at the school). The average IB exam results for November 2021 were 39 (Uskudar American Academy, 2021). This is significant because the maximum score that may be attained in IB DP exams is 42 and the percentage of scores between 35-39 was 18.20 % in all the test takers in the world (IBO, 2022). This school has offered the IB programme since 2014 and has consistently been the top-scoring high school in the country and among the highest-scoring IB schools worldwide. With such consistently high scores, it is evident that the students are successful in acquiring subject-related aspects of the IB DP, however, there is yet to be any data about the acquisition of rather *soft skills* such as the IBLP attributes.

Participants and Sampling

The required sample size was computed using G*Power software, assuming a small-to-medium effect size, and it was found that 176 participants were enough to test the research questions with .95 power. Thus, data were collected from 180 participants in the fall semester of their senior year at school. One participant did not answer the questionnaires fully and thus, their data were excluded from the study, making the final number of participants 179. The participants were all voluntary grade 12 students. All of the grade 12 students from all sections were initially asked to participate, and 180 participated.

Due to the fact that the entrance exam is in Turkish with a significant portion of it based on Turkish language, literature, and history, almost all students have Turkish passports (though a few have two nationalities). This is significant because some previously conducted studies claim that some IBLP attributes, primarily the

open-minded attribute, are due to the international aspect of the sample size and not the IBLP (Bryant et al., 2014; Rizvi et al., 2014). However, this study hopes to move beyond such discussions with a 100% national sampling (admittedly the school is part of the Council of International Schools (CIS) which establishes its international mindedness). Additionally, since both the IB DP students and the non-IB students are from the same school, the school ethos should not be a factor affecting any differences in either of the groups. Controlling for these factors means that for the first time, the differences in the prevalence of international attitudes will be due to the IB DP and not due to student background or school ethos.

The final number of participants for data analysis was 179. Among these, the IB DP students comprised the IB DB student group (N = 64, 35.8 %) and others were in the non-IB student group (N = 115, 64.2 %). Additionally, 83 of the participants identified as female (46.4 %), and 96 identified as male (53.6 %). Ten participants previously attended the Primary Years Programme (PYP), and 10 participants previously attended the Middle Years Programme (MYP). In contrast, 162 participants did not previously attend any IB Continuum programmes. 21 participants (11.7 %) indicated second nationalities. The age range of all participants is 18 to 19.

Instrumentation

The survey completed by the students had two main parts, a categorical IBLPQ section to measure the IBLP attribute acquisition and a continuous BFI survey to measure the inherent personality traits conscientiousness and openness to experience (Appendix A).

IBLPQ

IBLPQ created by Walker et al. (2016) is used to measure and compare students' acquisition of IBLP attributes through self-reporting. This scale measures four IBLP attributes (knowledgeable, inquirer, caring, open-minded), each corresponding to a domain of the IBLP that helps cover all 10 attributes. There were 28 items with varying numbers of items for each attribute (approximately eight items per attribute). The reliability score was .89.

The scale was originally structured as a 6-point Likert scale (1 = Strongly disagree, 6 = Strongly agree) but in this study, it is used with a 7-point Likert-type scale. The first reason is that the second half of the study (BFI trait measurement) used a 5-point Likert scale with the option *neutral* and to create a consistent survey it is decided that the most consistent option would be to add this option to IBLPQ rather than removing an option. More significantly, the Likert scale is adjusted to include the neutral option and to be a 7-point scale because, it is found that 7-point Likert scales are more conducive to more reliable data (Taherdoost, 2019).

Although some researchers developed their own measurements for the IBLP focusing on every IBLP attribute (Kamaruddin et al., 2021; Koçer, 2019), they were not originally designed in English, and they did not have any citations referring to their use in other cultures by other researchers. IBLPQ, on the other hand, not only was designed in English for use on a global scale but it also “indicated content validity coefficients between 0.77 and 0.91, suggestive of solid content validity” (Bryant et al., 2016, p. 92). Similarly, the reliability for IBLPQ in this study was .89.

Sample items are as follows: ‘Explore ideas and information from a range of different sources’ for knowledgeable (Cognitive domain also corresponding to

thinkers and reflective), ‘Use a range of research strategies to investigate a problem’ for inquirer (Emotional domain also corresponding to risk-takers and balanced), ‘Commit time and energy to help those in need’ for caring (Conative domain also corresponding to principled), and ‘Learn about the values and beliefs of different cultures’ for open-minded (Cultural domain corresponding to communicators) (see Appendix A).

Adding BFI Conscientiousness and Openness Survey Questions

This study explores connections between the definitions of desired IBLP attributes and desired BFI personality traits (see Appendix A). The relation of the BFI trait of *conscientiousness* to the IBLP attributes of knowledgeable and inquiry, and the BFI trait of *openness to experience* to the IBLP attributes of caring and open-minded were $p < .05$. To further analyse a possible relation between such traits and attributes, participants’ BFI traits of openness to experience and conscientiousness are also measured using a BFI survey (John & Srivastava, 1999). This is a self-report survey using a 5-point Likert scale (1 = Strongly disagree, 5 = Strongly agree). There were 19 questions in total and the initial reliability score (e.g., Cronbach’s alpha) was found to be .62. Such a low reliability score was due to items 7 and 9. Both items 7 and 9 were reverse coded and their wording likely caused misunderstandings. Item 7 was ‘I prefer work that is routine. (R)’ It is probable that students misunderstood that as ‘I work routinely/often’ instead of the intended meaning that is being closed to variations in work. Item 9 states ‘I have few artistic interests. (R)’ and it is possible students understood *artistic interests* to be more as being invested in artistic endeavours rather than being interested in them. Due to these misinterpretations, items 7 and 9 were removed. When items 7 and 9 that

measure openness were taken out the reliability score was found to be .72 so the final total number of BFI questions was 17.

Method of Data Collection

Approval from MoNE was obtained prior to the distribution of the surveys, and survey forms used by the participants included the approval stamps of MoNE. Consent was received from the parents/legal guardians of the participants before introducing the participants to the study. The survey also required the consent of all participants before starting. The contact details of the researcher were shared with the parents/legal guardians and participants for any questions they may have post-survey. The researcher was present with the participants to introduce herself and her study and to answer any questions participants had related to the clarity of the questions. Instruments were handed out during break time as hard copies carrying the stamp of MoNE approval. The survey took approximately 10 minutes, no limitation due to the duration of the survey was expected or found during the reliability analysis of the answers.

Methods of Data Analysis

Once the data collection was completed the survey results were transferred from the hard copies to the IBM Statistical Package for the Social Sciences (SPSS Version 28) for data analysis. SPSS was also used to create graphs to visualise the results.

Due to the fact that the Likert scales used in this study provided ordinal data, the Mann-Whitney U test for nonparametric data is used to obtain the most mathematically meaningful results. However, both of the research questions required the use of covariates and interaction which are not possible to calculate with Mann-Whitney U. For this reason, Mann-Whitney U results were used as preliminary

analyses and later, all research questions were analysed using multiple linear regression tests. For research question one, multiple linear regression tests were used as IB DP and the IBLP were variables and personality traits were the control variables. For research question two, multiple linear regression tests were used as IB DP, the IBLP, and personality traits were the variables and the interaction of the three was analysed.



CHAPTER 4: RESULTS

Introduction

The results of this study yielded a significant relationship between the IBLP attribute inquirer and IB DP with regard to the research question on the IB DP curriculum predicting the acquisition of the IBLP attributes, even when controlling for relevant personality traits. There was also a significant relationship between the IBLP attribute open-minded and IB DP. A counterintuitive result was found for the caring attribute, which was the opposite of the hypothesized direction by the researcher, so that IB students acquired this attribute less compared to the non-IB students. Additionally, the statistically significant difference in IBLP knowledgeable acquisition was not statistically significant when the correlating personality trait was controlled. Regarding the research question on the IB DP curriculum substituting relevant personality traits with respect to the acquisition of the IBLP attributes, the interaction effect of the IB DP and personality traits on the IBLP attributes inquirer and open-minded were in the hypothesized direction.

Descriptive Statistics

The descriptive statistics and correlations among the variables can be seen in Table 1. For all analyses, the total scores of the variables were calculated. As can be seen from the table, the skewness and kurtosis values of all variables are in the accepted range. Almost all correlations between variables are significantly positive which is in line with the research questions.

Table 1*Descriptive Statistics and Correlations Among Variables*

	1	2	3	4	5	6
1. BFI Openness	1					
2. BFI Conscientiousness	.076	1				
3. IB Knowledgeable	.553***	.142	1			
4. IB Inquirer	.565***	.150*	.659***	1		
5. IB Caring	.264***	.278***	.281***	.261***	1	
6. IB Open-minded	.356***	.027	.405***	.441***	.345***	1
N	179	179	179	179	179	179
M	32.74	29.41	46.49	46.55	33.45	32.21
SD	4.48	5.31	4.95	6.31	6.50	6.61
Skewness	-0.51	0.15	-0.57	-0.82	-1.00	-0.89
Kurtosis	-0.35	-0.03	0.25	0.50	0.81	0.74

* $p < .05$, and *** $p < .001$

Preliminary Analysis

Since data were collected using Likert scales and thus, data is ordinal, Mann-Whitney U analyses were conducted to examine the effect of the education programmes on IBLP attributes as preliminary analyses. The results of this nonparametric analysis can be seen in Table 2. However, since the Mann-Whitney U analysis does not allow for adding a third variable (such as the personality characteristics as covariates of research question 1), the Mann-Whitney U results only show the effect of different education programmes. After the preliminary analyses, multiple linear regression analyses were conducted to find the effect of the

education programme while controlling for personality traits and the same multiple linear regression test was used to analyse interaction.

The Mann-Whitney U test results show that there is a significant difference between students in the IB and non-IB programmes in terms of the IBLP knowledgeable attribute, such that the students in the IB programme have significantly higher scores ($U = 2954, p = .029$). The results also show that there is a significant difference in terms of the IBLP inquirer attribute, such that the students in the IB programme have significantly higher scores ($U = 2811.5, p = .009$).

For the IBLP caring attribute, the results show that there is no significant difference between students in the IB and non-IB programmes, such that the students in the non-IB programme have higher scores ($U = 3649.5, p = .927$). Finally, the results show that there is a significant difference in terms of the IBLP open-minded, such that the IB students have significantly higher scores ($U = 2782, p = .007$).

Table 2

Mann-Whitney U Results

IBLP Attributes	<i>p</i>	<i>U</i>
Knowledgeable	.029*	2954.000
Inquirer	.009**	2811.500
Caring	.927	3649.500
Open-minded	.007**	2782.000

* $p < .05$, ** $p < .01$

Controlling for the Effects of BFI Personality Traits on the IBLP Acquisition

To test research question 1 with the BFI conscientiousness and openness to experience as control variables, multiple linear regressions were conducted. As

previously stated, total values of the variables are used instead of averages for a more meaningful analysis of ordinal data.

For hypothesis 1, the covariant was conscientiousness. First, the effect of education programmes on the IBLP knowledgeable attribute was tested while controlling for the influence of the BFI conscientiousness trait, and the result shows that the effect of the education programme was not significant when controlling for conscientiousness ($\beta = -1.238, p = .107$), meaning that the students in the IB DP and the non-IB programme were not significantly different in terms of the IBLP knowledgeable attribute while conscientiousness scores were constant.

Second, the effect of education programmes on the IBLP inquirer attribute controlling for the influence of the BFI conscientiousness was analysed and it was found that the effect of the education programmes was significant ($\beta = -2.269, p = .020$), which means that the students in the IB DP had significantly higher inquirer scores than the students in the non-IB programme while controlling the influence of conscientiousness. More specifically, the students in the IB DP had 1.94-unit higher scores on the inquirer attribute when conscientiousness was constant.

For hypothesis 2, the covariant was openness to experience. First, the effect of education programmes on the IBLP caring attribute controlling for the BFI openness to experience was analysed and it was found that the effect of the education programmes was not significant ($\beta = .708, p = .479$), meaning that the students in the IB and non-IB programmes were not significantly different in terms of the IBLP caring attribute, when openness scores were controlled.

Lastly, the effect of education programmes on the IBLP open-minded attribute, while controlling for openness to experience characteristic, was examined and found that the effect of the education programmes was significant ($\beta = -1.940, p = .048$),

which means that the students in the IB programme had significantly higher scores on the IBLP open-minded attribute while controlling for openness to experience. Based on these analyses, research questions 1 and 2 were partially supported since the education programmes were significantly related to two of the four attributes hypothesised when controlling for inherent BFI personality traits conscientiousness and openness to experience.

Interaction of BFI Personality Traits and Education Programmes on the IBLP Acquisition

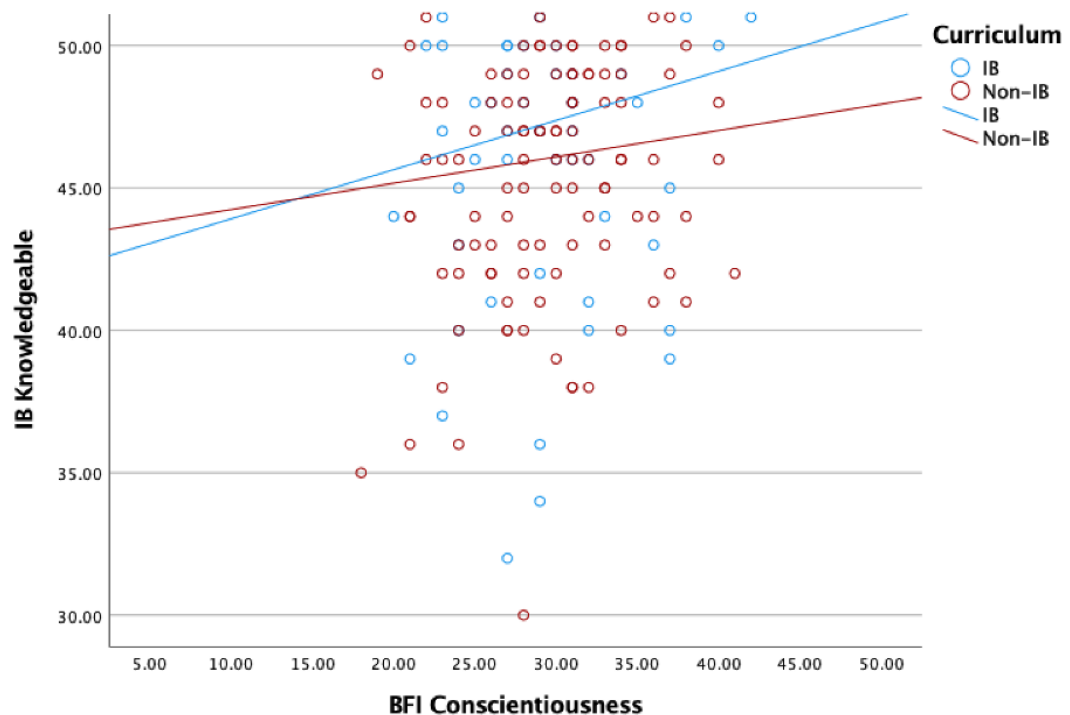
For research question 2, the interaction of BFI personality traits and education programmes on the IBLP attributes was examined because it was expected that although conscientiousness and openness to experience personality characteristics might have a positive relationship with the IB DP attributes, IB DP can have a substitutive effect on those attributes. Thus, since the IB DP can provide the competencies to reach the IBLP attributes, the possible positive effect of the inherent personality traits will be less needed for students to acquire the IBLP attributes. Therefore, the positive relationship between BFI personality traits and the IBLP attributes will be higher for the students in the non-IB programme, and lower for the students in the IB DP, as the IB DP substitutes personality traits.

To examine these interactions, and test hypothesis 3, the interaction between education programmes and conscientiousness on the IBLP knowledgeable and inquirer attributes was tested. To test this hypothesis, multiple linear regression with the interaction was conducted, and the results showed that there was not a significant interaction between education programmes and conscientiousness. Specifically, the relationship between conscientiousness and the IBLP knowledgeable attribute was

not significantly different for the students in the IB DP and non-IB programme ($\beta = -.080, p = .566$) (see Figure 1).

Figure 1

The Interaction between Education Programmes and Conscientiousness on the IBLP Knowledgeable Attribute

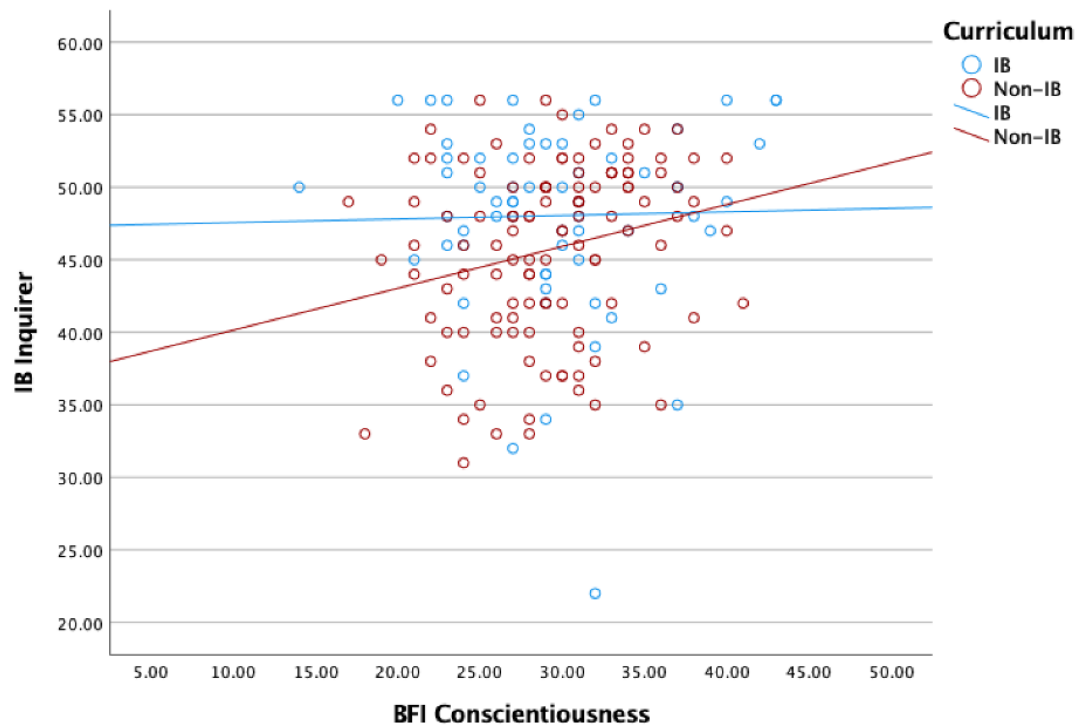


In terms of the IBLP inquirer attribute, the interaction of education programmes and BFI conscientiousness was also not significant ($\beta = .264, p = .133$), meaning that the relationship between conscientiousness and the IBLP inquirer attribute was not significantly different for the IB and non-IB students. However, the direction of the interaction was in line with the hypothesis. The association between BFI conscientiousness and the IBLP inquirer attribute was stronger for the students in the non-IB programme and less strong for the students in the IB DP, which signals the substitutive effect of the IB DP (see Figure 2).

Figure 2

The Interaction between Education Programmes and Conscientiousness on the IBLP

Inquirer Attribute

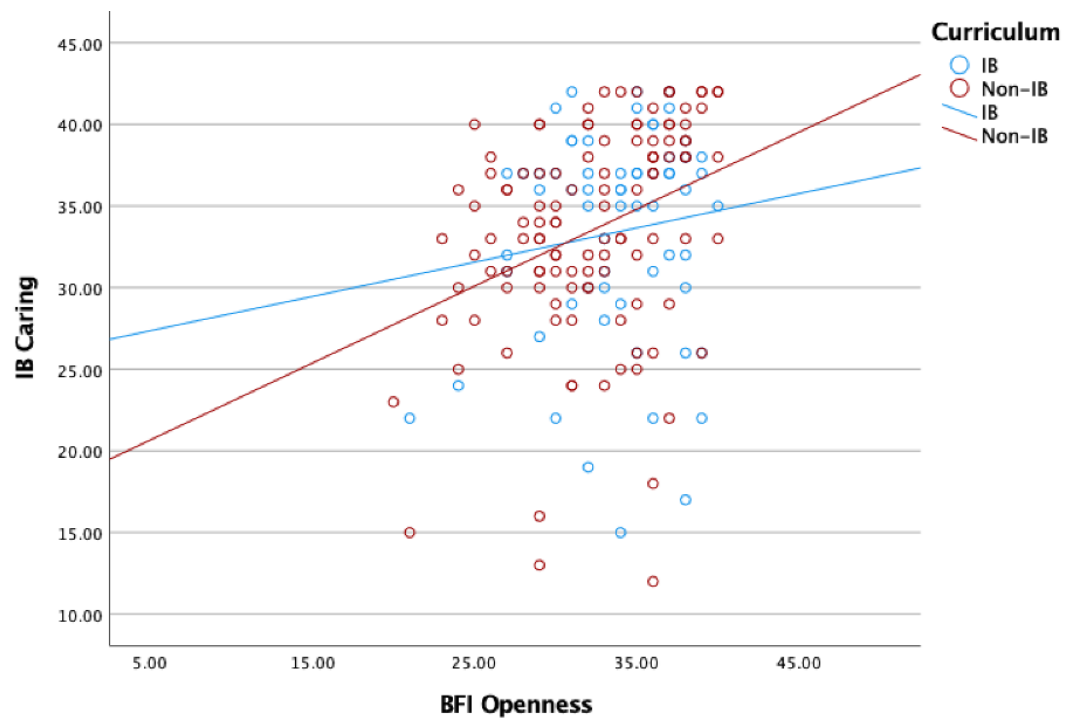


Hypothesis 4 aimed to test whether there is an interaction between education programmes and openness to experience BFI personality characteristics on the IBLP caring and open-minded attributes, and again it was expected that the association between BFI openness to experience and the IBLP attributes would be lower for the students in IB DP because the IB programme provides the necessary skills to reach the attributes without necessitating high levels of some personality characteristics. To test this hypothesis, first, the interaction between education programmes and BFI openness to experience on the IBLP caring attribute was tested using multiple linear regression, and the results showed that the interaction was not significant ($\beta = .261$, $p = .271$), which means that the relationship between openness to experience and the IBLP caring attribute was not significantly different for the students in the IB DP

and non-IB programme. Still, the result was in the hypothesised direction such that the association was stronger for the students in the non-IB programme (see Figure 3).

Figure 3

The Interaction Between Education Programmes and Openness on the IBLP Caring Attribute



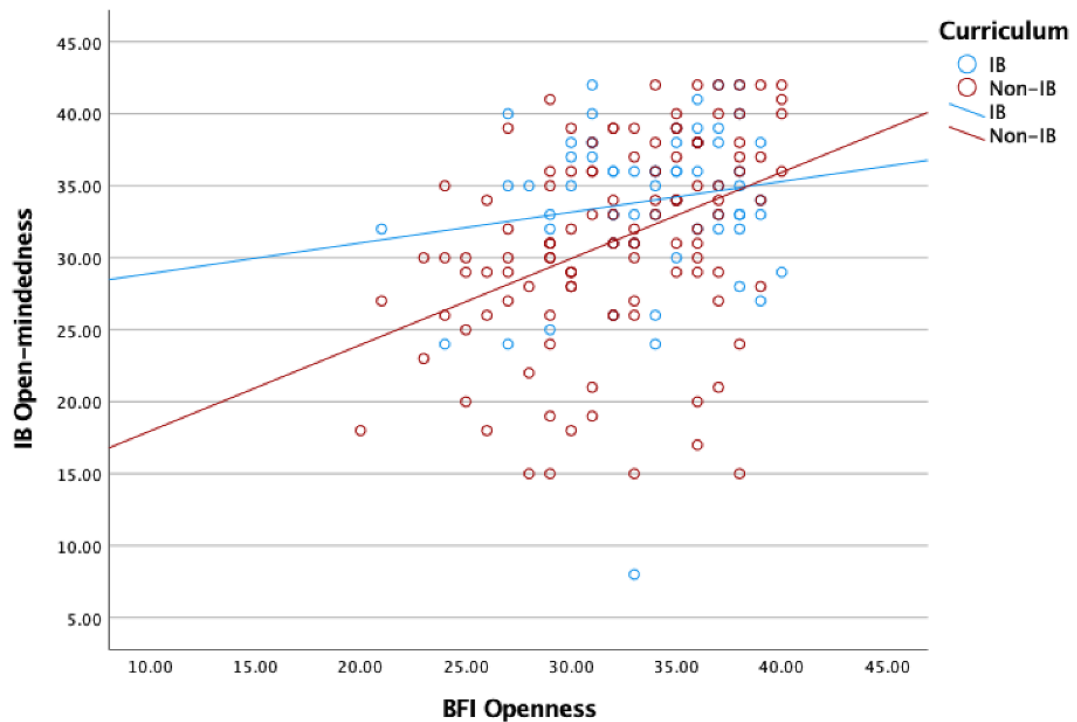
For the last attribute, which is the IBLP open-minded, the interaction between education programmes and openness to experience BFI personality trait was tested and the result was not significant ($\beta = .386, p = .094$), meaning that the association between openness to experience and the IBLP open-minded attribute was not significantly different for the students in the IB DP and non-IB programme.

However, as can be seen in Figure 4, the relationship between BFI openness to experience and the IBLP open-minded attribute was lower for the students in the IB

DP, supporting the substitution of the IB DP, although the result was not significant (see Figure 4).

Figure 4

The Interaction Between Education Programmes and Openness on the IBLP Open-minded Attribute



In conclusion, preliminary results of the Mann-Whitney U analysis show that the IB DP students acquire three (knowledgeable, inquirer, and open-minded) out of four IBLP attributes tested in this study. However, further analysis controlling for relevant personality traits predicted significant differences only for the acquisition of the IBLP inquirer and open-minded. Finally, it is predicted that the IB DP does not substitute for inherent personality traits when it comes to the acquisition of the IBLP attributes.

CHAPTER 5: DISCUSSION

Introduction

This study hypothesised that for students who are not predisposed to certain IBLP attributes (based on relevant personality traits), the IB DP may have a substituting effect and may help them develop the IBLP attributes. The results of the study appear to be mostly aligned with the previous quantitative research on attribute acquisition among the students of IB programmes (such as Bryant et al., 2016; Billig et al., 2014; Koçer, 2019; Rizvi et al., 2014). However, unlike previous studies that looked into the IBLP acquisition within various IB programmes and schools, this study compared the IB DP to a non-IB programme. Therefore, the study's hypothesis further assumed that the IB DP students' IBLP attributes would be stronger compared to students who study different education programmes that have not defined the IBLP attributes as direct outcomes. The reason for such a focus is to better investigate if education programmes (IB DP) that have clear objectives such as the IBLP do indeed make a difference in the acquisition of these objectives.

Overview of the Study

The results of the study were in the direction predicted that the IB DP students scored higher for knowledgeable, inquirer, and open-minded IBLP attributes. However, when personality traits were controlled for, only half of the IBLP traits (inquirer and open-minded) predicted significant differences for the IB DP. Additionally, although it was not significant, the IBLP attribute caring had the opposing direction to what was hypothesised, meaning that compared to non-IB

students, the IB DP students scored lower levels of acquisition on the caring IBLP attribute.

Discussion of Major Findings

The discussion of major findings is grouped based on each of the IBLP attributes that were analysed in this study. Similar to previous studies such as Rizvi et al. (2014) and Koçer (2019), this study found that acquisition varies between each IBLP attribute, possibly due to the fact that each attribute is affected by various external factors (such as gender for the caring attribute of IBLP). It is hoped that this grouping may make possible effective factors for each attribute clearer for practitioners who are interested in focusing on specific IBLP attributes based on their unique circumstances.

The Effect of Conscientiousness on the Knowledgeable Attribute of the IB DP Students

The current study found that the IB DP students acquire the IBLP knowledgeable attribute to higher degrees compared to non-IB students. However, the statistically significant difference between the IB DP and non-IB groups found in the preliminary Mann-Whitney U test disappears when the personality trait conscientiousness is controlled. This might indicate a possible self-selection among the IB DP students. To further explain, students who have higher conscientiousness levels select the IB DP which values an attribute (IBLP knowledgeable) that is correlated to their inherent personality trait of conscientiousness.

Based on the interaction between the IBLP attribute knowledgeable, the IB DP, and conscientiousness, IB students tend to rely more heavily on their inherent personality trait conscientiousness to gain the IBLP knowledgeable attribute, rather than relying on the IB DP education. In comparison, the non-IB students benefit

more from their education programme to attain the same IBLP attribute. It may be argued that this result corresponds to Bryant et al.'s (2016) findings that IB programmes may be supporting students less on the knowledge-based aspects.

To elaborate, unexpected results provided by two different studies quantitatively show that the IB DP-only students outperformed students who also studied in the IB Primary Years Programme (PYP), the Middle Years Programme (MYP), or both with regard to their self-perception of all four attributes (Bryant et al., 2016; Koçer, 2019). Considering how PYP's units are based on each IBLP attribute or MYP performances are assessed with the IBLP in mind, not to mention they provide a much longer exposure to the IBLP, it is rather surprising that students who are least subjected to IB programmes (IB DP-only students) would score higher in the IBLP acquisition.

There were arguments that the heavy emphasis of especially PYP with respect to the IBLP attributes might have caused a deeper understanding of the attributes and thus made students more critical as they assessed themselves with respect to all ruminations of each attribute (Bryant et al., 2016). However, this explanation does not match the current study's findings. According to the results of the current study, there is a possible indication that non-IB students benefit more from their education programme to showcase the IBLP knowledgeable attribute. In contrast, the IB DP students only score significantly higher acquisition of the same IBLP attribute when the impact of their correlating inherent personality trait is not controlled.

There was another argument by Bryant et al. (2016) that because the IB DP-only students attend highly selective high schools, such students would of course work more rigorously and acquire all aspects of the IB DP programme as compared to the students who are a part of IB Continuum schools who did not go through

much of a selection since they were probably admitted in much earlier ages. The current study initially seems to support Bryant et al.'s claim: when two groups of students from the same high school with highly selective admission requirements are compared, IB students do indeed score significantly higher in this attribute. However, the results from the current study also predict a possibility of self-selection because when participants' inherent personality trait conscientiousness is controlled, such significance disappears.

According to the counterintuitive results of the current study, Bryant et al.'s (2016), and Koçer's (2019), the IB DP might have some shortcomings in knowledge-based aspects of its education when compared with other educational programmes. In Bryant et al.'s (2016) study students argued that other non-IB programmes with heavier discipline-specific skills such as the International General Certificate of Secondary Education (IGCSE) or Advance Placement (AP) prepared them better for IB exams that are subject-specific and any other knowledge-based skills such as the IBLP knowledgeable attribute.

The IB DP supports the IBLP Inquirer Attribute

The results of this study indicate that the inquirer IBLP attribute is the most successful attribute among the IB DP students compared to non-IB programmes. Even when self-selection is controlled by the covariant conscientiousness personality trait, the IB DP students showed significantly higher acquisition rates. This is important because previous studies indicated some concerns about this attribute regarding cultural misalignment (Walker, 2010), and limited time and demanding exam schedules by teachers and students (Billig et al., 2014; Bryant et al. 2016).

To further explain concerns regarding cultural misalignment, the IBLPQ survey used in this study is designed in such a way that the attribute inquirer represents the emotional domain of the IBLP and further represents the attributes of risk-takers and balanced. This is significant because the risk-takers attribute was the most controversial attribute with regard to its place in Eastern cultures. Most researchers, pioneered by Walker (2010), argued that it would be out of place to expect its acquisition in Eastern cultures. This study is conducted in Türkiye, a geographical bridge between the East and the West but historically representative of the East. Although in this study the comparisons of acquisition were made within the same culture, it would still indicate if there was any such feared resistance to this domain, though there was no such finding.

The IBLP Caring Attribute May Not Be Supported by the IB DP

Both the preliminary Mann-Whitney U test and multiple linear regression analysis of the current study indicate that the IB DP students score lower than non-IB for the caring attribute. Neither the Mann-Whitney U results nor the multiple linear regression results are statistically significant, nevertheless, caring is the only attribute in which the IB DP students scored less on average than non-IB students. These results of the current study contradict a study conducted by Koçer (2019) in Türkiye showing that students think they acquire the caring attribute the most. On the other hand, the current study seems to parallel Billig et al.'s (2014) results that among the US schools, this was the attribute with lower ratings of acquisition. Based on this, one might argue that the level of acquisition of the caring IBLP attribute is independent of national background.

Additionally, the results of the current study may somehow be consistent with Bryant et al.'s finding (2016) that the IB DP students who score lower with respect

to the caring attribute score higher in the exams, keeping in mind that the school where the current study is conducted is among the top exam score performers among all the IB World schools. Yet, considering that the IB students do community service regularly with CAS, and the IB DP emphasises diversity and caring for others, the results were still surprising. According to Bryant et al. (2016), one explanation may be that the more seriously the students are prepared for the subject-specific DP exams, the less time is left for an attribute that is more related to CAS than the subjects of the exam. Furthermore, CAS has a binary, pass/fail assessment which makes it one of the easiest components of the IB programme to be successful in. Unfortunately, the results-oriented culture of schools and students with the highest DP exam scores often did not prioritise this easily obtainable gain (Lee et al., 2012, as cited in Lee, 2018) which might have led to lower acquisition rates among students with higher exam scores.

The current study conducted a post hoc analysis to investigate gender-based differences in the caring attribute of the IBLP taking into consideration the findings by Koçer (2019). She argued that caring was the IBLP attribute that indicated a significant difference in acquisition between students who identified as female and students who identified as male. The Mann-Whitney U test in the current study also supported Koçer's findings with a significant difference between the two genders ($p < .002$). However, to further investigate the role of the IB DP on the matter, a post hoc ANOVA interaction analysis was conducted for the current study. The aim of this additional interaction analysis was to determine if such a gender-based difference was due to inherent differences between genders regardless of the IB DP education or if the IB DP education affected genders differently when it came to acquiring the caring attribute. Although female students seem to have higher caring

scores, the interaction is not significant so female and male students did not benefit from the IB DP differently and the initial difference is more likely due to inherent reasons and not the IB DP education.

The IB DP Supports the IBLP Open-Minded Attribute

In this study, similar to the inquirer attribute, the open-minded attribute also seemed to be more significantly acquired by the IB DP students, even when relevant personality traits were controlled for (indicating that self-selection was not the reason for such acquisition). Once again, these results are especially significant considering that this is a school with 100% Turkish nationals who have been educated in Türkiye for most of their lives if not all their lives. This means that although this is a school offering international education through programmes such as the IB DP and an international academic staff, it is not an international school made up of an international student body. This does not necessarily pose a significant difference or a limitation in the context of the current study compared to the rest of the IB schools. However, some of the theoretical arguments that claimed that the IBLP open-mindedness attribute is acquired based on the international environment of the IB schools rather than the educational programme, have been proven otherwise based on the results of the current study. Additionally, under the same national environment, the IB DP students still seem to have higher levels of open-mindedness acquisition. Such results reflect the power of international education rather than the power of the international population of schools. Thus, the results indicate that open-mindedness can be increased in a national environment solely through an internationally minded education programme (e.g., IB DP).

This attribute represents the cultural domain of the IBLP in the design of the IBLPQ and it also corresponds to the communicators attribute. As cultural issues are

where the IBLP raises the most questions in terms of its applicability, this attribute has many conversations around it. To begin with, most students in Rizvi et al.'s (2014) research assumed that schools that are not international (such as the school where the current study is conducted) may easily discourage open-mindedness due to religious or national influences. Their assumptions are backed by the findings of Billig et al.'s research (2014) where this is the one IBLP attribute that does not show higher acquisition in parochial schools in comparison to international schools due to its potential for conflict with religious teachings that tend to be less open to external input. In contrast, the current study indicates that national settings do not pose a challenge to its acquisition; however, a study in an international setting with a similar research design might reveal more details on the subject.

Additionally, even Rizvi et al.'s (2014) research participants claimed that certain international students coming from more authoritarian countries would be less open-minded than local students (these claims were made by participants from Hong Kong). These participants made one more crucial observation that even if there were fewer open-minded students joining their school due to prior cultural contexts, these differences were quickly eliminated in international schools and all students quickly adapted to the open-minded culture of the school. This not only proves how powerful the school culture is compared to one's sociocultural background but also the importance of establishing an open-minded school culture, especially in national schools where this may not naturally occur due to the high number of local students. The current study is conducted in just that type of school with 100% Turkish students while being internationally minded through its international education programmes such as the IB or its memberships such as the Council of International Schools (CIS). Such schools are where the IBLP's open-

minded attribute plays a crucial role in the international mindedness of its national students because without an internationally minded educational programme such national schools may not provide their students with international perspectives that international schools can easily do.

One research study that has contrasting results conducted in the same country as the current study is Koçer's as her quantitative data showed the least acquisition for the attribute open-minded (2019). It is important to note that her quantitative data is also in contradiction with the qualitative data of her study where both teachers and students were quoted that they believed that students acquired this attribute. One reason for such discrepancy in her quantitative and qualitative data may be explained by the doubts of some teachers that students just suppressed their closed-mindedness within the context of the programme and never actually acquired open-mindedness to a degree that is beyond in-class interactions.

Another related commentary from Koçer's study (2019) was that due to worries about how at times practising open-mindedness may bring up unwanted distractions and heated debates in the classroom, teachers avoided topics that would help develop this attribute in their haste to complete subject-specific teachings. In conclusion, Koçer's study favoured the quantitative data over qualitative data and concluded that students did indeed score lower for open-mindedness. However, in light of the quantitative findings of the current study, further inquiry into this attribute might provide more conclusive results.

One final post hoc analysis was conducted in the current study on this IBLP attribute in consideration of the findings of previous studies. Researchers such as Koçer (2019) and Rizvi et al. (2014) have noted that if students belong to multinational contexts (such as holding multiple nationalities themselves), this may

contribute to students' open-mindedness regardless of the educational programme. It is known that all of the participants in the current study are Turkish nationals, but 21 of them had two nationalities (i.e., they were legally and officially citizens of Türkiye and another unspecified country; in other words, they had two passports). To further investigate the potential contribution of the IB DP to students' open-mindedness, a post hoc ANOVA interaction analysis was conducted in the current study. The interaction was not significant, so the students with both one and multiple nationalities benefited from the education programmes in the same manner. For the IB DP, students with multiple nationalities have lower IBLP open-mindedness, which is a very counterintuitive result. For the non-IB programme, students with multiple nationalities have higher IBLP open-mindedness, which is a very intuitive result. Since there is no overall difference between the different education programmes, it seems that the IB DP learning experiences may substitute (although not significantly) for the lack of the IBLP open-mindedness among students of multiple nationalities.

Overall Discussion of Major Findings

For all three IBLP attributes inquirer, caring, and open-minded, when the education programmes and BFI personality trait interaction predictions are placed in scatterplots, the predictions of the lines of best-fit show that as the BFI personality traits increase, there appears to be a shift in which group (from IB DP to non-IB) would have higher predicted the IBLP attribute outcomes. This trend may be interpreted as follows: the IB DP is more beneficial for students who have lower or medium levels of inherent personality traits of conscientiousness and openness. This is because the IB DP has the potential to substitute, though not statistically significantly, for a student's lower personality traits when it comes to reaching

relevant IBLP outcomes. Nonetheless, this substitutive effect may be strong enough that an IB DP student would score higher IBLP outcomes when compared to a non-IB student who has a comparably low or medium level conscientiousness trait or openness trait. Alternatively, given how the personality traits affect the compared differences between the IB DP and non-IB students, the results of this study also indicate that for students who already have high conscientiousness or openness BFI personality traits, the IB DP may not play a critical role in that student attaining the IBLP outcomes. In other words, although the IB DP education seems to have the potential to substitute for lower or medium inherent personality traits regarding the acquisition of the IBLP attributes, for students who already have higher levels of such personality traits, education does not seem to substitute the personality traits.

Implications for Practice

For teachers in IB schools, the results of this study may be a guidepost on where the education programme successfully leads to designated outcomes and where there is a need for more support. This study demonstrated that the IB DP education is effective in delivering most of its outcomes regarding the IBLP attributes even when controlling for self-selection, which means that practitioners can be assured that despite inherent personality traits, the IB DP has the potential to develop IBLP attributes. Even when students do not have high levels of personality traits that correlate with the IBLP attributes, the IB DP programme may substitute for medium and lower levels of relevant personality traits. However, educators may be aware of the fact that IB education might negatively affect students' knowledgeable attributes. This may be due to the fact that IB has a more balanced weight distribution of skills such as knowledgeable, inquirer, and open-minded whereas programmes such as the MoNE in Türkiye and Advanced Placement (AP)

are mostly knowledge-based as their objectives are subject-specific and they measure students in one-off summative knowledge-based exams. Compared to such educational programmes, the fact that IB distributes its goals between cognitive and metacognitive skills might affect at the very least students' perceptions of themselves as knowledgeable learners.

Additionally, matching the IBLP attributes with certain personality traits and looking at their interactions may inform educators on how to approach each of the IBLP attributes. For example, the IBLP caring attribute correlates with the openness personality trait. Although the findings indicate that the IB DP education may substitute some kind of lack in that personality trait, the IB DP students showed less acquisition in this attribute. The fact that caring is the only attribute that consistently showed less acquisition among the IB DP students compared to the non-IB students indicates that caring might be the IBLP attribute that needs to be prioritised in the IB DP education. Remembering that this is a self-reporting study, educators might also consider activities that help students realize all the ways they are and can be caring. Although it may be overwhelming to design lessons for each of the 10 IBLP attributes at once, teachers may choose to prioritise enforcing the caring attribute (or any other attribute as they see fit for their specific cases) through in-class activities, long-term projects, or reflections.

Implications for Further Research

No study so far conducted quantitative research comparing IB programmes with other education programmes with regard to the acquisition of the IBLP attributes. However, Bryant et al.'s (2016) study showed a trend that the less the students are subjected to the various IB programmes, the higher they score not only in IB exams but also in the IBLP acquisition. This trend poses a question for further

exploration to compare IB students with non-IB students when possible (such as with regards to IBLP attribute acquisition or university and career life satisfaction). Although the interaction results of the IB DP's substitution of correlating personality traits were in the hypothesised direction for three attributes (inquirer, caring, and open-minded), none showed significance. Future research comparing such effects of the IB programme on personality traits with various non-IB programmes may have promising results.

Additionally, the results relating the interaction of the IB DP and personality traits with regard to the IBLP acquisition indicate that further research on this line of inquiry may prove how educational programmes might help people with certain levels of personality types. It is noteworthy to emphasize that the personality types that the IB DP has the potential to substitute are conscientiousness and openness which are very closely related to future job satisfaction and success (Bono et al., 2012; Moss & Ngu, 2006; Templer, 2012). This connection of IB with such traits may be valuable for research looking into the future competencies of IB alumni. Nonetheless, all of these readings are based on non-significant data analysis, and it is impossible to come to conclusions without further research on the topic. One possibly fruitful direction from here onwards may be measuring students' implicit beliefs on their personality traits and if they may ever change certain traits or attributes in any way. Such a study would cross paths with studies on Growth Mindset (Dweck, 2006) and may look into the possibility that students with a growth mindset would benefit more from the impact of education while acquiring attributes related to personality traits.

Limitations

Firstly, if there were data from a pre-test with the same students that make up the sample of this study, the individual growth of students due to the education programmes in relation to the IBLP might have been observed in more detail. Another possibility for user data that has been almost impossibly difficult so far in this type of study is measuring the current participants in their adulthood. Unfortunately, although the need was stated as early as 2014 by the former Deputy General of IBO, Hill, no study has been able to collect such data (Saxton & Hill, 2014).

Concerns relating to self-selection have also been an issue that this study tried to eliminate. It may be argued that students who already have pre-existing attributes similar to IBLP attributes may choose the IB since it best fits their personality, thus making it difficult to identify IBLP attributes as education programme outcomes. This study tried to control for some of the personality attributes, but it would be rather difficult to control for all possibly related inherent personality traits.

One final limitation is that by the nature of its measurement tools, both IBLPQ and BFI are translated into Turkish to receive the approval of MoNE in Türkiye. The translations were approved by the thesis supervisor, Assistant Professor Anita Alexander and by the MoNE investigator who controlled the wording of the final questionnaire and deemed the translations appropriate for the ministry approval. Additionally, the results of the current study were analysed to measure reliability and as detailed in the previous chapters, both sections of the survey yielded reliable Cronbach's Alpha scores.

Another matter to be addressed is the fact that the surveys were self-reported. One pitfall in the use of self-report is that because IB students are taught more about

what the IBLP attributes actually are, they are able and tend to be much more critical when they evaluate themselves for such standards and this may cause the IB students to score lower (Bryant et al., 2016). Teacher and peer evaluation of the participants might have helped with this limitation but that would have been very difficult with the sample size aimed for this research. Thus, finding the even smaller effects of the IB DP programme on the IBLP by keeping a greater sample size is prioritised over the limitations brought by self-reporting.



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Appendix A

The Scale of the Study

Part 1. Big Five Inventory Questions for Openness to Experience and Conscientiousness (John & Srivastava, 1999)

You will answer questions based on your personality traits. Please indicate your agreement with each statement.

1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

1. I am curious about many things.
2. I always come up with new ideas.
3. I am creative and a deep thinker.
4. I have an active imagination.
5. I am inventive.
6. I value artistic experiences.
- ~~7. I prefer work that is routine. (R)~~
8. I like to reflect and play with ideas.
- ~~9. I have few artistic interests. (R)~~
10. I am advanced in art, music or literature.
11. I can be somewhat careless. (R)
12. I carry out my job thoroughly.
13. I am a reliable worker.
14. I tend to be disorganized. (R)
15. I tend to be lazy. (R)
16. I persevere until the task is finished.
17. I do things efficiently.
18. I make plans and follow through with them.
19. I am easily distracted. (R)



Kısım 1. 'Sorumluluk' ve 'açıklık' kişilik özelliklerinin ölçülmesi¹²

Aşağıdaki ifadelere kişilik özelliklerinize uygun olarak cevap vermeniz beklenmektedir. Lütfen verilen her ifadeye ne oranda katıldığınızı belirtiniz.

1 = Kesinlikle Katılmıyorum; 2 = Katılmıyorum; 3 = Ne katılıyorum ne de katılmıyorum; 4 = Katılıyorum; 5 = Kesinlikle Katılıyorum

1. Pek çok konuda meraklıyım.
2. Sıklıkla yeni fikirler bulurum.
3. Yaratıcı ve derin düşünen biriyimdir.
4. Aktif bir hayal gücüm vardır.
5. Mucit gibi düşünen biriyimdir.
6. Sanatsal deneyimlere değer veririm.
7. Rutin bir çalışma düzeni tercih ederim.
8. Fikirlerim üzerine dönüşümlü düşünmeyi severim.
9. Az sayıda sanatsal ilgi alanım vardır.
10. Görsel sanatlarda, müzik ve edebiyatta ileri derecede becerilere sahibimdir.
11. Bazen ilgisiz olabilirim.
12. İşlerimi detaylıca yaparım.
13. Çalışmalarımda güvenilir biriyimdir.
14. Düzenli olmadığım durumlar olabilir.
15. Çok çalışkan olmadığım zamanlar olabilir.
16. Bana verilen görevi sabırla yerine getiririm.
17. İşlerimi verimli bir şekilde yaparım.
18. Planlar yapar ve onları gerçekleştiririm.
19. Kolaylıkla dikkatim dağılır.

Part 2. IB Learner Profile Questionnaire (IBLPQ) (Walker et al., 2016)

You will answer questions based on your learner attributes. Please indicate your agreement with each statement.

1 = Strongly Disagree; 2 = Disagree; 3 = Partially Disagree; 4 = Neutral; 5 = Partially Agree; 6 = Agree; 7 = Strongly Agree

1. I explore ideas and information from a range of different sources
2. I explore ideas from a number of different perspectives and/or subject areas
3. I appreciate the strengths and weaknesses of other people's ideas
4. I change my mind on issues after considering new evidence
5. I apply ideas and concepts to understand how things work in new situations
6. I analyse and present information and ideas found in different subject areas
7. I build on others' ideas to form my own opinion
8. I apply familiar ideas and concepts in new ways in order to defend my own opinion
9. I become curious about the things I read, see and hear
10. I find out if there are more complex reasons for what appears to be a simple idea of belief
11. I know how to systematically research a problem or a question
12. I evaluate and use feedback from a variety of people to improve my learning
13. I use a range of research strategies to investigate a problem
14. I know how to research a problem independently
15. I enjoy learning for myself, not just because it is required
16. I want to keep on learning new things throughout my life
17. I empathise with the feelings and needs of others in my local community
18. I respect the feelings and needs of others in my local community
19. I commit time and energy to help those in need
20. I show care and compassion for my peers
21. I make a positive difference in other people's lives
22. I empathise with the feelings and needs of people living in different communities and countries
23. I critically examine my own cultural values and beliefs
24. I critically explore the ways different individuals and cultures see the world
25. I learn about the values and beliefs of different cultures
26. I examine my own values and beliefs through learning how people from other cultures think and act
27. I consciously seek more knowledge about different cultures
28. I encourage others to learn about different countries and cultures

Part 3. Background Questions

1. Gender
 - Female
 - Male
2. Do you have more than one nationality: yes/no
 - Yes
 - No
3. Which of the following are you:
 - IB
 - Non-IB
4. Please specify if you attended other IB Programmes (you may choose more than one):
 - Primary Years Programme (PYP)
 - Middle Years Programme (MYP)



Kısım 2. UBÖP Ölçeği^{3 4}

Aşağıdaki ifadelere ne derece katıldığınızı bir öğrenci olarak değerlendiriniz.

1 = Kesinlikle Katılmıyorum; 2 = Katılmıyorum; 3 = Kısmen Katılmıyorum; 4 = Ne katılıyorum ne de katılmıyorum; 5 = Kısmen Katılıyorum; 6 = Katılıyorum; 7 = Kesinlikle Katılıyorum

1. Farklı kaynaklardan yeni fikir ve bilgi araştırırım.
2. Pek çok farklı kaynak ve alandan fikir araştırırım.
3. Başkalarının fikirlerinin hem güçlü hem de güçsüz yanlarını kıymetli bulurum.
4. Yeni kanıtlara bakarak fikrimi değiştiririm.
5. Yeni durumlarda bir şeylerin nasıl yürüyeceğini anlamak için fikir ve konseptler üretirim.
6. Farklı alanlarda bilgi ve fikirleri analiz edip sunabilirim.
7. Kendi fikirlerimi oluştururken başkalarının fikirlerini de dinlerim.
8. Düşüncelerimi savunmak için bildiğim fikir ve konseptleri yeni yollarla kullanabilirim.
9. Okuduğum, gördüğüm ve duyduğum şeylere meraklıyım.
10. Basit görünen fikirlerin arkasındaki daha karmaşık nedenleri araştırır ve bulurum.
11. Bir problem veya soruyu sistematik bir şekilde araştırmayı biliyorum.
12. Öğrenimimi arttırmak için farklı insanlardan geri bildirim alırım ve bu geri bildirimleri değerlendiririm.
13. Bir problemi araştırmak için çeşitli araştırma stratejileri kullanırım.
14. Bir problemi bağımsız bir şekilde nasıl araştıracağımı biliyorum.
15. Zorunlu olmasam da kendim için öğrenmeyi seviyorum.
16. Hayatım boyunca yeni şeyler öğrenmeye devam etmek istiyorum.
17. Yaşadığım yerde yaşayan insanların duygu ve ihtiyaçlarına anlayış gösteririm.
18. Yaşadığım yerde yaşayan insanların duygu ve ihtiyaçlarına saygı duyarım.
19. İhtiyaç sahiplerine yardımcı olabilmek için zaman ve enerji harcarım.
20. Akranlarıma özenli ve merhametli davranırım.
21. Başkalarının hayatlarına olumlu bir fark katarım.
22. Farklı toplumlardaki insanların duygu ve ihtiyaçlarına karşı duyarlıyım.
23. Kendi kültürel değer ve inançlarımın farkındayım.
24. Farklı bireylerin dünyaya karşı bakış açılarını bilinçli bir şekilde araştırırım.
25. Farklı kültürler hakkında bilgi edinirim.
26. Kendi değer yargılarımı başka insanların öğrenilmişlikleri ile karşılaştırırım.
27. Farklı kültürler ile ilgili bilgi edinirken sorumluluk sahibi bir tutumum vardır.
28. Başkalarını da farklılıklar konusunda bilgi sahibi olmaları için desteklerim.

Kısım 3. Doldurulması Zorunlu olmayan sorular

1. Cinsiyet
 - a. Kadın
 - b. Erkek
2. Birden fazla ülke vatandaşlığınız var mı:
 - c. Evet
 - d. Hayır
3. Bulunduğunuz okulda aldığınız eğitim UB programlarını içeriyor mu?
 - e. Evet
 - f. Hayır
4. Eğer bulunduğunuz okula gelmeden önce UB müfredatlarından herhangi birinde eğitim gördüyseniz işaretleyiniz (Birden fazla işaretleme yapabilirsiniz):
 - e. İlkokul UB programı (Primary Years Programme)
 - f. Ortaokul UB programı (Middle Years Programme)