

RESEARCH ARTICLE

Parents' Views On Support And Training Courses (STC)

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Abstract

The aim of this research is to reveal the parents' views on Support and Training Courses (STC). In this research conducted using qualitative research models, study data were collected from 23 parents of secondary and high schools in the city center of Bolu in the second term of the 2018-2019 academic year. The data were obtained through semi-structured interview forms and were analyzed by descriptive analysis and content analysis. As a result of the research, it was concluded that the participants thought STC courses beneficial/efficient, they enroll their students in courses that had questions in university and high school entrance exams, such as mathematics, physics, science, Turkish, social studies, and in courses they selected teachers whom they considered qualified, they found the attitude of the school administration in choosing the course generally positive, their students make up in the courses, their students divided into classes according to their level in the courses, and the courses positively affect the students in terms of social and sports activities, and the success of their students increased as a result of the courses, but they find the timing of the courses wrong.

Keywords: Course, student, parents.

Introduction

The main purpose of National Education is to improve students in line with the targets set, during these developments they are supported in various ways by the educational institutions they are educated. However, there may be some problems in reaching the targetted level in both formal and non- formal education institutions. As the cause of these problems; the high number of

students in the classes, time and material shortages, student differences, problems with the program and teacher's performance and many reasons such as these (Ünsal and Korkmaz, 2016). In order to minimize these negativities in education, when necessary, different studies can be carried out within the education system (Aküzüm and Saraçoğlu, 2018). Students and especially parents started to look for alternative educational institutions, especially because the education system is exam oriented. Perhaps one of the most important of these alternatives is private teaching institutions. However, private teaching institutions has entered the process of closing with the amendment of Article 9 of the law '*Law on the amendment of the Basic Law on National Education and some laws and decree laws.*' Dated 01.03.2014 and numbered 6528 (Ministry of Education [ME] 2014a). As part of the process some of the private teaching institutions were closed, while some of them gradually entered the process of transformation into private schools. In this process, instead of private teaching institutions some illegal courses so called 'under the counter' appeared. In order to eliminate this negative situation, the Ministry of Education (ME) has put forward an alternative solution and has decided to implement Support and Training Courses (STC) (Nartgün and Dilekçi, 2016). Dated in 23.09.2014 and with the approval of authority number 4145909, it has been decided to implement support and training courses for the secondary school, high school and public education center students. The courses are planned as three semesters, namely the first, second and the summer. And it was decided to open the courses with a certain number of students, considering the wishes of the students (ME, 2014b). In this context, support and Training Courses has started since 2014-2015 academic year and attracted great attention by students and parents. The following decisions were taken by planning the courses by ME. "In the first and second term courses, students in grade 5, 6 and 7 of secondary Schools and 9, 10 and 11 of high schools can take up to a total of 12 hours per week; students in grade 8 of secondary schools can take up to 6 different lessons up to a total of 18 hours per week; grade 12 of high school students and graduate trainees can take up to a 6 different lessons up to a total of 28 hours per week.1.19.In summer courses students who have completed 5th and 6th grades of secondary schools and students who have completed 9th and 10th grades of high schools can take up to 5 different lessons up to a total of 12 hours per week; students who have completed 7th and 8th grade can take up to 6 different lessons up to 18 hours per week; students completing the 9 th and 10 th grades of high school can take up to 5 different lessons up to 12 hours per week; students completing 7th and 8th grade can take up to 6 different lessons up to 18 hours per week; students completing 11th and 12th grade and graduate trainees can take up to 6 different lessons up to 24 hours per week." Student application is arranged like students attending official formal education institutions and private Education institutions apply for a course with e school information via EBA and teachers application are received via EBA and the process continues. Students were involved in the course process by selecting and registering which courses they needed and the teachers of the courses they needed through the system. Classes are created according to the number of student applications. Classes are created with the statement that "It is essential that the number of students/ trainee who will attend each course program should not be less than 10, and the class size should not be more than 20. If the number of students/ trainee is more than 20 the second group is formed. However, a new group can not be created before the maximum number of each group is filled. However, in a single group programmes the number of students/ trainees can be increased to 25, considering the capacity of the classes." And it was decided to close courses if the number of students attending the course falls below 10 (ME, 2017). Since March 2020, STC courses have been closed together with schools due to the pandemic, STC courses were not opened

by ME due to the epidemic during the summer period. It has been decided to open a course following lessons in the first term of 2020-2021 academic year, only 8th and 12th grades having preparatory courses at high schools and universities, "Turkish, Turkish language and literature, Mathematics, Physics, Chemistry, Biology, Science, History, Geography, History of Revolution and Kemalism, Religious Culture and Moral Knowledge, Foreign Language, Philosophy, Psychology, Sociology and Logic" (ME, 2020). Class sizes reduced due to pandemic and classes were made ready for education in accordance with the '*Improving hygiene conditions in educational institutions and infection prevention control guide*' prepared by ME ([http:// www.memurlar.net](http://www.memurlar.net)), students and teachers were informed.

Efficiency in education takes place with a specific target and discipline. In providing students with the goals set to achieve these goals, the importance of support and training courses is emerging in students' becoming questioning, researching, working in collaboration and guiding their lives by getting to know themselves. Because the education given in schools may be insufficient for the students (Nartgün and Dilekçi 2016; Sarıca, 2018). It is worrisome that Turkey ranking relative to other countries in international exams (such as PISA, TIMSS). For example according to 2016 data in the PISA exam in which maths, science and reading skills are measured Turkey was ranked fifty among 72 countries (BBC News Turkish 2016) and according to 2018 data among 78 countries according to reading scores, Turkey was ranked 40 and it was below the national average of OECD (Öztürk, 2019). These and similar situations have led parents and students to various pursuits and the importance of support and training courses has increased even more. In addition, the fact that the courses are free of charge in terms of providing equal opportunity in education has caused their importance to increase (Nartgün and Dilekçi, 2016).

When the literature is examined it is seen that the support and training courses which have become more important in education system in recent years are examined according to the opinions of teachers and students (Aküzüm and Saraçoğlu, 2018; Bozbayındır and Kara, 2017; Canpolat and Köçer, 2017; Demir-Başaran and Narinalp-Yıldız, 2017; Göksu and Gülcü, 2016; İncirci, İlğan, Sirem and Bozkurt, 2017; Nartgün and Dilekçi, 2016; Sarıca, 2018; Şahin and Gül, 2017; Ünsal and Korkmaz, 2016). On the other hand it is observed that there's lack of work on parents' views on support and training courses. Therefore, the main problem of the research is the opinions of parents whose children attend the support and training courses.

Aim of the Research

The main purpose of the research is to reveal the opinions of the parents of secondary and high school students who attended the support and training courses, about these courses. For this purpose the following questions were asked to the parents:

1. How do you evaluate the support and training courses?
2. Especially which lessons do you enroll your child in support and training courses?
3. In the support and training course do you choose your child' s own teachers or teachers who you think are more qualified?

4. How do you evaluate the school administrators' attitude in choosing courses and teachers in support and training courses?
5. What are the positive aspects of support and training courses for you?
6. How do you think the process of creating classes in support and training courses should be?(Should classes be created on a class or level basis?)
7. How do you think the support and training courses affect your student's social/ sports activities?
8. How do you evaluate the timing of support and training courses?
9. Are there any shortcomings of the support and training course for you? If there are what?
10. How did the support and training courses affect your student's course success or mock exams results?

Method

Research Model

Qualitative research Model was used in the research. In qualitative research, events and facts are discussed in line with the opinions of the participants (Ekiz, 2013). There are many conceptual models in qualitative research and in this study the phenomenological model that allows the semi-structured interview forms to be analyzed effectively was used. Phenomenology can be explained as a research model that provides outputs that allow us to examine in depth (Yıldırım and Şimşek, 2013).

Working group

23 parents whose students attended support and training courses in the second semester of the 2018-2019 academic year participated in the study. Personal characteristics of the participants: 10 of them are secondary school, 13 are high school student parents; 5 primary school, 3 secondary school, 10 high school, 1 associate degree and 5 undergraduate degree graduates; 17 women and 6 men; 11 of them are between 31-40 years old, 11 of them are 41-50 years old, 1 is 51 and above years old; 11 of them are housewives, 4 teachers, 4 workers, 2 financial advisors, 2 officer and 1 retired.

Data Collection Tool

A semi- structured interview form was prepared and implemented in order to reveal parents views on support and training courses. While preparing the interview form relevant field research was conducted and questions were prepared within the scope of validity and reliability. Internal validity was provided by taking the opinions of experts in the field. The interview form was applied to parents (out of the working group) and it was understood that the questions were

clear and understandable. 10 questions prepared were asked to the parents who participated in the study and the data of the study were obtained.

Analysis of data

Descriptive analysis method which is one of the qualitative data analysis was used in the analysis of parents opinions about the support and training courses. Descriptive analysis method is evaluated by going down solutions in the light of the themes previously revealed. Literal quotations are used extensively in order to reveal the views fully. Thus, it is ensured that the obtained data are regularly interpreted and revealed to the researchers. (Yıldırım and Şimşek, 2011) In order to reveal the reliability of the study the codes that were agreed upon by examining the forms by field experts and researchers were included in the study. To reveal the reliability of the research Miles and Huberman's (1994) formula $P(\text{agreement percentage}) = \frac{Na(\text{agreement})}{Na(\text{agreement}) + Nd(\text{disagreement})} \times 100$ was used and the agreement of opinion was found to be 95%. The data the collected from parents of different grade levels, as the course is the administered at different grade levels in secondary and high schools. The data obtained through one- to- one interviews with the parents were recorded in writing. The frequency of telling the obtained data has been revealed with frequency and one- to- one opinions of the parents were included. Parents coded as P, data between P1-10 codes are secondary school student parents, and the given code between 11-23 is coded as the high school student parents.

Results

When parents views on the 'How do you evaluate the support and training courses?' question are examined % 82.60 (f=19) finds beneficial/efficient, % 8.69 (f=2) finds insufficient/ inefficient, % 8.69 (f=2) finds it changes according to the situation. The high rate of parents who find it and beneficial/efficient can be interpreted as a remarkable situation. Some expressions regarding the data opinions on the evaluation of the support and training courses are as follows;

'I find it positive that children reinforce what they have learned in the lessons, and listen again the subjects they don't fully understand.' (P 5). *'I don't find it very adequate because there is not too much for high school entrance exams.'* (P 9). *'It actually depends on the situation. If the teacher cares about the course it is efficient if he doesn't care it is inefficient.'* (P 16).

When parents views on the 'Especially which lessons do you enroll your child in support and training courses?' are examined; with % 21.59 (f=19) mathematics was ranked first. And followed by physics % 12.5 (f=11) Science % 11.36 (f=11) Turkish % 9.09 (f=8) Social Studies % 9.09 (f=8) English % 9.09 (f=8) Chemistry % 7.95 (f=7) Physical Education % 5.68 (f=5) Turkish Language and Literature % 4.54 (f=4) Biology % 3.40 (f=3) History % 2.27 (f=2) Geography % 1.13 (f=1) German % 1.13 (f=1) Information Technology % 1.13 (f=1). It is seen that mathematics is at the top of the courses that students have the most difficulty in our country. In addition it is understood that the courses with questions from the university and high school entrance exams (Physics, Turkish, Signs and Social Studies) are also preferred. It is worrisome that courses such as painting and music, which are extremely important for personal development are not included in the list. Some of the statements of the parents regarding the opinions on which courses they enroll their students to the support and training courses are as follows;

'I want him to take a course from the courses with questions in the scholarship and high school entrance exams Like Mathematics, Turkish and Social Sciences.' (P 2). *'I am sending Mathematics, German, Geography, Physics and English lessons to courses.'* (P 11).

When parents views on the 'In the support and training course do you choose your child's own teachers or teachers who you think are more qualified?' are examined; While the opinion of 'I choose the teacher I think qualified' with % 52.57 (f=12) took the first place, this view was followed by 'I choose my own teacher.' % 43.47 (f=10) 'And my choice is not considered' % 4.34 (f=1). Some of the statements of the parents regarding the opinions on the choice of teachers in the support and training courses are as follows;

'Since my child is used to his / her teacher I choose him in the courses too.' (P 5). *'We choose teachers that we think are more qualified.'* (P 16). P 2 coded parent stated that *'My choice is not taken into consideration. We fit most but we don't have much choice. If we choose different teachers, the administrator can give different teachers.'*

By revealing his opinion like this he differentiated from other parents. When parents views on the 'How do you evaluate the school administrators' attitude in choosing courses and teachers in support and training courses?' are examined; % 69.56 (f=16) positive, %39.43 (f=7) negative opinions were determined. Parents' positive perception of the management's attitude can be interpreted as a positive parent-school relationship in general. Some statements of the parents regarding the attitude of the school administration in the selection of lessons and teachers in the support and training courses are as follows;

'I think they are doing the right thing. Ultimately they want and implement what is right for students.' (P 6).

'If the school administration isn't organized and basically enough this situation also affects the students. I think the school administration is weak in this regard.' (P 15).

Parents' views on the 'What are the positive aspects of support and training courses for you?' are presented in Table 1.

Table 1. Parents' views on the positive aspects of support and training courses

Opinions	f	%
Providing practice by eliminating course deficiencies	16	47.05
Including solving test	9	26.47
Rising of marks	4	11.76
Preparing for the exams	3	8.82
Increasing sportive success	2	5.88
Giving an opportunity to make use of free time	1	2.94
Total	34	100

Parents' views on the positive aspects of support and training courses presented in Table 1, the providing practice by eliminating course deficiencies takes the first place with % 47.05 (f=16). This view was followed by including solving test % 26.47 (f=9), Rising of marks % 11.76 (f=4), Preparing for the exams % 8.82 (f=3), Increasing sportive success % 5.88 (f=2) and giving an opportunity to make use of free time % 2.94 (f=1) respectively. Parents generally see the courses as aimed at increasing success and exams, which can be interpreted as artistic and sportive activities

are put in the background by parents. Some of the statements of the parents regarding the positive aspects of the support and training courses are as follows;

'They solve questions to prepare for exams and repeat topics they cover.' (P 23) *'It is very good for course repetition and preparation for exams. My child's grades have improved.'* (P 13). *'I think my child's sportive success has increased thanks to the courses.'* (P 18). *'It has a positive impact on leisure time. Because when they have free time they get stuck on computer and internet. So hard to follow.'* (P 6).

When parents views on the 'How do you think the process of creating classes in support and training courses should be? (should classes be created on a class or level basis?)' are examined. While the opinion of 'It should be created on the basis of level' with % 78.27 (f=18) took the first place, this view was followed by the idea of 'It should be created on a class basis' with % 21.73 (f=5) It can be commented that both the school administration and the parents' view positively in establishing level classes especially for students with high academic success. The reason for the low opinion of being formed on a class basis is that it causes us to comment that having students at different levels in the same class reduces the efficiency of the lesson. Some of the statements of the parents regarding the process of creating classes in support and training courses are as follows;

'Classes in courses must be on a level basis. Lectures should be made according to the learning situation of children. Students who learn quickly and easily should not get bored by revision, children who understand late should make more repetition and explanations.' (P 15). *'I think it's better on a class basis. Students motivation may decrease if classes are based on level.'* (P 12).

When parents views on the 'How do you think the support and training courses affect your student's social/ sports activities?' are examined; the opinion that it affects positively took the first place with % 47.82 (f=11). This view was followed by its restricts with % 21.73 (f=5), It has no effect with % 17.39 (f=4) ,and it negatively affects with % 13.04 (f=3) respectively. As the reason why it affects positively, it can be shown that the level classes in the support and training courses contribute to the socialization of students and improve the sports activities of students through physical education courses. Some statements of the parents regarding the process of affecting students social /sports activities in the support and training courses are as follows;

'It has a social advantage. Because he meets people from other classes. I think having students from different classes is important in socializing.'(P 17). *'I think it'srestricting. I think he cannot spare much time for social and sport activities when there are lessons, exams, course and question solving.'* (P 7). *'I don't think it has any effect on social/ sports activities.'* (P 8). *'I think it affects negatively because the time the student devote to himself decreases.'* (P 20).

When parents views on the 'How do you evaluate the timing of support and training courses?' are examined with the % 60,86 (f=14) the opinion of I find wrong took the first place. This was followed by the opinionof I find it correct with % 34.78 (f=8). And I have no idea with % 4.34 (f=1). The reason why the majority of the parents find the course timing wrong can be interpreted as they think that the courses held after the intensive course hours on weekdays are inefficient. In schools affiliated to the Ministry of National Education there are an average of seven lessons in secondary schools and eight hours in high schools (ttkb.meb.gov.tr). It can be seen as a normal situation that students do not get enough efficiency from the courses after such an intense class

hours. Some statements of the parents regarding the timing of support and training courses are as follows;

'Children are a little tired because it is after school. Therefore children cannot concentrate on lessons. I think it would be better for students to have it on the weekend.' (P 1). *'I think the courses are at an ideal time.'* (P 21).

'I have no idea about that. Because the interest of the students is more important than the time of the courses.' (P 17).

Parents' views on the 'Are there any shortcomings of the support and training course for you? If there are what?' are presented in Table 2

Table 2. Parents' views on the shortcomings of the support and training course

Opinions	f	%
The time of course isn't correct	14	37,83
There is no missing part	6	16,21
Indifference of teachers	5	13,51
Students not being able to take lessons from the teacher they want	3	8,10
Poor lecture	2	5,40
Crowded classes	1	2,70
Less variety of the lessons	1	2,70
Not enough focus on problem solving techniques	1	2,70
Insufficient resources	1	2,70
Absence of level classes	1	2,70
Taking unsuccessful students to the course	1	2,70
The lessons are not fun	1	2,70
Total	37	100

When table 2 examined, in the opinions of the parents about the deficiencies of the courses, the opinion that the time of the course is not correct with % 37.83 (f=14) is ranked first. This opinion was followed by there is no missing part % 16,21 (f=6), indifference of teachers % 13.51 (f=5), students not being able to take lessons from the teacher they want %8.10 (f=3), poor lecture % 5.40 (f=2) and crowded classes % 2.70 (f=1) less variety of the lessons, not enough focus on problem solving techniques, insufficient resources, absence of level classes, taking unsuccessful students to the course, and the lessons are not fun. The course of the students after the intensive lesson hours may have caused the majority of the parents to draw attention to the course time. Some of the statements of the parents regarding the shortcoming of the support and training courses are as follows;

'Week day courses are very intense for students for heavy class schedule of eight hours a day. Therefore, it would be more correct to rearrange course times.' (P 21).

'I don't think it has missing parts.' (P 3).

'I think teachers should communicate with the whole classroom not just a few students. Because teachers always deal with the same students.' (P 18).

'The courses should be further diversified by ensuring that each student can take lessons from the teacher they want (Such as folk dances, theater, chess).' (P 4).

'It would be better to have lectures in addition to the test solution.' (P 5).

'Classes are very crowded. There should be maximum of 15 people. There are classes is more than twenty five people.' (P 2).

'A little more emphasis should be placed on problem solving techniques.' (P 7).

When parents views on the 'How did the support and training courses affect your student's course success or mock exams results?' are examined; the opinion achievement of the lesson has increased ranked first with % 52.94 (f=18). This opinion followed by, it positively affected the mock exam result with % 35.29 (f=12), it partially affected with % 8.82 (f=3), it had no effect with % 2.94 (f=1) respectively. It can be interpreted that students have an increase in their course success especially as a result of course repetition. In addition, as a result of reinforcing the subjects with more test techniques, there may have been a positive increase in the results of the mock exams of the students. The statement of the P 16 coded parent that 'There was only an increase in the mathematics lesson. I cannot say it had an effect on other lessons.' is thought-provoking. Because the main purpose of these courses is to support the development of the student in all respects. However, with this statement, it can be interpreted that the courses do not reach the desired level. Some statements of the parents regarding support and training courses affect of the students or the results of the mock exams are as follows;

'My student started to be more successful in exams. Besides his success in increasing by repeating the subjects Daily.' (P 9).

'I saw that my daughters academic success increased. There was an increase in the mock exams compared to the previous ones.' (P 12).

'It had a partial effect on lesson success. There was not much change in the mock exam results at the school.' (P 4).

Conclusion, Discussion and Suggestions

The aim of this study is to reveal the parents' views on the STC courses opened by the ME to increase the success level of students.

While evaluating the support and training courses, the majority of the parents' opinions were found to be beneficial and efficient, while a few of them stated that they were insufficient/inefficient and it changes depending on the situation. In Canpolat and Koçer (2017), Sarıca's (2018) studies, teachers generally have positive opinions about the support and training courses. In Nartgün and Dilekçi's study (2016) on students and teachers for support and training courses, it was concluded that teachers and students generally expressed positive opinions. Similarly, in the research conducted by İncirci, Olağan, Sirem and Bozkurt (2017) it was concluded that the support and training courses were seen as positive for the students and they supported the research results. These results are seen as a positive situation for STC. Because ME has allocated an important resource for STC courses. For example, while these courses were held free of charge for students, teachers started to charge twice the additional course fee in accordance with the law.

Dated 15/04/2015 numbered 29327 article 9 of the law on amendments to certain laws and decree laws published in the official gazette (www.resmigazete.gov.tr). The fact that the courses are welcomed by students, teachers and parents can be interpreted as ME resources are not wasted in terms of course.

In the opinions of the parents about which course they send their students to; it has been determined that lessons like Mathematics, Physics, Science, Turkish, Social Science are at the forefront as they are necessary for university and high school entrance exams. In their study on the teachers of Secondary School, Aküzüm and Saraçoğlu (2018) found that Turkish, Mathematics, Science, Social Science and Foreign Language teachers' perceptions on the academic contribution of STC courses were at a high level compared to different branches and supported the results of the research. However, exams like PISA in which reading, science and maths achievements are measured, Turkey is located in the last row (www.bbc.com). This situation is considered important in terms of revealing the result that we could not achieve the desired result in our education system despite good intentions. In addition, it is thought-provoking that talent and skill courses such as physical education, music, and visual arts are among the preferred courses. The importance of these courses cannot be denied in terms of contributing to the physical and mental development of students and recognizing their abilities and getting to know themselves (Özkan, 2012). For this reason, it is important to increase student participation by supporting these courses, especially by ME.

While the selection of qualified teachers takes the first place in the selection of teachers in the support and training courses of parents, this opinion was followed by the opinions of the student choosing his own teacher and not considering the choices. The importance of the teacher in student education is undeniable. As Yıldırım, Ünal and Çelik (2011) stated, one of the most important roles in the STC stage is teachers who receive education and pedagogical formation in their field. Teachers also have important roles for society and school. One of the important duties of the teacher in the school is to carry the academic success of the students to the desired level. From this point of view, it is seen as a normal situation for parents to choose qualified teachers for student success in STC courses. Göksu and Gülcü (2016) emphasized the importance of teacher selection by stating that students will improve academically as a result of the selection of qualified teachers. In addition, Darling- Hammond (2000) counted the qualitative equipment of teachers among the factors that support students' success. In addition, it was observed that the students faced different methods and techniques as a result of getting to know different teachers and their academic success increased accordingly (Göksu and Gülcü, 2016).

Parents generally expressed a positive opinion in the selection of courses and teachers in support and training courses. STC are up to 12 hours a week from 5 different lessons for 5th, 6th, 7th, 9th, 10th, 11th grade students; 18 hours a week from 6 different lessons for 8th grade students; 24 hours a week from 6 different lessons for 12th grade students. In addition, students can choose courses and teachers through EBA. They can attend these courses not only in their own schools but also in different schools within the boundaries of the district (MEB, 2018). This situation explains the positive opinions of the parents in the selection of courses and teachers. Because it is seen that the regulation includes provisions in favor of students and parents in general.

In parents' views on the positive aspects of support and training courses, opinions such as providing practice by eliminating the course deficiencies, including test solutions, giving the

opportunity to prepare for exams, increasing the sportive success and giving the opportunity to use leisure time came to the fore. In the studies conducted by Göksu ve Gülçü in 2016; by Ünsal and Korkmaz (in 2016); by Bozbayındır and Kara (2017) and by Demir Başaran and Narinalp Yıldız (2017), teachers stated that support and training courses have a positive effect on students' lessons and exams and help them reinforce their question-solving techniques. Nartgün and Dilekçi (2016) reached the view that support and training courses have a positive effect on class performance, according to students' opinions. Similar results emerged in the study conducted by Sarıca in 2018 and teachers have seen that among the positive aspects of the support and training courses, the subjects covered in the course are reinforced by repeating. With these results, it is seen that the study data and the results in the literature are similar and the research results are supported.

In parents' views on the process of creating classes in support and training courses, Parents generally agreed that classes should be established on the basis of level. With these results of their study Nartgün and Dilekçi (2016) are similar to the results of the study conducted by Bozbayındır and Kara (2017) However, there are situations that conflict with the research results. For example, in the study of Aslan, Küçüker and Gürbüzler (2014), Teachers generally stated that level classes have a negative effect on low-level students, create a sense of discrimination in teachers and students, and negatively affect students' friendship levels and negatively affect their self-confidence.

Parents generally agreed that the support and training courses positively affect the social/sports activities of the students. As it can be understood from this, the main purpose of support training courses should improve not only academic success but also the artistic, social and sports activities of the students. It can be said that the academic success of a student with a developed social aspect will increase in a positive way. For this reason, STC courses should be planned in a way to reveal the personal talents of students and more attention should be paid to lessons such as visual arts, music, theater. Students can be supported academically and their commitment to the school can be further increased (Aküzüm and Saraçoğlu, 2018).

Parents generally stated that they found the timing of support and training courses wrong. Canbolat found in his study in 2017 that students had negative thoughts about the time of the courses and it was similar to the research results. In the 2018-2019 academic year, the daily course hours in secondary schools are 7 hours a day and 35 hours a week; in high schools are 8 hours per day and 40 hours a week (ME weekly timetable). In this case, it is difficult for the students to be effective and efficient in the courses after the daily intensive course tempo. Therefore, it can be interpreted that the course programs should be on the day that students have a low course load for them or they should be planned mostly on weekends.

The time of the courses came to the fore in the opinions of the parents regarding the deficiencies of the support and training courses and this followed by the indifference of the teacher, the inability of the students to take lessons from the teacher they wanted, the lack of lectures, crowded classes, and the lack of variety of lessons. In the study conducted by Sarıca in 2018, teachers mentioned the disadvantages of support training courses such as inadequate course hours, tiring courses, boredom in time, absence, transportation and malnutrition. Although the sample group is different, it is seen that teachers 'and parents' views on support and training courses are similar (such as unsuitable course hours). In their studies conducted in 2017,

Bozbayındır and Kara reached the conclusions that among the problems faced by the teachers in the support and training courses, the courses lasting until late times, the deficiencies in the lesson and teacher planning, the shortage of the courses that could be chosen, and they were similar to the results of the research. In addition to this, in the studies of the Bozbayındır and Kara conducted in 2017, teachers stated that they frequently encountered problems such as absence, lack of motivation and indifference in the courses. In the study conducted by Dönmez, Pekcan and Tekçe in 2016, students stated that their course load increased significantly due to course hours and mentioned that such situation reduced their efficiency. It is seen that the most recurring problem in the study and literature on STC courses is the course timing. The following statement is included in the Ministry of National Education directive about course hours. "In the 1st and 2nd semester courses in formal education institutions; A total of up to 4 hours course from 2 different lessons on a weekday, and up to 8 hours course from 5 different lessons on a weekend can be opened. In the summer term courses, up to 8 hours courses from maximum 5 different lessons can be opened in total..." (MEB, 2018). With this directive, students' having to take some of the courses after school hours on weekdays may cause the productivity of students to decrease due to fatigue. For this reason, it can be commented that the Ministry of National Education should work on opening the courses at weekends as a precaution.

In the parents' opinions on the effect of support and training courses on students' academic success or mock exam results; Opinions that the course success and mock exam results increased positively came to the fore. This situation can be interpreted as positive for STC courses and that the courses generally reach their goals. In Bozbayındır and Kara's study conducted in 2017; In the studies of Nartgün and Dilekçi (2016) from the expressions of teachers and students, it is concluded that the courses support the school lessons and increase students' test-taking skills and they are similar to the research results. It can be commented that these courses have a positive effect on parents economically. Because it is a fact that parents who cannot get the desired efficiency at school seek solutions such as taking private lessons for their students or sending them to courses under the counter.

The following suggestions can be made to improve the support and training courses, which came to the agenda especially after the closure of private teaching institutions and received positive reactions from teachers, students and parents in the past years:

Support and training course times can be reviewed and the courses can be held at the weekend.

Parent and student requests can be taken into consideration more in the selection of courses and teachers.

By increasing the variety of lessons in the courses, students can be supported in participating in social, artistic and sports courses.

An effective learning environment can be created by reducing the number of students in the class.

The learning environment can be further improved by developing special tools such as course-specific materials and tests.

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