Investigating Teachers' Opinions on the Competences in Curriculum*

RESEARCH ARTICLE

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Abstract

The aim of this study is to investigate the opinions of secondary school teachers about the acquisition of eight key competences in the curriculum. In accordance with this aim, it was analyzed whether there was a significant difference between the opinions of teachers in terms of gender, seniority, educational level and subject variables. The descriptive survey method, one of the quantitative research designs, was used in the research. The sample, consisted of 444 secondary school teachers lectured at the official secondary schools in the 2021-2022 academic year, was selected by convenient sampling method. The five-point Likert-type scale based on competences developed by the researchers was used as the data collection tool. The data obtained were analyzed with descriptive statistics, t-test, One-Way ANOVA and Post Hoc tests by SPSS 21.0 package program. Findings showed that there was no statistically significant difference between the teachers' opinions in terms of seniority and educational level. On the other hand, there was a significant difference about "social and civic competences" related to gender variable in favor of males. Also a significant difference in terms of subject variable was found between the teachers' opinions about "communication in foreign languages" competence. Based on these results, implications were listed to the educational stakeholders and researchers.

Keywords: *curriculum, key competences, secondary school, teachers' opinions*

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Öğretim Programlarında Yer Alan Yetkinliklere İlişkin Öğretmen Görüşlerinin İncelenmesi

Öz

Bu araştırmanın amacı, öğretim programlarında yer alan sekiz anahtar yetkinliğin kazanım düzeylerine ilişkin ortaokul öğretmenlerinin görüşlerini incelemektir. Bu amaç doğrultusunda, öğretmenlerin görüşleri arasında cinsiyet, mesleki kıdem, eğitim düzeyi ve branş değişkenlerine göre anlamlı bir farklılık olup olmadığı araştırılmıştır. Nicel olarak yürütülen araştırmada betimsel araştırma yaklaşımlarından tarama modeli kullanılmıştır. Araştırmanın örneklemini 2021-2022 eğitim-öğretim yılında resmi ortaokullarda görev yapan 444 branş öğretmeni oluşturmuştur. Araştırmada katılımcıların seçiminde uygun örnekleme yöntemi kullanılmıştır. Araştırmada veri toplama aracı olarak yetkinlik alanlarına ilişkin araştırmacı tarafından geliştirilen 5'li likert tipi derecelendirilmiş ölçek kullanılmıştır. Araştırmada elde edilen veriler SPSS 21.0 paket programı kullanılarak betimsel istatistikler, t-testi, One-Way ANOVA ve Post Hoc testleri ile analiz edilmiştir. Elde edilen bulgulara göre, öğretmenlerin mesleki kıdem ve eğitim düzeylerine göre görüşleri arasında istatistiksel olarak anlamlı bir fark bulunmamıştır. Öte yandan, cinsiyete değişkenine göre "sosyal ve vatandaşlıkla ilgili yetkinlikler" alanına ilişkin erkekler lehinde anlamlı bir farklılık bulunmuştur. Ayrıca branş değişkeni açısından öğretmenlerin "yabancı dilde iletişim" yetkinliğine ilişkin görüşleri arasında anlamlı bir farklılık tespit edilmiştir. Bu sonuçlar bağlamında, eğitimin paydaşlarına ve araştırmacılara önerilerde bulunulmuştur.

Anahtar Kelimeler: *öğretim programı, anahtar yetkinlikler, ortaokul, öğretmen görüşleri*

Introduction

The new society model of the globalizing and modernizing world of the 21st century, responding to the requirements of the age depends on the construction of education with knowledge and its implementation by competent individuals. Rapid changes in science and technology cause rapid changes of knowledge, even it loses its currency in a short time like 3-5 years in 21st century (Şahin, Akbaşlı, and Yanpar Yelken, 2010). In addition to the fact that knowledge is changeable, the necessity of learning new information in terms of the changing needs of individuals makes learning activity a life-long activity by removing it from being a short-term action (Yalkın and Işık, 2019).

Education systems are becoming more and more important day by day in the context of the construction of the future of societies, due to the fact that the curriculum, which are guiding in all areas of life, both inside and outside of the school, contain this awareness and power to carry out, develop and change the masses by the

whole of knowledge, skills, competences and values (Güneş, 2022). As a matter of fact, the success of a curriculum depends on the level of ability to acquire the desired behaviors from an individual (Senemoğlu, 2020). This is possible by combining factors such as students, teachers, family, school, social environment, media and all these components together to make sense and to achieve the highest efficiency from the targeted situation by curriculum (Özdaş, 2019) that was defined as the process with formal and informal content in which students get knowledge and understanding, develop their skills, change their attitudes and acquire values under the responsibility of school (Doll, 1996).

Curriculum, which are renewed in every period of human growing and have a dynamic structure (MoNE, 2018), need to be revised by being aware of the knowledge and competences of the individuals in the social, political, cultural, economic, scientific and educational parameters (Güneş, 2022). The fact that nations benefit from each other's experiences in various parameters necessitates mutual interaction and change in the field of education (Özpolat, 2010). The reform movements in the Ministry of National Education (MoNE), which started after 2004 and extended to the present day, have also brought great innovations to the curriculum. Curriculum prepared by considering individual differences aim to educate individuals who can think modern, scientific, critical, innovative, solution-oriented and self-confident (Epçaçan and Erzen, 2008). In addition to these, in order to keep up with global changes, many new concepts were included in the curriculum, revised by the Ministry of National Education in 2018, in accordance with international education standards. One of these innovations in new curriculum is the concept of "competence", which means the state of meeting the requirements by demonstrating an independent performance of knowledge and skills in a working or learning environment (Mesleki Yeterlilikler Kurumu [MYK / Vocational Qualifications Authority], 2015).

The 'key competences', which the European Union emphasized in 2006 within the framework of the Lifelong Learning Programme, that the citizens of the member states should have, are considered equally important as they will contribute to the information society, and many competences correspond to each other (European Union [EU], 2018). Competences were prepared on the basis of Turkish Qualifications Framework (TQF), in the context of the European Qualifications Framework (EQF) and the National Education Quality Framework, which ensures that education and training activities are in accordance with international quality criteria and standards, by the help of definitions and explanations of 21st century skills (MoNE, 2014; MYK, 2015; Soysal and Kurudayıoğlu, 2018). 21st century skills are features that develop lifelong ways of thinking, learning, working/studying and living. Creativity and innovation,

critical thinking/problem solving/decision making, learning to learn/metacognition, communication, collaboration (teamwork), information literacy/Information and Communication Technologies (ICT) literacy, citizenship (local and cultural), life and career skills, personal and social responsibility (cultural awareness and competence) are frequently used to describe 21st century skills (Binkley et al., 2012).

Competences, defined as the combination of knowledge, skills and attitudes, are a fundamental basis for language skills, literacy, mathematics, information and communication technologies learning, and learning to learn supports all learning activities (Figel, 2007). These key competences in TQF are "communication in mother tongue", "communication in foreign languages", "mathematical competence and basic competences in science/technology", "digital competence", "learning to learn", "social and civic competences", "sense of initiative and entrepreneurship", "cultural awareness and expression" (MoNE, 2018). Analyzing the competences in general; critical thinking, creativity, taking initiative, problem solving, risk assessment, decision making and constructive management of emotions play role in all eight key competences (EU, 2006). Key competences, with a high interest in all areas, meet the needs of all members for individual satisfaction and development, active citizenship, social participation and employment (Figel, 2007).

Apart from lifelong learning, including key competences in the course contents and organizing learning activities related to this, will both enable children to acquire them and make their life easier (Yüksel and Taneri, 2020). Diker Coşkun (2017) pointed out this situation in the Curriculum Background Report published in 2017 that there are no sample practices and explanations for the process of acquiring competences, no explanations in the curriculum about how the competences should be measured and evaluated, and the explanations about how the competences should be associated with the courses are not expressed. Also the competences are not sufficiently associated with the achievements, there are no concrete indicators whether the competences have been achieved, but only the list of competences and short explanations about were stated in the curriculum. On the other hand, there are very few studies on the subject both in our country and abroad. Some of them were revealed the pre-service teachers' opinions on lifelong learning (Çalışkan Toyoğlu, 2016; Gencel, 2013; Napal Fraile, Peñalva-Vélez, and Mendióroz Lacambra, 2018; Şahin et al., 2010), the others were revealed the secondary school students' level of acquiring the competences (Chow, 2012; Drăghicescu, Cristea, Petrescu, Gorghiu, and Gorghiu, 2015; Erkek, Özdaş, and Çakmak, 2022; Hatlevik, Guðmundsdóttir, and Loi, 2015). In addition, Özdaş (2019) investigated high school teachers' opinions on acquisition of competences, and Şahin and Arcagök (2014) investigated the primary school teachers' opinions of lifelong

learning. There is almost no data obtained from secondary school teachers regarding the acquisition of competences in secondary schools. It was mentioned above in the curriculum background report that there were problems about the acquisition of competences in the secondary schools. In fact, 21st century skills and lifelong learning competences aim to enable individuals to become more active in their lives, solution-oriented, able to think critically and analytically, self-confident, entrepreneurial, leader, innovative, empathetic, able to look at the events from different perspectives, culturally aware, knowledgeable, positive and successful in social and professional life, able to follow the media and technology. Therefore, it is important to study the eight key competences in the curriculum, renewed by MoNE in 2018, to reveal the opinions of secondary school teachers about the acquisition of competences to investigate the matter in terms of various variables (gender, seniority, educational level and subject), and get their opinions on the issue about the deficiencies in acquisition of competences by secondary school students to bring out implications. It is expected to determine how competences are perceived by the teachers and to contribute awareness about the competences in the context of lifelong learning and 21st century skills in secondary schools. In this sense, the results of the research will be useful for the secondary school teachers, school administrators, officials of the MoNE in terms of forming an idea about which competences are lacking in acquisition by students and taking steps in this regard in secondary schools' education activities, also for other members studying on the subject.

The Aim of the Study

The aim of this study is to investigate the opinions of secondary school teachers regarding the acquisition of eight key competences in secondary school curriculum by following questions:

1. What are the opinions of the secondary school teachers about the acquisition of the competences in the secondary school curriculum?

2. Is there a significant difference between the opinions of secondary school teachers on the acquisition of competences in the secondary school curriculum in terms of;

a. Gender,

b. Seniority,

c. Educational Level,

d. Subject.

Methodology

Research Design

In the research, descriptive survey method was used. Survey, which is one of the quantitative research designs, is a research approach that aims to describe a situation that exists in the past or present by taking the opinions of large masses that can represent the sample of the subject or event being researched (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, and Demirel, 2020; Karasar, 2016). Generally, in survey studies, researchers are concerned with how opinions and characteristics are distributed in terms of individuals in the sample rather than why they originate (Fraenkel and Wallen, 2006).

Population and Sample

The population of the research consists of 2820 secondary school teachers working in the official secondary schools of Mardin province and districts (Artuklu, Kızıltepe and Nusaybin) in the 2021-2022 academic year. The sample of the study consisted of 444 secondary school teachers, 242 female and 202 male. It is considered sufficient for the sample size to have participants in the range of 341-545 within 3000 participants with a deviation of 5% and 95% confidence level (Çıngı, 2009). Considering the formula, the sample size of this study (N=444) represents the population. Convenient sampling, which is one of the non-random sampling techniques, enables the researcher to determine the items that will constitute the sample by evaluating the items, objects, elements or stakeholders within the scope of the population in terms of easily accessible and appropriateness (Korkmaz, 2021). The descriptive statistics of the sample are presented in Table 1.

Table 1

The Descriptive Statistics of the Sample

Variables		*Categories*	*f*	*%*
Gender		Male	202	45.5
		Female	242	54.5
		Total	444	100
Seniority		1-5	119	26.8
		6-10	155	34.9
		11-15	88	19.8
		16-20	56	12.6
		21-25	17	3.8
		26+	9	2.0
		Total	444	100
Educational Level		Bachelor's	398	89.6
		Master's	43	9.7
		PhD's	3	0.7
		Total	444	100
Subjects	Group1 Verbal Literacy Subjects	-Turkish -Social Studies	114	25.7
	Group2 Numerical Subjects	-Math -Sciences -Information Technologies (IT)	154	34.7
	Group3 Religion and Ethics	-Religion and Ethics	40	9.0
	Group4 Linguistic Sciences	-English -Arabic -Living Languages and Dialects	65	14.6
	Group5 Special Ability Fields	-Music -Arts -Physical Education -Technology and Design -Psychological Counseling and Guidance	71	16.0
		Total	444	100

Data Collection Instrument

In the research, a teacher scale was used that developed by the researcher to investigate the acquisition of competences in the secondary school. The stages of forming the item pool, presenting it to the expert views and finalizing the last form to the scale were followed while developing the scale. The literature investigated to establish the scale (Çalışkan Toyoğlu, 2016; EU, 2018; Figel, 2007; MoNE, 2018; MYK, 2015; Özdaş, 2019; Şahin et al., 2010; Voogt and Roblin, 2010) and communication in mother tongue, communication in foreign languages, mathematical competence and basic competences in science/technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression (MoNE, 2018) were defined as themes of the scale. Although it was applied as a single form, eight key competences were independently questioned in the scale.

Draft scale was submitted to the three experts in the field of curriculum and assessment and evaluation to examine the content and face validity of the items. In addition, the language and expressions of the items were examined by three Turkish teachers and necessary corrections were made. By evaluations and reformations of experts, an 86-item draft scale was developed in a 5-point Likert type graded as 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree consisting of eight themes separately. Also, in the first part of the scale, personal information about gender, subject, education level and seniority was included as demographic variables. Item-total correlation analysis was performed to determine whether the items in the scale were distinctive or not. Results of analysis, the correlation values of the items in the scale are between 0.24-0.72. It is stated that the item-total correlation coefficients of 0.30 and above are well discriminating, and the items between 0.20-0.30 can be included in the test if deemed necessary (Büyüköztürk, 2021). For that reason, 3 items between 0.20 and 0.30 were not removed from the draft considering the knowledge and skill dimensions of the competence areas.

The exploratory factor analysis was performed to test the construct validity of the scale. Principal component analysis method was employed and the rotated factor analysis technique was used. For suitability of data Kaiser-Meyer-Olkin (KMO) and Bartlett Sphericity test was performed. Kaiser-Meyer-Olkin (KMO) test values of competence areas changes between ,770 - ,941. This result showed us that KMO test values were excellent and sufficient for sample size. Bartlett Sphericity test was statistically significant by normal distribution (Sig=0.000; $p<0.05$). The fact that the KMO value was greater than 0.60 and the Bartlett test was significant ($p<0.05$) revealed that the factor analysis of the data was suitable for all themes of the scale (Tabachnick and Fidell, 2013). Varimax rotation technique of exploratory factor analysis (EFA) was performed in factor reduction by eliminating overlapping items that did not provide the item factor load criterion of 0.33 and that had less than 0.10 difference in relation with more than one factor (Can, 2020). Result of this process, two items were eliminated from the scale, and left 84 items. To determine the number of factors, attention was paid to ensure that the eigen value was greater than 1, and scree plots were considered to determine the number of factors (Büyüköztürk, 2021). In addition, by looking at the variance explanation rates of the factors, the variance explained by the factor or factors obtained from each theme and their contribution to the explanation of the total variance were reached. Analyzed variance explanation percentage of factor/s, "communication in mother tongue" consisted of %71,099 of total variance, "communication in foreign languages" %66.422 of total variance, "mathematical competence and basic competences in science/technology" %51.848 of total variance, "digital competence" %60.915 of total variance, "learning to learn" %63.904 of total

variance, “social and civic competences” %65.236 of total variance, “sense of initiative and entrepreneurship” %59.605 of total variance, “cultural awareness and expression” %63.842 of total variance. In factor analysis, factor loads that explain 40% or more of the total variance are accepted as a valid analysis (Kline, 1994; cited in Cabı and Yalçınalp, 2013). The factor loads of the themes were supported by this fact.

The confirmatory factor analysis (CFA) was performed to test the latent variables of the model. How well the predefined models explain the data is determined by the fit statistics. There are multiple fit statistics that test the fit of the models. There is no certainty about which fit indices will be evaluated in the analyzes. However, $\chi 2$/DF, CFI, GFI, RMSEA etc. index values are given in general (Karagöz, 2019). The data collection tool was applied to 640 people to confirm the model. Item pool competences prepared thematically. Therefore, when performing confirmatory factor analysis, each made separately for the themes. The fit indices of the model were evaluated according to the values (Perfect Fit - CMIN/DF= $\chi 2$/sd≤3, RMSEA= ≤0.05, RMR= ≤0.05, GFI= 0.95≤, CFI= 0.95≤ / Acceptable Fit - CMIN/DF= $\chi 2$/sd≤5, RMSEA= ≤0.08, RMR= ≤0.08, GFI= 0.90≤, CFI= 0.90≤) given by Karagöz (2019) and Meydan and Şeşen (2015). As the result of analyzes, model had perfect and acceptable fit values in terms of CFA values for each theme. For “communication in mother tongue“ theme *CMIN/DF= 2,022, GFI= ,993, CFI= ,994, RMSEA= ,040 and RMR= ,015*; for “communication in foreign languages” theme *CMIN/DF= 4,774, GFI= ,970, CFI= ,985, RMSEA= ,077 and RMR= ,017*; for “mathematical competence and basic competences in science/technology” theme *CMIN/DF= 2,808, GFI= ,973, CFI= ,933, RMSEA= ,053 and RMR= ,022*; for “digital competence” theme *CMIN/DF= 3,188, GFI= ,974, CFI= ,936, RMSEA= ,059 and RMR= ,024*; for “learning to learn” theme *CMIN/DF= 3,830, GFI= ,942, CFI= ,966, RMSEA= ,067 and RMR= ,029*; for “social and civic competences” theme *CMIN/DF= 2,570, GFI= ,945, CFI= ,901, RMSEA= ,050 and RMR= ,035*; for “sense of initiative and entrepreneurship” theme *CMIN/DF= 2,701, GFI= ,973, CFI= ,982, RMSEA= ,052 and RMR= ,020*; and for “cultural awareness and expression” theme *CMIN/DF= 3,890, GFI= ,967, CFI= ,928, RMSEA= ,067 and RMR= ,028*.

In order to determine the realibility of the scale, Cronbach’s Alpha reliability coefficient value calculated. Cronbach’s Alpha value of “communication in mother tongue“ is 0.807 (good), “communication in foreign languages” is 0.921 (excellent), “mathematical competence and basic competences in science/technology” is 0.896 (good), “digital competence” 0.831 (good), “learning to learn” 0.938 (excellent), “social and civic competences” 0.941 (excellent), “sense of initiative and entrepreneurship” 0.924 (excellent), “cultural awareness and expression” 0.881 (good) (George and

Mallery, 2003; cited in Kılıç, 2016). The result was in the excellent reliable range, also all the Cronbach's Alpha values of the themes of the scale were good and excellent reliable. Some items of the scale are such as "expresses feelings, thoughts and opinions verbally in a persuasive way", "uses foreign language skills effectively in life", "knows that science and technology knowledge is a necessity", "recognizes harmful content in digital media", "has self-discipline and independent study skills", "knows the basic concepts of society and culture", "takes responsibility in personel life", and "cares to have information about pop culture (youtube, tiktok, facebook, twitter etc.)".

Data Collection Process and Data Analysis

For data collection tool, first of all, dated 24.11.2021 ethics committee approval with the number of 2021/10-8 was obtained from the Scientific Research and Publication Ethics Committee of Mardin Artuklu University, and then in order to apply the scale to secondary school teachers, permission was also obtained from Mardin Provincial Directorate of National Education by the Graduate Educational Sciences Institute of Mardin Artuklu University. The items in the data collection tool were transferred to "Google Forms", and a link of the form was sent to the participants via online messaging tools, and at the same time it was applied face to face visiting secondary schools with the permission of the school administration. The importance was given to the volunteering of the participants. Verbal emphases were frequently made for the participants to fill in the scales sincerely and completely. As some of the scales were filled incompletely and incorrectly, 26 measurement tools could not be evaluated. Thus, data analysis was carried out with scales filled by 444 teachers. The data were analyzed with the SPSS package program.

The data obtained through the scale were analyzed with the SPSS package program. Analyzing the demographic variables in the first part of the scale, descriptive statistics such as frequency and percentage were calculated, while secondary school teachers' opinions on the acquisition of key competences in curriculum were determined by means of mean and standard deviation values. Mean scores were formed as 1.00-1.80 strongly disagree, 1.81-2.60 disagree, 2.61–3.40 neutral, 3.41-4.20 agree and 4.21-5.00 strongly agree. The data set was analyzed to test whether the data were normally distributed. In order to determine this, Skewness and Kurtosis coefficients were used. As the result of the checks, Skewness and Kurtosis values of the data were between -1.96 and +1.96, and this was acceptable for normal distribution (Can, 2020). About the equality of variances, Levene statistics checked. By this result, parametric tests were used for analysis. Independent Samples t-test was used on categorical variables with two unrelated subgroups (gender) and One-Way Analysis of Variance (ANOVA) were used for categorical variables with more than two unrelated su-

bgroups (professional seniority, education level and subject) to reveal whether there is a statistical significant difference between teachers' opinions. Also, Scheffe Test, one of the Post Hoc tests, was used to decide which groups had a statistically significant difference by the results that obtained from the ANOVA test. The comparisons were analyzed at the 0.05 significance level.

The Limitations of the Study

The study was limited with;

1. Secondary schools in Artuklu, Kızıltepe and Nusaybin districts of Mardin province,

2. 2021-2022 academic year,

3. Secondary school teachers' opinions,

4. The data obtained from the scale that developed by the researcher.

Findings

In this part of the research, firstly, the mean, standard deviation and coded score range degrees of the secondary school teachers' opinions on the scale are included. Secondly, the mean and standard deviation values of teachers' opinions in terms of gender, seniority, education level and subject variables were analyzed. And the results of t-test, One-Way ANOVA test and Post Hoc Scheffe test are included to interpret the opinions of teachers related to the variables given and to determine the statistical differences between them.

The Results of Secondary School Teachers' Opinions on the Acquisition of Key Competences in Curriculum

The descriptive statistics were provided to determine the secondary school teachers' opinions on the acquisition of key competences in curriculum are presented in Table 2.

Table 2

Secondary School Teachers' Opinions about Competences in Curriculum

Key Competences	*N*	$\overline{X}$	*SD*	*Level*
Communication in Mother Tongue	444	3.48	0.70	Agree
Communication in Foreign Languages	444	2.35	0.81	Disagree
Mathematical Competence and Basic Competences in Science andTechnology ScienceandTechnology	444	3.55	0.64	Agree
Digital Competence	444	3.48	0.61	Agree
Learning to Learn	444	3.22	0.69	Neutral
Social and Civic Competences	444	3.34	0.67	Neutral
Sense of Initiative and Entrepreneurship	444	3.22	0.71	Neutral
Cultural Awareness and Expression	444	3.34	0.70	Neutral

Table 2 reveals that the opinions of secondary school teachers on the competences in the curriculum are different. The teachers' opinions about "communication in foreign languages" are at "Disagree" level, "learning to learn", "social and civic competences", "sense of initiative and entrepreneurship", "cultural awareness and expression" are at "Neutral" level, and "communication in mother tongue", "mathematical competence and basic competences in science/technology", "digital competence" are at "Agree" level. This means that students attained "mathematical competence and basic competences in science/technology" and "digital competence", but they could not attain the competence of "communication in foreign languages". On the other hand, teachers are not sure about whether the students acquire "learning to learn", "social and civic competences", "sense of initiative and entrepreneurship", "cultural awareness and expression" competences in an acceptable level, or not. In this regard, they are on the average neutral.

The Results of the Secondary School Teachers' Opinions on the Acquisition of Competences in Curriculum in Terms of Gender

The independent sample t-test analysis results on whether the secondary school teachers' opinions on the acquisition of key competences in curriculum differ statistically related to gender are presented in Table 3 with descriptive statistical analysis.

Table 3

Secondary School Teachers' Opinions on the Acquisition of Competences in Curriculum in Terms of Gender

Key Competences	*Gender*	*N*	$\overline{X}$	*SD*	*t*	*df*	*p*
Communication in Mother Tongue	Male	202	3.42	0.67	-1.96	442	0.51
	Female	242	3.55	0.73			
Communication in Foreign Languages	Male	202	2.42	0.81	-1.54	442	0.12
	Female	242	2.30	0.82			
Mathematical Competence and Basic Competences in Science and Technology	Male	202	3.59	0.61	-0.99	442	0.32
	Female	242	3.53	0.66			
Digital Competence	Male	202	3.48	0.63	0.21	442	0.83
	Female	242	3.49	0.59			
Learning to Learn	Male	202	3.27	0.68	-1.34	442	0.18
	Female	242	3.18	0.70			
Social and Civic Competences	Male	202	3.42	0.66	-2.29	442	0.02*
	Female	242	3.27	0.67			
Sense of Initiative and Entrepreneurship	Male	202	3.25	0.70	-0.82	442	0.41
	Female	242	3.19	0.72			
Cultural Awareness and Expression	Male	202	3.35	0.70	-0.33	442	0.74
	Female	242	3.33	0.70			

*p<.05

Table 3 reveals that the opinions of secondary school teachers differ statistically related to gender about "social and civic competences" [$t_{(442)} = -2.29$; $p<0.05$]. As the result of independent sample t-test analysis, male participants opinions are significantly higher than females in "social and civic competences". Compared to female teachers, male teachers more agree that the students attained social and civic competences. In this regard, female teachers are on the average neutral. Also, there is no significant difference related to gender about the other competence areas regarding the opinions of secondary school teachers on the acquisition of competences in curriculum.

The Results of the Secondary School Teachers' Opinions on the Acquisition of Competences in Curriculum in Terms of Seniority

The One-Way ANOVA test analysis results on whether the secondary school teachers' opinions on the acquisition of key competences in curriculum differ statistically related to seniority are presented in Table 4 with descriptive statistical analysis.

Table 4

Secondary School Teachers' Opinions on the Acquisition of Key Competences in Curriculum in Terms of Seniority

Key Competences / Seniority	*N*	$\overline{X}$	*SD*	*Source of Variance*	*Sum of Squares*	*df*	*Mean Square*	*F*	*p*
Communication in Mother Tongue									
1-5	119	3.49	0.70	Between Groups	1.24	5	0.25	0.50	0.77
6-10	155	3.44	0.73	Within Groups	215.71	438	0.50		
11-15	88	3.50	0.71	Total	216.96	443			
16-20	56	3.45	0.60						
21-25	17	3.69	0.63						
26+	9	3.63	0.72						
Total	444	3.53	0.68						
Communication in Foreign Languages									
1-5	119	2.36	0.83	Between Groups	1.79	5	0.36	0.53	0.75
6-10	155	2.28	0.86	Within Groups	292.71	438	0.69		
11-15	88	2.42	0.78	Total	294.50	443			
16-20	56	2.34	0.73						
21-25	17	2.55	0.91						
26+	9	2.42	0.63						
Total	444	2.40	0.79						

Mathematical Competence and Basic Competences in Science/ Technology									
1-5	119	3.62	0.65	Between Groups	2.16	5	0.43	1.06	0.38
6-10	155	3.51	0.67	Within Groups	178.09	438	0.41		
11-15	88	3.62	0.60	Total	180.25	443			
16-20	56	3.45	0.61						
21-25	17	3.65	0.52						
26+	9	3.38	0.47						
Total	444	3.54	0.59						
Digital Competence									
1-5	119	3.52	0.67	Between Groups	0.96	5	0.19	0.51	0.76
6-10	155	3.45	0.63	Within Groups	163.25	438	0.37		
11-15	88	3.48	0.55	Total	164.21	443			
16-20	56	3.42	0.61						
21-25	17	3.64	0.40						
26+	9	3.58	0.37						
Total	444	3.52	0.54						
Learning to Learn									
1-5	119	3.29	0.70	Between Groups	2.30	5	0.46	0.95	0.44
6-10	155	3.20	0.73	Within Groups	211.71	438	0.48		
11-15	88	3.23	0.64	Total	214.01	443			
16-20	56	3.06	0.63						
21-25	17	3.28	0.73						
26+	9	3.31	0.81						
Total	444	3.23	0.71						

Social and Civic Competences									
1-5	119	3.40	0.72	Between Groups	2.05	5	0.41	0.92	0.47
6-10	155	3.34	0.66	Within Groups	194.83	438	0.44		
11-15	88	3.28	0.62	Total	196.88	443			
16-20	56	3.23	0.67						
21-25	17	3.45	0.59						
26+	9	3.58	0.69						
Total	444	3.38	0.66						
Sense of Initiative and Entrepreneurship									
1-5	119	3.31	0.77	Between Groups	2.45	5	0.49	0.97	0.44
6-10	155	3.19	0.73	Within Groups	222.19	438	0.51		
11-15	88	3.24	0.63	Total	224.65	443			
16-20	56	3.07	0.58						
21-25	17	3.13	0.83						
26+	9	3.32	0.78						
Total	444	3.21	0.72						
Cultural Awareness and Expression									
1-5	119	3.47	0.75	Between Groups	4.47	5	0.89	1.84	0.10
6-10	155	3.29	0.72	Within Groups	213.16	438	0.49		
11-15	88	3.35	0.68	Total	217.63	443			
16-20	56	3.15	0.60						
21-25	17	3.44	0.51						
26+	9	3.34	0.60						
Total	444	3.34	0.64						

Table 4 reveals that as the result of One-Way ANOVA test analysis there is no significant difference related to seniority in competence areas regarding the opinions

of secondary school teachers on the acquisition of key competences in curriculum. It was observed that the teachers with different seniority have similar opinions about competences. When the secondary school teachers' seniority mean scores in terms of opinions about the acquisition of key competences is compared, teachers with 21-25 years teaching experience are the highest about "communication in mother tongue" ($\overline{X}$=3.69), "communication in foreign languages" ($\overline{X}$=2.55), "mathematical competence and basic competences in science/technology" ($\overline{X}$=3.65) and "digital competence" ($\overline{X}$=3.64), those with 26 and above are the highest about "learning to learn" ($\overline{X}$=3.31), "social and civic competences" ($\overline{X}$=3.58), "sense of initiative and entrepreneurship" competence ($\overline{X}$=3.32), and those with 1-5 years are the highest in "cultural awareness and expression" competence ($\overline{X}$=3.47).

The Results of the Secondary School Teachers' Opinions on the Acquisition of Competences in Curriculum in Terms of Educational Level

The One-Way ANOVA test analysis results on whether the secondary school teachers' opinions on the acquisition of key competences in curriculum differ statistically related to educational level are presented in Table 5 with descriptive statistical analysis.

Table 5

Secondary School Teachers' Opinions on the Acquisition of Competences in Curriculum in Terms of Educational Level

Key Competences / Educational Level	*N*	$\overline{X}$	*SD*	*Source of Variance*	*Sum of Squares*	*df*	*Mean Square*	*F*	*p*
Communication in Mother Tongue									
Bachelor's	398	3.48	0.69	Between Groups	0.54	2	0.27	0.55	0.57
Master's	43	3.42	0.79	Within Groups	216.42	441	0.49		
PhD's	3	3.83	0.50	Total	216.96	443			
Total	444	3.58	0.66						
Communication in Foreign Languages									

Bachelor's	398	2.33	0.80	Between Groups	3.47	2	1.73	2.63	0.07
Master's	43	2.61	0.87	Within Groups	291.02	441	0.66		
PhD's	3	2.00	0.90	Total	294.50	443			
Total	444	2.31	0.86						
Mathematical Competence and Basic Competences in Science/ Technology									
Bachelor's	398	3.56	0.62	Between Groups	0.43	2	0.21	0.53	0.59
Master's	43	3.46	0.78	Within Groups	179.82	441	0.41		
PhD's	3	3.63	0.42	Total	180.25	443			
Total	444	3.55	0.61						
Digital Competence									
Bachelor's	398	3.50	0.60	Between Groups	0.67	2	0.33	0.90	0.40
Master's	43	3.37	0.68	Within Groups	163.54	441	0.37		
PhD's	3	3.33	0.29	Total	164.21	443			
Total	444	3.40	0.52						
Learning to Learn									
Bachelor's	398	3.23	0.69	Between Groups	0.81	2	0.40	0.84	0.43
Master's	43	3.12	0.73	Within Groups	213.20	441	0.48		
PhD's	3	2.88	0.49	Total	214.01	443			
Total	444	3.08	0.61						
Social and Civic Competences									
Bachelor's	398	3.34	0.67	Between Groups	0.13	2	0.06	0.15	0.86
Master's	43	3.35	0.69	Within Groups	196.74	441	0.45		
PhD's	3	3.13	0.21	Total	196.88	443			

Total	444	3.27	0.52						
Sense of Initiative and Entrepreneurship									
Bachelor's	398	3.22	0.72	Between Groups	0.27	2	0.14	0.27	0.77
Master's	43	3.19	0.67	Within Groups	224.38	441	0.51		
PhD's	3	3.50	0.61	Total	224.65	443			
Total	444	3.30	0.67						
Cultural Awareness and Expression									
Bachelor's	398	3.33	0.71	Between Groups	0.74	2	0.37	0.75	0.47
Master's	43	3.46	0.64	Within Groups	216.89	441	0.49		
PhD's	3	3.22	0.84	Total	217.63	443			
Total	444	3.34	0.73						

Table 5 reveals that as the result of One-Way ANOVA test analysis no significant difference was found related to educational level regarding the opinions of secondary school teachers on the acquisition of competences in curriculum. It is seen that the teachers with different educational levels have similar opinions on competences. Results show that the mean scores of the opinions of secondary school teachers with bachelor's degree are the highest about "digital competence" ($\overline{X}$ = 3.50) and "learning to learn" competence ($\overline{X}$ = 3.23), those with master's degree are the highest about "communication in foreign languages" ($\overline{X}$ = 2.61), "social and civic competences" ($\overline{X}$ = 3.35) and "cultural awareness and expression" competence ($\overline{X}$ = 3.46), and those with PhD's degree are the highest about "communication in mother tongue" ($\overline{X}$ = 3.83), "mathematical competence and basic competences in science/technology" ($\overline{X}$ = 3.63) and "sense of initiative and entrepreneurship" competence ($\overline{X}$ = 3.50).

The Results of the Secondary School Teachers' Opinions on the Acquisition of Competences in Curriculum in Terms of Subjects

The One Way ANOVA test analysis results on whether the secondary school teachers' opinions on the acquisition of key competences in curriculum differ statistically related to subjects are presented in Table 6 with descriptive statistical analysis.

Table 6

Secondary School Teachers' Opinions on the Acquisition of Key Competences in Curriculum in Terms of Subjects

Key Competences / Subjects	*N*	$\overline{X}$	*SD*	*Source of Variance*	*Sum of Squares*	*df*	*Mean Square*	*F*	*p*
Communication in Mother Tongue									
Group1 Verbal Literacy Subjects	114	3.43	0.77	Between Groups	1.34	4	0.33	0.68	0.60
Group2 Numerical Subjects	154	3.50	0.70	Within Groups	215.62	439	0.49		
Group3 Religion and Ethics	40	3.37	0.74	Total	216.96	443			
Group4 Linguistic Sciences	65	3.47	0.60						
Group5 Special Ability Fields	71	3.57	0.61						
Total	444	3.47	0.69						
Communication in Foreign Languages									
Group1 Verbal Literacy Subjects	114	2.28	0.81	Between Groups	12.69	4	3.17	4.94	0.00* (3-4) (3-5)
Group2 Numerical Subjects	154	2.34	0.85	Within Groups	281.81	439	0.64		
Group3 Religion and Ethics	40	1.95	0.60	Total	294.50	443			
Group4 Linguistic Sciences	65	2.61	0.79						
Group5 Special Ability Fields	71	2.48	0.79						
Total	444	2.33	0.76						
Mathematical Competence and Basic Competences in Science/Technology									
Group1 Verbal Literacy Subjects	114	3.53	0.65	Between Groups	1.12	4	0.28	0.69	0.60
Group2 Numerical Subjects	154	3.57	0.65	Within Groups	179.13	439	0.41		
Group3 Religion and Ethics	40	3.49	0.66	Total	180.25	443			

Group4 Linguistic Sciences	65	3.51	0.59						
Group5 Special Ability Fields	71	3.65	0.63						
Total	444	3.55	0.63						
Digital Competence									
Group1 Verbal Literacy Subjects	114	3.55	0.63	Between Groups	1.17	4	0.29	0.79	0.53
Group2 Numerical Subjects	154	3.43	0.59	Within Groups	163.03	439	0.37		
Group3 Religion and Ethics	40	3.41	0.70	Total	216.96	443			
Group4 Linguistic Sciences	65	3.51	0.47						
Group5 Special Ability Fields	71	3.50	0.66						
Total	444	3.48	0.61						
Learning to Learn									
Group1 Verbal Literacy Subjects	114	3.23	0.70	Between Groups	2.35	4	0.59	1.21	0.30
Group2 Numerical Subjects	154	3.14	0.71	Within Groups	211.66	439	0.48		
Group3 Religion and Ethics	40	3.15	0.78	Total	214.01	443			
Group4 Linguistic Sciences	65	3.24	0.51						
Group5 Special Ability Fields	71	3.36	0.75						
Total	444	3.22	0.69						
Social and Civic Competences									
Group1 Verbal Literacy Subjects	114	3.38	0.70	Between Groups	0.43	4	0.11	0.24	0.92
Group2 Numerical Subjects	154	3.31	0.61	Within Groups	196.45	439	0.45		
Group3 Religion and Ethics	40	3.34	0.68	Total	196.88	443			
Group4 Linguistic Sciences	65	3.32	0.64						
Group5 Special Ability Fields	71	3.36	0.75						

Total	444	3.34	0.68						
Sense of Initiative and Entrepreneurship									
Group1 Verbal Literacy Subjects	114	3.20	0.72	Between Groups	0.60	4	0.15	0.29	0.88
Group2 Numerical Subjects	154	3.19	0.71	Within Groups	224.05	439	0.51		
Group3 Religion and Ethics	40	3.25	0.67	Total	224.65	443			
Group4 Linguistic Sciences	65	3.20	0.58						
Group5 Special Ability Fields	71	3.29	0.83						
Total	444	3.22	0.70						
Cultural Awareness and Expression									
Group1 Verbal Literacy Subjects	114	3.39	0.77	Between Groups	1.33	4	0.33	0.67	0.61
Group2 Numerical Subjects	154	3.30	0.64	Within Groups	216.30	439	0.49		
Group3 Religion and Ethics	40	3.23	0.65	Total	217.63	443			
Group4 Linguistic Sciences	65	3.35	0.70						
Group5 Special Ability Fields	71	3.40	0.74						
Total	444	3.34	0.70						

*p<.05

Table 6 reveals that the mean scores of secondary school teachers' opinions only differ statistically related to subjects in terms of "communication in foreign languages" competence [$F_{(4-439)} = 4.94$, $p<0.05$]. One-Way ANOVA test analysis was used to determine whether this difference was significant. The results of ANOVA test analysis show that there is significant difference between the teachers' opinions in subjects. Scheffe Test, one of the Post Hoc tests, was used to determine between which groups of subjects there is a statistically significant difference (Table 8.).

The Results of the Post Hoc Scheffe Test Analysis on Secondary School Teachers' Opinions about "Communication in Foreign Languages" Competence by Subject

The results of the Post Hoc Scheffe test analysis are presented in Table 7 by the descriptive statistical analysis.

Table 7

Post Hoc Scheffe Test Analysis on Secondary School Teachers' Opinions about "Communication about Foreign Languages" Competence by Subject

Subject	*Subject*	*Categories*	*Mean Difference*	*Std. Error*	*p.*
Group3 Religion and Ethics	Group4 Linguistic Sciences	English Arabic Living Languages and Dialects	-0.66	0.16	0.00*
Group3 Religion and Ethics	Group5 Special Ability Fields	Art Music Physical Education Technology and Design Psychological Counseling and Guidance	-0.54	0.16	0.02*

*p<.05

As given in Table 7, the result of the Post-Hoc Scheffe test after the one-way analysis of variance (ANOVA) performed to determine which subgroups have a significant difference according to the subject variable, there is statistically significant difference ($p<0.05$) between Religion and Ethics and Linguistic Sciences in favor of the Linguistic Sciences and between Religion and Ethics and Special Ability Fields in favor of Special Ability Fields. The difference between the other subgroups was not statistically significant ($p>0.05$).

Discussions, Conclusions and Implications

In this study, 444 secondary school teachers voluntarily replied to the scale, which aims to reveal the acquisition level of competences in the curriculum in secondary schools. The opinions of secondary school teachers on issue differentiated in terms of themes of the scale. Teachers' opinions on the "communication in mother tongue" theme were at the level of "Agree". This result revealed that communication competence in the mother tongue can be acquired in an acceptable level by the aims of the curriculum. In a similar study conducted by Özdaş (2019) with high school teachers, it was revealed that "communication in mother tongue" competence was acquired at an acceptable level. Yaman and Dağtaş (2015) emphasized that the success of students

both in school and in their daily lives depends on using their mother tongue correctly and in accordance with the rules.

Teachers' opinions on the "communication in foreign languages" were at the level of "Disagree". In similar studies conducted with teachers, it was determined that communication competence in foreign languages was acquired at a low level. In the study conducted by Duymuş and Sulak (2018) on the lifelong learning tendencies of pre-service teachers, it was found that the acquisition of communication competence in foreign languages was at the level of "never". Similarly, Gencel (2013) determined that pre-service teachers' opinions of lifelong learning are at a low level in "communication in foreign languages". Gömleksiz and Elaldı (2011) stated that there have been problems in foreign language learning in our country for years and learning a foreign language is perceived as an obligation rather than a necessity. Also Şahin (2018) emphasized that despite all the efforts of the ministry, we are far behind the desired level in foreign language learning.

Teachers' opinions on the "mathematical competence and basic competences in science/technology" are at the level of "Agree". This result revealed that mathematical competence and basic competences in science/technology can be acquired in line with the aims of the curriculum. As a matter of fact, after the revised curriculum in 2018, compared to Türkiye's PISA 2015 results, 2018 PISA results revealed that significant progress has been made in both mathematics and science (MoNE, 2019). Similarly, it is seen that Türkiye has increased its scores in both mathematics and science in the 2019 TIMMS results compared to the 2015 TIMMS results (Mullis, Martin, Foy, Kelly, and Fishbein, 2020). In the research conducted by Kan and Murat (2019) on the investigation of pre-service teachers' lifelong learning and basic competences in educational technologies, it was revealed that the participants' opinions of mathematical competence and basic competence in technology can be acquired at the level of "agree".

Teachers' opinions on the "digital competence" are at the level of "Agree". Similar studies supporting the result are found in the literature (Şahin et al, 2016; Karakuş, 2013). As a matter of fact, with the curricula revised in 2018 in line with the 21st century skills, the scope of the acquisitions that include words such as digital, e-, internet, computer, technology, informatics in every subject in accordance with the requirements of the age has been increased (Ekmen and Bakır, 2018). Among the biggest reasons for this increase is the fact that education can no longer be considered separately from technology in changing and developing international standards (Palacios-Hidalgo, Gómez-Parra, and Huertas-Abril, 2020). The most striking example of this situation revealed the importance of individuals with digital competence during

the Covid-19 pandemic (Geçgel, Kana, and Eren, 2020). The result revealed that digital competence can be acquired in line with the aims of the curriculum, so by the recent global changes and technological developments, students attach more importance to dijital technologies and become successful about acquisition of it.

Teachers' opinions on the "learning to learn" are at the level of "Neutral". As a result of a similar study conducted by Özdaş (2019) with high school teachers, it was found that teachers' opinions on "learning to learn" were at the "occasionally" level. Regarding this result, Özdaş (2019) emphasized that the learning-to-learn competence in the curriculum could not be acquired at a desired level, there were negligence in the implementation phase, and difficulties were experienced in the assessment and evaluation process of the acquisitions about the competence. The result revealed that learning to learn cannot be acquired in a sufficient level in line with the aims of the curriculum. In addition, regarding the learning to learn competence, it was revealed that secondary school students are in a mediocre situation in terms of learning on their own, they are inadequate in the process of being able to work independently, being aware of appropriate learning strategies for the learning outcome, producing solutions to the problems they encounter, and evaluating what they have learned.

Teachers' opinions on the "social and civic competences" are at the level of "Neutral". Different results have been found in the literature. Çalışkan Toyoğlu (2016) revealed that pre-service teachers' views on social and civic competences were at a "very good" level, while in a similar study, it was determined that high school teachers' opinions were at the level of "occasionally" (Özdaş, 2019). Türkçapar (2015) emphasized that social competence is the core of all the skills that the individual who constitutes the society has throughout his life. It can be interpreted that according to teachers, secondary school students do not have enough information about national and international social lives; they are insufficient in knowing the concepts related to culture, civic and society, and they do not follow socio-economic developments sufficiently and pay much attention to social problems.

Teachers' opinions on the "sense of initiative and entrepreneurship" are at the level of "Neutral". This result revealed that sense of initiative and entrepreneurship competence cannot be acquired in a sufficient level in line with the aims of the curriculum. Regarding this situation, Van Gelderen (2012) emphasized the importance of improving secondary school students' ability to take responsibility and act independently among the main objectives of entrepreneurship education, while Robles and Zárraga-Rodríguez (2015) stated that the culture of entrepreneurship should be disseminated in the society. Unlike the result, Çalışkan Toyoğlu (2016); Şahin and Arcagök, (2014) and Şahin et al. (2010) also revealed that participant views on initi-

ative and entrepreneurship competence level are quite good and can be acquired. As a result, it can be interpreted that secondary school students have problems about the sense of initiative and entrepreneurship acquisition and this revealed the importance of environments which students can study or work independently both inside and outside of school.

Teachers' opinions on the "cultural awareness and expression" are at the level of "Neutral". This result revealed that cultural awareness and expression competence cannot be acquired in a sufficient level in line with the aims of the curriculum. In a study conducted by Özdaş (2019) with high school teachers, it was found that teachers' views on cultural awareness and expression competence were at the "occasionally" level. Unlike this result, Şahin et al. (2010) revealed that pre-service teacher' opinions of cultural awareness and expression competence can be acquired at a good level. While Hendricks (2013) emphasized that the cultural awareness of individuals provides the opportunity to see and listen about not only to their own cultural heritage, but also to different cultural perspectives, Bračun Sova and Kemperl (2012) stated that teachers must create opportunities for artistic experience among students and even teachers should understand art, have cultural awareness and expression skills. It is concluded that there are deficiencies in secondary schools related to cultural awareness and expression competence that both national and international cultures and arts are not followed and expressed very much by students at desired level.

In the study, there was no statistically significant difference between the opinions of secondary school teachers in terms of gender in all themes, except "social and civic competences". Unlike this result, the related literature indicated that gender was not a significant variable between high school teachers' (Özdaş, 2019) and pre-service teachers' opinions on issue (Gencel, 2013; Şahin et al, 2010). Apart from this result, the literature revealed that gender is not a significant variable. In a study conducted by Özdaş (2019) with high school teachers to reveal the level of acquisition of competences, no difference was found between the views of the participants about "communication in mother tongue ", "learning to learn", "sense of initiative and entrepreneurship" and "cultural awareness and expression". Similarly, in the study concluded by Doğan and Çalışkan Toyoğlu (2020), it was determined that there was no significant difference between pre-services teacher opinions on lifelong learning culture in schools in terms of "communication in mother tongue ", "communication in foreign languages", "mathematical competence and basic competences in science/technology", "digital competence", "learning to learn" and "sense of initiative and entrepreneurship". In addition to these results, in a study conducted by Gencel (2013) with pre-service teachers, a significant difference emerged in favor of female participants in "commu-

nication in foreign languages" and "learning to learn"; besides, in favor of males in "mathematical competence and basic competences in science/technology".

In the study, there was no statistically significant difference between the opinions of secondary school teachers in terms of seniority in all themes. This result revealed that secondary school teachers with different seniority statistically had similar opinions on competences. The related literature indicated that seniority was not a significant variable between high school teachers' opinions about "communication in mother tongue", "sense of initiative and entrepreneurship" and "cultural awareness and expression" (Özdaş, 2019); between primary school teachers' opinions about "learning to learn" and "sense of initiative and entrepreneurship" (Şahin and Arcagök, 2014). In terms of mean scores, the opinions of the teachers with 21-25 seniority years are high in "communication in mother tongue ", "communication in foreign languages", "mathematical competence and basic competences in science/technology" and "digital competence". In the study conducted by Doğan and Çalışkan Toyoğlu (2020), a significant difference was found between 1-7 and 16-24 seniority years in favor of teachers who have 16-24 seniority years, also between 1-7 seniority years and 25 and over seniority years, in favor of 25 and over years of seniority about "mathematical competence and basic competences in science/technology". It was seen that the highest mean scores belonged to teachers with 26 and over seniority years about "learning to learn", "social and civic competences" and "sense of initiative and entrepreneurship". Related literature, a significant difference was found in favor of teachers with 16-20 years of seniority (Özdaş, 2019) and 16-24 years of seniority (Doğan and Çalışkan Toyoğlu, 2020), about "learning to learn". Related to the research results on seniority, it can be assumed that these results in favor of 21-25 and 26 and over seniority years are due to the professional experiences of teachers and the high number of student profiles they encounter. It was seen that the perception level of the teachers with 1-5 seniority years is high about "cultural awareness and expression". It can be assumed that this result is due to the interest of newly graduated teachers with 1-5 seniority years in situations such as cultural life, popular culture and aesthetic factors.

In the study, there was no statistically significant difference between the opinions of secondary school teachers in terms of education level in all themes. This result revealed that secondary school teachers with different educational level statistically had similar opinions on competence areas. Related literature, in the study conducted by Doğan and Çalışkan Toyoğlu (2020), it was found that the variable of education level did not make a statistically significant difference in the competence areas of "communication in mother tongue", "communication in foreign languages", "mathematical competence and basic competences in science/technology", "digital competence",

"learning to learn" and "sense of initiative and entrepreneurship". It was determined that the mean scores belonged to teachers with PhD's degree about "communication in mother tongue ", "mathematical competence and basic competences in science/technology" and "sense of initiative and entrepreneurship". Huang, An, Liu, and Wang (2020) stated that the entrepreneurship competence of teachers is the main factor for the improvement, development and implementation of student entrepreneurship activities in schools, and that teachers with high education in entrepreneurship activities get higher scores than teachers with undergraduate degree. Results revealed that the highest mean scores belonged to teachers with Master's degree about "communication in foreign languages" and "social and civic competences". Fuentes-Moreno, Sabariego-Puig and Ambrós-Pallarés (2020) emphasized that in addition to social sciences and citizenship education in schools, teacher training programs should be made suitable for social and human sciences to provide social needs, and that graduate study for secondary school teachers in these fields will be very important in the future. In addition, the highest mean scores belonged to teachers with bachelor's degree about "digital competence", "learning to learn" and "cultural awareness and expression".

In the study, there was no statistically significant difference between the opinions of secondary school teachers in terms of subject in all themes, except "communication in foreign languages". A significant difference was found between subjects of the Religion and Ethics and the Linguistic Sciences in favor of the Linguistics Sciences, and of the Religion and Ethics and Special Ability Fields in favor of Special Ability Fields about "communication in foreign languages" competence. Similarly, the related literature indicated that subject was a significant variable on communication competence in foreign languages (Doğan and Çalışkan Toyoğlu, 2020; Gencel, 2013; Karakuş, 2013). Unlike this result, subject was not a significant variable between high school teachers' opinions about "communication in mother tongue", "learning to learn", "social and civic competences", "sense of initiative and entrepreneurship" and "cultural awareness and expression" (Özdaş, 2019); between primary school teachers' opinions about "digital competence" and "sense of initiative and entrepreneurship" (Şahin and Arcagök, 2014). In addition, in the research conducted by Jiménez-Hernández, González-Calatayud, Torres-Soto, Martínez Mayoral, and Morales (2020) to examine the digital competences of secondary school teachers, no significant difference was found between the opinions of the teachers in terms of the subject. It was determined that the highest mean scores belonged to teachers of Special Ability Fields about "communication in mother tongue", "mathematical competence and basic competences in science/technology", "learning to learn", "sense of initiative and entrepreneurship" and "cultural awareness and expression". On the other hand, results revealed that the highest mean scores belonged to teachers of Verbal Literacy Subjects about "digital

competence" and "social and civic competences". Akhan, Çiçek and Mert (2019) emphasized that the general aim of the education systems of the countries is to educate good and competent citizens and this task falls on the Social Sciences teachers in schools. In addition, the highest mean scores belonged to teachers of Linguistic Sciences about "communication in foreign languages", and this can be resulted from the higher perception and awareness of the teachers in this subject.

In conclusion, it has been revealed that secondary school teachers have different opinions regarding the competences in the curriculum. Secondary school teachers generally do not agree that students acquire "communication in foreign languages" competence, but they are neutral about their students competences in "communication in mother tongue", "mathematical competence and basic competences in science/technology" and "digital competence". Moreover, they concluded that "learning to learn", "social and civic competences", "sense of initiative and entrepreneurship", "cultural awareness and expression" competences are not in an acceptable level. On the other hand, when the gender, seniority, education level and subject variables of the secondary school teachers were taken into consideration, it has been revealed that there was a statistically significant difference between teachers' opinions depending on gender in "social and civic competences", and on subject in "communication in foreign languages". Apart from these, no significant difference was found between teachers' opinions regarding variables in other competence areas. Based on these results regarding the research, following implications are listed both for stakeholders of education and researchers:

- Improvements can be made in foreign languages curriculum by taking reform decisions on the teaching and learning of foreign languages in schools. In addition, the number of listening and speaking activities in the textbooks can be increased so that students can participate more actively to the process.

- In addition to increase the number of activity and skill classes in secondary schools, Information Technologies and Software courses can be made compulsory at all grades in order to develop and improve students' digital literacy.

- In order live and learn both inside and outside the school as a requirement of lifelong learning, the number and frequency of entrepreneurial activities (kermis, school and science center trips, sports-artistic tournaments, institution visits, historical and cultural trips, exhibitions, club activities, etc.) that students can work both independently and in cooperation and express themselves can be increased in order to create social and cultural awareness among the secondary school students.

• In order to acquire competences in line with the objectives of the curriculum, each subject teacher must have knowledge about all competence areas. Competences should be distributed as evenly as possible in the textbooks in each subject. In addition, guidelines can be created by education politicians on how to integrate and apply competences in the classroom.

• Considering the breadth of the field covered by the subject, only quantitative research method was used in this study. Research can also be conducted using either a mixed research method or a just qualitative research method.

• Similar studies can be conducted with a larger population and sample; also it can be conducted by comparing the views of primary, secondary and high school teachers on the subject.

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