Examining Project Schools from the Perspectives of Teachers

Proje Okullarının Öğretmen Görüşlerine Göre Değerlendirilmesi

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Abstract

Project schools were first introduced in 2014 with the approval of the Ministry of National Education. Between 2014-2018, there were a limited number of project schools. However, with the change in the high school entrance system in 2018, all the schools accepting their students with high school entrance exam transformed into project schools. This study aims to introduce and evaluate Project Schools, a new type of high school in an education system that already has many kinds of high schools, according to teachers' views. The present study was conducted through a case study, a qualitative research method. 35 teachers of different branches working in four different kinds of project schools located in the central districts of Konya, İstanbul, Antalya, and Adıyaman participated in the study. Data were collected through semi-structured interviews and analyzed through descriptive analysis. At the end of the study, it was found that teachers have positive thoughts towards project schools. On the other hand, they think project schools have certain operational problems. It was also revealed that the aim of the project schools and the expectations from teachers working in these schools are not clear, that the teachers are expected to do extra work that is not stated in their job definition, that the teacher selection process is obscure and must be done according to objective criteria including central exam. The teachers also state that the curriculum of these schools needs to be different from others and must be suitable for their type and characteristics.

Keywords: Project schools, High schools, School improvement policies, Views of teachers

Özet

Proje okulları ilk olarak 2014 yılında bakanlık oluruyla açılmaya başlandı. 2014-2018 yılları arasında sınırlı sayıda proje okulu vardı. Anca 2018 yılında liselere giriş sisteminin değişmesi ile merkezi sınavla öğrenci olan okulların tamamı proje okuluna dönüştürülmüştür. Bu kararla, fen ve sosyal bilimler liselerinin tamamı ve her ilde o ilin nüfusuna göre belirlenmiş bazı anadolu liseleri, anadolu imam hatip liseleri ve meslek liseleri proje okuluna dönüştürüldü. Bu çalışma zaten hali hazırda birçok lise türü barından bir ortaöğretim sistemi içinde yeni bir okul türü olan proje okullarını tanıtmayı ve orada çalışan öğretmenlerin görüşlerine değerlendirmeyi amaçlamaktadır. Bu çalışma, nitel araştırma yöntemlerinden durum çalışması deseninde yürütülmüştür. Çalışmaya Konya, İstanbul, Antalya ve Adıyaman illerinde dört farklı tür proje okulunda çalışan farklı branşlardan 35 öğretmen katılmıştır. Çalışmanın verileri yarı yapılandırılmış görüşmeler yoluyla toplanmış ve betimsel analiz yöntemiyle analiz edilmiştir. Araştırmanın sonunda öğretmenlerin proje okullarına karşı olumlu tutumları olduğu ancak sistemin bazı sorunları olduğunu düşündükleri bulunmuştur. Ayrıca, çalışmada proje okullarının amaçları ve burada çalışan öğretmenlerden beklentilerin neler olduğunun açık bir şekilde ifade edilmediği, öğretmenlerden görev tanımları dışında ek görevler beklendiği, proje okulu sayısının artması ile bu okulların önem ve işlevini yitireceği, öğretmen seçimi kriterlerinin belirsiz olduğu ve öğretmen seçiminin merkezi sınavı da içeren objektif kriterlere göre yapılması gerektiği ve bu okulların öğretim programlarının okulların türüne özelliklerine göre diğer okullardan farklı olması gerektiği sonuçlarına ulaşılmıştır.

Anahtar Sözcükler: Proje okulları, Liseler, Okul iyileştirme politikaları, Öğretmen görüşleri

1. Introduction

High schools, generally known as upper-secondary schools, differ around the world. There are different kinds of schools which serve particular purposes. However, no matter what they are called, in most countries, they are divided into two sections, namely general education schools and vocational schools. Students choose one of these to either attend a higher education institute or learn and master a profession. However, not all upper secondary school systems are so straightforward. In Türkiye, for instance, upper secondary education breaks into many sections. These are Anatolian high schools, science high schools, social sciences high schools, vocational high schools (e.g. technical-vocational high schools and medical vocational high schools), Anatolian high schools of fine arts, Anatolian high schools of sport and religious vocational high schools and so on.

Anatolian high schools are the most common general education upper secondary schools in Türkiye, and they prepare their students for higher education. They were introduced to provide education in foreign languages, especially in English. When they were first introduced in 1955, there were only seven of them. At first, all the courses except Turkish and History were taught in English. Later the number of these schools increased, and this English medium instruction was abandoned. Finally, in 2010 all the general high schools converted into Anatolian high schools, and they practically became general high schools. Now, they do not provide any additional foreign language courses and they accept students within their neighborhood. Science high schools, and social science high schools get their students with an entrance exam and prepare their students for higher education. Since they have high profile students, their university exam success is better than other schools. Vocational high schools are divided into three separate schools: Technical-vocational high schools, which train students for the needs of the industrial sectors, medical-vocational high schools, which train students for the healthcare sector and religious vocational high schools, which train students for higher education (general higher education or theology faculties) or to work in mosques to guide people fulfill their religious duties. Most of these schools can be found within the borders of most of the metropolitan municipalities. However, some of these schools, like fine arts and sports high schools and social sciences high schools, cannot be found in small districts.

In addition to these upper secondary schools, a new school type which covers the ones mentioned above was introduced almost nine years ago. This new school was named as a school applying special programs and projects, in short, and most commonly known as project schools. This study aims to describe this new school system and evaluate it according to the views of teachers working in them. This study will expand the international literature about high schools by describing these schools.
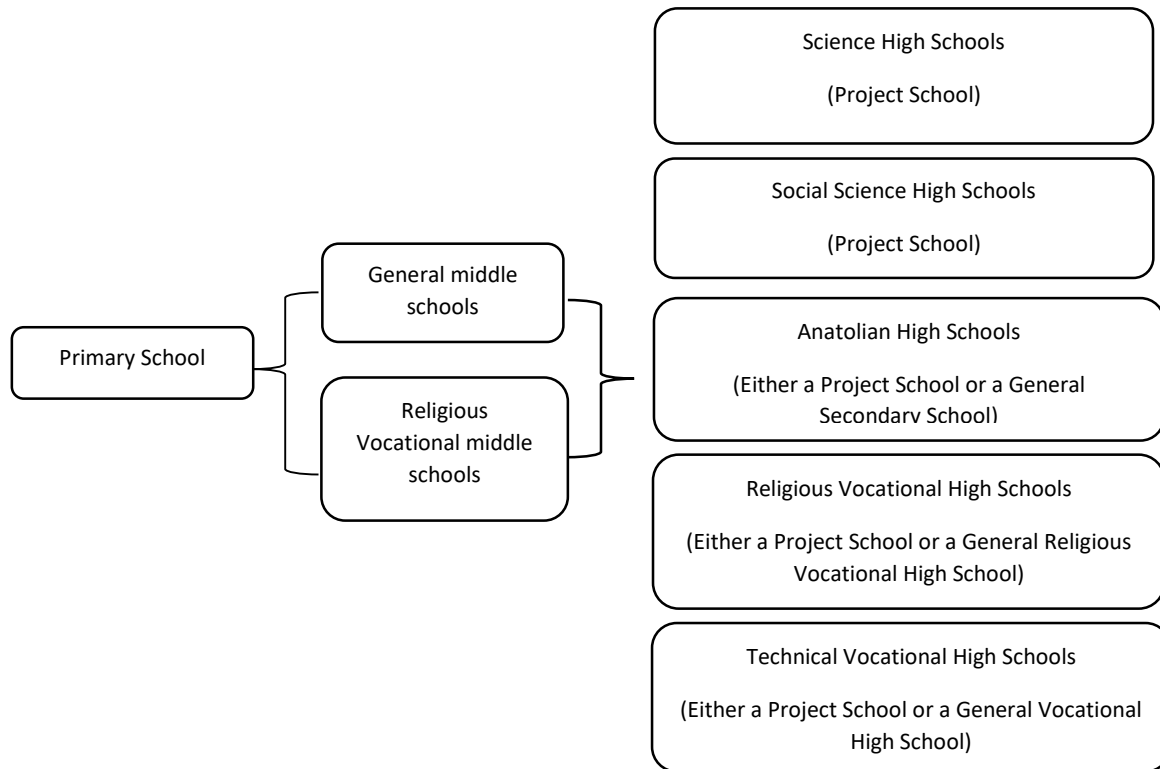
1.1. The Characteristics of Project Schools

Project schools (PS) were introduced in 2014, and they are identified as the schools which were established according to international agreements signed with foreign countries and which were chosen by the Ministry of National Education (MoNE) to implement a specific educational reform or program. These schools can be established according to international agreements, or they can be chosen by the MoNE to implement special programs such as science and social sciences, fine arts, and technical programs (MoNE, 2014; 2016; 2018).

After the introduction of project schools some of the Anatolian high schools and vocational high schools, as well as all the science high schools and social sciences high schools, were converted into PS. When a school is defined as PS, it accepts its students based on a score that should be taken

from a central exam. That is to say, students choose these schools according to their central exam scores. The ones who cannot attend these schools can enroll at the nearest high school or any private high school. The general school system applied in Türkiye after 2014 can be summarized in Figure 1.

Figure 1. Current School System in Türkiye

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                                                    ┌─────────────────────────────┐
                                                    │     Science High Schools     │
                                                    │       (Project School)       │
                                                    └─────────────────────────────┘
                                                    ┌─────────────────────────────┐
                                                    │  Social Science High Schools │
                                                    │       (Project School)       │
                                                    └─────────────────────────────┘
                      ┌──────────────────┐          ┌─────────────────────────────┐
                      │  General middle  │          │     Anatolian High Schools   │
                      │     schools      │          │ (Either a Project School or a│
┌──────────────┐      └──────────────────┘          │   General Secondary School)  │
│Primary School│                                    └─────────────────────────────┘
└──────────────┘      ┌──────────────────┐          ┌─────────────────────────────┐
                      │    Religious     │          │ Religious Vocational High Sch│
                      │Vocational middle │          │(Either a Project School or a │
                      │     schools      │          │General Religious Vocational  │
                      └──────────────────┘          │        High School)          │
                                                    └─────────────────────────────┘
                                                    ┌─────────────────────────────┐
                                                    │Technical Vocational High Sch │
                                                    │(Either a Project School or a │
                                                    │ General Vocational High Sch) │
                                                    └─────────────────────────────┘
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As seen in Figure 1, after four years of primary school, parents can choose a general middle school or a religious vocational middle school, which has additional lessons such as Qur'an, life of the prophet Muhammed and Arabic. After four years of middle school, students enter a central examination and choose a project school based on their exam scores. If they could not get enough scores to enter a project school, they could attend an Anatolian high school, a religious vocational high school, a technical vocational high school, or continue their education at open high schools. All the students who completed 12 years of compulsory education have an equal chance to enter university entrance examination and attend a university. However, the ones who get better education at high schools have a better chance.

PS can be a newly established school, or an already operating school could be converted into a project school. PS can either be chosen by MoNE, or the high school may apply to be a project school at the end of every education year. The final decision is given by the MoNE (MoNE, 2018). In 2015, 200 schools were identified as PS, and this number rose to 1367 in 2018 with the change in the high school entrance system. In 2018, to meet the demand, MoNE increased this number to 1774 (MEB, 2019a), and finally, in 2021 the number of PS has risen to 2340 (MoNE, 2021). This rise in quantity and the speed of rise reminds educators of the case of Anatolian high schools, which were only a few in every city when they were first established. In 2010, all the high schools turned into Anatolian high schools which made them practically general high schools. Educators in Türkiye were worried that the same would happen to the PS.

Project schools bring many changes, especially for the teachers and administrators. One of the most significant changes these schools bring is the assignment system of administrators and teachers.

Usually, when a teacher is recruited in Türkiye, he is recruited as a civil servant and can work at the same school as long as he wants. If teachers want to change their schools, they can apply at the end of the education year, and they are assigned according to their scores which are called service points and given according to their experience and the location they have worked so far. However, in the regulation of PS, it was stated that administrators are assigned directly by the MoNE with the offer of the provincial directorate of national education, and teachers are recruited by the school administration, and they can work only eight years at the same PS. This eight-year period is divided into two sections of four years, which means that a principal who does not wish to work with the teacher can terminate the teacher's contract (MoNE, 2018). Since teachers are working as civil servants in Türkiye, ending a teacher's contract does not mean ending his teaching career. They are just assigned to a new school by the local authorities. Although this decentralized teacher recruitment system is prevalent in Europe (European Commission/EACEA/Eurydice, 2013), it is a significant change for the highly centralized Turkish teacher employment system. This new system allows school administrators a chance to work with the teachers they choose, not the ones assigned by the central authorities. However, it was found that school administrators value references more than any other criteria while selecting teachers (Tabancalı & Becerikli, 2019).

Although the assignment system and maximum working time have changed, the curriculum and the number of courses in these schools stay the same. There are many project schools serving different purposes. However, all of them and all the other upper secondary schools have the same curriculum and same courses due to the national curriculum developed centrally by the MoNE. Kaya et al. (2012) stated that "National curriculum is a framework used by all schools to ensure that teaching and learning are balanced and consistent. It includes the objectives to be attained, the subjects to be taught, and the knowledge, skills, and understanding to be acquired in each subject. It ensures that every student develops the knowledge, skills, and attitudes necessary for their self-fulfillment and development as active and responsible citizens" (p. 104). However, to attain different objectives, the curriculum of project schools could be adapted for the specific needs of each school (Kliebard, 1992), and project schools could follow a school-based approach (Caldwell & Spinks 2013; Lee et al., 2018; Skilbeck 1985, 2005) to develop their own curriculum, which could not be possible in Türkiye now due to the centralization.

The studies conducted on PS are mostly conducted in the field of educational administration and focused on the skills of school administrators (Aslan, 2018; Çatak, 2021; Çiloğlu, 2023; Genç, 2021; Giorgetti et al., 2018; Kaya, 2018; Koç, 2019; Sargın, 2021; Tabancalı & Becerikli, 2019; Yılmaztürk & Balyer, 2022; Usul, 2020; Uygur, 2020). Three studies focused only on religious vocational high schools (Avcılar, 2021; Dikmen, 2023; Karaman, 2021). Among these studies, Tabancalı and Becerikli (2019) have found that school administrators use personal references, formal visitings, gatherings, and social media while selecting their teachers. Yılmaztürk and Balyer (2022) have found out that the expected success is not fully achieved because the practices and goals of the project schools in theory contradict the reality. Karaman (2021) has observed that the perceptions of satisfaction of administrators, students, and teachers regarding the project school practices were high. Kaya (2018) has stated that the advantages of PS outweigh the disadvantages and that the authority of the school administrators to form their own team increased the sense of team spirit and satisfaction among school staff.

The present study differs from those previously conducted in that it attempts to understand and explain the conditions in these schools from the perspectives of teachers, and it focuses on various aspects of these schools such as the contribution to the educational system, the teacher selection process, curriculum differentiation, and student achievement. Another aspect distinguishing this study

from the others is that it covers almost all types of PS, namely Anatolian high schools, science high schools, social sciences high schools, and religious vocational high schools.

Accordingly, this study aims to introduce this new high school context to the international literature by examining teachers' views regarding these schools. In line with this aim, following questions were asked:

1. What are the views of teachers working at project schools regarding these schools?
2. What are the views of teachers working at project schools regarding the working conditions in these schools?
3. What are the views of teachers working at project schools regarding the selection of teachers?
4. What are the views of teachers working at project schools regarding their effect on student success?
5. What are the views of teachers working at project schools regarding the features these schools must have?

2. Method

2.1. Research Design

This study is conducted through a holistic single-case study, one of the qualitative research methods. Case studies thoroughly investigate and depict a phenomenon within a real-life context (Merriam, 2009; Yin, 2003). One of the rationales behind the holistic single-case studies is the representative cases (Yin, 2018). The case study may examine a representative firm, organization, or school (Yıldırım & Şimşek, 2016). This study, therefore, discusses the issue of project schools as a single case and examines the views of teachers working in them. Accordingly, literature about the project schools was reviewed, research questions were identified, participants were chosen, and data were collected through semi-structured interviews and analyzed via descriptive analysis.

2.2. Study Group

35 teachers of different branches working in four different types of project schools located in the central districts of Konya (15 teachers), İstanbul (9 teachers), Antalya (7 teachers), and Adıyaman (4 teachers) participated in the study. The project schools where participant teachers were working were an Anatolian project school (12), a religious vocational project school (9 teachers), a social sciences project school (8 teachers), and a science project school (6). The participants were chosen through purposeful sampling. The purposeful sampling draws its strength from in-depth analysis. It allows the researcher to choose information-rich cases in which one can get a great deal of information regarding the purpose of the study (Patton, 2002). To reach the information-rich cases and to examine the views of teachers from different schools and regions, maximum variation sampling was used. To utilize the the maximum variation sampling, diverse characteristics of the case were identified (Patton, 2002), and the teachers working in different kinds of PS were reached through e-mail and text messages. Only the teachers who replied and volunteered to participate were included in the study group. The length of service of teachers participating in the study changes between 10 and 34 years. In order to get different views, the teachers who are assigned by the school administration and the teachers who are assigned centrally before the introduction of the 2018 regulation are included in the study.

2.3. Data Collection Tool and Process

Data were collected through a semi-structured interview form developed by the researchers. The interview method was preferred because it can reveal feelings, thoughts, and intentions. It also gives the individuals being interviewed the opportunity to respond in their own words and to express their own personal perspectives (Patton, 2002).

Before the preparation of the interview form, the literature was reviewed, the regulations introduced for the project schools were examined and informal conversational interviews were conducted with teachers regarding project schools. Then, the research questions were identified, and open-ended questions which are easy to understand and do not guide the participants were generated. The interview form was checked by three specialists who are experts in qualitative studies. In line with the views of the experts, the number of questions was reduced to seven and necessary corrections were made. The piloting of the interview form was conducted with the participation of three teachers. After the pre-implementation process, the form took its final form.

Data were collected from the teachers working in project schools in four different cities located in the four different geographical regions of Türkiye, in the 2022-2023 education year. Before the interviews, the participants filled out a consent form. 22 interviews were conducted face-to-face, and 13 were through online meetings. They were conducted with the volunteer teachers at their schools for the face-to-face interviews, and at convenient times of the teachers for the online interviews at the appointed time. The interviews lasted 20-25 minutes. Participants were asked whether they allowed the interviews to be recorded. All 13 teachers interviewed online agreed to record the meeting. 8 of the remaining 22 teachers stated that they would feel uncomfortable if their voices were recorded and note-taking technique was used in these interviews accordingly.

2.4. Data Analysis

The data obtained through interviews were analyzed via descriptive analysis. The descriptive analysis aims to present the findings to the reader by arranging them. The description aims to take the reader into the setting. The data do not include judgments. Instead, it simply describes what occurred (Patton, 2002). In order to analyze the data, the recordings were first transcribed, and then themes were created by taking research questions into consideration. The themes used to analyze the data are; (I) the general views of teachers regarding PS, (II) the working conditions in project school, (III) the teacher selection process, (IV) the effects of PS on student success, and (V) the features these schools must have. Data were presented within these themes. Moreover, direct quotations were used to reflect the opinions of the participants. Data were analyzed by the researchers separately, and to ensure the reliability of the study, the inter-coder reliability formula suggested by Miles and Huberman (1994) was used. The inter-coder reliability was found to be 0,84. Miles and Huberman (1994) suggest that an 80% agreement between coders on 95% of the codes is sufficient agreement among multiple coders.

2.6. Research Ethics

This study was examined and approved by the Hacettepe University Ethics Commission in the meeting held on 11.04.2023. In the present study, all the ethical factors were taken into consideration. The researchers directly contacted the participants, gave information about the study, and had them fill in a consent form. The interviews were recorded with the consent of the participants. Before the interviews, participants were informed that they had the right to withdraw at any time, and if they did

so, their data would not be used in the study. It was also ensured that no physical or psychological harm was done to the participants.

3. Findings

3.1. The Views of Teachers Regarding Project Schools.

Figure 2. General Views of Teachers Regarding Project Schools
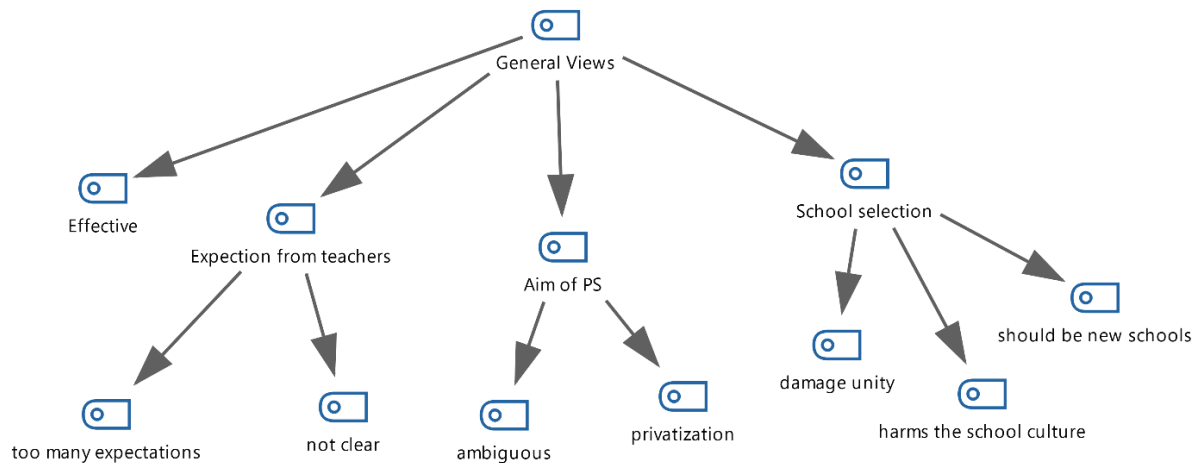
The views of teachers regarding project schools vary. Some of the teachers have positive opinions about project schools and they are happy to have them. However, they also think that these schools do not reflect their true purpose due to some problems. Moreover, they think that turning the long-established schools into project schools may harm their culture, and they also state that these schools must be chosen from the newly established ones. Some of the views regarding this issue are given below.

"… the schools chosen to be the project school must be a new school. The administration and the teachers should be selected as a team from the beginning, and they plan together what to do. Turning an old school into a project school can damage the culture of that school and disturb the teachers already working in that school…" (T8)

Teachers stated that the schools converted into Project Schools are chosen from the schools that are already successful, and being a project school does not affect the success of these schools. They also expressed that defining some schools as more qualified than others causes other schools to be seen as non-qualified, and this is a great loss for the non-project schools and high school system. Besides, teachers think that some project schools must be chosen from the unsuccessful and disadvantaged ones.

"…naming some schools as project schools makes other schools less important in the eye of the parents, and this reduces the interest in other schools and affects them negatively…" (T1)

"…actually these schools were already successful if you have a project implement this on disadvantaged schools so we can see how successful it is. To see how successful it really is you must implement on disadvantaged Schools…" (T5)

Some of the teachers working in project schools expressed that increasing the number of project schools is wrong and think that the rise in the quantity lowers the quality of these schools. Another view about this issue is that only the science and social science schools should be turned into

project schools. Besides, some teachers think that the number of project schools should be increased so that they can reach more students.

"… formerly there were a few Anatolian high schools in every city then every high school turned into Anatolian high school. Now we have project schools, and their numbers are increasing too. Soon all the schools will turn into project schools; however, in reality, they will become ordinary schools. We do not take lessons from past errors…" (T17)

"… The number of project schools should be increased to have more students…" (T11)

Teachers stated that the purpose of project schools and what is expected of them is not certain. They expected these to be made certain. For the purpose of these schools, teachers expressed different opinions. While some of them said the purpose of project schools is to privatize education, others said that they are established to make education more effective.

"… Since what is expected of teachers in project schools is not known, teachers do not know what to do. Furthermore, I understand the expectation from teachers are too high…" (T6)

"…the aim stated in the regulations and the implementation is different. The entire project school system was implemented to enable administrators to choose their teachers. They want to privatize the state schools…" (T3)

Additionally, teachers stated that the curriculum of the project schools are same as the others and in order to achieve all the objectives, teachers do not find the time to do extra work that is expected by the school administration. Moreover, because of the course diversity and university entrance exam pressure, students do not show interest in the projects and other activities.

"… The school is a project school, but the curriculum is the same. We must achieve all the objectives and prepare students for the university entrance exam. When, where, and how we do these extra activities…" (T2)

In a brief, teachers want the purpose of these schools to be explained. They thought that instead of turning an already operating school into a project school, project schools should be selected from newly founded schools. While some teachers thought of them as a positive and successful implementation, others thought that these schools caused other schools to be seen as non-qualified.

3.2. Views of Teachers Regarding Working in Project Schools

Figure 3. Teachers' Views Regarding Working in Project Schools
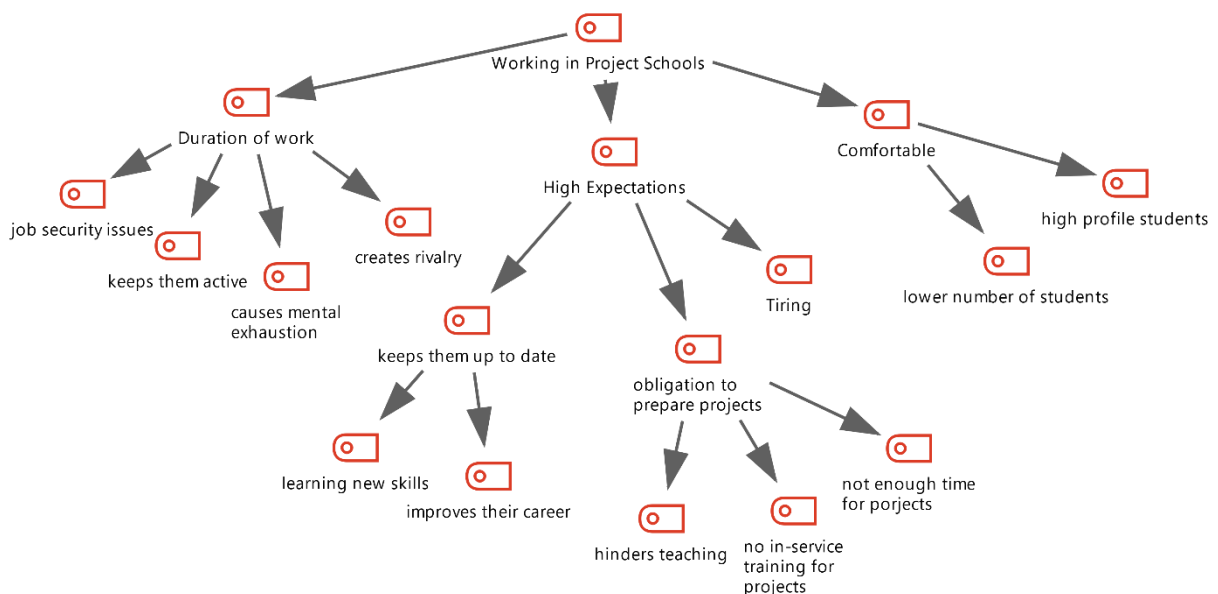
Almost all the teachers found it comfortable to work at project schools because of the high-profile students who attend these schools through a central exam and the relatively lower number of students in classes. Furthermore, since the students are successful, the expectations of school administration are high, too, and as a result, this makes the teachers tired. Nevertheless, some teachers stated that they find it satisfying and, in this way, they can be more productive.

"… dealing with students all day pleases me very much. If I can teach a small piece of knowledge, it makes me happy. I work very hard, I tried a lot, but I am pleased and happy…" (T7)

Teachers working in the project schools expressed that they are always required to produce projects; however, they neither have any training to prepare projects nor have enough time. Since they feel pressure to prepare for these projects, they cannot do their actual job, teaching, and as a result, this pressure wears them out. Moreover, teachers thought that teachers get tired in every school but the extra work demanded of them in project schools tires them a lot. However, some teachers stated that because they worked in the same school and were not chosen to work in project schools, they don't feel any pressure to do extra work and to prepare projects. They also stated that at this point, the teachers chosen by the school administration to work on projects could be more enthusiastic about doing this extra work.

"… we are expected to prepare e-twinning, TUBITAK, and other kinds of projects, but students don't want to participate in these projects because of the university entrance exam and the intense curriculum. So, we have to do all the work…" (T21)

"… school administration wants us to prepare projects. However, because these projects are not prepared voluntarily, the products that come out at the end have poor quality and they are mostly the copy-paste ones…" (T6)

"… I came to this school after it had turned into a project school. So, I know I need to prepare projects and do some extra work other than teaching. I do not feel any pressure on me. I think teachers who know this and accept it are more enthusiastic…" (T15)

On the other hand, some of the teachers expressed that the extra work they have done and the projects they prepare keep them up to date, improve them, and have a positive effect on their careers.

"… since the students are successful in project school they force you to work hard. If you add extra work given by the school administration to it, you have to work even harder and refresh yourself. I think this has a positive effect on my career…" (T11)

As for the duration of work in project schools, teachers expressed different opinions. Some of the teachers thought that having a four-year working period kept them active. Others stated that thinking about whether they will stay in the school or not mentally wears them out and sometimes this causes mobbing.

"… having a certain amount of time in these schools and not staying in it forever is a good thing. The teacher circulation helps the success of the school, and it has some institutional benefits…" (T8)

"… working in the project schools tires me because teachers are chosen for these schools. Teachers must always be active. However, when you feel your work isn't appreciated by the school administration you feel very sorry. The thoughts such as 'Am I be here next year' or 'What if I don't do this or that' tire me a lot…" (T12)

Some teachers thought that being chosen by the school principal creates a rivalry among teachers and causes discrimination. They stated that some teachers try to win the favor of the school administration. Moreover, teachers expressed that they do not know the criteria to stay in the school or satisfy the school administration. Not knowing the criteria causes concerns about job security.

"…some teachers just pretend to do. They do not do anything, they just pretend. These things affect teachers negatively…" (T3)

"…will I be here next year? Who knows? Only the principal! What do I have to do stay? What makes me successful? I really don't know…" (T12)

To summarize, teachers' views on working in project schools can be divided into two areas: Negative and positive. The positive views are successful students, a lower number of students per class, and improving themselves by doing extra work. The opposing views are being under pressure to do projects, not having enough time to do extra work, the students' unwillingness to participate in projects because of the exams, having to do all the work by themselves, being chosen by the principal, and not knowing the criteria for staying in the school.

3.3. Views of Teachers Regarding the Teacher Selection Process.

Figure 4. *Teachers' Views on Teacher Selection Process*
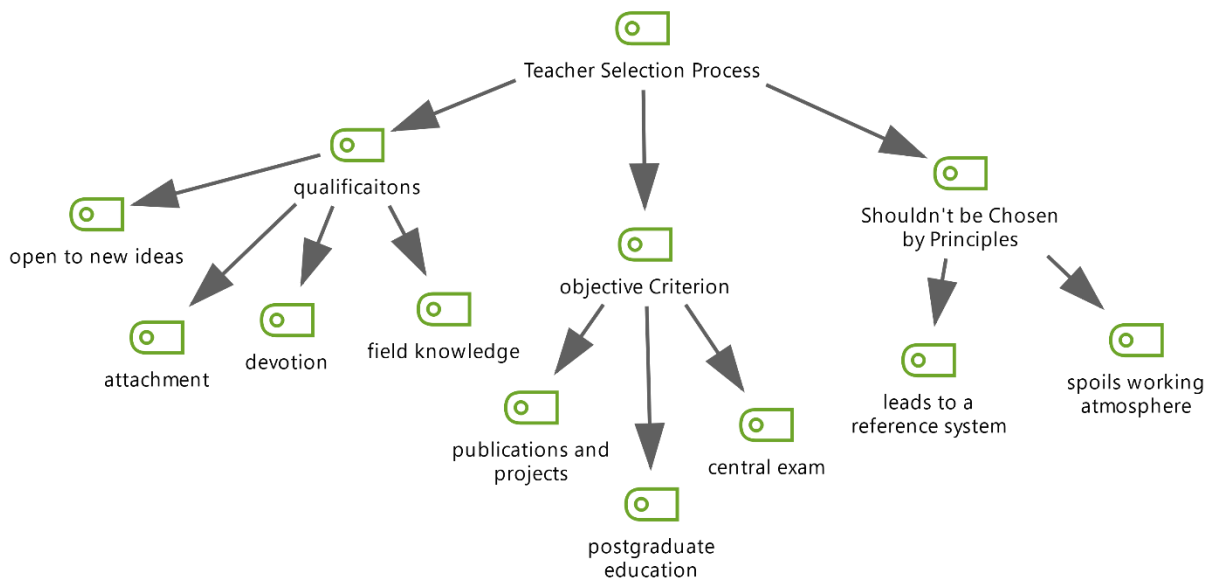
On the selection of teachers to these schools, teachers expressed their opinions that teachers should not be selected by the school principal. Almost all the teachers stated that teacher selection must be based on objective criteria and their qualifications, and merits must be taken into consideration. They added that such a teacher selection method whose criteria are not certain allows principals to select their friends and acquaintances, and it causes unions, associations, politics, and religious groups to interfere. Teachers thought that this kind of teacher selection method spoils the working atmosphere in the school.

"… It certainly must be based on objective criteria. In the past, teachers were selected for Anatolian high schools with a central exam done by the Ministry of Education and an interview. It is not right to leave it up to the discretion of school principals or some other administrators…" (T1)

"… For example, for the branches such as English, Turkish literature, history teachers were selected according to their influential contacts, but for the branches like physics, mathematics, and chemistry they were selected according to their qualifications…" (T9)

"… from the very beginning, it turns into an old-boy network. It should not be left up to the school administrations. Teachers who were proposed by religious groups, associations, unions, and some other superiors were selected for these schools. I think this is not right…" (T7)

On the other hand, some of the teachers approve of this teacher selection method as long as it is based on objective criteria known by everybody. They expressed that there must be a central exam measuring both subject matter knowledge and professional teaching knowledge to select teachers. However, teachers do not agree on the presence of an interview system. While some believe that it can cause unjustness, others believe that an interview system clear of any injustice must be used.

"… As you know in foreign countries school administration selects teachers. In the Ottoman era, we can learn from the manuscripts that there were some criteria for the school administrators and teachers. These criteria must be defined wisely. I think everyone who graduated from the education faculties cannot teach, or do this profession…" (T7)

"… of course, administrators could choose the teachers. I agree with it. But it must be done from a teacher selection pool. They could not select their relatives, acquaintances, or friends. There should certainly be a central exam…" (T9)

The teachers participating in the interviews stated that in addition to a central exam, a point system must be established. They expressed that a teacher selection pool to which teachers who are willing to work in project schools apply and from which the schools choose them could be a proper way to select teachers. The point criteria stated by the teachers include;

- Central exam scores
- Postgraduate education
- Publications (books, articles, etc.)
- In-service educations
- National and international congresses, seminars and workshops
- Projects
- Achievement certificates
- Professional experience
- International language exams (for language teachers)

Teachers believe that the teacher selection based on the criteria as mentioned above will be more appropriate and fairer.

"… a point system based on certain criteria must be established. School's administrators should choose teachers applying their school according to this point system…" (T25)

The teachers gave some opinions about the qualifications of teachers working in project schools. The teachers who want to work in project schools should;

- have excellent field knowledge.
- be open to new ideas.
- improve themselves.
- be an expert user of technology.
- have work discipline and ethics.
- have good communication skills.
- be devoted.
- be attached to the national values of the society.
- be a good team member and participate in teamwork.

The majority of the teachers working in project schools stated that teachers having the above qualifications could be chosen to work in project schools. However, some of the teachers believe that

graduating from the education faculty is enough to work in these schools and that there is no need to seek additional qualifications.

"…Actually, all the teachers are experts in their field. A teacher completing education faculty can work in these schools. There is no need to define extra criteria…" (T6)

Almost all the teachers agree that there should be objective criteria for the teacher selection process. Otherwise, it will lead to claims that undeserving teachers are assigned to these schools, and this will cause distrust among teachers. Conducting a central exam and establishing a point system are the most stated opinions about this issue.

3.4. Views of Teachers Regarding the Effect of Project Schools on The Achievement of Students.

Figure 5. Effect of Project Schools on the Achievement of Students
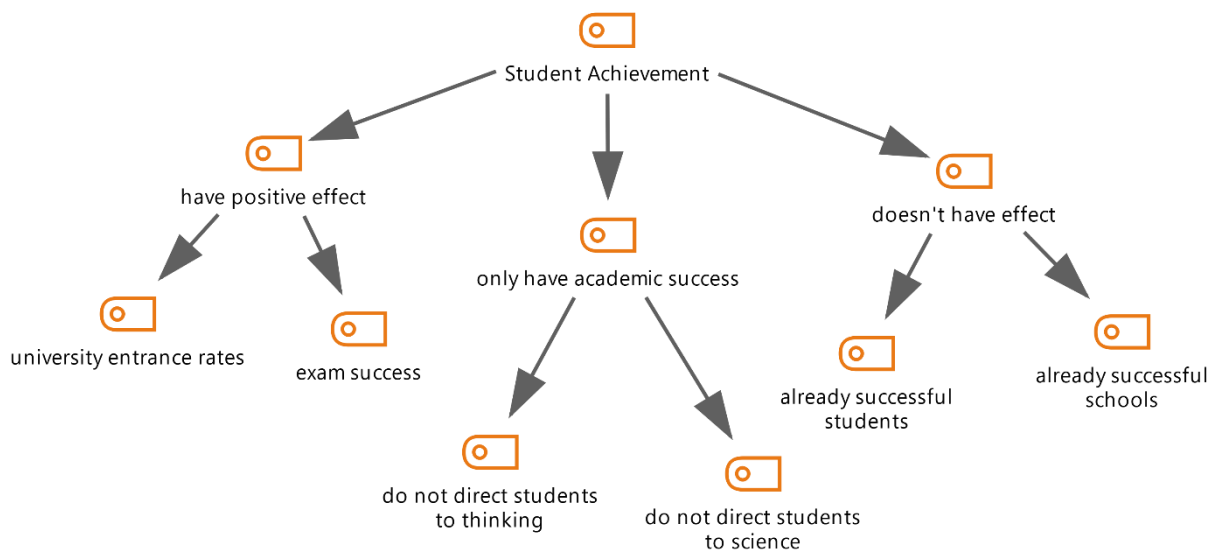
On the effectiveness of the project schools, most teachers stated that these schools were already successful and turning them into project schools does not affect the achievement of students. While some teachers expressed that it is too early to talk about any effect on achievement, others thought that project schools influence the achievement of the students.

"… They were already successful schools. Students chose these schools according to entrance exam results. Now it is the same. So, I couldn't see any difference…" (T1)

"… I think when we combine the devoted teachers and chosen students, they will make a good team and this will increase achievement…" (T8)

The teachers stating opinions on this issue think that newly established project schools affect student achievement.

"…I had the chance to work at the first project school established in this city. This school graduated its first students this year and I got very positive feedback. In an environment where chosen teachers and chosen students meet the success comes…" (T3)

In addition to these, some of the teachers expressed that these schools prepare their students for the university entrance exam and do not direct students to science. Therefore, even if there seems to be a success, it is not exactly a success in the long run.

"…We do not have students do science. We prepare our students for the university entrance exam and make them solve questions on paper. These students cannot contribute to science and philosophy…" (T16)

3.5. Views of Teachers Regarding the Features Project Schools Must Have

Figure 6. Views of Teachers Regarding the Features Project Schools Must Have
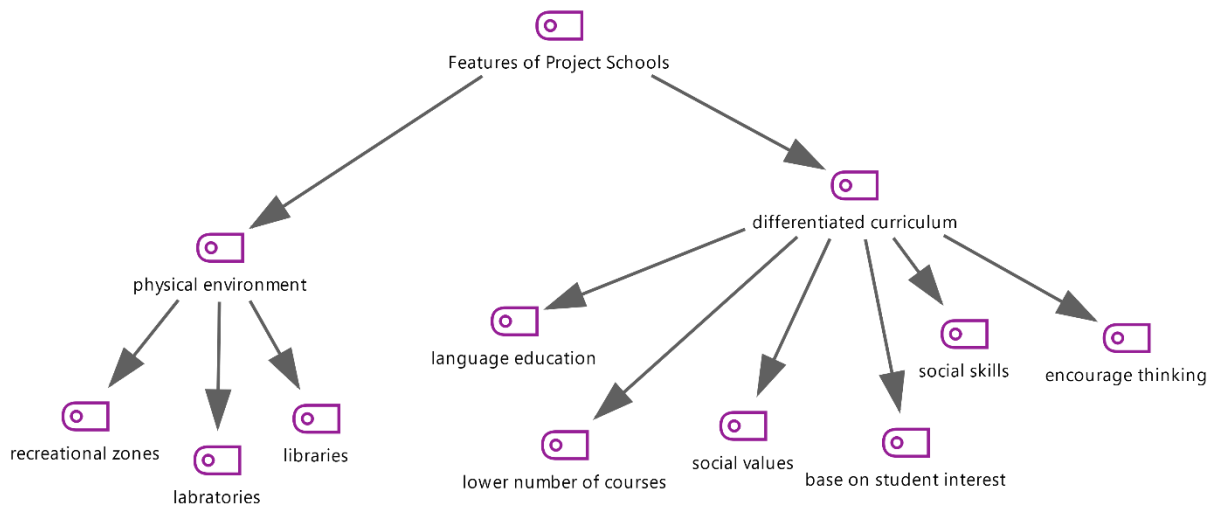
When the views of teachers regarding the difference of PS were examined, teachers stated that the curriculum of these schools must be differentiated, and the number of courses must be reduced to let the students study thoroughly according to their interests.

"…In the 9th grade students have 14 different lessons and 40 hours in a week. It is unbelievable. 14 different lessons are a burden that a 15-year-old student cannot bear. With these intensive courses, students do not have time to do extracurricular activities…" (T2)

Teachers thought that these schools must have well-equipped laboratories and libraries. Teachers stated that these schools do not provide an exam-based education. Instead, they should encourage free thought and improve the critical, creative, and analytical thinking skills of students.

"…these schools must train students who question, analyze and create new ideas..." (T15)

"…above all we must raise curious scientists. We should relieve their exam stress and let them enter universities without examinations. Only then we could contribute to the future of our country…" (T6)

Moreover, teachers stated that project schools should be socially and culturally active, these schools should improve the social skills of students besides their academic success, and they should raise good citizens who know their duties and are attached to the values of the society.

"…these schools must create a difference in academic success and values education. Students graduating from project school must both have the academic skills and be good citizens to serve the country…" (T18)

Some of the teachers stated that project schools should implement International Baccalaureate (IB) program and provide courses in foreign languages. Moreover, they thought that project schools must be field-based and there should be sports, art, science, and language project schools.

"…there can be a certain number of project schools and they could implement IB programs…" (T16)

"…I think they must be field-based. Sport project schools, art projects schools, science project schools, language project schools, etc. Students could study without exam stress…" (T2)

Lastly, teachers thought that project schools should cooperate with universities. They stated that academicians can provide consultancy services and teach some courses in project schools.

"…project schools should get consultancy service from universities. They should cooperate with universities and university teachers could teach some lessons in these schools…" (T12).

4. Results, Discussion and Recommendations

This study attempted to describe what project schools are and what they should be through the eyes of the teachers working in these schools. Some of the teachers argue that these schools should be a part of the Turkish high school system. However, the majority of these supporting teachers thought that there were lots of troubles within these schools, so they did not fulfill their goals. Almost all the participants agreed that turning an operating school into a project school could damage school culture. The school culture which has been formed over the years is composed of values, beliefs, and traditions (Hargreaves, 1995; Peterson & Deal, 1998). These beliefs guide the actions of teachers, administrators, and students (Gaziel, 1997). Changing these beliefs and traditions suddenly could harm school culture and disturb the operation of the school.

In the regulation of project schools, their goals are not stated clearly and what to expect from teachers in these schools is not clear either. This causes different implementations in different schools and administrators expect too much from teachers. When it is decided to start a new school system, the Ministry of Education should consider every detail and prepare a proper regulation that covers all the areas. Therefore, unity in the implementation can be provided.

Teachers wanted MoNE to reduce the number of courses a student has each year. This finding conforms with the 2023 Education Vision document prepared by the MoNE in 2019. This document says that the number of high school courses will be reduced to allow students to specialize in the subjects they are interested in (MoNE, 2019b). By reducing the number of courses, students and teachers could find more time to participate in projects. Thus, students can improve their skills by working etiher individually or as a team.

Teachers are satisfied with working in project schools due to the relatively small number of students in the classrooms and the highly successful students. Having successful (Klassen, 2010; Perie et al., 1997; Perrachione et al., 2008; Tye & O'Brien, 2002) and lower number of students (Bishay, 1996; Eastcott, 1973; Griffith et al., 1999; Paliç & Keleş, 2011; Perrachione et al., 2008) affect the job satisfaction of teachers positively. Moreover, teachers who have less than 30 students and work with successful students are more likely to work in the same school for a longer period (Tye & O'Brien, 2002).

Teachers thought that they needed more time to fulfill their primary duties because of the projects and extra work demanded by the school administration. In their study examining project schools in Türkiye, Giorgetti et al. (2018) found that teachers have difficulty finding time for extracurricular activities. Moreover, workload and time pressure tire and wear out teachers (Boyle, et al., 1995; Chaplain, 2008; Klassen, 2010; Kyriacou, 2001). However, the studies examining project schools reveal that administrators of PS define successful teachers as the ones who prepare projects and participate in educational contests (Tabancalı & Becerikli, 2019). If teachers are trained in preparing and counseling projects via in-service training and they are given the necessary time by reducing their workload, they will be more willing to prepare projects. In this way, the time pressure and stress of teachers will be reduced.

While the extra work put much pressure on some teachers, others thought that it gave them the chance to improve themselves. Job monotony can cause people to refrain from taking pleasure in

what they are doing. The extra work that increases the potential of workers motivates them to work more effectively (Robins, 1982 cited in Özdayı, 1998). Furthermore, the extra work done by the teachers leads them to learn new things and contribute to their professional development.

Job security is another issue stated by the teachers. Not having job security makes them anxious. There is a strong relationship between the job security and job satisfaction of teachers (Altınkurt & Yılmaz, 2012; Arabacı & Bademci, 2010; Holdaway, 1978; Özdayı, 1998; Tunacan & Çetin, 2009). Job satisfaction is having a good feeling about the job one does and getting pleasure from that job (Henne & Locke, 2007). The teachers who know that they will keep their jobs could be more satisfied with their jobs and be more effective. In the contrary case, not having job satisfaction could lead to burnout (Bacharach et al., 1991; Kyriacou, 1987). So not having job security in schools affects job satisfaction negatively and causes occupational burnout. Although teachers do not lose their jobs and continue to teach in different schools, they want to know the criteria to continue teaching at PS. Therefore, they work hard to meet these criteria; otherwise, they do not know what to do and feel frustrated.

The issue with which all the teachers agree is that the teacher selection process must be carried out according to objective criteria. The assignments that were done without objective criteria damage the sense of justice of teachers and negatively affect the behaviors towards the school administration and the other teachers who are selected by the school administration. These assignments harm teachers' confidence and labor peace among them and cause teachers to label each other as the man of a religious or political group. In a study conducted among the administrators of project schools, Tabancalı and Becerikli (2019) found that project school administrators value references more than any other things. This study shows that administrators prioritize the criteria suggested by others when selecting a teacher for their schools.

As stated earlier, these assignments harm the confidence of teachers. Studies revealed that confidence among teachers is reduced in private schools and courses where there is rivalry among teachers (Altınkurt & Yılmaz, 2012; Yılmaz, 2009). Assigning teachers according to the objective criteria may minimize these negations and may help the reestablishment of confidence among them. However, Giorgetti et al. (2018), Kaya (2018), and Koç (2019) stated that the current teacher selection process is highly favored by school administrators. They thought that to bring dynamism and competition, and increase the quality of education, this system should continue as it is now.

The curriculum of project schools is the same as that of other schools. However, the students' abilities and competencies that are expected from PS are different than what is expected from other schools. Therefore, teachers working in project schools demanded that the curriculum should be changed to meet the expectations. The curriculum should be adapted according to the needs of each school and even each student group in these schools (Kliebard, 1992), and they must be seen as a plan to improve students (Terwel, 2005). So, the curriculum should be reformed to reflect the different characteristics of different types of schools. This can be achieved by following a school-based approach to develop the curriculum. The school-based curriculum is planning, designing, implementing, and evaluating the curriculum in schools that students attend (Skilbeck, 1985). In this way, schools could achieve their objectives, and teachers working in these schools feel comfortable and have time to do extra work expected by the school administration.

This study has shown that project schools bring along many controversial issues with them. Firstly, the goals of project schools and expectations from teachers and students must be stated clearly. The curriculum of these schools should be changed, and teachers should have the authority to differentiate the curriculum according to the needs of their students and schools. The number of

courses should be reduced so that the students and teachers can prepare projects and have time for extracurricular activities. Lastly, the teacher assignment process should be based on objective criteria to establish a peaceful working environment for teachers. In conclusion, project schools bring a new dynamism to the high school system in Türkiye but have a long way to go and many things should be defined clearly to make these schools successful examples to other schools in different countries.

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Geniş Özet

Özel program ve proje uygulayan kurumlar, daha yaygın bilinen ismi ile "proje okulları" eğitim sistemimize 652 sayılı kanun hükmünde kararnamenin 37. Maddesine 16 Mart 2014 tarihinde yapılan ekleme girmiştir. Bu maddeye göre proje okulları "Yurt içi veya yurt dışında, yerli veya yabancı kurum ve kuruluşlarla veya başka ülkelerle işbirliği anlaşması çerçevesinde kurulan ve ulusal veya uluslararası proje yürüten okul ve kurumlar, bakan onayı ile proje okulu olarak seçilen ve belirli eğitim reformu ve programları uygulanan okul ve kurumlar ile bakan onayıyla doğrudan bakanlık merkez teşkilatına bağlanan kurumlar" olarak tanımlanmıştır ve bu kurumlara yapılacak öğretmen atamaları ve yönetici görevlendirmelerinin Bakan tarafından yapılacağı belirtilmiştir (Millî Eğitim Temel Kanunu, 2014). Bu değişiklik ile proje okullarının açılması ve bu okullara öğretmen ve yönetici görevlendirmesi ile ilgili yol haritası çizilmiştir.

Özel proje ve program uygulayan okullar, Türkiye'de hemen hemen her 10-20 yıllık dönemlerde açılan ve özel bir amaca hizmet ettiği iddia edilen okulların son halkasıdır. Bu süreç, 1955 yılında şimdiki adı anadolu lisesi olan ve yabancı dilde eğitim veren maarif kolejlerinin açılması başlamıştır. Tamamen yabancı dilde eğitim verdiği için öğretmenleri özel olarak seçilen bu okulların sayısı arttıkça yabancı dilde eğitim verebilecek branş öğretmeni bulma zorluğu ortaya çıkmıştır. Öğretmen bulma zorluğunun bir sonucu olarak bu okullar önce yabancı dilde eğitim vermeyi bırakmış 2010 yılında ise bütün okullar anadolu lisesine dönüştürüldüğü için bu okulların bir ayrıcalığı kalmamıştır. 2014 yılında tanıtılan ve ilk örnekleri 2015 yılında açılmaya başlanan proje okulları ise bu tür okulların son halkası olmuştur. Başlangıçta sayıları 200 olan bu okulların sayısı 2018 yılında liselere giriş sisteminin değişmesi ile birlikte 1367'ye çıkmıştır. 2021 yılında ise talebi karşılamak amacıyla bu sayı 2340 olmuştur (MEB,2021). Her geçen yıl ise bu sayı artmaktadır.

Fen bilimleri, sosyal bilimler, sanat, spor ve teknik alanlar gibi temalarda açılabilen bu okullar, ilgili okulun bir uygulayacağı özel bir proje ile başvurması sonucu bakanlık tarafından belirlenmektedir. Uyguladığı programa göre yetenek sınavı veya liselere giriş sınavı ile öğrenci alan bu okulların öğretmenleri de en fazla 8 yıllığına olmak üzere okul müdürleri tarafından belirlenmekte ve bakanlık tarafından atanmaktadırlar.

Özel program ve proje uygulan okulların işleyişi ise 2016 yılında çıkarılan ve 2018 ile en son 2023 yıllarında güncellenen özel program ve proje uygulan okullar yönetmeliğine göre düzenlenmektedir. 2014 yılındaki kanun değişikliği ile Türk eğitim sistemine giren proje okulları, ilk başlarda meslek liseleri için düşünülmüş ancak daha sonra amaç ve kapsam olarak oldukça genişletilmiştir. Türkiye'nin pek çok yerindeki köklü liselerin kurum yapıları ve öğretmen profili değişmiştir. Bu liselerde uzun yıllardır çalışmakta olan öğretmenler görev sürelerini doldurdukları için okullarından ayrılmış ve yerlerine yeni öğretmenler bakanlık onayı ile atanmışlardır. Günümüzde 2300'den fazla okul proje okulu olarak faaliyet göstermektedir ve bu okullar il içi ve il dışı tayine kapalıdır. Yani öğretmenler bu okullara tayin yoluyla atanamamaktadır.

Son on yıldır eğitim sistemimizin bir parçası olan proje okulları ile ilgili alan yazında bulunan çalışmaların büyük bir çoğunluğu Eğitim Yönetimi, Teftiş ve Planlaması alanına yapılmıştır (Aslan, 2018; Çatak, 2021; Çiloğlu, 2023; Genç, 2021; Giorgetti vd., 2018; Kaya, 2018; Koç, 2019; Sargın, 2021; Tabancalı ve Becerikli, 2019; Yılmaztürk ve Balyer, 2022; Usul, 2020; Uygur, 2020). Üç çalışma ise sadece İmam Hatip Liselerine odaklanmıştır (Avcılar, 2021; Dikmen, 2023; Karaman, 2021). Bu sebeple proje okulların yapısı, işleyişi, başarı durumları, eğitim sistemimize katkıları, bu okullarında çalışan öğretmenlerin görüşleri hakkında yapılacak çalışmalar alan yazına katkı sağlayacak ve bu okulların gelişimine ışık tutabilecektir. Ayrıca proje okullarında çalışan öğretmenlerin yaşadıkları olumlu ve olumsuz deneyimler de birincil kaynaktan elde edilen verilerle ortaya konulabilecektir. Dahası bu

çalışma sadece tek bir tür değil hemen hemen bütün proje okulu türlerine odaklandığı için alanda yapılan diğer çalışmalardan farklılaşmaktadır. Bu doğrultuda, bu çalışmanın amacı proje okullarının, bu okullarda çalışan öğretmenlerin görüşlerine göre değerlendirilmesi olarak belirlenmiştir. Bu amaca yönelik aşağıdaki sorulara yanıt aranmıştır.

1. Proje okullarında çalışan öğretmenlerin proje okullarına yönelik görüşleri nelerdir?
2. Proje okullarında çalışan öğretmenlerin bu okullarda çalışmaya yönelik görüşleri nelerdir?
3. Proje okullarında çalışan öğretmen proje okullarına öğretmen seçimi hakkındaki görüşleri nelerdir?
4. Proje okullarına çalışan öğretmenlerin proje okullarının öğrenci başarısına etkisi konusundaki görüşleri nelerdir?
5. Proje okullarında çalışan öğretmenlerin bu okullarda bulunması gereken özelliklere ilişkin görüşleri nelerdir?

Yöntem

Bu araştırmada nitel araştırma desenlerinden bütüncül tek durum çalışması kullanılmıştır. Durum çalışması, güncel bir olguyu gerçek hayattaki bağlamıyla derinlemesine betimleyen ve inceleyen bir araştırma desenidir (Merriam, 2009; Yin, 2003). Bütüncül tek durum çalışması ise bir program, kurum, okul gibi tek bir analiz birimi bulunur (Yıldırım ve Şimşek, 2016). Bu çalışmada da özel program ve proje uygulayan okullar tek bir durum olarak bütüncül bir yaklaşımla ele alınmış ve proje okullarında çalışan öğretmenlerin bu okullar hakkındaki görüşleri incelenmiştir. Çalışmaya Konya (15), İstanbul (9), Antalya (7) ve Adıyaman (4) illerinde proje anadolu lisesi, proje anadolu imam hatip lisesi, proje sosyal bilimler lisesi ve proje fen liselerinde çalışan 35 öğretmen katılmıştır. Katılımcılar amaçlı örnekleme yöntemi kullanarak seçilmiştir. Amaçlı örneklemenin mantığı ve gücü bir konu hakkında derinlemesine araştırmak yapabilmek için bilgi açısından zengin örneklemin seçilebilmesinden gelir (Patton, 2002). Çalışamanın verileri yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Görüşmelerden 22'si yüzyüze, 13'ü ise çevrim içi olarak gerçekleştirilmiştir. Araştırma kapsamında toplanan veriler betimsel analiz yöntemiyle analiz edilmiştir.

Bulgular ve Tartışma

Proje okulları konusunda görüşülen öğretmenler proje okullarının amaçlarının ne olduğu ve bu okullarda çalışan öğretmenlerden ne beklendiğinin açıkça belirtilmesi gerektiğini düşünmektedirler. Öğretmenler proje okullarının diğer okulları dönüştürmek yerine yeni açılan kurumlar arasından seçilmesi gerektiğini de ifade etmektedirler. Proje okullarının olumlu bir uygulama olduğunu düşünen öğretmenlerin yanı sıra bu okulların diğer okulların niteliksiz olarak değerlendirilmesine sebep olduğunu düşünen öğretmenler de vardır.

Öğretmenlerin proje okullarında çalışmaya ilişkin görüşleri genel olarak olumlu ve olumsuz olarak ikiye ayrılabilir. Bu konudaki olumlu görüşler; Öğretmencilerin seçilmiş olarak gelmesi, sınıf mevcutlarının düşük olması, öğrenci seviyesinin yüksek olması, yapılan ek çalışmalarla kendilerini geliştirmelerine fırsat verilmesi olarak ortaya çıkmıştır. Olumsuz görüşler ise kendilerinden sürekli olarak proje istenmesi, bunlar için ek vakit verilmemesi, öğrencilerin sınav baskısı nedeniyle proje hazırlamaya ilgi ve istek duymaması sebebiyle kendi iş yüklerinin artmasıdır. Giorgetti ve diğerleri (2018) proje okullarında öğretmenlerin öğretim program dışı aktivitelere zaman bulamadığını belirtmiştir. Ayrıca öğretmenler üzerindeki iş yükü ve zaman baskısı onları yorabilir (Boyle vd., 1995; Chaplain, 2008; Klassen, 2010; Kyriacou, 2001). Ancak öğretmenlerden bazıları kendilerinden istenen ek görevlerin, kendilerini geliştirmeleri için bir fırsat oluşturduğunu düşünen öğretmenler de vardır. iş

monotonluğu öğretmenlerin yaptıkları işten aldıkları tatmini azaltabilir. Verilen ek görevler öğretmenlerin potansiyellerini artırıp daha etkili çalışmalarını sağlayabilir (Robins, 1982 aktaran Özdayı, 1998). Bu ek görevler onların yeni şeyler öğrenmesine ve mesleki gelişimlerine katkı sağlayabilmektedir.

Öğretmenlerin belirttiği bir diğer olumsuz görüş ise göreve devam etmenin müdürün elinde olması ve bunun için belli kriterlerin olmaması olarak bulunmuştur. Öğretmenler aynı okulda görev yapmaya devam etmek için gerekli şartları bilmedikleri için iş güvencesi hissemediklerini ifade etmişlerdir. Iş güvencesi ve iş memnuniyeti arasında güçlü bir ilişki vardır (Altınkurt ve Yılmaz, 2012; Arabacı ve Bademci, 2010; Holdaway, 1978; Özdayı, 1998; Tunacan ve Çetin, 2009). Iş memnuniyeti bir kişinin yaptığı iş hakkında iyi hissetmesi ve bu işten zevk alması olarak tanımlanabilir (Henne ve Locke, 2007). Görevlerine devam etme kriterlerini bilen öğretmenler daha verimli olabilirler.

Öğretmenlerin hemen hemen tamamı proje okullarına öğretmen seçimi için belli bir kriter getirilmesi gerektiğini düşünmektedir. Aksi durumların liyakatsiz atamaların yapıldığı iddialarına sebep olacağını ve öğretmenler arasında güvensizlik oluşturacağını ifade etmektedirler. Tabancalı ve Becerikli (2019) okul müdürlerinin öğretmen seçimi sırasında referansı olma koşulunu diğer koşulların üstünde tuttuğunu ifade etmilerdir. Proje okullarına öğretmen seçimi için merkezi sınav yapılması ve bir puantaj sistemi oluşturulması gerektiği de yine öğretmenler tarafından en çok dile getirilen düşüncedir.

Öğretmenlerin büyük bir çoğunluğu proje okullarının zaten başarılı öğrenciler alan başarılı okullar oldukları için öğrencilerin akademik başarısına ek bir etkisinin olmadığını düşünmektedirler. Öğretmenlerin bir kısmı ise proje okulu olarak yeni kurulan okulların sonradan dönüştürülenlere göre başarıya etkisinin olduğunu düşünmektedir.

Öğretmenler proje okullarının eğitim programlarının diğer okullardan farklı olması gerektiğini ve ders yoğunluğun azaltılması gerektiğini düşünmektedirler. Eğitim program her okul hatta her öğrenci grubu için farklılaşabilmeli (Kliebard, 1992) ve öğrencilerin gelişimi için bir plan olarak görülmelidir (Terwel, 2005). Bu okul temelli bir öğretim program yaklaşımı takip edilerek başarılabilir. Okul temelli öğretim programı, öğretim programını okulun özelliklerien göre planlamak, tasarlamak, uygulamak ve değerlendirmek olarak tanımalanabilir (Skilbeck, 1985). Ayrıca bu okulların akademik başarının yanı sıra bilim, değerler eğitimi ve sosyal sorumluk konularında da öncü olması gerektiğini düşünmektedirler. Bu okulların üniversitelerle iş birliğinde içinde olması ve akademisyenlerin derslere girmesi de öğretmenlerin görüş bildirdiği bir diğer konudur.

Sonuç ve Öneriler

Bu çalışma, proje okullarının birçok tartışmalı konuyu beraberinde getirdiğini göstermiştir. Öğretmenler ilk olarak bu okullardan kendilerinden tam olarak nelerin beklendiğini bilemediklerini ve bu durumunda keyfî uygulamalara ve isteklere sebep olduğunu ifade etmişlerdir. Buna göre, bu okulların amaçları, bu okullarda çalışan öğretmenlerden beklentiler ve öğretmenlerin görev tanımları açık ve net bir şekilde açıklanmalıdır. Diğer okullardan açık bir şekilde ayrılan proje okullarının öğretim programları diğer okullarla aynıdır. Bu okulların öğretim programları diğer okullardan farklı olmalıdır ve öğretmenlere öğretim programlarını okulun ve öğrencilerin ihtiyaçlarına göre farklılaştırabilme yetkisi verilmelidir. Öğretmenlerin ve öğrencilerin proje hazırlamalarına ve program dışı aktiveler yapabilmelerine olanak tanımak amacıyla proje okullarının ders saatleri azaltılmalıdır. Son olarak bu çalışmanın bulgularına göre, öğretmenler bu okullarda öğretmen seçiminin okul müdürlerinin veye il ve ilçe milli eğitim müdürlüklerinin isteğine göre keyfî veya referans sistemine göre yapıldığını düşünmektedirler. Proje okullarında uyumlu ve huzurlu bir çalışma atmosferi oluşturmak için öğretmen seçimi önceden belirlenmiş objektif kritere göre yapılmalıdır.

Yayın Etiği Beyanı

Bu araştırma, Hacettepe Üniversitesi Senatosu Etik Komisyonu tarafından 11.04.2023 tarihinde yapılan toplantıda incelenmiş olup etik açıdan uygun bulunmuştur. Bu araştırmanın planlanmasından, uygulanmasına, verilerin toplanmasından verilerin analizine kadar olan tüm süreçte "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerden hiçbiri gerçekleştirilmemiştir. Bu araştırmanın yazım sürecinde bilimsel, etik ve alıntı kurallarına uyulmuş; toplanan veriler üzerinde herhangi bir tahrifat yapılmamıştır. Bu çalışma herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiştir.

Araştırmacıların Katkı Oranı Beyanı

Bu araştırmaya araştırmacılar tarafından eşit oranda katkı sağlanmıştır.

Çatışma Beyanı

Araştırmanın yazarları olarak herhangi bir çıkar/çatışma beyanımız olmadığını ifade ederiz