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Social Studies Teachers' Opinions on the Abolished Teacher's Guidebooks

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Abstract

The education system should be updated in accordance with the needs and should be open to innovations. Teaching methods and materials should also adapt to these changes. The abolition of teacher's guidebooks as of the 2018-2019 academic year has had significant effects on the education system. The purpose of this study is to examine the views of social studies teachers on the abolition of teacher's guidebooks. The participants of the study, which was conducted with qualitative research method, were 15 social studies teachers, 4 females and 11 males, who started working in Erzincan before 2018. Data were collected with an 8-item semi-structured interview form in the autumn semester of the 2023-2024 academic year and evaluated by content analysis method. The results show that teachers' guidebooks are used at least at one stage of the course, and this has both positive and negative effects on professional development, time management, freedom and creativity. In addition, it was found that teachers needed guidebooks more in the first years of the profession and did not use daily plans. In this context, the question of whether guidebooks should be redistributed has led to the conclusions that they should be redistributed, should not be redistributed, and should be revised and then redistributed.

Keywords: Social studies, teacher's guidebooks, textbook, teacher opinions.

Introduction

Science and technology are developing rapidly at our age. The education system has also been affected by these developments. In the context of meeting the needs of the age, traditional educational approaches are incomplete. Constructivist approach, multiple intelligence theory and student-centered education approaches are more effective than traditional education approaches in meeting the needs of the age (Bircan & Gökbulut, 2014). In addition, changes have been made in the education system from time to time in order to raise qualified individuals. After the declaration of the republic in Türkiye, 6 different radical changes were made in the education system (Akyüz, 2012). These changes took place in 1926, 1936, 1948, 1968, 1997 and 2004. Although advances in science and technology positively affect educational technology, books still maintain their place among teaching materials. Textbooks, workbooks, resource books and electronic books can be given as examples. Books enable teachers to work more systematically in the teaching process (Genç et al., 2014).

In 2003-2004, textbooks were distributed free of charge to primary and secondary school students for the first time with the decision of Ministry of National Education [MoNE] (Şahin, 2010). Then, pilot applications were made for the constructivist approach in the 2004-2005 academic year and the curriculum was rearranged according to the constructivist approach. As of the 2005-2006 academic year, the new program was prepared and started to be used according to the constructivist approach (Güneş, 2009). In 2005-2006, textbooks, student workbooks and teacher's guidebooks prepared in accordance with the constructivist system were distributed in sets of 3. With the introduction of the new curriculum in education, in-service training was given to teachers to introduce these programs. CDs introducing the constructivist approach and teacher guidebooks were distributed (Ayvaci & Er-Nas, 2009). Teacher's guidebooks for an academic year include an introductory scheme, project assignments, performance tasks, evaluation studies, and alternative assessment tools. In addition to these, it also includes drawing attention, motivation, target gains, time, methods

and techniques to be used and resources that can be used. In short, it helps the teacher in education (Ceyhan & Yiğit, 2004).

Article 10 of the “Preparation of the Teacher’s Guidebook” title in the Regulation on Textbooks and Educational Tools of the MoNE published on 12 September 2012 provides detailed information about the teacher’s guidebook:

Article 10- (1) The qualifications and preparation procedures of the textbook are taken into consideration in the teacher’s guidebook. In the teacher’s guidebook:

a) The achievements / objectives to be achieved in the processing of the subjects are specified.

b) Information, examples and practices that will help the teacher in helping students acquire knowledge, skills, attitudes and behaviors in line with the objectives and explanations in the education and training program and that will facilitate teaching are included.

c) Teaching methods and techniques together with the tools and materials that can be used to help students acquire knowledge, skills, attitudes, behaviors and values, as well as

1) Time analysis related to the subject and the processing plan of the subject,

2) Preliminary preparations to be made by the teacher about the subject,

3) Reminders, questions and similar elements that will provide the relationship with the subjects previously covered and attract the students’ attention,

4) Figures, diagrams, charts and similar auxiliary elements in the textbook that require explanation are included.

d) Homework, projects and similar sample studies that will encourage students to research and produce solutions to various problems encountered in daily life are included.

e) At the end of the topics, if necessary, there is a glossary of the concepts given.

In addition to the fact that teacher’s guidebooks contain activities that can be used in lesson teaching, suggestions on how much the lesson time should be, lesson plans, methods, techniques and resources to be used in lesson teaching (Karakuş, 2010), there is also student-centered planning and teaching of lessons outside of traditional educational habits among the purposes of use. Because constructivist approach is student-centered. The use of teacher’s guidebooks is important in terms of guiding new practices and implementing student-centered education (Uluçınar-Sağır, 2017). “Although students play an active role in the constructivist approach, teachers also have important roles in this process” (Vernette & Foote, 2001; cited in Yurtbakan & Cerrah-Özsevgeç, 2019, p. 129). Teachers are guides in organizing learning environments and accessing information. Teachers’ opinions are important in any change to be made in education and training. Because teachers are at the forefront as practitioners. No matter how qualified the renewed program is prepared, the quality and attitude of the implementer is very important. Teachers have important roles in the implementation of the program and guidebooks. As a practitioner, the teacher can easily reveal the deficiencies. While there are positive opinions about teacher’s guidebooks, there are also opinions that argue that teacher’s guidebooks are disadvantageous. For example, in recent years, there has been a

tendency in the education system towards alternative approaches that are flexible and that focus on teachers' creativity rather than traditional resources. Teacher's guidebooks are resources that have a certain standard and are prepared according to the curriculum. Therefore, flexibility in the teaching process and teachers' creativity may be limited (Darling-Hammond, 2006). In addition, teacher's guidebooks convey one-sided information. However, this contradicts with the constructivist approach that encourages active participation of students (Bonwell & Eison, 1991). In addition to this, the development of technology and the increase in alternative sources have enabled both teachers and students to access information quickly. Therefore, teachers can develop their own practices rather than depending on a source book (Schwartz & Bransford, 1998). In addition, Pinnell and Fountas (2017) argue that teachers can develop their own teaching approaches and be more innovative if there are no teacher's guidebooks. Krasnoff (2016) argues in his study that the abolition of teacher's guidebooks supports the professional development of teachers and improves the quality of education. On the contrary, if teachers depend only on the guidebook, it may negatively affect their professional development and teaching practices (Day & Sachs, 2004). While discussions about the advantageous and disadvantageous situations arising from the use of guidebooks continue, MoNE abolished guidebooks in the 2018-2019 academic year (Erden & Dilekçi, 2022). In this context, taking the opinions of social studies teachers about the abolition of guidebooks constitutes the subject of this study. Therefore, the problem of the research was determined as "What are the opinions of social studies teachers about the teacher's guidebooks that have been retired?". The sub-problems of the research are as follows:

1. What role do teacher's guidebooks play in the preparation, teaching and evaluation of lessons?
2. Do teacher's guidebooks affect teachers' originality, creativity and professional development?
3. Should teacher's guidebooks be redistributed?

Method

Research Model

This research, which was conducted to reveal the opinions of social studies teachers about the removed teacher's guidebooks, is a qualitative study. Qualitative studies examine the quality of relationships, activities, situations or materials (Fraenkel and Wallen, 2006) in order to explore the reasons behind why participants of a given research do what they do (Given, 2015). In addition, a phenomenological design was used in the study. The phenomenological design is a qualitative approach that examines in detail the phenomena that we encounter in our daily lives but do not have detailed information (Creswell, 2009). The reason for choosing the phenomenological design in the study is the effects of the abolition of teacher guidebooks on professional knowledge, skills and attitudes. These effects are changes directly belonging to the individual. Therefore, this design was deemed appropriate to examine teachers' views on the abolished teacher's guidebooks in depth. In addition, the phenomenological design provides the opportunity to explore the background of the participants' thoughts in order to

understand the teachers' views on the abolition of the guidebooks, to reveal their educational approaches and to consider their practices in the classroom.

Study Group

The study group of the research conducted in the academic year 2023-2024 autumn semester consisted of 15 social studies teachers, 4 females and 11 males, who started to work in Erzincan city centre before 2018. Criterion sampling, one of the purposeful sampling methods, was used to determine the study group. Criterion sampling method is the study of all situations that meet predetermined criteria (Yıldırım & Şimşek, 2011). Since the aim of the study is to reveal the opinions about the teacher's guidebooks, the teachers who will form the study group should have used the guidebooks before. In this context, the criterion of the research is that the teachers started their profession before 2018, that is, before the teacher's guidebooks were abolished.

Table 1.

Characteristics of the Working Group

Code	Gender	Field	Graduation year	Seniority	Classes	Class size
T1	Male	Social studies	2007	16-20	5, 6, 7. class	21-30
T2	Female	Social studies	2006	11-15	6, 7. class	21-30
T3	Male	Social studies	2007	11-15	6, 7. class	21-30
T4	Male	Social studies	2006	16-20	5, 6, 7. class	10-20
T5	Male	Social studies	2002	21+	5, 6, 7. class	21-30
T6	Female	Social Studies	2014	6-10	5, 6, 7. class	21-30
T7	Male	Social studies	2008	11-15	6. class	21-30
T8	Female	Social studies	2004	16-20	6, 7. class	21-30
T9	Male	History	2001	21+	5, 6, 7. class	21-30
T10	Male	History	2009	6-10	5, 6, 7. class	21-30
T11	Male	Social studies	2008	16-20	5, 6, 7. class	21-30
T12	Male	Class	2001	21+	5, 6, 7. class	21-30
T13	Male	Social studies	2002	21+	4, 5, 6, 7. class	21-30
T14	Male	Social studies	2007	16-20	4, 5, 6, 7. class	21-30
T15	Female	Class	2001	21+	5, 6, 7. class	21-30

In table 1, the characteristics of the study group. In the study conducted with a total of 15 participants (4 females and 11 males), 11 of the teachers graduated from the field of social studies, 2 from the field of history and the other two from the field of classroom teaching. The graduation years of the participants were between 2001 and 2014. The seniority of the participants is between 6-10 years and 21 years and above. In addition, all of the teachers teach 6th grade, 14 teachers teach 7th grade, 11 teachers teach 5th grade and 2 teachers teach 4th grade. The class size of one participant was between 10-20 students, while the class size of the other 14 participants was between 21-30 students.

Data Collection Tool and Data Collection

A semi-structured interview form consisting of 8 items was applied to 15 social studies teachers in the study group. The semi-structured interview method is an advantageous method because it gives the opportunity to ask in-depth questions and complete the answers if the answers are incomplete or unclear in research on any specified subject (Çepni, 2009). The semi-structured interview form was first prepared by the researchers and then expert opinion was consulted to ensure content validity. The interview questions prepared were revised by taking expert opinions into consideration. Thus, the interview questions were made ready for

application. In addition, follow-up questions were prepared for each question to be used during the interview. In addition to these, in-depth questions were asked to the participant when necessary to obtain more detailed data during the interview. The answers given by the teachers were recorded with a voice recorder. The use of a voice recorder is important in terms of recording the data completely. In order to ensure validity and reliability in the research, firstly, the purpose and sub-problems of the research were presented in a clear and understandable way. Then, the sources to be analyzed within the scope of the research and the study group were presented in detail. In order to ensure validity and reliability during the literature review, domestic and foreign sources were scanned in detail and tables were prepared for the data obtained within the examined sources. While preparing the tables, codes, categories and themes were created. In order to increase validity and reliability, expert opinion was consulted while preparing the semi-structured interview form and after the tables were created. In order to ensure consistency, the tables were checked again by the researchers on the basis of codes, categories and themes. The data related to the research were collected through one-to-one interviews in May-June 2023 at the time and place deemed appropriate by the participants. During the interviews, care was taken to ensure that the teachers were not influenced by the researcher while answering the questions. The interviews lasted an average of 30 minutes.

Data Analysis

The data obtained by using a semi-structured interview form with social studies teachers who voluntarily participated in the study were analyzed by content analysis method. “The basic process in content analysis is to bring together similar data within the framework of certain concepts and themes and to interpret them by organizing them in a way that the reader can understand” (Yıldırım & Şimşek, 2011, p. 227). In the first stage of data analysis, the audio recordings were transcribed systematically in order not to disrupt the integrity of the data obtained and the teachers were given codes as T1, T2, ..., T15 according to the order of the interview. The data obtained with the coding of the participants was analyzed systematically. Themes were determined by considering the interview questions and codes were created for the answers given by the participants related to each theme. The opinions expressed by the participants were associated and brought together. Thus, codes were grouped around certain themes. For example, after the theme related to the frequency and stages of use of teacher's guidebooks was formed, codes related to all the data obtained on the subject were formed. In line with these themes, the associated codes were brought together to form categories. For example, codes such as ‘using the teacher's guidebooks while “writing the acquisitions in the notebook” and “using the teacher's guidebooks while preparing the annual plan” were grouped under the same category since they were done at the preparation stage of the lesson. Then, frequency values reflecting the frequency of the categories and codes were written against them. According to the results of the study, codes, categories and frequencies were presented in tables. In order to ensure the reliability of the research, direct quotations from the interview records were included in the findings section.

Ethical Permits of Research:

In this study, all the rules specified to be followed within the scope of “Higher Education Institutions Scientific Research and Publication Ethics Directive” were complied with. None of

the actions specified under the heading “Actions Contrary to Scientific Research and Publication Ethics”, which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation =Erzincan Binali Yıldırım University Educational Sciences Ethics Board Commission

Date of ethical review decision=01.02.2023

Ethics assessment document issue number= E-88012460-050.01.04-237786

Findings

In the study, the findings related to the semi-structured questions asked to social studies teachers about the abolition of teacher’s guidebooks are presented separately. The findings obtained are presented on tables.

Table 2.

Frequency and Stages of Use of Teacher’s Guidebooks

Theme	Category	Code	f	
Frequency and stages of use of teacher’s guidebooks	Preparation for the lesson	It is used when writing the gains in the notebook	15	
		Used when preparing the annual plan		
		Used for preliminary preparation		
	Lesson teaching	Used for lesson planning		10
		Utilising the included daily plan		
		Effective in time management		
		Provides guidance and ideas		
	Assessment and evaluation	Provides convenience to the teacher		4
		Activities at the end of the unit are useful		
There are assessments appropriate to the gains				
		Provides convenience to the teacher		

In Table 2, it is analyzed how often, and at which stage the teacher’s guidebooks were used the most. The examination was carried out under three headings: lesson preparation, lesson teaching, measurement and evaluation. In the lesson preparation stage, it was stated that they were used for writing the learning outcomes in the notebook, preparing the annual plan, making preparations before the lesson and lesson planning. It was concluded that all of the participants benefited from the teacher’s guidebooks at the lesson preparation stage. Some of the opinions of social studies teachers about the frequency and stages of using teacher’s guidebooks in the preparation phase of the lesson are presented below.

T1- *I used to use it at the preparation and processing stage, but I don’t think it is suitable for assessment and evaluation. There should not be a single method and there should be alternatives in lesson plans.*

T5- *The guidebook was always at hand. I was using it at every stage, but I can say that I used it mostly at the preparation stage.*

T14- *I was using it only at the preparation stage to write the acquisitions in the notebook.*

It was stated that daily plans were used, time management was utilized, the teacher’s guidebook provided guidance and ideas and provided convenience to the teacher. It was

concluded that 10 participants benefited from teacher's guidebooks during the lesson teaching phase. Some of the opinions of social studies teachers about the frequency and stages of using teacher's guidebooks during the lesson are presented below.

T4- *I only used them when I was teaching the lesson. I was teaching my lesson in line with the daily plans.*

T6- *I was making use of the guidebooks during the lesson teaching and preparation phase. It provided me convenience and if there was anything that I could not think of at that moment, I could touch upon the subject thanks to the book.*

In the measurement and evaluation phase, it was stated that the activities at the end of the unit were utilized, there were assessments appropriate to the outcomes and it was easy for the teacher in measurement and evaluation. It was concluded that 4 participants benefited from the teacher's guidebooks during the teaching phase of the lesson. Some of the opinions of social studies teachers about the frequency and stages of using teacher's guidebooks in the measurement and evaluation phase are presented below.

T10- *Although I used it mostly at the preparation stage, I also used it at the lesson teaching and measurement and evaluation stages... In the teacher's guidebooks, there were evaluation questions appropriate to the learning outcomes covered in the textbooks. I would definitely use these questions for assessment and evaluation.*

T12- *I was using the teacher's guidebooks at all stages... At the measurement and evaluation stage, the questions at the end of the unit provided me with convenience.*

Table 3.

Advantageous Aspects of Teacher's Guidebooks

Theme	Category	Code
Advantageous aspects of teacher's guidebooks	Planning	Benefiting the teacher in preparing for the lesson
	Guidance	Guiding the teacher in preparing for the lesson
	Creating an alternative	Having an alternative for things that the teacher does not remember
	Gaining experience	Creating experience for newly appointed teachers
	Unity in teaching	Covering the same subjects in the same periods in schools
	Resource unity	Conducting courses with a single source across the country
	Class notebook	Filling the class notebook by using the guide
	Dominance	Supporting the teacher in terms of subject mastery
	Convenience	Providing convenience in processing and measurement and evaluation
Reliability	Reliability of questions in measurement and evaluation	

In Table 3, the positive aspects of teacher's guidebooks were analyzed. The positive aspects of teacher's guidebooks are as follows: They are useful in preparation for the lesson, they are guiding, they provide an alternative for things that are not remembered, they provide experience for newly appointed teachers, they provide unity in teaching and resources, they are used when filling in the class notebook, they support the teacher in terms of providing mastery of the subjects, they provide convenience, and the questions are reliable in

measurement and evaluation. Some of the opinions of social studies teachers about the advantageous aspects of teacher’s guidebooks are presented below.

T6- *It was very useful for newly appointed teachers. It eliminated the difference in experience.*

T9- *It was very advantageous because it was a guide. We could see anything we could not think of in the guidebook and use it.*

T13- *It was advantageous in terms of teaching the same courses in the same periods in every school in our country and providing unity in teaching and resources.*

T15- *I don’t think that all teachers enter the lesson by preparing for the lesson. For this reason, I think it is advantageous for the teacher to have at least one resource at hand.*

Table 4.

Disadvantages of teacher’s Guidebooks

Theme	Category	Code
Disadvantages of teacher’s guidebooks	Monotonous	Monotonisation of teacher’s guidebooks
	Limitation	Restricting the teacher’s creativity and freedom
	Preparedness	Encouraging the teacher to readiness
	Teacher-centred	Students remain passive during the lesson
	Inconsistency	Incompatibility of content and implementation
	Time	Too many learning outcomes and too few lesson hours
	Scope invalidity	Failure to respond to the needs of each student
	Inadequate measurement	Low number and variety of activities
	Transport difficulties	The guide is thick and heavy and difficult to carry
	Lack of digital	Being in book form and not digital

In Table 4, the negative aspects of teacher’s guidebooks were analyzed. The negative aspects of the teacher’s guidebooks are as follows: the lessons become monotonous when the teacher’s guidebook is used, it restricts the teacher’s creativity and freedom, it encourages the teacher to be prepared, it makes the students passive during the lesson, it cannot meet the needs of every student, the number and variety of activities are low, the guidebook is thick and heavy, it is in book form and it is not digital. Some of the opinions of social studies teachers about the disadvantages of teacher’s guidebooks are presented below.

T3- *It is not suitable for every school because it is prepared by a single hand. There should be alternatives.*

T4- *It is disadvantageous because it puts the teacher into a mould.*

T5- *The content and application phase were not consistent; it was uniform, and the measurement tools were the same in every subject.*

T7- *It prevented creativity when it was adhered to directly.*

T10- *There was no activity to make students active. Being teacher-centered was a negative aspect.*

T12- *The number of activities was low. There should have been various activities under each daily plan. In this way, permanent learning could have been provided.*

Table 5.

The Effect of Teacher's Guidebooks on Teacher's Freedom and Creativity

Theme	Category	Code
The effect of the teacher's guidebook on freedom and creativity	Positive effect	Does not restrict as there is no obligation to adhere Creates an alternative, not a restriction Guidance does not affect freedom and creativity
	Negative effect	The conscious teacher does not encourage preparation but gives ideas Promotes readiness Hinders freedom and creativity It puts the teacher in a mould

In Table 5, the effect of teacher's guidebooks on teachers' freedom and creativity is analyzed. The analysis was conducted in two categories: positive and negative effects. The positive effect of the teacher's guidebooks on teachers' freedom and creativity was found to be that they do not restrict freedom and creativity since teachers do not have to adhere to the guidebook, that they create alternatives rather than restrictions, that they are guiding, and that they do not lead a conscious teacher to preparedness. Some of the opinions of social studies teachers about the positive effect of teacher's guidebooks on freedom and creativity are presented below.

T1- *If the teacher had to stick to the book one hundred per cent, yes, he/she would restrict it. But since he did not have such an obligation, he did not restrict it.*

T10- *It did not restrict creativity and freedom. She was showing the way. Sometimes I could not look at the learning outcome and decide what kind of a path I should follow. For this reason, I do not think that it led me to readiness.*

T11- *It did not restrict freedom and creativity, and it did not lead to preparation. The absence of a guidebook does not mean that teachers are currently doing research. The book at least sets a standard.*

T13- *It does not restrict creativity and freedom. It did not encourage preparation. Currently, teachers download directly from the internet. But when there was a guidebook, there was a healthier system through MoNE.*

The negative effects of the teacher's guidebooks on teachers' freedom and creativity were determined as: encouraging readiness, preventing freedom and creativity, and moulding teachers into a mould. Some of the opinions of social studies teachers about the negative effects of teacher's guidebooks on freedom and creativity are presented below.

T4- *It encouraged readiness. It also restricted creativity and freedom.*

T6- *It did not affect freedom and creativity, but it encouraged readiness.*

T12- *It can restrict creativity and freedom. It actually depends on the teacher. It could lead some teachers to prepare, but conscious teachers can support them with other studies.*

T14- *Some teachers could enter the lesson without any preparation because they trusted the existence of the guidebook. At this point, I think that guidebooks encourage teachers to be prepared.*

Table 6.*The effect of Teacher's Guidebooks on Teacher's Professional Development*

Theme	Category	Code
The effect of teacher's guidebook on professional development	Positive effect	Fills the teacher's deficiencies Eliminates the experience gap Useful, although not a leading role in professional development
	Negative effect	Does not support professional development No positive effect as it is a standard format

Table 6 analyses the effect of the use of teachers' guidebooks on teachers' professional development. The examination was carried out in 2 categories as positive and negative effects. The positive effects of the teacher's guidebooks on professional development were stated as; eliminating teacher deficiencies, eliminating the difference in experience and being useful even though they are not the main role in professional development. Some of the opinions of social studies teachers about the positive effects of teacher's guidebooks on professional development are presented below.

T1- *It contributes to professional development. Especially for teachers who are new to the profession and teachers who are about to retire. For teachers who have deficiencies, the guidebook is a saviour. Because it offers at least one option.*

T2- *It was guiding us in constructivist education. For this reason, I think guidebooks are useful for professional development.*

T4- *It was not the main role in professional development, but it had positive effects.*

The negative effects of the guidebooks on professional development were not supporting professional development and not having a positive effect due to being a standard format.

T8- *I cannot say that it supports professional development too much.*

T13- *Teacher's guidebooks are prepared in a certain format. Therefore, I don't think it has any benefit for professional development.*

Table 7.*The Effect of Teacher's Guidebooks on Time Management*

Theme	Category	Code
The effect of teacher's guidebooks on time management	Positive effect	Useful for planning before the lesson Saves time as there is a sample lesson plan Useful for limiting the topic 40+ 40 lesson plans are effective It is a reliable source
	Negative effect	Guidance in preparation is teacher-centred Does not correspond to reality due to inconsistencies Achievements cannot be achieved with the hours in the guide Students' readiness is ignored It is incomplete Monotonous Does not match the content

In Table 7, the effect of teacher's guidebooks on time management was analyzed. The analysis was carried out in 2 categories as positive and negative effects. The positive effects of the teacher's guidebooks on time management were as follows: it is useful in terms of planning when browsing before the lesson, it saves time because it contains sample lesson plans, it is useful in terms of limiting the subject, 40+ 40 lesson plans are effective, and it is a reliable source. In addition, the majority of the teachers stated that it was useful at every stage for newly appointed teachers. Some of the positive opinions of social studies teachers about time management of teacher's guidebooks are presented below.

T5- It had a positive effect on time management. After all, there was a sample lesson plan in the teacher's guidebook.

T7- It affects time management positively. The teacher's guide limited the lecture depending on the breadth of the subject.

T12- I think 40+ 40 lesson planning was very useful in terms of time management.

The negative effects of the guidebooks on time management; it was stated that the directions made in the preparation were teacher-centered, they did not match the reality due to inconsistencies, the achievements could not be achieved with the time in the guidebook, the readiness of the students was ignored, they were incomplete, they were monotonous and did not match the content. Some of the negative opinions of social studies teachers about the time management of teacher's guidebooks are presented below.

T6- I do not think it is advantageous in terms of time management because the readiness of the class is very important at this point. The teacher should be able to evaluate and use it according to the classes he/she enters.

T10- It was not very useful in terms of time. It was impossible to catch the subject in the time specified in the guide. But it was useful in giving ideas.

T14- The guidebook was not useful in terms of time management because the learning outcomes and class hours were incompatible.

Table 8.

Use of Daily Plan with Teacher's Guide Book

Theme	Category	Code
Using a daily plan with the teacher's guidebook	I was using	-
	I wasn't using	No other plan was needed as it was in the manual

In Table 9, it was analyzed whether there was a need for a daily plan while using the teacher's guidebook. The examination was carried out under 2 headings as "I was using" and "I was not using". In the data obtained, all participants answered that they were not using it. Some of the opinions of social studies teachers about the use of daily plans with teacher's guidebooks are presented below.

T1- I didn't need it because it was already in the teacher's guidebook.

T15- No, I didn't need it because we had an example at hand thanks to the teacher's guidebook.

Table 9.*Teacher's Guidebook and the First Years of the Profession*

Theme	Category	Code
Teacher's guidebook and the first years of the profession	Experience	It overcomes the lack of experience in the newly appointed teacher
	Guide	It serves as a guide in the hands of the newly appointed teacher
	Need	Much needed in the first 5 years of teaching
	Digitalisation	It is important, but a digital resource would be more useful

Table 10 analyses the years in which teachers' guidebooks are needed more and the importance of teachers' guidebooks for newly appointed teachers. The analysis revealed that teachers' guidebooks overcome the lack of experience in newly appointed teachers, serve as guides in the hands of newly appointed teachers, are needed more in the first 5 years of teaching, and although they are important, it would be more useful if they were a digital resource. Some of the opinions of social studies teachers about teacher's guidebooks and the first years of the profession are presented below.

T2- *I think more is needed in the first five years. Teaching is not learnt at a desk anyway. It needs to be put into practice in the classroom environment. The guidebook was very helpful for questions such as how to introduce the lesson, where to talk about which subject, how to establish the connection.*

T6- *It is needed more in the first years. It is very important for newly appointed teachers. But it should be taken into consideration when the teacher is appointed. A newly appointed teacher may not need much because he/she can easily access products and options in the digital environment. But it was not like that 10 years ago.*

T15- *It is very necessary in the first years. But it may also be needed in the following years.*

Table 10.*Redistribution Status of Teacher's Guide Books*

Theme	Category	Code	f
Redistribution of the teacher's guide book	Must be distributed	It should be distributed as it is a basic road map	2
		It should be distributed because it is the teacher's hand and foot	
	Should be revised and distributed	Digitised and distributed	11
		Guidelines should be prepared by experienced teachers, not university lecturers	
Must not be distributed	It should be in a way to respond to the needs of the changing society	2	
	It should not be distributed in the information age		
	It was a burden for the teacher to carry to the classroom		
	Cost of paper		
	There must be an alternative in digital		

In Table 10, it is analyzed whether the teacher's guidebooks should be redistributed or not. The examination consists of 3 categories: should be distributed, should be revised and distributed and should not be distributed. The teachers who stated that the teacher's guidebook should be distributed stated that it is a basic road map and that it is the teacher's hand and foot. Some of the opinions of social studies teachers about the redistribution of teacher's guidebooks are presented below.

T2- It should be distributed. We prepare daily plans. This is difficult and tedious and I don't think that everyone prepares a daily plan regularly. They go to class without a plan. Teacher's guidebooks are easy to use and easy to access. You can open it and have a look and see which subjects you need to talk about as a whole.

T11- They should be distributed. We need a common resource. A basic road map. We definitely have deficiencies. The guidebook was very useful for us to complete them.

The teachers who said that the teacher's guidebooks should be revised and distributed answered that they should be digitized and distributed, the guidebooks should be prepared not by university professors but by experienced professors who have worked in MoNE for a long time, they should respond to the needs of the changing society, different guidebooks should be prepared in accordance with the conditions of each region, course hours and achievements should be arranged in an equivalent way. Some of the opinions of social studies teachers about the redistribution of revised teacher's guidebooks are presented below.

T3- If they are to be distributed as before, they should not be distributed again. They can be revised and distributed to each region separately.

T4- They should be revised and distributed. For example, there can be digital guidebooks.

T8- They should be revised and distributed. Outcomes and lesson hours should be organized equally. The learning outcomes are intensive, but the course hours are insufficient.'

T10- It should be distributed. But it should be revised. I think it should be prepared not by university teachers but by experienced teachers.

The teachers who said that teacher's guidebooks should not be distributed stated that there is no need for a book in the information age, that it is a burden on the teacher to carry it to the classroom, that it causes paper costs and that there should be an alternative in digital format. Some of the opinions of social studies teachers about not distributing teacher's guidebooks are presented below.

T7- They should not be distributed. We are in the information age. The teacher can access it digitally. I don't think there is a need for something that will be an extra expense, something that will even burden the teacher on the way to the classroom.'

T14- It should not be distributed. Teachers can complete their deficiencies through digital ways.

Discussion and Conclusion

Regarding the abolition of teacher's guidebooks, which were prepared to support teachers in planning, preparing and conducting lessons, after the 2018-2019 academic year, firstly, it was revealed whether social studies teachers used the guidebooks, and if so, how often and at which stage they used them the most. According to the data obtained, all teachers stated that they benefited from the guidebook in at least one of the stages of lesson preparation, lesson teaching and assessment and evaluation. In the study conducted by Varol (2017) on the use of teacher's guidebooks in science courses, 57.3% of the participants stated that they always used the guidebook, 30.5% stated that they sometimes used it, and 11.9% stated that they never used it. When we examine the positive aspects of teacher's guidebooks, we see that they guide and benefit the teacher, create alternatives, add experience, provide unity in teaching and resources, support the teacher in terms of subject mastery in the lesson, provide convenience and are a reliable tool in measurement and evaluation. When we look at the negative aspects of teacher's guidebooks; monotonizing the lesson, restricting the teacher's freedom and creativity while encouraging him/her to readiness, not complying with the constructivist approach because it is teacher-centered, inconsistent achievements and course hours, not meeting the needs of each student, the number and variety of activities are low, the guidebook is heavy and difficult to carry, and the guidebook is still distributed as a book in the digitalized period. According to the data obtained, the participants mentioned both positive and negative issues related to the guidebook. When we look at the data counted as negative, it is seen that there are issues such as deficiencies, inconsistencies and inadequate response to the needs of the teachers rather than opposing the existence of a guidebook. In this context, it is thought that teachers' guidebooks can be revised according to today's conditions by taking into account the deficiencies and inconsistencies mentioned. The data collected are in parallel with the metaphor study prepared by Göçer and Aktürk (2015) on primary and secondary school teachers' perceptions of teacher's guidebooks. For example, while the guidebook's being a guide and a helper to the teacher was counted among the positive features, its restricting creativity and confining it to a narrow framework and its difficulties in the implementation phase were counted among the negative features.

When the effect of guidebooks on teachers' freedom and creativity was analyzed, both positive and negative data were found. The positive results obtained in the research are that they do not restrict the teacher since there is no obligation to adhere to the guidebook, on the contrary, they create an alternative rather than a restriction, they are guiding, they do not encourage a conscious teacher to be ready, they only give ideas, and they are useful for newly appointed teachers. Among the negative results are that it puts the teacher into a mould, prevents freedom and creativity and encourages readiness. In this context, many probes were asked and most of the teachers stated that the features listed as negative were teacher-induced and that it was up to the teacher to eliminate them. Teachers should not be completely dependent on the guidebooks. On the contrary, they should conduct research by taking into account the class level, students' readiness and the region where the school is located. Content, in-class and extracurricular activities should be adapted in a unique way in line with these factors.

When the effect of the guidebooks on teachers' professional development was analyzed, the teachers who thought that the guidebooks supported professional development stated that they eliminated their deficiencies, eliminated the difference in experience and were useful although they did not play a leading role in professional development. Some teachers, on the other hand, stated that guidebooks do not support professional development because they have a standard format. It is similar to the study prepared by Acele and Ateş (2021) titled "Evaluation of the abolition of teacher's guidebooks according to the opinions of Turkish teachers". Approximately 70% of the teachers stated that the teacher's guidebooks did not contribute to teachers' professional skills and creativity, while 30% of the teachers stated that the teacher's guidebooks had a positive effect on the professional skills of newly appointed teachers.

The effect of teacher's guidebooks in terms of time management was analyzed in terms of lesson preparation, lesson teaching and assessment and evaluation stages. In general, the teacher's guidebooks were found to be useful in the preparation phase, but most of the teachers found them useless in the lesson teaching phase due to incompatibilities such as learning outcomes and lesson hours. In addition, although it is seen as a reliable source in measurement and evaluation, it is characterized as incomplete and monotonous. On this issue, which was analyzed in depth with probing questions, teachers stated that students had difficulty in learning the objectives that they encountered for the first time and were abstract, and that it was impossible to finish these subjects in the time periods in the guidebooks. As a suggestion, they stated that either the number of acquisitions should be reduced, or the duration of the lesson should be extended. The data obtained are similar to the studies conducted by Erdoğan (2007) and Kamber (2007). In both of these studies, it was concluded that there was a shortage of time for in-class and extracurricular activities.

Another result obtained in the study is that all teachers in the study group did not need an additional daily plan before the guidebook was removed. Teachers stated that the daily plan in the guidebook was sufficient. After the guidebooks were removed, they stated that they downloaded daily plans from the internet. In addition, it was concluded that none of the teachers prepared the daily plan on their own, but they provided it only because the administration asked them to do so. In this regard, the validity and reliability of daily plans downloaded randomly from the internet are open to discussion. It is similar to the master's thesis prepared by Hamlı (2022) titled "The evaluation of the abolition of teacher's guidebooks in primary schools according to teachers". All 16 teachers who taught 1., 2., 3. and 4. grades stated that they did not need a daily plan when the teacher's guidebook was distributed.

Almost all of the data obtained about the importance of the teacher's guidebook for the newly appointed teacher is that teachers need it more, especially in the first 5 years of the profession. Especially guiding and guiding the teacher is among the results. In addition, some teachers suggested digital books. Similar results were found in the study conducted by Oliva and Gordon (2018). They stated that teachers may need more detailed plans, especially in the first years of the profession.

Teachers were asked whether the guidebook should be redistributed and as a result, 2 teachers stated that it should be redistributed, 11 teachers stated that it should be revised and

not distributed, and 2 other teachers stated that a digital book should be created with alternatives. In the light of the data obtained, there is a need for a manual. In this context, the data obtained in the Q method study prepared by Çakmak et al. (2022) titled “The opinions of social studies teachers about the 7th grade social studies teacher’s guidebook and the abolition of the books” are in the same direction. Teachers stated that the teacher’s guidebook had positive aspects, and that the abolition of the teacher’s guidebooks had negative consequences. They also agreed that the teachers’ guidebooks should be developed and redistributed. Since all these results obtained in the study were limited to social studies teachers in Erzincan province centre, they may not reflect the views of all social studies teachers in Türkiye. In this direction, more extensive studies can increase the generalizability of the results obtained. In addition, the data in the study were obtained only through a semi-structured interview form. Therefore, studies using different data collection methods will increase the diversity of the results.

Recommendations

For each outcome, a guidebook containing alternative lesson plans using different methods and techniques can be prepared.

Comprehensive and up-to-date digital resources can be prepared for the subjects needed. Supporting the use of materials in education with technology integration will contribute to the enrichment of the content.

Needs related to educational policies can be determined and teachers’ opinions can be taken into consideration in this regard.

Policies that support teachers’ innovative approach to teaching methods, techniques and materials appropriate to the curriculum can be developed.

Platforms that can be used interactively among teachers can be designed to overcome the deficiencies felt about the guidebooks.

A system where practitioners’ feedback about teaching practices can be received can be developed.

Scientific research can be conducted on the abolition of teachers’ guidebooks.

Alternative teaching techniques and materials suitable for the needs of teachers can be focused on.

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Sosyal Bilgiler Öğretmenlerinin Kullanımdan Kaldırılan Öğretmen Kılavuz Kitapları ile İlgili Görüşleri

Özet

Eğitim sistemi, ihtiyaçlara uygun bir şekilde güncellenmeli ve yeniliklere açık olmalıdır. Öğretim yöntemleri ve materyalleri de bu değişimlere uyum sağlamalıdır. 2018-2019 eğitim-öğretim yılından itibaren öğretmen kılavuz kitaplarının kaldırılması, eğitim sistemi üzerinde önemli etkiler yaratmıştır. Bu araştırmanın amacı, sosyal bilgiler öğretmenlerinin kılavuz kitaplarının kaldırılmasına ilişkin görüşlerini incelemektir. Nitel araştırma yöntemi ile gerçekleştirilen çalışmanın katılımcıları, 2018 yılından önce Erzincan'da göreve başlayan 4 kadın ve 11 erkek olmak üzere toplam 15 sosyal bilgiler öğretmenidir. 2023-2024 akademik yılı güz döneminde 8 maddeli yarı yapılandırılmış bir görüşme formu ile veriler toplanmış ve içerik analizi yöntemiyle değerlendirilmiştir. Sonuçlar, öğretmenlerin kılavuz kitaplarının dersin en az bir aşamasında kullanıldığını ve bunun mesleki gelişim, zaman yönetimi, özgürlük ve yaratıcılık üzerinde hem olumlu hem de olumsuz etkileri olduğunu göstermektedir. Ayrıca, öğretmenlerin mesleğin ilk yıllarında kılavuz kitaplara daha fazla ihtiyaç duyduğu ve günlük plan kullanmadıkları tespit edilmiştir. Bu bağlamda kılavuz kitaplar tekrar dağıtılmalı mı sorusuna dağıtılmalı, dağıtılmamalı ve revize edilip dağıtılmalı sonucu ortaya çıkmıştır.

Anahtar Kelimeler: Sosyal bilgiler, öğretmen kılavuz kitapları, ders kitabı, öğretmen görüşü.

Giriş

Çağımızda bilim ve teknoloji hızla gelişmektedir. Bu gelişmelerden eğitim sistemi de oldukça fazla etkilenmiştir. Çağın gereksinimlerini karşılama bağlamında geleneksel eğitim yaklaşımları eksik kalmaktadır. Yapılandırmacı yaklaşım, çoklu zekâ kuramı ve öğrenci merkezli eğitim anlayışları çağın gereksinimlerini karşılama konusunda geleneksel eğitim anlayışlarından daha etkilidir (Bircan & Gökbulut, 2014). Ayrıca nitelikli birer birey yetiştirmek için eğitim sisteminde zaman zaman değişiklikler yapılmıştır. Türkiye'de cumhuriyetin ilanından sonra eğitim sisteminde 6 farklı köklü değişim yapılmıştır (Akyüz, 2012). Bu değişiklikler 1926, 1936, 1948, 1968, 1997 ve 2004 yıllarında yaşanmıştır. Bilim ve teknolojiye ileriye adımlar eğitim teknolojilerini de olumlu etkilese de öğretim materyalleri içinde kitaplar hâlâ yerini korumaktadır. Ders kitapları, çalışma kitapları, kaynak kitaplar ve elektronik kitaplar buna örnek olarak verilebilir. Kitaplar öğretim sürecinde öğretmenlerin daha sistematik çalışmalarına olanak sağlamaktadır (Genç vd., 2014).

2003-2004 yılında ders kitapları Millî Eğitim Bakanlığı'nın [MEB] kararıyla ilk kez ilkökul ve ortaokul öğrencilerine ücretsiz olarak dağıtılmıştır (Şahin, 2010). Daha sonra 2004-2005 eğitim öğretim yılında yapılandırmacı yaklaşım için pilot uygulamalar yapılmış ve program yapılandırmacı yaklaşıma göre tekrardan düzenlenmiştir. 2005-2006 eğitim öğretim yılından itibaren ise yapılandırmacı yaklaşıma göre yeni program hazırlanıp kullanılmaya başlanmıştır (Güneş, 2009). 2005-2006 yılında ise yapılandırmacı sisteme uygun olarak hazırlanan ders kitapları, öğrenci çalışma kitapları ve öğretmen kılavuz kitapları üçlü set halinde dağıtılmıştır. Eğitim öğretimde yeni programın kullanılmaya başlanmasıyla

öğretmenlere bu programları tanıtmak için hizmet içi eğitimler verilmiştir. Yapılandırmacı yaklaşımın tanıtıldığı CD'ler ve öğretmen kılavuz kitapları dağıtılmıştır (Ayvacı & Er-Nas, 2009). Öğretmen kılavuz kitapları bir eğitim öğretim yılı için; tanıtım şeması, proje ödevleri, performans görevleri, değerlendirme çalışmaları, alternatif değerlendirme araçlarını içermektedir. Bunlara ek olarak dikkat çekme, güdüleme, hedef kazanımlar, zaman, kullanılacak yöntem teknikler ve yararlanılabilecek kaynakları da içinde barındırmaktadır. Kısaca eğitim öğretimde öğretmene yardımcıdır (Ceyhan & Yiğit, 2004).

12 Eylül 2012 tarihinde yayımlanan Millî Eğitim Bakanlığı Ders Kitapları ve Eğitim Araçları Yönetmeliği'nde yer alan "Öğretmen Kılavuz Kitabının Hazırlanması" başlığının 10. maddesinde öğretmen kılavuz kitabına dair detaylı bir şekilde bilgi verilmiştir 10. madde şu şekildedir;

Madde 10- (1) Öğretmen kılavuz kitabında ders kitabının nitelikleri ve hazırlanma usulleri göz önünde bulundurulur. Öğretmen kılavuz kitabında;

a) Konuların işlenişinde ulaşılmak istenen kazanımlar/hedefler belirtilir.

b) Eğitim ve öğretim programlarında yer alan kazanım/amaç ve açıklamalar doğrultusunda öğrencilere bilgi, beceri, tutum ve davranışların kazandırılmasında öğretmene yardımcı olacak ve öğretmeyi kolaylaştıracak bilgi, örnek ve uygulamalara yer verilir.

c) Bilgi, beceri, tutum ve davranışlar ile değerlerin öğrencilere kazandırılmasında kullanılabilecek araç-gereçle birlikte öğretim yöntem ve teknikleri ile ayrıca;

1) Konu ile ilgili zaman analizine ve konunun işleniş planına,

2) Öğretmenin konu ile ilgili yapacağı ön hazırlıklara,

3) Konuya girerken daha önce işlenen konularla ilişkisini sağlayacak ve öğrencinin ilgisini çekecek hatırlatmalara, sorulara ve benzeri unsurlara,

4) Ders kitabında yer alan ve açıklama gerektiren şekil, şema, çizelge ve benzeri yardımcı unsurlara yer verilir.

d) Öğrencileri araştırmaya, günlük yaşamda karşılaşılan çeşitli sorunlara çözüm üretmeye yöneltecek ödev, proje ve benzeri örnek çalışmalara yer verilir.

e) Konuların sonunda, gerekli görülmesi halinde verilen kavramlarla ilgili sözlük bulunur.

Öğretmen kılavuz kitapları ders işlenişinde kullanılabilecek etkinlikler, ders süresinin ne kadar olması gerektiğine dair öneriler, ders planları, ders işlenişinde yararlanılacak yöntem teknikler ve kaynakları barındırmasına (Karakuş, 2010) ek olarak kullanım amaçları arasında geleneksel eğitim alışkanlıklarının dışında öğrenci merkezli olarak derslerin planlanması ve işlenmesi de vardır. Çünkü yapılandırmacı yaklaşım öğrenci merkezlidir. Öğretmen kılavuz kitaplarının kullanılması yeni uygulamalarda yol gösterici olması ve öğrenci merkezli eğitim öğretimin uygulanması açısından önemlidir (Uluçınar-Sağır, 2017). "Her ne kadar öğrenciler yapılandırmacı yaklaşımda aktif rol oynasa da öğretmenlerin de bu süreçte önemli görevleri vardır" (Vernette & Foote, 2001; akt. Yurtbakan & Cerrah-Özsevgeç, 2019, s. 129). Öğretmenler

öğrenme ortamlarını düzenleyip bilgiye ulaşmada bir yol göstericidir. Eğitim öğretimde yapılacak herhangi bir değişiklikte öğretmenlerin görüşleri önemlidir. Çünkü öğretmen uygulayıcı olarak ön plandadır. Yenilenen program ne kadar nitelikli hazırlırsa hazırlansın uygulayıcının niteliği ve tutumu çok önemlidir. Programın ve ek olarak kılavuz kitapların uygulanmasında öğretmene önemli roller düşer. Bir uygulayıcı olarak öğretmen, eksiklikleri kolayca ortaya koyabilir. Kılavuz kitap kullanımının ortaya çıkardığı avantajlı ve dezavantajlı durumlar ile ilgili tartışmalar sürerken MEB 2018-2019 eğitim öğretim yılında kılavuz kitaplarını kaldırmıştır (Erden & Dilekçi, 2022). Bu bağlamda sosyal bilgiler öğretmenlerinin, kılavuz kitapların kaldırılmasına ilişkin görüşlerinin alınması araştırmanın konusunu oluşturmaktadır. Dolayısıyla araştırmanın problemi “Sosyal bilgiler öğretmenlerinin kullandıktan kaldırılan öğretmen kılavuz kitaplarına ilişkin görüşleri nelerdir?” şeklinde belirlenmiştir. Araştırmanın alt problemleri ise şu şekildedir:

1. Öğretmen kılavuz kitapları; derslerin hazırlanması, işlenmesi ve değerlendirilmesi süreçlerinde nasıl bir rol oynamaktadır?
2. Öğretmen kılavuz kitapları; öğretmenlerin özgünlüğü, yaratıcılığı ve mesleki gelişimini etkilemekte midir?
3. Öğretmen kılavuz kitapları tekrar dağıtılmalı mıdır?

Yöntem

Sosyal bilgiler öğretmenlerinin kaldırılan öğretmen kılavuz kitapları ile ilgili görüşlerini ortaya koymak için yapılan bu araştırma nitel bir çalışmadır. Nitel araştırmalar, ilişkilerin, etkinliklerin, durumların ya da materyallerin niteliğinin incelendiği çalışmalardır (Fraenkel ve Wallen, 2006) ve bu çalışmalarda katılımcıların neyi niçin yaptıkları anlaşılmaya çalışılır (Given, 2015). Ayrıca araştırmada olgubilim deseni kullanılmıştır. Olgubilim deseni; günlük yaşantımızda karşılaştığımız fakat detaylı bilgi sahibi olmadığımız olguları detaylı inceleyen nitel bir yaklaşım türüdür (Creswell, 2009). Araştırmada olgubilim deseninin seçilme nedeni ise, öğretmen kılavuz kitaplarının kaldırılmasının mesleki bilgi, beceri ve tutumlar üzerinde yaratacağı etkilerdir. Bu etkiler ise doğrudan kişiye ait değişimlerdir. Araştırmanın çalışma grubunu; 2018 yılından önce, Erzincan il merkezinde göreve başlamış olan 4 kadın ve 11 erkek olmak üzere toplam 15 sosyal bilgiler öğretmeni oluşturmaktadır. Çalışma grubu belirlenirken amaçlı örneklem yöntemlerinden biri olan ölçüt örnekleme kullanılmıştır. Araştırmanın amacı öğretmen kılavuz kitapları ile ilgili görüşlerin ortaya konulması olduğu için çalışma grubunu oluşturacak öğretmenlerin daha önce kılavuz kitabı kullanmış olması gerekmektedir. Bu bağlamda araştırmanın ölçütü öğretmenlerin 2018 yılından önce yani öğretmen kılavuz kitapları kaldırılmadan mesleğe başlamış olmalarıdır. Çalışma grubunda yer alan 15 sosyal bilgiler öğretmenine 8 maddeden oluşan yarı yapılandırılmış görüşme formu uygulanmıştır. Görüşme yöntemi; belirlenmiş herhangi bir konuda yapılan araştırmalarda cevaplar eksik veya açık değilse, derinlemesine soru sorma ve cevapları tamamlama fırsatı vermesinden dolayı avantajlı bir yöntemdir (Çepni, 2009). Yarı yapılandırılmış görüşme formu hazırlanırken kapsam geçerliliğini sağlamak amacıyla uzman görüşü alınmış, görüşme formunda yer alan sorular bu görüşlere göre düzenlenmiş ve uygulamaya hazır duruma getirilmiştir. Görüşme formunda yer alan sorulara öğretmenlerin verdikleri cevaplar ses kayıt cihazı ile kaydedilmiştir. Ses kayıt cihazının kullanılması verilerin eksiksiz bir şekilde kaydedilmesi

açısından önemlidir. Araştırmaya ilişkin veriler Mayıs-Haziran 2023 tarihlerinde katılımcıların uygun gördüğü zamanda ve mekânda bire bir görüşmeler yoluyla toplanmıştır. Görüşme sırasında öğretmenlerin soruları cevaplarken araştırmacıdan etkilenmemesine dikkat edilmiştir. Görüşmeler ise ortalama 30 dakika civarında sürmüştür. Elde edilen veriler içerik analizi yöntemiyle analiz edilmiştir. “İçerik analizinde temelde yapılan işlem, birbirine benzeyen verileri belirli kavramlar ve temalar çerçevesinde bir araya getirmek ve bunları okuyucunun anlayabileceği bir biçimde düzenleyerek yorumlamaktır” (Yıldırım & Şimşek, 2011, s. 227). Verilerin analizinin ilk aşamasında, elde edilen verilerin bütünlüğünü bozmamak amacıyla ses kayıtları sistematik bir şekilde transkript edilmiştir ve kodlar oluşturulmuştur. Öğretmenlere görüşme sıralarına göre T1, T2, ..., T15 şeklinde kodlar verilmiştir. Kodlar arası ilişkiler belirlendikten sonra kategoriler ve temalar oluşturulmuştur. Araştırmanın sonuçlarına göre kodlar, kategoriler ve frekanslar tablolar halinde sunulmuştur. Araştırmanın güvenilirliğini sağlamak amacıyla bulgular bölümünde görüşme kayıtlarından doğrudan alıntılara yer verilmiştir.

Araştırmanın Etik İzinleri:

Bu çalışmada “Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi” kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan “Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler” başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Etik değerlendirmeyi yapan kurulun adı =Erzincan Binali Yıldırım Üniversitesi Eğitim Bilimleri Etik Kurulu

Etik Kurul Etik inceleme karar tarihi= 01.02.2023

Etik değerlendirme belgesi konu numarası=E-88012460-050.01.04-237786

Bulgular

Elde edilen bulgulara göre öğretmenlerin kılavuz kitapları derse hazırlık, dersin işlenişi, ölçme ve değerlendirme aşamalarından en az birinde kullandıkları görülmüştür. Ayrıca öğretmenlerin mesleklerinin ilk yıllarında kılavuz kitaplara daha fazla ihtiyaç duydukları belirlenmiştir. Sosyal bilgiler öğretmenleri kılavuz kitapların hem olumlu hem de olumsuz yönleri olduğunu belirtmişlerdir. Olumsuz olarak sayılan verilere baktığımızda kılavuz kitabın varlığına karşı çıkmaktan ziyade eksiklikler, tutarsızlıklar ve öğretmenlerin ihtiyaçlarına yeterince cevap verememesi gibi hususların olduğu görülmektedir. Ayrıca öğretmenlerin mesleki gelişimleri, zaman yönetimi, özgürlük ve yaratıcılıkları üzerinde hem olumlu hem de olumsuz etkileri olduğu sonucuna varılmıştır. Bu bağlamda birçok sonda soru sorulmuş ve öğretmenlerin çoğu olumsuz olarak sıralanan özelliklerin öğretmen kaynaklı olduğunu ve giderilmesinin öğretmene bağlı olduğunu belirtmiştir. Araştırmadan elde edilen bir diğer sonuç ise çalışma grubundaki tüm öğretmenlerin kılavuz kitap kaldırılmadan önce ek bir günlük plana ihtiyaç duymadıklarıdır. Bu noktada öğretmenlere “Kılavuz kitaplar tekrar dağıtılmalı mı?” sorusu yöneltilmiştir. Yanıtlar, dağıtılmalı, dağıtılmamalı ve revize edilerek yeniden dağıtılmalı şeklinde olmuştur.

Tartışma ve Sonuç

Araştırmadan elde edilen sonuçlara göre tüm öğretmenler derse hazırlık, ders işlenişi ve ölçme değerlendirme aşamalarının en az birinde kılavuz kaynaktan yararlandıklarını ifade etmişlerdir. Öğretmen kılavuz kitaplarının fen bilimleri dersinde kullanılması ile ilgili Varol (2017) tarafından yapılan çalışmada ise katılımcıların %57.3'lük kısmı kılavuz kitabı sürekli kullandığını, %30.5'lik kısmı bazen kullandığını %11.9'luk kısmı ise hiç kullanmadığını ifade etmiştir. Katılımcılar öğretmen kılavuz kitapları ile ilgili hem olumlu hem de olumsuz birçok konudan bahsetmişlerdir. Olumsuz olarak sayılan verilere bakıldığında öğretmenlerin bir kılavuzun varlığına karşı çıkmasından ziyade kılavuzdaki eksiklikler, tutarsızlıklar ve ihtiyaçlara yeterli cevabı verememesi gibi konuların olduğu görülmektedir. Bu bağlamda öğretmen kılavuz kitaplarının, bahsedilen eksiklik ve tutarsızlıklar dikkate alınarak günümüz şartlarına göre revize edilebileceği düşünülmektedir. Toplanan veriler Göçer ve Aktürk (2015) tarafından hazırlanan "İlk ve ortaokul öğretmenlerinin öğretmen kılavuz kitabına yönelik algıları" adlı metafor çalışmasında öğretmenlerin yaptığı benzetmeler ile paralellik göstermektedir.

Kılavuz kitapların öğretmenlerin özgürlüğü ve yaratıcılığı üzerindeki etkisine bakıldığında hem olumlu hem de olumsuz verilere ulaşılmıştır. Bu bağlamda birçok sonda soru sorulmuş ve öğretmenlerin birçoğu olumsuz olarak sıralanan özelliklerin öğretmen kaynaklı olduğunu ve ortadan kaldırılmasının da yine öğretmene bağlı olduğunu ifade etmişlerdir. Kılavuz kitaplarının öğretmenlerin mesleki gelişimi üzerindeki etkisine bakıldığında hem mesleki gelişimi desteklediğini hem de mesleki gelişimi desteklemediğini savunan öğretmenler olmuştur. Ayrıca mesleki gelişimde bir başrol olmasa da faydalı olduğunu ifade eden katılımcıların olduğu tespit edilmiştir. Acele ve Ateş (2021) tarafından hazırlanan "Öğretmen kılavuz kitaplarının kaldırılmasının Türkçe öğretmenlerinin görüşlerine göre değerlendirilmesi" adlı çalışma ile benzerlik göstermektedir. Öğretmenlerin yaklaşık olarak %70'i kılavuz kitapların öğretmene mesleki beceri ve yaratıcılık konusunda bir katkısının olmadığını ifade ederken öğretmenlerin %30'luk kısmı ise kılavuz kitapların özellikle yeni atanan öğretmenlerin mesleki becerilerine olumlu etkisi olduğunu ifade etmişlerdir.

Öğretmen kılavuz kitapları derse hazırlık aşamasında faydalı bulunurken ders işlenişinde öğretmenlerin çoğu tarafından kazanım ve ders saati gibi uyumsuzlıklardan dolayı kullanışsız bulunmaktadır. Ayrıca ölçme ve değerlendirmede de güvenilir bir kaynak olarak görülse de eksik ve tekdüze olarak nitelendirilmektedir. Elde edilen veriler Erdoğan (2007) ve Kamber (2007) tarafından yapılan çalışmalarla benzerlik göstermektedir. Bu iki çalışmada da ders içi ve ders dışı yapılabilecek etkinliklerde zaman sıkıntısı yaşandığı sonucuna ulaşılmıştır. Araştırmada elde edilen bir diğer sonuç ise kılavuz kitap kaldırılmadan önce çalışma grubunu oluşturan tüm öğretmenlerin ek bir günlük plana ihtiyaç duymamasıdır. Bu bağlamda araştırma sonuçlarının Hamlı'nın (2022) "İlkokullarda öğretmen kılavuz kitaplarının kaldırılmasının öğretmenlere göre değerlendirilmesi" başlıklı yüksek lisans tezindeki 1., 2., 3. ve 4. sınıfları okutan 16 öğretmenin tamamının kılavuz kitaplar dağıtıldığında günlük plana ihtiyaç duymadıklarını belirttikleri ifadeleriyle benzerlik gösterdiği tespit edilmiştir.

Öğretmen kılavuz kitabının yeni atanan öğretmen açısından önemi ile ilgili elde edilen verilerin tamamına yakını öğretmenlerin özellikle mesleğin ilk 5 yılında daha çok ihtiyaç

duyduğu yönündedir. Benzer sonuçlara Oliva ve Gordon (2018) tarafından yapılan çalışmada da rastlanmıştır. Özellikle mesleğin ilk yıllarında öğretmenlerin daha ayrıntılı planlara ihtiyaç duyabileceklerini dile getirmişlerdir. Son olarak öğretmenlere kılavuz kitap tekrar dağıtılmalı mı sorusu yöneltilmiştir. Bu bağlamda Çakmak vd. (2022) tarafından hazırlanan “7. Sınıf sosyal bilgiler öğretmen kılavuz kitabına ve kitapların kaldırılmasına yönelik sosyal bilgiler öğretmenlerinin görüşleri” adlı Q metot çalışmasında elde edilen veriler de aynı doğrultudadır. Bu çalışmada elde edilen tüm sonuçlar Erzincan il merkezi sosyal bilgiler öğretmenleri ile sınırlı olduğundan, Türkiye’deki tüm sosyal bilgiler öğretmenlerinin görüşlerini yansıtmayabilir. Bu doğrultuda, daha kapsamlı çalışmalar elde edilen sonuçların genellenebilirliğini artırabilir. Ayrıca, çalışmadaki veriler yalnızca yarı yapılandırılmış bir görüşme formu aracılığıyla toplanmıştır. Bu nedenle farklı veri toplama yöntemleri kullanan çalışmalar sonuçların çeşitliliğini artıracaktır.

Öneriler

Her bir kazanım için farklı yöntem ve tekniklerin kullanıldığı, alternatif ders planları içeren kılavuz kitap hazırlanabilir.

İhtiyaç duyulan konulara yönelik kapsamlı ve güncel dijital kaynaklar hazırlanabilir. Eğitimde materyal kullanımının teknoloji entegrasyonu ile desteklenmesi, içeriğin zenginleşmesine katkı sağlayacaktır.

Eğitim politikaları ile ilgili ihtiyaçlar belirlenebilir ve bu hususta öğretmenlerin görüşleri de dikkate alınabilir.

Müfredata uygun öğretim yöntem, teknik ve materyaller konusunda öğretmenlerin yenilikçi yaklaşımını destekleyen politikalar geliştirilebilir.

Kılavuz kitaplar ile ilgili hissedilen eksiklikleri gidermek için öğretmenler arasında etkileşimli olarak kullanılabilen platformlar tasarlanabilir.

Öğretim uygulamaları ile ilgili uygulamacıların geri bildirimlerinin alınabildiği bir sistem geliştirilebilir.

Öğretmen kılavuz kitaplarının kaldırılmasına yönelik bilimsel araştırmalar yapılabilir.

Öğretmenlerin ihtiyaçlarına uygun alternatif öğretim teknik ve materyalleri üzerine odaklanılabilir.