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Remedial Curriculum in Primary Schools: A Case Study on Teacher Perceptions and Experiences

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Abstract

This study aims to conduct a comprehensive analysis of the Remedial Curriculum in Primary Schools (RCPS) in state primary schools with varying socio-economic characteristics, based on teachers' perceptions and experiences. In order to systematically examine the multidimensional structure and implementation dynamics of the RCPS, the CIPP (Context, Input, Process, Product) curriculum evaluation model developed by Stufflebeam was adopted as the conceptual framework for this study. This framework guided the fundamental questions of the research and enabled an in-depth examination of the different dimensions of the curriculum based on teachers' views. The research was conducted using the case study method, one of the qualitative research designs. Data were collected using a semi-structured interview form prepared by the researchers and examined through content analysis. It was determined that the RCPS contributed to the development of students' Turkish and mathematics skills, increased their self-confidence, enhanced their participation in classes, and led to an improvement in their overall academic achievement levels. However, it was also determined that materials are insufficient, parental support is lacking, and the program's schedule causes students to experience fatigue and absenteeism issues. In light of these findings, recommendations such as making the program's schedule more flexible, increasing parent awareness efforts, enriching the material content, integrating game-based activities into the curriculum, developing standardized measurement tools, and strengthening guidance support for teachers will further increase the effectiveness of the RCPS.

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Introduction

The evaluation of education systems is increasingly being approached from a comparative perspective. Today, countries have gradually started to compare the developments in their education systems using qualitative data rather than quantitative data. For example, the schooling rate between developed and less developed countries in the world has almost disappeared (The World Bank, 2018). Although school enrollment rates are considered an indicator of success for educational administrators, today's educational approach necessitates focusing on the skills and competencies that children acquire at school (United Nations, 2018). In many countries, individuals may attend school for years but graduate without basic skills. According to the World Bank (2024) Report, only 31% of children in middle-income and lower-middle-income countries can understand the text they read. In addition, among 15-year-olds, proficiency rates in math, reading, and science stand at about 50% in middle-income countries, 30% in lower-middle-income countries, and 80% in upper-middle-income countries. Globally, only 58% of students achieved minimum reading proficiency between 2015 and 2019, and recent evaluations indicate a notable drop in math and reading performance across many countries (United Nations, 2024). Interventions in such situations are usually implemented through the implementation of supportive curricula to improve the academic achievement of students who lag behind their peers in basic skills and experience various disadvantages. In terms of scope, projects, curricula or educational policies that aim to provide competence in basic literacy and numeracy, and pave the way for the development of advanced skills and behaviors are implemented (Demeuse et al., 2012). Supportive practices in education generally include elements such as increasing access to school for students, providing necessary learning materials, and improving the quality of the process with competent and experienced teachers. In addition, prominent practices include providing students with additional tutoring and supplementary education opportunities. In many countries, initiatives to prevent academic failure are supported by central governments and there are legal regulations on such supportive practices in many countries around the world (Schlicht et al., 2010).

In Türkiye, the main efforts carried out by the Ministry of National Education (MoNE) to ensure equality of opportunity in education are shaped around the main themes of increasing access to resources, eliminating learning deficits, reducing achievement and opportunity differences among schools, and increasing schooling rates, and there is a quantitative improvement in these issues (Gençoğlu, 2019). International assessments reveal that there are differences between students in terms of academic achievement in Türkiye (Taş et al., 2016). Although Türkiye has significantly reduced the percentage of students lacking basic skills since 2003, these rates still remain above the OECD average (MoNE, 2019). For this purpose, intervention systems such as remedial, supportive, and compensatory programs are recommended to reduce low academic achievement across regions and among students (Gür et al., 2018). Based on this situation, in order to overcome learning deficiencies in literacy and basic mathematics skills in early grades in Türkiye, the Remedial Curriculum in Primary Schools (RCPS) was developed.

Remedial Curriculum in Primary Schools (RCPS) and CIPP Model

RCPS is a support program designed for students who do not have special education needs or diagnoses, who are in the third grade of primary school and who have not been able to

acquire the learning objectives in the Turkish and mathematics curricula for various reasons in the past years. This curriculum is implemented for students who have difficulty in reaching the learning objectives set within the framework of the RCPS (MoNE, 2024).

The curriculum is structured into modules that progress from simple to complex and is implemented based on the principle of progressive learning. It consists of a total of six modules, three modules each for Turkish and mathematics courses. Within the scope of this curriculum, students are offered 10 hours of additional support education per week, up to a maximum of 160 hours. The inclusion of students in the program, as well as the determination of their starting module, is guided by the Student Identification Tool (SIT), which comprises open-ended and short-response questions in the disciplines of Turkish and mathematics.

Based on the results of the SIT, once it is determined from which module students will begin, whether in Turkish, mathematics, or both, groups of no more than ten students are formed by the RCPS school committee, and the instructional process is initiated accordingly. After the completing the modules, students are assessed with measurement tools developed by teachers to determine whether they have achieved the intended learning outcomes of the curriculum (MoNE, 2022).

Within the scope of the curriculum, a variety of resources have been developed for students, teachers, and school administrators. These resources include documents such as the Turkish Activity Book, Turkish Guidebook, Mathematics Activity Book, e-School RCPS Module User Guide, Implementation Guide and Psychosocial Support Guide. All materials developed have been made publicly accessible through the official website of the MoNE at https://iyep.meb.gov.tr/ .

The continuous improvement of the quality of RCPS and the preservation of its dynamic structure depend on the systematic monitoring and transparent sharing of data on students' progress. This necessitates the regular conduct of scientifically based monitoring and evaluation processes. For this reason, there is a need for a systematic evaluation process to determine whether RCPS has achieved its goals (TEDMEM, 2023). In this context, curriculum evaluation studies are necessary for updating the implemented curricula. Curriculum evaluation is the process of determining the effectiveness of a curriculum and providing feedback for necessary modifications (Demirel, 2017). This process involves a series of systematic steps; however, it does not follow a single, uniform procedure. There are many different curriculum evaluation approaches in the literature. Each evaluation approach and model offers different contributions to the field of curriculum evaluation with its own characteristics and usage patterns (McNamara et al., 1999). This study is based on the CIPP model developed by Stufflebeam for curriculum evaluation, which consists of four basic dimensions (Context, Input, Process, Product). The context dimension of the CIPP model involves analyzing the current situation in order to understand the extent to which the curriculum meets the needs (Stufflebeam et al., 2000) and defining the characteristics of the environment in which the curriculum operates (Ornstein & Hunkins, 2018). At the input dimension, the adequacy and appropriateness of the strategies planned to achieve the learning objectives, as well as the allocated resources (such as materials and stakeholders), are critically examined (Yüksel & Sağlam, 2014). Process dimension, which focuses on the implementation phase of the curriculum, aims to determine how the activities are carried out in practice, the compatibility between the planned and the actual, and the problems or obstacles encountered during

implementation (Demirel, 2017). Finally, in the product dimension, the general and specific results that emerge upon completion of the curriculum are evaluated both in terms of whether the planned goals were achieved and unexpected effects (Ornstein & Hunkins, 2018).

As with all curricula, it can be stated that RCPS, which is developed based on disadvantaged students, should be continuously evaluated and improved. Several studies in the literature (Aydın & Yakar, 2020; Balantekin, 2020; Dilekçi, 2019; Erkan et al., 2024; Gençoğlu, 2019; Kırnık et al., 2019; Kozikoğlu & Tosun, 2020; Özdoğru, 2022; Toptaş & Karaca, 2019) have focused on evaluating the effectiveness of the RCPS based on the perspectives of students, teachers, and parents. However, the lack of utilization of curriculum evaluation models in assessing the RCPS in these studies leads to both theoretical and systematic deficiencies. Therefore, examining RCPS within the framework of comprehensive and systematic evaluation approaches has emerged as an important requirement for both educators and researchers. To address this gap, this study has adopted the CIPP model, which uses a systems approach, as a robust conceptual framework. This framework has been used to facilitate a more comprehensive and systematic investigation centered on the research questions. By structuring the research around four dimensions. Context, Input, Process, and Product, this study aims to facilitate a holistic analysis of RCPS and thereby overcome the systematic limitations observed in previous research.

Aim and Significance of the Study

The aim of this study is to conduct a comprehensive and detailed analysis of RCPS in line with teachers' perceptions and experiences, in accordance with Stufflebeam's CIPP Model. Unlike existing RCPS studies, this research examines the curriculum not solely with an outcome (product) focus but rather with a systematic (Context, Input, Process, Product) approach, thanks to the CIPP model. Most importantly, by identifying the practical experiences and challenges faced by teachers, who play a key role in the success of the curriculum, the research findings are expected to provide guidance for educators working in primary schools. Furthermore, this study has the potential to present the strengths and weaknesses of the RCPS along with their underlying causes, thereby offering concrete and data-driven recommendations to policymakers within the MoNE for its revision and improvement. In line with the general purpose and importance of the research, the following questions were answered:

1. What are the primary school teachers' views on the aims, strengths, and weaknesses of RCPS, and its relevance to student needs? (Context assessment)

2. What are the primary school teachers' views regarding student readiness levels, lesson durations, the adequacy of the school's physical facilities, and the recommended assessment and evaluation methods within RCPS? (Input assessment)

3. What are the primary school teachers' views regarding the methods and techniques used in the teaching-learning process, the problems encountered and solutions found during the program's implementation, and the guidance, coordination, and supervision provided throughout the process of RCPS? (Process assessment)

4. What are the primary school teachers' views on the SIT evaluation, the attainment levels of basic skills (reading, comprehension, writing and four basic operations) in Turkish and

Mathematics, and the difference in students' overall achievement through RCPS? (Product assessment)

Method

This section presents information regarding research design, study group, data collection instrument, data collection process, and data analysis.

Research Design

This study, which examines primary school teachers' perceptions and experiences regarding the RCPS within the framework of the CIPP model, has been designed using a qualitative approach. Qualitative research can be defined as a research in which data collection techniques such as interviews, observations and document analysis are used, and which involves the examination of experiences, actions and texts (Patton, 2018). This type of research can also be described as research that is sensitive to the natural environment, where the researcher has a participatory role, perceptions are revealed, the research design can be flexible, and qualitative data are presented with an inductive and holistic approach (Yıldırım & Şimşek, 2018). The research design was determined as a case study. Case study is a research design used to clarify this interaction in cases where events cannot be considered separately from their context and the relationship between them can sometimes be unclear (Gay et al., 2009). Woodside (2010) explains case studies by dividing them into three categories. These are theory building and testing, storytelling or picture drawing, and evaluation-oriented case studies. In the study, Stufflebeam's CIPP model has been used as a comprehensive and systematic analytical framework. The model has been used to reveal teachers' perceptions and experiences regarding the functioning and outputs of the RCPS in a structured manner.

Study Group

The study group for this study consisted of 16 primary school teachers who worked in public primary schools in the Onikişubat and Dulkadiroğlu districts of Kahramanmaraş province during the 2024-2025 academic year and were assigned to the RCPS. Participants were selected using the maximum variation sampling technique, a purposive sampling method.

In this study, maximum diversity was ensured by including teachers with various seniorities and those working in schools providing education to socio-economically diverse students. In accordance with research ethics, in order to protect the confidentiality of the participants, codes such as P1, P2, ... P16 were used instead of their names. Demographic information of the participants is presented in Table 1.

Table 1

Demographic Information of the Teachers in the Study

Participants	*Gender*	*Professional seniority*	*Education level*	*Title*	*Place of duty*
P1	Female	21 years	Bachelor's degree	Senior teacher	Onikişubat
P2	Female	20 years	Bachelor's degree	Senior teacher	Onikişubat
P3	Male	40 years	Bachelor's degree	Senior teacher	Onikişubat
P4	Female	6 years	Bachelor's degree	Teacher	Onikişubat

Table 1(*Continued*)

P5	Male	28 years	Bachelor's degree	Senior teacher	Onikişubat
P6	Male	31 years	Bachelor's degree	Senior teacher	Onikişubat
P7	Female	25 years	Bachelor's degree	Senior teacher	Onikişubat
P8	Male	39 years	Bachelor's degree	Senior teacher	Onikişubat
P9	Male	7 years	Bachelor's degree	Teacher	Onikişubat
P10	Male	28 years	Bachelor's degree	Senior teacher	Onikişubat
P11	Female	31 years	Bachelor's degree	Senior teacher	Dulkadiroğlu
P12	Female	14 years	Bachelor's degree	Expert teacher	Dulkadiroğlu
P13	Male	24 years	Bachelor's degree	Senior teacher	Dulkadiroğlu
P14	Male	18 years	Bachelor's degree	Expert teacher	Dulkadiroğlu
P15	Male	16 years	Bachelor's degree	Expert teacher	Dulkadiroğlu
P16	Male	24 years	Master's degree	Senior teacher	Dulkadiroğlu

As presented in Table 1 ten of the teachers participated in the study were male and six were female. Six of the participants had 21-30 years of seniority, four had 31-40 years of seniority, four had 11-20 years of seniority, and two had 5-10 years of seniority. Fifteen of the participants have a bachelor's degree, one has a master's degree. According to the experiences of the teachers, the titles of eleven participants were senior teachers, three were expert teachers, and two were teachers. Finally, ten of the participants work in Onikişubat district and six of them work in Dulkadiroğlu district.

Data Collection Tool

In this study, data were collected through the "Semi-structured Interview Form" developed by the researchers. As a first step in the preparation of the form, a question pool was created by reviewing the relevant literature and a draft form was created by structuring these questions according to the four dimensions of the CIPP model. The draft form was submitted to the review of two experienced primary school teachers, a language expert and two academicians from the field of curriculum and instruction. The form, which was revised in line with the feedback from the experts, has been structured with a total of 12 questions, three questions for each dimension. In order to test the suitability of the form for use, pilot interviews were conducted with two primary school teachers who had previously implemented the RCPS; in these interviews, the adequacy, clarity and comprehensibility of the questions in the form in evaluating the RCPS were tested. As a result of the positive feedback received from the pilot study, the interview form was finalized to be used in the research.

Data Collection Process

The data collection process of the study was completed within a two-week period in May 2024-2025 academic year after obtaining the necessary official permissions from Kahramanmaraş Provincial Directorate of National Education. In this process, the researchers visited the schools where the primary school teachers included in the study group were

working, presented the necessary permission documents to the school administrators and requested an appointment for the interview. Interviews were conducted with the teachers whose schedules were available, at the locations they specified and usually on the day of the appointment. At the beginning of each interview, the purpose of the study was explained to the participants and they were asked to fill out the "Informed Consent Form". The participant was informed that his/her answers and identity would be kept confidential and that codes such as P1, P2...P16 would be used to analyze the data. During the interview, the researchers recorded the teachers' responses simultaneously. At the end of the interview, which lasted an average of 40 minutes, the recorded responses were read to the teacher for confirmation, and finally, the participant was thanked for his/her valuable contribution to the research.

Data Analysis

The data obtained in this study were analyzed through content analysis. Content analysis, which aims to reveal the meaning of textual data, is an interpretation method that includes the steps of systematically classifying, coding and identifying recurring themes or patterns (Hsieh & Shannon, 2005). The Maxqda-11 was used to analyze the data. Maxqda-11 is data analysis software that enables researchers to analyze and visually present different types of qualitative data (Marjaei et al., 2019). In this study, the data were analyzed using the inductive method and a conceptual framework was created on the basis of the codes that emerged. In the analysis process, first, two researchers independently analyzed the entire data set from beginning to end. Then, the data texts were divided into meaningful parts and codes were derived. The codes were analyzed to reveal themes, and these codes and themes were presented and interpreted in an organized manner. Due to the nature of content analysis, the inductive analysis method (Patton, 2018), which focuses on findings that are derived from the data, was applied. Throughout the process, studies were conducted on the validity and reliability of the research.

In this study, meticulous efforts were made to ensure validity and reliability. As emphasized by Merriam (2018), care was taken to conduct the research in accordance with ethical principles, and all necessary permissions were obtained from the relevant institutions before starting the study. In addition, within the framework of Lincoln and Guba's (1985) criteria for qualitative research, studies were conducted on credibility, transferability, consistency and conformability. In order to strengthen credibility, detailed information about all stages of the research and participants was presented, and the findings were presented to the expert opinion, and confirmation was obtained from the participants. As stated by Creswell (2017), presenting detailed information in research increases the reader's confidence in the findings. To ensure transferability, participant statements (direct quotations) that strongly reflect the main idea of each theme were included, a method recommended by Creswell (2017). The findings have been presented using visual representations, with particular attention paid to employing clear and accessible language for the readers. The consistency between research data and research results is explained by the concept of consistency in qualitative research (Merriam, 2018; Yıldırım & Şimşek, 2018). In addition, Creswell (2017) considers it necessary for more than one researcher to code independently and to analyze the extent of agreement between the codes obtained in order to increase the reliability of the findings in qualitative research. To ensure the reliability of the coding process, the researchers first coded the data independently. Then, Miles and Huberman's (1994) agreement formula was used to determine the level of agreement between the coders. As a result of this calculation, a high agreement rate of 0.90

was obtained. The fact that the obtained result exceeds the reliability threshold of 0.70 indicates that the coding is reliable. As Silverman (2005) also noted, based on the importance of reaching a common decision in cases where there are coding differences, codes on which researchers disagreed were discussed and consensus was reached to determine their final form. In this study, in order to ensure verifiability, the data obtained and the procedures carried out were digitally archived as recommended by Creswell (2017) and organized in a manner that is open to audit when necessary.

Findings

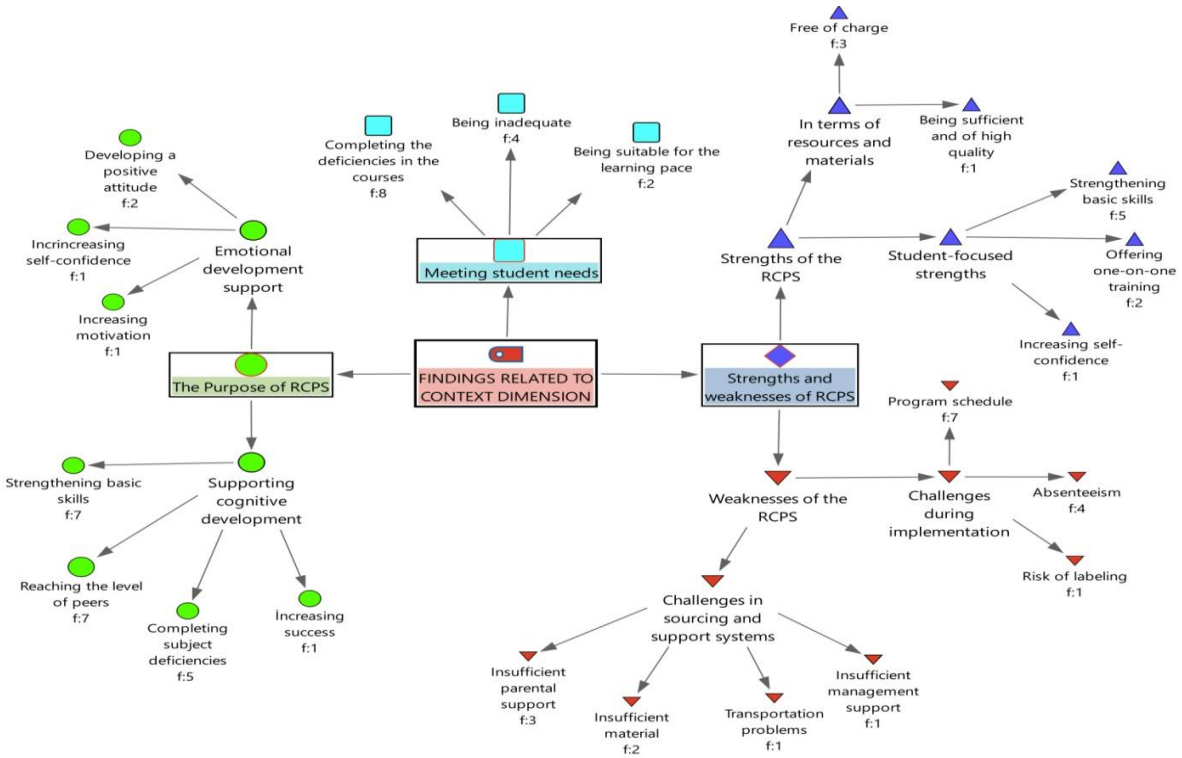
The findings obtained through the examination of RCPS based on teacher views within the framework of the context, input, process, and product dimensions of the CIPP model are presented under four main headings. While presenting the findings, the themes and codes developed within the framework of content analysis were supported by quotations from participant responses, as suggested by Yıldırım and Şimşek (2018).

Context Dimension

Participants' perceptions of RCPS within the context dimension of the CIPP Model were analyzed based on their responses to three questions. In this context, the questions asked to the participants were: "What is the most important purpose of RCPS according to you?", "To what extent do you think the content of RCPS meets the needs of students?" and "What are the strengths and weaknesses of RCPS?" The data obtained were categorized under three themes: The purpose of RCPS, meeting student needs and the strengths and weaknesses of RCPS. The findings are presented in Figure 1.

Figure 1

Findings Related to Context Dimension



When Figure 1 is analyzed, two sub-themes emerge under the theme of the purpose of RCPS: supporting cognitive development and supporting affective development. In the sub-theme of supporting cognitive development, the participants most frequently expressed the purpose of RCPS as strengthening basic skills (Turkish and mathematics), bringing them to the same level as their peers, and completing their subject deficiencies. For example, while P1 expressed strengthening basic skills (Turkish and mathematics) as "*Identifying students who cannot learn the learning objectives determined in Turkish and mathematics courses, who cannot reach the adequate level within the specified period of time, and preparing the determined students in Turkish and mathematics courses*"; P3 stated as "*Raising students who are below the grade level (Turkish and mathematics) in terms of knowledge and learning objectives.*" Another code expressed by participants in this sub-theme is that the RCPS ensures students reach the same level as their peers. P11 stated, "*To educate students who are not at grade level by reinforcing them. To enable them to reach the grade level*", while P8 stated his views as "*To bring the students who are behind in Turkish and mathematics courses to the level of their peers*". In the sub-theme of supporting affective development created in this theme, the codes for developing a positive attitude towards school, increasing the self-confidence and motivation of the student were obtained. Participants expressed their views on the codes of developing positive attitudes, increasing self-confidence and motivation with the statements such as P6 "*To make their perspectives on school positive by enabling them to comprehend the basic subjects in the RCPS course*", P9 "*...To prevent possible adaptation problems that may arise in the current group or in the next educational levels due to academic failure, to raise individuals who are open to communication, learning and self-confident*", P11 "*...to show that not everyone in society is at the same level of learning and that their deficiencies can be completed.*"

In the theme of RCPS's meeting the needs of students, the most frequently repeated code is that RCPS eliminates the deficiencies in basic courses (Turkish and mathematics). Participant opinions regarding this code are as follows: P14 *"It enables the acquisition of essential knowledge required in Turkish and mathematics courses,"* and P16 "*The literacy and mathematical skills prepared for RCPS students encompass the learning objectives and knowledge that we aim to instill in students starting from the beginning of first grade. Students acquire these fundamental skills and knowledge in accordance with their individual capacities.* In addition, some participants believe that RCPS is incomplete and inadequate in meeting the needs of students. For example, P15 stated that "*RCPS does not meet the needs of students very clearly,*" and P8 stated that "*I do not think that the content of RCPS meets the needs of students sufficiently.*"

When the codes related to the theme of RCPS's strengths and weaknesses are analyzed, it is seen that providing free textbooks stands out as one of the strengths of RCPS. Related to this, P12 made a statement as "*Providing free textbooks for RCPS*". In addition, providing one-to-one education is another strength of RCPS. P14 expressed his opinion on this code as "*It proves to be beneficial for motivated students, as it allows for more opportunities for one-on-one interaction.*" The schedule of the program and insufficient parental support are seen as the weaknesses of RCPS by the participants. Regarding the schedule of the program, P6 said, "*The child goes to school five days a week and to the RCPS course at the end of the week. As such, the child starts to get very bored. Over time, child gets bored.*" P12 said, "*Scheduling the program beyond regular school hours causes students to be less consistent in attendance*" and P16 said, "*The program starts towards the end of October. It can start earlier.*" Regarding insufficient

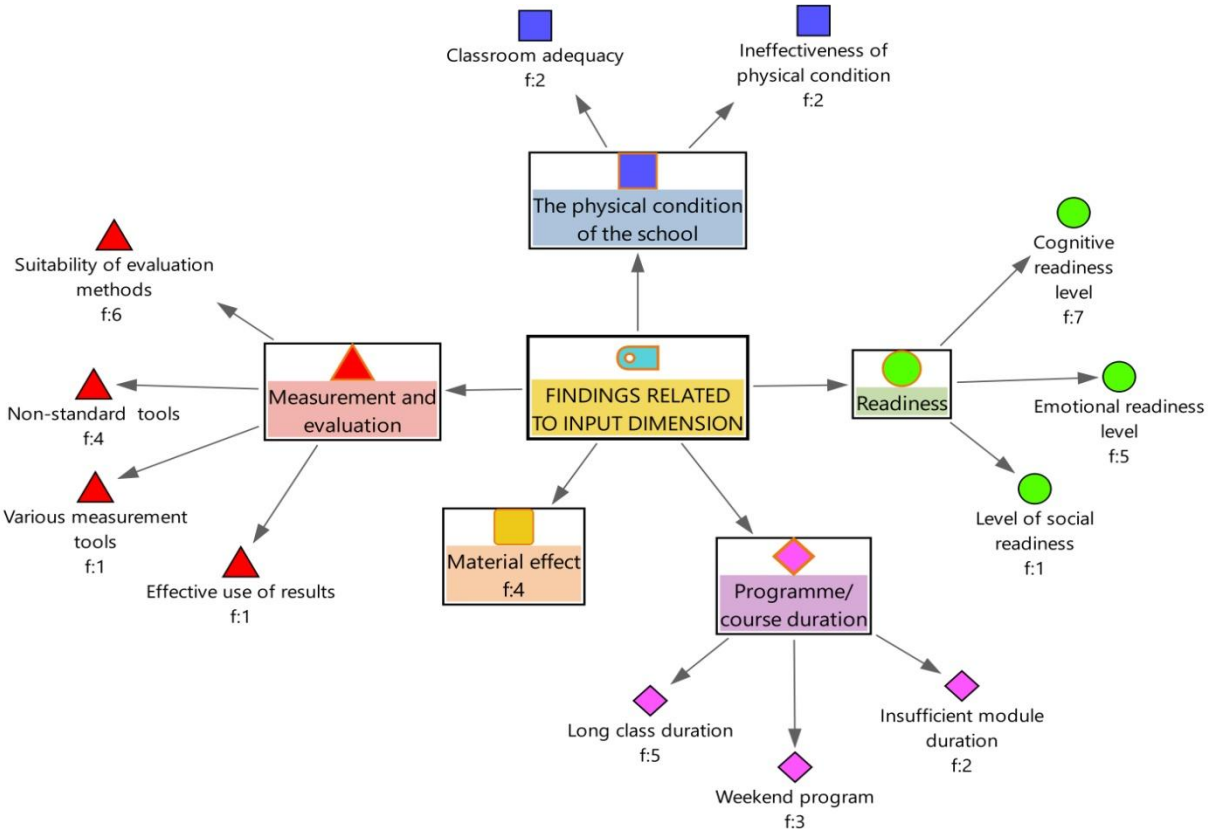
parental support, P10 stated "*Failure is more prominent because there is no parental support.*" and P5 stated "*Parental indifference*".

Input Dimension

Within the framework of the input dimension of the CIPP Model, the participants' views on the curriculum were examined according to their answers to three questions and five different themes were formed as a result of this examination. In this context, the participants were asked the following questions: "What do you think about the students' readiness levels for the curriculum?", "How do the lesson durations, materials and the physical condition of the school affect the functioning of the curriculum?" and "Are the measurement and evaluation methods proposed in RCPS effective and useful?" The findings obtained from the analysis of the answers to these questions were grouped under the themes of "Readiness", "Physical condition of the school", "Program/course duration", "Material effect" and "Assessment and evaluation". The findings are presented in Figure 2.

Figure 2

Findings Related to Input Dimension



When Figure 2 is examined, it is seen that the theme of readiness consists of cognitive, affective and social readiness codes. Cognitive readiness is the most frequently repeated code. While P12 expressed his view on this code as "*Since they are 3rd grade students, their level of readiness is quite appropriate*", P9 said, "*From a cognitive perspective, students have cognitive gap that hinders the consolidation of newly introduced knowledge, resulting in a lack of long-term retention...*" and revealed the inadequacy of students' cognitive readiness levels. In terms of affective readiness, P6 expressed the view that the students were ready with the statement

"...they know that they are participating in this course because they are academically behind their peers. But this situation does not create a psychological weakness in children. Children actively participate in the lessons." P11, who was of the view that the students were not affective ready for the implementation of the program, stated that "*...but they were anxious at first. They thought they were lazy.*"

Regarding the adequacy of the physical condition of the classrooms in the theme of the physical condition of the school, P2 stated that "*...the fact that the classroom was quiet, bright and spacious had a positive effect on the lessons*", while P16 stated that, "*The physical condition of the classroom does not have any effect*" suggesting that the classrooms did not significantly affect the curriculum implementation process.

In the "material effect" theme regarding the impact of materials on the functioning of the curriculum, the participants stated that the quality of the materials was low. While P2 stated *"Incomplete and uniform materials cause them not to pay enough attention*", similarly, P11 stated "*The materials were very simple and suitable for the first module.*"

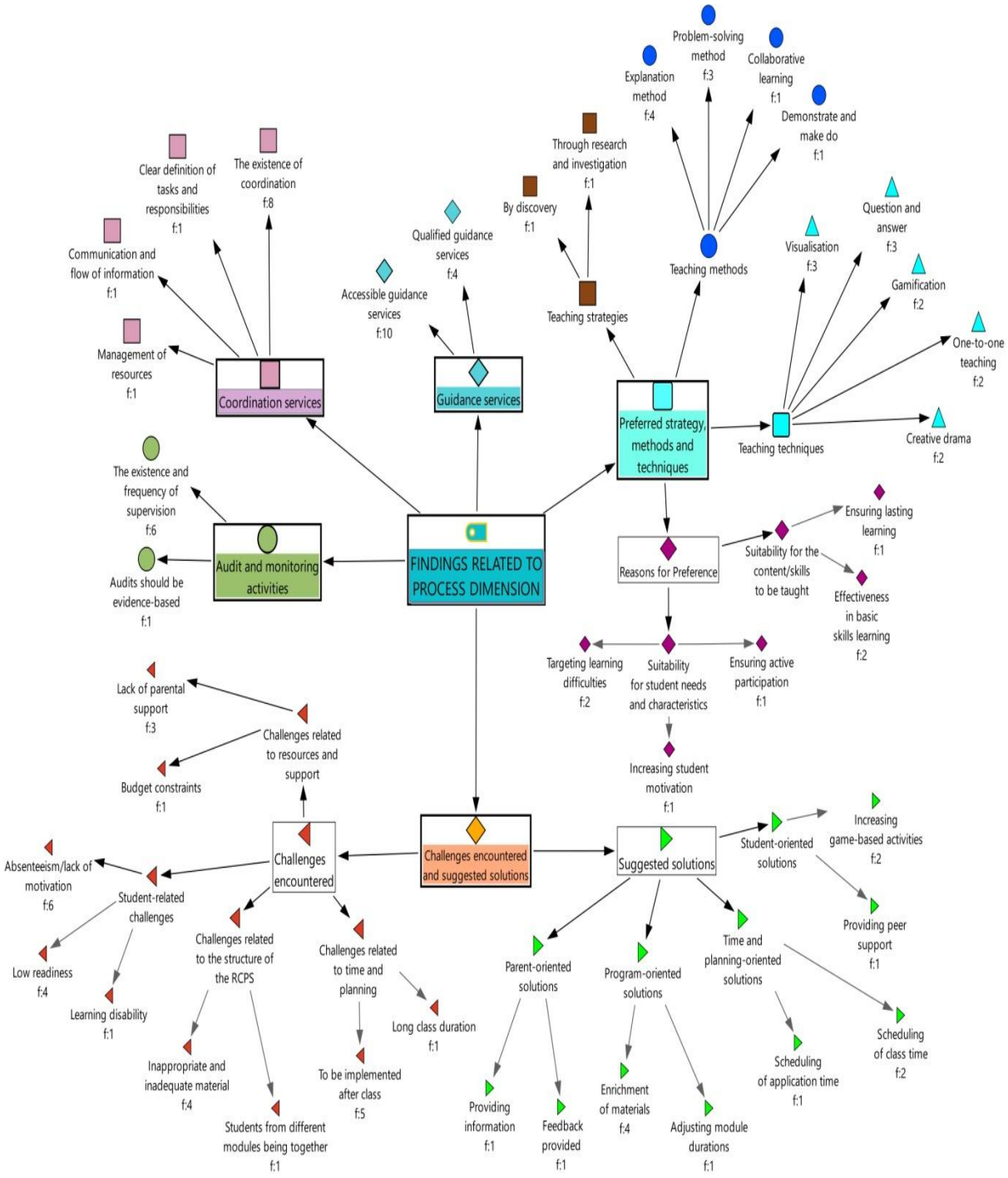
In the measurement and evaluation theme created from the last question asked to the participants in the context dimension, P6 regarding the appropriateness of the curriculum's measurement and evaluation methods said, "*The measurement and evaluation methods proposed in RCPS are very effective. It identifies new acquisitions of students. The improvements seen in students are observed.*" In this theme, P16 expressed her view about the lack of a standard in the measurement methods of the RCPS with the following statement: "*We create our own measurement and evaluation criteria in the module completion process. It would be good if the measurement tools to be used in the process and at the end of the process were standardized and ready...*"

Process Dimension

In the process dimension, the participants' responses to three questions were analyzed and five main themes were identified as a result of this analysis. In this dimension, the participants were asked; "Which methods and techniques did you use while implementing RCPS? What are your reasons for preferring these methods and techniques?", "What difficulties did you encounter while implementing RCPS? What are your suggestions for overcoming these difficulties?" and "What are your views about the guidance, coordination and supervision duties of the school during the implementation of RCPS?" The themes of "Preferred strategies, methods, and techniques", "Challenges and solutions", "Guidance services", "Coordination services" and "Audit and monitoring activities" were obtained from the views of the participants and these themes are shown in Figure 3.

Figure 3

Findings Related to Process Dimension



When Figure 3 is analyzed, it is seen that the participants frequently preferred invention and inquiry strategies in RCPS learning-teaching processes. P15, who expressed her views about both strategies, said, "*Learning through invention and research-study. The student can find the subject under the guidance of the teacher and can learn better through research and examination and it becomes permanent...*" In the themes of teaching methods and techniques, the participants expressed their views with short answers such as "*lecture, problem solving,*

cooperative learning, demonstration, visualization, question-answer, gamification and one-to-one teaching."

Participant views regarding the code 'targeting learning difficulties,' situated within the sub-theme of reasons for preference, based on the question about why these strategies and techniques were selected, are presented by P4 as "*I paid attention to visualization. Because the learning levels of the students participating in the RCPS were effective in choosing these methods.*" while P2 said "*My students had problems such as 'not being able to read fluently', 'not being able to understand what they read' and so on. Thinking that making it more fun with game-based learning motivated them, I organized the 'reading-comprehension' activities accordingly. I used the question-answer method to get quick feedback.*" While teaching the lessons, P11 stated that *"... I used these methods to help children motivate themselves, to show them that they are self-confident, valuable, and not lazy."* and P9 stated that "*...because I thought that these methods would make students an effective, interactive student model in the lesson.*"

In the process dimension, sub-themes related to the challenges encountered by the participants while implementing the RCPS; related to resources and support, time and planning, student-related, and challenges related to the structure of the RCPS were created. While P2 of the participants expressed the difficulties they experienced related to the lack of parental support as "*Since families do not participate and support this process, the implementation is insufficient.*", P5 made an explanation as "*Families are not interested...*" and P16 expressed their views as "*...Family support is already absent.*" Students' absenteeism was expressed as the most common difficulty encountered by the participants in this theme. The opinions that can be referenced to this code are P1 "*The course had positive effects for the students who came continuously without absenteeism. The biggest problem experienced during the implementation process was that the students disrupted the course.*" While P7 said, "*Students are absent a lot. I had problems with attendance.*" Among the participants who saw the materials as inadequate and inappropriate, P16 said, "*I think that the students did not benefit from the RCPS at an adequate level due to the lack of teaching materials.*" While P11 said, "*...the resource sent was only suitable for the first module. There should be separate resources for each module.*" P2 explained the difficulties caused by the implementation of the RCPS outside of class hours as "*Since it is implemented outside of class hours, it can cause fatigue and distraction in the teacher and students.*" and P6 supported this code with the statement "*We did a five-hour course on Saturday and Sunday...seven days a week is boring for children.*"

Participants offered parent-oriented, program-oriented, time and planning-oriented and student-oriented solutions to the difficulties they encountered during the process. In the code of informing parents about the RCPS, P7 said, "*Parent information activities are insufficient. Interviews should be held with parents only for RCPS."* Regarding the code of enriching the materials, P15 said, "*There is a great shortage of materials in RCPS. The books are not current. Additional resources that will not bore students and make the lesson more fun can be used.*" P15 suggested a solution for enriching the materials. For the code of reviewing the lesson duration among the solution suggestions for time and planning, P4 said, "*It would have been enough to make the lesson duration 35 minutes. Since the students also came at the weekend, the long lesson time was a bit difficult.*" P3's opinion "*Games and activities that motivate students should be applied in RCPS studies, and activities that will make them happy should be done.*" draws attention to the code that game-based activities should be increased.

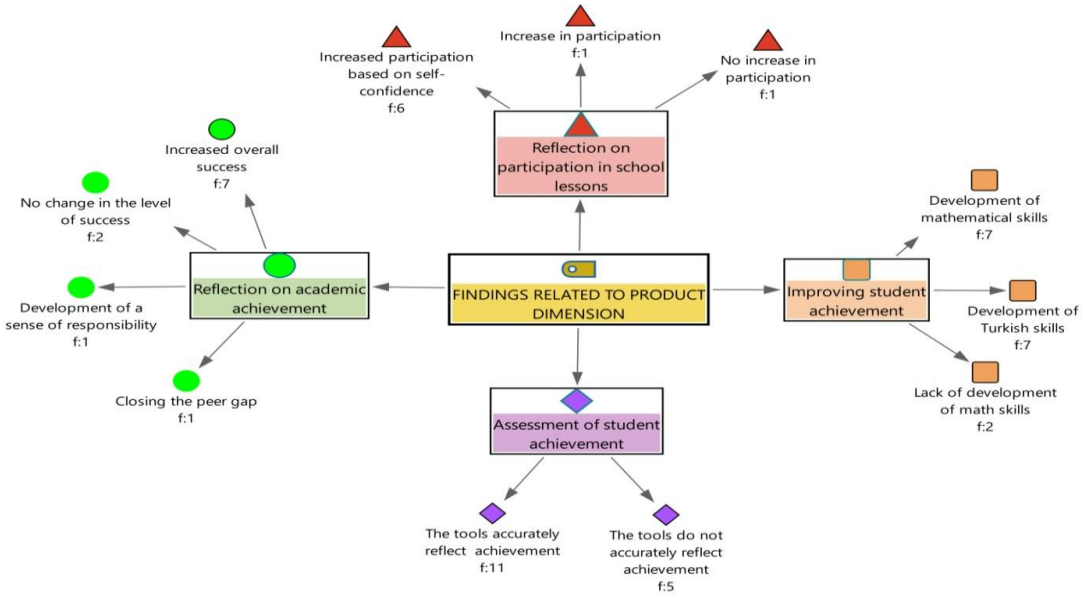
Within the themes that emerged from the final question posed to participants regarding the process dimension, participant P14 stated, "*The guidance service should maintain continuous communication with families to support students in study techniques and establish a home study routine.*" Similarly, P9 expressed, "*Throughout the RCPS, the guidance and coordination units worked in harmony with us, providing support both cognitively and emotionally.*" These statements reflect participants' views on the theme guidance services. Within the theme of coordination services, the participants stated that the school administration "*provided the necessary coordination.*" P15 differs from the other participants with her opinion that "*I don't think there is very good coordination. Some more work can be done on this issue.*" In the theme of supervision and monitoring activities, P1 expressed his satisfaction with the existence and frequency of supervision services by stating that "*... the required services of supervision tasks were implemented in place and on time.*" Within the scope of this code, other participants used similar expressions. However, P5 stated "*We are in dialog with other teachers in the school. There is less supervision.*" He presented a different perspective on the issue.

Product Dimension

In the final dimension, the product dimension, four themes were developed by analyzing participants' responses to three questions. At the product dimension, the participants were asked the following questions: "What are your thoughts about the level of students' achievement of basic skills in Turkish and mathematics courses at the end of the RCPS?", "What are your thoughts about whether the SIT applied in RCPS accurately reflects student achievement?", "Did you observe any difference in the participation of students attending RCPS in their own classes or in their general achievement after the program? Can you explain?" questions were asked. The themes of "Improving student achievement", "Evaluation of student achievement", "Reflection on participation in school lessons" and "Reflection on academic achievement" were generated from the views of the participants and are shown in Figure 4.

Figure 4

Findings Related to Product Dimension



When Figure 4 is examined, the participants reported that at the end of the program, improvement was observed in students' Turkish and mathematics skills. In this respect, P15's opinion "*At the end of the program, an increase was observed in the students who attended this program in 'reading, writing, comprehension' in the Turkish lesson and 'four operations etc.' in the mathematics lesson.*" and P6's similar opinion "*At the end of the program, significant improvements were recorded in the fields of reading, comprehension, expression and writing in the Turkish lesson. In the mathematics course, they made important gains in four-operation skills.*" The opinions support the code obtained. However, within the scope of this theme, P11 said, "*The level of four–operation skills in Mathematics could not be raised to the desired level, especially for the 1st module...*" stated that the mathematics skills of the students did not reach the desired level by the end of the program.

Among the participants who thought that the SIT developed during the RCPS process accurately reflected the students' achievements, P11 said, "*The questions seemed too simple to some students. The evaluation could be done differently. I don't think it's an accurate reflection.*" While P8 expressed a different opinion about SIT, saying, "*I don't think it reflects accurately. I don't think SIT is a realistic assessment of children.*"

At the end of the program, in parallel with the increase in students' self-confidence, the increase in their participation in the lessons was stated by P7 as "*Their participation in the lessons increased. I saw that their self-confidence increased and they became more courageous.*" P3 stated that "*Students participating in RCPS are happier because they develop self-confidence in participating in activities in their own classes and reach the level of their friends in terms of achievement.*" P6 "*...there are significant improvements in their general achievement. I think that the RCPS course is very useful.*" and P15 "*I observed an increase in the general success in reading, writing and four-operation skills in mathematics.*" They emphasized that RCPS increased the general success levels of students. Two of the participants stated that they did not observe a significant increase in students' achievement levels at the end of the RCPS process. P9's statement that "*I did not observe their participation in the lessons or their general success*" supports the code reached.

Discussion

Curricula guide the educational process by structuring the learning outcomes that students are expected to achieve in cognitive, affective and psychomotor domains under the guidance of teachers. The systematic analysis of existing curricula is a critical process for assessing whether these curricula achieve their intended goals, their effectiveness and applicability, and for identifying deficiencies in content and implementation (MoNE, 2020). In line with this perspective, this study systematically addresses RCPS within the framework of Stufflebeam's CIPP Model to reveal primary school teachers' perceptions and experiences regarding RCPS. In the context dimension, the participants believe that RCPS contributes to the development of students in cognitive and affective domains. In addition to this, they consider it among the most important goals of RCPS to support students' learning in Turkish and mathematics lessons and to bring them to the same level as their peers. Considering that 600 million children globally lack minimum proficiency in reading and math skills (United Nations Children's Fund [UNICEF], 2024), the main starting point of RCPS is to monitor these students in Türkiye and provide the necessary support. In this respect, it may be inferred that the participants are well

acquainted with the underlying philosophy of the RCPS regarding its contributions to students. In this dimension, participants consider the provision of free textbooks and the opportunity for one-on-one instruction as among the strengths of the RCPS. MoNE has implemented the 'Free Textbook Distribution Project' since 2003, providing primary school students with free access to textbooks (Bayrakçı, 2005). Within this framework, the free provision of RCPS materials has been viewed favorably by teachers as means of fostering educational equity. Additionally, textbooks developed in accordance with the RCPS curriculum have served as a primary instructional resource for teachers (İşeri, 2007). Another finding of the study reveals that participants consider one-on-one instruction with RCPS students to be one of the program's major strengths, as it contributes to the development of students' skills in Turkish and mathematics. This aligns with Carey and Grant's (2015) findings, which emphasize the benefits of individualized teaching in fostering stronger student–teacher relationships and tailoring lessons to individual needs. On the other hand, issues such as scheduling, absenteeism, limited parental involvement, and insufficient content in instructional materials were perceived as weaknesses. Notably, participants expressed divergent views regarding the suitability of the program's implementation schedule. The RCPS program was conducted in some schools after regular weekday classes and in others on weekends. During weekday sessions, teachers noted that students struggled with attention and motivation due to end-of-day fatigue. Conversely, weekend implementations led to signs of weariness and increased absenteeism as the program progressed. These findings align with previous research on RCPS, which similarly reported participant concerns regarding the schedule of the program (Aydın & Yakar, 2020; Özdoğru, 2022). Absenteeism, closely linked to the schedule of the program, is consistently cited in the literature as one of the most pressing challenges (Bozbayındır & Kara, 2017; Canpolat & Köçer, 2017; Dilekçi, 2019; Göksu & Gülcü, 2016; Kırnık et al., 2019; Ünsal & Korkmaz, 2016). Excessive absenteeism among RCPS program participants not only hinders individual learning progress but also undermines the overall effectiveness of the program. This issue stands out as a major obstacle to achieving the curriculum's intended outcomes. Supporting this, Altınkurt (2008) found a negative relationship between unexcused absenteeism and academic achievement, underscoring the importance of identifying the root causes of absenteeism as a first step toward its prevention. Another key finding of the study highlights the limited involvement of parents, essential stakeholders in the implementation process, in both the program itself and their children's education. This finding is consistent with previous research (Güney & Yaman, 2022; Gürol & Gül, 2021; Kırnık et al., 2019; Özdemir & Taşkın, 2024), which underscores the necessity of strong school, family, student collaboration for academic success. Parental involvement enhances students' adjustment to school life and supports teachers' instructional efforts. As noted by Kılıç and Gündüz (2021), students whose parents are actively involved and consistently supportive tend to perform better academically. Therefore, parental roles in the educational process are vital, and active participation in RCPS practices is both necessary and expected. Participants identified the insufficient quality of instructional materials as another weakness of the RCPS. Supporting this view, Güney and Yaman (2022) found that the texts and activities in RCPS student workbooks require further enrichment in terms of both design and content, and that assessment tasks should be better aligned with the learning objectives. These findings are consistent with the results of the present study.

In the input dimension, which constitutes the second dimension of the CIPP model, some participants stated that the students were not cognitively ready. The target group of the RCPS

consists of third-grade students who, due to various reasons, have not acquired certain learning outcomes of the curriculum (MoNE, 2024). In light of this information, it is quite natural that these students may lack cognitive readiness. To ensure optimal benefit from the program, the guidance component should extend beyond students and parents to include comprehensive orientation and training for teachers as well. This would significantly improve the overall effectiveness of the program. Another finding of the study, as indicated under the code of affective readiness, is that students experience anxiety about being labeled as "unsuccessful". Anxiety in children has been associated with social-emotional challenges and diminished academic performance (Donovan & Spence, 2000). From this perspective, enhancing students' psychological well-being can be expected to positively influence the outcomes of the RCPS. In the input dimension, the adequacy of the physical learning environment and the extended duration of lessons emerged as other notable findings. These results align with existing literature, which highlights that environmental factors such as; class size, spatial organization, equipment availability, noise, air quality, temperature regulation, lighting, and cleanliness significantly contribute to students' academic performance, motivation, social interaction, physical and emotional well-being, and their sense of responsibility toward family and society (Şensoy & Sağöz, 2015). Participants stated that the extended duration of lessons negatively affected the functioning of the program. This perception may stem from the observation that students' interest, attention, and curiosity declined when the program was implemented after regular school hours. However, considering that students who begin RCPS at Module 1 level often have very limited literacy skills, and that one-on-one instruction and skill-based activities are time-consuming, such concerns may not be entirely valid for this particular group. Supporting this interpretation, Çaycı's (2018) study found that 88% of participants advocated for extended lesson durations in first-grade classrooms, reinforcing the need for extending instructional time for this group of students.

Another finding related to the input dimension is that participants found the assessment and evaluation methods recommended in line with the RCPS student activity books and the RCPS guideline to be appropriate. In particular, the study by Güney and Yaman (2022) also supports this, as participants in their research stated that the assessment and evaluation activities included in the student activity books for Turkish and mathematics learning outcomes were effective, suitable for students, and played an important role. A further finding within the theme of assessment and evaluation is the lack of standardization in measurement tools. Although the SIT, administered before the start of the implementation of RCPS to identify students' preparedness level, is implemented at the national level, the measurement tools used during the module transition process are often prepared by teachers themselves. These tools are typically sourced from online platforms, and their validity and reliability are not established. Similarly, the challenge posed by the absence of a standardized assessment tool during the module transition process was also highlighted in the findings of Güder et al. (2023). Furthermore, the Student Assessment Tool (SAT), administered at the end of the RCPS process, was last implemented by the MoNE during the 2021–2022 academic year. Its discontinuation in subsequent years has made it difficult to determine the national-level outcomes of the RCPS program. According to Tyler, curriculum evaluation consists of activities designed to determine the degree of achievement of goals (Demirel, 2017). In this regard, both the module transition practices and the assessment and evaluation activities conducted at the end of the RCPS program can be considered aligned with Tyler's goal-oriented approach to curriculum

evaluation. Implementing the SAT during the initial years of the program to determine its outcomes at the national level corresponds to Tyler's stage of "comparing the obtained data with the predetermined objectives." This approach is believed to provide decision-makers with a substantial dataset for informed decision-making.

In the third dimension of the CIPP model, process dimension, it was observed that participants employed methods such as direct instruction and problem-solving, along with techniques like question-and-answer and visualization in RCPS lessons. Participants cited reasons for choosing these methods and techniques, including their suitability for addressing learning difficulties and their alignment with the core skill instruction required in Turkish and mathematics courses. The study also found that due to students' low academic levels, the need to capture attention, and the desire for quick responses, these approaches were considered effective in achieving learning objectives in Turkish and mathematics. Similarly, Sarıdoğan's (2019) study revealed that participants frequently used direct instruction and question-and-answer techniques during the RCPS lessons, and their reasons for doing so were consistent with the findings of this research. Additionally, Avlukyarı (2019) recommended that beyond these methods, teachers should incorporate techniques that allow students to express mathematical concepts in diverse ways.

The study also revealed that participants were generally satisfied with the guidance, coordination, and supervision efforts during the RCPS process. The collaborative work of the school principal, the vice principal, the primary school teacher, and the guidance counselor within RCPS was found to contribute positively to instructional processes. This cooperation among staff members holistically supports students' academic, social, emotional, and career development. Among the findings under the theme of challenges encountered, issues such as insufficient parental support, student absenteeism, inadequacy and unsuitability of instructional materials, and the RCPS implementation schedule were identified. Numerous studies in the literature have shown that participants face similar challenges (Aydın & Yakar, 2020; Erdinç, 2022; Güder et al., 2023; Gürol & Gül, 2021; Kırnık et al., 2019; Özdoğru, 2022; Sarıdoğan, 2019; Ünsal & Korkmaz, 2016). In the study, participants proposed solutions to these challenges, such as increasing game-based activities, adjusting the RCPS implementation schedule to align with school conditions, enriching instructional materials, and enhancing communication with parents about the RCPS program. It is expected that providing academic support alongside enjoyable game-based activities to students enrolled in RCPS program will socially and emotionally motivate them. Moreover, organizing meetings with parents during the RCPS process to inform them about topics such as creating a conducive study environment, establishing effective family communication, adopting healthy communication practices, and demonstrating appropriate parenting attitudes and behaviors would contribute positively to the RCPS. Such guidance would enable parents to take an active role in their children's educational lives and make the best use of their parenting skills (Hoover-Dempsey & Sandler, 1995).

In the product dimension, it was observed that there was a significant improvement in the Turkish and mathematics skills of the students who participated in the RCPS program. This progress was found to enhance students' self-confidence, increase their classroom participation, and ultimately lead to higher levels of overall academic achievement, marking one of the key findings of the study. The results of previous research in the literature also

support the conclusion that RCPS program contributes to improved academic performance (Aydın & Yakar, 2020; Dilekçi, 2019; Gençoğlu, 2019; Gürol & Gül, 2021; Kaçar & Uz, 2019). Among these findings, the increase in self-confidence among students who, for various reasons, had not sufficiently acquired the expected competencies compared to their peers helps prevent the development of a sense of "learned helplessness." This, in turn, positively influences their future educational experiences and helps reduce the risk of potential school dropout (Ateş, 2020; Dekkers & Claasen, 2001; Hock et al., 2001; Kartal & Ballı, 2020).

Conclusion and Implications

When the research findings are interpreted from a holistic perspective, RCPS is seen as a successful curriculum in enhancing students' Turkish and mathematics skills, and consequently, their self-confidence. However, the RCPS's effectiveness is limited by several challenges, including student fatigue and absenteeism due to the schedule of implementation, insufficient parental support, deficiencies in the content of instructional materials, and particularly, the lack of standardized assessment tools during module enriched instructional materials to boost student motivation; establishing systematic communication strategies to strengthen parental collaboration and support; adjusting implementation schedules flexibly according to the specific conditions of each school; providing informative training for teachers; and reintroducing valid and reliable standardized assessment tools to measure the learning outcomes.

Author Contributions

Sami Aydın: Literature review, data collection, data analysis, writing original draft, validation and interpretation.

Melike Özyurt: Conceptualization, methodology, data analysis, writing original draft, review and editing, validation and interpretation.

Declarations

Ethical Approval and Informed Consent

This study was approved by Gaziantep University Institutional Ethical Review Board. All procedures in this study were conducted in accordance with Gaziantep University Institutional Review Board's approved protocols. Written informed consent was obtained from the participants for their anonymized information to be published in this article.

Supplemental Material

There are no supplemental materials for this article.

Disclosure of AI Use

DeepL Translate and Copilot were used to translate some sections of this article from Turkish to English.

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TÜRKÇE GENİŞ ÖZET

İlkokullarda Yetiştirme Programı: Öğretmen Algı ve Deneyimlerine İlişkin Bir Durum Çalışması

Giriş

Eğitim sistemlerinin değerlendirilmesinde, okullulaşma oranları gibi nicel verilerden (The World Bank, 2018) ziyade öğrencilerin edindiği becerilere odaklanan nitel bir anlayış öne çıkmaktadır (United Nations, 2018). Nitekim Dünya Bankası Raporu (2024), düşük ve orta gelirli ülkelerdeki çocukların büyük bir kısmının okuduğunu anlama gibi temel becerilerden yoksun olduğunu, Birleşmiş Milletler'in (United Nations, 2024) son değerlendirmeleri ise birçok ülkede matematik ve okuma puanlarında düşüş yaşandığını ortaya koymaktadır.

Türkiye'de de eğitimde fırsat eşitliği adına nicel iyileşmeler görülse de (Gençoğlu, 2019), uluslararası değerlendirmeler öğrenciler arası başarı farklarının sürdüğünü göstermektedir (Taş vd., 2016). Türkiye'de temel becerilerde yetersiz öğrenci oranı, önceki yıllara göre azalmış olsa da bu oran hâlâ OECD ortalamasının üzerindedir (MEB, 2019). Bu bağlamda geliştirilen İlkokullarda Yetiştirme Programı (İYEP), üçüncü sınıf öğrencilerinin temel Türkçe ve matematik eksiklerini gidermeyi hedeflemektedir.

Alanyazındaki bazı çalışmalarda da (Aydın ve Yakar, 2020; Balantekin, 2020; Dilekçi, 2019; Erkan vd., 2024; Gençoğlu, 2019; Kırnık vd., 2019; Özdoğru, 2022; Toptaş ve Karaca, 2019) öğrenci, öğretmen ve veli görüşleri çerçevesinde İYEP programının etkililiğinin incelendiği görülmektedir. Bu araştırmada ise İYEP'in sistematik bir model temele alınarak öğretmen algıları ve deneyimleri üzerinden incelenmesi amaçlanmıştır. Bu kapsamda programın çok boyutlu yapısını ve uygulama dinamiklerini sistematik biçimde incelemek için Stufflebeam tarafından geliştirilen CIPP (Bağlam, Girdi, Süreç, Ürün) modelinden yararlanılmıştır. Bu model, araştırmanın temel sorularına yön vermiş ve öğretmen görüşlerine dayalı olarak programın farklı boyutlarının derinlemesine incelenmesini mümkün kılmıştır.

Yöntem

İYEP'in CIPP modelinden yararlanılarak öğretmen görüşlerine göre incelendiği bu araştırma, nitel bir yaklaşımla durum çalışması olarak desenlenmiştir. Araştırmanın çalışma grubu, 2024-2025 eğitim-öğretim yılında Kahramanmaraş'ın Onikişubat ve Dulkadiroğlu ilçelerinde görev yapan ve maksimum çeşitlilik örnekleme tekniğiyle seçilen gönüllü 16 sınıf öğretmeninden oluşmaktadır.

Veriler, araştırmacılar tarafından CIPP modeli bağlam, girdi, süreç ve çıktı boyutları çerçevesinde geliştirilen, uzman görüşleri ve pilot uygulama ile geçerliliği test edilmiş yarı

yapılandırılmış görüşme formu aracılığıyla toplanmıştır. Elde edilen veriler, tümevarımsal bir yaklaşımla içerik analizine tabi tutulmuştur. Araştırmanın geçerlik ve güvenirliğini sağlamak amacıyla katılımcı teyidi, uzman görüşü gibi yöntemler kullanılmış ve araştırmacılar tarafından birbirinden bağımsız yapılan kodlamalar arasındaki Miles ve Huberman (1994) uyum indeksi incelenmiştir.

Bulgular

İYEP'in öğretmen görüşleri doğrultusunda CIPP program değerlendirme modelinin dört bileşeni çerçevesinde incelenmesi ile elde edilen bulgular bağlam, girdi, süreç ve ürün olmak üzere dört boyutta sunulmaktadır. Katılımcılar bağlam boyutuna ilişkin, İYEP'in bilişsel ve duyuşsal gelişime katkı sağladığını ve öğrencileri temel derslerde akran seviyesine getirmeyi önemli bir amaç olarak gördüğünü belirtmişlerdir. Katılımcılar ayrıca, ücretsiz ders kitaplarının dağıtımı ve öğrencilerle bire bir eğitim imkânını İYEP'in güçlü yönleri olarak nitelendirmişlerdir. Buna karşın; uygulama zamanındaki belirsizlikler, öğrenci devamsızlıkları, veli desteğinin yetersizliği ve materyal niteliğine ilişkin sorunlar katılımcılar tarafından programın zayıf yönleri arasında sıralanmıştır.

Girdi boyutunda, katılımcıların programa dair en belirgin eleştirisi eğitim materyallerine yöneliktir. Katılımcılar, materyallerin niteliğinin düşük, tek tip ve yetersiz olduğunu ifade etmişlerdir. Ayrıca, öğrencilerin programa hazırbulunuşluk düzeyleri hakkında farklı görüşler mevcutken, ölçme ve değerlendirme yöntemlerinde bir standart olmaması da bu boyutta belirtilen bir diğer eksikliktir.

Süreç boyutunda, programın uygulanması sırasında karşılaşılan zorluklar öne çıkmaktadır. Öğretmenlerin çeşitli öğrenci merkezli yöntemler kullanmasına rağmen, veli desteğinin olmaması, öğrencilerin sürekli devamsızlık yapması ve programın uygulama zamanının yarattığı yorgunluk, uygulamanın önündeki en büyük engeller olarak belirtilmiştir.

Ürün boyutunda ise katılımcıların çoğu, İYEP'in öğrencilerin akademik becerilerini, öz güvenlerini ve derslere katılımlarını artırmada başarılı olduğu görüşündedir. Ancak bazı katılımcılar bu gelişimin istenen düzeyde olmadığını ve kullanılan standart olmayan ölçme araçlarının başarıyı doğru yansıtmadığını dile getirmişlerdir.

Tartışma

Bağlam boyutunda katılımcılar, İYEP'in öğrencilerin bilişsel ve duyuşsal gelişimlerine katkı sağladığını, onları akranlarıyla aynı seviyeye getirmeyi amaçladığını belirtmişlerdir. Öğrencilere ücretsiz kitap dağıtımı ve bire bir eğitim imkânı güçlü yönler arasında görülmüştür. Bu sonuç diğer araştırma sonuçları ile örtüşmektedir (Bayrakçı, 2005; İşeri, 2007). Nitekim Carey ve Grant (2015) da bire bir eğitimin öğrenci-öğretmen ilişkisini güçlendirdiğini ortaya koymuştur. Ancak uygulanma zamanı, devamsızlık, veli desteği eksikliği ve materyallerin yetersizliği programın zayıf yönleri olarak belirtilmiştir. Ayrıca velilerin sürece ilgisizliği, öğrenci başarısını olumsuz etkileyen önemli bir unsur olarak öne çıkmaktadır. Alanyazındaki diğer araştırma sonuçları da çalışmanın bu bulgularını destekler niteliktedir (Altınkurt, 2008; Bozbayındır ve Kara, 2017; Kılıç ve Gündüz, 2021).

Girdi boyutunda katılımcılar öğrencilerin bilişsel olarak yeterince hazır olmadıklarını, özellikle başarısız olarak etiketlenme kaygısı taşıdıklarını ifade etmişlerdir. Bu sonuç Donovan ve Spence (2000) tarafından da tespit edilmiştir. Fiziksel ortamın yeterliliği, ders süresinin uzunluğu ve ölçme-değerlendirme araçlarının standart olmayışı da katılımcıların dile getirdiği diğer unsurlardır. Alanyazında da fiziksel çevre koşullarının öğrencilerin akademik ve sosyal gelişiminde kritik öneme sahip olduğu vurgulanmaktadır (Şensoy ve Sağöz, 2015). Öte yandan ölçme değerlendirmede standart araçların olmaması, programın güvenilirliğini sınırlamaktadır (Güder vd., 2023).

Süreç boyutunda katılımcılar öğretim yöntemi olarak daha çok anlatım, soru-cevap ve problem çözmeyi kullandıklarını belirtmişlerdir. Bu yöntemlerin öğrencilerin düşük akademik seviyelerine ve temel beceri kazandırma ihtiyacına uygun olduğu belirtilmiştir (Sarıdoğan, 2019). Bu boyutta karşılaşılan başlıca sorunlar; veli desteği eksikliği, devamsızlık, materyal yetersizliği ve uygulama zamanıdır. Bu sonuçların alanyazındaki araştırma sonuçlarıyla benzerlik gösterdiği söylenebilir (Aydın ve Yakar, 2020; Erdinç, 2022). Çözüm önerileri arasında ise oyun temelli etkinliklerin artırılması, materyallerin zenginleştirilmesi ve veli iletişiminin güçlendirilmesi yer almaktadır. Hoover-Dempsey ve Sandler (1995) ebeveynlerin bilinçlendirilmesinin sürece katkı sağlayacağı vurgulanmıştır.

Ürün boyutunda ise öğrencilerin Türkçe ve matematik becerilerinde belirgin gelişmeler kaydedildiği, öz güvenlerinin arttığı ve akademik başarılarının yükseldiği görülmüştür (Hock vd., 2001). Alanyazında da İYEP'in öğrenci başarısını artırdığına dair bulgular araştırma sonuçlarını desteklemektedir (Aydın ve Yakar, 2020; Gençoğlu, 2019). Ayrıca programın öğrenilmiş çaresizlik duygusunu önlediği ve olası okul terklerini engellediği de belirtilmektedir (Dekkers ve Claasen, 2001).

Sonuç ve Öneriler

Genel olarak değerlendirildiğinde, İYEP öğrencilerin temel becerilerini geliştirmede ve öz güvenlerini artırmada başarılı bir programdır. Ancak devamsızlık, veli ilgisizliği, materyal eksikliği ve ölçme araçlarının standart olmayışı gibi sorunlar programın etkinliğini sınırlamaktadır. Bu sınırlılıkların aşılmasında oyun temelli materyallerin geliştirilmesi, veli iş birliğini artıracak stratejilerin uygulanması, esnek zamanlama yapılması ve güvenilir ölçme araçlarının kullanılması önerilmektedir.