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Reverse Tullip Education

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DETERMINATION OF MISCONCEPTIONS ABOUT MASS AND WEIGHT OF 7TH GRADE STUDENTS OF MİDDLE SCHOOL

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Abstract

The aim of this study is to determine misconceptions about the mass and weight of 7th grade students. The study was conducted in the fall semester of 2019-2020 in a public school in Kastamonu. The universe of the study consists of all seventh grade students in Kastamonu province. The research sample of the study consists of seventh grade students consisting of 20 people in a public school determined by random sampling. The research method, which is one of the quantitative research methods, was used. In the study, a 3-stage achievement test consisting of 10 questions developed by the researcher was used as data collection tool. The findings obtained in the study were subjected to descriptive statistics. As a result of the research, misconceptions of the students were determined and suggestions were made.

Keywords: Science, misconception, mass and weight.

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1. INTRODUCTION

In science education, students often have difficulty in learning the concepts because the subjects are mostly abstract. When the researches in the field of science education are examined, it is seen that the most misconceptions, conceptual changes and learning difficulties are studied. It is thought to be among the units that have many misconceptions and confusion due to the fact that it is difficult to observe the mass and energy issue concretely (Karakuş, 2019). When the relevant literature on mass and weight is examined;

Karakuş (2019), the effect of using concept cartoons in science class on misconceptions of 7th grade students on mass-weight,
Cerrah Özsevgeç, Yurtbakan and Uludüz (2019), the effect of the concept cartoon in eliminating the misconceptions of the fourth grade students of primary school towards the concepts of "mass and weight",
• Balbağ (2018), determining the cognitive structures of science teacher candidates regarding mass and weight concepts by using word association test (KIT),
• Ecevit and Özdemir Şimşek (2017), Science education of teachers, evaluation of misconception and elimination studies,
• Kırtak Ad and Kocakülah (2013), Can physics and science teacher candidates notice the difference? Mass and center of gravity concepts example,
• Koray, Özdemir and Tatar (2005), elementary school students' misconceptions about "Units": It is observed that they study mass and weight example.

Within the context of the related literature, the problem status of this study is stated as determining the misconceptions about mass and weight. of 7th grade students

2. METHOD
In this study, which aims to determine the misconceptions about mass and weight of 7th grade students, the screening method, which is one of the quantitative research methods, was used. The screening method is a method that provides researchers with very easy information and quality information when in-depth information is required (McMillan & Schumacher, 2009; Yılmaz & Aydın, 2019).

2.1. Sample of the Research
The sample of this study consists of 20 7th grade students studying in a randomly determined public school in Kastamonu. While determining the research sample, suitable sampling method was used. The appropriate sampling method is a very useful sampling method for providing the researcher with time, effort and cost convenience (Fraenkel & Wallen, 2003; Yılmaz & Yanarateş, 2020).

2.2. Data collection tool
In the research, a 3-step multiple choice success test consisting of 10 questions was used as a data collection tool. At the stage of development of the achievement test, first item pool of 20 questions was created and expert opinion was taken. Then, the success test was applied to a group of 70 people and pilot applications were carried out. As a result of the pilot application, item difficulty index and item discrimination coefficients were determined. Then, in this framework, the necessary screenings were made and the reliability coefficients of the success test were determined. The reliability coefficient of the success test was found to be .868. This value is considered valid if it is .70 and above in social sciences (Büyüköztürk, 2010).

2.3. Analyzing the Data
The findings of the study were analyzed through the TAP analysis program and SPSS 20 package program, and the answers to open-ended questions were subjected to content analysis.

3. FINDINGS AND COMMENT
When the findings of the research were examined, the item difficulty index and item discrimination values of 20 questions, which were piloted to 70 students, were examined first. Table 1 shows item difficulty index and item discrimination values.

Table 1. Item difficulty index and item discrimination values

Question Number	Item Difficulty Index (P	Item Discrimination (d)	Question Number	Item Difficulty Index (P	Item Discrimination (d)
1	0,57	0,56	11	0,68	0,59
2	0,72	0,56	12	0,69	0,62
3	0,65	0,59	13	0,63	0,56
4	0,76	0,41	14	0,93	0,15
5	0,49	0,62	15	0,57	0,38
6	0,87	0,26	16	0,56	0,47
7	0,74	0,53	17	0,35	0,18
8	0,40	0,21	18	0,57	0,50
9	0,69	0,38	19	0,65	0,53
10	0,62	0,65	20	0,66	0,68

When Table 1 is examined, in line with the expert opinion received; 5, 6, 9, 12, 13, 14, 16, 17, 18 and 20. Questions were excluded from the test based on the opinions that item difficulty was very high, item discrimination was low and it was not appropriate to use in the test. Cronbach's Alpha reliability results are shown in Table 2.

Table 2. Reliability analysis results

Question Number	Pre			Post		
	Test Variance When Item Is Deleted	Adjusted Item-Total Correlation	New Cronbach's Alpha Value If Item Is Deleted	Test Variance When Item Is Deleted	Adjusted Item-Total Correlation	New Cronbach's Alpha Value If Item Is Deleted
1	8,097	,008	,541	11,039	,416	,868
2	7,917	,123	,517	10,038	,616	,853
3	7,639	,208	,502	10,799	,392	,872
4	8,076	,070	,525	9,625	,747	,842
5	7,690	,202	,503			
6	8,495	-,115	,559			
7	7,814	,187	,507	10,756	,587	,857
8	7,567	,167	,510	10,408	,534	,860
9	7,340	,390	,473			
10	7,192	,454	,461	9,719	,733	,843
11	7,866	,075	,529	10,584	,582	,856
12	8,289	,024	,527			
13	7,495	,175	,509			
14	7,752	,110	,522			
15	7,390	,279	,487	9,827	,728	,844
16	7,089	,358	,469			
17	7,979	,053	,532			
18	7,009	,398	,460			
19	8,097	,008	,541	10,479	,528	,860
20	7,917	,123	,517			
General Cronbach's Alpha		,513			,868	

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When Table 2 is examined, it is seen that the first version of the success test has a very low reliability (, 513). Considering that the total correlation values of the item should be higher than 0.25, it can be stated that these values are quite low. When the necessary arrangements and the questions that are not suitable for use in the success test are removed one by one, it is seen that the reliability value (, 868) is increased and the total correlation values of the item are in the appropriate ranges. As such, it can be said that the success test is reliable. In Table 3, there are misconceptions obtained as a result of open-ended questions and success test.

Table 3. Misconceptions detected

Question	Misconception	Right Concept
1	There is no gravitational force per month. There is no weight.	There is a little gravitational force in the month.
2	The mass does not change relative to the planet, the mass increases.	Mass is the amount of unchanged substance. Since gravity changes on different planets, the weight changes.
3	The mass increases as you go to the equator. The weight does not change.	The amount of the substance does not change according to the location. Weight is gravity that affects mass. Since gravity decreases in the equator, the weight decreases.
4	Ton is the weight unit.	The unit of the weight is Newton. Ton is the unit of kilogram or gram mass.
5	The mass increases on the Moon, the weight does not change.	Mass does not change on the moon, weight changes.
6	Because the mass does not change, 600 N is the same everywhere.	It is the weight of the object measured as 600 N. Weight varies according to gravity.
7	Mass is more at the poles.	Gravity is high at the poles. So the weight changes.
8	The mass increases sharply as the weight increases.	Weight depends on mass and gravity. Increased weight may result from gravity.
9	It depends on weight, not mass, when objects fall on the ground.	Gravity is applied due to the mass of objects.
10	The weight increases as you climb higher than the earth.	As we move away from the earth, the force of gravity decreases and the weight decreases.

4. CONCLUSION AND DISCUSSION

When the results of the research are examined, it is seen that middle school 7th grade students have some misconceptions about mass and weight. These misconceptions are similar to the misconceptions previously found in the literature or appear as some differences. It can be said that the success test used in the research process is reliable and usable (Yılmaz, Ertuğrul Akyol & Kalgı, 2017).

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Reverse Tullip Education

Environmental Education;
A Qualitative Study On Sustainable Environment

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Abstract

Recently, environmental awareness, sustainable development, environmental literacy, and science literacy, combined with a new concept within the framework of the ecological and environmentally conscious citizens, who protect the environment, contributing to sustainability and environmental responsibility of individuals form the perception of citizenship called ecological citizenship. Ecological citizenship is an interdisciplinary concept both in terms of legal and social rights and the environment in terms of ecology, social sciences, covering natural sciences.

In this research, Science and Technology, and Social Studies teacher candidates' knowledge and ideas on sustainable environmental, ecological citizenship, the issues of environmental awareness were tried to put. For this purpose, 36 Science and Technology Teacher candidates and 31 Social Studies Teacher candidates studying in Kastamonu University, in the academic year 2012-2013 form a candidate sample consists of 67 teachers. The data of the research were obtained with 8 open-ended questions asked to 67 pre-service teachers sustainable environmental and ecological issues related to citizenship and environmental sensitivity. According to the data obtained an important part of Science and Technology, and Social Studies teacher candidates used expressions; for the sustainable environment as "to move the environment for future generations" and "the environment to sustain itself". A large number of the candidate science teachers, used a phrase for ecological citizenship as "the individuals protecting ecology with their behaviors". A large number of candidates of Social Studies Teachers used phrase "individuals who take responsibility for the environment". A large part of the study sample teachers' used a phrase for sensitivity to the environment as "to protect and not pollute the environment". A large number of teachers used a phrase for individuals who are environmentally friendly, as "love of plants is more important than love of animals".

Our goal in this research is to draw attention to the issue of an estimate according to the findings   in terms of environmental sustainability issues in environmental education at the level of higher education that will arise as a result of the research, and to reveal the inadequacy of pupils to the increasingly important issues of environmental education in the current century, to find more space in its education system which began to be restructured.

Keywords: Environmental education, Environmental sustainability, Ecological citizenship, Environmental sensitivity.

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1. INTRODUCTION

At the top of the elements required for the continuity of our lives comes, no doubt the "environment". Environment; may be defined as a biological, physical, social, economic and cultural environmental medium where creatures continue relationships throughout their lives, with mutual interaction (T. C. Environmental Law, 1983). Today, the environment is understood, at the first place, as, the medium where people are in interaction. In other words, the environment, is expressing the interaction of human mutual relations with other people, the people in the process of these relationships affect each other, all living beings other than their own, so that their mutual relations, and the interaction of plant and animal species, but remaining outside of the world of the living creatures in the environment, all non living things like air, water, soil, and climate, the underground richness within the framework of bilateral relations (Keleş, Harmancı & Çoban, 2009).

Four topics attract attention as the components of the environment being as physical environment, chemical environment, biological environment, and social environment.

a) Physical environment: climate, vegetation, precipitation type, temperature, waste and etc. which create a physical environment.
b) Chemical environment: air, water and chemicals in the soil, minerals, vitamins, chemical wastes and etc. which create a chemical environment.
c) Biological Environment: plants, animals, humans, microorganisms, fungi, decomposers and so on. which create a biological environment.
d) Social Environment: interactions between live or dead, communications of them and etc. which create a social environment.

Environmental issues which strongly draw attention in the last century, threaten our Earth which's the Living Planet. Many political and scientific work, meetings, contracts and etc. were made in order to find solutions to environmental problems. But a fully permanent and effective solution couldn't be found. Instead, applications have emerged to slow down the destruction of our world. In the realization of these applications, may come true by the increase in the number of individuals who are concerned and trained about the environment. This seems to be possible by training of the individuals on the environment and environmental issues. Environmental education is a tool to eliminate the problems that can bring the end of the world (Erten, 2006).

Environmental education are the education efforts which are entered to give individuals information and awareness about the environment in which they live (Gülay & Önder, 2011). It provides the development of ecological data transfer as well as the individuals' attitudes towards the environment and promoting environmental awareness (Erten, 2006). It may be defined as to develop the sense of environment for humans, going into positive and lasting behavior change; to provide their participation actively in the resolution of environmental issues and problems (Turkey Environmental Atlas, 2004).

Looking at the history of the work on environmental issues, the environment and environmental issues on a global scale studies since 1970, as well as first ideas have emerged, congresses, conferences, conventions and agreements on environmental education were began to be made at that time.

• Environmental education gained global dimension at the United Nations Conference on the Human Environment held in Stockholm, Sweden in 1972 (Altınöz, 2010).
• In 1975, the International Environmental Education Programme (IEEP) was founded in Belgrade; an international workshop was made on environmental education.
• In 1977, a Congress was made on environmental education in Tbilisi.
• Environmental education and training congress was made in 1987 in Moscow.
• Policy decisions were taken in 1988 on environmental education in Europe.
• National curriculum on environmental education published in 1990 in the UK and on the state's strategy on environmental education in 1996.
• The concept of sustainable development at the Earth Summit in Rio in 1992 has been associated with environmental education.
• The Decade of Education for Sustainable Development has been determined (2002) held in Johannesburg "World Summit on Sustainable Development" for the years 2005-2014 as (Karataş & Aslan, 2012).

Increasing the level of awareness of environmental issues has increased the importance of environmental education in the world; the most important factor in overcoming environmental problems is a good education not to be discussed. Environment is becoming more and more contaminated with increasingly uninhabitable with the development of industrialization, agriculture, fishing and other human activities. It can only be avoided by the training of individuals.

As the interests and attitudes of pre-school and school ages creating the basis for the future with appropriate behavior, values and attitudes of childhood and youth increase knowledge and awareness of the formation of love towards the nature is quite significant (Erten, 2006). The educators who are shareholders in the formation of information awareness and consciousness are helping the formation of behaviors (Altınöz, 2010).

The role and impact of education on formation of environmental awareness and the love of nature and in turning environmental protection into permanent behaviors is very great (Atasoy & Ertürk, 2008). Environmental awareness is emergence of the desired pattern of behaviors as a result of the environmental education of individuals. Eco-conscious individuals, have environmental knowledge, environmental attitudes and behaviors that are beneficial to the environment.

Environmental Knowledge: All knowledge about environment-related developments, environmental problems and solutions for them. Attitudes towards the environment: Positive or negative attitudes and thoughts shown by the people to useful or harmful behaviors towards the environment. Environmentally beneficial behaviors: The efforts shown for preservation of the environment to become more livable and to be transmitted for future generations (Erten, 2006).

Ecology-based environmental education is based on the nature education. In this training, individuals have interaction with the living or non-living beings in nature. The environment education based on ecology provides learning for individuals about science and environment. If the field studies in localities outside of school is planned well students will acquire positive attitudes and values towards nature and the environment (Güler, 2009). Science and technology education has a basic element the method of learning by doing expresses ecology-based environmental education. This type of training of individuals, even if short-time given, becomes permanent due to interactions and experiences.

The global search for a solution to the problems arising from the effects of environmental activities caused by factors such as the industrial revolution and the subsequent technological advances, the unconscious hunting, irresponsible consumption, unconscious urbanization, unconscious agriculture, etc. started in the mid 20th century. The concept of environmental education came out with in search of this solution and the importance of environmental education has been increasing in recent years. A good education is very important for the sustainability of the environment. Sustainable environment, means people using the environment in an efficient manner, and that the ability to transer at least the same efficiency to the future generations to live in the same environment,. In fact, the concept of a sustainable is being used for sustainable development rather than environment. Sustainable development may be expressed as establishing the balance between man and nature without exhausting natural resources, so as to allow supply to meet their needs both today and in the future in the life and development and life of future generations (Afacan & Demirci-Güler, 2011).

In 1987, the United Nations, the World Commission on Environment and Development report, sustainable development is defined as "the process to meet the needs of today, without sacrificing offerings to meet the needs of future generations" (Aksu, 2011). Sustainable development, has become a global plan by implementation of the international treaties signed. The basic philosophy of sustainable development, which is a target of global-scale by evaluating economic and social structure and the interaction of the environment in a holistic manner supply present and future generations benefit from equitable development opportunities (URL-1).

Bolivia and Ecuador established ecological constitution for the environment in the light of global scale ecological studies. Bolivia is the leading country to declare ecological constitution which makes an equal footing with man and nature to prevent climate change, prevent the exploitation of natural assets to prevent and improve the quality of life of the people of Bolivia. Ecuador became the second country by adopting nature or Pachamama (Mother Earth) where life nourishes as existing and took under protection in the 71st article of the Constitution approved by referendum on 28 September 2008 (URL-2). Most countries have started to behave more sensitive to environment by developing their environmental policies.

The concept of ecology reflected in both constitutions as well as in politics, has revealed the concept of ecological citizenship. Ecological citizenship as a new entrant to the literature aims at environmentalism and citizenship to be in dialogue globally (Bal, 2008). Bartvan Steenberg mentioned about the concept of ecological citizenship for the first time in 1994 (Van Steenbergen, 1994). Andrew Dobson developed the concept of "ecological citizenship" in order to ensure personal contribution to sustainability in 2003 (Dobson, 2012).

2. METHODOLOGY

The Research was conducted with a total of 67 teacher candidate students of Kastamonu University, studying in the academic year 2012-2013, 36 Science and Technology Teacher Education students, 31 Social Studies Teacher Education students. The data were obtained by asking 8 open-ended questions to pre-service teachers to understand knowledge of sustainable environmental and ecological citizenship. The data obtained are grouped in terms of content. Qualitative analysis of the data was dubbed namely by abbreviations for Research in Science and Technology Education students in the F1, F2, F3... F36, and for Social Studies Education students S1, S2, S3... S31

3. FINDINGS

Question 1. What think about "the sustainable environment"?

91.66% of Science and Technology Teacher candidates this question, 93.55% of Social Studies Teacher candidates replied this question. 25.81% of candidate answers the question "carry-on the environment transfer to future generations" The answers of the candidates were 22.58% by "to sustain of the environment itself", 17.74% by "to bring people to make a more livable environment". F23 Science and Technology Teacher candidates gave answers to the question with "to organize and protect the environment to carry it for future generations", S28 Social Studies Teacher Candidates state with the response of "to bring people to become more livable state and to continue to provide that" the answers are remarkable.

Question 2. What think about "ecological citizenship"?

This question was replied by 80.56% of the Science and Technology Teacher candidates, and 80.65% of the Social Studies Teacher candidates. 46% of teacher candidates responding to the question "people who are sensitive to the environment", 27.78% as "citizens who take responsibility for the environment" and 22.22% as "people that contribute to the ecology by their behaviors". S11 Social Studies Teacher candidates gave answers to the question of with   "to protect the environment and nature by fulfilling the duties of citizenship on our part", Candidates of Science and Technology Teachers F6 with the response "to fulfill the tasks of man by respectful acting to the environment" those responses are noteworthy.

Question 3. What think about "the naturalist"?

This question has been replied by all (100%) of the Social Studies Teacher candidates and of Science and Technology Teacher candidates. A large part, 71.64% of teacher candidates answered the question "the people who live intertwine and in harmony with nature, without harm to the environment". F2 Candidates of Science and Technology Teachers gave answers to the question as "People who are intertwined with nature, protecting the environment are those who strive to preserve it" shape and F29 as "person who is intertwined with the nature, living according to the laws of nature, uses all the beauties of nature full sense" and S20 Social Studies Teacher Candidate States gave answers, "people's attitudes towards the environment and how extent sensitive are they by consistency" and S31 "sensitive people living in nature, preserve plants, animals and nature with love and give least loss to nature" those answres draw attention.

Question 4. What is "Organic Product"?

All (100%) of Science and Technology Teacher candidates replied this question, 93.55% of Social Studies Teacher candidates replied this question. 66.15% of teacher candidates answering the question, said "chemical pesticides and additive-free product" and 26.15% said "naturally grown products in natural conditions". Answers given to the question by F2 the Candidates of Science and Technology Teacher by "any additive-free, all-natural grown product" and S11 Social Studies Teacher Candidates state with the response of "pure naturally grown products without being exposed to any effect" the answer is noteworthy.

Question 5. How do you aware the environmental issues?

97.22 % of the Science and Technology Teacher candidates and 96.77% of the Social Studies Teacher candidates have replied this question. The question was replied by 72.31% of teacher candidates as "protect and not pollute the environment" and 15.38% as "to be conscious of responsibility towards nature". F4's answer of Science and Technology Teacher candidates   given to the question as "to avoid behaviors that harm the environment and to be conscious of that" and S28's response of Social Studies Teacher Candidates states with "to seek solutions to environmental problems without ignorance" as the answer is noteworthy.

Question 6. Animal and Plant love; which is more important?

91.67 % of the Science and Technology Teacher candidates and 96.77% of Social Studies Teacher candidates have answered this question. Answering the question, 73.02% of teacher candidates replied "both are important", 20.63% replied "'the love of plants is more important", 4.76% percent replied "the love of animals is more important" and 1.59% of Social Studies Teachers replied "human love is more important". Candidate F9 from Science and Technology Teacher candidates gave an answer to the question with the "we enjoy flesh, milk of animals and lots of benefits and love of animals is more important", F33 "is the source of oxygen supply food for animals and plants, and people so plant love is more importan" with the answers S28 Social Science teacher candidate "ecosystem is in order, and if one of them is disrupted ecosystem will be destroyed and both are important" and by S31 "love of plant is important because plants allow many life forms living space" and S8's reply "human love is more important than if human exists then the protection of animals and plants becomes possible" those answers draw the attention.

Question 7. How do you reach knowledge on the environment?

This question, were answered by the vast majority of candidates of the Social Studies Teacher and Science and Technology Teacher candidates. The answers given to this question were presented in Table 1.

Table-1: "How do you reach information on the environment?" The frequency and percentage of responses to the question

	Science and Technology Teacher		Social Studies Teacher	
	f	%	f	%
Written Media	11	30.56	5	16.13
Audio Visual Media	7	19.45	9	29.03
Internet	23	63.89	14	45.16
Printed Publications	10	27.78	3	9.68
Organizations and Institutions	3	8.34	5	16.13
Adverts, Billboards and Banners	4	11.12	-	-
Congress, Conference and Seminars	3	8.34	-	-
Observation	10	27.78	7	22.58
Experts	1	2.78	6	19.35

Percentages in Table 1, the frequencies of Science and Technology Teacher and Social Studies Teacher of the total calculated according to the number of candidates.

Question 8. Which instutions and foundations have you heard about environmental issues?
 This question was answered by the vast majority of candidates of the Social Studies Teachers and Science and Technology Teacher candidates. The answers given to this question were presented in Table 2.

Table-2: "What environment agency or agencies working do you know?" Frequencies and percentages of given responses to the question.

	Science and Technology Teachers		Social Studies Teachers	
	f	%	f	%
World Wild Foundation (WWF)	3	8.34	-	-
(TEMA)Turkish Foundation for Combating Soil Erosion, for Reforestation and the Protection	22	61.11	17	54.84
Greenpeace	1	2.78	7	22.58
Ministries	4	11.11	2	6.45
Province and Township Directorates of Agriculture	5	13.89	-	-
Environmental Protection Foundation of Turkey (TÜÇEV)	1	2.78	-	-
(TÜRÇEV) Foundation for Environmental Education in Turkey	2	5.56	-	-
(TÜRÇEK) Environmental Protection and Greening Agency For Turkey	2	5.56	-	-
(ÇEKÜL)Promotion and Protection of Environment and Cultural Heritage Foundation	1	2.78	-	-
(ÇEVKO)Foundation for Environmental Protection and Packaging Waste	3	8.34	1	3.23
Nature Protection Association	2	5.56	1	3.23
Nature and Environment Foundation (DOÇEV)	-	-	4	12.90
Non-Governmental Organizations	1	2.78	-	-
Provincial and Township Forestry Directorates	-	-	3	9.68

Table-2 percentages, the total frequencies and Social Studies Teacher of Science and Technology Teacher calculated according to the number of candidates.

4. DISCUSSION AND CONCLUSIONS

Major developments in the industry, applications, and increases in production in science, technology are realized in last two centuries. This rapid change in the people's living conditions and the differences we have cause change as well as in the "Living World". Here, what we understand from the "Living World", is that every moment that we interact with everything around us can be described as living and nonliving. Including changes in nature like life, especially in agriculture, forestry, fisheries, such as residential areas are also affected. Also the changes in nature, either directly or indirectly, impact on transport, industry, tourism and other areas such as the economy. Sustainable environment and high quality of life is possible by understanding of nature. If we commit our duties and responsibilities to the nature we can understand it. Today, the rapid degradation of the environment stems from the desire to consume more than nature can give us. Therefore, people equipped with good education must learn to live intimately with nature and to adapt to the changes in it. To give our children who are going to be future citizens a good environmental education, due to interdisciplinary property, environmental education should be given effectively by starting from pre school science education thru primary, secondary and high education levels (Yılmaz, Morgil, Aktuğ, & Göbekli, 2002).

When we look at the education system in the classes that make up a field of its own "environmental education" course content other than a few are going into more detail. Tanrıverdi in his study (2009) having researched on the elementary education programs from the stand point of purpose, content and gains, determined that the environmental concepts are mostly dealt in the scope of Science and Technology lessons and also given to some extent in life science and social studies lessons (Tanrıverdi, 2009).

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As a result, pre-school, primary and secondary education students who are at the beginning of their higher education were revealed as insufficient or incorrect information about "sustainable environment". In the same way, for "ecological citizenship" when it comes to knowledge of the students are not mostly sufficient with their existing knowledge, their answers were based on the assumptions. In today's society, "organic products" which are often mentioned were answered by important majority with hearsay ideas. Also on environment-related agencies or organizations, mostly university students and to be organizations that are highly popular are aware, but it has been revealed that a lot of other organizations are not aware of the fact that as a society we don't not show sufficient sensitivity to environment.

In our study, "sustainable environment" and "ecological citizenship" which have an important role in environmental education have been concluded about the education system as insufficient. A training program will be restructured to be more issues in the field of environmental education are required and it should be a stand-alone course should also be considered.

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Investigation of Preschool Teacher Candidates' Tolerance Levels in Terms of Various Variables

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Abstract

The aim of this study is to examine the tolerance levels of prospective teachers with various variables. The variables to be examined for this purpose are; education level of the parents, socioeconomic level, high school type graduated, and grade level of prospective teachers. The study sample of the research consists of 112 students in the 1st and 4th grades who study in the Department of Primary Education in Kastamonu University, Faculty of Education, Department of Preschool Education. As a data collection tool, 'Teacher Candidate Scale of Student Candidates', which consists of 15 item sand 4 sub-dimensions (Empathy, Importance, Harmony and Attitude) adapted by Turkish by Gül, Karataş and Borkoev (2018), wasused. The data obtained were entered into the SPSS program, and percentage and frequency from the descriptive statistics, t test for groups independent of difference tests, anova test was used for variables with more than 2 options. Separate analyzes were made for each sub-dimension. As a result of the research; No significant difference was found in the educational status of the students, socioeconomic levels, high school types graduated, and university class levels, and a significant result was found in favor of the father who had undergraduate and graduate education in the attitude subscale of the father education status.

Keywords: Tolerance, Prospective Teachers, Education, Morality.

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1. INTRODUCTION

Tolerance is a form of communication. This form of communication is a process that embraces all kinds of emotions, thoughts, and behaviors, as well as unrequited understanding, love, trust and respect for people who we think are distant or distant (Büyükkaragöz, 1995). To tolerate those who reveal the feelings they feel and whose thoughts are different from ours; is the most direct definition of tolerance. The most basic condition of tolerance; to give people the right to freely express their thoughts and values they believe, and to meet these different feelings and thoughts naturally (Kavcar, 1995). The situation of not being disturbed by the religion, belief, and different understanding that someone else believes explains tolerance.

Philosophical tolerance; it is the state of accepting and respecting people and other thoughts other than the patterns that they have (Aslan, 2001). Tolerance; is a phenomenon that regulates human relations. It has mutual love, respect and understanding. It is considered as a moral situation because it allows them (Mutluer, 2015). To tolerate the creature because of the creator is associated with the moral structure. After the declaration of the World Year of Tolerance by UNESCO in 1995, tolerance started to be mentioned in various authorities. The facts of tolerance that belong to human and glorify people have made tolerance a virtue (Küçükbezirci, 2013; Yılmaz & Ertuğrul Akyol, 2019). So much so that; It is assumed that if human beings are tolerant, their social relationships will be positive, they will behave in a way that will benefit people, reflect this to themselves and those around them, and even make the world more beautiful (Başaran, 1995).

It also includes respect for different people and thoughts in tolerance. So much so that everyone should learn to live with these differences regardless of age. Multicultural life is now very common, especially in the globalizing world (Yılmaz, Yaz & Yüzbaşıoğlu, 2019). It is necessary to be open to ideas other than yourself, to have an understanding of these idea owners. The only thing people seek in today's world is to live in peace. This can only be achieved by the presence of tolerant individuals who resolve conflict without violence, respect others and their ideas and are in solidarity (Reardon, 1997).

It contains two main points in tolerance: empathy and the right of person to imperfection within a certain boundary. Empathy, putting the person in the shoes of the other person; It is defined as looking at events, thoughts from one's window. Undoubtedly, when talking about tolerance, it cannot be ignored that it contains empathy. The right to the flaw of the tolerance offered to the person in a certain framework is also very important. It is quite difficult to create this frame and to draw the limits of it. It differs from person to person. The environment, economic and cultural differences in which people grow can vary from person to person (Basaran, 1995).

Tolerance; it does not mean pulling, folding, compromising or ignoring. Confusion arises in the society that it is accepted as such. Irresponsibility and discipline occur (Atasü, 1995). To avoid this, education of tolerance should be adopted as a principle. Future generations should receive education within the framework of tolerance and internalize tolerance (Yılmaz, 2004).

The ability of the person in front of us to manage his situation, even if we disagree with my ideas, is defined as tolerance (Hotaman, 2012). Tolerance is a way of life and requires mutual understanding. This does not mean that the person in front of us is right in any case and his thoughts are correct. Although we disagree with every thought and emotion of the person in front of us, it is the situation of welcoming him with understanding (Kıroğlu, Elma, Kesten & Egüz, 2012).

Today, we can say by taking a look at our society that the importance given to these value judgments is decreasing. It will not be difficult to believe that people are selfish in society, do not respect and value anyone and anything else besides themselves. This situation causes unhappiness in the society; prepares the ground for the loss of trust environment. For these reasons, tolerance is one of the most important values that a person should have (Widmalm, 2005).

Those who can reach every segment of society are teachers. The teachers themselves must have the virtue of tolerance first. In this regard, teachers and prospective teachers have great duties (Kaymakcan, 2007). The teacher is the role model of the society. The teacher, who is tolerant of himself, should be tolerant both in his interaction with his students at work and in his daily life in order to spread tolerance in the society. For values education, it is important that the teacher has tolerance and instills this in his students (Tatar, 2009). The internalization of students' tolerance depends on the environment of tolerance that their teachers will offer to their students (Kalın & Nalçacı, 2017). Students with a value of tolerance will easily adopt other values. The foundations of democratic life are created only by people who respect each other. Tolerance is the main factor in raising generations that respect each other (Şahin, 2011).

Undoubtedly, tolerance plays a major role in preventing many negative behaviors in the society. Preservice teachers will reflect their tolerance as a role model to their students in their professional lives (Thompson, 2010). Only in this way can people's confidence problems, disrespectful behaviors, prejudices against ideas decrease. Respecting people and personalities; accepting people as they are (Khitruk & Ulianova, 2012); Considering the diversity of people as cultural diversity (Korkmaz, 2000); It is estimated that non-marginalization (Senemoğlu, 2015) and many other similar behaviors will only occur through tolerant generations.

Preschool period is the period when the characters of the children sit and the foundations of their later life are laid. It is certain that how tolerant the preschool teachers preparing these children for the future are. For this reason, how preschool teacher candidates who have not started their profession evaluate tolerance is the main problem of this research. Within the framework of this problem, the answer to the question of whether the pre-service teacher candidates made a change in their educational life and the social life that the university has added to them will be sought.

2. METHOD

Research Method

In this study; Descriptive survey model, one of the quantitative research methods, was used. Descriptive scans are a method used to reveal the existing cases clearly (Slavin, 2007).

Study Group

The sample of the study consists of 127 students in the 1st and 4th grades who study in the Department of Primary Education in Kastamonu University, Faculty of Education, Department of Primary Education. The research group was determined by using stratified purposeful sampling, which is one of the non-selective purposeful sampling methods. Stratified purposeful sampling is preferred to show the characteristics of the group to be used in the research, to describe these features and to enable comparison between groups (Fraenkel & Wallen, 2006).

Data collection tool

As a data collection tool, 'Teacher Candidate Scale of Student Candidates', which consists of 15 items and 4 sub-dimensions (Empathy, Importance, Harmony and Attitude) adapted to Turkish by Gül, Karataş and Borkoev (2019), was used. The Tolerance Scale is a 5-grade Likert-type scale (I totally agree, I agree, I am indecisive, I do not agree, I never agree).

Analysis Of Data

The data obtained were entered into the SPSS program, and percentage and frequency from the descriptive statistics, t test for groups independent of difference tests, Anova test was used for variables with more than 2 options (Yılmaz & Yanarateş, 2020). Separate analyzes were made for each sub-dimension.

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3. RESULTS

In this section, the tables in which the tolerance levels of 1st and 4th grade students, who constitute the sample of the research, are measured in various variables.

Table 1: Personal information of the sample

Gender	Woman	96	85,7
	Man	16	14,3
	Toplam	112	100
Grade	1. Grade	56	50,0
	4. Grade	56	50,0
	Total	127	100
Type of high school graduated	Vocational high School	30	26,8
	Anatolian High School	56	50,0
	Other	26	23,2
	Total	112	100
Mother's education level	Primary school	70	62,5
	Middle School	21	18,8
	High school	13	11,6
	Undergraduate	8	7,1
	Total	112	100
Father's education level	Primary school	36	32,1
	Middle School	28	25,0
	High school	25	22,3
	Undergraduate	23	20,5
	Total	112	100
Socioeconomic situation	1000-2500	34	30,4
	2500-5000	58	51,8
	5000-7500	20	17,9
	Total	112	100

The sample consists of 85.7% female students and 14.3% male students. While 56 of the students in the group constituting the sample are 1st grade, the number of 4th grade students is 56. In the research, 3 different graduated high school types were used as variables, these are vocational high schools, Anatolian high schools and other high school types. 28.8% of students graduated from vocational high schools, 50% from Anatolian high schools and 23.2% from other high school types. Parental education levels are another variable that constitutes the research and they were evaluated separately for the mother and father. 62.5% of mothers are fathers and 32.1% are primary school graduates. 18.8% of mothers and 25.0% of fathers are secondary school graduates. 11.6% of mothers are high school graduates and 22.3% of fathers are high school graduates. 7.1% of mothers are undergraduate and 20.5% of fathers are undergraduate. From a socioeconomic perspective, 30.4% of the students participating in the study stated that they had monthly income between 1000 and 2500 TL, 51.8% between 2500 and 5000 TL and 17.9% between 5000 and 7500 TL.

T-Test Results for Comparing the Tolerance Tendency Scores of the Candidate Teachers Participating in the Study According to the Class Level Variable are given in Table 2.

Table 2: T-Test Results for Comparison of Teacher Candidates' Tolerance Tendency Scores According to Class Level Variable

Dimension	Grade	N	X	SS	F	p
Empathy	1	56	1,4107	,30847	,115	,908
	4	56	1,4036	,34639		
Importance	1	56	1,7143	,38855	,500	,618
	4	56	1,6741	,45954		
Harmony	1	56	1,8214	,60290	-,256	,799
	4	56	1,8512	,62900		
Attitude	1	56	1,3631	,40838	-,306	,760
	4	56	1,3869	,41573		
All Scale	1	56	1,5643	,26299	,041	,967
	4	56	1,5619	,34014		

In the examination made in terms of the grade levels of the students, it was concluded that there was no significant difference in the tolerance tendencies of 1st grade and 4th grade pre-service teachers. Examination was carried out in four different sub-dimensions of the applied scale, and it was concluded that the different grade levels did not affect the tolerance tendencies.

Another variable of the research is the high school type of prospective teachers graduated. ANOVA test was used for the high school variable in which the teacher candidates who participated in the research graduated.

Table 3: ANOVA Test Results for the Comparison of Tolerance Tendency Scores According to the High School Variable Graduated by Pre-Service Teachers Participating in the Study

Dimension	Type of high school graduated	N	X	SS	F	p
Empathy	Vocational high School	30	1,4067	,36192	,506	,604
	Anatolian High School	56	1,4321	,30695		
	Other	26	1,3538	,33134		
	Total	112	1,4071	,32652		
Importance	Vocational high School	30	1,6833	,46393	1,854	,162
	Anatolian High School	56	1,7589	,37223		
	Other	26	1,5673	,4668		
	Total	112	1,6942	,42409		
Harmony	Vocational high School	30	1,7444	,61078	2,095	,128
	Anatolian High School	56	1,9524	,62094		
	Other	26	1,6923	,57289		
	Total	112	1,8363	,61349		
Attitude	Vocational high School	30	1,2778	,38240	1,173	,313
	Anatolian High School	56	1,4167	,38795		
	Other	26	1,3974	,48092		
	Total	112	1,3750	,41039		
All Scale	Vocational high School	30	1,5222	,30929	2,132	,123
	Anatolian High School	56	1,6202	,28453		
	Other	26	1,4872	,31987		
	Total	112	1,5631	,30265		

When analyzed in terms of the type of high school graduated, no significant difference was found in terms of teacher candidates' tolerance tendencies. An evaluation has been made for each sub-dimension of the scale applied and no significant difference has been reached.

Another variable of the research is the socioeconomic level of prospective teachers. Anova test was used to determine whether the prospective teachers participating in the study contributed to the tolerance tendencies of the socioeconomic level variable.

Table 4: ANOVA Test Results for the Comparison of Tolerance Tendency Scores of the Candidate Teachers Participating in the Study According to the Socioeconomic Status Variable

Dimension	Socioeconomic situation	N	X	SS	F	p
Empathy	1000-2500	34	1,4118	,31117	1,402	,250
	2500-5000	58	1,3690	,32184		
	5000-7500	20	1,5100	,35821		
	Total	112	1,4071	,32652		
Importance	1000-2500	34	1,7206	,38319	,315	,730
	2500-5000	58	1,6638	,44562		
	5000-7500	20	1,7375	,44036		
	Total	112	1,6942	,42409		
Harmony	1000-2500	34	1,8235	,,69745	,071	,932
	2500-5000	58	1,8276	,57309		
	5000-7500	20	1,8833	,60481		
	Total	112	1,8363	,61349		
Attitude	1000-2500	34	1,3627	,37933	2,289	,060
	2500-5000	58	1,3161	,37162		
	5000-7500	20	1,5667	,51978		
	Total	112	1,3750	,41039		
All Scale	1000-2500	34	1,5667	,29140	1,340	,266
	2500-5000	58	1,5287	,28528		
	5000-7500	20	1,6567	,36146		
	Total	112	1,5631	,30265		

As seen in Table 4, as a result of the research carried out in the socioeconomic situation, no significant difference was found in the pre-service teachers' tolerance tendencies. Four sub-dimensions of the scale were included in the study and it was revealed that there was no significant difference.

Another variable of the research is the level of education at which the mothers of prospective teachers graduated last. In Table 5, the education levels and analyzes of the mothers last are given.

Table 5: ANOVA Test Results for the Comparison of Tolerance Tendency Scores of Prospective Teachers Participating in the Study According to the Mother Education Level Variable

Dimension	Mother's education level	N	X	SS	F	p
Empathy	Primary school	70	11,3914	,33438	,205	,893
	Middle School	21	1,4476	,34586		
	High school	13	1,4000	,29439		
	Undergraduate	8	1,4500	,29761		
	Total	112	1,4071	,32652		
Importance	Primary school	70	1,7179	,40585	,463	,709
	Middle School	21	1,7143	,56061		
	High school	13	1,5962	,31521		
	Undergraduate	8	1,5938	,35197		
	Total	112	1,6942	,42409		
Harmony	Primary school	70	1,8333	,58083	1,178	,322
	Middle School	21	1,7460	,61377		
	High school	13	2,1026	,77441		
	Undergraduate	8	1,6667	,59094		
	Total	112	1,8363	,61349		
Attitude	Primary school	70	1,3429	,40912	1,002	,395
	Middle School	21	1,4603	,42787		
	High school	13	1,3077	,39585		
	Undergraduate	8	1,5417	,39591		
	Total	112	1,3750	,41039		
All Scale	Primary school	70	1,5571	,29750	,043	,988
	Middle School	21	1,5810	,34650		
	High school	13	1,5744	,29255		
	Undergraduate	8	1,5500	,29761		
	Total	112	1,5631	,30265		

According to the analysis result; It was concluded that the mother education levels of prospective teachers participating in the study did not make a significant difference in the tolerance tendencies of the preservice teachers. All sub-dimensions of the scale used in the analysis were included, and no significant difference was found.

Another variable of the research is the father education level of prospective teachers. Table 6 shows the analysis of the teacher candidates' level of father education.

Table 6: ANOVA Test Results for the Comparison of Tolerance Tendency Scores of Prospective Teachers Participating in the Study According to Father's Education Level Variable

Dimension	Father's education level	N	X	SS	F	p
Empathy	Primary school	36	1,3722	,33858	1,864	,140
	Middle School	28	1,3571	,32821		
	High school	25	1,3840	,31581		
	Undergraduate	23	1,5478	,29675		
	Total	112	1,4071	,32652		
Importance	Primary school	36	1,7778	,40434	1,723	,167
	Middle School	28	1,6250	,47871		
	High school	25	1,7700	,41408		
	Undergraduate	23	1,5652	,37094		
	Total	112	1,6942	,42409		
Harmony	Primary school	36	1,8241	,51938	,794	,500
	Middle School	28	1,7024	,59725		
	High school	25	1,9467	,79745		
	Undergraduate	23	1,8986	,54527		
	Total	112	1,8363	,61349		
Attitude	Primary school	36	1,2685	,34567	3,003	,034*
	Middle School	28	1,2976	,39896		
	High school	25	1,4533	,45010		
	Undergraduate	23	1,5507	,42174		
	Total	112	1,3750	,41039		
All Scale	Primary school	36	1,5500	,26732	1,170	,325
	Middle School	28	1,4857	,30784		
	High school	25	1,6133	,33830		
	Undergraduate	23	1,6232	,30458		
	Total	112	1,5631	,30265		

As a result of the analysis, while there was no significant difference in the education status of their fathers according to the anova test data of the whole scale; A significant difference was found in the sub-dimension of the attitude sub-dimension. Significant results were found in favor of fathers who had undergraduate and graduate education in the attitude subscale of father's education status.

4. CONCLUSION AND DISCUSSION

In this research, 'Teacher Candidate Scale of Student Candidates', composed of 15 items and 4 sub-dimensions (Empathy, Importance, Harmony and Attitude) adapted to Turkish by Gül, Karataş and Borkoev (2019). As a result of this scale applied, the following data were obtained.

In addition to the fact that all individuals in the world have the virtue of tolerance; The most basic value is that teachers who educate the society have tolerance. The tolerance levels of prospective teachers participating in the study were measured with various variables, and only a significant difference was found in the attitude sub-dimension of the father's education level. In the light of this data; It can be said that the level of tolerance of teacher candidates was not affected by class differences or socioeconomic levels, but their father's education level.

The most important feature that a teacher should have is that it is tolerant and loving, as well as tolerant of mistakes and mistakes. When we look at the literature, it was noticed that the most important value of teacher candidates is tolerance (Çekin, 2013; Özdemir & Sezgin, 2011; Uzun & Köse, 2017).

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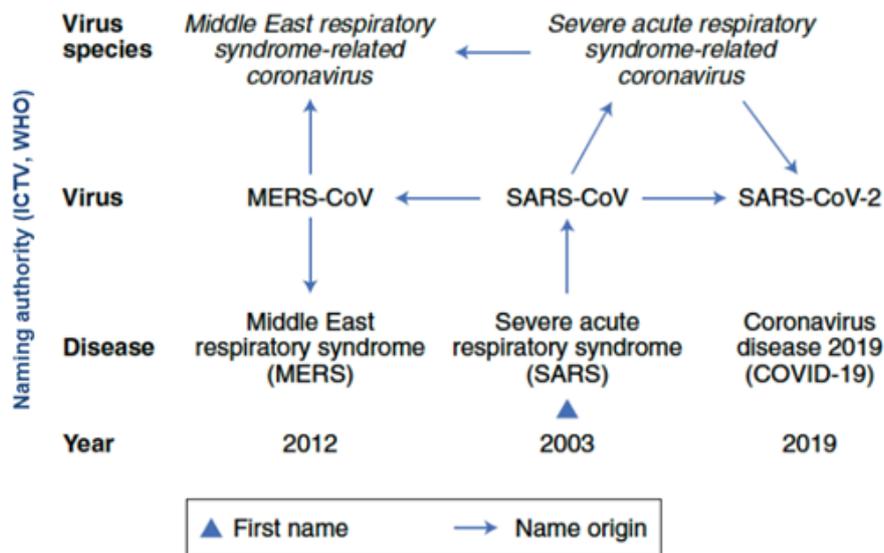
Reverse Tullip Education

An Overall Evaluation of The Covid-19 Pandemic

[1.] Erkan YANARATEŞ

Graphical Abstract

Abstract

People have been struggling with this problem for about six months in the face of the global epidemic called Covid-19, which has become one of the most important agendas of recent times and has taken over the world in a short time. Since it has reached a very dangerous point in terms of economic, sociological, and especially health, it has come to the forefront in the literature with researches in almost every field. In this process, all students studying with formal education were sent to their homes, and education and training activities had to be carried out by the distance education method. The purpose of this study, which is designed as a compilation in this context, is to make a general assessment of the economic, sociological and psychological effects of the Covid-19 pandemic process and its relations with the epidemic.

Keywords: Covid-19, Pandemic, Online and Distance Learning

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1. INTRODUCTION

Because of the Covid-19 outbreak, which is one of the most important syndromes of the 21st century and spread to the whole world in a short time, people couldn't leave their homes for nearly 100 days. People, who insist on going out of their homes despite the restrictions imposed by the state, and because of problems such as giving hundreds of death reports at the end of each day, are now experiencing mental disorders. On the other hand, the fact that the important economies of the world are destroyed, especially the countries whose income source is dependent on tourism, frightens people. In addition to these adversities, academic activities carried out with formal education around the world have been interrupted because of the epidemic. Schools or universities in some countries have decided to run this semester through distance education, while others have declared holidays.

In addition to these crises, academic activities carried out with formal education around the world have been interrupted due to the epidemic. Schools or universities in some countries have decided to run this semester through distance learning, while others have declared holidays until September.

According to unofficial sources, the infection, which may have appeared in November 2019 or earlier, was first seen in Wuhan, China's Hubei Province on December 1, 2019 (Lancet, 2020). The disease, which started with a case of pneumonia said to be caused by coronavirus and later turned into an epidemic, has become a global pandemic over time (WHO, 2020a).

All institutions around the world, especially managers and healthcare providers, try to persuade people to stay at home with morale campaigns such as "Stay at home" and "Life fits in home". At the press conference held by the World Health Organization (WHO) in Geneva on March 11, 2020, WHO General Director "Thousands of people are struggling to survive in hospitals. The speed of the virus, its severity and the failure of the authorities to take the necessary measures have brought us to the alarm level." He announced that the WHO declared the Covid-19 outbreak as a "pandemic" for the coronavirus epidemic surrounding the world (URL-1, CDC, 2020).

Drawing attention to the distribution of viruses in the world, on 13 March 2020, he reported that Europe became the center of the Covid-19 pandemic from now (WHO, 2020b). He then explained that the coronavirus epidemic will continue for quite some time and that many countries in the world are in the early stages of the epidemic (BBC, 2020). The reason why the disease can spread to such a large area is that the virus it contains has very high transmission and spreading feature. So much so that the transmission speed is similar to the numbers going down in the Pascal triangle.

Let's get acquainted with this virus, which was first discovered in the 1960s. Coronaviruses are a large family of viruses that cause various diseases such as colds, MERS-CoV and SARS-CoV. There are protrusions similar to the shape of the crown on their surfaces. Therefore, starting from the word "corona", which means "crown" in Latin, this virus was first called "coronavirus", which means crowned virus (Heimdal, Moe, Krokstad et al. 2019).

Coronaviruses can be found in domestic and wild animals such as humans and rodents, poultry, bats, whales, mice, pigs, cats, dogs. The infectious period of the Covid-19 and the time to withstand the external environment are not clear today (Medicana, 2020, Hasoksuz et al.2020).

SARS-CoV-2, 2019-nCoV, according to WHO records, since SARS-CoV, which started out in Hong Kong between November 2002 and August 2003, is the continuation of the disease, causing the death of 916 people worldwide and carrying the same virus. It was named 2019-New Coronavirus and finally Covid-19 (WHO, 2020a).

Identification of coronavirus disease
Disease: Coronavirus disease
Virus: SARS-CoV-2 (Severe Acute Respiratory Syndrome Coronavirus-2)
Definitions
CoV: CoronaVirus
CoViD: Corona Virus Disease
MERS-CoV: Middle East Respiration Syndrome
SARS-CoV: Severe Acute Respiration Syndrome
Based on these definitions, the new identifications seen below were also made.
SARS-CoV-2: Identification of the new coronavirus disease that has the same virus as the SARS-CoV.
2019 nCoV: 2019-New Coronavirus
Covid-19: Thus, the last definition of the disease caused by coronavirus has been made.

2. METHODS

The aim of the article is to evaluate the effects of social, economic and psychological in the pandemic process with current literature data. Also, it was aimed to examine the academic activities carried out in this process and make some suggestions. The research covers the activities of individuals, institutions and organizations, especially the World Health Organization, Ministry of Health, Higher Education Institution and universities which constitute the sources of the findings obtained in the pandemic process. These activities in general;

The names and source of the disease
The names defined for virus
The origin and spread of the disease
The precautions for the disease
The precautions taken and the treatment methods applied
The course of the pandemic in the world and Turkey
The social, economic and psychological effects of the pandemic
The academic activities in the pandemic process

Covid-19 course and prevention methods of the disease in Turkey

The first Covid-19 case seen in Turkey was announced by the Ministry of Health that March 10, 2020. The first virus-related death in the country occurred on March 15, 2020. The next day, the Covid-19 outbreak was declared a pandemic by WHO. After this incident, all institutions and organizations were on alert. The coronavirus occupies the agenda of almost all ministries, television channels, websites, universities and scientific journals. Therefore, the most talked about lately is Covid-19 and ways to prevent this disease have started. To mention some of these protection methods; The first method, which has a five-step rule; frequent washing of the hands, coughing into the elbow, avoiding touching the face, following the social distance of one and a half meters, staying at home if possible. Sterilization method; N95 (95% filter), disposable surgical face mask and chemical reduction or removal methods depending on the appropriate environment. The filiation method is the screening of all the people with infectious disease contact. Turkey has been in the best position in the world in terms of the filiation method use. Besides, in this process in terms of health services, Turkey has been praised by many countries. On the other hand, the Minister of Health, Turkey Pharmaceuticals and Medical Devices Agency of International Harmonization said Council unanimously agreed on Human Medicines for membership (URL-1, WHO, 2020a).

The economic, psychological and social impacts of Covid-19 pandemic

Outbreaks in the early 21st century have shown how vulnerable people are to infectious diseases. With the vaccines and antibiotics found in the 1970s, many scientists thought that the age of diseases had closed, but viruses returned with different mutations. Although all of these viruses do not turn out to be a major epidemic, Ebola and HIV (AIDS) virus seen in the 1970s also draw attention as a global problem (WHO, 2018; Aslan, 2020).

Since pandemic affects human health and economy together, negative results are seen on these two concepts. Because, as well as news about human deaths, news about stopping production activities and collapsing economies are heard worldwide. A completely different world awaits us after the epidemic. Covid-19 is a very rapidly spreading disease and it is unknown who carries the virus. Moreover, its treatment is not yet clear. Nobody knows when social and economic life will return to normal globally (Ulisa, 2020).

Covid-19 pandemic data from March 11 to June 11

According to the World Health Organization data; As of June 11, 2020, it is seen that the number of Covid-19 cases worldwide reached 7 million 579 thousand 328 and the number of deaths was 422 thousand 928. In Turkey, the total number of cases during the period up to June from the first Covid-19 cases seen in March, 174 thousand 123, while the Covid-19 induced the total number of deaths is given as 4 thousand 763 (Worldometer, 2020; Last update: June 11, 2020, 23.10 GMT).

Covid-19 death data by continents

Africa: 5.863, Asia: 37.900, Europe: 181.458, North America: 141,326, South America: 56.156, Oceania: 124 (Worldometer, 2020; Last update: June 11, 2020, 23.10 GMT).

Table 1. Report coronavirus cases and deaths in some countries (Worldometer, 2020)

Country	Case	Death	Population
USA	2.120.018	118.763	330.906.997
Brazil	829.902	41.901	212.483.982
UK	292.950	41.481	67.868.549
Italy	236.291	34.162	60.465.875
France	156.287	29.374	65.266.664
Spain	290.289	28.275	46.753.936
Mexico	133.974	15.944	128.862.724
Belgium	59.819	9.646	11.587.177
India	309.603	8.890	1.379.307.780
Germany	187.251	8.863	83.771.107
Iran	182.545	8.659	83.936.074
Canada	97.943	8.049	37.725.348
Russia	511.423	6.715	145.931.552
Turkey	175.218	4.778	84.292.030
China	83.064	4.634	1.439.323.776
Total (15 countries)	5.402.922	362.133	4.178.483.571
Total (World)	7.724.832	427.680	7.790.724.300

Last update: June 12, 2020, 00.10 GMT

As can be seen in Table 1, Covid-19 pandemics caused the death of thousands of people and negatively affected the world economic, social and psychological.
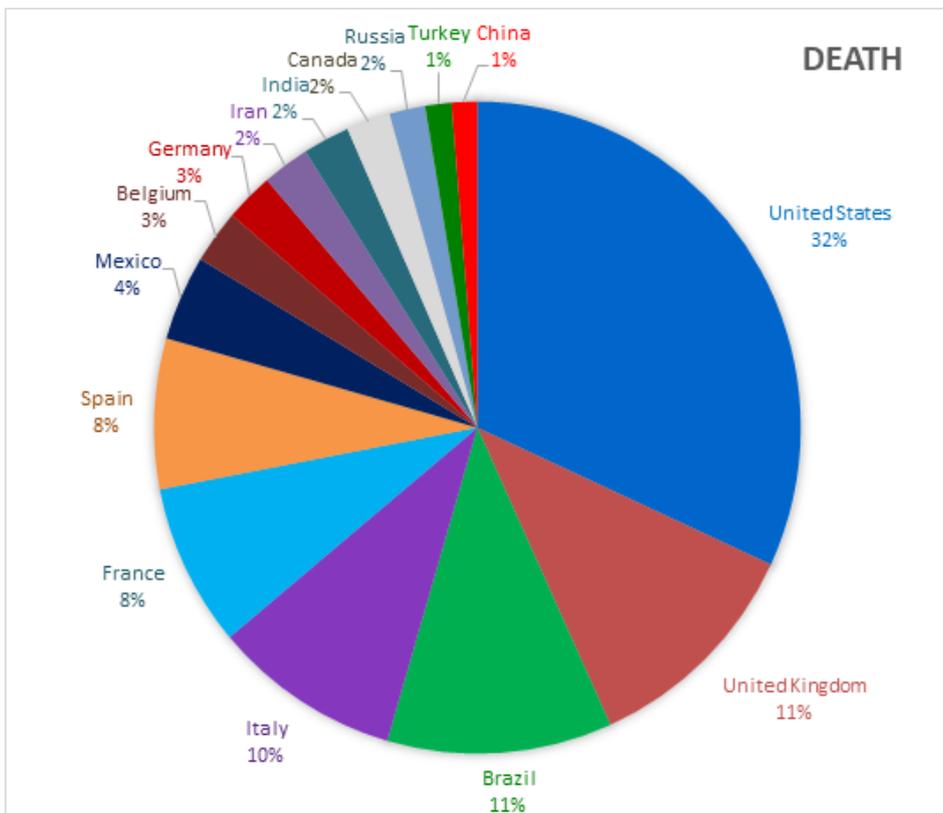
Figure 1. Report Coronavirus deaths in some countries (Worldometer, 2020)
(Ref. http://www.worldometers.info/calculation_yanarates, Last update: June 12, 2020, 23.00 GMT)
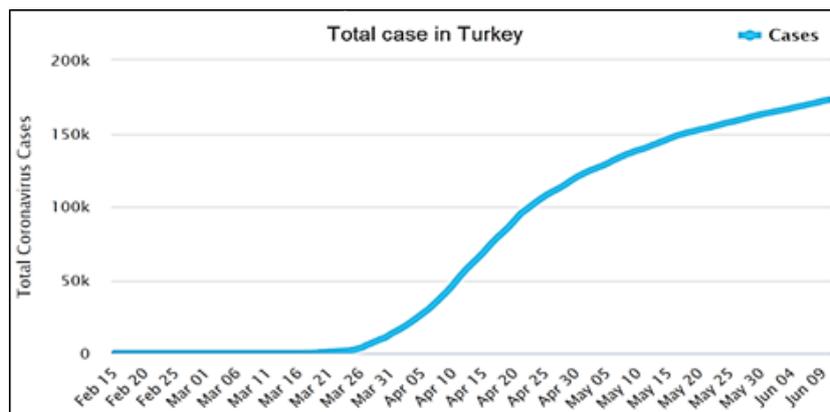

Figure 2. Total Covid-19 cases in Turkey (Worldometer; June 12, 2020, 23.00 GMT)
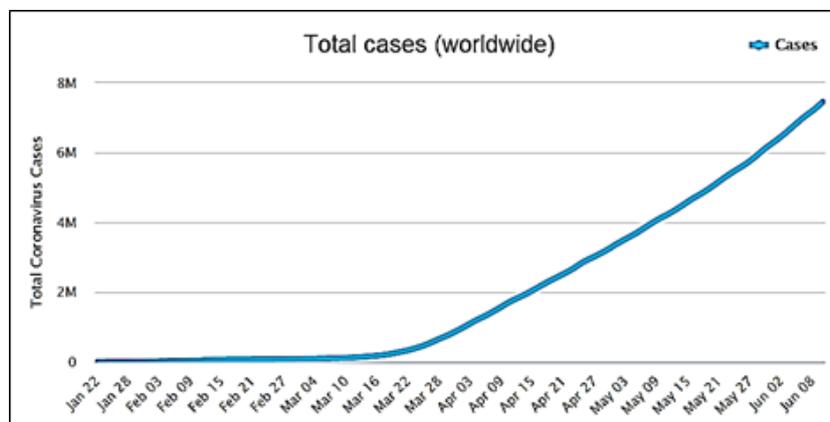

Figure 3. Total Covid-19 cases in the world (Worldometer; June 12, 2020, 23.00 GMT)
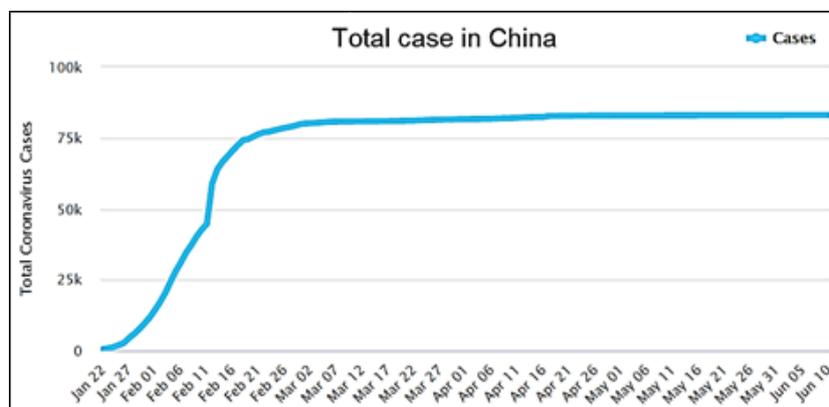
Figure 4. Total Covid-19 cases in China (Worldometer; June 12, 2020, 23.00 GMT)

Turkey, on April 19, 2020 in excess of 86 thousand new cases is the output source of the virus has overtaken China. There were not many cases in China from now on compared to European countries.

In early February, medical supplies were provided to China the epidemic. Then China-Turkey flights were canceled. Although the disease was first seen in China, the number of cases exceeded China in many countries in early April. In fact, no new cases were reported in China on April 6. After this incident, quarantine was removed in the city of Vuhan.

The social effects of Covid-19 pandemic

With the declaration of Covid-19 as a pandemic, educational activities in many countries were stopped for a while. It was decided not to perform Friday prayers by the Presidency of Religious Affairs on 13 March. On March 15, entertainment venues were closed, mutual flights were stopped with some countries. On 16 March, it was decided to play sports competitions without spectators, while praying with the congregation was interrupted in mosques. Curfew has been introduced for citizens under 20 and over 65. After March 21, some countries gradually announced a curfew. Some state administrators were diagnosed with Covid-19.

The economic and financial impacts of Covid-19 pandemic

The Covid-19 pandemic has disrupted its social, financial and psychological structures worldwide. Economic giants of the world such as USA, UK, China, Germany, France, Italy and Japan have come to the point of collapse. In addition, all world stock markets, money markets and oil prices fallen off a cliff. Also, many financial experts have warned that the global economic structure will deteriorate. Pandemic has already become a reason for closing large numbers of employment and closing supermarkets that appears empty recently. Therefore, many investors have feared and forecast that epidemics could cause inflation (Mahar, 2020).

The psychological impacts of Covid-19 pandemic

In addition to being a medical phenomenon, the pandemic is a social phenomenon that affects individuals and society at many levels and causes disruption. Because as the threat perception caused by infectious disease increases, people who experience panic and stress exhibit different behaviors than usual. How the emotional and psychosocial effects of the uncertainty and crisis that occur during the pandemic periods are managed and how these are dealt with have an important place for the individual and the society. When a situation such as epidemic disease is unpredictable, it is considered natural for people to show protection and avoidance behavior with the feeling of fear and panic. Risks affect the moment due to their potential power, as well as damage the hope and confidence in the future (Beck, 1992).

In this process, based on the lack of trust, people by persuading people to a certain behavior or belief is also used as an important propaganda tool (Chomsky, 2016). It is also easier to lead people maliciously by using their health-related fears. Although the effects of epidemic diseases occurring in every period of history have decreased, the risk is carried systematically exaggerated by the media, and the danger is kept alive (Çelik et al, 2017). In order to manage this process properly in pandemic periods, planned and organized psychosocial support services are needed in terms of public mental health as well as medical intervention (Karataş, 2020).

The academic activities in Covid-19 pandemic process

While this period is between 2-4 weeks in some countries, it has been extended until the end of the period in some countries. Later, it was decided that face-to-face education could not be continued with the rapid spread of the epidemic, and students were sent to their homes. Thus, since March 23, 2020 universities in Turkey have begun to make distance education activities. After the universities, other educational institutions gradually switched to distance learning. In addition to students in the country, students studying abroad also experience some problems. Universities that send mutual students to study abroad within the scope of student exchange programs call on these students to return to their country in early March 2020 (CoHE, 2020). On the other hand, academic and administrative staff were asked to cancel their travels abroad, if possible, for activities such as congress and meeting participation, if necessary, warnings are made to check whether the country has a travel ban due to the pandemic (URL- 1,2,3,4).

Public televisions have been trying to carry out distance education activities in this way by making a common broadcast to primary and secondary school students. At the same time, teachers have been given instructions to watch these publications and prepare their own students according to these publications. All students and teachers have been trying to go online for distance education at the same time. In higher education, the situation is not very different. When academics and students try to go online at the same time, telephone networks are interrupted from time to time. In order to get better results, telephone stations and networks have been increased and internet packages have been given to the students by the governments through internet service providers (CoHE, 2020).

3. DISCUSSIONS, CONCLUSIONS

With the SARS-CoV-2 syndrome, which has dropped like a bomb on the agenda of 2020, about eight billion people face many problems caused by the Covid-19 outbreak. One of them is that academic activities are not as efficient as desired. Some publication indexes, universities and scientific research institutions, the portals of education, science and culture were reported to be open during the Covid-19 Pandemic process.

At the end of 2019, cases of pneumonia of unknown cause were reported by the WHO in Wuhan, China, and at the beginning of 2020, a novel coronavirus, that was not formerly detected in humans, was identified. This disease, originally referred to as 2019-nCoV, was later called Covid-19 and, after emerging in China, it affected the whole world in about 3 months (WHO, 2020c, Budak & Korkmaz, 2020, Hasoksuz et al.2020).

While preparing this study, websites of institutions and organizations such as Kastamonu University, Council Higher Education (CoEH), Ministry of Health, Worldometer, WHO, Web of Science and Dergipark were visited almost daily. During this visit, some interesting events were encountered between 1-10 June 2020. One of them is that as of June 1, restaurants, cafes, pastry shops, cafes, tea gardens, associations, swimming pools, beaches and spa type businesses have started to serve. This means an invitation to the coronavirus (URL-2, CoHE, 2020).

Another issue is the situation of Brazil in recent days. While its name has not been mentioned in cases or death news for about three months, it has come to the second place in the world in recent days. However, in the country, approximately 21,000 deaths occurred in Brazil between the dates of 21 May 2020 (20,082 deaths) and 11 June 2020 (40,920 deaths).

Although education and training activities are carried out with distance education, it cannot replace formal education (Yılmaz & Ertuğrul Akyol, 2019). The most important proof of this is that many students, teachers and academicians at all levels from primary to higher education are just starting to use teleconference applications (Avan, Gülgün, Yılmaz & Doğanay, 2019). In addition, although the internet services infrastructure of universities and other educational institutions is sufficient, people who are connected to the internet from their homes are not satisfied with the internet services they receive.

On the other hand, the conditions required for distance education and the infrastructure of schools are not yet ready. Many of the administrators, teachers, academics, technical staff and students are newer on these issues. Distance Education Centers of Universities tried to share the necessary information with their own staff, but it is not sufficient. Because, in terms of number, both their own staff was insufficient and it is very difficult to reach many people and to convey information to them at the same time. In short, everyone tried to learn distance education through their own efforts, trial-and-error or watching instructional videos from the internet.

More importantly, the evaluation of some of the courses given by distance education is done online via the internet. In this way, a measurement-evaluation cannot be expected to be healthy and objective. Because the necessary conditions for taking some precautions and checking for online exams have not been fulfilled. Looking at the event from this perspective; It can be said that students who can use information technologies well or reach someone who understands their lessons are more advantageous. Nevertheless, rather than not evaluating at all, it was agreed to make a poor evaluation (Bakar & Avan, 2019).

In fact, governments and related institutions are aware of this situation, but it is thought that holidaying schools for a period will make many things more negative. A similar incident has not been canceled by the state exams to be held in the summer. However, people were restricted from going out of their homes. However, due to these exams, people of almost all ages will be out of their homes. As in the previous issue, if the exam is not done, more important problems may be encountered.

These examples, which seem like unsuccessful moves, can be reproduced, but if there is nothing else to do, there is only one thing to say; People can sometimes be helpless in the face of events such as disasters and pandemics. In this period, humanity has passed some exams. The most important aim of these exams is to try to survive the pandemic with the least damage.

4. RECOMMENDATIONS

The concept of health includes physiological, sociological and psychological aspects of people, apart from disease or any disability. In this context, regardless of differences such as religion, language, ethnicity, and political thought, everyone should be able to make the most of their current healthcare opportunities. Because this is among their basic human rights.

Economy and health are inseparable for the comfortable society or comfortable of society. The epidemic has negative effects on world economies as well as on health. So much so that production activities have declined a lot around the world and most of the manufacturers have suffered serious damage. Adversely effects on the global economy are also reflected in Turkey's economy.

While all countries struggle with the deaths caused by the pandemic, they face an economic crisis that negatively affects the lives of billions of people. For this reason, the measures to be taken to control the epidemic and their economic effects should be considered all together.

Regarding critical and worsen conditions in the worldwide, countries need collaboration and communication among themselves, people's help and maturate and logical behaviours to struggle covid-19. Otherwise, due to the universalized and linked world, false activities taken by any state will leave a major impact on the other countries too.

Not time for political scoring and fighting with each other, but it is time for states to help each other and coordinate and cooperate to overcome this deadly outbreak to save the global economic structure.

In recent days, the number of cases and death in Brazil has started to occur more than expected. Because Covid-19 has killed approximately 21 thousand people in the last three weeks. The reason for this is that people switch to the normalization process very quickly, probably with the arrival of summer. Thus, new cases and unfortunately new deaths are inevitable. However, the coronavirus outbreak is not over yet, it is still necessary to continue taking precautions.

According to WHO and health ministry data, Turkey has managed to stay behind European countries in the last 10 days. This success would be made possible by following the rules of the social distance, the cleaning and mask use. As expected, the Covid-19 cases also decrease when the rules are followed. However, with the arrival of the summer season, it was observed that people disrupted the rules slightly. Whereas, this situation may carry our country back to undesirable conditions. The situations of the USA, Brazil and many European countries are obvious. As a country, it is necessary to draw very good lessons from all these events. Success is only possible in this way.

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Reverse Tullip Education

NEW EDUCATIONAL TREND "SELF-CONTROL" : A REVIEW ARTICLE
(Basic Concepts and Its Development Factors)

[1.]Seda YILMAZ SAKA, [2.]Numan KARAMUSTAFAOĞLU, [3.]Metin ARABACI[3]

Abstract

Education is one of the most important fields in social sciences. Many new, even brand-new concepts are included in social sciences. One of them is the concept of self-control (auto control). Self-control is synonymous with self-regulation and self-discipline and it is becoming widespread in education, especially educational inspection. Therefore, the aim of this study is to deal with that concept through related ones and to show what could be done in the schools. The following components are reviewed in the present article: education, inspection, educational inspection, aims and objectives in educational inspection, contemporary education inspection and the features of it, self-control and how it will take place in schools. By this way, it is given an outline of the concept of self-control which is believed that it will affect many aspects and fields of education positively.

Keywords: Education, Inspection, Educational Inspection, Self-control

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INTRODUCTION

Education is perhaps the global problem of the whole world. Moreover, there is both great interest in and great concern about the quality of education. Because, just like the name of Gatto's book, education is also a weapon of mass destruction. Many countries have moved and continued to move their countries and societies even further by developing their systems with very nice and rational solutions. In this case, education is one of the most important building blocks of the society. It is extremely important to be able to turn schools into living organizations that are open to innovations with the help of education as well as inspection. Then Gatto (2018: 224) says, "As long as you are satisfied with memorizing someone else's definitions, you should know that you will never be able to get to the supreme position that - money and fame is not so important, but education can offer." At this point, the sentence emphasizes awareness, difference and originality for both administrators, teachers and students and also solutions to our perceived educational ills are often not very deep. In this framework, the concept of self-control, which is a new trend in education, needs to be taken seriously and is thought that it will boost the success for both teachers and pupils, gains much more importance.

In this study, The concepts of education and inspection is handled with different definitions. After given them, a general outlook on the educational inspection describes education inspection and aims and objectives in educational inspection. Emphasis is placed on what is mentioned with the concept of contemporary education inspection as reading the contemporary education inspection correctly and the features of it. The main section, which we describe the education with self-control, explains what self-control is exactly and how it will take place in schools.

THE CONCEPT OF EDUCATION

The meaning of education differs according to the purpose and function of it today. However the only thing that doesn't change is that education is a human phenomenon. Education, discipline that is concerned with methods of teaching and learning in schools or school-like environments as opposed to various nonformal and informal means of socialization (e.g., rural development projects and education through parent-child relationships (Lauwerys et al., 2019) .Ergun (2005) emphasizes that in the sociological way, education is an action that should be applied by adults to young people and children, and this action includes conveying the heritage of the past and ancestors to them, giving ideas and carrying on traditions to keep up with the society better in which they will maintain their lives. According to Akdoğan (2018), it is the process of intentionally changing the behavior of the individual inhis/her desired direction through his/her own life. Education is also defined as a human-oriented service and practical and interdisciplinary humanitarian field.

Education is in a holistic way including teacher, pupil, educational environment, family and environment. The education process aims to ensure for the learner to reach a certain level of maturity in the process and to gain awareness about himself/herself. Yunus Emre's education concept aims to find the truth (Ergün, 2011, as cited in Dağ, 2018). According to Khan (2018), education is an active and even a process of physical exercise; also a process that has been decided to learn gradually in the first step and undergone by committing himself/herself on learning.

THE CONCEPT OF INSPECTION

The concept of inspection arose from the emergence of the need for financial control within the periods when international trade developed. The Turkish Language Institution has defined the concept of "inspection" as "the process of collecting evidence and evaluating it by a specialist unit so as to report and determine the compliance of information related to a public or private organization to the predetermined criteria" (Chairoula, 2011). According to Taymaz (2015), the inspection in the context of school is a coordinated technique and social process affecting various aspects of curriculum.

It is a wide range area of service such as inspecting and evaluating the working, giving some suggestions for the relevant personnel to become more efficient and helping the staff in the institutions for theirs works and training through guidance (Su, 1974, as cited in Aküzüm, 2012). Inspection is defined as a form of school management that ensures the coordination, mobilization and direction of teaching Scott, 1924, as cited in Altun, 2014). The training process is a very comprehensive and variable process, and supervision is an integral part of this process, too.

Inspection is a process of evaluating the institutions in line with specified purposes in terms of their behaviors and practices and elimination of deficiencies determined as a consequence of this evaluation . On the other hand, inspection is an interpersonal process that provides the basis for confidential relation and goodwilll on the behalf of controlled person and inspector (Chairoula, 2011).

GENERAL OVERVIEW OF EDUCATIONAL INSPECTION

What Is Educatıonal Inspectıon?

While education inspection aims to improve educational process, it also targets the development of teacher, learning and teaching process as well (Chairoula, 2011). When we consider inspection from education angle, inspection helps to make the purposes of education real by means of carrying out functions and duties of inspection as a sub-system of educational management (Gökçe, 1994). According to the perspective of the Ministry of National Education, inspection is to research in detail and gather information about operation of a unıt; to analyze the information gathered, to identify the problems as a result of the analysis, to find solutions determined problems (MNE, 2011a, as cited in Altun, 2014).

THE AIM AND TARGET IN EDUCATIONAL INSPECTION

To improve school success and teaching, to establish democratic work among educators, to increase student success and to ensure educational equality are the aims of inspection in education. In this process, all efforts of education employees and especially teachers are to organize and carry out educational activities for the benefit of the student. In this context, the target that the inspection wants to achieve is to make education variables work regularly and to have positive effects on the learning of the students who receive education. Here, inspection aims to find the most appropriate methods for the purposes of inspection, education and training and to ensure that the product is developed in terms of quality and quantity (Altıntaş, 1980: 14; Blase & Blase 2002: 12, as cited in Gündüz, 2012). The inspection tries to minimize the possibility of making mistakes by guiding the employees as well as to identify the deficiencies existing in the school or a malfunctioning cycle (Aslanargun & Göksoy, 2013).

The main purpose of educational inspection is to improve the educational process and to contribute to the effective implementation of teaching and learning. Therefore, it should be made clear why inspection is needed. It should be stated why the inspection was carried out (Chairoula, 2011). The main purpose expected from the inspection is to increase the excitement of the administrator and the teacher, thus reaching the desired goals in education and realizing quality service in education (Doğan, 2006, as cited in Aküzüm, 2012).

Gündüz (2012) states that through inspection, teachers are guided in learning and teaching, they are provided to develop behaviors in line with the guidance and thus the product of the intended quantity and quality is reached. At this point, inspectors provide teachers with consultancy services to play their roles correctly and organize in-service training programs for teachers to meet their educational needs. In this context, the services that fall within the scope of the inspection in schools can be listed as follows (Taymaz, 2010:9, as cited in Aküzüm, 2012).

1- To determine what is expected from education and training activities and to make necessary explanations.
2- To develop teaching methods to be applied in various disciplines and to inform teachers about this subject.
3- To determine the factors affecting success in school and to use various evaluation methods in this regard.
4- To evaluate student success using scientific methods and to guide them in measuring.
5- To assist teachers and school administrators in solving problems in different disciplines.
6- To provide informative speeches to teachers and administrators individually or in groups, within the scope of educational topics.
7- To watch professional publications, to introduce them to teachers and administrators.
8- To make explanations and demonstrations about teaching and management processes in schools.
9- To make explanations on how to use educational technology to increase the effectiveness of teaching at school and to introduce opportunities and techniques.
10- To share the positive and negative aspects of the lesson with the teacher at the end of the classroom visits.
11- Assisting and guiding those involved in extracurricular activities that help improve education.

12- To provide guidance on the solution of personal problems faced by teachers and administrators during the teaching process.

13- To discuss the problems arising in education and to search for solutions together.

14- To encourage teachers and administrators to work on their professions and to prepare articles on these topics.

15- To observe and analyze the behavior of teachers and administrators and making constructive criticisms.

16- Evaluating the success of all staff in the school from various aspects.

17- To protect and help the protection of both personal and professional rights of teachers and administrators.

18- Assisting institutional staff to evaluate and improve themselves in terms of education and administration.

19- To examine the school's relationship with the environment, the disciplinary board and the decisions of the teachers' board meetings.

20- To evaluate the inspection programs in a way that will contribute to the teachers and administrators.

21- To develop control methods and methods within the framework of the opinions of teachers and administrators.

22- To examine non-legislative behaviors that may or may not be in the school, and to open an investigation accordingly.

In this regard, it can be said that the general purpose of the inspection is to increase the effectiveness of the teaching at school and thus to increase the success of the students. While most of the responsibility falls on teachers in achieving this goal, the share of inspectors and school administrators is at a considerable level. The self-improvement is expected from the teacher during the inspection process and being a good instructor leader is expected from the inspector also contributing to the teaching process by creating a supportive school climate and positive school culture is expected from the school principal (Balcı, 2012).

CORRECTLY UNDERSTANDING "CONTEMPORARY EDUCATIONAL INSPECTION"

The Concept of Contemporary Educational Inspection

In the context of the diversity of inspection approaches, their handling of control also varies (Gülgün, Yılmaz & Çağlar, 2017). In this sense, the main variables of inspection approaches are; being based on school-based practices, developing participatory decision-making, forming partnership-based relationships, emphasizing self-control rather than external control, self-evaluation and self-direction, and focusing on activities aimed at increasing the effectiveness of education and training (Glickman et al., 2001 as cited in Töremen and Hozatlı, 2006, as cited in Taşdan, 2008). Contemporary inspection is not something like that the inspector guides and helps the teacher in the problems related to education and teaching, it is not the solution of the problems on behalf of the teachers, but the teacher guides himself/herself to solve his/her own problems (Başar, 2000: 45, as cited in Aküzüm, 2012). The goal of the modern inspection approach is correcting and developing everything related to schools (Aydoğmuş & Sağlam, 2016).

Aküzüm (2012) states that the most prominent feature of the contemporary approach is the importance given to human resources, also the development and the use of it in the most effective way is the focus of the modern approach. Contemporary inspection is related to the inspection of teaching and aims to improve the teaching-learning process in school. Considering that the main purpose of the school is to carry out learning, it is the aim of the inspection to organize the functioning of the school in accordance with this purpose.

Characteristics of Contempotary Education

Assistance to teachers is important for improving the learning and teaching process in contemporary educational inspection. It is essential to help teachers to realize their full potential and use it effectively (Wiles, 1963:10, as cited in Taşdan, 2008). According to Taşdan (2008), improving the quality of teaching in the classroom and ensuring student success are among the priorities of contemporary inspection approaches. It is thought that this priority will be achieved through school-based, mutual assistance-based and longer-term inspection practices, rather than centralized and short-term inspection practices. It is thought that cooperation and assistance among teachers in schools will contribute positively to school-based inspection practices. The characteristics of contemporary educational inspection can be listed as follows (Aydın, 2007: 20-21, as cited in Aküzüm ,2012):

1- The main objective in contemporary educational inspection as an approach aimed at improving the learning environment as a whole is to improve the learning and teaching process.
2- The nature of the problems that exist and are identified in the educational environment, the characteristics and conditions of the environment, determine the purpose and method of contemporary educational inspection. This approach does not include prejudice and interpretation.
3-In this approach, which activities are based on the principle of cooperation, it is believed that occupational problems should be handled by the concerned people.
4- Contemporary educational inspection is scientific. Objectivity, facts and data are
 emphasized at all stages of the inspection.
5- This approach is believed to be a key component of the teacher's learning-teaching process in inspection activities, highlighting its strengths and attempting to eliminate its inadequacies. Thus, the desire to develop by motivating the teacher is tried to be created.
6- According to this approach, which incorporates analytic and unifying elements, each element in the teaching-learning environment has its own significance and value, and all elements are evaluated in terms of program integrity.
7-Contemporary educational inspection is aimed at both the past and the future. The experience of the past is utilized and new approaches are inquired according to the present and available possibilities and conditions to achieve the goal.

SELF - CONTROL IN EDUCATION

What is Self-Control?

Self-control begins to develop in early childhood. It refers to skills in which emotions, behaviors, and attention are controlled. Freud has theoretically stated that what he calls successful socialization is a process in which children learn to suppress satisfying impulses to do what is best for themselves and society in the long term (Yılmaz, 2016; Subaş, 2018). Self-control is the ability to divide one's unwanted behavioural tendencies and avoid performing them, as well as suppress or alter reactions from within. Self-control is considered to be the ability of the individual to change and adapt himself/herself to have a better, more ideal harmony between himself/herself and his/her environment (Gülgün, Çağlar & Yılmaz, 2017; Mehtap, 2010; Duyan, Gülden & Gelbal, 2012; Tangney, Baumeister & Boone, 2004; Oaten & Cheng, 2006, as cited in Şubaş, 2018; Yılmaz & Aydın, 2019)

On the other hand, self-control can be also defined as controlling the individual's self, emotions and thoughts. It also means that the individual must set a goal and be able to act in line with that goal. However, the individual should be able to remain independent from external factors while acting in line with the goal he / she has set; be able to control feelings, impulses and desires; be able to continue on the road despite troubles and problems (Dağ, 2018). In fact, for self-control, we can emphasize that it is a process of self-recognition and behavior that is intended to eliminate our impulsive behaviors.

How does the self-control take place in schools?

Self-control is that a person evaluateshis/her own behaviours according to the values that he/she has improved. Also, self–control of a worker in organization is that evaluates the behaviours he/she made with his/her own justice according to the criteria determined by the organization beforehand. A teacher who wants to improve his/her self- control ability can achieve this qualification in several ways. A teacher can perform self-control in a variety of ways, including the following practices (Glickman et al., 2009: 221; Başaran, 1989: 319, as cited in Altun, 2014):

1- That he/she visits the lesson of another teacher he/she considers more sufficent and specialist than himself/herself and makes comparisons with regard to teaching
2- That he/she records his/her teaching during several lessons and analyses his/her own teaching when he/she watches these videos afterward.
3- That he/she conducts a questionnaire and interview form for parent and student with regard to his/her own teaching and evaluates these.
4- That he/she interviews with inspectors, colleagues, students and parents with regard to effective teaching or his/her own teaching.
5- That he/she keeps a diary through critical approach focused teaching development about teaching experiences, problems and achievements.
6- That he/she reviews the exam scores, projects, presentations, social behaviours and related studies of the students so as to evaluate himself/herself.
7- That he/she prepares portfolio with regard to himself/herself and teaching process.

Similarly, it is stated that individuals acquiring a new skill reaches self-control through four stages respectively. These phases are sorted by observation, emulation, self-control and self-regulation. These phases are shortly defined thus and so; the phase of observation is the phase that individual observes the person he/she takes as a model.

1- The phase of emulation is the phase that individual reaches the behaviour to the level of comprehension as a result of the observation thathe/she has made.
2- Self-control phase is the stage where the individual can perform the behavior on her own and in different places
 3- Finally, the phase of self regulation is the phase that individual perfoms the knowledgehe/she has acquired with his/her own unique interpretation in every situation and everywhere (Zimmerman, 2000; Schunk, 2001, as cited in Dağ, 2018; Yılmaz, Çetinkaya & Avan, 2019).

Self-control of the school and teacher is the process of gaining regular information, assessing its operability and reaching its educational goals initiated by the school and teacher to support decision making, learning and development (Yılmaz & Ertuğrul Akyol, 2019).

The success of school and teacher is followed and controlled by staff, students and parents that are a part of education. This self-control process allows the school and the teacher to express themselves, decide what is important and what needs to be measured, continues and stay up-to-date, intertwine with the school's work, honestly reveals the strengths and weaknesses of the process, and saves time. On the other hand, OFSTED, the responsible institution for educational inspection of England, emphasises the following main aims of the school self-control (Ferguson, Earley, Fidler & Ouston, 2000; Uysal & Yılmaz, 2019):

1- Smart accountability should be based on the foresight how well the school serves to its students and the improvement priorities.
2- Strong self-evaluation should be together with daily practice of the school.
3- Effective self-evaluation should ask the most important questions about students' learning, success and developments.
4- It should take advantage of the evidences in order to answer these questions.
5- It should compare the success of the school and students' one with that of the best schools.
6- It should concern the staff, students, parents and the administrators of all leves.
7- It should be supplementary of the school's structures that evaluates, improves the students and manages, develops the staff.
8- It should lead to an action.

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CONCLUSION

If we carry out the whole evaluation of this study, education system has to be always intertwined with control system and it needs to be determined whether an effective study has been made or not and the necessary arrangements are supposed to make. In this case, in order to accomplish these, there is a need for the inspector using traditional methods or the system requires this.

Nevertheless, even if the inclusion of the concept of self-control into the education system is often contradictory, it can be considered as an effective method bringing success to student and self-confidence to teacher in the developing world and technology era (Yılmaz, Ertuğrul Akyol & Kalgı, 2017; Yılmaz & Yanarateş, 2020). The fact that schools or teachers run this system on their own will have positive effects in most cases, as it will ensure active participation. In furtherance this, Aseltine, Faryniarz and Rigazio-DiGilio (2015) regard student participation, self-evaluation, peer evaluation and children's collaborative work opportunity as important components of an effective lesson (Yılmaz & Ertuğrul Akyol, 2017). It will be reached more realistic results and solutions because deficiencies and mistakes are recognized by themselves as a continuation of this and this process will constantly go on. With the success of self control, the development of teaching-learning process will be ensured (Avan, Çetinkaya & Yılmaz, 2019).

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Analysis Of Theses Written In The Field Of Preschool Education In 2000-2020: A Content Analysis

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Abstract

The aim of the study is to analyze the methods, sample size, measurement tool and analysis methods in theses written in the field of preschool education in the last 20 years and to try to improve the working processes and results in this field. Work is currently the most widely used methods and future researchers in the field of preschool education, sampling, and made in Turkey has shifted to measuring tool to help determine the methods of analysis thesis. In this study, the years of 2000-2020 in Turkey Higher Education Council in preschool education field method used in the thesis listed on the National Thesis Center, sample, measurement tools and analysis methods were investigated. The data obtained were subjected to frequency / percentage analysis with SPSS 20.0 package program. The frequency of use and percentage values of the data obtained in the study are given in 4 different titles in tables. In line with the results achieved and evaluations made, recommendations and suggestions were made for the researchers.

Keywords: Preschool education, method, sampling, measurement tool, analysis, content analysis, master's and doctoral thesis.

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INTRODUCTION

Nowadays, it is accepted that the main purpose of modern education systems is to raise quality people with constructive, creative power, questioning and quality. The first step of this process is the most critical phase of human development, the preschool period and educational practices carried out in the name of preschool education. Preschool education gains importance because it is the first socialization experience of the child after the family and the social habits acquired during this period shape his life. In this period when the child is most open to learning, the inclusion of a rich stimulus in the education system implies important gains in terms of the environment in which he lived in the first stage and later in the societies.

Preschool education; Including childhood years from birth to the beginning of primary school; It is the first stage of planned and supervised education outside the family. In this age period, considering that the child is the most suitable and open to acquire a certain education, the importance of pre-school education increases one more time. Therefore, it should be accepted that this age is a basic educational process that instills more important values than other stages of education because it provides rich and stimulating environmental opportunities that are suitable for the individual characteristics and developmental levels of children, and aims to prepare children mentally and socially, especially for school, generally life. For the definition of pre-school education, it can be said that "it is the process of intentionally creating desired behavior changes in children through their own lives".

The idea that the first 6 years after birth is one of the most important periods in human life, and that care and education in this period significantly determines what kind of person will be in the future has become an opinion that most experts accept today. For this reason, it is as important as the child's nutrition and care in these early years, the more important it is for love to live, to be educated in a suitable environment and to adapt to the society in which it lives (Oktay, Zembat ve diğ., 1994).

The objectives of preschool education are listed as follows in the Kindergarten and Kindergarten Program published by the Ministry of National Education in 1994: 1. To ensure that children develop physically, mentally, emotionally and socially and gain basic habits. 2. To help develop the commitment of children to national, moral, moral, cultural and human values by making use of every opportunity. 3. To gain love of Atatürk, nation, homeland and flag. 4. Assuming responsibility for children; to ensure that they are honest, respectful, courteous and organized. 5. To allow the child to develop self-concept, express himself, gain independence and provide self-control (M.E.B. Kindergarten and Kindergarten Program, 1994).

In addition, the 20th article of the 1739 numbered National Education Basic Law aims and aims of preschool education, In accordance with the general objectives and basic principles of National Education, it has determined as follows: 1. To ensure that children develop physically, mentally, emotionally and socially and gain good habits. 2. Prepare them for basic education. 3. To create a common habitat for children from unfavorable environments and families. 4. To ensure that children speak Turkish correctly and beautifully (M.E. B. Pre-School Education Commission Report, 1993).

Based on all these, some educational researches are carried out to develop and improve preschool education due to the indisputable magnitude of the importance of preschool education in the life of the individual. In this study, the scale and methods used in Turkey Dissertation thesis listed on the National Council of Higher Education Center in the field of preschool education between the years 2000-2020 were examined.

Falkingham and Reeves (1998) suggested conducting educational research and using content analysis (meta-analysis) to summarize large volumes of published studies in specific subject areas to help readers digest the material more easily. Educational research plays an important role in enlightening and informing educational practices. Mortimore (2000) proposed four tasks to undertake in educational research. These are systematically observing and recording, analyzing and uncovering inferences, publishing indices, and most importantly, trying to improve training processes and results. Content analysis (meta-analysis) studies supported by statistical indexes help to summarize the results of many research articles effectively, which facilitates reliable and valid generalizations in a research area (Sağlam & Yüksel, 2007; Yılmaz, Çetinkaya & Avan, 2019).

In this context, the study includes content analysis of the method, sample group, measurement tool and analysis methods used in preschool education. Theses written in the field of preschool education of the last 20 years have been systematically observed, recorded and inferences made.

The aim of the study is to analyze the methods, sample group, measurement tool and analysis methods in theses written in the field of preschool education in the last 20 years and to improve the working processes and results in this field.

The study is designed to answer the following research questions.

1-   2000-2020 year between Turkey Higher Education Board research methods used in pre-school thesis in the area listed in the National thesis Center what? Which method was used and how often?
2-   2000-2020 year between Turkey National Council of Higher Education thesis what is the sample size studied in pre-school thesis in the areas listed in the Center? Which sample interval, how often was used?
3-   Between the years 2000-2020, what are the data collection instruments used in the Higher Education Council in Turkey's theses areas listed in the National Thesis Center preschool? Which data collection tool was used and how often?
4-   Between the years 2000-2020, Turkey Board of Higher Education what are the methods of analysis used in the pre-school thesis in the area listed in the National Thesis Center? Which analysis method was used and how often?

METHODS

In this section, information about the model of the research, the sample of the research, the process of data collection and the analysis of the data is given.
Model of the Research

Qualitative research method has been deemed appropriate for this study, which aims to examine the theses written on preschool education in terms of the method used, sample size, measurement tool and analysis methods (Yılmaz & Tan, 2016). Merriam (1998) mentioned that qualitative research is a method that allows reading the data one by one and presenting the research results based on the codes and categories in this way. Qualitative research is a method that adopts to examine the research problem with an interpretive approach, based on a holistic interdisciplinary perspective. The facts and events that are researched on are considered in their own context and interpreted in terms of the meanings that people attach to them (Altunışık and Others, 2010: 302).

Sample of the Study

In the research (YÖK) National Thesis Center website; Master's and doctorate theses on pre-school education were examined. One of the purposeful sampling approaches in determining the theses to be examined in the research; By Büyüköztürk et al. (2011); The 'criterion sampling' method, which is described as a suitable method for use when observation units should consist of people, events, objects or situations with certain qualifications, is used. Accordingly, while examining the studies, it was paid attention to be made on pre-school education and that the pre-school children constitute the sample groups (Yılmaz & Ertuğrul Akyol, 2019).

Data Collection Process

76 master's and doctoral theses prepared on pre-school education in different fields between 2000-2020, which are registered in the official website of the Higher Education Council National Thesis Center in the study, constitute the sample of the research. While collecting data, theses prepared within the scope of "pre-school education" on the thesis search page were taken into consideration.

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Data Analysis

The data obtained in the study were analyzed using content analysis. Content analysis is the systematic screening of printed or visual materials and analyzing thematically in terms of certain categories (Yıldırım & Şimşek, 2011: 227). First, the questions to be examined in theses were determined, and then the data were analyzed separately by three researchers in response to the answers of each research question. Data obtained by content analysis were subjected to factor / percentage analysis with SPSS 20.0 package program. They were classified among each other among certain themes, thereby revealing the frequency of use of data and their equivalents.

RESULTS

The method used in theses, the sample size, the measurement tool and the data obtained for the analysis method, the factor / percentage analysis results are analyzed under four headings: the research method, the sample size, the data collection tool and the data analysis method.

Table 1: Method and Pattern of the Research

Method and Pattern		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Observation	9	10,0	11,8	11,8
	Correlation	12	13,3	15,8	27,6
	Comparative	10	11,1	13,2	40,8
	Experimental	8	8,9	10,5	51,3
	Screening	13	14,4	17,1	68,4
	Interview	13	14,4	17,1	85,5
	Descriptive	8	8,9	10,5	96,1
	Event	3	3,3	3,9	100,0
	Total	76	84,4	100,0	
Missing	System	14	15,6		
Total		90	100,0		

Looking at the table above, according to the analysis results under the title of methods and patterns used in theses, observation is 10.0%, correlation is 13.3%, comparative 11.1%, experimental 8.9%, screening 14.4%, interview 14%, 4, descriptive 8.9%, event 3.3%.

Table 2: Sample Size of the Study

Sample Size		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-100 child	11	12,2	13,3	13,3
	101-200 child	5	5,6	6,0	19,3
	201-500 child	18	20,0	21,7	41,0
	1-100 teacher	11	12,2	13,3	54,2
	101-200 teacher	11	12,2	13,3	67,5
	201-500 teacher	9	10,0	10,8	78,3
	1-100 family	3	3,3	3,6	81,9
	101-200 family	6	6,7	7,2	89,2
	201-500 family	9	10,0	10,8	100,0
	Total	83	92,2	100,0	
Missing	System	7	7,8		
Total		90	100,0		

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As seen in the table above, when the frequency / percentage analysis of the theses made for the sample size was made, 1-100 children were 12.2%, 101-200 children were 5.6%, and 201-500 children were 20.0%. The rates of teachers are determined as 12.2% between 1-100, 12.2% between 101-200 and 10.0% between 201-500. According to the analysis, it was concluded that the family sample size was 3.3% between 1-100, 6.7% between 101-200 and 10.0% between 201-500.

Table 3: Data Collection Tool of the Research

Data collection tool	Frequency	Percent	Valid Percent	Cumulative Percent
Observation Form	5	5,6	6,6	6,6
Personal Information Form	16	17,8	21,1	27,6
Scale	24	26,7	31,6	59,2
Test	13	14,4	17,1	76,3
Interview form	6	6,7	7,9	84,2
Survey	4	4,4	5,3	89,5
Evaluation form	3	3,3	3,9	93,4
Literature Search	1	1,1	1,3	94,7
Content Analysis	3	3,3	3,9	98,7
Field Notes	1	1,1	1,3	100,0
Total	76	84,4	100,0	
Missing System	14	15,6		
Total	90	100,0		

According to the information given in Table 3, data collection tools observation form 5.6%, personal information form 17.8%, scale 26.7%, test 14.4%, interview form 6.7%, survey 4.4%, The evaluation form was found to be 3.3%, literature review 1.1%, content analysis 3.3%, field notes 1.1%.

Table 4: Data Analysis Method of the Research

Analysis Method	Frequency	Percent	Valid Percent	Cumulative Percent
Regression	5	5,6	5,6	5,6
Correlation	12	13,3	13,3	18,9
Frequency / Percent	10	11,1	11,1	30,0
T-Test	9	10,0	10,0	40,0
ANOVA	14	15,6	15,6	55,6
Scheffe Test	2	2,2	2,2	57,8
Graphics	9	10,0	10,0	67,8
Content Analysis	15	16,7	16,7	84,4
Descriptive Analysis	10	11,1	11,1	95,6
Other	4	4,4	4,4	100,0
Total	90	100,0	100,0	

According to Table 4, where the data analysis methods, frequency / percentage analyzes are given above, regression 5.6%, correlation 13.3%, frequency / 11.1%, t-test 10.0%, ANOVA 15.6%, scheffe test 2.2%, graphs 10.0%, content analysis 16.7%, descriptive analysis 11.1%, other 4.4%.

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Between 2000-2020, a total of 97 theses in the field of preschool education published at https://tez.yok.gov.tr/UlusalTezMerkezi/ were subjected to content analysis, and the method, sample size, measurement tool and analysis method of 76 theses were reached.

When the methods of the theses examined were analyzed, it was concluded that more studies were conducted with correlation, scanning and interview methods (Tan & Yılmaz, 2016). Except these, experimental, descriptive, observation methods were used in the theses examined. It is thought that the reason for focusing especially on these methods is related to the study of the effect of a subject, teaching method, material or other variables on children. However, these methods can be used to determine whether there is a relationship between the mentioned variables and various topics such as skill, behavior, and interest level in children.

Correlation analysis, frequency / percentage values, content analysis, descriptive analysis and ANOVA calculations were made in the analysis methods of the theses examined. Chi-square, scheffe test, minitab release, MSTAT-C, Tukey HSD, which are discussed under other methods, are the least preferred analysis methods. The reason for this is that the theses examined are mostly due to the intended studies about the direction of these relations by targeting the relational values, and since these theses are mostly composed of master's theses, these methods can be evaluated as more preferred.

The samples of these studies are composed of children, teachers and parents, and for the most part, the sample consists of students (children) with pre-school education, and the number of samples is generally between 200-500 (Yılmaz & Fakirullahoğlu, 2016).

When we look at the data obtained in the direction of the research, it was seen that the sample group consisted of children, teachers and parents. However, in the theses written about children in preschool education period, it is seen that most of the researchers communicate with the family or teachers rather than the students who received pre-school education (Yılmaz & Aydın, 2019). This situation can be evaluated as the data collection phase from children is not used as it requires a more strict and demanding work process compared to other alternatives. However, the limited use of tools to collect data from children can also be considered within the scope of these results (Avan, Gülgün, Yılmaz & Doğanay, 2019). The fact that the measurement tool determined to be used for the purpose in the thesis planning period is not suitable for the child's developmental characteristics may also explain the orientation towards the family or teacher. In other words, it is a fact that preschool education child, who has not yet acquired literacy skills, cannot use written and individual tools such as questionnaires, scales and information forms.

It is believed that a researcher who is in the process of writing a thesis, directly meeting with the children and collecting information will not be preferred for the obstacles that may be encountered in family or ethics. The researcher's orientation towards the teacher and the family in order to overcome such problems directly can explain the use of intensive measurement tools (Uysal & Yilmaz, 2019).

It is one of the conclusions reached in the study that the theses written in direct proportion with the method / pattern and measurement tools that are preferred or deemed appropriate to be used in this direction are mostly quantitative. Other methods that followed were qualitative and then mixed method.

In the studies conducted, it has been studied with the methods that analyze relational values and it is thought that different analysis methods should be used to obtain more information and to detail the acquired information (Yılmaz & Yanarateş, 2020).

In this study, researchers at the moment and the future of the methods most commonly used in the field of preschool education, sample size, and made in Turkey has shifted to measuring tool to help determine the methods of analysis thesis. In order to have more information about the studies in this field or to guide a subject, method, measurement and analysis tools, researchers may consider the following suggestions;

1- This study can be expanded by examining doctoral and master's theses to make various comparisons.
2- Researchers can work directly by reaching the information about preschool children through a harder and careful study.
3- The studies, in which the methods and analysis methods used by the researchers are analyzed with different distributions, can be conducted.
4- This study can be expanded by examining the articles published in the field.

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Thematic Analysis of Studıes in Social Studies Education in Turkey Between 2000-2020

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Abstract

The aim of the study is to examine the theses made in 2000-2020 social studies education in Turkey from a thematic point of view and to obtain the theme distributions and general theme distributions of theses between certain years. Our study with the scanning model, which is a descriptive analysis technique, was analyzed with the content analysis method of 425 theses, including 351 master's and 74 doctoral theses, within the scope of theses written in the field of social studies education. When we look at the total number of dissertations examined, it is seen that the number of Master's thesis is approximately 5 times higher than the number of doctoral dissertations. As a result of the 20-year review, the number of theses increased with 2014, and in 2017 both master's and doctoral theses were the most studied. Researchers often preferred quantitative methods in the dissertations studied.

Keywords: Social studies,Content Analysis,Thematic Analysis.

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INTRODUCTION

The concept of social studies education, which takes an important place in citizenship education in the USA XX. continuing at the turn of the century and later, social, cultural, economic, etc. it emerged as a result of the process of searching for solutions to the problems caused by the great social movement. (Öztürk, 2009; Yılmaz & Tan, 2016). Social studies education programs have an important position in primary education programs which are used for raising individuals who are sensitive to social problems, who actively use the information they receive, who have gained different skills. The work of the National Council for Social Studies (NCSS), which carries out developments in social studies in the United States, and its tendency towards social information are important sources for field-related studies (Safran, 2008). Social studies course prepares the individual for life and teaches him / her to answer the questions he / she will encounter in his / her social life and to learn lessons from his / her experiences (Sözer, 2009). It can be said that the new Social Studies Program, which started to be implemented as a draft by the Ministry of national education in 1998, has been developed according to the previous programs and is capable of responding to the requirements and requirements of our time. In the ongoing period, program development works are expected to continue. However, the important point in these studies is that the program is implemented in line with its objectives and the expected efficiency is achieved at the highest level. In other words, the transformation of objectives into behavior is the most important expectation of the program and society (Sözer, 2009).

The Turkish education system has undergone a systematic program development process that began in 2004 (Tan & Yılmaz, 2016). reformed changes have been made in all programs from primary education programs to university education programs (Akt. Erdoğan, Kayır, Kaplan, Ünal, Akbunar, 2014, 173). With the curriculum changes in 1998 and 2005, Social Studies courses have started to become more similar to their examples around the World (Öztürk, 2006; Safran, 2008; Yılmaz, Çetinkaya & Avan, 2019).

Significant progress has been made in the field of social studies, especially with the 'constructivist approach model' which was implemented after the 2005 change. In order to determine these advances, some academic studies in the field have been analyzed according to specific years (Uysal & Yılmaz, 2019). The research under review aims to provide information on social studies educational research done mostly through teacher opinions and academic studies by 2017. . Büyükalan ve Yaylacı (2020) Between 2005 and 2017, a total of 166 theses, including 135 master's and 12 doctoral theses, which were applied to teacher opinions in the field of social studies education in Turkey, were analyzed with content analysis method. Şahin, Yıldız ve Duman (2011) 1990-2010 550 master's and 62 doctoral theses prepared in relation to social studies education were reviewed and worked. Geçit ve Kartal (2010) Between 2000 and 2010, social studies education research was analyzed using content analysis technique with 414 master's and doctoral theses and 110 articles and 132 papers. Tarman, Acun ve Yüksel (2010) Between 1994 and 2010, 294 master's and 41 doctoral theses in the field of social studies education were studied using the content analysis technique. Oruç ve Ulusoy (2008) 100 of the theses made in the field of social studies teaching in Turkey between 2000-2007 were selected without determining the theme and percentile ratios were given on the subject distribution of the theses, not enough findings were given in the research.

All of these studies show that studies that scan the literature do not cover the last 20 years. Theses from the academic studies that are the subject of our study are important in determining the general trend in social studies education for the last 20 years (Yılmaz & Aydın, 2019).

In this research, it is aimed to examine the theses made in our country in the last 20 years (2000–2020) from a thematic point of view and to obtain the theme distributions and general theme distributions of theses between specific years. Within the framework of this purpose, answers are sought to the following questions;

1. What is the distribution of dissertations by years?
2. What is the distribution of Master's and doctoral dissertations?
3. What is the distribution of dissertations according to research methods?
4. How is the participatory classification of theses?
5. What is the distribution of theses according to the determined themes?

The topic covered in the research is the thematic review of the theses made between 2000-2020 and the fact that it is up to date makes it important to distinguish the research from other research.

METHODS

When graph 1 is examined, it is seen that the number of theses examined in the field of social studies education varies according to the years between 2000-2020. Until 2002 (f.5) it is observed that a limited number of theses were written. With the new curriculum implemented in 2005, the thesis issue written in that year (f.12)the increase is observed. Theses written in 2014 also(f.30) the increase has been seen. In 2017, theses are also the highest (f.57) the number has been reached.

Research Design

In this study, the scanning model, which is a descriptive analysis technique, was used. The descriptive analysis technique includes the stages of processing data, identification and interpretation of findings according to this framework by creating thematic framework (Yıldırım and Şimşek, 2008). The scanning model is based on the exact picture of the existing situation. General scanning models are scanning arrangements made on the entire universe, or a group, sample or sample taken from it, to make a general judgment about that universe in a multi-number universe (Karasar, 2005).

Data Collection Tools

The research was first conducted in Social Studies Education between 2000 and 2020. The themes of the theses written in the last 20 years were determined by the survey of the field literature. The themes to be discussed are as follows: Teaching methods and techniques. Teaching Social Studies, Activity, Teaching concepts and Social Studies Program, Teaching of history subjects, Teaching skills, Instructional technologies and Materials Design, Teaching of Geography subjects, Learning environment, Dec discipline, Teaching courses,Opinion on the course, The Education System, Special Education, Book Review and Teaching value (Yılmaz & Fakirullahoğlu, 2016).

Data Analysis

The research data was analyzed by content analysis method. The data obtained in content analysis is combined into specific themes and interpreted in a way that the reader can understand (Yıldırım & Şimşek, 2008; Yılmaz & Ertuğrul Akyol, 2019; Yılmaz & Yanarateş, 2020). In this respect, topics were scanned and interpreted by combining them around specific themes.

RESULTS

Research Question 1

'What is the distribution of theses according to the years?'the data obtained from the first research question is shown in Graph 1.
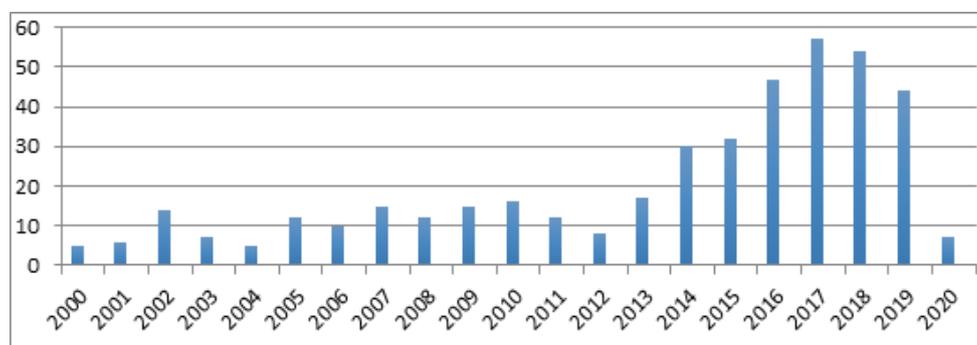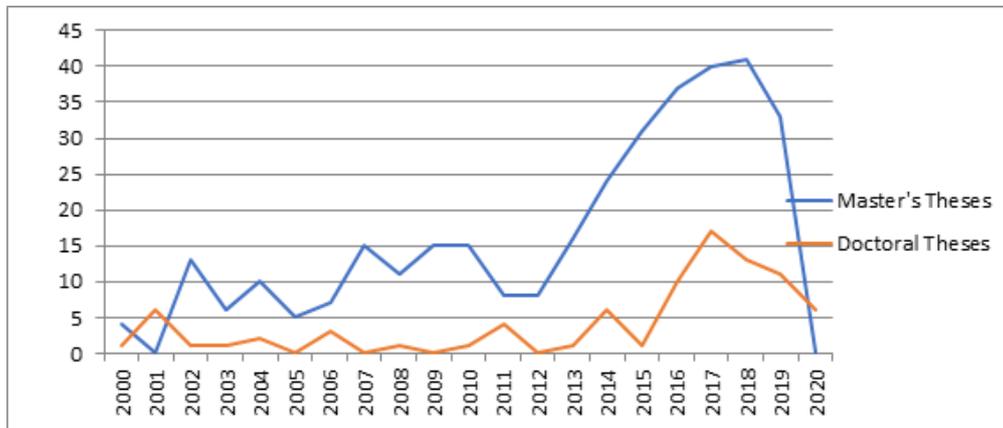

Graph 1: Distribution Of Theses Applied In The Field Of Social Studies Education By Year

When graph 1 is examined, it is seen that the number of theses examined in the field of social studies education varies according to the years between 2000-2020. Until 2002 (f.5) it is observed that a limited number of theses were written. With the new curriculum implemented in 2005, the thesis issue written in that year (f.12)the increase is observed. Theses written in 2014 also(f.30) the increase has been seen. In 2017, theses are also the highest (f.57) the number has been reached.

Research Question 2

'What is the distribution of Master's and doctoral theses in line with the examined theses?'the data on the research question is shown in graph 2.
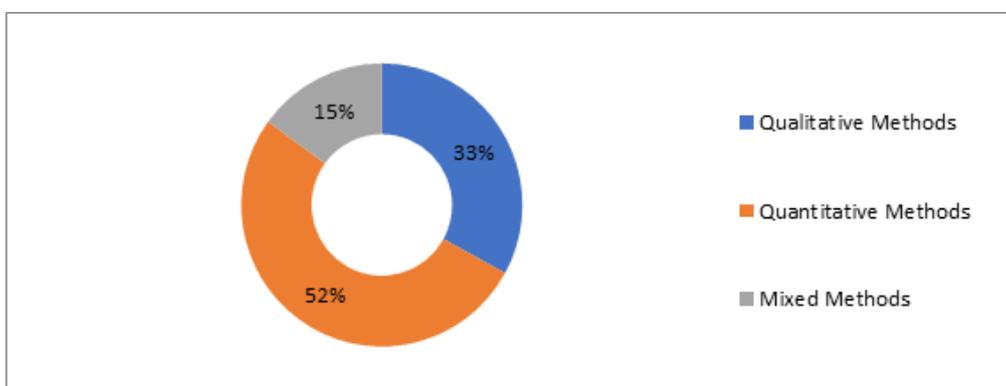

Graph 2: Distribution of Master's and doctoral theses applied in the field of Social Studies Education

When the master's and doctoral theses in the field of social studies education were examined according to the years, it was observed that 1 doctoral theses, 4 Master's theses were published in 2000, and 6 doctoral theses were published in 2001 and there were no master's theses. After 2002, the number of Master's theses increased, while the number of doctoral theses shows that two or three doctoral theses are published each year. The increase in the number of Master's thesis after 2005 may have been supported by studies related to the '2005 primary education program'. There was a significant increase in the number of theses published in 2016, with the highest number of theses being the year 2017 for doctoral theses and the year 2018 for Master's degree. Between 2000-2020, where there were fluctuations, 74 doctoral theses and 351 master's theses were published in the National thesis Center.

Research Question 3

'What is the distribution of theses according to research methods?'the data on the research question is shown in graph 3.
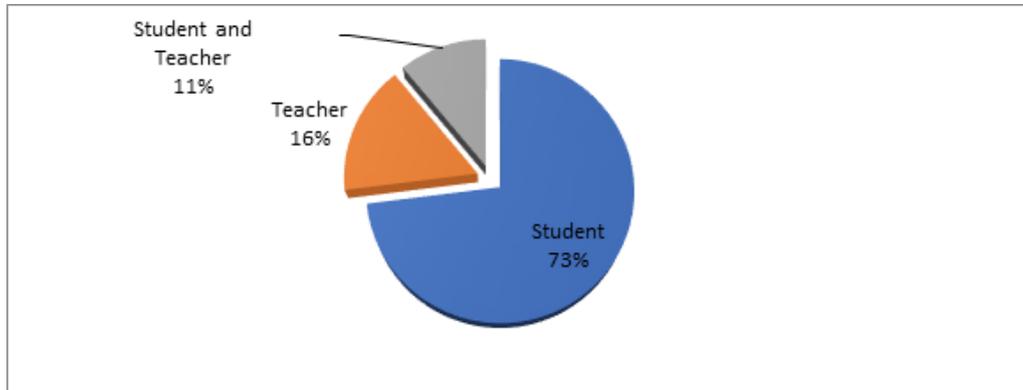

Graph 3: Distribution According To Research Methods Applied In The Field Of Social Studies Education.

When graph 3 is examined, 52% of theses in the field of Social Studies Education are used in quantitative methods, 33% in qualitative methods and 15% in mixed methods.

Research Question 4

'What is the distribution of theses according to sample groups?'the data on the research question is shown in Graph 4.
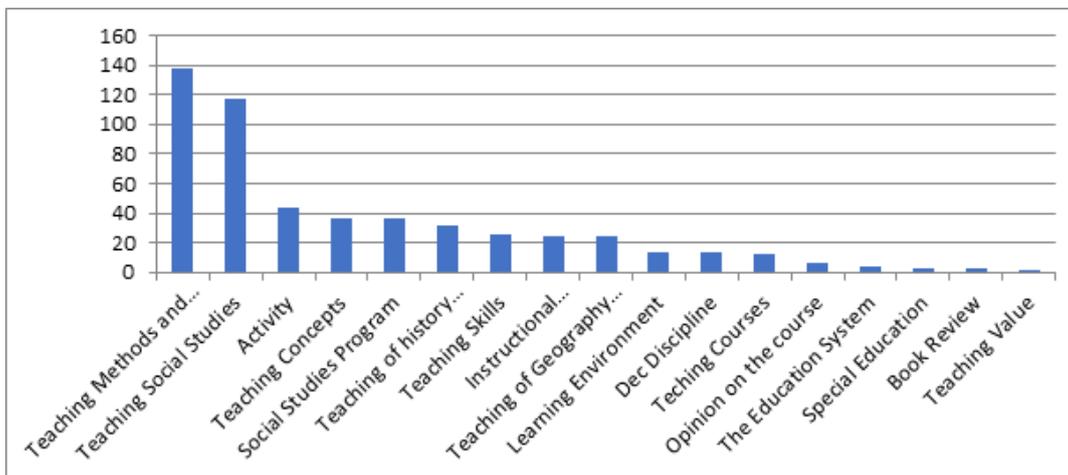

Graph 4: Distribution Of Theses Applied In The Field Of Social Studies Education According To Sample Groups.

When graph 4 is examined, the distribution of the sample groups of theses written in the field of Social Studies Education is shown to be the most preferred sample group of the students (73%). The least preferred sample group is the sample group with students and teachers (11%) together. The teacher sample group shows an average distribution.

Research Question 5

'What is the distribution of theses according to the determined themes?'the data on the research question is shown in Graph 5.

Graph 5: Distribution Of Theses Applied In The Field Of Social Studies Education According To The Themes.

When graph 5 is examined, theses written in the field of Social Studies Education are grouped under 17 themes. Looking at the distribution of studies in the field of social studies education "teaching methods and techniques (f.138) " it is seen that the majority of the works under the title. Likewise "Teaching Social Studies (f.117)", " activity (f.44)", " teaching concepts (f.37) "and " Social Studies Program (f.37)", " teaching of history subjects (f.32)", whose titles were also found to be among the subjects that researchers often write about. These topics include, respectively " teaching skills (f.25)", " instructional technologies and Materials Design (f.24)", " teaching of Geography subjects (f.24)", " learning environment (f.13)", " Dec discipline (f.14)", " teaching courses (f.12)", " opinion on the course (f.6)", " The Education System (F.4)", " Special Education (f.3)", " Book Review (f.3)", " teaching value (f.2) " following the headlines.

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

According to the data obtained as a result of the research, when the general distribution of theses written between 2000 and 2020 was examined, it was observed that 74 doctorate theses and 351 master theses were written. In the last 20 years, the minimum number of doctoral theses was written as 1 in 2000 and the maximum number of doctorate theses was 17 in 2017. Between 2005 and 2007, no doctorate dissertation was written in the field of social studies education. Considering the postgraduate theses written, it was observed that the minimum number of theses was written in 2000 and the maximum number of theses was 41 in 2018. In 2001, no master's thesis written in the field of social studies education was encountered. It can be thought that the increase in master theses written since 2005 has been realized with the 2005 primary education program.

Considering the methods used in the theses examined, it was observed that the theses written in the field of social studies education used quantitative research methods with a maximum rate of 52%. Qualitative research methods were used in the theses examined with a rate of 33%. In theses, the least mixed method was used with a rate of 15%.

In the study, it was seen that the most preferred students were 73% of the sample group distribution of the theses made in the field of social studies education. As the sample group, teachers took the second place with a rate of 16%. In the theses, the least sample group was chosen as teachers and students with a rate of 11%.

Theses in the study were grouped under 17 themes. Among these themes, it was observed that the most themes written in the field of social studies education were under the subject of teaching methods and techniques with 138 theses and social studies education with 117 theses. It can be thought that the reason for the preference of these themes is the renewed education program. It has been observed that the least written themes are special education, value education and book reviews (Avan, Gülgün, Yılmaz & Doğanay, 2019).

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