

e-ISSN: 1248-2624



Journal of Qualitative Research in Education

ENAD
ONLINE



Publishing

www.enadonline.com

PUBLISHING MANAGER / Sahibi ve Sorumlu Yazı İşleri Müdürü

Anı Publishing Education and Consultancy Advertisement Stationary Industry Trade Co. Ltd. in the name of

Anı Yayıncılık Eğitim ve Danışmanlık Reklam Kırtasiye Sanayi Ticaret Ltd. Şti. adına
Özer DAŞCAN

EDITORIAL PRODUCTION ADMINISTRATOR / Yayın Yönetim

Özer DAŞCAN

HEADQUARTER / Yönetim Merkezi

Anı Yayıncılık, Kızılırmak Sokak 10/A

06640 Bakanlıklar Ankara, TURKEY

enad.editor@gmail.com

Tel: +90 312 425 81 50 pbx Fax: +90 312 425 81 11

Printing Date / Basım Tarihi: 30 Apr. 2021 / 30.04.2021

Broadcast Type / Yayın Türü: Local Broadcast / Yerel Süreli Yayın

Cover Design / Kapak Tasarımı: Anı Publishing / Anı Yayıncılık / Kezban KILIÇOĞLU

Composition / Dizgi: Kezban KILIÇOĞLU

The ideas published in the journal belong to the authors.

Dergide yayınlanan yazıların tüm sorumluluğu yazarlarına aittir.

Eğitimde Nitel Araştırmalar Dergisi / ENAD (e-ISSN: 1248-2624) ANI Yayıncılık

tarafından yılda dört kez yayımlanan hakemli bir dergidir.

Journal of Qualitative Research in Education / JOQRE (e-ISSN: 1248-2624) is four
times a year, peer-reviewed journal published by ANI Publishing.

ENAD – Dizinlenme / JOQRE is indexed and abstracted in,

- ✓ ESCI - Emerging Sources Citation Index
- ✓ ULAKBİM national index
- ✓ ASOS Index - Akademia Sosyal Bilimler İndeksi
- ✓ DOAJ – Directory of Open Access Journal
- ✓ Google Akademik
- ✓ Index Copernicus
- ✓ SOBİAD – Sosyal Bilimler Atıf Dizini
- ✓ TEİ – Türk Eğitim İndeksi

© ANI Publishing. All rights reserved.

© ANI Yayıncılık. Tüm hakları saklıdır.

Baş Editör

Ali Ersoy, Anadolu Üniversitesi, Türkiye

Editor-in-Chief

Ali Ersoy, Anadolu University, Turkey

Editörler

Abbas Türnüklü, Dokuz Eylül Üniversitesi, Türkiye
Ahmet Saban, Necmettin Erbakan Üniversitesi, Türkiye
Arife Figen Ersoy, Anadolu Üniversitesi, Türkiye
Bahadır Namdar, Ege Üniversitesi, Türkiye
Bülent Alan, Anadolu Üniversitesi, Türkiye
Çiğdem Kılıç, İstanbul Medeniyet Üniversitesi, Türkiye
Engin Karahan, Eskişehir Osmangazi Üniversitesi, Türkiye
Hasan Gürgür, Anadolu Üniversitesi, Türkiye
Muhammet Özden, Kütahya Dumlupınar Üniversitesi, Türkiye
Murat Doğan Şahin, Anadolu Üniversitesi, Türkiye
Nuray Mamur, Pamukkale Üniversitesi, Türkiye
Şakir Çınkır, Ankara Üniversitesi, Türkiye
Vesile Alkan, Pamukkale Üniversitesi, Türkiye
Yıldız Uzuner, Anadolu Üniversitesi, Türkiye

Editors

Abbas Türnüklü, Dokuz Eylül University, Turkey
Ahmet Saban, Necmettin Erbakan University, Turkey
Arife Figen Ersoy, Anadolu University, Turkey
Bahadır Namdar, Ege University, Turkey
Bülent Alan, Anadolu University, Turkey
Çiğdem Kılıç, İstanbul Medeniyet University, Turkey
Engin Karahan, Eskişehir Osmangazi University, Turkey
Hasan Gürgür, Anadolu University, Turkey
Muhammet Özden, Kütahya Dumlupınar University, Turkey
Murat Doğan Şahin, Anadolu University, Turkey
Nuray Mamur, Pamukkale University, Turkey
Şakir Çınkır, Ankara University, Turkey
Vesile Alkan, Pamukkale University, Turkey
Yıldız Uzuner, Anadolu University, Turkey

Uluslararası Editörler Kurulu

Ali Yıldırım, Goteborg Üniversitesi, İsveç
Corrine Glesne, Vermont Üniversitesi, Amerika
Hasan Simsek, Doğu Akdeniz Üniversitesi, Türkiye
Ingrid Engdahl, Stockholm Üniversitesi, İsveç
Magos Kostas, Thessaly Üniversitesi, Yunanistan
Melih Turgut, Norveç Fen ve Teknoloji Üniversitesi, Norveç
S. Aslı Özgün-Koca, Wayne State Üniversitesi, Amerika
Şenel Poyrazlı, Pen State Üniversitesi, Amerika
Tony Mahon, Canterbury Christ Church Üniversitesi, İngiltere
Wendy Cobb, Canterbury Christ Church Üniversitesi, İngiltere

International Editorial Board

Ali Yıldırım, Goteborg University, Sweden
Corrine Glesne, University of Vermont, USA
Hasan Simsek, Eastern Mediterranean University, Turkey
Ingrid Engdahl, Stockholm University, Sweden
Magos Kostas, University of Thessaly, Greece
Melih Turgut, Norwegian University of Science and Technology, Norway
S. Aslı Özgün-Koca, Wayne State University, USA
Şenel Poyrazlı, Pen State University, USA
Tony Mahon, Canterbury Christ Church University, UK
Wendy Cobb, Canterbury Christ Church University, UK

Teknik Editörler

Hilal Atlar, Anadolu Üniversitesi, Türkiye
Osman Çolaklıoğlu, Anadolu Üniversitesi, Türkiye

Technical Editors

Hilal Atlar, Anadolu University, Turkey
Osman Çolaklıoğlu, Anadolu University, Turkey



Table of Contents

An Overview of the Creative Drama Experience in the Information Technologies and Software Course from the Student's Perspective Gokhan Karaosmanoglu, Omer Adiguzel.....	1-22
Does Teacher Education Matter? Comparison of Education and Science Major Teachers' Assessment Literacy Betul Demirdogen, Hatice Merve Korkut.....	23-52
Evaluation of Boarding Secondary Schools in Terms of Educational Equity Tugba Demirel, Turker Kurt.....	53-87
Examining the Opinions of Students and Parents on Oral History Studies within The Scope of Life Sciences Lesson Halil Ibrahim Saglam, Sinem Sayimli.....	88-103
The School Culture in the Context of the Hofstede's Culture Classification Investigation on Aphorisms Yilmaz Tonbul, Ozden Olmez Ceylan.....	104-125
On Moral Development in Education Through Experience: Natural and Free Human Being in Rousseau Demet Savruk, Seyfi Kenan.....	126-154
The Opinions Regarding the Program of the Students Going Abroad in The Scope of the Erasmus+ Exchange Program Mehmet Kucukcene, Sait Akbasli.....	155-170
Teachers' Noise Sensitivity and Efforts to Prevent Noise Pollution in School Nermin Bulunuz, Berna Coskun Onan, Mizrap Bulunuz.....	171-197
The Effects of Caricature-Based Applications on the Preschool Children's Emotional Intelligence Inci Kocaman Gelir, Sevda Koc Akran.....	198-230



Table of Contents

Impact of Socially Constructed Choices on Women School Heads' Educational and Career Choices in Pakistan: A Qualitative Study

Ahsan-Ur-Rehman, Muhammad Ilyas Khan, Zarina Waheed.....231-245

Perceptions and Expectations of Primary School Examination of Teaching and Learning Processes of an Elective Applied Mathematics Course

Ozlem Albayrakoglu, Abdurrahman Kilic.....246-264

The Reasons of Teachers to Leave the School Management Voluntarily and Their Emotions Based on These Reasons: A Phenomenological Study

Ender Kazak.....265-291

Future Prospects of University Students Studying Psychological Counselling and Guidance: A Case Study

Birgul Ulutas, Emre Guney.....292-314

English Language Teachers' Cognition in Handling Learners' Speaking Problems

Sevgi Gokce, Ilknur Kecik.....315-339

Third Grade Pupils on General Studies (Sachunterricht) Course: Case of Germany

Z. Nurdan Baysal, Zeynep Dilber-Ozer.....340-360

An Overview of the Creative Drama Experience in The Information Technologies And Software Course From The Students' Perspective*

Gokhan KARAOSMANOGLU**

Omer ADIGUZEL***

To cite this article:

Karaosmanoglu, G., & Adiguzel, O. (2021). An overview of the creative drama experience in the information technologies and software course from the student's perspective. *Journal of Qualitative Research in Education*, 26, 1-22. doi: 10.14689/enad.26.1

Abstract: This study aimed to determine the opinions of 6th-grade Information Technologies and Software Course (ITSC) students on the creative drama method. In the first stage of the study, which was designed with the basic qualitative research method, a drama study prepared for the 6th-grade ITSC was applied to a group of 35 students. Focus group interviews were conducted with 24 students at the end of the drama study. Content analysis was used in the analysis of the qualitative data obtained in the study. Research findings showed that creative drama is effective in realizing the achievements of ITSC, in better for expressing students for themselves, in using information technologies, the internet, and social media in their real-life consciously. The results of the research revealed that the drama method and techniques used are effective for students to better understand the subjects covered, focus on the lesson, participate in the lesson more eagerly, feel better during the lesson, and the method in question positively affects their emotions. In this process, the students stated that the games, role-playing and improvisation exercises, and physical activities adapted according to the learning outcomes of the lesson made them more interested and enthusiastic about the lesson. According to the results of the research, it can be suggested that the use of drama methods and techniques in different ways in ITSC should be widespread and the teachers of the ITSC should be educated about drama and should use drama method and techniques in student's learning processes.

Keywords: Information and communication technology (ICT), Creative drama, Drama and technology, Focus group interview

Article Info

Received: 21 Aug. 2019
Revised: 13 Feb. 2021
Accepted: 22 Feb. 2021

© 2021 ANI Publishing. All rights reserved.

* This study was presented at the V. International Eurasian Education Research Congress held in Antalya by Akdeniz University between 2-5 May 2018.

** Correspondence: Ankara University, Ankara, Turkey, e-mail: gkaraosmanoglu@gmail.com

*** Ankara University, Ankara, Turkey, e-mail: omeradiguzel@gmail.com

Declaration of Conflicts of Interests: None

Introduction

Changes in education systems in recent years have led to the review of methods and techniques used in teaching processes, asking various questions in order to receive a more qualified education for students, and seeking answers to these questions. The curriculum and course contents developed in this process, together with the developing technology, aim to ensure that students use technology in a healthy and conscious manner in accordance with their development. Information technologies are expected to be not only a technological tool used in homes and workplaces, but also as a tool that enriches learning processes, facilitates the research process, and offers students different opportunities to express themselves in their daily lives. To achieve all these goals and expectations, instead of “teacher-centered approaches” where students are the object of information loaded, “student-centered approaches” in which knowledge is questioned and structured by the student, experiences come to the forefront, and students are actively involved in the learning process used (Aykaç, 2014). ITSC, which is generally carried out in information technology classrooms, in front of the computer and with the application, is also positively or negatively affected from these developments.

Information Technologies and Software Course (ITSC)

ITSC, which aims to educate the students to become a person, who is creative, renewable, able to communicate with their environment, and open to cooperation, is a course that aims students to conduct research, think critically, solve problems, and use technological processes for their own purposes (Ministry of National Education [MoNE], 2012, p.4). ITSC topics and contents that are designed to ensure that students adapt to developing technologies, be responsible, distinguish the right information, and comply with ethical rules. The deficiencies in students' transformation of knowledge into skills and transferring them to real-life in the ITSC curriculum (MoNE, 2012), which includes competency areas such as effective use of information technologies, critical and independent thinking, problem-solving, programming, were tried to be eliminated with the final curriculum (MoNE, 2018). The current ITSC curriculum (2018) expects students to have digital citizenship skills, computational thinking, and appropriate programming approaches to solve problems and learn algorithm design. The current curriculum also expects students to develop innovative perspectives on social problems which they encounter in daily life.

One of the aims of ITSC is that students become digitally literate and consciously use online tools, social media, and the internet. In today's information society where access to information, scope of information, and production qualities are rapidly developing, students are expected to access the information which they need, reconstruct this information and transform it into a different form and present it (Celebi Uzgur & Aykaç, 2016). In terms of technological skills, students are asked to be a digital citizen who uses information technologies consciously (Dursun & Cuhadar, 2009), and on the

other hand, to be sensitive citizens who fulfill their duties towards the society they live in. In this context, the information technology literacy skills which the students need to have in both the International Society for Technology in Education (ISTE) as well as in Turkey Qualifications Framework (TQF) has been demonstrated. These skills have been determined as *empowered learner, digital citizen, knowledge constructor, innovative designer, computational thinker, creative communicator* and *global collaborator* By ISTE (2016). TQF (2016), on the other hand, has discussed these skills under the communication, digital competence, learning to learn, entrepreneurship, cultural awareness, etc. titles. The skills that students need to acquire in these documents cover many areas such as social, cultural, technological and creativity. It is seen that these areas are not only information technology literacy but also include many attitudes, behaviors, and skills related to real life.

ITSC curriculum (MoNE, 2012; 2018) have been prepared on the basis of a constructivist approach. The most important feature of the constructivist approach is that it allows students to interpret, explain, develop and reconstruct the information (Sahan, 2002). In the constructivist approach, which has a student-centered perspective, the student who learns information from a source (teacher, book, etc.) not only perceives the information but also reconstructs and interprets it according to their individual characteristics, previous experiences, beliefs, values, and their cognitive knowledge. In this process, the student is at the center of learning. In this context, it seems effective in terms of the permanence of the learning process where the teaching programs are designed by considering the constructivist approach, which centers on the previous experiences of the students.

In ITSC, the learning process is enriched with application as well as theoretical knowledge. Various methods, techniques, and strategies such as cooperative learning, problem-solving, and project-based learning are used in order to establish connections between the information learned in the practice-based course and past experiences (MoNE, 2018). When the course applications and learning outcomes are examined, it is seen that the methods used frequently such as practice, lecture, question-answer in achieving the goals and objectives of ITSC and in the realization of the course subjects have similar characteristics, and applications used in the course are inadequate. Life-based methods are needed to overcome this deficiency (Atalay & Sahin, 2012; Karaosmanoglu & Adiguzel, 2017; Sarioglu & Kartal, 2017). The methods in question must be capable of reorganizing the previous cognitive patterns of students, reviewing their observations, experiences, feelings, and lives (San, 2002), containing activities for playful processes and gains, including various roles that can easily be carried to real life, revealing creativity and imagination (Adiguzel, 2019), and at the same time, achieving the goals of the course. Creative drama has these mentioned characteristics. Creative drama is a method that can be effective in achieving the goals and objectives of ITSC and realizing the course outcomes. Students can easily express themselves in the application-oriented ITSC by playing roles and improvisations, games, and can simulate real-life situations, and turn their experiences into life skills, where they can experience them in a fictional and safe environment.

Creative Drama

According to Adiguzel, creative drama is (2019, p. 73) "The enactment of a goal, a thought by using techniques such as improvisation and role-playing with a group and based on the lives of the group members". Creative drama, which takes advantage of the general features of the game, has characteristics such as spontaneity, the principle of the being here and now, and pretending. In the creative drama process, students who activate their body, emotions, senses, and previous experiences turn this experience into real-life skills by acting out a subject, problem, conflict, or situation.

Creative drama methods and techniques, which are applied as a method in many different courses such as Turkish language, mathematics, and social sciences, aim to achieve outcomes and to enable students to learn the subjects that are based on experiences. Creative drama, as a discipline, also contributes to the development of aesthetic skills of the students, to their role-playing as part of dramatic fiction, and to acquire real-life skills in a fictional process. These two dimensions of creative drama (method and discipline) are not separate from each other, on the contrary, they are like two spirals whose educational and aesthetic processes are tightly linked (Metinnam, 2019). In drama studies, students both become part of an educational learning process and learn new knowledge, and acquire new skills in terms of aesthetics. The drama experience, which cannot be reduced to a single dimension, is an artistic experience that prepares students for real-life, in the school environments. Students who learn new information by using and animating their senses, emotions and imaginations with this experience have the opportunity to review, evaluate and reconstruct the information they have in their real life.

Nowadays, students become individuals who learn and use technology effectively by accessing and reconstructing information rather than learning what is taught (MoNE, 2012). In addition to these qualities, the students do not have any experience in behaviours such as using their imagination, making empathy, experiencing real-life situations, and expressing themselves. It is seen that the methods and techniques used in the field of information technologies are applied without considering these characteristics of the students (Karaosmanoglu & Adiguzel, 2017). It is important to offer different learning experiences to students, to develop them as versatile, to meet their emotional needs, and to make them a person who are creative and imaginative individuals. Apart from the methods and techniques used in ITSC, there is a need for a method that is based on life. In this context, it can be said that creative drama, which is based on role-playing and improvisation, and can provide students with an experience-field that is based on their lives, and whose effectiveness has been proven in many studies, is one of the effective tools to meet this need. The creative drama method can offer students experiences at different levels in their learning process and create an atmosphere that can meet their needs so that they can develop and be creative in a holistic way. Students who are active in the creative drama process can learn lesson subjects by applying, experiencing, playing games, role-playing and performing different roles. Creative drama can contribute to students discovering

information, making explanations, producing solutions, and creating products in ITSC. Drama sessions prepared for ITSC were used before this study, which aimed to reveal student views on the use of creative drama methods in ITSC. Student views were described with the drama sessions prepared by the researcher and the framework restricted by the 11-12 age group students attending the ITSC and the 6th grade in a public school.

Method

In this section, information is given about the research design, study group, data collection tools, data collection and analysis, and the implementation process.

Research Design

The method to be chosen in research can be determined depending on the aim of the study and the point that is desired to be reached (Buyukozturk et al., 2014). The purpose of this study was to determine how students make sense of this experience in ITSC, which was taught with creative drama activities. In this study, a basic qualitative research pattern was used as the most common form of qualitative research in application-oriented areas such as education, management, health, social work, consultancy, and business administration (Merriam, 2009). Similarly, Merriam (2002) defined qualitative research, which is interpretive in its nature (Creswell, 2007) “as interpretive qualitative research”, and stated that qualitative research is a study based on interpreting the experiences of the participants. The main purpose of qualitative research is to try to understand how people participating in research make sense of their experiences and construct reality in interaction with their social world. For this purpose, it was dwelled on how the students who participated in the drama study built and interpreted their experiences within the framework of certain themes, and how the group and drama activities they were in, affected the experience in question, and what meanings they attributed to these experiences.

Data Collection Tools

In the basic qualitative research, which is widely used in the field of education, data can be collected before, during, or after the application. Interviews, observations, or document analysis can be used as a form of data collection (Merriam, 2009). The focus group interview technique, which is defined as a standardized open-ended interview (Buyukozturk et al., 2014), was used in the study to collect qualitative data. The focus group interview, which was used to collect data on the feelings, thoughts, experiences, or opinions of the participants, has increased the interaction between the participants and led to the emergence of different opinions (Cokluk, Yilmaz, & Oguz, 2011). In the study, the interview questions prepared, were directed to the students after the drama study, and the students' answers were recorded in a tape recorder. During the interviews, students were allowed to express themselves, questions were

asked for their additional comments and expressions, and students were expected to express their opinions clearly in cases of disagreements (Patton, 2014).

Focus Group Interview

Interview, which is used to collect research data or to verify inferences obtained from the data, allows the participants to express themselves. In this study, focus group interview questions were used to obtain in-depth information from the participants, to reach different perspectives, and to increase the reliability of the emerging pattern and design (Patton, 2014). The study also aimed to ensure interaction among the participants and to remember the details of the implementation process. The steps of Yildirim and Simsek (2013) were followed in the development of the focus group interview form; focus group interview questions were prepared in accordance with the purpose of the research and put in a certain order. In the focus group interview questions, subjects such as the previous ITSC experiences of the students, the effect of creative drama methods and techniques in ITSC, the role-playing and improvisation activities, the games played, the contributions of the use of drama methods and techniques were discussed. The focus group interview form was revised in line with the suggestions of three assessment and evaluation experts, the necessary corrections were made and the interview form was finalized.

After the focus group, interview form was developed, the information technology class was determined as the meeting place, the questions prepared before the interview were asked to a group of students, and it was checked whether there was a problem in understanding the questions or not. Participants were invited to the meeting place and interviews were conducted. The questions were asked to the students in the same style and order in order to reduce "interviewer bias and subjectivity" (Yildirim & Simsek, 2013). The interviews that were made in groups of eight with 24 students from 35 students participating in the drama, were recorded with a voice recorder. During the interview, it was observed that the students answered the questions asked, the female students held the floor more, and the students answered each other in some questions. It was observed that the participants who answered the questions, in turn, were influenced by each other, and the answers of their friends were guiding when they had difficulty remembering.

Analysis of Data

During the research, in accordance with the nature of qualitative research, it was tried to reduce the volume of raw data and to understand the essence of the data obtained. Findings were achieved, and logical inferences were made for the drama methods and techniques of the students participating in the ITSC by defining the patterns between the findings and by obtaining new meanings (Patton, 2014). Classifications were made in order to produce meaning about the data obtained in the research and to develop explanations regarding what is represented in the data set according to the themes and categories, and the obtained findings, themes, and categories were interpreted

with the support of opinions of the participants (Celik, Baser Baykal & Kilic Memur, 2020). The qualitative data obtained through the focus group interview form in the study were analyzed with the content analysis technique, which is frequently used in the field of social sciences. Based on the collected data, how the creative drama process affected the experiences of the participants was explained with concepts and relationships. While analyzing the research data, repetitive patterns that characterize the data were identified, and the findings were coded according to the determined concepts, categories, and themes. In this study, coding made in an inductive framework with content analysis technique was used (Yildirim & Simsek, 2013). In order to present the differences that emerged while interpreting the findings, and the participants' understanding of the use of creative drama, different ideas, and suggestions that would contribute to the research were taken into consideration, and these opinions were also included in the findings section together with comments (Kitzinger, 1995). In this context, after reading the data and scanning the literature before the analysis, a general framework was created regarding the themes, and the framework was rearranged in the analysis and interpretation process.

Study Group

Before the study, a creative drama work was conducted with 6th grade students (16 girls, 19 boys) from a secondary school in Besiktas district of Istanbul. Students, who were aged between 11 and 12 had families in the middle-income group socio-economically. It has been observed that students have access to technological opportunities, they are interested in ITSC, and they want to practice or play games on the computer in previous ITSCs, where different methods and techniques were not used. The school, where the application was carried out, is an institution that has the facilities to meet the needs of students inside or outside the classroom. The school has a cafeteria, gym, and shuttle service. After the creative drama application, a focus group meeting was held with 24 students (11 girls, 13 boys) who were willing to participate. Before the research, the students were asked "Have you ever received creative drama training? When, where?" questions, and they were expected to give written answers. It has been observed that 13 out of 35 students have participated in creative drama activities before (They stated that their teachers had activities similar to drama activities in primary school first-grade or kindergarten).

Implementation Process

Before the focus group meetings, seven sessions, which were designed for the 6th-grade curriculum outcomes in the ITSC, were implemented, and each session was held for 90 minutes. The activities, which lasted for seven weeks and were performed in the ITSC, were prepared in accordance with the stages of the drama and were implemented in the school conference hall. It was observed in studies, which were conducted without a computer, that the students were willing and enjoyable, and the students who did not attend the lessons conducted with the computer attended the

activities willingly. Subjects such as online environments, computer networks, communication tools, information sharing tools, social media tools, and use social media consciously were covered in the lessons conducted with drama activities. During the study, where drama techniques such as role-playing, improvisation, freeze frames, tableaux, meeting arrangement, role on the wall, thought tracking were used, the students produced products such as banners, posters, trailers, public spots, and slogans.

Validity and Reliability

There are different methods that can be used to ensure validity and reliability in qualitative research (Creswell, 2014). In order to ensure validity in the study, the focus group interview questions were prepared by scanning the literature and presented to the opinions of three experts. The questions were reviewed by taking the suggestions of the experts into account, and the necessary corrections were made in line with the recommendations made by them, and the interview form was finalized. In order to ensure the reliability of the study, audio recordings were taken with the consent of the students and their parents during the interviews. In addition, Maxqda qualitative analysis program was used in the analysis of the data. In the findings obtained from the analysis of the data, the reliability of the research was supported by including direct quotations from the interviews.

Findings

In this section, findings resulting from the analysis of the research data and comments supporting the findings are included. As a result of the content analysis of the qualitative data obtained in the study, student views on the themes and themes in Table 1 were reached.

Table 1.

Themes and Categories Formed as a Result of the Findings

Theme	Categories
Readiness	Quickly bored in the lesson Low motivation towards ITSC Low self-esteem Prejudiced against drama Experiencing exam stress in ITSC
ITSC with Drama	Learning new information Motivation, focus, interest in the lesson Qualified and permanent learning Contributing to other lessons A better understanding of topics Increasing course success

Development Through Drama	Express yourself Gaining self-confidence Developing creativity, imagination Developing aesthetic skills Studying in harmony as a group Pay attention to the lesson, concentration Self-review
Using ICT consciously	Using social media consciously Using computer and internet consciously Taking security measures Noticing his/her mistakes Apply the learned knowledge to daily life
The Function of Drama Method	More fun More catchy with games Focused on role-playing and improvisation Preparing for real life Less computer used Taking place in a healthier environment Dealing with different disciplines
Suggestions for Using Drama in Courses	Use it in Turkish Language lessons Use it in math class Use it in social sciences lesson It doesn't have to be in every lesson Used it in science class Use it in the ITSC

Readiness

The opinions of the students about the ITSC they received before the research were discussed under the theme of Readiness. The opinions about the students' statements are presented below. The statements of the students reveal that the students were bored quickly, their motivation towards the lesson was low and they experienced exam stress in the previous ITSC.

Before, we did not even care about the topics which the teacher told in front of the computer. Because we were extremely bored with it. It is a dark environment. But right now, we do it in a way that we can understand, just like that, without getting bored, with having fun. (Zeynep)

We were waiting impatiently for the bell to ring because we had been sitting in front of the computer in last year's computer class. In this semester's computer lesson, we both played games and dwelled on the lesson a little. (Ayse)

We were very stressed in the old classes because 'There is an exam tomorrow, there is an exam today.' But in this lesson, games always come to my mind because they make us understand. It feels more like it contributes to the exam and we will get higher scores. (Berk).

Some of the students stated that they had a self-confidence problem in ITSC before the study, and that this situation prevented them from expressing themselves, and that the drama activities used in ITSC contributed to them on this issue. The students stated that the information technology classes in which ITSC was held are flattened, stuffy, and

dark. The students, who emphasize the unhealthy conditions of the physical environment, stated that they felt better in the lesson held in a spacious and airy environment such as a conference hall, their participation and motivation was better, and they felt better in the conference hall where the drama work was performed. The statements of some students show that they were prejudiced against drama before the study, and their participation in drama activities in the lesson eliminated this prejudice.

The use of creative drama activities increased my interest and motivation towards the lesson. We were in a flattened environment last year, this year we have taught in such a radiation-free environment. Of course, this increased my participation in the lesson even more. I think I learn more fondly. (Sila)

I used to think we would always play games in creative drama. I thought we wouldn't do anything about the lesson, but half of the creative drama was about informatics. (Umit)

ITSC with Drama

Students' views about ITSC, which is processed with drama methods and techniques, were discussed under the theme of ITSC with Drama. Student views and comments on the theme are presented with quotations containing the students' direct expressions. The students stated that they learned the computer and its parts, the Internet, the functions of e-mail, social media, and the positive or negative aspects of social media through drama study. Students' views show that the games played, role-playing and improvisation exercises make the learning more permanent and fun, encourage students to understand and learn lesson subjects.

I think we have learned more than our previous lesson. We have already learned that the computer can not only be operated by pressing a key. We learn that there are lots of sites in which we can use them, what we use inside the computer, what we can do when our computer breaks down. At the same time, we have already animated them. We did it by writing and seeing, especially playing games contributed and encouraged us in this situation. (Berk)

I learned that drama has benefits. For example, I thought we use email only on Facebook, but we used it in many other places. We understood and learned the computers, the forum, the tasks of the e-mail better. (Umit)

I had been gone to the drama lesson before, but they didn't explain it in detail there. I understood the things, which I didn't understand before, better here, for example, when the teachers give a research assignment, I can do it more comfortably and with a better understanding (Arzu)

The students stated that they were willing, motivated, and focused on the course in the ITSC, which is taught with drama methods and techniques. Students who stated that they had difficulty in being motivated for the lesson in an environment with computers stated that the environment had an effect on this issue and that playing games that were adapted to the achievements of ITSC in drama work were effective in their willingness towards the lesson.

I think it has more impact on my motivation. Because we did not even care about the subjects that the teacher told in front of the computer before. Because we were very bored. It was a

dark environment already. But right now, we do it in such a way that we can understand it, without getting bored, with having fun. That's why it had a lot of impacts. (Zeynep)

I think the effects of the games we played in the lesson on our participation in the lesson were more than anything else. The games we played made us more enthusiastic about the lesson. All of these games were mixed versions of the games we played with the informatics lesson. It was much more enjoyable because everyone participated, we had a big field as well. (Aysun)

I think it has a bit of an effect on my success in the lesson, but I think many times more that it supported me to understand the subjects. It attracted my attention more because we did it with fun and it caused me to listen carefully to the subject and not to get distracted. (Sila)

Students stated that the simulations, connections, or relationships they use in games and improvisations are effective in their learning. For example, the ball of string used in a game they played, contributed to establishing an analogy with real life, to the students' learning better by doing, practicing, playing roles, or improvising, and to the increase of interest and attention towards the lesson.

If we are doing an activity on the computer, a friend of ours, who does not know how to do that activity, cannot learn anything about it. But, as our friend said, anyone can play the game. He both enjoys and learns better. If we had the same thing on a computer, for example, if we did something about the cables, and if we did it wrong, we would say aah! and we would close the case and the lesson would be over. But when we portray it in the drama, we always remember it afterward. (Mehmet)

When we share something with a friend on social media, it becomes a network connection, like throwing a ball of string at another friend. Because he throws it to another friend, and another friend throws it to another, and thus his network connection expands. (Efe)

Another result obtained from the students' opinions is that the drama activities applied in ITSC contribute to other lessons. In a play study conducted in a Turkish Language lesson simultaneously with ITSC, it was seen that the students used the techniques they learned in the drama study such as role-playing and improvisation, and transferred these skills, which they developed, to a different lesson.

The improvisation affected this: We did play mostly in terms of a theater, three or four weeks ago. Our teacher (Turkish Language Teacher) said that, 'The improvisations have had a big impact on you. (Pervin)

We also made some improvisations in the Turkish Language lesson. The drama studies we did in the information technologies course contributed to these improvisations. I think we were able to express ourselves as well because it contributed to the drama because I answered the questions asked in the Turkish Language lesson with my interpretation. (Suna).

Development Through Drama

The views of the students about the development they showed during the drama process were discussed under the theme of Development Through Drama. Student views show that drama work positively affects students' expression skills. The students stated that they talked more comfortably with their teachers, they worked in groups and interacted in lessons, they improved their relationships with their friends, the

improvisations that they made helped them express their views, they gained self-confidence and they improved aesthetic skills.

Before I did the drama activity, I really couldn't talk to my teachers like this very comfortably. I was talking so difficult. But now I can express myself well. Previously, when we did a study with my friends, I really couldn't find myself very close with my friends, but now I do. (Ayse)

I used to feel more embarrassed when talking to my friends. Now I'm not embarrassed, I can express myself more clearly. For example, I was having a hard time while making new friends. I could get used to it in a week or two. Now I make friends more comfortably. (Mustafa)

The findings obtained showed that the students were able to define their emotions with the effect of drama work, they felt happy and enjoyable, they had fun, and that the stress and anxiety felt in other lessons were not felt in ITSC. Students also gained experience in dealing with emotions, this situation positively affected their real-life relationships.

When I got angry with someone or offended, I couldn't talk at all and my eyes would fill up with tears because I was very emotional. Now I am advanced in that respect. (Ahmet)

I have a very close friend. I was trying to show my anger to her by writing on paper. Before I could never show it, I was writing crazy things. He could not understand what was happening either, I was getting in a funny situation. Then, when I studied creative drama and did the activities, I explained myself better. My friend is also satisfied with this situation right now. (Arzu)

After the drama study, the students stated that they talked without fear of the teachers' reactions, communicated with their introverted friends in the roles, drama work improved their skills in other lessons, and communicated more easily with their teachers. It can be said that the performing activities, drama techniques (improvisation, role-playing, freeze frame, still image, etc.), the games that they play, the use of their senses and emotions, their bodies, and gestures are effective for students to acquire these skills, to express themselves freely, safely and better.

It contributed to my relationship with my friends. Because I expressed myself better there. Especially, since we worked together with my classmates, this helped us a lot. Because we did it all together. For example, we were happy altogether with the achievements we have made. We said, 'Ooh! We did it, we did it.' That's why I think it contributed more to us. (Berk)

I learn my math lessons by having fun, but not as much as we do in drama. Because we do a few improvisations in the drama, and thanks to these improvisations, we are gaining our self-confidence, and we feel confident. That's why we can express ourselves better to others. (Nuray)

It has been observed that role-playing and improvisation activities, games where computer parts are learned, works such as banners posters, and public spots that serve the achievements of ITSC, increase class participation and motivate students. The students stated that they were more enthusiastic and excited about the lesson with drama, they liked the lesson, they enjoyed the lesson, and the more enjoyable lesson was effective in their participation. Students' opinions show that external factors such as the size and dimensions of the place used, the amount of light and oxygen affect the quality of the lesson and that ITSC, which is only spent on the computer, has a

negative effect on the students in terms of place. While the students stated that they could not trust themselves before the drama process, they acted with the thought that the teacher would get angry and they were embarrassed while answering the questions, they said that they got rid of these thoughts and embarrassments with the drama process.

I agree with our friends, but there is one more thing I would like to add. Yes, we can mingle with our offended friends in drama activities, but let's say we have a quiet, calm withdrawn friend. If we share the same role with this friend, this friend can express himself even more. We will also know and understand this friend better. I say this same thing because it happened to me too. (Ezgi)

We also made some improvisations in the Turkish Language lesson. The creative drama studies we did in the information technologies lesson contributed to these improvisations. I think we were able to express ourselves because I answered the questions in the Turkish lesson with my own interpretation, which the drama" contribute to. (Suna)

I just came to class. I did not have any friends, when we entered the informatics lesson, our teacher gave us a task, everyone was to find a partner in the event. I became a pair with a friend. I was embarrassed, embarrassed to talk to my friends. I was playing outside by myself during breaks. Thanks to drama, I was not embarrassed when I met my friends, I started to be more interested in my friends, they started to take care of me. (Efe)

The students stated that they used the skills they gained during the drama process in plays such as theater and drama, thus this made them express themselves better and that the aesthetic skills developed with drama helped them in areas such as theater.

As my friend said, when we did the stage play, it helped me a lot in the stage play because we did these works in the informatics lesson. (Ayse)

I think I have improved as I continue my drama study. For example, when some of our teachers give a play, I can study better. Drama can contribute even when I grow up. For example, I believe it will contribute to me when I enter the theater business. (Efe)

Using ICT Consciously

The views of the students about their development during the drama process were discussed under the theme of *Using ICT consciously*. When the student views were examined, it was seen that the students have gained awareness of using ICT with the effect of drama work. In this process, students stated that;

- They use social media and the internet, more consciously in real life and act ethically in this process, by learning the positive and negative aspects of social media and the internet.
- They are more careful when setting passwords, sharing photos and private information,
- Behave more consciously by learning the positive and negative aspects of social media,
- They did not write bad content that they used to write as a joke or with anger.

After the drama activities, it is observed that the students started to use the computer, internet, communication tools, and social media more consciously, paid attention to their posts, learned the positive and negative features of the internet, and did not use abusive or insulting expressions in their posts or comments. Students also stated that they started to take security measures such as setting strong passwords, changing passwords regularly, not sharing private information, and they realized the mistakes they made (hacking the social media account of others, writing hurtful comments) and that they are not making these mistakes anymore. Students' opinions show that the role-playing, improvisation activities and games played are effective in these developments.

First of all, the effect of drama in the lesson in terms of social media was as follows. You know, I was more careful when setting a password. For example, we should pay more attention, we should not share our information or private information. Considering these, for example, it helped more. (Pervin)

I use social media more consciously now. I know things that I should and shouldn't share. I know about the positive and negative aspects. I act more cautiously when setting a password. (Aysun)

In the past, we were making comments on social media with bad content when we got a little angry, not just as a joke, but now we learned that this is a crime, that is, it does not proper for conscious users. (Batu)

The Function of Drama Method

In ITSC where drama methods and techniques are used, students' opinions about the effect of methods and techniques are discussed under the theme of Function of Drama Method. Student views and comments on the theme are presented with quotations containing the students' direct expressions.

The students defined the lesson taught with drama as more fun, more catchy with games, and focused on role-playing and improvisation. The use of games and improvisations in drama, which is a learning process based on experiences, contributed to both the fun of the lesson and the permanent learning of the information. In this process, the studies, which the imagination and creativity are required, contributed to the expression of the students' aforementioned skills and the development of creative products. The examples given by the students point to the concepts they learn in games, the way the games are played, the effects of the games adapted according to the learning outcomes of the lesson, and the applications they use on the computer. For example, playing the role of the cat character in the Scratch program and animating the cat, the "internet basket" game which is used similar to the "fruit basket", the "communication network" activity where the positive or negative aspects of social media are discussed, are some of the examples given by the students.

I cannot think of others, I do not know how does it work for others, but games remain in my mind more. For example, let me talk about one game we played as follows: Our teacher had made one of us a modem, one of us with a network card, we had changed like that. It has

stayed more in our minds. We also had competitions. We played the fish dragon game for a while. We understood what the game brought in there: When we follow a friend on social networks, we can follow his friends as well because we see his friends. (Pervin)

Last year, we were taking informatics lessons again. Whatever we were doing in the informatics lesson, we do the same in creative drama. We were opening Scratch on the computer and applying it, but in creative drama, we understood better by putting ourselves in its symbol cat and we were doing it on ourselves as if we applied it on the computer. (Batu)

Actually, we stayed away from things such as a computer, internet, etc., but we learned them not through a small screen, but by living and animating. It became more beautiful. Learning by animating has been more effective for us. (Celal)

When we share something with a friend on social media, it becomes a network connection, like throwing a ball of string at another friend. Because he throws it to another friend, and the another throws it to another friend, and thus, his network connection expands. (Efe)

In this process, the students stated that the area in which they learn was healthier and they used fewer computers, and the activities performed were based on movement/body.

I think yes, because how can I say that? There are games anyway. We learn more because we have fun. And our old computing classroom was such a small room, a flattened, a dark little bit. (Pervin)

For example, we do the drama live while we are doing in conference hall. But we only use our fingers while doing it on the computer. We use our whole body in the drama. While using our whole body in drama, we only use our hands and fingers on the computer. (Arzu)

Suggestions for Using Drama in Lessons

Drama methods and techniques are used in many lessons. In the study, the students made different comments about the drama activities used in the ITSC and made suggestions for the use of the study they participated in for other lessons. Students' views on this subject were discussed under the theme of *Suggestions for Using Drama in Lessons*. Student views and comments on the theme were presented with quotations containing the students' direct expressions.

Creativity and imagination are included in all drama studies. Students produce creative products at every stage of the drama. In this context, looking at students' views in detail and examining their views can show the effect of drama activities that reveal students' imagination and creativity in other lessons. Students' opinions about Turkish Language, Mathematics, Science, Social sciences, Religious Culture, and Moral Knowledge, Visual Arts lessons reveal the effect of the role-playing and improvisation activities on the students. Students who said that creative drama methods and techniques could be used in lessons such as Science and Mathematics, which they thought were boring and difficult, stated that they could learn more easily, permanently, and with fun in these lessons. Students said that they could learn operations such as multiplication, division, formulas, and numerical expressions more easily with games, and the boring

atmosphere in this lesson could be more fun with drama. In the science course, they stated that they could learn microbes and vessel types by doing various experiments.

Let's say we didn't understand multiplication in math class. One would be four, one would be a multiplication sign, the other would be another number, and one would be equal. After all, we can learn through play. Let's say, there is forty thieves tale in our textbook in the Turkish Language lesson. Here, some of us would be forty thieves and one of us would be Ali Baba. We can understand better in this way. (Batu)

I saw that it can be used in the Science class. A group of our friends from another class came while we were in the science lesson. They had prepared a drama about microbes for us. They all gave different speeches. They told us different opinions about microbes. Even this was very popular in our class. (Berk)

The students, who stated that they could animate the stories, the events discussed in the stories, the heroes, the characters with role-playing and improvisation techniques in the Turkish Language lesson, and that they would perform the stage play, and the sound loss with drama in a more qualified way, suggested that they could animate the reading subjects instead of summarizing them in the Turkish Language lesson. The students also stated that they could act out a fairy tale, like Ali Baba and Forty Thieves, and role-plays such as Ali Baba and the Thieves in the fairy tale by using techniques such as role-playing and improvisation.

I would like it to be in Mathematics and Turkish, it may be in English too, but some of our friends are usually bored in Mathematics. Sometimes I get bored too. We can use drama activities to make the lesson more enjoyable and better. For example, we can do the transactions as if we are. In Turkish Language lesson, we can learn activities, stories, vowels or sound events by ourselves through games. (Nuray)

I think it should be in Turkish Language lesson because our teacher makes us summarize and read books in Turkish Language lessons. It may be easier for us to summarize if we animate the whole book that we are reading. (Ertugrul)

Students stated that drama can be used in classes such as Social sciences, Religious Culture, and Moral Knowledge, Visual Arts and that they can portray important events, stories, and heroes in these lessons. The students stated that they could play the stone age people, sultans such as Fatih Sultan Mehmet in the Ottoman period or viziers and statesmen who lived in this period in the course of Social science, and they could learn cities and regions more easily and permanently with drama methods and techniques. The students also stated that they could understand more easily by animating the entities in subjects that they thought difficult to understand.

I think there should be drama, especially in the course of the social science. We can process the subjects by making drama, which we cannot learn. There are so many social topics that we can play in drama anyway. For example, we can play people in the stone age. We can learn different things. For example, this will contribute a lot if we say that it was in the 300s BC. We can also choose an announcer for this drama. (Burak)

It would be good if we use drama in all lessons. Let's say we are in the lesson of social science. We are reading the lives of the sultans. One of us becomes the sultan, the other one becomes the vizier, the other one becomes the executioner. Then it comes out on the exam: Who is this

sultan? It may come to our minds immediately, let's say I became Mehmet the Conqueror, I can remember it from there. (Batu)

I would like it to be in other lessons as well. For example, in religious culture class. We can reenact things from previous lives. We can understand the subjects better. (Efe)

Some students who participated in the study stated that the drama method would not work in other lessons. The fact that drama includes physical activities, games, techniques such as role-playing and improvisation caused students to see drama methods and techniques as a risk for other lessons. These students stated that each lesson has its own way of learning and drama is not suitable for every lesson. Students stated that drama would distract the aforementioned lessons, it would be more complicated for students to understand the lesson, and discipline was required in some lessons.

Whether I should say that the use of creative drama in mathematics, Turkish Language, or social sciences will make the lesson out of the way, I don't know, but it doesn't seem very relevant to me. We can combine it in informatics lesson, but if we combine mathematics and creative drama, I do not think that something very effective will come out and I don't think it gets into our mind. (Aysun)

I don't want creative drama to be applied in other lessons because some of our friends may not fully understand a subject. While our teachers want to make this subject easier with creative drama, maybe they can make it even more difficult for our friends. And there is also something like this: each lesson is unique. Therefore, I do not want it to be used in other lessons. It can only be applied in informatics lessons. (Ahmet)

Of course it would be good for us to have a few more, but not all of them. I think it would be good because that is always about the game, there has to be a discipline. That's why I think it shouldn't be in all of them. It's nice to have it in the informatics class. Maybe it could have been in a few more lessons, but it is good like this. (Mehmet)

Discussion, Conclusion, and Suggestions

In this study, it was aimed to reveal the students' views on the use of the creative drama method in ITSC. It was intended to describe the results of the designed research with a qualitative point of view, no generalization purpose has been pursued. The discussion section and the results of the research were presented to determine the students' views about the ITSC taught with the creative drama method. According to the findings of the research, it was observed that the students had the readiness characteristics such as being bored in ITSC, having difficulty in focusing on the lesson, having low self-confidence and difficulty in expressing themselves in the course, experiencing exam stress in ITSC, and being prejudiced against drama. It was observed that the creative drama method used was effective in the development of students' skills such as expressing themselves and relaxing them, having self-confidence and aesthetic skills, studying in harmony with the group, and focusing (Celikkaya, 2014). It was observed that the students' imaginations were higher after the drama activities, and the roles they played, the improvisations they did, the games they played, and other physical

activities were effective in their development and they revised themselves during the whole process.

At the end of the study in which drama methods and techniques were used, the students stated that they participated in the lesson more eagerly, their motivation was high and they felt good, they understood the subjects better and their success in the lesson increased. At this point, the results of the research support the studies (Atalay & Sahin, 2012; Cebi, 2008; Flintoff, 2010; Karaosmanoglu & Adiguzel, 2017; Ozek, 2014; Sarioglu & Kartal, 2017) on the contribution of drama methods and techniques to the course success. With the contribution of the drama games, role-playing, and improvisation techniques, it can be said that the students are more motivated towards the lesson. After the drama study, the students stated that they express themselves better, they use their body language, gestures and facial expressions, voice tones better, they are more successful in their studies in other lessons (Turkish Language, Social Sciences, Mathematics, etc.), and they improved their self-confidence in these lessons by raising a finger (Oruc & Cagir, 2018). Students also stated that their teachers noticed their progress in other lessons and gave feedback in this direction.

In drama studies, students experienced different roles with techniques such as role-playing, improvisation, and role on the wall, played games and expressed themselves effectively through physical activities. All these possibilities of drama enabled students to take an active role in the lesson and to learn permanently (Adiguzel, 2019; San, 1990; Yilmaz, 2012). Students, who participate in the studies by making and living in ITSC, which is processed with drama methods and techniques, have been at the center of the learning process. Drama methods and techniques have allowed students not to act as passive objects, but to be subjects that restructure the learning process. In ITSC, where methods or techniques such as showing-and-making, application, the presentation with interactive board or projection, lecturing-taking notes are used, teachers are active, whereas students are more passive. It can be said that drama methods and techniques will make students an active learner and the subject of the learning-teaching process in ITSC.

The students suggested that creative drama should be used in many lessons, and they said that they could understand the lesson subjects more easily and fun with drama. Students suggested the drama to be used in lessons such as Turkish Language, Social Sciences, Religious Culture and Moral Knowledge in which they had difficulty expressing themselves, and in difficult lessons such as Mathematics and Science (Oruc & Cagir, 2018). While presenting these suggestions, the students gave concrete examples about the application of drama methods and techniques, and they explained how and which subject can be addressed in which lesson, with the examples. Research results revealed that the students use the online environment, the computer, the internet, and social media tools more consciously and they are more careful when sharing photos and private information after the drama study. It was observed that the students who learned the positive and negative aspects of social media changed their attitudes and behaviors on these issues, and they used the tools in accordance with their objectives, without harming others, and by taking ethical rules into account. The

students stated that they did not use abusive or insulting expressions in their posts and comments after the drama study and that they corrected their negative behaviors with the contribution of the roles and games they played and with the contribution of the improvisations.

The findings show that information technology subjects can be approached not only in the information technology class but also in a different place outside the classroom, by using different methods and techniques. The students, who described the classes in which the ITSC was held as flat, stuffy, and boring, stated that the lessons held in different places made them feel better, and some students stated that the lessons were inefficient in these lessons without computers.

Based on the findings and results obtained in the study, the following recommendations have been developed:

- In ITSC, drama methods and techniques can be used in teaching topics such as internet and social media, so that students can use these environments more consciously and effectively.
- Drama methods and techniques can be used in teaching the subjects based on computational thinking skills in the ITSC curriculum.
- The effects of creative drama and other teaching methods and differences between students' learning levels can be compared in ITSC where methods such as lecture, practice, demonstration, problem solving, question-answer are used.
- It is recommended to determine the opinions of ITSC teachers about the use of creative drama methods and techniques in ITSC.
- The research was carried out to teach ITSC subjects in an environment without computers. Research, which is carried out by using drama methods and techniques in ITSC subjects, can be planned in information technology classes.
- Trainings can be planned for ITSC teachers to learn drama method and techniques that can be effective in the teaching of lesson subjects.

References

- Adiguzel, O. (2019). *Egitimde yaratıcı drama* [Creative drama in education] (6. Baskı). İstanbul: Yapı Kredi Yayınları.
- Atalay, O., & Sahin, S. (2012). İlköğretim 5. sınıf bilgisayar teknolojileri dersinin öğretiminde drama öğretim yönteminin öğrenci başarısına etkisi [The effect of drama teaching method on student achievement in the teaching of primary school 5th-grade information technologies course]. *Eğitim Teknolojisi Kuram ve Uygulama*, 2(2), 1-9.
- Aykac, N. (2014). *Öğretim ilke ve yöntemleri* [Teaching principles and methods]. Ankara: Pegem Yayıncılık.
- Buyukozturk, S., Akgun, E., Karadeniz, S., Demirel, F. & Kilic, E. (2014). *Bilimsel araştırma yöntemleri* [Scientific research methods]. Ankara: Pegem Akademi Yayıncılık.
- Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd Edition). Thousand Oaks: SAGE Publications.
- Creswell, J. W. (2014). *Research design: qualitative, quantitative, and mixed methods approach*. California: SAGE.
- Cebi, A. (2008). İlköğretim ikinci aşamada yaratıcı drama destekli bilgisayar okuryazarlığı [Computer literacy supported by creative drama in the second stage of primary education]. *Canakkale Onsekiz Mart Üniversitesi Akademik Bilisim*, 569-573.
- Celebi Uzgur, B., & Aykac, N. (2016). Bilisim Teknolojileri ve Yazılım Dersi Öğretim Programının Öğretmen Görüşlerine Göre Değerlendirilmesi (Ege Bölgesi örneği) [Evaluation of information technologies and software course curriculum according to teachers' views (Aegean Region example)]. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 13 (34), 273-297.
- Celik, H., Baser Baykal, N. & Kilic Memur, H. N. (2020). Nitel veri analizi ve temel ilkeleri [Qualitative data analysis and its basic principles]. *Journal of Qualitative Research in Education*, 8(1), 379-406.
- Celikkaya, T. (2014). Sosyal bilgiler dersinde drama yönteminin önemi ve uygulama örnekleri [The importance of drama method in social studies course and its application examples]. *Journal of Turkish Studies*, 9 (2), 447-470.
- Cokluk, O., Yilmaz, K. & Oguz, E. (2011). Nitel bir görüşme yöntemi: Odak grup görüşmesi [A qualitative interview method: Focus group interview]. *Kuramsal Eğitimbilim Dergisi*, 4 (1), 95-107.
- Dursun, O. O. & Cuhadar, C. (2009). Bilgisayar öğretmeni adaylarının öğretmenlik mesleğine ilişkin düşünceleri [The thoughts of pre-service computer teachers on the teaching profession]. In Proceedings of 9th International Educational Technology Conference.
- Flintoff, K. (2010). Connections between drama education and the digital education revolution. Drama West State Conference, Australia.
- Karaosmanoglu, G. & Adiguzel, O. (2017). Yaratıcı drama yönteminin 6. sınıf bilgisayar teknolojileri ve yazılım dersi alan öğrencilerin akademik başarılarına etkisi [Effects of creative drama method on students academic achievements in ICT lessons of sixth grades]. *Elementary Education Online*, 16(2), 693-712.
- Kitzinger, J. (1995). Introducing Focus Groups. *BMJ: British Medical Journal*, 311(7000), 299-302. Retrieved February 15, 2021, from <http://www.jstor.org/stable/29728251>
- MoNE. (2012). Bilisim teknolojileri ve yazılım dersi öğretim programı [Information technologies and software course curriculum]. Retrieved June 10, 2018, from <http://ttkb.meb.gov.tr/program2.aspx?islem=1&kno=196>
- MoNE (2018). Bilisim teknolojileri ve yazılım dersi öğretim programı [Information technologies and software course curriculum]. Retrieved February 10, 2018, from <http://mufredat.meb.gov.tr/Dosyalar/2018124103559587.pdf>.
- Merriam, S. B. (2002). Introduction to qualitative research. In S. B. Merriam & Associates (Eds.), *Qualitative research in practice: Examples for interview and analysis* (pp. 3-17). San Francisco, CA: Jossey-Bass.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation: Revised and expanded from qualitative research and case study applications in education*. San Francisco, USA: Jossey-Bass.

- Metinnam, I. (2019). Sınıf öğretmenliği adaylarının yaratıcı drama oturumu planlama sürecinde yaşadıkları sorunların incelenmesi [Investigation of the problems experienced by pre-service primary school teachers in planning a creative drama session]. *Yaratıcı Drama Dergisi*, 14(2), 219-242.
- Oruc, S., & Cagır, S. (2018). 5. sınıf öğrencilerinin sosyal bilgiler dersinde drama yöntemini kullanımının incelenmesi [Investigation of 5th grade students' use of drama method in social sciences lesson]. *International Journal of Social Science Research*, 7 (1), 154-174.
- Ozek, B. M. (2014). Bilisim teknolojileri dersinde yaratıcı drama yönteminin kullanılmasının öğrenci başarısına etkisi [The effect of using creative drama method on student success in information technologies lesson]. *Birinci Avrasya Eğitim Araştırmaları Kongresi* [First Eurasian Educational Research Congress], İstanbul.
- Patton, M. Q. (2014). *Qualitative research and evaluation methods* (M. Butun & S. B. Demir, Trans. Ed.) Ankara: Pegem Academy.
- San, I. (1990). Eğitimde yaratıcı drama [Creative drama in education]. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 2(23), 573-582.
- San, I. (2002). Eğitim öğretimde yasayarak öğrenme yöntemi ve estetik süreç olarak yaratıcı drama [Creative drama as a learning method by experience and aesthetic process in education]. *Yaratıcı Drama 1985-1995 yazılar* (edt. H. Omer Adiguzel). İnci San'a Armagan. [Creative Drama, 1985-1995 articles (edt. H. Omer Adiguzel). Gift to İnci San]. Ankara: Naturel Yayıncılık.
- Sarioglu, T., & Kartal, G. (2017). Bir yöntem olarak drama bilisim teknolojileri öğretiminde iyi bir seçenek olabilir mi? [Could drama be a good option as a method in information technology teaching?]. *Elementary Education Online*, 16(1), 366-376.
- Seferoglu, S. S. (2007). İlköğretim bilgisayar dersi öğretim programı: eleştirel bir bakış ve uygulamada yaşanan sorunlar [Elementary education computer lesson curriculum: a critical perspective and problems encountered in practice]. *Eğitim Araştırmaları Dergisi*, 29, 99-111.
- Sahan, H. H. (2002). Yapılandırmacı öğrenme [Constructivist learning]. *Yasadıkça Eğitim Dergisi*, 74-75; 49-52.
- Ustundag, T. (2009). *Yaratıcı drama öğretmenin günlükleri* [Creative drama teacher's diary] (9.basım). Ankara: Pegem A Yayınları.
- Yıldırım, A. ve Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri* [Qualitative research methods in the social sciences]. Ankara: Seckin Yayıncılık.
- ISTE (2016). *ISTE Standards for students*. International Society for Technology in Education. Retrieved 1 April, 2019 from <https://www.iste.org/standards/for-students>.
- TQF (2016). Türkiye yeterlilikler çerçevesine dair tebliğ: Mesleki yeterlilik kurumu Türkiye yeterlilikler çerçevesi [Communiqué on Turkey qualifications framework: Turkey qualifications framework for vocational qualifications authority]. Retrieved 1 April, 2019 from https://myk.gov.tr/images/articles/editor/130116/TYC_tebliğ_2.pdf.
- Yılmaz, S. (2012). *Sosyal bilgiler derslerinde drama yöntemi ile öğretimin öğrencilerin sosyal beceri, empatik beceri ve akademik başarı düzeylerine etkisi* [the effect of education with drama method on students' social skills, empathic skills and academic achievement levels in social sciences lessons]. Yayınlanmamış doktora tezi [Unpublished doctoral dissertation]. Atatürk Üniversitesi Eğitim Bilimleri Enstitüsü, Erzurum.



Authors

Contact

Gokhan KARAOSMANOGLU is a lecturer at Ankara University Faculty of Fine Arts, Department of Basic Art Education. His interests include art education, creative drama, cyberbullying, drama in museum, online drama studies, drama studies with refugees.

Gokhan KARAOSMANOGLU, Ankara University Faculty of Fine Arts, Kecioren, Ankara, Turkey.

E-mail: gkaraosmanoglu@gmail.com

Omer ADIGUZEL is a lecturer at Ankara University, Faculty of Educational Sciences, Department of Fine Arts Education. His areas of interest include art education, creative drama, cultural education, museum education, and education programs for children's museums, folk dances, culture, and arts.

Omer ADIGUZEL, Ankara University Faculty of Educational Sciences, Cankaya, Ankara, Turkey.

E-mail: omeradiguzel@gmail.com

Does Teacher Education Matter? Comparison of Education and Science Major Teachers' Assessment Literacy*

Betul DEMIRDOGEN**
Hatice Merve KORKUT***

To cite this article:

Demirdogen, B., & Korkut, H. M. (2021). Does teacher education matter? Comparison of education and science major teachers' assessment literacy. *Journal of Qualitative Research in Education*, 26, 23-52. doi: 10.14689/enad.26.2

Abstract: The purpose of this study was to investigate science teachers' assessment literacy having different majors (education versus science) and compare those teachers' assessment literacy. A multiple-case study, one of the qualitative research designs, was utilized to fulfill the aim. Four science teachers, two from each major, who were teaching at public schools during the 2017-2018 semesters, participated in the study. Pre-interviews, observations, post-interviews, and documents were used as data collection tools during the investigation. Content analysis was conducted using science teachers' assessment literacy model that exists in the literature. The findings of the study revealed that science teachers were similar and different from each other with respect to several dimensions of assessment literacy, which are views about learning, assessment purposes, assessment strategies, what to assess, and assessment interpretation. Recommendations for science education research and implications for science teacher education are provided.

Keywords: Science education, in-service science teachers, assessment literacy, case study

Article Info

Received: 06 Jan. 2020
Revised: 12 Feb. 2021
Accepted: 21 Apr. 2021

© 2021 ANI Publishing. All rights reserved.

* This article was produced from the second author's master's thesis completed in 2019 under the first author's supervision.

** Correspondance: Zonguldak Bülent Ecevit University, e-mail: betuldemirdogen@gmail.com

*** Marmara University, e-mail: koyustuhaticemerve@gmail.com

Declaration of Conflicts of Interests: None

Introduction

What are the activities that in-service teachers engage in throughout their instructional time? Activities conducted for assessment purposes take at least one-third of the instructional time (Stiggins, 1991). More importantly, research indicated that quality of assessment is linked to students' learning and enhancement of teaching (Box, 2008; Stiggins, 1999). For increasing assessment's influence on learning and teaching, "effectively designed learning environments must be assessment-centered" (Bransford, Brown & Cocking, 2000, p. 127). How can teachers design an assessment-centered learning environment? "...Teachers pay attention to the knowledge and beliefs that learners bring to a learning task, use this knowledge as a starting point for new instruction, and monitor students' changing conceptions as instruction proceeds" (Bransford et al., 2000, p. 11). That is, teachers should develop assessment literacy, which requires not only understanding theoretical and philosophical foundations of educational assessment but also effective utilization of assessment practices (Stiggins, 1991, 2002; Volante & Fazio, 2007). Knowledge and skills required to develop assessment literacy have been also defined as a part of teachers' pedagogical professional knowledge (Abell & Siegel, 2011; Magnusson, Krajcik & Borko, 1999).

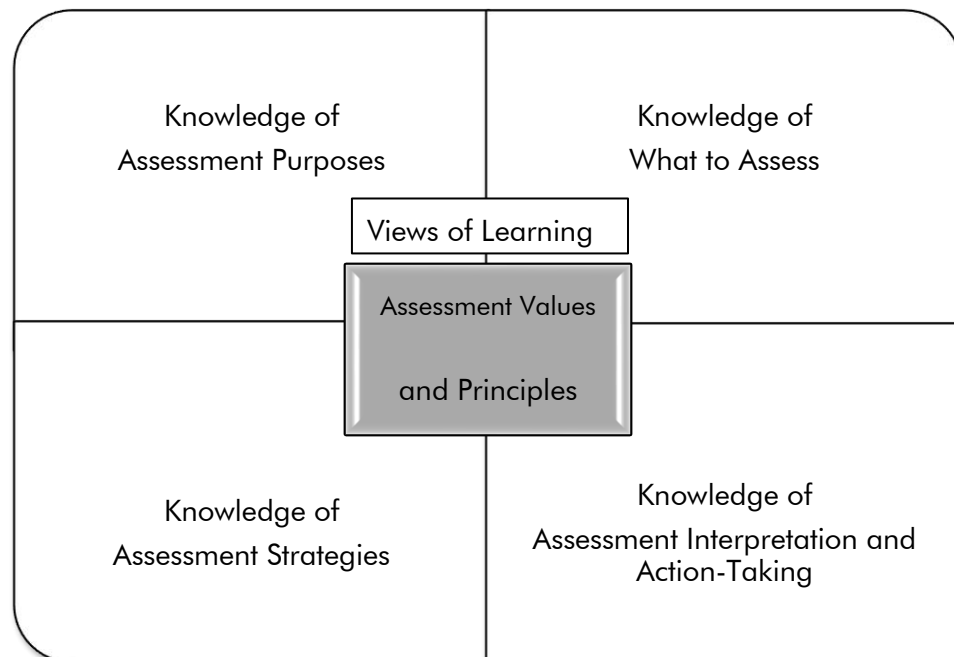
Although assessment literacy is an important dimension of teachers' knowledge and teachers' assessment practices influenced by their literacy take considerable time of their instruction, there has been scarcity of studies investigating in-service science teachers' assessment literacy using qualitative measures. Most of the studies used an inventory to investigate teachers' assessment literacy and examined several factors affecting literacy such as teaching experience, attitude, efficacy, and conceptions of assessment (e.g., Levy-Vered & Nasser-Abu Alhija, 2015; Mertler, 2005; Quilter & Gallini, 2000; Volante & Fazio, 2007). Given the factors affecting assessment literacy, there has been a need for studies investigating whether education-related major area makes a difference in science teachers' assessment literacy. Studies using qualitative measures differed in their type. Some focused on the change in pre and in-service teachers' assessment literacy after participating in a professional development program or a course (DeLuca, Chavez, Bellara & Cao, 2013; Deneen & Brown, 2016; Koh, 2011) and relied on teachers' documents to reveal their assessment literacy without using observations. Other qualitative studies examined middle school science (Gottheiner & Siegel, 2012), chemistry (Izci & Siegel, 2019), pre-service physics (Ogan-Bekiroglu & Suzuk, 2014), and pre-service secondary (Siegel & Wissehr, 2011) teachers' assessment literacy during the planning and teaching a science topic. Even though there has been an increase in the number of research on assessment literacy relying on qualitative data, there has been scarcity of studies focusing on both knowledge and practice level of assessment literacy with its all dimensions (e.g., İzci, 2018). Therefore, the purpose of this study was to investigate science teachers' assessment literacy having different majors (education versus science) and compare those teachers' assessment literacy. Specifically, this study sought to answer the

research question of "In what ways is assessment literacy different for science teachers with different majors (education versus science)?"

This study utilized Science Teacher Assessment Literacy (STAL) model (Abell & Siegel, 2011). There have been several reasons for this. First, the model is specific to science teachers. Second, the model was proposed based on the empirical and theoretical literature on teachers' assessment knowledge and practices. Lastly, literature provided empirical evidence for the applicability of the model for investigating both pre and in-service science teachers' assessment literacy (Gottheiner & Siegel, 2012; İzci & Siegel, 2019; Siegel & Wissehr, 2011). STAL model defines assessment literacy as assessment knowledge and skills, which teachers require while designing an assessment-centered learning environment (Abell & Siegel, 2011). In an assessment-centered learning environment, teachers investigate students' knowledge and skills, interpret the assessment results, and utilize the results to increase students' learning and teaching practice (Abell & Siegel, 2011; Xu & Brown, 2016). Figure 1 shows STAL model guiding this study.

Figure 1.

A Model for Science Teacher Assessment Literacy (Abell & Siegel, 2011, p. 212).



STAL model consists of five components. Assessment values and views of learning as a whole is central to the model and this core component influences other four components, which are knowledge of assessment purposes, what to assess, assessment strategies, and assessment interpretation and action-taking.

Teachers' view of learning has a shaping effect on how teachers conceptualize and utilize assessment throughout instruction (Abell & Siegel, 2011; Xu & Brown, 2016). A teacher whose view of learning is constructivist use assessment for revealing, monitoring, and developing students' learning throughout his/her teaching while a teacher with a traditional view of learning prefers to utilize assessment to determine the degree to which students mastered what they are expected to learn at the end of his/her teaching. Assessment values and principles are based on both teachers' views of learning (Shepard, 2000) and assessment experiences in science teaching (Abell & Siegel, 2011). These values and principles are the fundamental ideas and beliefs that lead teachers during assessment decisions they make in their science classroom (Abell & Siegel, 2011).

STAL model (Abell & Siegel, 2011; Xu & Brown, 2016) advocates that an assessment literate teacher should possess a complete understanding about assessment purposes, what to assess, assessment strategies, interpretation, and utilization of assessment results. Knowledge of assessment purposes refers to teachers' reasons for assessing students. Why teachers assess students can be categorized as diagnostic, formative, summative, and metacognitive (Abell & Siegel, 2011). Diagnostic assessment is the assessment occurring at the beginning of teaching for both eliciting students' prior conceptions, knowledge, and beliefs about the topic being taught and using those to regulate teaching (Abell & Siegel, 2011). Formative assessment is the assessment occurring throughout the instruction for giving feedback to both students and teachers about learning and teaching for enhancement of them (Abell & Siegel, 2011). Summative assessment is the assessment occurring at the end of a class, unit or semester to document students' learning and mostly giving course grades. It also provides feedback to teachers about their teaching (Abell & Siegel, 2011). Lastly, metacognitive assessment is the assessment conducted to increase students' awareness about their learning as well as monitor it. Knowledge of what to assess refers to dimensions of learning that teachers believed to be important to assess and based on teachers' assessment values and views of learning (Abell & Siegel, 2011). Students' attainment of curricular objectives, scientific and engineering practices, and nature of science can be included in the assessment tasks that teachers used. Knowledge of assessment strategies refers to the various ways teachers used to assess. Assessment strategies can be categorized as formal and informal (Abell & Siegel, 2011). Formal strategies include exams, lab reports, quizzes, homework, tests, advance organizers, etc. Formal strategies are the ones that teachers use to evaluate students throughout instruction. Informal strategies include classroom discussions and observation of

students, and teachers' primary aim is not to give grades to students. Knowledge of assessment interpretation and action taking refers to what teachers do with the assessment data (Abell & Siegel, 2011). Eliciting students' existing knowledge, providing feedback to students, monitoring students' learning, controlling and regulating teaching, giving grades, etc. are examples of how a teacher can interpret and act upon assessment results.

Literature review on science teachers' assessment literacy revealed that studies could be grouped as (1) studies using quantitative data sources, (2) qualitative studies, and (3) studies investigating the impact of an intervention on assessment literacy.

Studies in the first category used quantitative data sources to determine either pre-service (Gul, 2011; Ogan-Bekiroglu & Suzuk, 2014) or in-service teachers' (Davidheiser, 2013) assessment literacy in different areas of science using an already existing instrument (Gul, 2011) or an instrument developed by the researcher (Ogan-Bekiroglu & Suzuk, 2014). Participants of the studies conducted with pre-service teachers were science (Gul, 2011) and physics (Ogan-Bekiroglu & Suzuk, 2014). Results of these studies indicated that pre-service science teachers' assessment literacy level was low, and they have difficulties especially in communicating assessment results. Moreover, they were not highly capable of selecting and developing appropriate assessment methods and interpreting and using assessment results. A study conducted with pre-service physics teachers categorized participants in terms of the degree to which their assessment literacy is constructivist (Ogan-Bekiroglu & Suzuk, 2014). Pre-service physics teachers' assessment literacy levels were identified as close to constructivist in terms of types of assessments, evaluation criteria, and cognitive levels of assessments. However, in-service science teachers' assessment literacy levels were found as high (Davidheiser, 2013) with regard to selecting and developing appropriate assessment methods, and interpreting, using and communicating assessment results based on data obtained from an existing instrument in literature. While results obtained from quantitative studies provide insight about teachers' assessment literacy level, it was advocated that reliability and usability supporting measures of assessment literacy is weak (DeLuca, LaPointe-McEwan & Luhanga, 2016) since the construct is multidimensional in nature. This study comes into prominence since it uses qualitative data to reveal teachers' assessment literacy both in the theoretical and practical realm.

Qualitative studies on assessment literacy mostly focused on either pre-service (i.e., Ogan-Bekiroglu & Suzuk, 2014; Siegel & Wissehr, 2011) or in-service (i.e., Gottheiner & Siegel, 2012; İzci & Siegel, 2019) science teachers' literacy. One study in this category conducted a descriptive content analysis on empirical studies investigating secondary science teachers' assessment knowledge and practice using the assessment literacy framework (İzci, 2018). Most of the studies utilized an existing theoretical

framework (e.g., STAL) while two studies developed their own framework (Ogan-Bekiroglu & Suzuk, 2014; Siegel & Wissehr, 2011). One study defined assessment literacy as types of assessments, evaluation criteria, and cognitive levels of assessment, considering dimensions about assessment as defined by others (Ogan-Bekiroglu & Suzuk, 2014), and another study advocated that assessment literacy included assessment principles, purposes, and tools of assessment (Siegel & Wissehr, 2011). Results of the studies conducted with pre-service teachers revealed that although pre-service teachers' assessment literacy was close to constructivist view, in theory, their assessment practices were more traditional. Studies conducted with in-service teachers yielded similar findings (Gottheiner & Siegel, 2012; İzci & Siegel, 2019). Content analysis of studies regarding assessment knowledge and practice (İzci, 2018) indicated that there have not been longitudinal studies on assessment literacy. Moreover, it was revealed that most of the studies investigated assessment knowledge and perception, and focused on espoused assessment instead of enacted one. Therefore, this study is valuable since assessment literacy with its all dimensions was investigated both in theoretical and practical realm through the use of observational and interview data collected during the teaching of matter, and its change unit spanned four weeks.

Studies in the third category investigated the effect of either a course on pre-service science teachers' assessment literacy (Akdağ-Gürsoy, 2015; Buldur, 2009) or a professional development program on in-service science teachers' assessment literacy (Koh, 2011). One of the courses designed for pre-service teachers was a content and implementation-based assessment course (Akdağ-Gürsoy, 2015) and the other was a theoretical and practical course on alternative assessment (Buldur, 2009). Both courses were found to be effective in increasing pre-service science teachers' assessment literacy (Akdağ-Gürsoy, 2015; Buldur, 2009), attitudes (Akdağ-Gürsoy, 2015), and self-efficacy (Buldur, 2009). Professional development program designed for in-service science teachers included authentic task design and rubric development for assessment (Koh, 2011). Results of this study revealed that professional development program increased the intellectual quality of both teachers' and students' assessment tasks.

Methodology

Research Design

This study is qualitative (Marshall & Rossman, 2011) since teachers' assessment literacy is implicit (Loughran, Mulhall & Berry, 2004) and complex in nature (Abell & Siegel, 2011). Qualitative research has the potential to make science teachers' assessment literacy explicit and understandable. Among qualitative research designs, case study guided the study. Case study is the study of an issue investigated through one or more cases within a bounded system (i.e., setting, a context) (Creswell, 2007) and provides

an in-depth portrayal and analysis of a particular practice, process, or event (Yin, 2009). Science teachers' assessment literacy (i.e., practice and knowledge) within the context of "Matter and its Change" unit (i.e., bounded system) was investigated in this study. Case study also purposes to expand theories (Yin, 2009) and this case study aimed to expand STAL proposed by Abell and Siegel (2011). Considering the size of the bounded case, this study is an example of multiple-case study. Multiple-case study is conducted for either predicting similar results (a literal replication) or predicting contrasting results (a theoretical replication) through the use of different cases, which are different from each other in some respect (e.g., experienced teachers and beginning teachers) (Yin, 2009). In this study, science teachers were grouped into two, of which each was unique in terms of their major degrees (i.e., education and science) and hence these groups constituted different cases. This study aimed to predict to what degree major is central in science teachers' assessment literacy through the use of those contrasting cases. The unit of analysis of this multiple case study was the assessment literacies of science teachers with different majors. Analysis of participants' assessment literacies in both knowledge and practice level was considered in this study. Therefore, assessment literacy in knowledge level and assessment literacy in practice level constituted an embedded unit of analysis of this study.

Participants

Four in-service science teachers, who were volunteers and information-rich cases, participated in the study (Table 1). Two of the participants graduated from science teacher education (Oguz* and Ahu) program at a faculty of education and the other two (Sarp and Miray) graduated from the faculty of arts and science with a focus on chemistry.

Table 1.

Demographic Information About Participants

Participant	Degree	Teaching Experience in Years	Grades Taught
Oguz	Faculty of Education Science Teacher Education	9 years	5 th , 6 th , 7 th and 8 th
Sarp	Faculty of Arts and Science Chemistry	23 years	Two years in elementary 5 th , 6 th , 7 th and 8 th
Ahu	Faculty of Education Science Teacher Education	25 years	5 th , 6 th , 7 th and 8 th
Miray	Faculty of Arts and Science Chemistry	25 years	5 th , 6 th , 7 th and 8 th

* All names of the participants are pseudonyms

Context of the Study

The study was conducted in two public middle schools in Safranbolu county of Karabük, Turkey. Achievement rankings of the schools were better than other schools in the county. The socioeconomic status of students in the schools was high and the schools had necessary facilities for teachers and students (e.g., laboratory with its materials and equipment). In each of the schools, there was one education major and one science major teacher. Oguz and Sarp were studying at one school while Ahu and Miray were in the other. The contexts where observations were conducted will be explained below.

Oguz teaches science in class and laboratory. There were 29 students in his science class and two students sit in each row. There were nine desks in the laboratory and students work in predetermined groups at those desks. Although the laboratory has basic materials, there has not been sufficient equipment for each student. Therefore, Oguz has to prefer demonstrations instead of making students conduct experiments. Both the class and laboratory have smartboards.

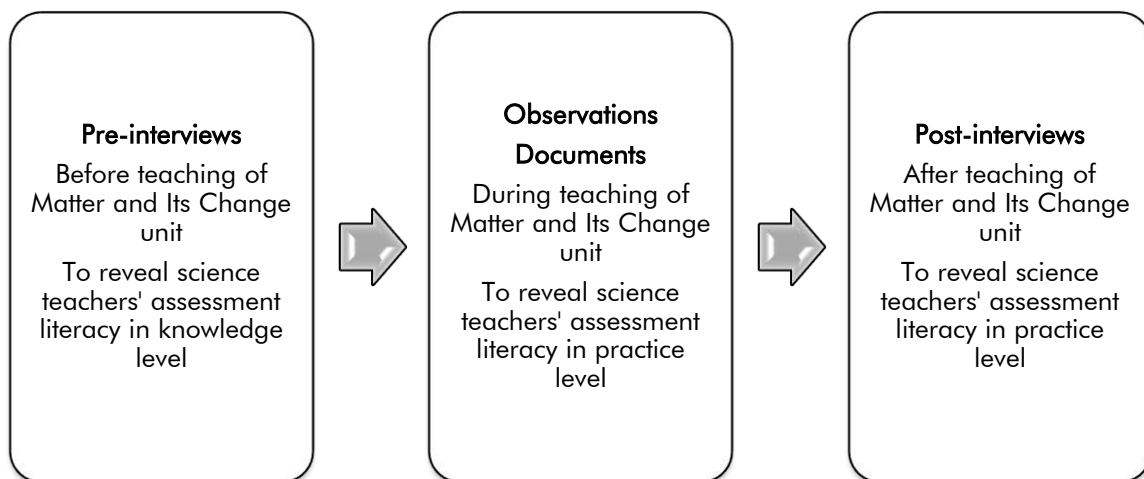
Sarp teaches science in class and laboratory. There were 29 students in his science class and two students sit in each row. There were seven desks in the laboratory and students work in predetermined groups at those desks. Although the laboratory has basic materials, there has not been sufficient equipment for each student. However, Sarp enables his students to conduct experiments. Both class and laboratory have smartboards.

Ahu teaches science in class and laboratory. There were 32 students in her science class and two students sit in some rows while one sits in others. There were three desks in the laboratory and 10 students can work at each of those desks. The laboratory has a majority of materials required for experiments and observations. However, Ahu prefers using demonstrations since the class is crowded. Both class and laboratory have smartboards.

Miray teaches science in class and laboratory. There were 33 students in her science class and two students sit in each row. There were three desks in the laboratory and 11 students can work at each of those desks. Although the laboratory has basic materials, there has not been sufficient equipment for each student. Because of the lack of materials and crowded class, Miray prefers demonstrations. Both class and laboratory have smartboards.

Data Collection Sources

Qualitative data sources were used in this study to reveal and compare science teachers' assessment literacy having different majors, as summarized in Figure 2.

Figure 2.*Flowchart for Data Collection*

Semi-structured pre-interviews were conducted with four participants before they teach the unit of Matter and its Change. Semi-structured interview questions were prepared based on STAL model (Abell & Siegel, 2011) guiding the study and empirical studies on assessment literacy (İzci, 2018). Pre-interview questions focused on teachers' demographic information, assessment values and views of learning as a whole, knowledge of assessment purposes, knowledge of what to assess, knowledge of assessment strategies, and knowledge of assessment interpretation and action-taking (see Appendix A for selected questions).

Observations were used to collect data about participants' assessment literacy in practice level throughout their teachings of Matter and its Change unit. There were several reasons for selecting "Matter and its Change" unit. First, one of the researchers was an expert on chemistry education, which enabled her to capture science teachers' assessment literacy in this unit. Second, this unit was suitable for using various assessment methods that provided opportunity for science teachers to enact their assessment literacy and hence to collect rich information. Lastly, conducting the study during the teaching of this unit was convenient for researchers. The second researcher as a non-participant observer used an observation protocol (see Appendix B) and took field notes considering STAL model (Abell & Siegel, 2011) guiding the study and teachers' responses to pre-interviews. Moreover, documents that teachers utilized for

assessment purposes during teaching were collected to gain in-depth information about teachers' assessment literacy in practice level. Examinations, textbooks that teachers utilize for assessment activities, educational websites used by teachers for teaching and assessment purposes, homework, and science laboratory reports prepared for students and assessed by teachers were the main documents used in this study.

Post-interviews were conducted to collect additional data about participants' assessment literacy in practice level after teaching of Matter and its Change unit. Questions in post-interviews were peculiar to each participant since their assessment practices were different from each other. Observations and field notes were considered during the preparation of post-interview questions (see Appendix A).

Data Analysis

Data obtained from pre-interviews, observations, post-interviews, and documents were analyzed using both deductive and inductive analysis (Patton, 2002). Deductive analysis was the main analysis method while inductive analysis was utilized as required during the analysis of science teachers' assessment literacy. Comparing assessment literacy of science teachers with different majors was also inductive and required using the constant comparative method (Glaser & Strauss, 1967). Analysis of participants' STAL in both knowledge and practice level was conducted primarily deductive. STAL model (Abell & Siegel, 2011) and empirical study on assessment literacy (İzci, 2018) provided codes for deductive analysis of STAL components, namely, assessment values and views of learning as a whole, knowledge of assessment purposes, knowledge of what to assess, knowledge of assessment strategies, and knowledge of assessment interpretation and action-taking. Moreover, researcher-created codes were used for the inductive analysis of data when existing codes were not appropriate to code. Pre-interviews were the main data sources while analyzing STAL in knowledge level whereas observations, post-interviews, and documents provided data during analysis of STAL in practice level (see Table 2 for the coding scheme and selected data analysis examples. Codes written in italics indicate researcher created codes). Comparing STAL of science teachers with different majors was inductive in nature, which is defined as "discovering patterns, themes, and categories in one's data" (Patton, 2002, p. 453). The researchers used the constant comparative method during inductive analysis (Glaser & Strauss, 1967). The constant comparative method involves comparing two segments of data to determine similarities and differences (Merriam, 2002). Coded data regarding science teachers' STAL in practice level was compared and contrasted to find similarities and differences between STAL of participants with different majors. The same procedure was applied for comparing and contrasting coded data for science teachers' STAL in knowledge level.

Table 2.

Coding Scheme Including Codes and Examples of Coding

Component	Sub-component	Coding example
Views of learning	<ul style="list-style-type: none"> Goals for teaching learners 	<ul style="list-style-type: none"> Teaching what is planned to teach <p>"Purpose of education is to teach a planned idea, planned part to students." (Oguz, pre-interview)</p>
	<ul style="list-style-type: none"> Teacher role 	<ul style="list-style-type: none"> Encourage students for their learning Ensure active participation of students in the learning process Guide students to support their learning <p>"My role during teaching is to ensure students' active participation in the class and be a guide for them. In the past, it was not like that; we were active during teaching. Within the context of a changed system, I believe that encouraging students' active participation will give positive results in terms of learning." (Oguz, pre-interview)</p>
	<ul style="list-style-type: none"> Student role 	<ul style="list-style-type: none"> Be prepared for teaching Active participation Be responsible and effective individuals <p>"Students' roles during teaching are being prepared for the class by bringing textbooks and notebooks, answering questions in class, and being effective individuals who are aware of their responsibilities." (Sarp, pre-interview)</p>
	<ul style="list-style-type: none"> Teaching sequence 	<ul style="list-style-type: none"> Teaching topic Using question-answer method If the topic is related to topics learned in previous grades, using the question-answer method to elicit students' prior knowledge Implementing assessment tasks in textbooks <p>(Miray, observation)</p>
	<ul style="list-style-type: none"> Teaching sequence in laboratory 	<ul style="list-style-type: none"> Asking questions to elicit students' prior knowledge about the topic Giving feedback based on students' responses Performing experiments as demonstrations Making students conduct experiments if necessary materials exist Making students watch a video of experiments if it is not applicable to conduct in the laboratory Asking questions about the experiment Giving feedback based on students' responses <p>(Oguz, observation)</p>
Perception of assessment	<ul style="list-style-type: none"> Assessment for teachers 	<ul style="list-style-type: none"> Eliciting students' prior knowledge Determining whether learning is achieved or not Grading students <p>"Assessment is to seek answers to the questions of What do students remember from previous grades related to the topic? Could students learn what I teach? Does learning occur? The first thing that comes to my mind about assessment is to grade students." (Miray, pre-interview)</p>
	<ul style="list-style-type: none"> Assessment for students 	<ul style="list-style-type: none"> Ensuring students' learning through the use of assessment Determining students' level of learning for the topic Providing the opportunity to students to check their learning difficulties and misconceptions if exists <p>"Assessment should be designed considering students' level if the assessment is expected to be appropriate to its aim. Because students' levels are different from each other and you cannot assess students if you stick with one method. When I determine students' difficulties or misconceptions, I am trying to learn the degree to which learning occurred". (Miray, pre-interview)</p>
Purpose of assessment	<ul style="list-style-type: none"> Diagnostic 	<ul style="list-style-type: none"> Eliciting students' prior knowledge <p>"My purpose of assessment is to elicit students' prior knowledge." (Miray, pre-interview)</p>
	<ul style="list-style-type: none"> Formative 	<ul style="list-style-type: none"> Eliciting students' learning difficulties and misconceptions Giving feedback to students by encouraging them to learn Creating a context for students' learning Helping students to develop their learning Helping teachers to monitor students' learning level Helping teachers to check their teaching <p>"My formative assessment purposes are to determine students' learning difficulties and misconceptions, to develop students' learning and encourage for learning, to create a context where students organize their learning, to monitor students' level of learning, and to check my teaching." (Oguz, pre-interview)</p>
	<ul style="list-style-type: none"> Summative 	<ul style="list-style-type: none"> Determining students' achievement level of objectives Grading students <p>"My summative assessment purposes are to determine students' achievement level of</p>

		objectives and grade students." (Ahu, pre-interview)
What to assess	• Factual knowledge	<ul style="list-style-type: none"> Which one of the followings is not a factor that affects the rate of dissolution? A) Temperature B) Stirring C) Particle size of solute D) Type of solvent (Sarp, observation, a question posed during teaching)
	• Conceptual knowledge	<ul style="list-style-type: none"> What are the properties of elements and compounds? (Miray, observation, a question posed during teaching)
	• Procedural knowledge	<ul style="list-style-type: none"> Determine the charge of atoms of which proton and electron numbers are given. (Oguz, observation, a question posed during teaching)
	• Nature of science	<ul style="list-style-type: none"> Construct the models of atom throughout history and compare them. (Ahu, documents, a homework given to students)
Assessment strategies	• Formal	<ul style="list-style-type: none"> Test Homogeneous mixtures are called as..... Homogeneous liquid-liquid mixtures are separated with..... method (Sarp, documents, question examples in test)
	• Informal	<ul style="list-style-type: none"> Teacher observation "Think that I ask a question to a successful student and the answer was wrong. After a while, I will ask a question at the same difficulty level to that student. The student's answer might be right or wrong. If the answer was wrong, I did not evaluate the student as s/he did not know the right answer. The student might be sick or forget the answer. I consider these kinds of situations. I use observations throughout my all teaching practices." (Ahu, post-interview)
Assessment interpretation and action-taking	• Eliciting students' prior knowledge	<ul style="list-style-type: none"> What is a cell? What is an atom? "You learned about the cell in previous grades. What do you know about cell? What was cell? Do you remember what atom was?" (Miray, observation, questions posed to elicit students' prior knowledge)
	• Determining students' learning difficulties	<ul style="list-style-type: none"> Elements are represented by..... (...) Heterogeneous mixtures are called as solutions. (...) Salty water, lemonade, and vinegar are examples of homogeneous mixtures. Oxygen ion has 8 protons and 10 electrons. Is oxygen ion anion or cation? "Let's review what we learned in the previous class. Let's answer the questions so that we can see what is missing. (Ahu, observation, question posed at the beginning of instruction to determine students' learning difficulties)
	• Determining students' misconceptions	<ul style="list-style-type: none"> What are the characteristics of elements and compounds? What is anion? What is a cation? Give examples for homogeneous and heterogeneous mixtures. "Are there anyone who confuses homogeneous and heterogeneous mixtures? What were homogeneous and heterogeneous mixtures? Could you give examples? For instance, Is salty water homogeneous or heterogeneous?" (Miray, observation, questions posed for determining students' misconceptions)
	• Determining students' levels of learning	<ul style="list-style-type: none"> What is an atom? Who proposed the idea of the atom first? What are the atom models from the beginning to our day? (Ahu, observation, question ordered from easy to hard and posed to determine students' levels of learning)
	• Teachers' checking their teaching	<ul style="list-style-type: none"> Every country uses.....symbol for the same element. What are the atom models from the beginning to our day? Which one of the following is a compound? a. Sodium b. Fluorine c. Ammonia d. Copper (...) Heterogeneous mixtures are called as solutions. (Ahu, observation, questions posed for checking teacher's teaching)
	• Creating a context for ensuring students' learning	<ul style="list-style-type: none"> (...) Mixtures are pure substances. Oxygen molecule consists of.....kind of atoms and glucose molecule consists of.....kind of atoms. (Oguz, observation, question posed for creating a context for ensuring students' learning)
• Encouraging students' peer and learning	<ul style="list-style-type: none"> Oguz: Ayşe, can we call everything as matter around us? Student (Ayşe) Yes, everything around us is a matter. Oguz: Are you sure? Is everything matter? Is there anyone who has thoughts about that? Isa, is everything around us matter? Student (Ilgaz): No. Everything that has mass and occupies space is matter. There are things like light, sound, and temperature, which are not matter. Oguz: Yes, little Einstein. Ayşe, as your friend says there are things, which are not classified as matter. (Oguz, observation) "Students could see what is wrong. Priority is whether they notice if there is something wrong and if they are aware of it. Sometimes, students can learn from their peers instead of me. Peers could give a more familiar example." (Oguz, post-interview) 	

<ul style="list-style-type: none"> Ensuring students' attainment of objectives 	<ul style="list-style-type: none"> Which one of the following is not a sub-atomic particle? a. Proton b. Neutron c. Electron d. Ion (Miray, document, question posed in the exam) "One of my purposes for assessment to ensure students' attainment of objectives. Therefore, I pay attention to the objectives when preparing exam questions." (Miray, post-interview) 																				
<ul style="list-style-type: none"> Giving feedback to students 	<ul style="list-style-type: none"> Sarp: What is an atom? Student (Rüzgar): Smallest particle of matter. Sarp: Yes, well done. Rüzgar. Sarp: Who is the first scientist who called negative sub-atomic particles as electrons? Student (Meltem): Rutherford Sarp: Feyza, Is Rutherford the scientist who called negative sub-atomic particles as electrons? Student (Feyza): No, Thomson is the scientist who called negative sub-atomic particles as electrons. Sarp: No, Thomson is the scientist who called negative sub-atomic particles as electrons. (Sarp, observation, feedbacks (as yes, no, well done) given to students) 																				
<ul style="list-style-type: none"> Grading students for their learning 	<ul style="list-style-type: none"> Exam List factors affecting the rate of dissolution. (5pts) Classroom evaluation Ahu: Kübra, please come to the board. How do we symbolize nitrogen? Student (Kübra): We use the letter "N" teacher. Ahu: Well, what is nitrogen, and what are its properties? Student (Kübra): Nitrogen is an element and exists in living organisms. Ahu: Well done, Kübra. I give you "+" (Ahu, observations, questions, and grades given as "+") 																				
<ul style="list-style-type: none"> Grading 	<ul style="list-style-type: none"> Homework in textbook Which one of the following is not a symbol of an element? A. OH⁻ B. Cl C. S D. Au Exam question Information about X, Y, and Z is given as follows. X: Symbols are used to represent X. Y: Formulas are used to represent Y. Z: Neither symbols nor formulas are used to represent Z. Which of the following is true for X, Y, and Z? <table border="1" data-bbox="798 1120 1292 1243"> <thead> <tr> <th></th> <th>X</th> <th>Y</th> <th>Z</th> </tr> </thead> <tbody> <tr> <td>A)</td> <td>Element</td> <td>Mixture</td> <td>Compound</td> </tr> <tr> <td>B)</td> <td>Mixture</td> <td>Element</td> <td>Compound</td> </tr> <tr> <td>C)</td> <td>Element</td> <td>Compound</td> <td>Mixture</td> </tr> <tr> <td>D)</td> <td>Compound</td> <td>Mixture</td> <td>Element</td> </tr> </tbody> </table> (Oguz, documents, questions used in exams for grading) 		X	Y	Z	A)	Element	Mixture	Compound	B)	Mixture	Element	Compound	C)	Element	Compound	Mixture	D)	Compound	Mixture	Element
	X	Y	Z																		
A)	Element	Mixture	Compound																		
B)	Mixture	Element	Compound																		
C)	Element	Compound	Mixture																		
D)	Compound	Mixture	Element																		

Credibility and Ethical Issues of the Study

The researchers utilized triangulation, prolonged engagement, and member checks to ensure credibility. Triangulation of sources and analyst/investigator triangulation were used to increase credibility (Patton, 2002). Using data from multiple sources (i.e., pre-interviews, observations, documents, and post-interviews) for data collection and analysis helped us to ensure triangulation of source. Analyst/investigator triangulation was achieved through independent analysis of data by two analysts. The second researcher spent six weeks in the research setting and with the participants, which ensures prolonged engagement. Her entry began with introducing the study with permissions from the Institutional Review Board, Ministry of National Education, school administrators, and participants. Then, the researcher conducted pre-interviews, observations, and post-interviews by being present in the research site all the time. After analysis of data, findings about teachers' assessment literacy in both knowledge and practice level were shared with the participants. Participants agreed with the findings and hence we assured member checks.

All research activities were conducted in alignment with the permission of the Zonguldak Bülent Ecevit University Institutional Review Board (Date: 30.11.2017, Protocol number: 269) and Ministry of National Education. The voluntary participation of all teachers was ensured through a written consent form. Participants were told to withdraw from the study whenever they want and that no one except researchers had access to data. Moreover, participants were informed that pseudonyms would be used when reporting the study. Through this, issues regarding ethics in research, such as protection of the participants from harm, and confidentiality were assured (Fraenkel & Wallen, 2006).

Findings

Comparison of Teachers' View of Learning and Perception of Assessment

Teachers' views of learning were compared considering their views about goals for teaching, teacher role, student role, teaching sequence, and laboratory teaching sequence (Table 3). With respect to goals for teaching, education major teachers had topic and concept teaching-related goals whereas science major teachers' goals focused on helping students to become individuals who have knowledge and skills of both society and era. When teachers' views about their roles during teaching were compared, it was revealed that education major teachers adopted the guide role who encourage students for both their learning and active participation. However, science major teachers had affective variable-focused goals such as increasing students' interest in science lessons and being role models for students. Considering student roles, all participating teachers believed that students should be active and responsible for their learning. In terms of teaching sequence emphasizing the importance of the topic, informing students about the topic's relation to previous topics, and using the questioning method were the common activities conducted by all participants. However, education major teachers elicited students' prior knowledge at the beginning of instruction through questioning right after informing students about the importance and relation of the topic whereas only one science major teacher (Miray) did after teaching the topic. The teaching of the topic occurred at the beginning of instruction in science major teachers' instructions while education major teachers taught the topic after emphasizing the topic's importance and eliciting students' prior knowledge. Using an online educational platform (e.g., MorpaKampüs and Eba) purposively for both teaching and assessment occurred only in education major participants' classes. With respect to teaching sequence in the laboratory, education major teacher Sarp was the one who designed instruction to enhance students' learning in the laboratory.

Teachers' perceptions of assessment were compared considering assessment for teachers and assessment for students (Table 4). All participating teachers perceived

assessment as a vehicle to elicit students' prior knowledge. However, only education major teachers viewed assessment as a way to elicit students' difficulties and misconceptions. Interestingly, determining students' level of learning existed in one education major (Oguz) and one science major (Sarp) teacher's perception of assessment for teachers. Using assessment for grading was more prevalent among science major teachers. With respect to assessment for learner, all teachers believed in using a variety of assessment methods. Using assessment as a way to encourage students for learning was emphasized by all education major teachers and one science major teacher (Miray). One education major (Ahu) and one science major (Sarp) teacher considered assessment as a tool to help students achieve objectives. Similarly, the idea of using assessment to provide feedback to students about their learning was observed in education major (Oguz) and one science major (Miray) teacher.

Table 3.

Comparison of Participant Teachers' Views of Learning

Views of learning	Oguz (Education)	Ahu (Education)	Sarp (Science)	Miray (Science)
Goals for teaching	<ul style="list-style-type: none"> Teaching what is planned to teach 	<ul style="list-style-type: none"> Being a model for students Educating students equipped with knowledge Helping students to gain good status in society 	<ul style="list-style-type: none"> Helping students to become an individual of the society Equipping students with the knowledge and skills of the era Helping students to become an individual who values his/her nation and flag and protects his/her values 	<ul style="list-style-type: none"> Helping students to gain good status in society Helping students to protect cultural values Helping students to become aware of developments in the world
Teacher role	<ul style="list-style-type: none"> Encourage students for their learning Ensuring students' active participation in their learning Guiding students to support their learning 	<ul style="list-style-type: none"> Ensuring students' active participation Encouraging students to learn Guiding students 	<ul style="list-style-type: none"> Making students have positive attitudes towards science lesson Taking students' attention to science lesson through relating science to daily life and having students conduct experiments that are appropriate to their interest and expectations 	<ul style="list-style-type: none"> Being a role model who is caring for to environment and communicating with people Helping students to be prepared for the statewide examinations
Student role	<ul style="list-style-type: none"> Active participation Being responsible and effective individuals 	<ul style="list-style-type: none"> Active participation Being prepared for the class Being responsible and effective individuals 	<ul style="list-style-type: none"> Being prepared for the class Active participation Being responsible and effective individuals 	<ul style="list-style-type: none"> Active participation Being responsible and effective individuals Being interested in the class
Teaching sequence	<ul style="list-style-type: none"> Informing students about the importance of the topic and objectives to be achieved Implementing questioning method to elicit students' prior knowledge if the topic is 	<ul style="list-style-type: none"> Informing students about the importance of the topic and relation of the topic to previous and subsequent topics Implementing questioning method to elicit students' prior knowledge 	<ul style="list-style-type: none"> Informing students about the importance of the topic and objectives to be achieved Teaching topic through lecturing 	<ul style="list-style-type: none"> Teaching topic through lecturing Using questioning method if the topic is related to topic learned in previous

	<p>related to the topic learned in previous grades</p> <ul style="list-style-type: none"> • Giving feedback to students who have difficulties and misconceptions • Teaching topic • Using questioning to determine whether learning occurred • Having students watch an on-line and topic related video in an educational portal (Morpa Kampüs and Eba) • Using online assessment activities in an educational portal and giving feedback to students (Morpa Kampüs and Eba) 	<ul style="list-style-type: none"> • Giving feedback to students who have difficulties and misconceptions • Using teaching and assessment activities in the textbook • Having students watch an on-line and topic related video in an educational portal (MorpaKampüs) • Using online assessment activities in an educational portal (MorpaKampüs) 	<ul style="list-style-type: none"> • Note-taking to whiteboard • Using questioning to determine whether learning occurred • Having students watch an on-line and topic related video in an educational portal (MorpaKampüs) and asking questions related to the topic • Giving feedback to students 	<p>grades</p> <ul style="list-style-type: none"> • Using assessment activities in the textbook
Teaching sequence in laboratory	<ul style="list-style-type: none"> • Asking questions about the topic to elicit students' prior knowledge • Giving feedback based on students' responses • Conducting experiments as demonstrations • Making students conduct the experiments if necessary materials exist • Making students watch a video of the experiment (from Morpa Kampüs) if it is not applicable • Asking questions about the experiment • Giving feedback based on students' responses 	<ul style="list-style-type: none"> • Informing students about laboratory rules • Performing experiment as a demonstration • Asking questions 	<ul style="list-style-type: none"> • Making students conduct the experiment • Asking questions about the experiment 	<ul style="list-style-type: none"> • Performing experiment as a demonstration • Asking questions about the experiment

Table 4.

Comparison of Participant Teachers' Perceptions of Assessment

Perception of assessment	Oguz (Education)	Ahu (Education)	Sarp (Science)	Miray (Science)
Assessment for teachers	<ul style="list-style-type: none"> • Eliciting students' prior knowledge • Determining students' difficulties and misconceptions • Determining students' level of learning 	<ul style="list-style-type: none"> • Eliciting students' prior knowledge • Determining students' difficulties and misconceptions • Grading 	<ul style="list-style-type: none"> • Eliciting students' prior knowledge • Giving feedback to students • Grading 	<ul style="list-style-type: none"> • Eliciting students' prior knowledge • Determining students' level of learning • Grading
Assessment for students	<ul style="list-style-type: none"> • Using a variety of methods to provide equitable opportunities to students • Encouraging students for learning • Providing feedback to students to eliminate their difficulties and misconceptions 	<ul style="list-style-type: none"> • Using a variety of methods to ensure students' learning • Helping students to achieve objectives • Encouraging students for learning 	<ul style="list-style-type: none"> • Using a variety of methods to ensure students' learning • Helping students to achieve objectives • Encouraging students for learning 	<ul style="list-style-type: none"> • Using a variety of methods to ensure students' learning • Determining students' level of learning • Providing students the opportunity to check whether they have misconceptions

Comparison of teachers' assessment literacy in knowledge level

Teachers will be compared considering assessment purposes, assessment strategies, what teachers assessed, and how teachers interpreted assessment and took action (Table 5). In terms of purposes, all teachers believed in using assessment for diagnostic, formative, and summative purposes. Determining students' achievement level of objectives was the main focus of all teachers' summative assessments. Grading was also prevalent among teachers. However, only one education major teacher (Oguz) considered its use for learning. Teachers were also similar in the sense that they planned to use diagnostic assessment for eliciting students' prior knowledge. With regard to formative assessment, education major teachers (Oguz and Ahu) were more knowledgeable about the ways that assessment could be used for formative purposes. Also, only these teachers had the idea of using formative assessment for determining students' learning level. Checking teaching during formative assessment was embraced by all education major teachers (Oguz and Ahu) and one science major (Miray) teacher. Interestingly, one education major (Oguz) and one science major (Miray) teacher believed in utilizing formative assessment for helping students to develop learning. Similarly, one education major (Oguz) and one science major (Sarp) shared the idea of using formative assessment for encouraging students to learn.

When teachers' assessment strategies were compared, it was revealed that education major teachers were more knowledgeable about formal assessment strategies, especially about alternative ones. All teachers stated that they used smartboard, examination, test (fill in the blanks, matching, true-false, and multiple-choice questions), questioning, homework, and lab reports as formal assessments. However, education major teachers had the idea of using advance organizers, classroom assessment, project, peer assessment, and group assessment. In terms of informal strategies, all teachers mentioned that they utilized teacher observation. All teachers except one, a science major (Miray), had the idea of using discussion.

Teachers were the same in terms of including factual, conceptual, and procedural knowledge in what to assess. Interestingly, nature of science was emphasized by one education major (Ahu) and one science major (Miray) teacher. Comparison of teachers' knowledge about assessment interpretation and action taking did not reveal any clear-cut differences among teachers with different majors. In general, all teachers were knowledgeable about using assessment results to collect data about students' learning, difficulties, and misconceptions. However, using assessment data to improve teaching and to improve students' learning through feedback were stated by all teachers except one, science major (Sarp).

Table 5.

Comparison of Participant Teachers' Assessment Literacy in Knowledge Level

Assessment literacy	Oguz (Education)	Ahu (Education)	Sarp (Science)	Miray (Science)
Assessment purpose	<p>Summative</p> <ul style="list-style-type: none"> Determining students' achievement level of objectives Grading for students' learning 	<p>Summative</p> <ul style="list-style-type: none"> Determining students' achievement level of objectives Grading 	<p>Summative</p> <ul style="list-style-type: none"> Determining students' achievement level of objectives Grading 	<p>Summative</p> <ul style="list-style-type: none"> Determining students' achievement level of objectives Grading
	<p>Diagnostic</p> <ul style="list-style-type: none"> Eliciting students' prior knowledge 	<p>Diagnostic</p> <ul style="list-style-type: none"> Eliciting students' prior knowledge 	<p>Diagnostic</p> <ul style="list-style-type: none"> Eliciting students' prior knowledge 	<p>Diagnostic</p> <ul style="list-style-type: none"> Eliciting students' prior knowledge
	<p>Formative</p> <ul style="list-style-type: none"> Eliciting students' learning difficulties and misconceptions Providing feedback to students by encouraging them to learn Creating a context for students' learning Helping students to develop their learning Monitoring students' learning level Checking teachers' teaching 	<p>Formative</p> <ul style="list-style-type: none"> Eliciting students' learning difficulties and misconceptions Monitoring students' learning level Providing feedback to students Checking teachers' teaching 	<p>Formative</p> <ul style="list-style-type: none"> Eliciting students' learning difficulties and misconceptions Encouraging students to learn 	<p>Formative</p> <ul style="list-style-type: none"> Eliciting students' misconceptions Providing feedback to students Helping students to develop their learning Checking teachers' teaching
Assessment strategies	<p>Formal</p> <ul style="list-style-type: none"> Smartboard Examination Test (fill in the blanks, matching, true-false, and multiple-choice questions) Questioning Homework Lab reports Advance organizer Classroom assessment Peer assessment Group assessment 	<p>Formal</p> <ul style="list-style-type: none"> Smartboard Examination Test (fill in the blanks, matching, true-false, and multiple-choice questions) Questioning Homework Lab reports Advance organizer Classroom assessment Project 	<p>Formal</p> <ul style="list-style-type: none"> Smartboard Examination Test (fill in the blanks, matching, true-false, and multiple-choice questions) Questioning Homework Lab reports 	<p>Formal</p> <ul style="list-style-type: none"> Smartboard Examination Test (fill in the blanks, matching, true-false, and multiple-choice questions) Questioning Homework Lab reports Warm-up questions
	<p>Informal</p> <ul style="list-style-type: none"> Discussion Teacher observation 	<p>Informal</p> <ul style="list-style-type: none"> Discussion Teacher observation 	<p>Informal</p> <ul style="list-style-type: none"> Discussion Teacher observation 	<p>Informal</p> <ul style="list-style-type: none"> Teacher observation
What to assess	<ul style="list-style-type: none"> Factual knowledge Conceptual knowledge Procedural knowledge 	<ul style="list-style-type: none"> Factual knowledge Conceptual knowledge Procedural knowledge Nature of science 	<ul style="list-style-type: none"> Factual knowledge Conceptual knowledge Procedural knowledge 	<ul style="list-style-type: none"> Factual knowledge Conceptual knowledge Procedural knowledge Nature of science
Assessment interpretation and action-taking	<p>Oguz stated that he uses assessment results to elicit students' prior knowledge, to determine students' difficulties and misconceptions, to provide feedback to students by encouraging them to learn, to create a context for students' learning, to help students to develop their learning, to monitor students' learning, to check his teaching, to help students to achieve objectives, to grade for students' learning during pre-interview.</p>	<p>Ahu stated that she uses assessment results to elicit students' prior knowledge, to determine students' difficulties and misconceptions, to determine students' learning level, to provide feedback to students, to check her teaching, to determine students' achievement level of objectives, and to grade during pre-interview.</p>	<p>Sarp stated that he uses assessment results to elicit students' prior knowledge, to determine students' difficulties and misconceptions, to encourage students to learn, to help students achieve objectives, and to grade during pre-interview.</p>	<p>Miray stated that she uses assessment results to elicit students' prior knowledge, to determine students' misconceptions, to provide feedback to students, to help students to develop their learning, to check her teaching, to help students to achieve objectives, and to grade during pre-interview.</p>

Comparison of Teachers' Assessment Literacy in Practice Level

Teachers' practices were compared considering assessment purposes, assessment strategies, what teachers assessed, and how teachers interpreted assessment and took action (Table 6). All teachers used summative assessment to determine students' achievement level of objectives. However, education major teachers utilized summative assessment to grade students' learning whereas science major teachers used it for grading. Three teachers (Oguz, Ahu, and Miray) elicited students' prior knowledge through summative assessment while one science major teacher (Sarp) did not perform the summative assessment for that purpose. In terms of formative assessment, all teachers elicited students' misconceptions and difficulties, provided feedback to students, and checked their teaching. However, education major teachers utilized formative assessment for a wider range of purposes than science teachers did and for ensuring students' learning as well. Monitoring students' learning level and checking teaching purposes came together only in education major teachers' practices.

When teachers were compared in terms of strategies, it was revealed that all teachers used smart board, examination, test (fill in the blanks, matching, true-false, and multiple-choice questions), questioning, and homework as formal assessments. Nevertheless, education major teachers utilized more variety of methods, especially alternative ones (e.g., advance organizer and peer assessment), than science majors did. All participating teachers used teacher observation as an informal strategy.

Teachers were similar to each other in the sense that they all assessed factual, conceptual, and procedural knowledge. Interestingly, one education major (Ahu) and one science (Miray) teacher focused on assessing nature of science during their practices.

Teachers' assessment practices in terms of how they interpreted assessment results and took action did not differ to a certain degree. All participating teachers used assessment results to get information regarding students' learning in terms of objectives, difficulties, and misconceptions. Moreover, all teachers provided feedback to students and checked their teaching. However, science major teachers' feedbacks were not as good as education major teachers' in terms of informing and supporting students' learning. Their feedback included saying "right and wrong" to students' responses. One education major teacher, Oguz, among others utilized assessment results for a wide variety of ways than other teachers did.

Table 6.

Comparison of Participant Teachers' Assessment Literacy in Practice Level

Assessment literacy	Oguz (Education)	Ahu (Education)	Sarp (Science)	Miray (Science)
Purpose	Summative <ul style="list-style-type: none"> Determined students' achievement level of objectives Graded for students' learning 	Summative <ul style="list-style-type: none"> Determined students' achievement level of objectives Graded for students' learning 	Summative <ul style="list-style-type: none"> Determined students' achievement level of objectives Graded 	Summative <ul style="list-style-type: none"> Determined students' achievement level of objectives Graded
	Diagnostic <ul style="list-style-type: none"> Elicited students' prior knowledge 	Diagnostic <ul style="list-style-type: none"> Elicited students' prior knowledge 	Diagnostic	Diagnostic <ul style="list-style-type: none"> Elicited students' prior knowledge
	Formative <ul style="list-style-type: none"> Elicited students' learning difficulties and misconceptions Provided feedback to students by encouraging them to learn Created context for students' learning Helped students to develop their learning Monitored students' learning level Checked teaching Encouraged students' peer and self-learning 	Formative <ul style="list-style-type: none"> Elicited students' learning difficulties and misconceptions Monitored students' learning level Provided feedback to students Checked teaching 	Formative <ul style="list-style-type: none"> Elicited students' learning difficulties and misconceptions Provided feedback to students Checked teaching 	Formative <ul style="list-style-type: none"> Elicited students' learning difficulties and misconceptions Provided feedback to students Checked teaching
Strategies	Formal <ul style="list-style-type: none"> Smartboard Examination Test (fill in the blanks, matching, true-false, and multiple-choice questions) Questioning Homework Lab reports Advance organizer Classroom assessment Peer assessment Group assessment 	Formal <ul style="list-style-type: none"> Smartboard Examination Test (fill in the blanks, matching, true-false, and multiple-choice questions) Questioning Homework Advance organizer Classroom assessment 	Formal <ul style="list-style-type: none"> Smartboard Examination Test (fill in the blanks, matching, true-false, and multiple-choice questions) Questioning Homework 	Formal <ul style="list-style-type: none"> Smartboard Examination Test (fill in the blanks, matching, true-false, and multiple-choice questions) Questioning Homework Warm-up questions
	Informal <ul style="list-style-type: none"> Teacher observation 	Informal <ul style="list-style-type: none"> Teacher observation 	Informal <ul style="list-style-type: none"> Teacher observation 	Informal <ul style="list-style-type: none"> Teacher observation
What to assess	<ul style="list-style-type: none"> Factual knowledge Conceptual knowledge Procedural knowledge 	<ul style="list-style-type: none"> Factual knowledge Conceptual knowledge Procedural knowledge Nature of science 	<ul style="list-style-type: none"> Factual knowledge Conceptual knowledge Procedural knowledge 	<ul style="list-style-type: none"> Factual knowledge Conceptual knowledge Procedural knowledge Nature of science
Assessment interpretation and action-taking	<p>Oguz used assessment results to elicit students' prior knowledge, to determine students' difficulties and misconceptions, to provide feedback to students by encouraging them to learn, to create a context for students' learning, to encourage students' peer and self-learning, to help students to develop their learning, to check his teaching, to help students to achieve objectives, to grade for students' learning during his teaching.</p>	<p>Ahu used assessment results to elicit students' prior knowledge, to determine students' difficulties and misconceptions, to determine students' learning level, to provide feedback to students, to determine students' achievement level of objectives, and to grade for students' learning during her teaching.</p>	<p>Sarp used assessment results to determine students' difficulties and misconceptions, to provide feedback to students, to check his teaching, to help students achieve objectives, and to grade during his teaching.</p>	<p>Miray used assessment results to elicit students' prior knowledge, to determine students' learning difficulties and misconceptions, to provide feedback (i.e., yes and no) to students, to check her teaching, to help students to achieve objectives, and to grade during her teaching.</p>

Discussion

Findings were discussed considering teachers' perception of assessment influenced by their views of learning first and then teachers' assessment literacy in knowledge and practice level.

Teachers' views of learning included several dimensions. With respect to goals for teaching, education major science teachers' goals were subject matter goals (i.e., teaching science) whereas science major teachers' goals were schooling (i.e., preparation for life). This finding is compatible with the nature of teachers' orientation indicating that teachers have a variety of goals such as schooling, affective, and subject matter (Friedrichsen & Dana, 2005). Differences between teachers with different majors might be related to the differences in their undergraduate education (Avraamidou, 2013; Mansoor, 2009). Teacher education programs' focus is "teaching science knowledge meaningfully to students" while the focus of the program in arts and science faculty is "contributing to use of science knowledge for research and industrial purposes". Differences in the focuses of programs might provide a baseline for how they interpret their experiences (Mansour, 2009) and how they see their profession (Friedrichsen & Dana, 2005). Participants with different majors were also different from each other in terms of their views about teacher roles. Education major teachers embraced the role of a guide during learning whereas science major teachers believed that their role was to help students' development of positive attitudes towards science. This difference might also be explained by knowledge and experiences that they gained during undergraduate education (Avraamidou, 2013; Mansoor, 2009), which has the potential to influence how teachers see their profession (Friedrichsen & Dana, 2005). Teachers' goals for teaching were compatible with their role during teaching, which is consistent with the fact that teachers' orientation is an interrelated set of beliefs (Friedrichsen, van Driel & Abell, 2011). In terms of students roles, there was no difference between teachers with different majors. All teachers stated that students should be active during learning. This finding is expectable considering the fact that participating teachers have taught science based on a national science curriculum (Ministry of National Education, 2018) adopting constructivism (Friedrichsen & Dana, 2005). There was a discernible difference in the teaching sequence of teachers with different majors. Education major teachers were better at designing instruction that ensured student-learning than science majors did. This might be stemmed from differences in teachers' pedagogical content knowledge. Pedagogical content knowledge is the knowledge that ensures teachers' teaching of the topic in a way that is understandable by students (Shulman, 1986). Courses taken during teacher education are one of the major sources for pedagogical content knowledge development (Grossman, 1990). Although teachers were not so much different from each other in terms of their teaching experience, another source of pedagogical content knowledge (Abell, 2007), courses taken at education faculty by education major teachers might constitute a baseline for their professional development (Demirdogen, Hanuscin,

Uzuntiryaki-Kondakci & Koseoglu, 2016). With respect to perception, all teachers considered assessment as a tool for eliciting students' prior knowledge. Similarity between teachers might be explained by teachers' teaching science based on a national science curriculum (Sen, Oztekin & Demirdogen, 2018), which has spiral nature, and curriculum is one of the factors affecting teachers' assessment decisions (Tomanek, Talanquer & Novodvorsky, 2008). However, perceiving assessment as a way to reveal students' misconceptions was only observed in education major teachers. This might be explained by the interaction between "knowledge of learner" and "knowledge of assessment" components of pedagogical content knowledge (Aydin, Demirdogen, Akin, Uzuntiryaki-Kondakci & Tarkin, 2015; Demirdogen et al., 2016), which might be strengthened by courses during taken teacher education (Bell & Cowie, 2001; Grossman, 1990) and subsequent teaching experience (Abell, 2007).

Teachers' assessment literacy was discussed considering its components (e.g., purposes and strategies). Teachers were not different from each other in terms of the type of assessment purposes that existed in knowledge and practice level. That is, they all understood and enacted assessments for diagnostic, formative, and summative purposes. Teaching experience (i.e., at least 20 years of experience) might influence science major teachers' pedagogical professional knowledge (Abell, 2007) and assessment practices (Tomanek et al., 2008), and hence they might have the same purposes as education major teachers. However, how teachers translated their purposes into practice was different for education and science major teachers. Grading and determining students' achievement level of objectives existed in all participating teachers' summative purposes in both knowledge and practice level. This finding is compatible with the finding of other studies in the literature (Nazlıçiçek & Akarsu, 2008; Volante & Fazio, 2007). Teachers' having summative purposes in knowledge and practice level might be related to the fact that teachers feel responsible for ensuring students' both objective achievement and being successful at state-wide exams (Bell & Cowie, 2001; Tomanek et al., 2008). However, only one education major teacher (Oguz) perceived and enacted summative assessment as a means to grade learning, which might be related to the nature of that teacher's pedagogical professional knowledge base. Oguz had nine years of teaching experience and courses that he took during teacher education were mostly influenced by constructivism, which might influence his assessment knowledge and practice (Grossman, 1990). In terms of diagnostic assessment, all teachers except one (science major teacher, Sarp) transferred their purpose of eliciting prior knowledge to their practices. The gap in teachers' beliefs and practices might be the reason for Sarp's inability to transfer that purpose to practice (Demirdogen et al. 2016; Uzuntiryaki, Boz, Kirbulut & Bektas, 2010). Moreover, Sarp did not define his role as a guide during teaching and preferred to lecture after informing students about the objectives. Sarp's views of learning might affect both his purposes (Abell & Siegel, 2011) and practices (Bell & Cowie, 2001) of assessment. Interestingly, all participating teachers were able to transfer all of their formative assessment purposes to their practices, which is in line

with the studies indicating that teachers have formative assessment practices (Ruiz-Promo & Furtak, 2007). This is also compatible with the fact that teachers' pedagogical professional knowledge has both understanding and enactment dimensions (Park & Chen, 2012). Teacher education courses (Bell & Cowie, 2001; Grossman, 1990), teaching experience (Abell, 2007; Box, 2008), and curriculum (Tomanek et al., 2008) might result in the observation of formative assessment practices in all teachers. However, the quality of teachers' formative assessment practices differed; science major teachers' feedbacks provided for students' learning were observed as "right and wrong". Education major teachers encouraged students learn from peers when providing feedback. Since science major teachers did not take any course on assessment, their poor formative assessment practices were expectable (Bell & Cowie, 2001).

Teachers mostly preferred to use formal assessment strategies in both knowledge and practice level, which is compatible with the studies indicating that teachers favor traditional assessment since they might feel knowledgeable about those (Gelbal & Kelecioğlu, 2007), responsible for preparing students for statewide exams (Black & Wiliam, 2004; Box, 2008), and have low self-efficacy about formative assessment (Box, 2008; Gelbal & Kelecioğlu, 2007). However, education major teachers used advance organizers and classroom assessment during teaching as opposed to science teachers. Teacher education courses (Bell & Cowie, 2001; Grossman, 1990) and teaching experience (Abell, 2007; Box, 2008) might explain this difference.

With regard to what to assess, all teachers believed in assessing factual, conceptual, and procedural knowledge and assessed those in practice. This is expectable considering the fact that curriculum (Tomanek et al., 2008) and feelings responsible for preparing students for statewide exams (Bell & Cowie, 2001; Box, 2008; Tomanek et al., 2008) influence teachers' assessment practices.

Teachers' assessment knowledge and practices in terms of how they interpreted assessment results and took action did not differ to a certain degree. In general, all teachers used assessment results to collect data about students' learning in terms of objectives, difficulties, and misconceptions as they stated during pre-interview. Furthermore, all participating teachers were able to provide feedback to students and check their teaching. Nevertheless, science major teachers' feedbacks were not qualified enough to inform and enhance students' learning. Also, one education major teacher, Oguz, among others utilized assessment results for a wide variety of ways than other teachers did. Education major teachers might have more developed pedagogical content knowledge than science majors might have (Aydin et al., 2015; Demirdogen et al., 2016; Shulman, 1986) because of teacher education courses (Bell & Cowie, 2001; Grossman, 1990) and teaching experience (Abell, 2007; Box, 2008).

Implications for Research and Teacher Education

The findings of the study have implications for teacher education and research. Science teachers' assessment literacy, one of the components of pedagogical professional knowledge of teachers, is implicit (Loughran et al., 2004) and complex (Abell & Siegel, 2011) in nature. Therefore, teacher education courses and professional development programs should provide opportunities where pre-service and in-service teachers think about their assessment knowledge in an explicit and reflective manner. Therefore, these contexts should encourage pre and in-service teachers to provide their answers to the questions of "Why do I conduct assessment during teaching? What are my purposes for assessment? To what degree my assessment purposes and views of learning are compatible? How do I interpret assessment results? Do I use evaluation to improve teaching and learning?" Science method and practicum courses have the potential for helping pre-service teachers to create their answers to these questions. In-service teachers also need professional development programs, as they stated during the study, which aim to increase both their knowledge and practices of assessment and evaluation.

This study has been one of the first attempts investigating education and science major teachers' assessment literacy within the context of teaching "Matter and its Change" unit at public schools. Teachers' subject matter knowledge and contexts of teaching might influence their assessment knowledge and practices (Magnusson et al., 1999). Therefore, there is a need to conduct studies with teachers both having different levels of subject matter knowledge and teaching in different contexts (i.e., private versus public). Another research might be the determination of science teachers' assessment literacy enacted during the teaching of different disciplines of science (e.g., physics and biology). These kinds of studies might contribute to understanding the nature of science teachers' assessment literacy.

References

- Abell, S. K. (2007). Research on science teacher knowledge. In S. K. Abell & N. G. Lederman (Eds.), *Handbook of research on science education* (pp. 1105–1151). Mahwah, NJ: Lawrence Erlbaum.
- Abell, S. K., & Siegel, M. A. (2011). Assessment literacy: What science teachers need to know and be able to do. In D. Corrigan, J. Dillon, & R. Gunstone (Eds.), *The Professional knowledge base of science teaching* (pp. 205-221). Dordrecht: Springer.
- Akdag-Gursoy, G. (2015). *Influence of the course of practical assessment and evaluation associated with the field on the literacy levels of assessment and evaluation attitudes and content knowledge of teacher candidates* [Unpublished Doctoral Dissertation]. Gazi University.
- Avraamidou, L. (2013). Prospective elementary teachers' science teaching orientations and experiences that impacted their development. *International Journal of Science Education*, 35(10), 1698-1724. <https://doi.org/10.1080/09500693.2012.708945>
- Aydin, S., Demirdogen, B., Akin, F. N., Uzuntiryaki-Kondakci, E., & Tarkin, A. (2015). The nature and development of interaction among components of pedagogical content knowledge in practicum. *Teaching and Teacher Education*, 46, 37–50. <https://doi.org/10.1016/j.tate.2014.10.008>
- Bell, B., & Cowie, B. (2001). *Formative assessment and science education*. Dordrecht, Boston: Kluwer Academic.
- Black, P. & Wiliam, D. (2004) The formative purpose: assessment must first promote learning. In M. Wilson (Eds.) *Towards coherence between classroom assessment and accountability: 103rd yearbook of the national society for the study of education* (2nd ed., pp. 20-50), Chicago, IL: University of Chicago Press.
- Box, C. (2008). *Formative Assessment: Patterns, personal practice assessment theories, and impact on student achievement and motivation in science* [Unpublished Doctoral Dissertation]. Texas Tech University.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, D.C.: National Academy Press.
- Buldur, S. (2009). *Developing Literacy and Self-Efficacy Levels of Science Teacher Candidates toward Alternative Assessment Approaches* [Unpublished Master's Thesis]. Sivas Cumhuriyet University.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Davidheiser, S. A. (2013). *Identifying Areas for High School Teacher Development: A Study of Assessment Literacy in the Central Bucks School District* [Unpublished Doctoral Dissertation]. Drexel University.
- DeLuca, C., Chavez, T., Bellara, A., & Cao, C. (2013). Pedagogies for preservice assessment education: Supporting teacher candidates' assessment literacy development. *The Teacher Educator*, 48(2), 128-142. <https://doi.org/10.1080/08878730.2012.760024>
- DeLuca, C., LaPointe-McEwan, D., & Luhanga, U. (2016). Teacher assessment literacy: A review of international standards and measures. *Educational Assessment, Evaluation and Accountability*, 28(3), 251-272. <https://doi.org/10.1007/s11092-015-9233-6>
- Deneen, C. C., & Brown, G. T. (2016). The impact of conceptions of assessment on assessment literacy in a teacher education program. *Cogent Education*, 3(1), 1-14. <https://doi.org/10.1080/2331186X.2016.1225380>
- Demirdogen, B., Hanuscin, D. L., Uzuntiryaki-Kondakci, E., & Koseoglu, F. (2016). Development and nature of preservice chemistry teachers' pedagogical content knowledge for nature of science. *Research in Science Education*, 46(4), 575-612. <https://doi.org/10.1007/s11165-015-9472-z>
- Fraenkel, J. R., & Wallen, N. E. (2006). *How to design & evaluate research in education* (6th ed.). Boston: McGraw-Hill.
- Friedrichsen, P., & Dana, T. (2005). A substantive-level theory of highly regarded secondary biology teachers' science teaching orientations. *Journal of Research in Science Teaching*, 42, 218–244. <https://doi.org/10.1002/tea.20046>

- Friedrichsen, P., van Driel, J. H., & Abell, S. K. (2011). Taking a closer look at science teaching orientations. *Science Education*, 95, 358–376. <https://doi.org/10.1002/sce.20428>
- Gelbal, S., & Kelecioğlu, H. (2007). Teachers' proficiency perceptions of about the measurement and evaluation techniques and the problems they confront. *Hacettepe University Journal of Education*, 33(33), 135-145. http://www.efdergi.hacettepe.edu.tr/shw_artcl-1017.html
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: Aldine.
- Gottheiner, D. M. & Siegel, M. A. (2012). Experienced middle school science teachers' assessment literacy: investigating knowledge of students' conceptions in genetics and ways to shape instruction, *Journal of Science Teacher Education*, 23(5), 531-557. <https://doi.org/10.1007/s10972-012-9278-z>
- Grossman, P. (1990). *The making of a teacher*. New York, NY: Teachers College Press.
- Gul, E. (2011). *Preservice elementary teachers assessment literacy and attitude towards assessment* [Unpublished Master Thesis]. Firat University.
- Izci, K. (2018). Secondary science teachers' assessment literacies in Turkey: A descriptive content analysis. *Journal of Education and Humanities: Theory and Practice*, 9(17), 23-54. <https://dergipark.org.tr/en/download/article-file/513964>
- Izci, K. & Siegel, M. A. (2019). Investigation of an alternatively certified new high school chemistry teacher's assessment literacy. *International Journal of Education in Mathematics, Science and Technology*, 7(1), 1-19. doi: 10.18404/ijemst.473605
- Koh, K. H. (2011). Improving teachers' assessment literacy through professional development, *Teaching Education*, 22(3), 255-276. <https://doi.org/10.1080/10476210.2011.593164>
- Levy-Vered, A. & Nasser-Abu Alhija, F. (2015). Modeling beginning teachers' assessment literacy: The contribution of training, self-efficacy, and conceptions of assessment, *Educational Research and Evaluation*, 21(5-6), 378-406. <https://doi.org/10.1080/13803611.2015.1117980>
- Loughran, J., Mulhall, P., & Berry, A. (2004). In search of pedagogical content knowledge in science: Developing ways of articulating and documenting professional practice. *Journal of Research in Science Teaching*, 41, 370–391. <https://doi.org/10.1002/tea.20007>
- Magnusson, S. J., Borko, H. & Krajcik, J. S. (1999). Nature, source, and development of pedagogical content knowledge for science teaching. In J. Gess- Newsome & N. G. Lederman (Eds.), *Examining pedagogical content knowledge: The construct and its implications for science education* (pp.95-132). Boston, MA: Kluwer Press.
- Mansour, N. (2009). Science teachers' beliefs and practices: Issues, implications and research agenda. *International Journal of Environmental and Science Education*, 4(1), 25-48. <https://files.eric.ed.gov/fulltext/EJ884384.pdf>
- Marshall, G. B., & Rossman, C. (2011). *Designing qualitative research* (5th ed.). London: Sage.
- Merriam, S. B. (2002). *Qualitative research in practice: Examples for discussion and analysis*. Hoboken, NJ: Wiley.
- Mertler, C. A. (2005). Secondary teachers' assessment literacy: does classroom experience make a difference?. *American Secondary Education*, 33(1), 49-64. <http://www.jstor.org/stable/41064623>
- Ministry of National Education. (2018). *Middle Schhol Science Curriculum (Fen Bilimleri Dersi Öğretim Programı)*. Ankara: Milli Eğitim Bakanlığı. <http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=325>
- Nazlicicek, N., & Akarsu, F. (2008). Physics, chemistry and mathematics teachers approaches to assessment tools and their assessment practices, *Education and Science*, 33(149), 18-29. <http://egitimvebilim.ted.org.tr/index.php/EB/article/view/637>
- Ogan-Bekiroglu, F., & Suzuk, E. (2014). Pre-service teachers' assessment literacy and its implementation into practice. *Curriculum Journal*, 25(3), 344-371. <https://doi.org/10.1080/09585176.2014.899916>

- Park, S., & Chen, Y. C. (2012). Mapping out the integration of the components of pedagogical content knowledge (PCK): Examples from high school biology classrooms. *Journal of Research in Science Teaching*, 49, 922–941. <https://doi.org/10.1002/tea.21022>
- Patton M. Q., (2002). *Qualitative research and evaluation methods*, 3rd ed., Thousand Oaks, CA: Sage.
- Quilter, S. M., & Gallini, J. K. (2000). Teachers' assessment literacy and attitudes. *The Teacher Educator*, 36(2), 115-131. <https://doi.org/10.1080/0887873000955257>
- Ruiz-Primo, M. A., & Furtak E. M. (2007). Exploring teachers' informal formative assessment practices and students' understanding in the context of scientific inquiry. *Journal of Research in Science Teaching*, 44(1), 57. <https://doi.org/10.1002/tea.20163>
- Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29(7), 4–14. <https://doi.org/10.3102/0013189X029007004>
- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4–14. <https://doi.org/10.3102/0013189X015002004>
- Siegel, M. A., & Wissehr, C. (2011). Preparing for the plunge: Preservice teachers' assessment literacy. *Journal of Science Teacher Education*, 22(4), 371-391. <https://doi.org/10.1007/s10972-011-9231-6>
- Stiggins, R. J. (1991). Assessment literacy. *Phi Delta Kappan*, 72(7), 534-539.
- Stiggins, R. J. (1999). Evaluating classroom assessment training in teacher education programs. *Educational Measurement: Issues and practice*, 18(1), 23-27. <https://doi.org/10.1111/j.1745-3992.1999.tb00004.x>
- Stiggins, R. J. (2002). Assessment crisis: The absence of assessment for learning. *Phi Delta Kappan*, 83(10), 758–65. <https://doi.org/10.1177/003172170208301010>
- Sen, M., Oztekin, C. & Demirdogen, B. (2018). Impact of content knowledge on pedagogical content knowledge in the context of cell division, *Journal of Science Teacher Education*, 29(2), 102-127. <https://doi.org/10.1080/1046560X.2018.1425819>
- Tomanek, D., Talanquer, V., & Novodvorsky, I. (2008). What do science teachers consider when selecting formative assessment tasks?. *Journal of Research in Science Teaching*, 45(10), 1113-1130. <https://doi.org/10.1002/tea.20247>
- Uzuntiryaki, E., Boz, Y., Kirbulut, D., & Bektas, O. (2010). Do pre-service chemistry teachers reflect their beliefs about constructivism in their teaching practices?. *Research in Science Education*, 40(3), 403-424. <https://doi.org/10.1007/s11165-009-9127-z>
- Volante, L., & Fazio, X. (2007). Exploring teacher candidates' assessment literacy: Implications for teacher education reform and professional development. *Canadian Journal of Education* 30(3), 749–70. <https://files.eric.ed.gov/fulltext/EJ780818.pdf>
- Xu, Y., & Brown, G.T. (2016). Teacher assessment literacy in practice: A reconceptualization. *Teaching and Teacher Education*, 58(1), 149-162. <https://doi.org/10.1016/j.tate.2016.05.010>
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage.

Authors

Betul DEMIRDOGEN is an associate professor in the Department of Mathematics and Science Education at Zonguldak Bülent Ecevit University. Her expertise is chemistry education. She studies science teachers' professional knowledge base, especially pedagogical content knowledge, nature of science, argumentation, STEM, and chemical representations.

Hatice Merve KORKUT is a PhD student in the Department of Mathematics and Science Education at Marmara University. She studies science teachers' assessment and evaluation knowledge and skills, nature of science, Web 2.0 tools, and thinking skills.

Contact

Assoc. Prof. Dr. Betul DEMIRDOGEN, Zonguldak Bülent Ecevit University, Ereğli College of Education, Department of Mathematics and Science Education, Office: 208, Kdz. Ereğli, ZONGULDAK

E-mail: betuldemirdogen@gmail.com

PhD student Hatice Merve KORKUT, Institute of Educational Sciences, Marmara University, Göztepe, İSTANBUL

E-mail: koyustuhaticemerve@gmail.com

Appendix A: Selected Interview Questions

Pre-Interview

Views about Learning

1. What is the purpose of science education?
2. What is the purpose of your teaching?
3. What are your roles as a teacher during teaching?
4. What are students' roles during teaching?
5. How does learning occur?
6. How do your views about learning affect your assessment decisions and strategies?

Perception, Knowledge, and Practices of Assessment

1. What is your personal opinion about assessment? Do you think that assessment is useful for teaching?
2. What do you know about assessment?
 - a. Where did you learn about assessment? (e.g., teacher education, professional development, colleagues, curriculum, and own interest)
3. What are your assessment purposes?
4. What are various ways that you use during an assessment?
5. What are the most frequent assessment strategies that you used during your teaching?
 - a. How do you select, plan and use those strategies?
6. How do you as a teacher interpret assessment results?
7. How do students interpret assessment results?

Post-interview

1. What was the purpose of using.....assessment strategy? What would you plan to achieve?
2. What was the reason for using the.....assessment strategy?
3. How did you use the data that you obtained from.....assessment strategy?
4. Did.....assessment strategy provide enough information about students' learning?
5. Will you use.....assessment strategy again?



Appendix B: Observation Protocol

Instructor:
 Date:
 School Name:
 Lesson Topic:
 Class Period Observed:
 Student Demographics:
 Classroom Layout (lab/classroom):

Time	Description-Focus on the following criteria: <ul style="list-style-type: none"> • Clarity of learning goals and criteria for success • Use of effective classroom assessment (e.g., Questioning, discussion, concept mapping) • Use and types of feedback that focuses on learning • Activating students as the owners of learning • Activating students for peer and self-learning 	Reflection of the researcher based on theoretical aspects of assessment literacy
At the beginning of class		
During class		
At the end of class		

Evaluation of Boarding Secondary Schools in terms of Education Equity*

Tugba DEMIREL**
Turker KURT***

To cite this article:

Demirel, T., & Kurt, T. (2021). Evaluation of boarding secondary schools in terms of educational equity. *Journal of Qualitative Research in Education*, 26, 53-87.
doi: 10.14689/enad.26.3

Abstract: The present study aimed to evaluate educational equality in regional boarding secondary schools (YBO) in Turkey opened to meet the educational needs of children who live in rural areas and are in the age of compulsory education. The research was qualitative using the in-depth interview technique and was carried out with the participation of 39 teachers working in BSSs in Ankara, Bingöl and Bartın provinces. The data collected was analyzed with the content analysis technique. In the analysis, according to teachers working in these schools, the education given in YBOs was of sufficient quality and YBOs provide disadvantaged children with access to quality education. However, the children studying in these schools experienced family deprivation, which reflected negatively on their academic success. In Turkey, YBOs provide educational equity in terms of access to education for children living in rural areas, but children have some problems stemming from staying away from family. Additionally, since schools do not meet certain standards, the problem of inequality continues. Based on the results of the research, it is recommended that the differences in quality between boarding schools should be eliminated, teacher turnover rates in these schools should be reduced and permanent teachers should be employed. Also, boarding secondary schools should not be an obligation but an option for children considering that children long for a family which in the absence can have negative effects on academic success.

Keywords: Equity in education, boarding schools, boarding secondary schools, Ministry of National Education

Article Info

Received: 27 Feb. 2019
Revised: 29 Sep. 2020
Accepted: 25 Apr. 2021

© 2021 ANI Publishing. All rights reserved.

* This article was produced based on the first author's master's thesis written under the supervision of the co-author.

** Ministry of National Education, Turkey, t-yilmaz@hotmail.com

*** Correspondence: Gazi University, Turkey, turker@gazi.edu.tr

Declaration of Conflicts of Interests: None

Introduction

How to provide mandatory formal education for the children residing in rural locations where schools are either not open or have limited number of attending students has been one of the prominent issues facing the education system in Turkey. The attempts to keep the schools in the rural areas open and appoint teachers to work in these schools have not reached the desired level. Therefore, the opening of boarding schools has widely been promoted since the early years of the Turkish Republic to eliminate the problem of limited access to education.

Following the extension of compulsory schooling from five to eight years in 1997, education was divided into three groups: transported, regular and boarding. During this period, boarding schools gained more importance and the authorities tried making such schools more prevalent by increasing their numbers (Gunduz, 2006). To overcome the issue of limited access to education in rural areas, the system of transported education was also implemented in addition to the opening of boarding schools (Ari, 2002). It could be said that upon the closure of the regional primary boarding schools in 2012, the tendency was to give more importance to transported education rather than boarding education.

After the extension of the age of compulsory education to eight years in 1997 and twelve years in 2012, a significant increase in the rate of schooling was recorded. According to Ministry of National Education (MoNE) statistics, schooling rate in 1997-1998 for primary and secondary schools was 86% and 74% respectively (MoNE, 2006), from 2020 onwards the rate of schooling for primary, secondary and high schools rose to 93.5%, 96% and 85% respectively (MoNE, 2020). Although significant progress has been made in a quantitative sense on the issue of limited access to education, there are claims in criticisms and debates that not enough improvement has been made in a qualitative sense and the education system is still not able to offer equal educational opportunities to all parts of society (World Bank, 2013, Educational Reform Initiative [ERG], 2017, Ferreira & Gignoux, 2010; The Organisation for Economic Co-operation and Development [OECD], 2017, Tedmem, 2016). To be more specific, the factors leading to educational inequality in Turkey are highlighted by many sources as follows (World Bank, 2013; ERG, 2017; Ferreira & Gignoux, 2010; Karakutuk, 2016; Polat, 2009, 2014; Yolcu & Polat, 2015, Tabak, 2019): Lower access to education among females compared to males, large discrepancies among regions in terms of educational quality, high-dropout rates and low attendance, large discrepancies between the sparsely populated and densely populated residential areas in terms of educational quality, inequalities within socioeconomic groups such as the lower, middle, and upper social classes in the society and particularly against the lower class, large discrepancies between rural and urban areas in terms of access to education and the quality of education, differences in teacher quality. Many attempts have been made towards resolving these issues in the Turkish educational system. The implementation of boarding schools has started in an attempt to provide quality education for the students having limited access to education (MoNE, 2003). However,

because boarding schools face various issues (Cetinkaya & Gelisli, 2013; Almis, 2014), research into Regional Boarding Secondary Schools is considered worthwhile. The present study revolves around boarding schools established to provide access to quality education for children who do not have the possibility of attending school due to such reasons as parental loss, financial issues, or lack of a school in their area of residence. Within this scope, the present study seeks to investigate the educational opportunities offered in boarding schools in terms of educational equity.

Educational Equity

Equity is a fundamental principle in democracy emphasizing equal opportunities and rights for every member of a society with no discrimination against any particular group and involves the elimination of all forms of existing discrimination (Gozler, 2000). Equity is innately related to the notion of justice as well. In this sense, equity should not only be considered as equal distribution or share of resources among the individuals and groups in a society. Equity also involves how resources are distributed among the individuals and groups as well as the realities of this distribution. (Psacharopoulos & Woodhall, 2006). Various types of equity exist in the literature but Turner's (1986) four types of equity is a widely recognized list. According to this list, equity is categorized into (1) ontological equity, (2) equity of opportunities, (3) equity of conditions, and (4) equity of outcomes. Ontological equity relies on theological and ethical schools of thought and it refers to the fundamental equity of persons as human beings before God. However, this type of equity is not considered effective enough in resolving the equity issues of modern communities which are more advanced and sophisticated. This inadequacy led to the second type of equity. The concept of meritocracy is used to define equity of opportunities and the importance of earned qualities like achievement is emphasized more for human success rather than attributed qualities such as gender and wealth. However, those who do not have equal opportunities or whose conditions are different compared to others at the beginning of their competition for success will also be disadvantaged in their competition for opportunities. In light of this, the third type of equity emerged. Equity of opportunity presupposes equity of conditions in which all the competitors in a given situation face the same circumstances. All the competitors need to start at the same point and compete with relatively minimum barriers. Equity of outcomes, as the last type of equity, involves the political dimension as well. This type of equity ensures the equity of outcomes through law enforcement and political tools regardless of the starting point and innate abilities of human beings. This type of equity postulates the need for social programs offering positive discrimination in favor of disadvantaged or underprivileged members of the community. Turner (1986) indicates that western democracy prioritizes equity of opportunities and he argues that equity of opportunities is not feasible with equity of conditions and it would not be sufficient to achieve social equity. Libertarian views on education developed by Friedman (1995) and Hayek (2011) play a very crucial role in prioritizing equity of opportunities in the west. The belief in absolute sovereignty lies at the heart of Libertarian values. The minimum amount of government involvement leads to the maximum amount of freedom, which results in diversity,

peace, and prosperity since no one is made to reconcile his or her beliefs for the sake of others. In the liberal economy model, it is believed that the government must have a limited role in the provision of educational service mainly because it is assumed that government intervention would restrict free education and the marketing of education. Therefore, education must be left to a free market, in which it can obtain higher quality, accountability, efficiency, and diversity of choice. Since the government is not responsible for the education of youth, parents determine when and how they would educate their children including homeschooling or technology-based education. Upon ensuring the equity of opportunities, conditions must be determined by market competition, not the government (Friedman, 1955, 1997). However, such an attitude is not without its limitations.

Within this conceptual framework, taking education, considered as a fundamental human and citizen right, only in terms of equity of opportunity would be insufficient for our study because the present study does not only focus on who studies in Regional Boarding Secondary Schools and how students for such schools are selected but also on the quality of education and conditions. Therefore, this study necessitates a point of view encompassing both equity of opportunities and equity of conditions. Field, Kuczera and Pont's (2007) conceptualization of educational equity lay the foundation needed in this sense. In the following section, the conceptualization of educational equity by Field et al., (2007) is defined after education equity is defined in general.

Educational equity is defined as providing educational services to all members of the society regardless of their gender, political beliefs, ethnic origin, native language, religious beliefs, and socioeconomic status in such a way that those who have limited access to education benefit the most (Karakutuk, 2016). In the conceptualization of educational equity, providing everyone with the right to hold the key positions or institutions in the society without favoring anyone and following the universal criteria while doing this (particularly achievement and ability) is highly emphasized (Tural, 2002). Three concepts are related to educational equity. These are equality of opportunity, equality of conditions, and equalizing. While equity of opportunity refers to the provision of the right to have education for everyone, equity of conditions involves supplying everyone with equal conditions for education. The concept of equalizing, on the other hand, means eliminating the inequalities in education (Altunya, 2003). What needs to be highlighted at this point is that educational equity is not only about equality of opportunity but also about the quality of education offered. In the relevant literature and regulations in Turkey, equality of opportunity is not used on its own but along with equality of conditions. Field et al., (2007) defines equity in education as a concept in terms of opportunity and circumstances as two different dimensions. It is also seen that organizations such as OECD (2017) carry out analysis based on Field et al., (2007) conceptualization.

Field et al., (2007) define equity in education with two dimensions are considered as closely intertwined. The first dimension is fairness which implies ensuring that personal and social circumstances such as gender, socio-economic status, or ethnic origin should not be an obstacle to attaining educational potential. The second is dimension

is inclusion which means ensuring a basic minimum standard of education for all. Inclusion involves the provision of minimum abilities and capabilities necessitated by the modern society for all members of the community independent of personal and social circumstances (Fiel et al., 2007; Polat, 2009). Fairness and inclusion are the most powerful tools available to make education more equitable. Based on this conceptual framework, the present study evaluates regional boarding schools (YBO) in terms of equity in education by looking into the dimensions of fairness and inclusion.

The long-term social and financial costs of failure in ensuring educational equity are high. The most important costs are low success rate, high dropout rate, juvenile delinquency, and poor adaptation of children to society. (Field et al., 2007). Receiving quality education, on the other hand, brings important benefits to an individual. Improving the educational attainment of the individuals can pay off in the long run at both social and personal levels with shorter periods of unemployment, higher income levels, quicker promotion, greater participation in social and cultural activities, and the resulting increase in tax revenues (Psacharopoulos, 2009; Psacharopoulos & Woodhall, 2006). Therefore, equity in education is crucial for both individuals and society as it means providing quality education that helps everyone to succeed.

Equity in education is a fundamental principle of the Turkish Republic and the Turkish Educational System. Article 42 of the Constitution of the Republic of Turkey ensures the right to education. National Education Principal Law guarantees “the right to education (Article 7)” and “equality of opportunities and conditions (Article 8). Article 7 highlights that every Turkish citizen has the right to education and every citizen can benefit from the educational institutions after primary school according to their interest and abilities. Article 8 which is directly about equality of opportunities and conditions indicates that equal opportunities for both male and female members of the society, financial assistance such as free boarding schools, scholarships, and loans are to be given in an attempt to help those who are financially deprived reach the highest level of education. Also, special measures are to be taken to help those in need of special education and protection. In addition to Turkish national laws, there are also several international contracts and agreements binding the educational practices in the country regarding equality of opportunities and conditions. Turkey has recognized several agreements such as Universal Declaration of Human Rights, Declaration of the Rights of Children, the conventions on the Rights of Children, and the Paris Agreement aiming at ensuring equal and quality education in light of children's rights (Gulcan, 2019). Therefore, equity in education is legally preserved through both national and international laws. The following section sheds light on YBOs as the present study deals with these schools in terms of equity in education.

Regional Boarding Secondary Schools (YBO)

YBOs are schools with boarding opportunities established to provide primary education for children of poor families in villages and smaller settlement units of Turkey where the population is low and dispersed and there is no school facility available. In these schools, all the needs of the students including school uniforms, bags, books, notebooks, and pocket money are provided by MoNE (MoNE, 2003; Ozdemir, 2009). Thousands of primary schools where multigrade schooling is practiced with combined classrooms have been closed down as the number of students attending these schools dropped significantly with the declining population as a result of immigration. Building schools and lodgements in every village, provision of materials, and teacher appointment policies to these schools are considered to be more costly than the Regional Boarding Secondary Schools. With boarding schools, fewer facilities and classrooms are built and fewer teachers are needed. In this sense, one of the primary reasons behind the prevalence of boarding schools is lower costs; however, this practice is also criticized (Almis, 2014). The attempts to lower the costs of education without leading to any kind of inequality in education have constituted a great challenge. The number of students attending YBOs is presented in Table 1. Boarding school students are given according to grade level but only the total number is given for day students attending.

Table 1.

Number of students in Regional Boarding Secondary Schools

Student numbers	Male	Female	Total
Grade 5	7.174	6.336	13.510
Grade 6	5.907	5.063	10.970
Grade 7	6.401	5.382	11.783
Grade 8	7.309	5.942	13.251
Total number of boarding school students	26.791	22.723	49.514
Day students	19.983	21.241	46.624
<i>General total</i>	46.774	43.964	96.138

Source: MoNE, 2018a

The figures in Table 1, based on 2018 data, show that the total number of students attending YBOs is 96.138, and 49.514 of them are boarding school students. In terms of gender, the figures demonstrate that male students outnumber female students. While the number of male students in boarding schools is 26.791, the number of female students attending is 22.723. This is the opposite of those attending boarding schools as a day student. The number of female day students who attend the boarding schools (21.242) is more than the number of male day students (19.983) attending these boarding schools. Looking at the total number of students in YBOs, the number of female students (43.964) is lower than male students (46.774). The fact that the number of female boarding school students is lower than male boarding school students can be attributed to the reluctance of parents to send their daughters to boarding schools. The number of YBOs by region is given in Table 2.

Table 2.*Number of YBOs by Region*

Region	Number of YBOs
Mediterranean Coast	33
Eastern Anatolia	132
Aegean	15
Southeastern Anatolia	30
Central Anatolia	32
Black Sea Coast	68
Total	325

Source: MNE, 2018a

The figures in Table 2 demonstrate that YBOs are more prevalent in Eastern Anatolia (132 YBOs). Seven provinces with the highest number of YBOs are located in Eastern Anatolia (20 in Bitlis, 19 in Muş, 18 in Erzurum, 14 in Ağrı and Van). The region with the second-highest number of YBOs (68) is the Black Sea. A common feature of the first two regions with the highest number of YBOs is that the number of provinces with dispersed and small settlement patterns in both regions is quite high. Moving towards the western part of Turkey, the number of YBOs is observed to decline. The region with the least number of YBOs (14) is the Aegean region. In Turkey, 66 out of 81 provinces have YBOs. There are no YBOs in the remaining 15 provinces (Bilecik, Bolu, Burdur, Kırşehir, Kocaeli, Kütahya, Muğla, Nevşehir, Şanlıurfa, Tekirdağ, Uşak, Yozgat, Zonguldak).

The implementation of YBOs has been modified with the amendments made in 2012, taking secondary school institutions into compulsory education process, with the amendments adopted on March 30th, 2012 in 6287 Primary Education Law upon being published in the Official Gazette dated on April 11th, 2012 (issue number 28261). Under the circular issued by the Ministry on May 5th, 2012 only 5th, 6th, 7th, and 8th graders were allowed to use the boarding opportunities in the regional primary boarding schools. It was announced that the necessary measures would be taken to help primary school pupils continue their education in village schools or through transported education in both regular and regional primary boarding schools as a day student (MoNE, 2012). This was put into practice in the 2012-2013 school year and only 5th, 6th, and 7th graders were admitted into Regional Boarding Secondary Schools. Those who had already registered for the 1st, 2nd, 3rd, and 4th grade levels were moved to transported education (Cetinkaya & Gelisli, 2013, p. 5). This change had an impact on the number of schools and students. For example, it can be understood from MoNE Directorate-General for Basic Education data that the number of YBOs was 597 in the 2007-2008 school year and the number of students attending these schools was 165.468. On the other hand, in the 2017-2018 school year, the number of YBOs dropped to 313 and the number of students attending such schools declined to 51.439 (MoNE, 2018a). Therefore, the change in the status of boarding primary schools into regular schools led to an important decline in the number of students.

Looking at the distribution of YBOs across Turkey, we can see that these schools enable students coming from residential areas with no school facilities and rural areas to continue their education while providing shelter. Therefore, it would be fair to say that these schools play a very important role in ensuring equality in opportunities and circumstances in the Turkish Educational System. To serve this purpose, however, the conditions offered to the students and the education and teaching taking place in YBOs need to be of good quality. YBOs are given a lot of importance, especially in Eastern Anatolia, Black Sea, and Southeastern Anatolia regions. It has been observed that MoNE seeks to ensure equity in education by providing an orderly education and teaching atmosphere through YBOs for the school-age children living in remote rural areas.

Considering the mission and locations of YBOs, it can be said that the aim is to provide access to education for children of compulsory school age. On the other hand, it is also highlighted that YBOs face several issues most of which are related to equity in education.

Issues Facing Regional Boarding Secondary Schools

There is a great deal of research available in the literature on the existing conditions in YBOs and problems encountered in these schools. A few of these studies dwell on general or managerial issues existing in YBOs (Aytekin, 2009; Cetinkaya & Gelisli, 2013; Dikmen, 1990; Gulbeyaz, 2006; Koroglu, 2009; Ozdemir, 2009; Simsek, 2010, Ulusoy, 2006). There are also other studies investigating the psycho-social state and life satisfaction level of students in YBOs (Cilgin, 2007; Gokyer, 2011; Nigar, 2014, Simsek, 2010; Toksoy, 2009; Yavas Karatas, 2006; Yilmaz, 2012). Since the present study focuses on YBOs in terms of equity in education, rather than the findings of the previous studies on administrative issues such as running lodgings in YBOs, the findings on the issues facing YBOs related to the students and educational processes are prioritized.

The previous studies on YBOs revealed that the issues that YBOs face are not related to the education and teaching process but to the fact that these schools are boarding schools. Cetinkaya and Gelisli (2013) emphasize that there are advantages and disadvantages unique to YBOs. YBOs are both a school and a home to children (Başarrı, 2009; Cetinkaya & Gelisli, 2013). YBOs include provisions for living, sleeping, eating, studying, and hanging out. Students in these schools spend 24 hours within the school facility. The lives of students carry the risk of being a life of routines, sameness, and monotony as the date and place of all the activities are scheduled and every day is just like the day before (Almis, 2014). On the other hand, the relatively larger amount of time spent in the school and the intensity of discipline and inspection increase the time that students in YBOs can allocate for their studies, which is argued to have a positive influence over their academic studies (Basarir, 2009, Yagmur, 2014). Various studies; however, revealed that boarding school students suffer from severe psychosomatic disorders, intense homesickness, weakening sibling

relationships, worsening bonds with parents, not being wanted by parents, and emotional abandonment leading to physical and mental problems as well as academic problems (Almis, 2014; Basarir, 2009; Eraslan, 2006; Nigar, 2014). For some children, YBOs seem to be the only option to be able to continue their education and even life. For some others, YBOs act like an alternative form of education enriching their lives but for a group of children, YBOs are places where they are sent away to reside in lonely abandonment or exile. In some studies, it is indicated that some low-income families with many children send their offspring(s) to YBOs so that they can meet their essential needs-food and shelter (Basarir, 2009; Cetinkaya & Gelisli, 2013).

It has been revealed in some studies that being away from family and home atmosphere cause students studying at YBOs to experience such issues as poor academic performance, aggression and psychological withdrawal (Ari, 2002; Halici, 2005; MoNE, 2011; Yagmur, 2014). Nigar (2014) mentions that boarding school students' subjective well-being and their level of meeting their basic psychological needs are lower than non-boarding school students.

Savci (2014) indicates that the fact that children receive education away from parental love leads to psychological issues and has negative effects on children's education. Besides, the appointment of inexperienced, novice, or intern teachers who are not familiar with the needs of the students in boarding schools is one of the important issues YBOs face (Almis, 2014). According to Russell, boarding school students are more likely to have limited knowledge about life and real-life issues and also they tend to be emotionally detached from their parents. To be devoid of parental love may lead children to develop some negative personality qualities. Russell (2006) thinks the negative effects of boarding schools seem to be so severe that they actually outweigh the benefits of such schools. Almisi (2014) likens the difference between boarding and regular schools to the difference between fish living in a lake and fish living in an aquarium in terms of life and learning experiences. Boarding school students spending time in an artificial environment isolated from society are more likely to have limited life experiences compared to those staying home. In addition to deprivation from their parents and parental love, boarding school students also have limited opportunities to interact with people of various age groups, gender, and occupations (Almis, 2014). On the other hand, boarding schools also bring benefits to children. Children participating in activities organized in and outside the school including school and field trips have the opportunity to develop in educational, artistic, and sportive ways. There are studies available in the literature mentioning that these activities organized in the boarding schools help children to get to know themselves and have better abilities to express their ideas and feelings (Beklevic, 2004). It has also been indicated that children attending boarding schools are more likely to develop the ability to stand on their two feet, communicate, live together with others and obey rules (Toksoy, 2009).

Inal and Sadik (2014) highlight that YBOs create issues for teachers as well leading to low teacher satisfaction. It has been identified that teachers working in regional primary boarding schools (YBOs) are not satisfied at work due to the students' low level of readiness and academic success, inadequate cooperation with parents, and

additional responsibilities like day and night shifts (Gulbeyaz, 2006; Gunduz, 2006; Inal & Sadik, 2014). Not having enough lodging services and having to live in a nearby district or province and commute to the place where YBOs are located and reluctantly working day and night shifts to receive additional payments to improve their low salary make the teachers' job more difficult (Almis, 2014). An inadequate number of tutors and counselors is another issue in YBOs. Assuming the responsibilities of a tutor and counselor lowers their efficiency in their courses (Ak, 2004). A study conducted by Koroglu (2009) with the participation of principals and teachers in YBOs revealed that these schools do not have the software necessary to meet the managerial needs unique to their context; health centers do not have the necessary equipment and medical devices; schools experience power cuts and water cuts; schools do not have enough sports facilities and sports equipment. There is also a need for support personnel such as nurses and security guards, lodgement services to meet the accommodation needs of the personnel, and additional payments to the teachers for their duties in these schools which are considered insufficient.

Parents' not interacting sufficiently with the school and not showing enough interest in it is a crucial problem YBOs face. A lot of research related to YBOs have demonstrated that parents are not interested in the school and schools do not receive parental cooperation and support at an adequate level (Celenk, 2003; Inal & Sadik, 2014; MoNE, 2011; Yilmaz, 2012). However, another factor, that leads us to think parental indifference towards school is not the only reason behind this problem, was also pinpointed. YBOs are located in far-off destinations and this seems to constitute a barrier between parents, students, and schools (Ak, 2004). Therefore, it would not be right to blame parents' lack of interest for poor interaction between schools and parents. Parents often have limited transportation opportunities, causing communication problems between school and parents. Considering the influence of parents over children's academic success, receiving education away from parents is a major problem on its own and poor communication between schools and parents takes the issue to a more serious level.

There are studies available showing that YBOs still do not have the necessary physical conditions and they do not share a common set of standards. These studies also revealed that most YBOs lack facilities like sports hall, hobby workshops, and multi-purpose halls preventing YBOs from providing enough opportunities for children to be involved in educational and social activities (Acar, 2008; Cılgın, 2007; Gokyer, 2011; Inal & Sadik, 2014; Ozdemir, 2009, Yavas Karatas, 2006). It is emphasized that schools need to be built with good physical and sanitary conditions and functionality; however, beyond these essential conditions, the schools have to be places that children find attractive (Yolcu, 2010).

The institutional information and research given so far aim to accentuate the role of YBOs in the educational system and the issues they face in various aspects. However, there is no study in the literature investigating YBOs solely in terms of equity in education. It is very important to examine the characteristics of children attending YBOs, the reasons pushing these children to study at YBOs, and the benefits and

drawbacks of studying at such schools for the children compared to those attending regular schools. In other words, the characteristics of students attending YBOs are examined with regards to the justice dimension, the quality of education, and conditions of accommodation offered by YBOs. YBOs are also examined according to the inclusion dimension of equity in education. One of the most important functions of YBOs is to provide educational service to the underprivileged groups of society who have limited access to education, which makes it essential to investigate these schools in terms of equity in education. Therefore, the extent to which YBOs provide access to underprivileged groups and the quality level of the education given has become an important research subject. The present study aims to evaluate YBOs in terms of equity in education based on the views of teachers working in such schools. Within this scope, the study aims to answer the research questions below:

1. How do the teachers working in YBOs define the students attending these schools in relation to the dimension of equity in education?
2. On the concept of inclusion as another dimension of equity in education, how are the existing conditions of YBOs evaluated by the teachers working in such schools with regards to the following? :
 - a. The quality of education-instruction offered,
 - b. Lodging and school facilities and educational equipment,
 - c. The fact that students are boarding students,
 - d. Extra-curricular activities offered to the students,
 - e. School-parent interaction.

Method

Research Design

The method used in the present study is qualitative with a phenomenological approach. The purpose of the phenomenological analysis is to identify and illuminate the nature of specific phenomena through the way they are perceived by the actors in a situation (Patton, 2014). When the study aims to reveal the experiences of a community and the feelings they attach to these experiences, the most plausible approach seems to be the phenomenological approach (Creswell, 2015). The phenomenon illuminated in this study is the facilities offered to children by boarding schools in terms of equity in education. In other words, the study evaluates the education and accommodation facilities that YBOs provide students with in terms of equity in education by relying on the observations and views of the teachers working in these schools. The phenomenological approach seeks to reveal the nature of subjective experiences through a disciplined analysis (Patton, 2014). Therefore, this study aims to reveal the basic characteristics of YBOs in relation to equity in education by relying on teachers' subjective evaluations.

Participants

Qualitative studies aim to reach participants who can provide you with comprehensive data and information related to the topic researched. Therefore, the importance of using purposive sampling methods is emphasized (Creswell, 2015). To determine the participants for the present study, maximum variation is used as one of the purposive sampling methods. Yildirim and Simsek (2008) indicate that with maximum variation technique, it is possible to work on a relatively smaller sample; however, the participants included in the study have to optimally reflect the diversity of the population related to the research question of the study. With the sample selected in this way, it is possible to obtain richer findings compared to the other sampling methods (Neuman, 2007). With maximum variation, the purpose of sampling is not to reach generalizable results like in a quantitative research method but to reveal common or shared phenomena by dealing with the research problem based on multiple perspectives (Baltaci, 2018). In this study, the use of the maximum variation technique to reflect the diversity of teachers working in YBOs helped to ensure that the research problem is not restricted to the perspective of a certain teacher or group of teachers or a district.

In line with the maximum variation technique, while selecting the teachers working YBOs, deliberate efforts were made to ensure that participants are from various schools, genders, and years of services. While identifying which provinces to focus on, it was made sure that the provinces are from various regions and development levels. Ankara is selected as it is a metropolitan, Bingöl is chosen as it is located in Eastern Anatolia and YBOs are prevalent there and Bartın is also included because it is in the Black Sea region and YBOs are widespread there as well. To this end, participants were comprised of 39 teachers (13 female and 26 male) working in Ankara, Bartın, and Bingöl provinces during the years 2016-2017. The characteristics of participants in this study are presented in Table 3.

Table 3.

Personal Information About Teachers Participating in the Study

Personal Characteristics	Characteristics	F	%
Gender	Female	16	41
	Male	23	59
	Total	39	100
Years of service	1-5 years	2	5
	6-10 years	14	36
	11-15 years	21	54
	16-20 years	1	2,5
	21 years and above	1	2,5
	Total	39	100

As seen in Table 3, most teachers participating in the study have been in service from 6-10 years to 11-15 years. It can also be seen that male participants outweigh female

participants, which resulted from the fact that participation in the study was voluntary. Robinson (2014) indicates that it is very common to observe in research having the principle of voluntary participation that participants who are directly affected by the phenomenon in question or who are interested in it naturally show a lot of interest in the research. While it is mentioned that participant characteristics emerging from the principle of voluntary participation might create limitations regarding the generalizability of research findings, voluntary participation is one of the fundamental requirements of research ethics for any interview done to gather data (Robinson, 2014). Each participant's gender and years of service are presented in Table 10 by using pseudonyms.

Data Collection Tool

The investigation of YBOs in terms of equity in education was done through the views shared by the teachers working in these schools. Therefore, an in-depth interview method was opted for to collect the data needed for the research. Basically, this data collection method seeks to gather detailed information beyond initial and surface-level answers cleared from prejudices and errors like poor listening skills in the day-to-day communication and interaction process. This method is not as easy as it looks since it requires engagement, sensitivity, understanding among individuals, being mentally aware, foresight, and discipline (Yildirim & Simsek, 2008). In-depth interviews are one of the widely used data collection methods to explain the experiences of participants concerning a phenomenon in question (Creswell, 2015). This method aims to gather in-depth data regarding the participants' experiences, perceptions, opinions, feelings, and knowledge through the use of open-ended questions. The data obtained in this way facilitates the use of direct quotations optimally reflecting the context in which interpretations can be made (Patton, 2014). To this end, a semi-structured interview form was developed by the researcher to evaluate YBOs in terms of equity in education.

Prior to the development of the semi-structured interview form, a literature review was done. Based on the literature review, a template question form was prepared. To check scope validity, the template question form was presented to a panel of three specialists. Besides, the questions in the template form were also proofread by a Turkish language specialist in terms of grammar and appropriacy of expressions. In the light of the feedback given, various changes such as reordering, reduction, and merging of some questions were made on the interview form. On a final note, practice interviews were done with two teachers working in a boarding school in Ankara to check the clarity and appropriacy of the questions. At the end of this process, the interview form reached its final version. In the first section of the data collection tool, questions are related to the gender and years of services and in the second section of the data, the questions aim at identifying the extent to which YBOs can meet the requirements of educational equity in terms of opportunities and conditions. The two questions in the semi-structured interview form used in the research are given below:

What do you think about the educational equity provided by Regional Boarding Secondary Schools for their students compared to their peers attending other types of schools?

What are your observations regarding the effect of studying as a boarding school student on student's academic success in YBOs in comparison with other types of schools?

Data Collection

Upon being granted permission by MoNE to gather data, interviews were done with the participants during March-June in 2017. Fettleman (1989, cite in Yildirim, 1999) emphasize the importance of perceiving the research subject within its natural contexts and the necessity of the realities of such contexts to lay the foundations for the research findings.

For this reason, schools were visited by the researchers in person. School principals were approached to arrange a convenient day for the interviews and teachers were notified about the subject and date of the research in advance. On the date and time of the interview, researchers went to the school and recruited the teachers who volunteered to participate in the study. Nearly all the teachers volunteered for the research; however, the participants to be interviewed were recruited based on gender, experience, years of service in boarding schools, and branch. In addition, some teachers who expressed their interest in the research subject were also interviewed. Very few teachers refused to participate in the research due to such reasons as course preparation, being hectic, or having to leave the school right after the semester is over. Interviews were conducted face to face in places like classrooms or teacher rooms and special attention was given not to disrupt the teaching and learning process. It was ensured that interview rooms were silent and a third person was not there. The classrooms used for the interviews were those that had no class at the time of the interview. Teacher rooms were also arranged so that the interviews could be held while the other teachers were teaching. Prior to the interviews, teachers were informed about the purpose of the research and how the research would be conducted. Researchers tried their best not to influence or manipulate them throughout the interview. Yildirim (1999) points out that being close to the sources of information may interfere with the natural flow of the events; therefore, qualitative research may differ from a traditional research perspective and the research has to be conducted without the researcher interfering in the natural flow of the events to collect data subjectively as much as possible. Interview duration ranged from 21 minutes to 43 minutes. Interviews were recorded with a sound recording device to prevent data loss. Identity information was not requested from any of the participants and it was made clear that voice recordings would be used solely for the study. To this end, participants were informed that interviews would be voice recorded prior to the interview and their consent was sought. All the participants granted permission and all the interviews were voice recorded. Besides, participants were also informed that after the voice recordings were transcribed, they would be emailed the transcriptions of the interviews and if participants requested any part of the interview to be extracted it would be done. Only two participants requested to see the transcriptions and shared their email address. However, they did not ask for any extraction from the transcriptions emailed to them.

Data Analysis

The data gathered within the scope of this study was analyzed in line with the content analysis technique. The purpose of this technique is to determine the presence of concepts and connections in the data that can shed light on the phenomenon in question. To reach the concepts and connections that can not be identified with a descriptive approach, data goes through a more in-depth analysis with the content analysis technique (Yildirim & Simsek, 2000). Hsieh and Shannon (2005) current applications of content analysis follow three distinct approaches: conventional, directed, or summative and researchers use all three approaches together to interpret meaning from the content of text data. The major differences among the approaches are coding schemes, origins of codes, and threats to trustworthiness. In conventional content analysis, codes are derived directly from the text data. With a directed approach, analysis starts with a theoretical framework as guidance for initial codes. A summative content analysis starts with counting and comparisons of keywords or content and continues with the interpretation of the underlying context. Within the scope of this study, a directed content analysis technique was employed. To this end, an initial coding system was derived based on the literature for the data analysis. However, changes and additions were made to the codes in line with the findings obtained from the interviews.

There are several strategies suggested for qualitative research to ensure validity, defined as the credibility level of data. The triangulation method is a common and well-known practice of using multiple sources of data or multiple approaches to analyzing data to enhance the credibility of qualitative research (Merriam, 2015). Triangulation is defined as a technique that relies on multiple perspectives for a more comprehensive understanding of the phenomenon. Creswell (2015) defines triangulation as a technique that improves credibility. For the present study, the use of multiple sources of data was preferred as a triangulation technique. Within this scope, during the interviews, the researcher observed the interview location and took notes.

Besides, participants' changes in their tone of voice, mimics, emotional state, and emphasis were also observed and noted down as they considered as data for qualitative research by Merriam (2015). These notes were used in the analysis and interpretation of transcriptions comprised of participants' expressions. Among the multiple interviews conducted, two randomly chosen samples were analyzed by two different external researchers and coded. The codes put forward by these two researchers were compared against each other. The comparison was made by the two authors of the study. Within this scope, codes were compared against each other and those developed by the two authors of the study. In the end, new codes were added to the ones derived by the researchers; some were merged and all codes were refined to their final version.

In the findings section, findings put forward in relation to the themes and subthemes were supported and exemplified with direct quotations from participants' expressions. In the direct quotations, pseudonyms were used by researchers rather than the real names of the teachers interviewed.

Findings

Student profiles in YBOs

Within the scope of the first sub-problem, the teachers were asked about the characteristics of students attending YBOs in relation to the justice dimension of equity in education. The aim was to identify the kinds of students that enroll in YBOs by exploring student profiles. To this end, the categories and codes regarding the profile of students attending YBOs defined based on the teachers' views are presented below:

Table 4.

Findings on the Theme of Student Profile in YBOs

Categories	Codes
Students having issues with attendance and access to school	Students with no school in their village
	Students who cannot regularly attend their school
	Students with financial difficulties
Disadvantaged students	Students who experienced parental loss
	Students with a broken family

Looking into the findings related to the theme of student profile (Table 4), most students attending YBOs are those that do not have a school in their village or are not able to attend school regularly. Besides, some students had broken families, had lost their mother and/or father, or had financial difficulties in their family. As teacher Fatma says "children who have to stay with their grandparents after their families are broken up prefer regional boarding schools... Most children's parents are divorced." This on its own can be considered as an indicator showing that YBOs provide children in need with an important opportunity. Children who cannot continue their education due to reasons such as the absence of a school in their village, parental loss, broken family, or financial difficulties can receive good education through YBOs. Besides, YBOs also offer great opportunities for education to children whose parents suffer from financial difficulties. Teacher Bilge described this situation by saying "families registered in the school have limited financial resources". Likewise, teacher Ayhan said "YBOs constitute a remedy for those having hard times leaving their children alone." In this sense, YBOs provide education services not only to those who don't have a school in their village but also to those with broken families or financial difficulties.

Teaching and learning opportunities offered in YBOs

The categories and codes identified regarding the teaching and learning opportunities offered in YBOs are given in Table 5.

Table 5.

Findings Regarding the Teaching and Learning Opportunities Offered in YBOs.

Categories	Codes
Advantages of YBOs over other school types	One-on-one interaction between teachers and students
	Opportunity to have a balanced diet
	Accommodation in a healthy environment
An environment fostering student success	Easy Access to teachers
	Opportunity to study regularly
	Relative increase in student success
Differences in teacher profile	High number of inexperienced teachers
	High number of paid teachers

As it can be seen in Table 5, teachers' views on the theme of educational and instructional services provided in YBOs under three categories and eight related codes. In general, it seems that teacher participants prioritize elements such as one-on-one interaction with students, providing students with a balanced diet and healthy environment for accommodation, and a convenient atmosphere facilitating students' academic success. It is seen that these opportunities that YBOs offer contribute to meeting students' needs sufficiently, helping students receive psychological and social support, and fostering students' academic success through the educational and instructional services provided. On the other hand, teacher participants also highlighted the issue of paid teachers and inexperienced teachers working in YBOs.

The first category derived from teacher perspectives obtained within the scope of this research is YBOs having advantages over other school types. Teachers working in YBOs emphasized that educational opportunities offered in YBOs are better than in other types of schools. The fact that teachers interact with the students in study hours on a one-on-one basis and the students are opportune to have a healthy diet and accommodation make these schools advantageous for the students.

Teacher Bilge expresses the adequacy of the educational services offered in YBOs in the following way:

I personally believe that YBOs have more advantages than disadvantages in terms of educational services compared to other types of schools. Staying away from their parents might be a disadvantage. One of the primary needs of the students is parents but needs like shelter and food are also very important and many children do not have the opportunity to eat healthily in their home. In a dormitory environment, hot meals every day, conditions necessary for a balanced diet, and a warm atmosphere can be offered, which helps students meet their other needs as well. This is a crucial support. Besides, students can reach and communicate with their teachers whenever they have a course-related issue. (Teacher Bilge).

The adequacy of the educational services offered by YBOs was also expressed by another participant, teacher Yeliz in the following way:

The advantages of studying in such a school outweigh the disadvantages. With the reduction of student numbers staying in boarding schools, tutors and teachers can interact with the students individually, which promotes student success. Incidents taking place in the boarding houses and the high media coverage it has received helped the institutions to draw attention to the issues of boarding schools and opened the door for solutions. (Teacher Munever)

One of the positive qualities of YBOs is easy access to teachers. Students in YBOs can contact tutors about academic or non-academic issues. Many teacher participants think that the possibility of reaching teachers offered by YBOs is an important opportunity for the students. Another point highlighted by teacher participants is that students in YBOs have the opportunity to study regularly, which positively influence their academic success. Teacher participants all agree that YBOs create a learning environment fostering student academic success based on the easy access to teachers, opportunity to study regularly, and positive changes observed in success.

Regarding the category of variations in teacher profiles, the perspectives of teachers working in YBOs differ. Some teacher participants consider the presence of paid teachers in YBOs as a problem. Teacher Mehmet, one of the participants, expresses the situation in this way: "several issues are experienced due to shortage of tenured teachers...paid teachers may not be competent in the field." Similar opinions were expressed by another teacher: "Better results can be obtained in terms of academic success by working with well-educated permanent teachers." (Teacher Hakan).

Another positive comment made about the teachers working in YBOs is that most of the teachers are young: "Participants generally see the young teaching staff as an advantage. Young and dynamic teaching staff help the students individually with the areas students feel weak in like in private tuition. This significantly affects the quality of the school. The fact that teachers are young and treating students in a friendly manner is also a benefit." (Teacher Pinar). The positive effects of the young teaching staff was highlighted by another participant: "as we have young teaching staff, student-centered education is conducted and everybody does his/her best. This affects students positively" (Teacher Tuncer). These expressions can be considered as indicators showing the positive influence of YBOs in education resulting from teaching staff being more successful and willing to use up-to-date teaching methods. However, according to a teacher participant who has a negative attitude towards young teachers working in YBOs: "But the presence of young teaching staff with no permanent staff in a complete staff constitutes a barrier to the delivery higher quality education." (Teacher Cemil). Because YBOs are located in remote places away from the city center, teachers working in these schools are comprised of novice teachers and teachers with few years of service. Teacher turnover in YBOs is high and therefore not having a permanent teaching staff is considered a problem for YBOs.

Appropriacy of boarding houses and equipment in YBOs

Under another sub-problem of the research, participants' opinion was sought regarding the appropriacy of boarding houses and equipment in YBOs for the

children’s developmental and educational needs. The relevant findings for the themes and sub-themes derived from teachers’ perspectives are given in Table 6.

Table 6.

Findings on the Appropriacy of Boarding Houses and Equipment in YBOs For the Children’s Developmental and Educational Needs

Categories	Codes
Diversity in physical conditions	Play areas
	Multi-purpose hall
	Library
	Social activity areas
	Sports hall
The need for improving school and boarding houses	Limited financial resources
	Environment in line with student needs
	Quality differences among YBOs
	A stimulating school atmosphere

As it can be seen in Table 6, two categories and nine related codes were created on the theme of appropriacy of schools and boarding houses in YBOs to the developmental and educational needs of the children.

The first category which emerged from the opinions of the teacher participants in the study refers to the diversity of physical conditions in YBOs. The areas highlighted by teacher participants are play areas, multi-purpose halls, library, social activity areas, and sports hall which they believe YBOs have at an adequate level. The participants indicated that important progress has been made to improve the physical conditions in YBOs, which have turned YBOs into schools that offer a wide range of physical facilities to children.

This is expressed by one of the participants (Teacher Mustafa) in the following way:

With the improvements made in the boarding houses, a more effective environment was created for the students. In our boarding house, there are rooms where they can do sports activities, a TV room to play table tennis and spend leisure time, playrooms for various intelligence games, and computer rooms to do research. The important detail here is students have the freedom to choose. The students are free to choose any activity they want. (Teacher Mustafa)

Another point emerging from the statements above is that the improvements in the physical conditions helped the children to feel happier and freer in addition to providing them with the opportunity to do various activities. It is also emphasized that personality qualities aimed to develop children such as a sense of responsibility need to be promoted through extra-curricular activities in YBOs.

The second category emerging from the comments of teacher participants is related to the need for improving the conditions in schools and boarding houses. Some of the teacher participants indicated that the physical conditions of YBOs are not adequate and there are significant differences among YBOs. Teacher David, one of the teacher participants, expressed the reason behind it in this way:

Having a lot of space and equipment in boarding houses, comfortable and educational areas, a wide range of social activity areas contribute to child development. For all these, not every YBO may have adequate physical conditions. For example, in our boarding house renovations are continuing. In the last two years, the heating system has been changed; WCs and showers were renovated as they were in terrible conditions; bunk beds and closets were replaced to make them more comfortable. Resting rooms were opened and the opportunity to watch TV in these areas was created. However, in my opinion, our ministry should make it compulsory to create social activity areas no matter what the physical conditions of the boarding house are and they should provide the necessary equipment for the schools. (Teacher Fatih)

One of the points that can be understood from what Teacher Fatih said is boarding houses in YBOs may differ from each other. Therefore, a standard on YBOs has not been determined yet. In YBOs, "improvements in the environment of boarding houses have been prioritized over the last few years to cater for the needs of the students" (Teacher Munevver). On the other hand, "boarding houses and areas are effective in promoting children's development and meeting their needs." (Teacher Zeki). As Teacher Fatih stated above, YBOs have many facilities but to what extent they can be used is open to discussion. In other words, the fact that YBOs have certain facilities do not necessarily mean they are functional. For example, children in YBOs do have bunk beds for their personal use; however, to what extent they are clean or if they are too old to be used is not clear. The researchers also observed differences in the YBOs they conducted their interviews in terms of hygiene and the equipment quality in boarding houses. While the buildings, furniture, toilets, and bathrooms in some YBOs were clean and in good conditions, in some others they were in poor conditions.

Another point emphasized concerning the physical conditions of YBOs is the need to offer children the conditions supporting their development beyond their needs like nutrition and shelter.

If boarding houses are made more colorful and suitable to the needs of the children, these children will be affected by this accordingly in a positive way. To enrich children's minds and souls, social activity areas must be diversified. A rich library and reading places must be built in the boarding houses to allow children to read about other worlds. Resting rooms need to be more comfortable and spacious. Children, who spend their whole day at school, need to be provided with a relaxing environment in the boarding houses. (Teacher Fatma)

As it can be inferred from the statements above, beyond meeting the educational and vital needs of children, YBOs need to be improved in such a way that the school atmosphere can stimulate children's creativity, increase their motivation, and promote their self-worth and happiness.

Students in YBOs being boarding students

Findings on the theme of students in YBOs being boarding students as part of the second sub-problem of the research are presented in Table 7.

Table 7.

Findings on the Theme of Students in YBOs Being Boarding Students

Categories	Codes
Benefits of being a boarding student	Meeting nutritional needs
	Meeting accommodation needs
	Socialization
	Staying away from negative atmosphere
	Psychological counseling
Parental deprivation	Having a sense of self-worth
	Missing parents
	Missing home
Tutoring practice	Not being able to meet self-care needs
	Effective studying
	One-on-one instruction with the teacher
Educational activities	Access to teachers
	Tutoring hours
	Studying on a regular basis

As it can be seen in Table 7, four themes and fifteen related subcategories emerged from the participants' perspectives regarding the students' being boarding students. The findings on the advantages of being a boarding school student in YBOs put forward several related benefits in some aspects. In the first place, many teachers expressed that the vital needs of children such as nutrition and shelter are catered for in YBOs at an adequate level. However, it is particularly emphasized that the contributions of YBOs are far beyond meeting the basic needs of children. Some of the teacher participants expressed that the children who had low self-worth due to the poor conditions at home are observed to have higher self-worth after they stay in boarding houses of YBOs. Some other teachers also indicated that it is an important advantage to help children stay away from the negative conditions related to their parents or home. Psychological counseling offered in YBOs to the children is an important opportunity as it helps them to overcome the difficulties they face, feel better about themselves and study their lessons more efficiently. It was also emphasized that children in YBOs receive more attention than non-boarding schools not only from the counselors but also from all the teachers in the school. Teacher Emre, one of the participants, expressed that the students are both advantaged and disadvantaged in terms of shelter in the following way:

While students in YBOs are considered more advantaged compared to those in other schools due to constantly being under the supervision of teachers and participating in many activities, these students are actually disadvantaged as they are made to stay in YBOs despite their reluctance, away from their families and have issues about living together with others although a hygienic environment is being created, taking a shower, sleeping in a clean bed, wearing clothes and so on. (Teacher Emre)

Despite all the positive sides of YBOs stated above, the most important need of children that is not met in YBOs is their longing for their parents and siblings. Many of the teacher participants emphasized that children suffer from parental deprivation. In this way, the theme of *parental deprivation* has emerged under the theme of students'

being boarding students. Teacher participants indicated that no matter how good the conditions offered to the children in boarding houses are, they can never replace the parental time and interaction that children need to have. This problem is expressed by Teacher Emre in the following way:

Their biggest disadvantage is that apart from two days a week, children do not have time to spend with their parents. Besides, even on these two days, children cannot spend quality time with their parents as the families work on the field or are busy with farming and this renders these students more disadvantaged than those in other types of schools. (Teacher Emre)

The same problem was raised by another teacher: "The urge to be with parents might overwhelm them at times" (Teacher Yasemin). A different teacher expressed this issue in this way: "Children generally talk about their longing for their family and we enable them to talk with their parents on the phone if we feel the need and if they wish. We have a chat with children, listen to their problems and help them feel relieved." (Teacher Murat). Some teachers said that they show a lot more attention than they normally do to children to relieve their parental deprivation. Teacher Busra wanted to raise this issue by participating in the interviews for this research as she believes staying away from their parents adversely affects children. Teacher Busra's eyes were filled with tears at times while expressing that children experience homesickness:

Being away from parents affects children's academic success. Longing for a family and parents makes it difficult for children to adapt to the school and consumes the potential they would use for their education. We are trying to pay attention to these children more and children respond to this positively. (Teacher Busra)

Teachers' views point that being away from the family atmosphere is such an important issue that it casts a shadow over all the benefits of YBOs. On the other hand, some teachers think being a boarding student has a positive effect on children. "Children who are away from their parents do not understand the benefits they have. However, boarding schools are more advantageous for children compared to their previous life." (Teacher Serkan). The point that teachers highlight is that it is more difficult for children to live with their parents as some children's parents are indifferent, have some negative qualities or have limited income:

Being away makes the child have an indifferent attitude. The child does everything in his way as he faces a family that does not keep track of him or his classes. He makes most of the decisions himself. He continues his classes without paying attention to his success. In this way, he causes his success to decrease as he is not interested in the classes at school. (Teacher Busra)

Although here some teachers emphasized that being with their family does not guarantee the best conditions for them, it is also possible to say that there are some exceptions to this. In other words, due to some disadvantages such as family poverty, poor shelter condition, parents' not fulfilling their parental roles adequately or properly, for some students being with their family might negatively influence them. In such cases, studying in a boarding school would be a better option for them (Teacher Emre, Teacher Ali, Teacher Munevver). Apart from these exceptional cases, the need

for students to have the opportunity to stay with their families while receiving their education was emphasized by many teachers.

The third category emerging from teachers' comments on students' being in a boarding school is tutoring practice. Teacher participants share the opinion that tutoring practice has various benefits for children as it provided such opportunities as effective study habits, one-on-one instruction, and access to teachers if need be. As one of the teachers said "tutoring hours are organized in such a way that the students can revise what they have learned on that day and prepare themselves for the following day. In this way, maximum efficiency can be obtained from tutoring hours." (Teacher Songul).

Some participants said that tutoring hours are not spent efficiently. A reason for this is the high number of students. As a teacher participant says:

I believe if the number of students is high, tutoring hours are not spent efficiently. Because as far as I have observed if there is no big study hall, it is very difficult for teachers to control the students. However, I think if the hall is big enough for all the students, or if the student number is smaller and teachers can control the students, then tutoring hours can be more efficient. (Teacher Fatma)

Another reason why tutoring hours are not efficient is that students do not have enough time to rest and they feel tired before these hours. A participant touches on this issue: "I am of those who think tutoring hours are efficiently used. Having tutoring hours right after the class leads to physical exhaustion. Instead, it would be more logical to do these hours every other day." (Teacher Engin). Some teachers think tutoring hours are completely unnecessary and therefore they are against this practice:

Tutoring hours are not spent efficiently because students feel exhausted after a busy day at school and most have a tendency to sleep. The obligation to participate in tutoring hours must be eliminated and it is more important to provide children with more opportunities to play games in terms of self-growth. Students have classes during the day, they attend courses in the evening hence have limited time to study. Tutoring hours can be regarded as the time students do their homework but the practice of giving homework has now begun to decline in our current educational system. Students, who attend a lot of classes during the day and attend tutoring hours on top of that, start to develop a weaker bond with the school. For this reason, tutoring hours must be eliminated and should be organized as play hours, which will be more effective in our current educational system. (Teacher Emre)

These findings show that tutoring hours offer benefits to students like systematic studying and access to teachers and receiving support from teachers. However, it is necessary to make changes regarding the place and time of these tutoring hours to increase their efficiency.

Extra-curricular activities offered in YBOs

The other theme emerging concerning the second sub-problem is *extra-curricular activities offered in YBOs*. The findings related to this theme are presented in Table 8.

Table 8.

Findings on the Theme of Extra-Curricular Activities Offered in YBOs

Categories	Codes
Participation in the social and cultural activities outside the school facility	Going to theatre and cinema
	Knowledge contest
	Fairs
	Trips
Participation in various activities held in the school	Choir practice
	Kermis
	Sports and game activities
	Workshop practices

As it can be seen in Table 8, two categories were identified related to the theme of extra-curricular activities, (1) participating in the social and cultural activities outside the school facility, (2) participating in various activities organized in the school. Teacher participants indicated that there are various social and cultural activities organized and offered to students in YBOs outside the class hours. Among the main activities are participation in the theatre, cinema, fairs, and trips.

Teacher participants emphasized the crucial need for students in boarding houses to be in different environments for a long time sometimes. As a result of this, many teachers think it is important to design as many extra-curricular activities as possible to meet the needs of children in this sense. Teacher Kubra expresses this in the following way:

Activities like field trips, sports activities, cinema, theatre, knowledge contests, mock exams, science fairs, kermis, agriculture and poultry farming, choir practice, and so on are very important for the students to get to know their abilities, fulfill themselves and restore their self-confidence. Honoring students at the end makes these positive qualities permanent. For this reason, social and sports activities are given a lot of importance. This is what has to happen in such schools anyway. These activities are highly important for the children’s mental, psychological, and self-confidence development. (Teacher Kubra)

It is also understood that these activities are organized to encourage students to do academic studies. Teacher Cemil, as a teacher participant puts it in the following way:

During the academic year, participation in field trips, activities related to theatre, sports, and art is ensured. If these activities have a competitive nature, students with success participate in such activities. If not, students who are good role models are chosen. In some cases, students displaying the smallest bit of good behavior are selected for these activities simply to reward them. (Teacher Cemil)

However, while this situation can be regarded as encouraging for the successful students, it also can be considered as a negative situation for the students who cannot participate in these activities. YBOs having limited resources and opportunities to offer field trips, theatre, sports, and art activities organize these activities with a limited number of students by selecting those displaying pleasant behavior. However, extra-curricular activities organized in YBOs for boarding students play an important role in preventing these schools from being monotonous and promote students’ satisfaction in life. Boarding students spend almost all day particularly weekdays in the school

building, boarding house, or on school facility. Some participants pointing to this matter (Teacher Hasan, Teacher Erdem, Teacher Fatma) emphasize that both school and extra-curricular activities must be offered to all students without any prerequisite. Besides, reward practices based on success are criticized as they encourage the students to race and compete. These activities need to be offered to all students studying in boarding schools (Teacher Gonul). Based on Teacher Cemil's comments, in addition to successful students, students who display pleasant behavior are also selected for these activities. While this is motivating for such students, a majority of the students are deprived of these opportunities.

Parent-school communication in YBOs

The other theme emerging under the second sub-problem of the study is parent-school communication in YBOs. Relevant findings are presented in Table 9.

Table 9.

Findings Regarding the Theme of Communication Between Parents and The Schools in YBOs.

Categories	Codes
Parents' indifference	Not keeping track of students' needs
	Not keeping track of student success
Difficulties experienced in communication with parents	Not participating in parent-teacher conferences
	Being reluctant to contact school managers and teachers
Teachers' efforts to communicate with their parents	Teachers implementing home-visits
	Inviting parents individually to schools

As can be seen in Table 9, three categories emerged based on the opinions of the participants regarding the theme of school-family relationships in YBOs: (1) parent indifference, (2) difficulties encountered in communication with parents, and (3) teachers' communication efforts. The opinions of the participants reveal that communication and cooperation between school and parents in YBOs is far from meeting the expectations of teachers working in these schools. Teachers attribute this to the parents' indifference and the difficulty of communicating with the parents. These findings demonstrate that parents are not willing or demanding enough regarding school-family communication. Parents do not feel the need to be in close contact with the school and the teachers after their children have enrolled and sent. However, since the relationships between the school and the parents are very important in terms of the success of the child and the quality of education at school, the school and teachers make efforts to establish and develop parent communication. This process was expressed by teacher Sevgi as follows:

The relation between students' parents, the school and the teacher is very weak. We find it difficult to get parents involved in boarding schools. We got the attention of some of our parents by visiting them at the beginning of the term and during the term. However, we could not quite

reach the stage we wanted. I think that if the parents were interested in their children, the students in this school would make a difference from the students in other schools in terms of success. (Teacher Sevgi)

As it can be understood from the statements above, teachers show the sensitivity that parents should show. In cases where parents do not visit the school to communicate with teachers, the teachers themselves strengthen the communication by organizing home visits to the parents. As a result of this practice, some parents could be contacted or school-parent communication was improved. Teacher Fatih expressed his experience regarding this subject as follows:

The relationship between the parents of students, the school and their teachers have been strengthened positively and these strong relations continue because the village-parent visits and the constant invitations of parents to our school make the parents happy considering the positive development of their children at school, and the fact that they are now more involved in activities. For these reasons, our communication with our parents is constantly improving in positive ways. (Teacher Fatih)

Parents' attitudes towards school, education, and their children also help in the success of the attempts to communicate with the parents. A teacher stated that some parents could not be reached despite all efforts: "If the parents give value and importance to their child and their education, their relationship with the school and teachers will turn out to be very positive as well, but, if not, the relationship with the school and the teacher becomes negative or it does not happen at all." (Teacher Songul). While answering the questions on this subject, it could be understood by the teachers' tone of voice and facial expressions that some of them experienced the disappointment of not receiving the expected response from the parents in return for their effort.

In general, the opinions of the teachers working in YBOs reveal that the parents are not very much interested in the school. The teachers attributed this to the low education level of the parents and their very insufficient financial situation. Teachers stated that the most notable difficulties regarding communication with families are that parents are very difficult to reach and parents do not want to come to school even in emergencies.

It is seen that teachers are trying to communicate with the parents through home visits or by inviting them to the school individually to solve these problems. Given that the level of their relationship has a positive effect on children's school success, YBOs seem to be a disadvantage for children, even if the problem stems from the parents. It can be stated that the success of a child may be negatively affected due to the inadequate school-parent communication in YBOs, and to say the least, the child is deprived of an important factor that will contribute positively to her/his success.

Results and Discussions

In this study, YBOs were examined in terms of educational equity with regard to the opinions of teachers working in them. In general, the first important conclusion that is drawn from the research is that a great majority of the students who receive education at YBOs are children that have to continue their education in these institutions since there are insufficient opportunities for them to access and continue their education in the settlements where their families are located. This conclusion puts forth that YBOs have positive contributions to educational equity as these schools provide students with the opportunity to access and continue their education. Another important conclusion reached through the study is that the quality of education provided by YBOs is not inadequate compared to other public secondary education organizations. With that being said, there are problems such as the homesickness of children studying at boarding schools, the quality discrepancy amongst the YBOs in terms of the opportunities and conditions provided for students, and the inability to establish a good rapport between the families and the school. Since such problems have negative reflections on children's education, it was observed that YBOs have aspects that create inequality problems. The research conclusions, which were outlined above, have been examined and discussed in detail below.

In the research, it was observed that a great majority of the students who receive education at YBOs have to continue their education in these schools since there are no schools in which they can pursue their education in places where their families are located. In addition, some of the students studying at YBOs are children whose mother and/or father have passed away, whose parents are divorced, or whose families have financial limitations. It is understood that students pursuing their education in YBOs are the ones who have dire disadvantages with respect to access to education. Therefore, it can be asserted that YBOs contribute positively to the provision of educational equity as they provide these children with the opportunity to access school. These results are consistent with previous studies on the same subject (Basarir, 2009, Dikmen, 1990, Nigar, 2014). In these studies, it was found out that children who study at YBOs are from poor families and are children who do not have access to education due to the lack of schools in the village or in sub-village settlements such as hamlets where they live.

Research findings regarding the quality of education in YBOs pinpoint that these schools do not constitute a disadvantage for students with regard to educational equity thanks to reasons such as having adequate educational opportunities, providing wide access opportunities for students to have access to their teachers, and increasing the success and motivation of students attending these schools. It has also been underpinned in a fair number of similar previously conducted studies that the educational opportunities provided by YBOs are adequate. In the research carried out by Cinkir (2006), it was concluded that students in YBOs receive education of higher-quality in uncrowded classes and with well-planned sources. Additionally, it was emphasized by the teachers who participated in the research that the opportunity to

easily access teachers in YBOs is important for students. Inal and Sadik (2014) concluded that students have the opportunity to study regularly and sufficiently. They do their homework thanks to the study hours and instructor practices in YBOs, and teachers helping students during study hours are well-received by students. Similarly, studies have revealed that the opportunity for students to always have access to their teachers and teachers' opportunity to guide students individually are the positive features of YBOs (Cinkir, 2006). Accordingly, it can be accentuated that YBOs' instructor practice also provides an important educational opportunity for students. These findings are on par with the results of the prior studies on similar subjects. Thereupon, it can be pronounced that in YBOs, students are provided with the educational environment they need. It can be expressed that students studying at YBOs do not encounter a significant inequality in terms of the quality of education.

This research uncovers many problems that negatively affect the quality of education in YBOs. The major ones among these are the problems such as the high number of paid teachers serving in YBOs, the level of permanent teachers' seniority being low, some of the teachers' being reluctant to work in these schools, and the high rate of teacher turnover. It was stated by the teachers who took part in the research that the expectations from the teachers in the boarding schools are higher compared to those in the normal schools and that some teachers are reluctant to work in YBOs due to additional roles and responsibilities. Teachers experience difficulties in assuming the different roles or establishing a balance between different roles, as they do not have information about the education of children with parental deprivation. Previous studies conducted on this subject share that aside from their role of teaching, teachers in boarding schools have informal roles such as parenting and formal roles such as keeping shifts (Koroglu, 2009; Toksoy, 2009). Along with stating that the parenting roles of school administrators and teachers in boarding schools are of great importance for children, Ari and Toksoy articulate that such roles can be emotionally and physically demanding and wearing for school administrators and teachers (Ari, 2002; Toksoy, 2009). Inevitably, the problems faced by teachers working in YBOs and the teacher turnover rate in these schools have negative reflections on education.

The suitability of the dorms and equipment of YBOs concerning children's developmental and educational needs was considered adequate by the teachers who participated in the study. Conversely, it is affirmed that certain standards pertinent to the facilities YBOs have are yet to be created. It was highlighted that there are inadequate YBOs when considering their dorms. Many teachers who participated in the research hold the belief that the conditions of these schools should be enhanced to meet the educational needs of children at a high level. To improve YBOs, the importance of allocating more resources to these schools and taking action based on student needs was stressed. Regarding educational equity, it can be uttered that the minimum needs of children studying in these schools are met pertaining to physical conditions and do not constitute a cause of inequity itself. However, it is difficult to claim that for all YBOs. As can be understood from the opinions of the teachers who participated in the study, certain standards in connection to physical conditions and

equipment among YBOs have not been met yet. When the studies on the subject of boarding schools are considered, it is seen that whilst the inadequacy of dorms, facilities (Ari, 2002; Dikmen, 1990; Isikoglu, 2007; MoNE, 2007; Ulusoy, 2006) and their lack of physical equipment are mentioned, the recently conducted studies mention that significant physical improvements were made in the boarding schools (Aytekin, 2009; Inal & Sadik, 2014). It is of great importance for the standards determined by MoNE (2011) to be met by all the schools to eliminate the quality discrepancy among the YBOs so that the students receive a good education. In this respect, it is of crucial importance that improvement of the conditions of YBOs is mentioned in the document "Vizyon 2023" (Vision 2023), published by MoNE (2018).

According to the opinions of the teachers who participated in the research, although there are positive results of YBOs on boarding school students such as meeting their housing and nutrition needs and making them study more often and steadier, there are also significant disadvantages with the longing for the family being in the first place. The boarding students' needs of nutrition and accommodation are met, and they can communicate with their teachers whenever they need. With the practice of study time, a place is provided for children to study. On the other hand, regardless of all the interest in and care for the children, the most important need of these students who receive boarding education at YBOs that cannot be met is the longing for parents, siblings, and the atmosphere of a home. The views of the teachers who participated in the research point to the aforementioned problem as a situation that is so negative it overshadows all the advantages provided by YBOs. Also considering the findings in line with the fact that family deprivation can prompt psychological and physical health problems in children, it is understood that being a boarder has negative effects on the education and development of the child. Hence, it can be said that receiving a boarding education constitutes an inequality for children. These findings are consistent with the results of previous studies on the subject (Ari, 2002; Cinkir 2006; Inal & Sadik, 2014; Kahraman, 2009; Savci, 2014). In these studies as well, the attention has been drawn to the fact that though many facilities are provided for children in boarding schools, it has been declared that no practice can eliminate the family deprivation of children, irrespective of the facilities provided. With this in mind, there are also advocates of the idea that a school with ideal conditions may be a better choice for children with unfavorable family conditions (Basarir, 2009). It must not be disregarded that these advantages provided by YBOs only apply to children who are at risk due to problematic factors in their families.

In the matter of the adequacy of extracurricular activities, it is found that the teachers who participated in the research generally evaluated YBOs positively. It is inferred that in YBOs, special importance is attributed to extracurricular activities to prevent the negative effects that may arise from the children's permanently being in a school or dormitory environment, and to ensure the multi-directional development of these children. It has been reported by teachers that YBOs organize various events, seminars, panels, conferences, movie and theater shows, and trips that would enable students to be interested in fields such as science, culture, sports, and arts per their level of

development. Bearing in mind the fact that these opportunities can reduce the disadvantages of being a boarder, it can be claimed that they have positive contributions to educational equity. Consistent with the findings of this study, plentiful other studies on boarding schools underline the importance of extracurricular activities for children who spend the whole day in dorms and schools and point out that such activities should be conducted more frequently (Basarir, 2009; Ozdemir, 2009; Simsek, 2010). In the study carried out by Yavas Karatas (2006), it was reported that students complained they couldn't allocate enough time for extracurricular activities even if they wanted to due to the intensive classes. Based on these results, it is implied that it is necessary to give a place for extracurricular activities that would provide emotional and mental support for children studying at YBOs to make them more motivated toward their lessons. It can be punctuated that, extracurricular activities, which have positive contributions to students' academic achievements (Yolcu, 2018), may also contribute to reducing the disadvantages caused by the consequences of children being boarding students at YBOs.

As for school-family communication, it has been deduced that parents are not willing enough to communicate with schools and teachers and that after enrolling and delivering their children to school, they do not feel the need to be in close contact with the school and the teachers. The majority of the teachers relate this situation to the low educational and socioeconomic levels of the parents. Moreover, it can be italicized that parents' limited opportunity to access YBOs hinders their communication with the school. In parallel with the findings of this study, a good number of previous studies on the subject demonstrated that parents of the students attending YBOs do not demonstrate enough interest in their children's education, they leave all responsibilities related to their education to the school, they do not come to school even in emergencies, and that in some regions teachers are not able to communicate with the students, let alone the local people (Ari, 2002; Halici, 2005; MoNE, 2011; Yilmaz, 2012). While children in boarding schools have many problems caused by being away from home, considering the probability of emotional dread owing to the indifference of their families, the inadequate communication between families and school is thought-provoking. Taking into account that school-family relationships are of significant importance to the academic success of a child, it can be argued that the inadequate school-family relationships constitute an inequity for children who study in these schools.

According to the results of the research, certain suggestions intended towards the enhancement of the contribution of YBOs to educational equity can be made. In this research, it has been detected that there may be severe qualification differences among YBOs and that some YBOs' dorms are insufficient. It is of great importance to get rid of the quality differences among YBOs to ensure that students healthily pursue their education. Reducing the teacher turnover rate in YBOs and increasing the number of permanent teachers may also contribute to the quality of education given in YBOs. Another issue spotted in this study is that YBOs have problems with establishing effective communication with families on account of parents' being away from school.

Measures enhancing school-family relationships in YBOs are essential to help schools and teachers meet children's developmental and educational needs. Also, it can be proclaimed that to prevent families from growing apart from their children, it is fundamental to improve school-family communication. An important finding of this study is that children suffer from homesickness, and this situation has the potential to negatively impact their education. In 2012, the YBO boarding primary schools were closed by the Ministry of National Education, and children at the level of primary school are educated within the scope of mobile teaching. It can be suggested to extend the same practice to the secondary school level and to broaden its scope. It is paramount for children in secondary school to be with their families and receive family support during the sensitive period of adolescence. Within this frame, the last that can be said is that YBOs should be turned into an option instead of being an obligation. In the long run, an option to move away from the mission of solving the problem of access to education imposed on YBOs, and to turn to the option of secondary schools serving for a very limited number of high achievers within a needs-based framework could be evaluated.

References

- Acar, H. (2008). *The evaluation of sports habits and being exposed to violence for students who attend to boarding schools in Samsun*. Unpublished Master Thesis. Ondokuz Mayıs University, Samsun.
- Ak, S. (2004). *Günesin çocukları*. İstanbul: Can Yayınları.
- Almis, S. (2014). Kapitalist toplumda "yatılı" olmanın anlamı: YİBO'lar üzerine eleştirel bir çözümleme. İcinde Baykal, N. S., Ural, A., Alica, Z., *Eleştirel eğitim seçkisi*, (s. 211-231). Ankara: Pegem Akademi.
- Altunya, N. (2003). *Anayasa hukuku açısından Türkiye'de eğitim ve öğrenim hakkı*. İstanbul: Milli Eğitim Bakanlığı Yayınları.
- Ari, A. (2002). İlköğretim uygulamalarının değerlendirilmesi (normal, tasımalı ve yatılı ilköğretim okullarının karşılaştırılması). *Milli Eğitim Dergisi*, 153-154. http://dhgm.meb.gov.tr/yayimlar/dergiler/Milli_Egitim_Dergisi/153-154/ari.htm sayfasından erişilmiştir.
- Aytekin, P. (2009). *Yatılı ilköğretim okullarının işleyişinin yönetici, öğretmen, öğrenci ve veli görüşleri doğrultusunda değerlendirilmesi (Diyarbakir ili örneği)*. Yayınlanmamış Yüksek Lisans Tezi, Yeditepe Üniversitesi, İstanbul.
- Baltacı, A. (2018). A conceptual review of sampling methods and sample size problems in qualitative research. *Journal of Bitlis Eren University Institute of Social Sciences*, 7(1), 231-274.
- Basarir, S. I. (2009). "Yatılılık: Okul ev olunca" Yatılılığının tanımı ve tarihçesi. Ankara: Bağlam. İcinde S.I. Basarir ve T. Palman (Editorler). *Yatılılık: Okul ev olunca* (s. 21-61). Bağlam: İstanbul.
- Creswell, J. W. (2015). *Nitel Araştırma Yöntemleri*. (Çeviri editörü: M. Butun, S. B. Demir) Ankara: Siyasal Kitabevi.
- Celenk, S. (2003). The Prerequisite for school success: Home-school cooperation. *Elementary Education Online*, 2 (2), 28-34.
- Cetinkaya, M., & Gelisli, Y. (2013). Yatılı ilköğretim bölge okulu öğrencilerinin yatılı ilköğretim bölge okullarının işleyişine ilişkin görüşleri. *Gazi Üniversitesi Endüstriyel Sanatlar Eğitim Fakültesi Dergisi*, 33, 1-8.
- Cilgin, O. (2007). *Yatılı ilköğretim bölge okullarında öğrenim gören öğrenciler ile velilerinin beden eğitimi ve ders dışı etkinliklere yaklaşımları*. Yayınlanmamış Yüksek Lisans Tezi, Gazi Üniversitesi, Ankara.
- Cinkir, S. (2006). *Yatılı bölge okulları ve pansiyonlu ilköğretim okulları yönetimi modülü*. Ankara: Milli Eğitim Bakanlığı.
- Dikmen, S. (1990). *Türk Milli Eğitim Sisteminde yatılı ilköğretim bölge okulları uygulaması, sorunları ve fonksiyonel bir yapıya kavuşturulması*. Yayınlanmamış Yüksek Lisans Tezi, TODAİE, Ankara.
- Dünya Bankası (2013). *Türkiye'de okullarda mükemmelliği teşvik etmek*. <http://documents.worldbank.org/curated/en/546661468109487977/pdf/777220REVISED000PUBLIC00Egitim0TURK.pdf> sayfasından erişilmiştir.
- Eraslan, L. (2006). *Yalnızlığın okulları YİBO'lar*. <http://www.memurlar.net/haber/38102/> sayfasından erişilmiştir.
- ERG (2017). Eğitim izleme raporu 2016-17. <http://www.egitimreformugirisimi.org/egitim-izleme-raporu-2016-17/> sayfasından erişilmiştir.
- Ferreira, F. H. G., & Gignoux, J. (2010). *Eğitimde fırsat eşitsizliği: Türkiye örneği*. Ankara: Devlet Planlama Teşkilatı ve Dünya Bankası.
- Field, S., Kuczera, M., & Pont, B. (2007). *No more for failures: Ten steps to equity in education*. Paris: OECD.
- Friedman, M. (1955). The role of government in education. In Robert A. Solo (Ed.) *Economics and the Public Interest* (pp. 123-144). New Brunswick, NJ: Rutgers University Press.
- Friedman, M. (1997). Public schools: Make them private. *Education Economics*, 5(3), 341-344.
- Gökçer, N. (2011). Yatılı ilköğretim bölge okullarının sorunlarına ilişkin öğrenci ve öğretmen görüşleri. *Buca Eğitim Fakültesi Dergisi*, 30, 288-310.
- Gözler, K. (2000). *Türk anayasa hukuku*. Bursa: Ekin Kitabevi Yayınları.

- Gulbeyaz, O. (2006). *Yatili ilköğretim bolge okullarında ve pansiyonlu ilköğretim okullarında görev yapan yönetici ve öğretmenlerin örgütsel stres kaynakları*. Yayınlanmamış Yüksek Lisans Tezi, nonu Üniversitesi, Malatya.
- Gulcan, M. G. (2019). *Eğitim hukuku*. Ankara: Pegem Akademi Yayıncılık.
- Gunduz, H. (2006). *Yatili ilköğretim bolge okullarında görev yapan yönetici ve öğretmenlerin tukenmislik duzeyleri (Diyarbakir ornegi)*. Yayınlanmamış Yüksek Lisans Tezi, Dicle Üniversitesi, Diyarbakir.
- Halici, P. (2005). *Yatili ilköğretim bolge okullarına devam eden ve ailesiyle birlikte yasayan 12-14 yas grubu cocukların saldirganlik egilimleri ile benlik kavramlarının incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi, Ankara Üniversitesi, Ankara.
- Hayek, F. A. (2011). *The Collected Works of F. A. Hayek. Vol: 17. The Constitution of Liberty* (Ed.: Ronald Hamowy). Abingdon: Routledge.
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277-1288.
- Isikoglu, Y. E. (2007). *Hakkâri ilinde bulunan YİBO'ların olanakları ve sorunları*. Yüksek Lisans Tezi, Ankara Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Inal, U., & Sadik, F. (2014). Yatili ilköğretim bolge okullarının okul yasam kalitesine iliskin öğretmen ve öğrenci görüşleri. *Cukurova Üniversitesi Eğitim Fakültesi Dergisi*, 43(2), 169-194.
- Kahraman, H. (2009). *Yatili ilköğretim bolge okulu (YİBO) ve normal okullara devam eden ergenlerde mizah duygusu ile benlik algisi arasındaki iliskinin incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi, Selçuk Üniversitesi, Konya.
- Karakutuk, K. (2016). *Eğitim planlaması*. Ankara: Pegem Akademi.
- Koroglu, M. G. (2009). *Türkiye'de yatili ilköğretim bolge okullarının sorunlarına iliskin YİBO yöneticileri ve öğretmenlerinin görüş ve önerileri*. Yayınlanmamış Yüksek Lisans Tezi, Ankara Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- MoNE (2003). *Yatili ilköğretim bolge okulları ve pansiyonlu ilköğretim okulları yönetici kılavuz kitabı*. Ankara: Milli Eğitim Bakanlığı.
- MoNE (2006). *Milli eğitim istatistikleri örgün ve yaygın eğitim 2004-2005*. Ankara: Milli Eğitim Bakanlığı.
- MoNE (2007). *Okul yöneticileri ek kitabı*. Ankara: MEB Projeler Koordinasyon Merkezi Başkanlığı.
- MoNE (2011). *Yatili ilköğretim bolge okulları süreci iç denetim raporu*. <http://www.meb.gov.tr> adresinden erişilmiştir.
- MoNE (2017). *Orgün eğitim istatistikleri 2016-2017*. Ankara: Milli Eğitim Bakanlığı.
- MoNE (2018a). *İstatistikî bilgiler MEB Temel Eğitim Genel Müdürlüğünden yazar tarafından bizzat alınan bilgilerden derlenmiştir*.
- MoNE (2018b). *Mutlu cocuklar guclu Türkiye 2023 eğitim vizyonu*. Ankara: http://2023vizyonu.meb.gov.tr/doc/2023_EGITIM_VIZYONU.pdf adresinden erişilmiştir.
- Merriam, S. B. (2015). *Nitel araştırma*. Ankara: Nobel Yayıncılık.
- Neuman, W. L. (2007). *Basics of qualitative and quantitative approaches*. Boston: Pearson Education.
- Nigar, F. (2014). *Ortaokul öğrencileri ile yatili bolge ortaokul öğrencilerinin öznel iyi olış ve temel psikolojik ihtiyaçlar düzeyinin kasiilastirması*. Yayınlanmamış Yüksek Lisans Tezi, Gaziosmanpaşa Üniversitesi, Tokat.
- OECD (2017). *Education at a glance 2017*. Paris: OECD.
- Ozdemir, S. (2009). *Çözümlerin sorunları: YİBO ve PİO'lar, tasamali eğitim*. İçinde S. İ. Basarir ve T. Palman (Editorler). *Yatililik: Okul ev olunca* (s. 152-171). Baglam: İstanbul.
- Patton, M. Q. (2014). *Qualitative research & Evaluation methods*. Los Angeles: Sage.
- Polat, S. (2009). *Türkiye'de eğitim politikalarının fırsat esitsizliği üzerindeki etkileri*. Ankara: Devlet Planlama Teskilati.
- Psacharopoulos, G. (2009). *Returns to investment in higher education a European survey. Higher Education Funding Reform Project*. http://ec.europa.eu/education/higher-education/doc/funding/vol3_en.pdf sayfasından erişilmiştir.
- Psacharopoulos, G., & Woodhall, M. (2006). *Gelisim için eğitim*. (Ceviren. S. Nartgun) Ankara: Gazi Kitabevi.
- Russel, B. (2006). *Eğitim üzerine*. (Ceviren: Sebnem Duran). İzmir: İlya İzmir Yayınevi.
- Savci, M. (2014). Erken buyuyen cocuklar. *Eğitime Bakis*, 10(30), 52,54.

- Simsek, D. (2010). *Yatili ilköğretim bölge okulu ve ailesi yanında kalan sekizinci sınıf öğrencilerinin akran ilişkileri, sosyal destek algıları ve yaşam doyumlarının incelenmesi*. Yayınlanmamış Yüksek Lisans Tezi, Cukurova Üniversitesi, Adana.
- Tabak, H. (2019). Türk Eğitim Sisteminde eğitimde fırsat eşitliğine kuramsal bakış: Roller ve sorumluluklar. *Türk Eğitim Bilimleri Dergisi*, 17(2), 370-393.
- Tedmem, (2016). *2016 eğitim değerlendirme raporu*. <https://tedmem.org/yayin/2016-egitim-degerlendirme-raporu> sayfasından erişilmiştir.
- Toksoy, S. E. (2009). Yatili okulda toplumsallaşma ve sorunları. İçinde S. I. Başarır ve T. Palman (Editorler). *Yatılılık: Okul ev olunca* (s. 120-136). İstanbul: Bağlam.
- Tural, N. K. (2002). *Eğitim finansmanı*. Ankara: Anı Yayınları.
- Turner, B. (1986). *Eşitlik*. Ankara: Dost Kitabevi.
- Ulusoy, Y. (2006). *Yatili okullar*. Yayınlanmamış Yüksek Lisans Tezi, Ankara Üniversitesi, Ankara.
- Yagmur, Y. (2014). 2014 YBO gerçeği. *Eğitime Bakış*, 10(30), 55-58
- Yavas Karatas, N. (2006). *Yatili ilköğretim bölge okullarında okuyan öğrencilerin boş zamanlarını değerlendirme alışkanlıkları*. Yayınlanmamış Yüksek Lisans Tezi, Uludağ Üniversitesi, Bursa.
- Yıldırım, A., & Simsek, H. (2008). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seckin Yayınları.
- Yıldırım, A. (1999). Nitel araştırma yöntemlerinin temel özellikleri ve eğitim araştırmalarındaki yeri ve önemi. *Eğitim ve Bilim*, 23(112), 7-17.
- Yılmaz, A. (2012). *Yatili ilköğretim bölge okulları sorunlarının öğrenci ailelerine göre değerlendirilmesi*. Ankara: Gaziantep Üniversitesi.
- Yolcu, H. (2018). Mufredat dışı eğitsel etkinlikler. *Eleştirel Pedagoji*, 10(55), 31-38.
- Yolcu, H., & Polat, S. (2015). Eğitimde erişimde farklı değişkenlerin belirleyiciliği üzerine kuramsal bir çalışma. Ed. K. Karakütük. *Prof. Dr. Mahmut Adem'e armağan kitabı içinde* (s. 349-382). Ankara: Ankara Üniversitesi Basımevi.
- Yolcu, H. (2010). Sınıf yönetimini etkileyen etkenler. *Kuram ve uygulamada sınıf yönetimi*. (Edt. C. Gülşen). Ankara: Anı Yayıncılık

Authors**Contact**

Tugba DEMIREL, works as a classroom teacher at an elementary school affiliated to the Ministry of National Education, Bodrum District National Education Directorate. Her research interest areas include primary education, boarding schools, EU Education Programs and equity in education.

Tugba Yılmaz Demirel, Bodrum Regional Directorate of National Education, Bodrum, Muğla/Turkey
e-posta: t-yilmaz@hotmail.com

Turker KURT, works as an Associate Professor at Gazi University, Gazi Faculty of Education, Department of Educational Sciences. His research interest areas include educational reforms, management of higher education, educational leadership and teacher leadership.

Turker Kurt, Gazi University Gazi Faculty of Education, Ankara/Turkey
e-posta: turker@gazi.edu.tr

Appendix. Information on the participants interviewed

Table 10.

Information on the participants interviewed

Participants	Nickname	Experience (Year)	Gender
Teacher 1	Fatma	6-10	Female
Teacher 2	Bilge	1-5	Female
Teacher 3	Pınar	11-15	Female
Teacher 4	Can	6-10	Male
Teacher 5	Mustafa	11-15	Male
Teacher 6	Mehmet	1-5	Male
Teacher 7	Ahmet	6-10	Male
Teacher 8	Münevver	6-10	Female
Teacher 9	Erkan	6-10	Male
Teacher 10	Gülsün	6-10	Female
Teacher 11	Emrah	16-20	Male
Teacher 12	Murat	1-5	Male
Teacher 13	Yasemin	6-10	Female
Teacher 14	Songül	11-15	Female
Teacher 15	Hasan	11-15	Male
Teacher 16	Ayşe	6-10	Female
Teacher 17	Tuncer	11-15	Male
Teacher 18	Cemil	6-10	Male
Teacher 19	Büşra	11-15	Female
Teacher 20	Aziz	11-15	Male
Teacher 21	Adem	11-15	Male
Teacher 22	Ömer	11-15	Male
Teacher 23	Nihan	11-15	Female
Teacher 24	Deniz	11-15	Female
Teacher 25	Engin	6-10	Male
Teacher 26	Didem	11-15	Female
Teacher 27	Serkan	11-15	Male
Teacher 28	Zeki	11-15	Male
Teacher 29	Sezin	11-15	Female
Teacher 30	Zafer	6-10	Male
Teacher 31	Özge	11-15	Female
Teacher 32	Kübra	11-15	Female
Teacher 33	Fatih	6-10	Male
Teacher 34	Ayhan	6-10	Male
Teacher 35	Ali	11-15	Male
Teacher 36	Hakan	21-25	Male
Teacher 37	Kemal	6-10	Male
Teacher 38	Erdem	11-15	Male
Teacher 39	Gönül	11-15	Female

Examining the Opinions of Students and Parents on Oral History Studies within the Scope of Life Sciences Lesson

Halil Ibrahim SAGLAM*
Sinem SAYIMLI**

To cite this article:

Saglam, H. I., & Sayimli, S. (2021). Examining the opinions of students and parents on oral history studies within the scope of life sciences lesson. *Journal of Qualitative Research in Education*, 26, 88-103. doi: 10.14689/enad.26.4

Abstract: This research was conducted to determine the opinions of students and parents about oral history studies by examining journals kept by them within the scope of the primary school 3rd grade life sciences lesson. This research was held through an analytical research model. The data of the study were obtained from 28 journals selected by using criterion sampling method from a total of 34 individual journals, 17 of which were kept by primary school 3rd grade students and 17 belonged to the parents of these students, at a private education institution in the 2017-2018 academic-year. The data obtained were analyzed by content analysis method. In the research, from the journals kept within the scope of oral history studies, it was concluded that the students spend quality time with their family elders, listen to each other, try to understand each other, learn about their lives, compare the past with the present, feel like little historians, feel happy to know their family elders closely, experience empathy with family elders, and they started to comprehend change and continuity. In addition, it has been revealed that oral history improves students' skills such as expressing themselves, communicating, researching, using resources, and increasing their self-confidence and responsibility levels. It is recommended that oral history studies should be used in life sciences lessons due to their contribution to students' learning their backgrounds and improving their skills.

Keywords: Life sciences, oral history, parents, primary school

Article Info

Received: 15 Jul. 2020
Revised: 17 Oct. 2020
Accepted: 04 Mar. 2021

© 2021 ANI Publishing. All rights reserved.

*  Correspondence: Istanbul Medeniyet University, Turkey, halil.saglam@medeniyet.edu.tr

**  Sakarya Bil College, Turkey, sayimli_sinem@hotmail.com

Declaration of Conflicts of Interests: None

Introduction

People begin to discover themselves and their environment after opening their eyes to this world. Their initial interaction with family members and people in their social environment expands with the school, helping people to gain awareness and get to know themselves better (Tay, 2017). In this context, life sciences lesson has an important place in the development of students in integrity, getting to know themselves and their environment, and gaining basic knowledge, skills, and values about life (Gultekin, 2015). In the teaching of life sciences lesson, which was created by selecting from different disciplines, integrated and adapted to the developmental characteristics of the students, the out-of-school education formed considering the appropriateness of the outcomes has a great importance for students to be prepared for life (Saglam, 2015). With out-of-school education, students can realize the relationship of life sciences lesson with daily life. Thus, students can learn to establish a connection between the classroom and real life, and elders of the family standing as a resource can support students' learning activities (Alleman & Brophy, 1994). In this context, oral history can be considered as one of the out-of-school teaching methods that enable the use of family elders as a resource.

Oral history can be deemed as the living memory of the past. It is known that all social information, including history, was passed on by word of mouth before the spread of writing. Over time, an oral tradition of this history has been formed, and through this tradition, it has become possible to transfer facts and events from generation to generation and focus on different types of history (Thompson, 1999). The integration of oral history into educational practices, beyond being a data collection tool, was possible because of its contribution to teaching and students' self-learning (Portelli, 2006). Oral history, which enables students to reflect on the data they have accessed as amateur historians (McLellan 2014), to put themselves and their families in the center, expanding the scope of history and becoming the subject of the public masses that cannot primarily find much place in official historical discourses, and evaluating personal witnesses of a certain period from the depths of memory (Danacioglu, 2001). Oral history can contribute to improving students' skills such as communication, interviewing, writing reports (Dere, 2017), learning local history, perceiving change and continuity (Kabapinar & Incegul, 2016; Kaya 2013), preparing questions, criticizing, editing, listening, and understanding other people (Thompson, 1999).

Through oral history studies, students can learn about the daily routines of people in the past, gain the ability to understand and appreciate the previous generations by learning the living conditions of people who lived in the past, they can see generational differences by comparing with their own lives, and so they can build a bridge between the past and the future (Saglam & Sayimli, 2018; Sari, 2009; Simsek, 2010). The life stories of people are in the past and in a manner constituting a source for oral history. With oral history, the past can become much real and concrete for students, rather than staying as a long shot (Avci-Akcali & Aslan, 2012). In accordance with the principle of recent to distant past, oral history is expected to contribute to the

student's understanding of the world based on students' self-understanding in the first place. Oral history can provide students with knowledge, skills and value, while also making it possible for them to develop socially.

Oral history can be used in life sciences lessons to help students prepare for life and benefit from the experiences of the elders, such as their grandparents. Thus, students can establish a link between school lessons and the real life (Dundar, 2017). The outcomes of the studies called "Let's Compare the characteristics of the childhood period of elders with the characteristics of your own childhood" and "Let's give examples of the importance of neighborly relations for the family and yourself" in the unit called "Life in Our Home" in the Primary School 3rd Grade Life Sciences Lesson (Ministry of National Education [MoNE], 2018, p. 24) can be discussed in accordance with the oral history study. Thus, it may be possible to increase students' historical learning curiosity from near and beyond with this method.

There are studies about students' attitudes towards oral history in the literature (Akbaba & Kilcan, 2012; Akcali & Aslan, 2012; Arslan, 2013; Dere & Emeksever, 2018; Dere & Kalender, 2019; Incegul, 2010; Kabapinar & Incegul, 2016; Sari, 2007), skills (Beldag & Balci, 2017; Celik, Karadeniz & Cabul, 2018; Dere, 2019; Dere & Dinc, 2018; Dilek & Akbas, 2014; Lattimer & Kelly, 2013; Yang, Chen & Chen, 2002), and the effect of oral history on student's attitudes and skills (Dere & Kizilay, 2017; Kabapinar & Koc, 2013; Kaya, 2013; Yazici & Mert, 2017). Concerning students' attitudes towards oral history, Akbaba and Kilcan (2012) developed an oral history attitude scale for prospective history and social studies teachers. Akcali and Aslan (2012) stated that oral history enables students to participate actively in the teaching of history subjects of social studies course. Arslan (2013) stated that the inclusion of oral history in history lessons and textbooks increased students' love and interest in history lessons. Celik, Karadeniz and Cabul (2018) stated that students noticed change and continuity mostly in the oral history process, but they had difficulty in writing reports. Dere and Emeksever (2018) stated that the practice of oral history enables students to recognize the intangible cultural heritage elements in their immediate environment. Dere and Kalender (2019) stated that oral history activities improve students' historical thinking skills such as perceiving time and chronology, establishing cause and effect relationships, and perceiving change and continuity. Incegul (2010) stated that oral history makes it easier for students to understand the past. Kabapinar and Incegul (2016) found that most of the students were able to apply the oral history process and enjoy the process. Sari (2007) found that the oral history method contributed to the active participation of students in lessons and establishing a connection between lessons and real-life.

Regarding the effect of students on oral history skills, Beldag and Balci (2017) stated that the oral history method contributed to students in gaining knowledge, skills and value whereas Dere (2019) said it developed historical thinking skills. Dere and Dinc (2018) stated that students improve their communication skills, contribute to the skills

of using historical research steps, interviewing, learning local history and gaining self-confidence. Moreover, Dilek and Alabas (2014) stated that it contributes to the students' historical thinking process and develop their historical reasoning skills. Lattimer and Kelly (2013) stated that although oral history improved students' self-efficacy, self-confidence, responsibilities, attitudes towards research, decision-making, communication, and oral history, students had some difficulties in interviewing, planning, and writing. Yang, Chen and Chen (2002) revealed that oral history studies improve students' learning, interview, communication, language, asking questions, planning, empathy, and research skills.

Regarding the effect of oral history on students' attitudes and skills, Dere and Kizilay (2017) found that students like to use the oral history method, make comparisons, and perceive change and continuity. Kabapinar and Koc (2013) stated that oral history helps students gain knowledge about history and perceive change and continuity too. Furthermore, Kaya (2013) determined that students liked the oral history studies and were enthusiastic about it during the activities, and this method gave students many skills, especially communication skills. Yazici and Mert (2017) found that the oral history method attracted the attention of students, and that improved students' communication, change, and continuity perception skills. The improvement of students' aforementioned skills by the oral history method is important in terms of solving the problems encountered in the teaching of historical subjects in life sciences lessons. Since students in this age group make sense of the world with concrete operations, subjects such as time, chronology, past, change, and continuity can remain abstract; It is possible to benefit from oral history activities that include concrete activities in teaching abstract subjects (Dere & Kalender, 2019).

It can be said that parents' interests and contributions are as important as teachers' guiding and supportive approaches in conducting oral history studies in an effective and efficient way. Whether families encourage their students in interviews with family elders within the scope of oral history studies, whether they help the process to be carried out in accordance with the guidance of the teacher, and whether they remain indifferent to the wishes of the students may affect the quality of the knowledge and skills that are considered to be acquired through oral history. From this point of view, considering that the development of the aforementioned knowledge and skills is closely related to the attitude towards oral history, examining the opinions of students and their parents on oral history studies looking up their journals within the scope of the 3rd grade life sciences lesson was determined as the main purpose of the study. For this purpose, research questions can be presented as follows:

1. What are the thoughts of students and parents about oral history studies in their journals?
2. What are the opinions of the students and parents about whether they are willing to keep a journal within the scope of oral history studies?

3. What are the opinions of the students about whether they want to live a childhood like their grandparents from their journals within the scope of oral history studies?

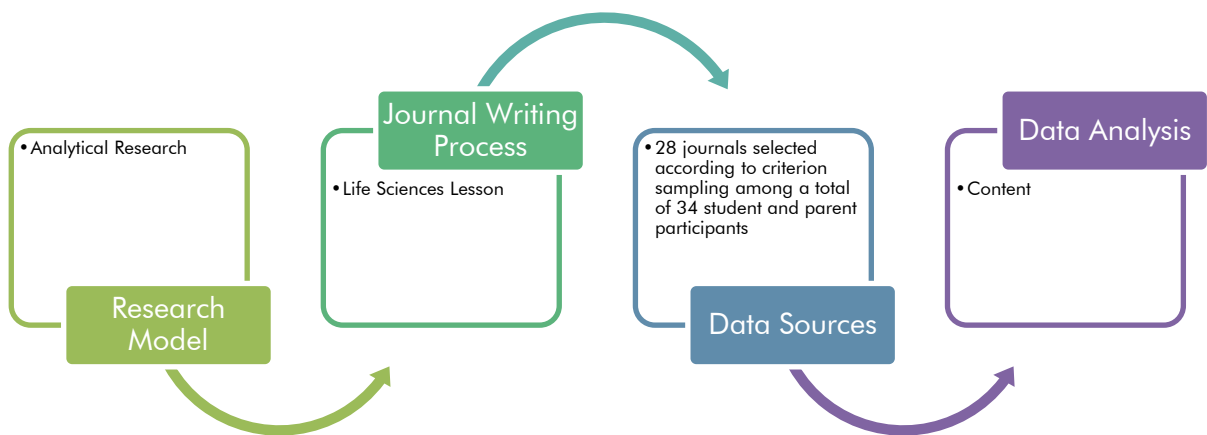
Method

Research Model

This research was designed as an analytical research model. Studies that do not fit into only quantitative and qualitative research classifications are called analytical studies. Analytical research is a research method in which documents, reports, records and other media are analyzed and examined in terms of events, ideas, concepts and artifacts. Analytical studies include qualitative and quantitative research features and are classified as historical analysis, legal analysis, concept analysis and mixed method research. In analytical research, documents and records are analyzed in terms of concepts, events and opinions (Ersoy, 2015; McMillan, 2004). In this study, journals written by primary school 3rd grade students and their parents were accepted as documents and the research was conducted as a document research. The research documents were composed of journals written by primary school 3rd grade students and their parents between November 27, 2017 and December 27, 2017 within the scope of life sciences lesson. The research process is included in Figure 1.

Figure 1.

Schematic Representation of the Research Process



Study Group

The study group of the study consisted of the 3rd grade primary school students at a private education institution in Serdivan district of Sakarya in the 2017-2018 academic year and their parents. The distribution of the students and parents participating in the study according to their gender is given in Table 1.

Table 1.

Distribution of Participants, Students, and Parents by Gender

Gender	Student		Parent		Total	
	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%
Female	6	43	12	86	18	64
Male	8	57	2	14	10	36
Total	14	100	14	100	28	100

As it is seen in Table 1, 14 students consisting of 6 (43%) females, 8 (57%) males, and 14 parents of students consisting of 12 (86%) females and 2 (14%) males attended. When examined in terms of students and their parents, a total of 28 people, 18 (64%) females and 10 (36%) males, participated in the study. In the diaries written by students and their parents for learning with the oral history method, coding was used instead of student names. Coding is S1 for the first student, P1 for the parent of the first student; S2 code was used for the second student and P2 code was used for the parent of the second student. In order to increase the credibility of the study, we interacted with the students for about one and a half months, the students were asked to confirm the statements, and the suitability was determined as a result of expert review (Holloway & Wheeler, 1996).

Journal Writing and Data Collection Process

In accordance with the Primary School 3rd Grade Life Sciences Curriculum (2017, p.24), considering the unit of "Life in Our Home"; there are two titles of "comparing the characteristics of the childhood periods of elders with the characteristics of their own childhood" and "giving examples of the importance of neighborly relations for the family and the student". Regarding the acquisitions of these titles a total of 34 participants, 17 students and other 17 who were the parents of these students were asked to keep a journal between 27 November 2017 and 27 December 2017. Those 17 primary school students were at 3rd grade at a private education institution. In this 1-month period, activities including preparation for the study, the study process and the conclusion of the study were carried out during the 12-hour lesson process. During the study, the students and their parents were informed by the researcher, who is also working as a teacher in this class, about the oral history studies and the journals-to-be-kept, and the process was initiated on a voluntary basis with the consent of the parents. It was stated that students and their parents, who wish to do so, may refrain from keeping a journal at any stage of the research. The students posed various questions to their elders about their past such as the games they played in their childhood, household items they used, holiday celebrations, and neighborly relations. Students and their parents were asked to reflect their experiences about the life sciences lesson in this process with oral history method in their journals. In this context, students and their parents kept a journal on the days they worked in the determined format. The students wrote about the exercises of the day in their journals, noting the issues they had difficulties with and enjoyed. The parents also expressed their views on this process in their journals. These written structured journals were collected for the purpose of

obtaining data from students and their parents. In order to be analyzed in the research, a total of 28 journals picked among 34, 14 of which were students' and 14 of which were parents' journals, were selected by the sampling method. It was determined as the criteria that students and their parents wrote their journals completely without any gaps and reflected their views on oral history practices in a one-month period.

Data Analysis

Content analysis was used in the analysis of the data. For this purpose, the data collected must first be conceptualized, then organized in a logical manner according to the emerging concepts and the themes explaining the data must be determined accordingly. Through content analysis, it is tried to define the data and reveal the facts that may be hidden in the data. The basic process in content analysis is to gather similar data within the framework of certain concepts and themes and to interpret them in a way that the reader can understand (Yildirim & Simsek, 2016). In this context, the researchers benefited from the thoughts of Miles and Huberman (2019) on the data analysis process for analyzing and interpreting the journals of the students and parents, and the researcher conducted content analysis, which is one of the data analysis processes suggested by Strauss and Corbin (1998). And also related to content analysis, they followed the stages of finding and arranging the sub and main themes of the data proposed by Yildirim and Simsek (2016), for defining and interpreting the findings. Inter-coder reliability was found as .93 by using the formula "Reliability = Consensus / Consensus + Disagreement" of Miles and Huberman (2019).

Findings

In this section, the findings obtained in the study are divided into main and sub-themes in the tables in line with the research questions. The main and sub-themes that emerged in the journals of the students and parents in line with their opinions on oral history studies are included in Table 2.

Table 2.

Students' and Parents' Views Regarding Oral History Studies in Their Journals

Main themes	Sub- themes	Student	Parent
Past	Learn about the past of family elders	✓	✓
	Comparing past with today	✓	✓
Feelings	Feeling Excitement	✓	
	Feeling happy	✓	
	Feeling like a historian	✓	
Skills	Developing communication skills		✓
	Controlling speaking anxiety		✓
	Developing research skills		✓
	Improving self-confidence		✓
	Taking responsibility		✓

In Table 2, the opinions of students and parents about oral history studies in their journals are grouped under the main themes of past, feelings, and skills. Students asked questions about the backgrounds of elders such as grandparents, and spent quality time together; listened to each other, understood each other, learned about the memories of family elders, their accommodation styles, games, lives, learned their past, and compared the past with the present. Thus, it is seen that they contribute to the understanding of change and continuity. This shows that students' curiosity about learning the past can be increased and abstract subjects can be concretized. Some examples are given below from the opinions of students and parents regarding this situation:

He learned the past of his family and grandparents, I think he has an idea about the previous and new social life [P3].

I learned my grandmother's background with this project assignment [S6].

While I was doing my project homework, I learned that my grandmother's house was made of black stone [S3].

They also had the opportunity to learn about the childhood of the elders of their families and compare and match the data they obtained with their own adventures [P2].

I have witnessed my child's comparing the present time regarding the toys, houses, and the lives of children in that past time [P13].

The child's conversation with the elder of the family and therefore witnessing a different childhood period than his own childhood in this conversation gave the child both feelings of luck and sadness at the same time, because all of these things he is granted in this period and also because he could not have that mentioned innocent sincerity in the past [P8].

In the study, it is understood that students feel like little historians, they are happy to get to know their family elders closely, this process excites them, and it nourishes the empathy between the parents and students. Some examples can be given from students' views regarding this situation:

I felt excited while doing this study [S6, S9].

I felt very good while doing this work [S9, S14].

I learned how the historians felt in the interview [S4].

In the journals of parents, it is stated that the process of oral history studies improves students' skills such as expressing themselves, communicating, speaking, controlling their enthusiasm, researching, using resources, and increasing their self-confidence and responsibility levels. In this process, it is important for the students to develop these skills. Some examples can be given from the parents' opinions regarding this situation are as follows:

He became an individual, he became a presenter, a journalist, a moderator, he took responsibility [P1].

This study contributed to the increase of communication between family members [P2].

He behaves very dull when he addresses a certain community or group. There has been good research for me to spot this attitude of our child [P7].

Researching and accessing new information, communicating and using resources have contributed positively as it is kid of different homework than the child has always done [P9].

When he felt confident, he made a program and took responsibility. He saw that success comes by itself when there is an effort [P1].

The main and sub-themes that emerged in line with the opinions of the students and their parents regarding whether they are willing to keep a journal or not within the scope of oral history studies are shown in Table 3.

Table 3.

Opinions of Students and Parents Regarding Whether They Are Willing to Keep a Journal Within the Scope of Oral History Studies

Main Themes	Sub-themes	Student	Parent
Willing	Laughing and having fun	✓	
	Learning new things	✓	
	Improved children's skills		✓
	Learning by experiencing		✓
	Decreased academic anxiety		✓
	Acquiring bonds by uniting		✓
	Providing discipline		✓
	Developing research skills		✓
	Fulfillment of certain conditions		✓
Unwilling	Reluctancy	✓	
	Finding it boring and difficult	✓	

In Table 3, the opinions of students and parents about whether they are willing to keep a journal within the scope of oral history studies are grouped under the 'willing' and 'unwilling' main themes. It is observed that most of the students are willing to keep a journal within the scope of oral history studies, find it fun and think that they learn new things from their family elders and that they will learn more. It is understood that parents of students think that oral history is inclusive, gives students a study discipline, puts academic anxiety behind, improves their research skills, and enables them to learn by experiencing. Some examples can be given from the opinions of students and parents regarding this situation are as follows:

Yes, it will be complex again, we will laugh a lot and have fun [S1].

I would like to do this project assignment again. Because I learned new things about my elder [S6].

Yes, it is useful. Because we are missing values when we concentrate on the world's rush and life's being hardship, livelihood concerns and routines like wash, cook, carry. We don't see the good things. We are missing out on social and cultural basis before

academic success anxiety. Unfortunately, we are not aware of it. Such assignments both develop the children and unite the family and even the whole big crowded family is better [P1].

It is a useful study. Since it will contribute to the social development of the child, it will enable them to learn practically by experiencing instead of learning theoretically from tests in the routine education system [P8].

I think that the child will work in discipline and order while accessing new information, thus this will increase the use of resources, and contribute positively to education life [P9].

It should be done at certain times. The weight of the homework should be well adjusted, and the homework that the students can do and the families can only control or guide should be selected [P4].

It is observed that a very small number of students find it boring and difficult to keep a journal within the scope of oral history, therefore they do not continue to keep it. Some examples can be given from the opinions of the students regarding this situation:

I don't want to do this project homework again [S9].

I don't want it because it is boring and difficult [S13].

In the study, the main and sub-themes that emerged in line with the opinions of the students in their journals within the scope of oral history studies about whether they want a childhood like their family elders or not are included in Table 4.

Table 4.

Opinions of Students Regarding Whether They Want to Live a Childhood Like Their Family Elders or Not Gathered from Their Journals Within the Scope of Oral History Studies

Main themes	Sub-themes	Student	Parent
Willing	Finding the childhood of elders beautiful	✓	
	Family elders making their own toys	✓	
	Desiring that was his/her own past	✓	
	To be tempted to play outside with old games	✓	
Unwilling	Limited opportunities of family elders	✓	
	Worry about not being able to see Sinem Teacher	✓	
	Being satisfied with her/his present life	✓	

In Table 4, the opinions of the students regarding their willingness to live a childhood like their family elders gathered from their journals within the scope of oral history studies are grouped under the 'willing' and 'unwilling' main themes. Looking up to the journals within the scope of oral history, it is seen that the majority of the students found the childhood of the elders of the family more beautiful than their childhood, learned that they made their own toys, and they wanted to live like their family elders for reasons such as curiosity they have about that past time. Some examples can be given from the opinions of the students regarding this situation like:

Yes, I would love to because my grandmother's childhood is more beautiful than mine [S2].

I would like to live like my family elder. Because they used to make their own toys [S4].

Yes, I would. Because I would also have my past then [S10].

I would love to live in that time. Because at that time because they were playing games outside [S12].

It is also observed that some of the students do not want to have a childhood like their elders due to the lack of white goods in their childhood, the limited possibilities of that day, and being satisfied with their own situation. Some examples can be given from the opinions of his students regarding this situation:

I wouldn't want to live in the past. Because in the past days there was no refrigerator, water did not flow. That's why I don't want it [S11].

I wouldn't want to because I couldn't see my Sinem teacher [S1].

No, I wouldn't. Because I love my life [S14].

Within the scope of oral history, it is understood that students can compare the past with the present in the journals they have created based on the interviews they have made with their family elders, and based on their knowledge we can say they are aware of the opportunities they have.

Conclusion, Discussion, and Suggestions

In the study, it was concluded that oral history studies as stated in the journals of the students contributed to their learning about their own past and they were touched during the interviews they had. It was understood that the students learned about the memories of their elders such as their grandmothers and grandfathers, games and lives of grandparents, compared their own lives with their elders', and began to comprehend change and continuity in life. Parents of the students likewise argued that oral history studies are beneficial for children to learn about their own backgrounds and to develop research, communication, and self-confidence skills. Within the scope of oral history studies, it became possible for the students to spend quality time with their family elders, to listen to each other, and to understand each other by asking questions about the past of each other. It was observed that there was an increased empathy established between the parents and the students. From the journals of students and parents, it was concluded that oral history studies provided the opportunity to build a bridge between the past and the future. This result is similar to the result claimed by Ersoy (2015) that oral history contributed to the students' learning from their experiences in the research process, to discover their researcher identities and to discover themselves. It is also similar to Incegul's (2010) research results that oral history makes it easier for students to understand the past. Similarly, Beldag and Balci (2017) found that the oral history method contributed to students' gaining

knowledge, skills, and values. Bertram, Wagner and Trautwein (2017) and Celik, Karadeniz and Cabul (2018) stated that students noticed change and continuity most in the oral history process. Dere and Dinc (2018) stated that oral history improves students' communication skills. Moreover, Dere and Kalender (2019) stated that oral history activities improve students' historical thinking skills such as perceiving time and chronology, establishing cause and effect relationships, and perceiving change and continuity. Kabapınar and Incegul (2016) stated that most of the students were able to apply the oral history process and enjoy the process. Thompson (1999) stated that children who took part in oral history studies developed many skills such as preparing questions, criticizing, organizing, listening, and understanding other people. Furthermore, Lattimer and Kelly (2013) and Yang, Chen and Chen (2002) stated that oral history studies contributed to the development of some important skills of students. Yazici and Mert (2017) found that the oral history method improves students' communication, perception of change and continuity skills.

In the study, a significant portion of the students were eager to keep a journal within the scope of oral history because they found oral history enjoyable and thought that they learned new things from their family elders and that they would learn more. It was concluded that very few of them were deemed unwilling to keep a journal, thinking that it was difficult and boring. Although some of the parents put forward some certain conditions, it was determined that they were willing to keep a journal within the scope of oral history because it is uniting, develops a sense of responsibility of students, puts academic anxiety in the background, increases self-confidence, improves research skills, and allows learning by doing and experiencing. This result shows that as Barnard (2014) and Foulis (2018) put forward oral history practices contributed to students' data collection through one-on-one interviews to establish connection with real life. Dere and Kizilay (2017) stated that students like to use the oral history method. Kaya (2013) stated that the students liked the oral history studies and were eager during the activities. Yazici and Mert (2017) claimed that the oral history method is attractive to the students, and these studies all show similarities with the results of the research.

In the study, it was found that a significant part of the students wanted to live a childhood like their grandparents. It was concluded that a small number of them did not want to live a childhood like their family elders because they were satisfied with their lives, they were concerned that they would not be able to see their teachers, and because of the limited opportunities of their family elders. This result shows similarities with the results of Incegul's study (2010) that the oral history makes it easier for students to understand the past. Dilek and Alabas (2014) claim that the interviews with the witnesses of the past contributed to the historical thinking process of the students and developed historical reasoning skills. It is also similar to the research results of Sari's study (2007) that the oral history method has a positive effect on students' connection between lessons and real life. In the study conducted within the scope of oral history studies, it was shown that the students realized the limitations of the possibilities of the elders of the family compared with themselves, and they could make

some comparisons and were able to determine their preferences based on the comparisons they made. Accordingly, it was understood that they wanted their living standards to be good. The awareness of students who stated that they were satisfied with their lives was considered as a realistic and noteworthy situation. This situation was also considered important in terms of students' decision-making processes.

When the research results are considered as a whole, it is seen that oral history studies are liked by students. In the context of oral history studies, students compare the past with the present, try to make a bridge between the past and the future, feel like little historians, feel happy to know their family elders closely, experience empathy with family elders, begin to comprehend change and continuity, and develop research, communication, empathy, and self-confidence skills. It has been observed that it has made significant contributions in establishing a connection with the past. It has been determined that the results of the research are similar to the studies in the literature. Depending on the research results, the following suggestions can be included:

1. In life sciences lessons, it can be ensured that the oral history method is used in addressing the acquisitions related to oral history.
2. It can be ensured that studies on oral history are appropriate for the level of the students.
3. Informative and guiding studies for students and their families can be provided in studies related to oral history.

References

- Akbaba, B., & Kilcan, B. (2012). Sozlu tarih çalismalarına yönelik tutum olceginin gelistirilmesi: Gecerlik ve guvenirlik calismalari. *Pegem Egitim ve Ogretim Dergisi*, 2(1), 1-10.
- Alleman, J., & Brophy, J. (1994). Taking advantage of out of school opportunities for meaningful social studies learning. *The Social Studies*, 85(6), 262-267.
- Arslan, Y. (2013). Sozlu tarihin ortaogretim ogrencileri uzerindeki yansimalari. *Türk Tarih Eğitimi Dergisi*, 2(1), 1-29.
- Avcı-Akcalı, A., & Aslan, E. (2012). Tarih ogretiminin iyilestirilmesi yolunda alternatif bir yontem: Sozlu tarih. *Kastamonu Egitim Dergisi*, 20(2), 669-688.
- Barnard, D. (2014). Through our eyes: A pastoral care bridge linking the generations. *Journal of Religion, Spirituality & Aging*, 26(2-3), 122-135.
- Bertram, C., Wagner, W., & Trautwein, U. (2017). Learning historical thinking with oral history interviews: A cluster randomized controlled intervention study of oral history interviews in history lessons. *American Educational Research Journal*, 54(3), 444-484.
- Beldag, A., & Balci, M. (2017). Sosyal bilgiler öğretiminde sözlü tarih yönteminin kullanımı: nitel bir çalışma. *Uluslararası Türk Eğitim Bilimleri Dergisi*, 5(9), 176-189.
- Celik, H., Karadeniz, H., & Cabul, E. (2018). Ogrencilerin sosyal bilgiler derslerindeki deneyimleri baglamında degisim ve süreklilige iliskin degerlendirmeleri: Misafirperverlik orneđi. *Journal of Multidisciplinary Studies in Education*, 2(2), 39-57.
- Danacioglu, E. (2001). *Gecmisin izleri: Yanibasimizdaki tarih icin bir kilavuz*. Istanbul: Turkiye Ekonomik ve Toplumsal Tarih Vakfi Yayinlari.
- Dere, I. (2017). *Sosyal bilgiler derslerinde bir ogrenme ve ogretme yontemi olarak sozlu tarih* (Yayimlanmamis doktora tezi). Usak Universitesi Sosyal Bilimler Enstitusu, Usak.
- Dere, I., & Kalender, M. (2019). Benim bir tarihim var: Sozlu tarih etkinlikleriyle hayat bilgisi ogretimi. *Egitim ve Bilim*, 44(200), 153-173. <https://doi.org/10.15390/EB.2019.8132>
- Dere, I., & Kizilay, N. (2017). Aile tarihinin arastirilmasinda sozlu tarihin kullanimi: İlkokul ogrencilerinin tecrubeleri. *Turkish History Education Journal*, 6(2), 294-323.
- Dere, I. (2019). Viewpoints of social studies teachers about oral history method. *Review of International Geographical Education Online (RIGEO)*, 9(1), 171-192. <https://doi.org/10.33403/rigeo.513748>
- Dere, I., & Dinc, E. (2018). Integrating oral history into social studies as a constructivist learning and teaching method. *Inonu University Journal of the Faculty of Education*, 19(2), 115-127. <https://doi.org/10.17679/inuefd.335686>
- Dere, I., & Emeksever, A. (2018). Hayat bilgisi derslerinde sozlu tarihle kulturel mirasın ogretimi. *Gelecek Vizyonlar Dergisi*, 2(4), 40-47.
- Dilek, D., & Alabas, R. (2014). Tarihsel imgelem. M. Safran (Ed.), *Tarih nasıl ogretilir? Tarih ogretmenleri için özel ogretim yontemleri* (s.125-131). Istanbul: Yeni İnsan Yayınevi.
- Dundar, S. (2017). Preservice elementary school teachers' opinions related to oral history as a teaching method in social studies. *İlköğretim Online*, 16(4), 1621-1643. <https://doi.org/10.17051/ilkonline.2017.342981>.
- Ersoy, A. (2015). Doktora ogrencilerinin ilk nitel arastirma deneyimlerinin gunlukler araciligiyla incelenmesi. *Pegem Egitim ve Ogretim Dergisi*, 5(5), 549-568. <http://dx.doi.org/10.14527/pegegog.2015.030>.

- Foulis, E. (2018). Participatory pedagogy: Oral history in the service-learning classroom. *Journal of Higher Education Outreach and Engagement*, 22(3), 119-134.
- Gultekin, M. (2015). Cocuğun yasamından dunyaya acilan pencere: Hayat bilgisi ogretim programi. M. Gultekin (Ed.), *Hayat bilgisi ogretimi*. Ankara: Nobel Yayinlari.
- Holloway, I., & Wheeler, S. (1996). *Qualitative research for nurses*. Oxford: Blackwell Science.
- Incegul, S. (2010). *Sosyal bilgiler dersinde ornek bir sozlu tarih uygulaması* (Yayimlanmamis yuksek lisans Tezi). Marmara Universitesi Egitim Bilimleri Enstitüsü, Istanbul.
- Kabapinar, Y., & Koc, M. (2013). Sozlu tarihe iliskin bir uygulama olarak gecmiste ve gunumuzde dugunler: Kucuk tarihçiler/ogrenciler tarih yaziyor. *Toplumsal Tarih*, 236, 64-70.
- Kabapinar, Y., & Incegul, S. (2016). Degisim ve sureklilik baglamında oyun ve oyuncaga bakmak: bir sozlu tarih çalismasi. *Turkish History Education Journal*, 5(1), 74-96.
- Kaya, M. (2013). *Sosyal bilgiler dersinde kullanilabilecek bir ogretim yontemi olarak sozlu tarih: Amac, icerik, uygulama* (Yayimlanmamis yuksek lisans tezi). Marmara Universitesi Egitim Bilimleri Enstitusu, Istanbul.
- Lattimer, H., & Kelly, M. (2013). Engaging Kenyan secondary students in an oral history project: Education as emancipation. *International Journal of Educational Development*, 33(5), 476-486. doi: <http://dx.doi.org/10.1016/j.ijedudev.2012.05.007>.
- McLellan, M. L. (2014). Beyond the transcript: Oral history as pedagogy. In Boyd, D., & Larson, M. (Ed.), *Oral History and Digital Humanities: Voice, Access, and Engagement* (pp. 99-118). USA: Springer.
- McMillan, J. H. (2004). *Educational research: Fundamentals for the consumer* (4th ed.). Boston: Pearson Education, Inc.
- Miles, M. B., & Huberman, A. M. (2019). *Genisletilmis bir kaynak: Nitel veri analizi*. (Ceviri Ed.: S. Akbaba-Altun & A. Ersoy). Ankara: Pegem Akademi Yayinlari.
- Ministry of National Education [MoNE], (2017). *Hayat bilgisi dersi ogretim programi*. Ankara: Milli Egitim Bakanligi.
- Ministry of National Education [MoNE], (2018). *Hayat bilgisi dersi ogretim programi*. Ankara: Milli Egitim Bakanligi.
- Portelli, A. (2006). Introduction. In B. A. Lanman (Ed.), *Preparing the next generation of oral historians: An anthology of oral history education*. Lanham, MD: Rowman & Littlefield.
- Saglam, H. I. (2015). Toplum, birey ve dogaya butuncul bakis: Hayat bilgisi. M. Gultekin (Ed.), *Hayat bilgisi ogretimi*. Ankara: Nobel Yayinlari.
- Saglam, H. I., & Sayimli, S. (2018). İlkokul ogrencilerinin sozlu tarihe yonelik tutumlarinin cesitli degiskenler aisından incelenmesi. *Milli Egitim Dergisi*, 219, 89-103.
- Sari, I. (2007). *Sosyal bilgiler ogretiminde sozlu tarih etkinliklerinin ogrenci başarı, beceri ve tutumlarına etkisi* (Yayimlanmamis doktora tezi). Gazi Universitesi Egitim Bilimleri Enstitusu, Ankara.
- Sari, I. (2009). Sosyal bilgiler derslerinde zaman becerileri. R. Turan, A. M. Sünbül ve H. Akdağ (Ed.), *Sosyal bilgiler ogretiminde yeni yaklasımlar 1*. Ankara: Pegem Akademi Yayinlari.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory*. London: Sage.
- Simsek, A. (2010). Kronoloji ve zaman algisi. M. Safran (Ed.), *Tarih nasıl ogretilir?* İstanbul: Yeni İnsan Yayınevi.
- Tay, B. (2017). Hayat bilgisi: Hayatın bilgisi. B. Tay (Ed.), *Etkinlik ornekleriyle hayat bilgisi ogretimi* (s. 1-43). Ankara: Pegem Akademi Yayinlari.

- Thompson, P. (1999). *Gecmisen sesi*. (Cev.: S. Layikel). Istanbul: Tarih Vakfi Yurt Yayinlari.
- Yang, S. C., Chen, N. S., & Chen, A. S. (2002). A student-generated web-based oral history project. *Journal of Computer Assisted Learning*, 18(3), 272-281. <https://doi.org/10.1046/j.0266-4909.2002.00239.x>.
- Yazici, F., & Mert, G. (2017). Sozlu tarih yonteminin 4. sinif duzeyinde etkililigi. *Turkish History Education Journal*, 6(2), 324-342.
- Yildirim, A., & Simsek, H. (2016). *Sosyal bilimlerde nitel arařtırma yontemleri*. (10. Baski). Ankara: Seckin Yayıncılık.

Authors

Contact

Halil Ibrahim SAGLAM is a professor at Istanbul Medeniyet University, Faculty of Educational Sciences, Department of Elementary Education, Division of Classroom Education. His areas of interest include social studies education, values education, teacher training, human rights and citizenship education.

Prof. Dr. Halil İbrahim SAĞLAM, İstanbul Medeniyet Üniversitesi Eğitim Bilimleri Fakültesi Cevizli Yerleşkesi C Blok Atalar Mah. Şehit Hakan Kurban Cad. No: 44, 34862 Kartal / İstanbul

e-mail: halil.saglam@medeniyet.edu.tr

Sinem SAYIMLI works as a classroom teacher at Sakarya Bil College. Her areas of interest include oral history studies and life sciences education.

Sinem SAYIMLI, Sakarya Bil Koleji Bahçelievler Mah. Muhsin Yazıcıoğlu Bulvarı No: 70 Serdivan/ Sakarya

e-mail:sayimli_sinem@hotmail.com

The School Culture in the Context of the Hofstede's Culture Classification Investigation on Aphorisms*

Yilmaz TONBUL**

Ozden OLMEZ CEYLAN***

To cite this article:

Tonbul, Y., & Olmez Ceylan, O. (2021). The school culture in the context of the Hofstede's culture classification investigation on aphorisms. *Journal of Qualitative Research in Education*, 26, 104-125. doi: 10.14689/enad.26.5

Abstract: Culture has an important role in the formation and development of the basic values of a society. Considering that schools are a means of culturing, understanding and developing school culture is very important. With this in mind, this study aimed to determine the place of aphorisms in the school corridors in Hofstede's cultural classification and to prepare a proverbial proposal package for use in schools. The 87 aphorisms, obtained from 80 schools in the research, were grouped according to Hofstede's classification with descriptive analysis, then content analysis of themes in which aphorisms were concentrated was done. It was seen that most emphasis is placed on long-term orientation and least emphasis is placed on high power distance and uncertainty. When the aphorisms were examined thematically, it was seen that emphasis is placed on the themes of "education, teachers, reading habit, being hardworking, love of homeland and science". The themes: love, peace, benevolence, cooperation, etc. can be added to the previous ones. Also, aphorisms can be diversified by selection among artists, scientists, thinkers, and writers who are leaders locally and all over the world. Comparisons can be made by carrying out similar studies in different cities. It is recommended that a study that takes into account the opinions of the teachers and administrators be carried out.

Keywords: Hofstede's cultural classification, school culture, aphorsim

Article Info

Received: 14 May. 2020

Revised: 05 Sept. 2020

Accepted: 18 Sept. 2020

© 2021 ANI Publishing. All rights reserved.

* The data in this article was presented as oral presentations at the 12th International Education Management Congress (11-13 May 2017).

** Ege University, Turkey, e-mail: yilmaztonbul@gmail.com

*** Correspondence: Ministry of National Education, Turkey, e-mail: olmezozen@gmail.com

Declaration of Conflicts of Interests: None

Introduction

Culture is one of the basic elements of societies. Every society has its own culture and the diversity that makes up this culture can be considered as the wealth of that society. Things that make up this wealth are the values, traditions and customs, beliefs, norms, symbols, ceremonies, language, and similar items belonging to that society. Based on these elements, a lot of research (Adler, 1983; Hofstede 1980; 1993; 2001; 2011; Sargut, 2001 Schein, 1993; Schwartz, 1994, Trompenaars, 1993) has been done to understand the cultural wealth of societies in Turkey and the world. In these studies, the similarities and differences between cultures were emphasized. It can be said that the underlying reason for this interest in organizational culture lies in the awareness of the importance of organizational culture in organizational effectiveness and organizational change (Deal and Kennedy, 1982; Hofstede, 1991; Schein, 1992). Included in the field of culture are Hofstede's studies that are regularly updated around the world and among the comprehensive studies conducted to determine cultural differences and similarities (Hofstede 1980; 1991; 1993; 2001; 2011; 2018). Hofstede's intercultural studies are important as they are the most widely used and accepted ones in the literature. Hofstede (2011) divided the cultural dimensions into four as power distance, uncertainty avoidance, individualism/collectivism, and femininity/masculinity, then added short-term/long-term adaptation and indulgence/self-restraint dimensions. Hofstede (2011) explained these dimensions as follows:

Power distance size is considered in two ways, *low* and *high*. *Low power distance* is seen in democratic and egalitarian societies, while *high power distance* is seen in societies where hierarchy and authority prevail. The dimension of *avoiding uncertainty* deals with the *strength* or *weakness* of society's fear and anxiety towards the unknown. While there is an expectation for clear rules in societies where avoidance of uncertainty is strong, flexible rules are not considered to be disturbing in societies where avoidance is weak. *Individualism and collectivism* dimension is related to how individuals define themselves. In individualistic societies, individuals consider themselves valuable and their interests more important, while in cultures with a socialist perspective, individuals see themselves as part of a community and prioritize the interests of the society to which they have a sense of belonging. In terms of *femininity* and *masculinity*, the distribution of societies according to the gender variable is emphasized. While ambition and power prevail in the cultures of societies with a masculine culture; harmony and agreement between people are important in societies with a feminine culture. In the *short/long-term adaptation* dimension, the difference between past and future values is emphasized. Short-term adaptation is evaluated in terms of commitment to the past and respect for tradition, etc. while long-term adaptation values future behavior. *Indulgence and self-restriction* is the last dimension that Hofstede added. This dimension is about how people control their wishes and desires. While *indulgence* refers to a happiness-oriented life, *self-restriction* refers to a culture in which people restrict their desires and impulses.

While determining all these cultural dimensions, Hofstede also made use of various indicators. Indicators such as values, norms, beliefs, etc. play a role in naming cultures. Undoubtedly, the intergenerational transmission of these signs takes place through language. At this point, it is accepted that the most important element that forms the basis of a cultural structure is language (Aksan, 2007; Ergin, 2007; Kaplan, 2005; Okuyan, 2012; Ozbay, 2008). Language, which is defined as a bridge that provides cultural communication between the society and the individual (Ozbay & Taysi, 2011), is seen as the most effective tool that conveys the cultural accumulation and texture of the society (Sever, 2004). Of course, the transfer of language, and therefore culture, begins in the family, but it cannot be denied that education is the main means of cultural transfer (Akyuz, 2016) and that schools are of great importance in this sense. Considering that schools are a fundamental part of the acculturation process of society, curriculums and textbooks stand out. In the studies conducted on the fact that cultural transfer in schools is carried out with curricula and textbooks (Gufta ve Kan, 2011; Guven, 2013; Melanlioglu, 2008; Okuyan, 2012; Okur, 2013; Uludogan, 2008), the inadequacy of these tools are emphasized and the need for diversity is underlined. However, the acculturation process in schools is not limited to lessons only. Many elements such as writings, images, posters, and aphorisms hung on the school corridors can be seen as a means of cultural transfer, and research in this context (Tonbul ve Gungor, 2017; Tonbul ve Angay, 2017) reveals the importance of artifacts (paintings, sculptures, effigies, award corners, quotations, etc.) in culture transfer. Symbolic interaction theory also emphasizes the meanings of the environments and situations in which individuals interact at this point. The theory reveals that the effect of a stimulus in the environment on human behavior can be shaped through symbolic interpretations (Altinkurt ve Turkkas Anasiz, 2018), and in this context, physical elements in schools can be analyzed and interpreted by symbolic interaction theory. Research findings of Udo (2002) and Veznedaroglu (2007) emphasize that what is exhibited in out-of-class environments (tables, effigies, selected texts, quotations, etc.) affects students in achieving the long-term, general and specific goals of education. Deal and Peterson (1990) state that visuals in schools raise students' awareness of 'what is important and valuable'. Bollman and Deal (2008) emphasized the importance of the symbolic frame dimension in analyzing organizational behavior in the four frame theory. Again, according to Deal (1985), the symbolic dimension of school culture plays an important role in ensuring organizational change. As revealed by the results of the research, all the elements that make up the symbolic dimension of the school culture (pictures, effigies, furniture, proverbs, quotations) are effective on both employees and students in the context of organizational behavior.

At this point, the Ministry of National Education has made legal regulations regarding the use of various artifacts in schools. It is stated in Article 88 of the Regulation on Pre-School Education and Primary Education Institutions (Official Gazette, 2014) that Atatürk's quotes expressing his thoughts on education and other issues; and in Article 96 of the Ministry of National Education Regulation on Secondary Education Institutions (Resmî Gazete, 2017) that the quotations and pictures of world-famous science, art, and sportspeople can be included with pictures of educational and artistic

value in the corridors, halls and other suitable places of the schools according to their characteristics. These articles, which are included in the regulations of the Ministry of National Education, paved the way for the necessity that the acculturation process should not be restricted only to the curriculum, though a specific implementation proposal was not included. At this point, the need arises to carefully select the words to be hung in the school corridors within a certain systematic. Especially, different from the curriculums and textbooks prepared according to the central understanding, aphorisms contain important clues for cultural studies in terms of expressing the cultural values that the teachers or administrators of the school want to see in students and reflect the school culture. When the literature is examined for the relationship between aphorisms and culture, there is no research on the cultural function of the aphorisms used in the physical environment of the school, except for textbooks. It is seen that researches on aphorisms mostly focus on the use of these words in textbooks and their cultural function. In their research, in which they examined the textbooks in terms of language and cultural elements, Gufta and Kan (2011) stated that the aphorisms, which are the means of cultural transfer, were not used sufficiently and that such words should be included in the textbooks. In his research on prose texts in Turkish textbooks, Uludogan (2008) emphasized the insufficiency of aphorisms in textbooks and stated that they should be used more. Melanlioglu (2008) stated in his research that cultural elements such as aphorisms suitable for the class level should be determined and given within a certain system. Guven (2013) emphasized that aphorisms, which are the basic material of the transfer of cultural elements, are not included enough in the textbooks and this deficiency should be overcome. In this context, this study is thought to be important in terms of addressing the aphorisms displayed in the school corridors in the study of school culture, at the point of analyzing aphorisms through Hofstede's culture classification, making an original contribution to the literature and bringing systematic suggestions for the symbolic dimension of the school. Also, it can be said that the research will contribute to raising students' awareness of the competencies required to keep up with the changing world, to be able to encounter extracurricular stimuli to relate the past with the present and the present with the future through the different dimensions of culture, with the suggestions made from Hofstede's cultural dimensions.

Considering that culture is important in shaping the values and attitudes of individuals, it is thought that the aphorisms that individuals encounter throughout their education life play a major role in shaping their culture and these aphorisms can give clues about what is culturally important.

Considering this dimension of the school culture, this study has been shaped based on the questions (1) "How do the aphorisms used in schools in Izmir find a place in Hofstede's cultural dimensions and (2) on which themes do they concentrate?" to offer suggestions for the use of aphorisms in schools in a systematic manner instead of random choices, in coordination with the basic principles, goals, and values of the Ministry of National Education, taking into account pedagogical compliance.

Method

Research Model

In the study carried out according to the qualitative research method, a culture analysis design aimed at defining and interpreting the culture of a particular group (Yildirim & Simsek, 2008) was used. Cultural studies are used to obtain a holistic picture of a particular society, group, institution, setting, or situation (Fraenkel, Wallen, & Hyud, 2012). Culture-specific written and spoken language are seen as areas where research can focus (Hancock, Ockleford, & Windridge, 2009). School is a part of society and having a cultural meaning in itself; at the point that aphorisms are indicators reflecting this culture, schools are thought to be in a structure suitable for cultural analysis.

Study Group and Material of the Research

Easily accessible sampling was used to determine the schools. Teachers and education administrators who have a master's degree in Education Management at Ege University Institute of Educational Sciences and Department of Educational Sciences were asked what the aphorisms in their schools were. Thus, many schools in different regions and levels of Izmir and the aphorisms hanging in these schools have been reached. Of the schools from which data are collected, 35 were primary schools, 33 were secondary schools and 12 were high schools. A total of 118 aphorisms were collected from these schools. After analyzing the obtained aphorisms, repetitions were eliminated and the 87 left were used as a dataset in descriptive analysis. Content analysis was carried out over the total number of aphorisms while determining the themes on which they are concentrated.

Validity and Reliability

For validity, a large number and variety of data were collected from schools, and colleague confirmation was made for analysis. The researchers studied the school culture and analyzed the school through visual elements. One of the researchers is also a Turkish teacher. Hofstede's classification of cultural dimensions was suitable to describe the organizational culture. Aphorisms hanging in schools were a component of school culture.

To increase the reliability, the literature emphasizes taking expert opinion, including direct quotations, using the way of diversification, and including more than one researcher. Accordingly, the results of the analysis performed independently in the study were compared and expert opinion was obtained from a researcher who had previously worked on Hofstede. Thus, following what was stated in the literature (Glesne & Peshkin, 1992; Shenton, 2004; Yildirim & Simsek, 2008), the researchers ensured the research was reliable. The process was reported in detail, and the

percentage distribution of the data was also included. The raw data of the study were kept to provide provenance for other researchers and use in future studies

Data Collection Tool and Data Analysis

In the research, the data were analyzed by document analysis technique. First of all, the indicators were determined by the researchers based on the cultural studies of Hofstede. (Hofstede; 1980; 1991; 1993; 2001; 2011; 2018). By doing a descriptive analysis on these indicators, the aphorisms were classified according to dimensions. Then, all the collected aphorisms were subjected to content analysis to reveal the themes on which the aphorisms are concentrated.

In the light of the findings obtained to prepare the proposal package, the aphorisms in the "Art of Speaking and Aphorisms Anthology" in which Okturk (2006) compiled the aphorisms belonging to different cultures and the aphorisms in the literature sites used on the internet were used. The accuracy of the aphorisms on the websites has been confirmed from different sites and sources. A recommendation package was created from the aphorisms that take place in all these sources to be used in schools. In Table 1, as an example of the analysis process of the research, the indicators explaining the dimensions in Hofstede's culture classification are given as keywords.

Table 1.

Indicators Explaining the Dimensions of Hofstede's Classification of Culture

Low Power Distance	High Power Distance
<ul style="list-style-type: none"> • Individuals evaluating their position and authority figures only within the scope of division of labor, not idolizing • An understanding of democratic relationship with authorities based on equality and equivalence • Participation in decision processes, expectation of being active and effective • Criticizing political practices and the laws and paradigms on which they are based; adopting accountability; to insist on the understanding of the right to question and resist injustice and to express oneself; • Assessing the source of power on the basis of rights and freedoms as well as expertise, accepting that power is temporary 	<ul style="list-style-type: none"> • Glorifying authority figures (heads of state, local administrators) • An imperative, obedient style in guiding behavior • Bounding subordinate superior relationship by strict rules, emphasizing and limiting status indicators • Approach on the basis of the righteousness of the strong; not criticizing, not questioning, accepting. • Seeing the source of power in the authority given to the position, excessive respect for positions and titles
Avoiding Uncertainty / Weak	Avoiding Uncertainty / Strong
<ul style="list-style-type: none"> • Flexible rules and principles • Multi-dimensional evaluation of events and 	<ul style="list-style-type: none"> • Prescriptive, high commitment to working habits, environment and order

<p>developments.</p> <ul style="list-style-type: none"> • Seeing change as an opportunity, openness to change and innovation • Professional career, promotion opportunities, different and challenging jobs increase satisfaction 	<ul style="list-style-type: none"> • Perception determinant regarding the fulfillment of basic needs in adapting to developments and success of change initiatives • Security, job security and stability are important • Predictable long-term future expectation, high anxiety-stress level in uncertainties, high expectation of explanation and relaxation
Individualism	Collectivism
<ul style="list-style-type: none"> • Diploma is a status tool • Success is the product of individual effort and individual gaining of effort are important • Emphasis on autonomy, entrepreneurship • Individual rights and freedoms • Identification through individual identity, society or groups • The sanctity and immunity of private life 	<ul style="list-style-type: none"> • Diploma is an economic value • Success is teamwork, the sense of us is important, social returns are important • Continuing rituals related to someone symbolized • Emphasis on protecting the interests of society (sacrificing oneself for society) • Social identity determinant: family, citizenship, ethnic, ideological, religious, etc.
Femininity	Masculinity
<ul style="list-style-type: none"> • Sincere, warm, intimate, modesty • Understanding solidarity, compassion • Avoiding conflict, compromise, harmony, common sense • Embracing 	<ul style="list-style-type: none"> • Rational • Focused on success, competition, ambition, career • Protection, security • Determination, developing high goals and expectations • Entrepreneurship, financial reward
Long Term Adaptation	Short Term Adaptation
<ul style="list-style-type: none"> • Respect, devotion to tradition, past • To seek the approval of the society • Living according to the rules, not deviating • Resistant to change • Commitment to the values of the society 	<ul style="list-style-type: none"> • Future emphasis, naturalness of change • Being award oriented • Perseverance, prudence, determination • accountability • Result oriented • Universal moral principles

Table 2 contains examples of suggestions for the individualism and collectivism dimension of Hofstede to be used in schools and grouping the aphorisms in the dataset based on indicators/keywords. As can be seen in the table, firstly, keywords expressing individualism and collectivism dimensions were created in the study. The aphorisms obtained from the schools were evaluated in the context of these keywords and the words expressing the dimension were grouped. Afterward, the aphorisms that were not used in the schools accessed but considered to be suitable for the dimension were compiled from various sources and included in the suggestion package.

Table 2.

A Sample Study and Recommendations Regarding the Individual and Social Dimension in Hofstede's Classification

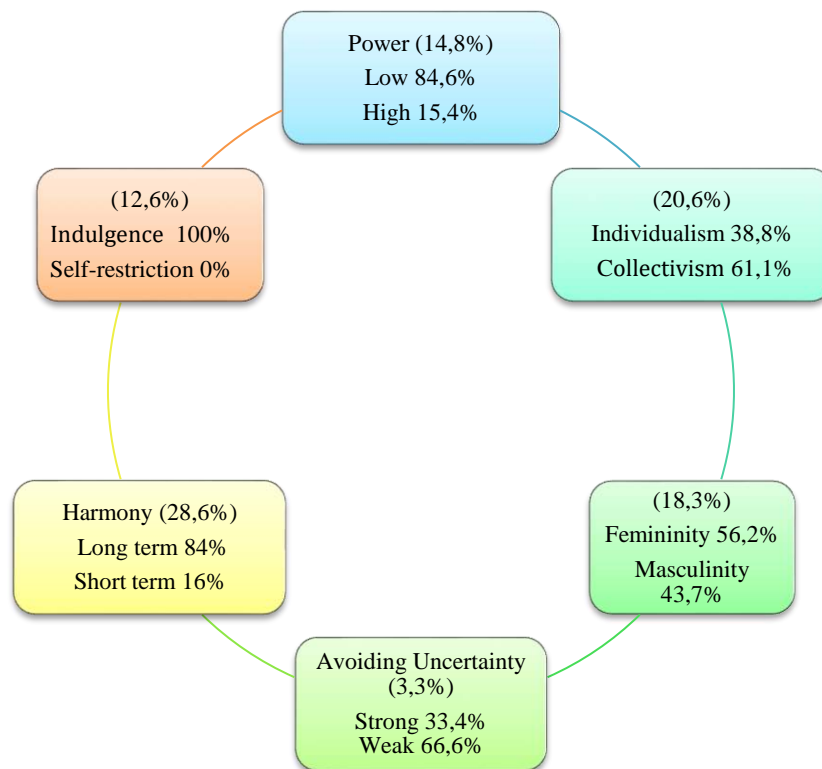
Dimensions	Keywords	Aphorisms from Schools	Aphorisms from Schools
Individualism (8%)	<ul style="list-style-type: none"> • Individual rights and freedoms • Individual identity • Emphasis on entrepreneurship, independence and autonomy 	<ul style="list-style-type: none"> • Thinking is difficult. That's why most people follow the herd. (Carl Gustav Jung) • There is no individual to be sacrificed in education. (M. Kemal Atatürk) 	<ul style="list-style-type: none"> • A person who gives up his liberty has given up his humanity, rights and duties. (Jean J. Rousseau) • Do something you believe necessary immediately. No matter what others say, do not mind. You will win. (Atatürk) etc.
Collectivism (12,6%)	<ul style="list-style-type: none"> • Success is teamwork • Sense of us, social returns • Emphasis on protecting the interests of society (sacrificing yourself for society) • Social identity determiner: family, citizenship, ethnic, ideological, religious, etc 	<ul style="list-style-type: none"> • It is only teachers who save nations. A nation lacking teachers and educators has not yet acquired the ability to take the name of a nation. It's called a simple mass, not a nation. A mass must definitely need educators and teachers in order to become a nation. (M. Kemal Atatürk) • The school teaches young minds respect for humanity, love for the nation and country, honor and independence. (M. Kemal Atatürk) • Education after bread is the greatest need of a nation. (Paul Richer) 	<ul style="list-style-type: none"> • Work collaboratively not for yourself but for the nation you belong to. This is the highest of works. (Atatürk) • Family is a school where all kinds of good and evil are taught. (Wilhelm Stekel) etc.

Results

As seen in Figure 1, when the frequencies and percentage distributions of the 87 aphorisms included in the data set are examined according to the dimensions of Hofstede's culture classification, it is seen that the most common words are on long-term adaptation; feminine, social and indulgence dimensions come next, at least the high power distance and uncertainty avoidance dimensions are emphasized and there is no emphasis on the dimension of self-restriction.

Figure 1.

Percentage Distribution of Aphorisms According to the Dimensions in Hofstede's Cultural Classification



To understand which concepts the aphorisms emphasize based on dimensions and which themes they concentrate on, the distribution of the aphorisms by dimensions is examined in detail below.

Findings Regarding the Dimension of Power (Low/High)

Table 3.

Examples of the Aphorisms Exhibited in Schools Regarding the Dimension of Power (Low/High)

Cultural Dimension	Aphorisms from Schools	Keywords
Power	<ul style="list-style-type: none"> It is better to act fairly and be alone than to turn to wrongdoing and get most people with you. (Halide Edip Adivar) 	Respect for differences, accountability, justice
	<ul style="list-style-type: none"> What a joy our world is still a culture garden with tens of thousands of flowers. Every culture has a color and a smell. (Yaşar Kemal) 	
	<ul style="list-style-type: none"> The first and the biggest evil is that injustices go unpunished. (Platon) 	Adherence to rules and order

In the aphorisms exhibited in schools, emphasis was placed on the importance of expertise that explains the low power distance, the guidance of science, and opposition

to mistakes, etc. However, aphorisms that emphasize concepts such as an equality-based relationship with rulers, accountability, non-idolization of power, the need for managers to be fair, and stand by the righteous are included less. In the high power distance, aphorisms that sanctify rulers, authoritarianism, unconditional allegiance, were not encountered.

Findings Regarding the Collectivism/Individualism Dimension

Table 4.

Examples of the Aphorisms Exhibited in Schools Regarding the Dimension of Individualism / Collectivism

Cultural Dimension	Aphorisms from Schools	Keywords
Collectivism 61,1%	<ul style="list-style-type: none"> • Our children are saplings planted in the future of our nation. (Atatürk) • The school teaches respect for humanity, love for the nation and country, honor and independence to young minds. (Atatürk) 	Social interests, country integrity
Individualism 38,8%	<ul style="list-style-type: none"> • The day when you need ideas more than ownership, you will find the secret of true wealth. (Peyami Safa) • Little ladies, little gentlemen ... Work by considering how important and precious you are. (Atatürk) 	Personal development, individual identity

In the collectivism dimension, while more emphasis is placed on social interests, country integrity, and independence, it is seen that an understanding of sociality based on ethnic, ideological, and religious beliefs is avoided. On the other hand, there is little emphasis on the fact that a diploma is an economic and symbolic value, success is a result of teamwork, the importance of the sense of us, the importance of social returns, and continuing the rituals concerning symbolized people.

In the dimension of individuality, concepts such as the importance of individual returns and the identity of being an individual were emphasized. However, aphorisms related to concepts such as diploma being a status tool, success being a product of individual effort, autonomy, entrepreneurship, individual rights and freedoms, the sanctity of private life, and immunity were not encountered.

Findings Regarding the Dimension of Femininity/Masculinity

Table 5.

Examples of the Aphorisms Exhibited in Schools Regarding the Dimension of Femininity/Masculinity

Cultural Dimension	Aphorisms from Schools	Keywords
Femininity 56,2%	<ul style="list-style-type: none"> In generosity and helping others, be like a river. In compassion and grace, be like the sun. In concealing other's faults, be like the night. In anger and fury, be like dead. In modesty and humility, be like the earth. In tolerance, be like the sea. Either appear as you are, or be as you appear (Mevlana) 	Sincerity, modesty, warmth, understanding, solidarity, reconciliation, harmony, common sense
Masculinity 43,7%	<ul style="list-style-type: none"> It is not the skeletal and muscular system that keeps people alive; it is their principles and beliefs. (Albert Einstein) 	Determination

In the dimension of femininity, words covering all the concepts of ownership, sincerity, warmth, modesty, understanding, solidarity, compassion, avoiding conflict, compromise, harmony, common sense, determination, embracing are included.

Considering the masculinity dimension, success, competition, high goals and expectations are especially emphasized; aphorisms that emphasize concepts such as rational, ambition, career-orientedness, protection, security, entrepreneurship, and financial reward were rarely included.

Findings Regarding the Dimension of Long/Short Term Adaptation

Table 6.

Examples of the Aphorisms Exhibited in Schools Regarding the Dimension of Long / Short Term Adaptation

Cultural Dimension	Aphorisms from Schools	Keywords
Long Term 84%	<ul style="list-style-type: none"> Teachers, the new generation will be your masterpiece. (Atatürk) You need to work like ants to leave masterpieces like giants. (Necip Fazıl Kısakürek) 	Emphasis on future, determination
Adaptation Short Term 16%	<ul style="list-style-type: none"> He who does not know his past cannot make the best of his present and future. (Şeyh Edebali) From now on, no language other than Turkish will be spoken in the council, lodge, the assembly, or the square. (Karamanoğlu Mehmet Bey) 	Respect for values and past, devotion

In the dimension of long-term adaptation, which is the most emphasized dimension, while emphasis is placed on themes such as the future, universal moral principles, the naturalness of change, and perseverance are included, no words were found on concepts such as award-orientedness, thriftiness, determination, accountability, and result-orientedness. The emphasis on the future is mostly made through Atatürk's aphorisms. It has been seen that there are no aphorisms on the subjects regarding what kind of world awaits us in the future and how we should be prepared for it.

In the short-term adaptation dimension, while the themes of values, respect and commitment to the past come to the fore, no aphorisms are emphasizing that traditions and value judgments should be logical, sustainable, and goal-oriented.

Findings Regarding the Dimension of Avoiding Uncertainty (Weak/Strong)

Table 7.

Examples of the Aphorisms Exhibited in Schools Regarding the Dimension of Avoiding Uncertainty (Weak / Strong)

Cultural Dimension		Aphorisms from Schools	Keywords
Avoiding Uncertainty	Weak 66,6%	<ul style="list-style-type: none"> People live in the realm as long as they dream. (Yahya Kemal Beyatli) 	Openness to change, flexibility
	Strong 33,4%	<ul style="list-style-type: none"> No wind can help the ship that does not have an aim. (Montaigne) 	Future anxiety, long term planning, etc

The dimension of avoiding uncertainty is the least emphasized among all dimensions. In this dimension, it has been observed that there is no emphasis on concepts such as strict directive expectation, security, and future anxiety, commitment to routine, demand for order, long-term job security and planning; and that high loyalty to the institution/country/state is emphasized in the exhibited aphorisms.

It has been observed that there are no words on the concepts of turning developments into opportunities, commitment to goals rather than institutions, and starting life again at any moment which explain that avoiding uncertainty is weak; and that concepts such as openness to change and flexibility were emphasized in the exemplified aphorisms.

Findings Regarding the Dimension of Indulgence/Self-Restriction

In the indulgence dimension, while themes such as the educated society, the importance of the quality of life, and the importance of art are included, the idioms about the concepts such as being happiness-oriented, a life based on pleasure and pleasure, less restriction of wishes and instincts, freedom, importance of leisure time are not included. There are no aphorisms about the self-restraint dimension, which

includes concepts such as giving up for the happiness of others, being content with less, restricting individual desires, personal time is not required, requests may be postponed, strict rules, principles, and lack of positive emotions.

Table 8.

Examples of the Aphorisms Exhibited in Schools Regarding the Dimension of Indulgence/Self-Restriction

Cultural Dimension	Aphorisms from Schools	Keywords
Indulgence 100%	A society without art is deprived of one of the important, vital arteries. (Atatürk)	Educated society, importance of quality of life, importance to art

Findings Regarding the Themes where Aphorisms Are Intensive

Table 9.

Aphorisms Exhibited in Schools Regarding Themes where Aphorisms Are Intensive

Themes	Example Aphorisms
Education (22%)	<ul style="list-style-type: none"> The school teaches young minds respect for humanity, love for the nation and country, honor, and independence. (Ataturk) It is thanks to the science and education that the school will provide; Turkish nation, Turkish art, Turkish economy, Turkish poetry, and literature develop with all their beauty. (Ataturk) Education after bread is the greatest need of a nation. (Paul Richer) Education is the safest and cheapest way of defense of the homeland. (Bucher)
Teachers (16,9%)	<ul style="list-style-type: none"> It is only teachers who save nations. A nation lacking teachers and educators has not yet acquired the ability to take the name of a nation. (Atatürk) Teachers, the new generation will be your masterpiece. (Atatürk) Teachers are like candles; they give light to others by consuming themselves. (Rufini)
Reading habit (15,2%)	<ul style="list-style-type: none"> Readers see twice as well. (Maender) Reading maketh a full man; conference a ready man; and writing an exact man. (Bacon)
Being Hardworking (13,5%)	<ul style="list-style-type: none"> We only need one thing, that is to be hardworking. (Ataturk) You need to work like ants to leave masterpieces like giants. (Necip Fazıl Kısakürek)
Science (8,4%)	<ul style="list-style-type: none"> Learning knowledge is obligatory for all Muslims, male and female. (Hz. Muhammed) The end of the road that is not taken from knowledge is dark. (Hacı Bektaş-ı Veli)
Love of country (6,7%)	<ul style="list-style-type: none"> Homeland love is the strongest wind that saves souls. (Ataturk) If the country is at stake, all the rest is detail. (Ataturk)
Being virtuous, being a good person (3,3%)	<ul style="list-style-type: none"> Keep your heart and tongue right. (Yusuf Has Hacıp) We regret what we didn't say more than what we said. Unspoken thought; is the way not taken. (Immanuel Kant)
Other (13,5%)	<ul style="list-style-type: none"> The first and the biggest evil is that injustices go unpunished. (Platon) etc.

When the aphorisms collected from the schools of different types and socio-economic levels of İzmir province are examined, as seen in Table 9, it is seen that the aphorisms emphasizing the themes of "education, teachers, reading habits, being hardworking, science, love of homeland, being a virtuous/good person" and aphorisms belonging to

Atatürk are included. It was found that some of the aphorisms (13.5%) do not show a thematic density and the elections are not made systematically. In addition, it was observed that while there were mostly sayings on science in high schools, there were sayings about *reading habits* and *being hardworking* at the primary education level. In the distribution of the themes, in public schools, the themes related to *education* and *teachers* stand out meanwhile in private schools, the *education* theme stands out.

Conclusion, Discussion and Suggestions

In the results, according to Hofstede's classification, it was seen that the aphorisms were mostly in the long-term adjustment, the least were in the uncertainty avoidance dimension, and there were no words about the self-restriction dimension.

When the dimensions are examined, the long-term adaptation dimension, which includes the most aphorisms, stands out. Among all dimensions, in aphorisms, long-term adaptation is the most emphasized. With the words of this dimension, it is seen that emphasis on the future is made using concepts of universal moral principles and the naturalness of change. It is thought that values can be transferred through school culture considering that the school has to gain attitude and skills in the desired direction. At this point, it can be said that it is important to include sayings about things that can be done to structure the future from today. In the legal texts (Ministry of Education, Regulation on Primary Education Institutions, Article 88), Atatürk's sayings are included more as per the legislation, but the variety and scope of the words are limited. Similarly, it is understood that there is no systematic functioning in other dimensions and there are mostly random choices.

When the distribution of aphorisms is examined, another dimension that draws attention is the dimension of power. It was demonstrated by Hofstede (1980) that the high power distance is dominant in Eastern countries including Turkey. Various studies (Basim, 2000, Erdem, 1996; Sargut, 2001) support that the Turkish society is in high power distance. However, within the scope of this research, it is seen that the aphorisms exhibited in schools mostly concentrate on the low power dimension with concepts such as the power of expertise and the importance of science. Apart from the emphasis on obeying the rules regarding the high power distance, a limited number of sayings are included. Contrary to the emphasis on the low dimension of power in aphorisms, Tonbul and Gungor (2017), in their study on visuals in the school corridors, concluded that scientists, artists, and people that are good examples have little place in school visuals as historical and future authority figures, but that mostly sultans and politicians were involved in these visuals. According to the results of the same study, it was determined that there was no specific systematic in the selection of artifacts reflecting the school culture, and school corridors were arranged according to random choices. It is thought that if all artifacts in schools are compatible with the goals of education and if each element (tables, effigies, selected texts, quotations, etc.) is compatible with each other, the level of achievement of goals will positively affect the

level of achievement. Such discrepancies between research findings interpreted using a holistic perspective have not yet been established in the works and procedures related to the education system. Considering the Chaos Theory, which suggests that the incompatibility of the system with subsystems is the root cause of the problems, it can be said that the incompatibility in question may lead to greater problems over time, as in the butterfly effect example.

When other dimensions are taken into consideration, it is seen that feminine values are emphasized more in the dimensions of femininity and masculinity, and concepts such as sincerity, modesty, compromise, harmony, and solidarity are emphasized especially through the advice of Rumi. The masculinity dimension is emphasized mostly over the concept of determination. At this point, considering that students have passed many exams and stages in the education system, it is thought that concepts such as entrepreneurship and perseverance should also be emphasized. In addition, giving the concept of success not through the concepts of ambition and competition, but in relation to the self-actualization category in Maslow's Requirements Hierarchy Theory, may play a more motivating role for students.

In the dimension of individuality and sociality, it is seen that the aphorisms exhibited mostly take place in the social dimension. In this dimension, while focusing on the integrity and independence of the country, it is understood that there is no emphasis on concepts such as success based on teamwork, the importance of cooperation, and the importance of diploma as an economic value. In the dimension of individuality, it is seen that the concept of success is the product of individual effort while individual rights and freedoms are not included. Although the eastern societies, including our country, are mostly located in the social dimension, it is thought that the sayings about the concepts mentioned above should be displayed in the school corridors without confusing the concepts of selfishness and individuality. It is assumed that the balance of individuality and sociality will be better achieved if the individuals who will form the information society encounter concepts related to the dimension of individuality such as individual rights and freedoms, autonomy, entrepreneurship, the value of a diploma, the importance of individual effort in being successful and making original productions in all areas of school life.

It is seen that there are a limited number of aphorisms about whether avoiding uncertainty is strong or weak and the least emphasis is made on this dimension. It can be said that the low emphasis on this dimension is because concepts such as flexible principles and rules for the weakness of avoiding uncertainty, seeing change as an opportunity, belief in a professional career, and satisfactory compelling jobs are less common in today's society (Akdeniz and Seymen, 2012; Akin, 2010; Hofstede Insights, 2018; Ogut and Kocabacak, 2008). Likewise, explaining societies where uncertainty avoidance is strong; indicators such as risk-taking, openness to innovations, and seeing crises as opportunities are not sufficiently encountered in the aphorisms in schools. It was observed that concepts such as job security, stability, predictable long-term future, which are indicators of eastern societies including Turkey, are included in the aphorisms in a limited number of schools. It is thought that this dimension should

be emphasized more through proactive aphorisms, as uncertainties are both worrying and necessary while experiencing a social change and transformation process. Therefore, 21st-century skills such as being innovative, creative, productive and entrepreneurial, adapting to the requirements of the age, sticking to the goals, and having the power to start over should be included in the lives of students with sayings appropriate to their levels.

It can contribute to the development of the survival skills of students in the developmental age by including the aphorisms for individuals to set long-term goals and work in this direction, but also to be prepared for adversities and to develop the ability to adapt to new situations by accepting the naturalness of change.

When the aphorisms about indulgence and self-restraint dimensions are examined, it is seen that while the importance of art and quality of life comes to the fore, concepts such as happiness-orientedness, freedom, and the importance of leisure are not emphasized. On the other hand, notions of self-restriction, such as giving up for the happiness of others, being content with less, restricting individual desires, and postponing requests, are not sufficiently included. However, an awareness of this dimension can contribute to values education on the importance of seeking happiness in producing and sharing, not in consuming with the limitlessness of needs and expectations. Other artifacts in schools (tables, sculptures, success stories, etc.), like aphorisms, may present different opportunities for the development of values associated with this dimension.

When the aphorisms are examined thematically, it is determined that there are more aphorisms on the themes of "education, teachers, reading habits, being hardworking, science, patriotism, being virtuous/good person" in the school corridors. This finding can be evaluated as the aphorisms are used in a limited scope and there is no systematic selection of the aphorisms. When the distribution of the themes is examined, it is seen that in primary and secondary schools, sayings about *reading habits* and *being hardworking* come to the fore. Since reading habits and planned study skills are skills that must be acquired at an early age, it is thought that they stand out in schools at these levels. It is concluded that there are mostly scientific words in high schools. Since students in this age group are in the process of determining their professional goals and fields, it may be aimed for them to develop a scientific and objective perspective. Another difference in theme distribution is between private and public schools. It was observed that the themes that stood out were those related to *education and teachers* for public schools and *education* for private schools. These results can be interpreted as teachers are more prominent as the main component of education in public schools, while teachers remain in the background in private schools. It is thought that this is due to the policies of private schools based on capital relations and it is because teachers are employed on a contract and seen as temporary members of the institution.

The school environment has an important role in contributing to the personality development of students and gaining universal and local values outside the boundaries

of the curriculum. It is known that the feelings, perceptions, thoughts, clothing, behavioral patterns, speeches, and the materials exhibited in the classroom and school environment, known as the implicit program, are known to be more effective than the teaching programs at some points (Posner, 1995). In recent years, values education projects have been carried out in schools through an implicit program, and sayings for various values such as diligence, love, and respect have been used in the school corridors. The Ministry of National Education also asked various values to be included as mandatory content in the programs renewed in 2017. It is thought that the values desired to be acquired can be effectively given with artifacts such as universal aphorisms which are important in the creation of school culture. Aphorisms are important in that they include universal and local values and are the words of socially prominent identities such as philosophers, scientists, leaders, artists, and literati with various studies (Gufta & Kan, 2011; Guven, 2013; Melanlioglu, 2008; Uludogan, 2008) showing that students should encounter these sayings more. In this context, in line with one of the research results, it is thought that the random selection of the concepts emphasized by the aphorisms exhibited in schools, and the fact that these words do not consistently cover the values that are aimed to be acquired in basic education is a deficiency in the formation stage of the school culture. To overcome this deficiency, benefiting from research that has been done worldwide and accepted in the literature can provide cultural clues to follow the change in the world and become a world citizen.

It may be suggested that teachers and school administrators should be given pre-vocational and in-profession training to take into account the cultural dimensions of Hofstede. Meanwhile, the course groups, writing, and picture review commissions in schools will determine the sayings such as aphorisms and proverbs related to their fields to be exhibited in schools, considering the cultural dimensions that Hofstede has created as a result of renewed researches that cover eastern and western societies, which have an important place among cultural studies.

Clubs and societies in schools (environment, music, sports, literature, theater, philosophy, etc.) can be included in the activity of finding and exhibiting aphorisms related to their fields. The school administration can organize competitions in each branch to raise awareness on this issue, students can participate in determining the aphorisms to be exhibited in the school and school administrations can research the effects of aphorisms on students.

When considered in terms of the cultural dimensions of Hofstede, it can be said that the aphorisms about the less emphasized dimensions should also take their place on the school walls. However, it is thought that the appropriateness of the aphorisms to the level of the school to be exhibited should be considered and the values expected to be owned by a common world people such as love, peace, benevolence, and cooperation should be taken into consideration in these sayings. Accordingly, a proposal package containing aphorisms for all dimensions has been developed. In addition, aphorisms developed in the context of the Hofstede culture classification can be displayed in pilot schools and their effect on students can be investigated. Research

can be expanded by including proverbs. Similar studies can be conducted in different cities and compared. The opinions and suggestions of school administrators and teachers on the subject may also be a topic for further research. Again, comparative studies can be done on culture classifications other than Hofstede. Table 9 includes the aphorism suggestions that can be used in schools in the context of Hofstede's culture classification.

Table 10.

Aphorism Suggestiions That Can Be Used in Schools

Power Low	<ul style="list-style-type: none"> • In the informational society, the fuel, the power, is knowledge. (John Kenneth) • Knowledge means to know yourself. If you have failed to understand yourself, then all of your reading has missed its call. (Yunus Emre) • Justice does what the sword can't do. (Kanuni Sultan Süleyman) • Freedom is the only permanent value of history. (Albert Camus)
Social	<ul style="list-style-type: none"> • Work collaboratively not for yourself, but for the nation you belong to. This is the highest of studies. (Atatürk) • Family is a school where all kinds of good and evil are taught. (Wilhelm Stekel)
Individual	<ul style="list-style-type: none"> • To renounce liberty is to renounce being a man, to surrender the rights of humanity and even its duties. (Jean J. Rousseau) • Do something you believe necessary immediately. No matter what others say, do not care. You win. (Atatürk) • No one ever climbed the ladder of success with their hands in the pocket. (J. Keth Moorhead) • One cannot be peaceful and happy without being free. (Dante)
Feminine	<ul style="list-style-type: none"> • People can always get along with each other, as long as they understand that guns, brothers' blood are not the means to eliminate a case. (Ahmet Hamdi Tanpınar) • A disagreement must end not in argument, but in sweetness, diplomacy, compliance, and respect for the opinions of others. Hatred does not cease by hatred, but only by love. (Buda) • There never was a good war or a bad peace. (Benjamin Franklin)
Masculine	<ul style="list-style-type: none"> • To begin is to succeed. (Ahmet Hamdi Tanpınar) • If you don't succeed, do it again. If you don't succeed again, do it again ... • Again ... Again... Remember, there is always one more option. Ninety percent of those who did not succeed were not defeated, they just gave up. (Paul J. Meyer)
Long	<ul style="list-style-type: none"> • Be the change you want to see in the world. (Gandhi) • How you use today will determine how tomorrow uses you. (Earl Wilson) • Search all the time, one day you find copper when you search for gold, tomorrow you find gold when you search for copper. (Cenap Şahabettin)
Short	<ul style="list-style-type: none"> • Not a leaf but the plane tree that laid its roots in the depths of the earth stands against the storm. (Ahmet Hamdi Tanpınar) • There are principles that never get old in the words of the ancestors. (William Shakespeare)
Avoiding Uncertainty Strong Weak	<ul style="list-style-type: none"> • Man cannot discover new oceans unless he has the courage to lose sight of the shore. (Andre Gide) • Don't be afraid of anything in life, just try to understand everything. (Marie Curie) • Well arranged time is the surest mark of a well arranged mind. (Isaac Pitman) • Those without long-term plans find challenges at their doorstep. (Confucius)
Indulgence	<ul style="list-style-type: none"> • The development of human societies depends above all on the advancement of their language and literature. (Namik Kemal) • It matters not how a man dies, but how he lives. (Samuel Johnson)

**Self-
Restriction**

- The secret to happiness is not in looking for more, but in enjoying less. (Socrates)
 - Fame and success are achieved by studying and working, not by sleeping. (Şevket Rado)
 - It is not accident that helps people in the world, but perseverance and persistence. (Samuel Smiles)
-

References

- Adler, N. J. (1983). A typology of management studies involving culture. *Journal of International Business Studies*, 14(2), 29-47.
- Akdeniz, D., & Seymen, Aytemiz, O. (2012). Otel işletmelerindeki örgüt kültürü ile ulusal kültür arasındaki farkların belirlenmesine yönelik bir araştırma, *Nevşehir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 2(1), 197-217.
- Akin, A. (2010). Kültür penceresinden Türk iş sisteminin temelleri ve atasözleri bağlamında bir model önerisi, *Uluslararası İnsan Bilimleri Dergisi*, 7(2), 1-30.
- Aksan, D. (2007). Her yönüyle dil ana çizgileriyle dilbilim. TDK Yayınları.
- Akyuz, Y. (2016). Eğitimin kültür ve uygarlıkları geliştirme ve yeni nesillere aktarımı, *Türk Eğitim Dergisi*, 1(1), 1-18.
- Altinkurt, Y., & Turkkas A. B. (2018). *Yönetim ve eğitim yönetimi kuramları/simgesel etkileşim kuramı*. Pegem Akademi.
- Bollman, L. G. & Deal, T. E. (2008). *Organizasyonları yeniden yapılandırmak* (Cev. Aypay A. & Tanriogen A.). Seckin Yayıncılık.
- Deal, D., & Kennedy, A. K. (1982). *Corporate culture. The rites and rituals of organizational life*. Reading. Addison-Wesley.
- Deal, T. E. (1985). The symbolism of effective schools. *The Elementary School Journal*. 85(5), 601-620.
- Deal, T.E. & Peterson, K.D. (1990). *The principal's role in shaping school culture* (ED325914). ERIC. <http://eric.ed.gov/?id=ED325914>
- Erdem, F. (1996). *İşletme kültürü*. Akdeniz Üniversitesi Yayınları.
- Ergin, M. (2007). *Türk dil bilgisi*. Bayrak Basın/Yayım/Dağıtım.
- Fraenkel, J. R., Wallen, N.E. & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th. Ed.). Mc Graw Hill Education
- Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers an introduction*. Longman Group Ltd.
- Gufta, H., & Kan, M.O. (2011). İlköğretim 7. sınıf Türkçe ders kitaplarının dil ile ilgili kültür öğeleri açısından incelenmesi. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 8(15), 239-256.
- Güven, A. Z. (2013). Ortaokul 8. sınıf Türkçe ders kitabında yer alan Türk dili ile ilgili kültürel öğelerin tespiti ve incelenmesi. *Siirt Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 1, <http://dergipark.gov.tr/susbid/issue/17335/181019>
- Hancock, B., Ockleford, E., & Windridge, K. (2009). *An introduction to qualitative research*. http://www.rds-yh.nihr.ac.uk/wpcontent/uploads/2013/05/5_Introduction-to-qualitative-research-2009.pdf
- Hofstede Insights (2018). *What about Turkey*. www.hofstede-insights.com/country/turkey/
- Hofstede, G. (1980). Motivation, leadership and organization: Do American theories apply abroad? *Organizational Dynamics*, Summer, 42-63.
- Hofstede, G. (1991). *Cultures and organizations: Software of the mind*. The McGraw-Hill Book Company.
- Hofstede, G. (1993). *Cultural constraints in management theories*. *Academy of Management Executives*, 8(1), 81-94.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions and organizations across nations*. Sage.
- Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*, 2(1), 1-26. https://ogm.meb.gov.tr/meb_iys_dosyalar/2017_09/20161748_MYLLY_EYYTYM_BAKANLIYI_OR_TAYYRETYM_KURUMLARI_YYNETMELYYY.pdf
<https://www.mevzuat.gov.tr/Metin.Aspx?MevzuatKod=7.5.19942&MevzuatIliski=0&sourceXmlSearch=Okul%20%C3%96ncesi>
<https://www.sciencedirect.com/sdfe/pdf/download/eid/1-s2.0-0090261680900133/first-page-pdf>
- Kaplan, M. (2005). *Kültür ve dil*. Dergâh yayınları.

- Melanlioglu, D. (2008). Kultur aktarimi acisindan Turkce ogretim programlari. *Egitim ve Bilim*, 33(150), 1-10.
- Millî Egitim Bakanligi Okul Oncesi Egitim ve İlkogretim Kurumlari Yonetmeligi. (2014, 26 Temmuz). Resmi Gazete (Sayi:29072).
- Millî Egitim Bakanligi Ortaogretim Kurumlari Yonetmeligi. (2017, 16 Eylul). Resmi Gazete (Sayi: 30182).
- Ogut, A., & Kocabacak, A. (2008). Kuresellesme surecinde Turk is kulturunde yasanan donusumun boyutlari. *Turkiyat Arastirmalari Dergisi*, 23, 145-169.
- Okturk, S. (2006). *Konusma sanati ve ozdeyisler antolojisi*. Kastas Yayınevi.
- Okur, A. (2013). Millî kultur ve folklorun Turkce ders kitapları aracılığıyla aktarimi. *Adiyaman Universitesi Sosyal Bilimler Enstitusu Dergisi*, 11, 877-904.
- Okuyan, H.Y. (2012). İlkogretim Turkce ders kitaplarında bir kultur aktarimi araci olarak kalip sozlerin kullanimi uzerine bir inceleme. *TSA*, 16(2), 31-46.
- Ozbay, M. (2008). *Turkce ozel ogretim yontemleri*. Oncu basimevi.
- Ozbay, M., & Karakus Taysi, E. (2011). Dede Korkut hikâyelerinin Turkce ogretimi ve deger aktarimi acisindan onemi. *Pegem Egitim ve Ogretim Dergisi*, 1(1), 21-31.
- Posner, J. G. (1995). *Analyzing the curriculum*. Mc Grac-Hill Inc.
- Sargut, A. S. (2001). *Kulturlerarasi farklilasma ve yonetim*. İmge.
- Schein, E. (1992). *Organizational culture and leadership*. Jossey-Bass.
- Schein, E. (1993). Legitimating clinical research in the study of organization culture. *Journal of Counseling & Development*, 71(6), 703-708.
- Schwartz, S. H. (1994). Cultural dimensions of values: Towards an understanding of national differences. U. Kim, H.C. Trandis, C. Kagitcibasi, SC. Choiand G. Yoon. (Eds.), *Individualism and collectivism: Theoretical and methodological issues* (pp. 85-119). Sage.
- Sever, S. (2004). *Turkce ogretimi ve tam ogrenme*. Ani Yayıncılık.
- Shenton, A. (2004). Strategies for ensuring Trust worthiness in qualitative research projects. *Education for Information*, 22, 63-75.
- TDK (2005). *Turkce sozluk*. Turk Dil Kurumu.
- Tonbul, Y., & Akcay Gungor, A. (2017). İlkogretim okullarındaki kalici gorsellerin temalarına, onemine ve etkisine iliskin bir cozumleme. *Kastamonu Egitim Dergisi*, 25(2), 1-18.
- Tonbul, Y., & Angay, A. (2017, April 14-15). Examination of permanent visuals in school in the context of Hofstede's cultural dimensions (Germany and Turkey sample), [Conference presentation]. *International academic conference on teaching, learning and e-learning*, Budapest, Hungary.
- Trompenaars, F. (1993). *Riding the waves of culture*. Nicholas Brealey.
- Trompenaars, F. (1993). *Riding the waves of culture*. Nicholas Brealey.
- Udo, E.P. (2002). *Symbols artifacts, rituals and ceremonies: Archetypes of community in a selected private highschool* (Publication No. AAİ3059387) [Doctoral dissertation, Wisconsin University]. Proquest Digital Dissertations.
- Uludogan, O. (2008). 6. ve 7. siniflarda okutulan Turkce ders kitaplarındaki duzyazi metinlerinin degerlendirilmesi. Yayimlanmamis Yuksek Lisans Tezi, Dokuz Eylul Universitesi, Sosyal Bilimler Enstitusu, İzmir.
- Veznedaroglu , L. (2007). Okulda ve sinifta ortak program: Bir ozel ilkogretim okulu ornegi [Yayimlanmamis doktora tezi]. Ankara Universitesi.
- Yildirim. A., & Simsek H. (2008). *Sosyal bilimlerde nitel arastirma yontemleri*. (6th. Ed.). Seckin Yayıncılık.



Authors

Yilmaz TONBUL works as an Assoc. Prof. at the Faculty of Education, Ege University. His interest areas include educational administration, higher education, school-based professional development, school culture and classroom management.

Ozden OLMEZ CEYLAN works as a Turkish teacher at secondary school affiliated with the İzmir Provincial Directorate of National Education. Her interest areas include educational administration, higher education, classroom management, sustainable leadership.

Contact

Assoc. Prof., Yilmaz TONBUL, Ege Univ. Faculty of Education Turkey

e-mail: yilmaztonbul@gmail.com

PhD, Ozden OLMEZ CEYLAN, Ministry of National Education, Turkey

e-mail: olmezozen@gmail.com

On Moral Development in Education through Experience: Natural and Free Human being in Rousseau*

Demet SAVRUK**
Seyfi KENAN***

To cite this article:

Savruk, D., & Kenan, S. (2021). On moral development in education through experience: Natural and free human being in Rousseau. *Journal of Qualitative Research in Education*, 26, 126-154.
doi: 10.14689/enad.26.6

Abstract: The universal problems faced by humankind from past to present inevitably drawing attention to an ethical context of and the function of education. These problems, which societies face despite all the advances, lead us to discuss what can be done regarding curriculum studies. These discussions were brought to the agenda through the questions and conceptualizations based on Rousseau's First Discourse (1749) and Emile (1762), and answers were sought in today's context. Rousseau's major works constitute the study group of this research conducted with the conceptual analysis method. Despite the general acceptance of the fundamental place of ethical arguments in the views affecting the philosophical foundations of the curriculum, the abstraction of it in practice leads to a mechanical understanding of education. Needs for comprehension of experience-based education and the creation of new paradigms with ethical grounds that formulates according to local dynamics become more apparent and critical amidst the challenges that our world faces.

Keywords: J. J. Rousseau, experience, human nature, freedom, ethics

Article Info

Received: 10 Jul. 2020
Revised: 02 Feb. 2021
Accepted: 10 Apr. 2021

© 2021 ANI Publishing. All rights reserved.

* This article was derived from the first author's master's thesis titled "On the Interrelation between education and experience to Locke Rousseau, and Dewey" completed in 2019 under the advisory of the second author; the summary of the research was presented at the 7th ICCI-EPOK Congress held on 9-12 October 2019 at Ankara University.

**  Corresponding Author: Yıldız Technical University, İstanbul, demetsavruk@gmail.com

***  Marmara University, İstanbul, seyfi.kenan@gmail.com

Declaration of Conflicts of Interests: None

Introduction

Human experience proceeds towards an almost unpredictable point while pushing the limits of nature around the ideas, which are sometimes stimulating and exciting and interest-oriented in other times, regardless of their ethical extent. In this process, humanity frequently faces off against ecological problems on a global ground on the one hand as well as political and social problems on the other hand. Given that the solution efforts for problems specific to the current era could not find a place in practice as necessary, the voices – trying to announce their existence in favor of life to be sustainable along with being 'livable' most essentially – are gradually faded down or could not be heard enough, and the solution-seeking where the economic issues are brought foreground for saving the day almost point to the eclipse of reason within the spirit of the era. Based on all of these, it should not be seen as an exaggeration to say that degeneration has started in a cultural, democratic, and social lifestyle in which the means are taken as goals today. This reminds us that today, we should reflect and discuss the basic problem that Rousseau brought into question in his work *Discourse on the Sciences and Arts/First Discourse* (1749) and *Emile* (1762) once more.

Jean-Jacques Rousseau (1712-1778)

It is not a coincidence that Rousseau, who contributed significantly to the formation of founding ideas of modern education and the modern age as one of the philosophers of French Enlightenment, is the subject of our research with the projections of his ideas in human sciences, especially in politics, education and law have resonated not only in Europe and the Western world but also in almost every corner of the world. It can be said that Rousseau tried to find answers to the question 'what can be done to create a virtuous character through education in a corrupted society?' essentially by looking at the moral nature of an individual -natural and free- in his work named *Emile, or on Education* [1762] that he wrote to manifest his thoughts regarding the education of the young generation.

Although he met with reactions resulting with burnt of his books due to the ideas he wrote with a great revulsion against the dominant classes -such as the king, aristocracy and church- together with the social distortion and corruption in his era, Rousseau's greatest success is hidden in his path-breaking observations and thoughts regarding his outlook on human nature and experience. As stated by Gutman (1988), "However, it is not difficult to understand, for Rousseau seems to have had a profound effect on almost everyone. Great numbers of people, like Kant, saw Rousseau as the harbinger of great possibilities for human growth and freedom" (p. 100). Indeed, this interest can easily be understood from the fact that the ideas of Rousseau found reflections in the thoughts of many intellectuals, including both the leading philosophers, such as Kant and psychologists, such as Piaget and Freud and the leading educators and philosophers of 20th century - primarily Dewey - as well as in several theories in modern education.

According to the statement over-told for Kant in the Western philosophy, “philosophy can be done against or in favor of Kant, but not without Kant”, we can affirm that educational debate can also be done against or in favor of Rousseau, but the modern education cannot be understood and accomplished without his ideas. The fact that Rousseau, who personally suffered the consequences of the transition to the modern period, kept his thoughts up to date is due to the courage he showed to be the spokesperson of his emotions, inner voice and nature, which is a notion that the modern human has sacrificed for the sake of his mind while equally suffering from its deficiency. After nearly two and a half centuries, today we decided to examine the problem we set forth as essential and settled for this study in contemplation that his approaches may help us point out and find a solution to this problem, which is still a struggle of today’s human being.

Rousseau started off with a benign justification regarding human nature and put childhood as the most important period of human on the contrary to the common point of view with his presumptive anthropological explanations. Analogies, such as ‘educational Columbus’, are drawn about Rousseau since “he discovered the island of childhood and explored the stages of youth” (Gill, 2010, pp. 127-128). It is even said that his idea of education made the “Copernican revolution” as he transforms the teacher-centered education into a student-centered model (Soëtard, 1994, p. 423). It is best to say that these claims have merits and justifications at some points, although they greatly seem to be pretentious.

Rousseau’s works, which have been longstanding till this day and reflect the universal and modern problems regarding humankind, can be approached with a humanistic point of view in just the same way as in the statement of Kant, saying: “Rousseau set me right... I learned to respect human nature...” (Cassirer, 1938, pp. 1-2). From Cassirer’s (1938) perspective, Rousseau’s question is related to “vocation of man” that is to be made susceptible of philosophic solution (p. 6) and Noddings’ (1995) “...we are looking for questions and ideas that arose in philosophical thought and still intrigue or beset us today. Some of the educational ideas of Jean-Jacques Rousseau certainly fall into this category” (p. 16). In this context, Rousseau’s works are examined in the light of his universal questions rather than the solutions he has offered. With the awareness that it is not possible to find the right answers without asking the right questions. These questions that can be considered in creating a philosophical paradigm for curriculum have qualities as appropriate and fundamental, especially in an ethical context.

The Co-existence of Education and Ethics

In his *Second Discourse*, Rousseau (1913 [1755]) criticized the humans in his age for giving up their freedom as the price of what they achieved with their reasons and being captives of what they assumed as necessary (pp. 217-218). Today, it is possible to talk about the reflections of this situation to different extents and perhaps more widely. In our age, when living has transformed into surviving and the world has

turned into an arena where everything is seen as permissible, it should not be regarded as an exaggeration that our near or distant future would be shaped as dystopic. Based on this, we endeavor to discuss over problematization of ethical foundations through unveiling and revisiting the abovementioned criticism of Rousseau.

It is required that education, which was seen as an obligation by the governments in reaching their goal of ideal society throughout history, should become a mechanism that can actualize a quality life which the governments have to promise to their members. With the words of Rousseau: "Suit man's education to man, and not to what is not man" (Soëtard, 1994, p. 425). "According to Rousseau, making education suitable for human means adjusting the education for the heart of human being" (Savruk, 2019, p. 158). In fact, it is clearly seen in Rousseau's ideas which he put forward in his works that education has no more fundamental goal than raising humans.

Today, when robots with great skills can be produced with artificial intelligence technologies, our failure to raise 'human beings' is an ironic example to show the extent of this universal problem at the present time. As a matter of fact, the biggest difference of human beings from robots should be sought in the former's being an object with moral responsibility. With the 'human being' notion, the need for the people who pivot their lives around the freedom and the responsibility it brings is remarked here. Indeed, as expressed by Freire (2000, pp. 43-44):

...while the problem of humanization has always, from an axiological point of view, been humankind's central problem, it now takes on the character of an inescapable concern. Concern for humanization leads at once to the recognition of dehumanization, not only as an ontological possibility but as a historical reality. And as an individual perceives the extent of dehumanization, he or she may ask if humanization is a viable possibility. Within history in concrete, objective contexts, both humanization and dehumanization are possibilities for a person as an uncompleted being conscious of their incompleteness.

The research, equally the discussions, in which the education is analyzed within the framework of morals-ethics-values notions in the literature in our country, increase recently. Unlike others, the prominent issue of this research, by force of the philosophical paradigm, which will be the basis of a contemporary and experiential education program, is to draw attention to the necessity of ethics that will encompass the integration of education and training and to put forward an intellectual perspective on how a moral development can be ensured in children. Thus, the solution offers on what can be done regarding the program development studies in education are brought forward through the questions and conceptualization of Rousseau in our article as a response to the current ethical problems.

Method

Research Design

This research was a conceptual analysis study based on document review and qualitative interpretation of the knowledge and information acquired from certain resources by considering their historical context. While this study analyzed Rousseau's views on education in a comprehensive sense within the conceptual framework of learning, experience, morality, and ethics, it also aims to examine their repercussions in today's context. Throughout the analysis, the hermeneutic method was also used due to the nature of a conceptual study.

Study Group

In our research, the key concepts, such as education, experience, nature, ethics and morality, were identified regarding the problematic we brought forth based on Rousseau's major works. In this context, *Discourse on the Arts and Sciences/First Discourse*, 1749; *Discourse on Inequality/Second Discourse*, 1755; *Emile, or on Education*, 1762; *The Social Contract*, 1762 were determined as the main sources of the research as well as certain current studies and certain relevant literature was also included in the study group.

Data Collection and Data Analysis

This research was based on a process in which the collection and analysis of the data were conducted simultaneously. In this research, while document review was used in the process of collecting data, conceptual analysis and hermeneutic approaches were adopted together in the process of analyzing data as well.

Conceptual analysis. Conceptual analysis has a significant history in all sciences, both before and during the research as a part of the research as well as an independent research method. As stated (Petocz & Newbery, 2010, p. 126):

Conceptual analysis is analysis of concepts, terms, variables, constructs, definitions, assertions, hypotheses, and theories. It involves examining these for clarity and coherence, critically scrutinizing their logical relations, and identifying assumptions and implications. related to critical thinking. Conceptual analysis is not merely a matter of language or language use; it is also a matter of the content of our linguistic expressions, that is, what we claim to be thinking and talking about.

Hermeneutic. Originating in the study of written texts, hermeneutics provides a theoretical framework for interpretive meaning, giving particular attention to the context and original purpose. Based on the thought that meaning "depends on the cultural context in which it was originally created as well as the cultural context within which it is subsequently interpreted"; in hermeneutics, "...the first priority is to capture

the perspective"; indeed, "nothing can be interpreted free of some perspective..." (Patton, 2002, pp. 113-128). Above all, as Barzun (1992) states, "a note is first a thought" (p. 25). In the light of contemporary approaches, according to Schubert (2010), "in curriculum studies, it becomes the interpretation of various discourses of experiences that give meaning to" one's lived-experiences (p. 234). To Smith (2010), "hermeneutics is particularly relevant to education and curriculum studies" (p. 433). Similarly, to Bramall (1999), who thinks both "educational and hermeneutic theory is opened up to each other", themes addressed with this method include "the aims of education, the tension between authority and emancipation, the nature of the educational dialogue, and the relationship between educational theory and practice" (pp. 463-464).

In this context, our study is a hermeneutical, historical and conceptual analysis as an attempt to reflect Rousseau's views as both products of his milieu and reconstructions through conceptualizations made by him in the light of today. Indeed "all understanding takes place within a horizon of past, present, and future" (Smith, 2010, p. 435).

Findings

Fundamental Dynamics of Education

Whenever the concept of education is mentioned, it is inevitable that the issue is taken to a philosophical context within the axis of ideas as to the human nature independent from time and space. This reminds the nuanced comment of Dewey regarding that the practice of philosophy is only possible through the educational philosophy. What is mentioned here is not a philosophical notion but a complete philosophy of life, which shapes the idea of whole integral life that serves to a better living through experiences just as we have come across since Plato and Aristoteles. Indeed, education cannot be dissociated from philosophy and life.

Today, the world is changing continuously under several popular/dominant factors as a world that is shaped with media tools and recreated ceaselessly. This change affects people in different dimensions. On the other hand, the dynamics, such as the new communication methods changing the social structure and relationships along with the professional areas of expertise emerging recently and being configured continuously according to the dynamics of the changing world should always be in the struggle for adaptation. It is for sure that the institution that falters first due to these effects is education, which puts an effort to minimize the problems through adjustment.

It is a fact that these global impacts that shape people, societies and lives have destructive effects from time to time by leading to conflicts in both individual and social dimensions. Unfortunately, people who are/should always be conscious can stay far from being conscious subjects of the change that occurs due to these impacts. These

situations, which lead daily life to change and transform at a great speed -especially in the cities- bring along many problems, i.e., primarily alienation and differentiation.

Modernism, globalization, alienation

Being maybe one of the most common and biggest psycho-social problems of our age, the phenomenon of alienation can be mentioned as one of the greatest obstacles to the emergence of a healthy personality among individuals. A healthy personality can only be possible in the construction of a life where one can turn his/her potential into reality. Today, it becomes apparent that beyond individual and psychological attempts to address the problem of alienation, there is a need for more general, widespread and accessible social mechanisms of solution. Education is at the top of these solution mechanisms as an initiative that has an obligation to provide an opportunity and environment for the individual to develop in accordance with his/her nature.

The educational institution, which cannot be reduced to raise professional expert, technician, manufacturer, entrepreneur through the acquisition of various skills, unfortunately, moves away from being a quality development and enrichment process as a whole that takes place in accordance with the multi-dimensional and multi-directional -creative, intellectual, moral, aesthetic- nature of the human being. Based on the uncontrollable effects of popular culture and social media today, which serve certain purposes, especially consumption, globalization and new forms of communication, we can characterize it as a universal ethical problem that many cultures are struggling with similar problems. According to Rousseau, the source of the relevant problems, which we can say that arose with Modernism, is the age of reason itself.

Rousseau thinks that there is no improvement in the moral status of the society and the human in the society, which can be called 'progress' or 'development' in the face of all 'progress' and 'development' that human being has achieved with his/her mind, on the contrary, s/he is gradually moving away from the state of goodness. Rousseau feels discomfort with something at the point where humanity has reached with all the scientific developments and various methods as well as means to take control over nature, in other words, in the age of reason -the 18th century- when the victory of the human mind has been declared (Savruk, 2019, p. 144).

This discomfort manifests itself in a romantic point of view that forms a wholeness with Rousseau's personal characteristics. Rousseau has settled to seek for the solution by looking at his personal experiences towards his own problems, which he was tormented with 'the age of reason'. This situation has led to widespread criticism of Rousseau that "This has been Rousseau's personal problem: he made it, irrevocably, that of modern man"(Bronowski & Mazlish, 1960, p. 281). However, it can also be said that the solution-seeking of Rousseau for this problem concerning everyone is universal as much as being personal.

Indeed, Rousseau did not draw a road map as he did not also give a formula. The universal element in Rousseau's answer is that the answers are in people's own life,

which they themselves establish by their own actions; in other words, the answer is to discover one own self, its natural essence -which is inherently good. People have the potential to reach their own freedom to be themselves, their inner world, their emotions, in other words, by returning to their original benevolent nature. This nature can be expressed as a context that enables the ontological reality of individuals to emerge, first as a species and then as autonomous beings.

According to Jay (2005), "modernity was accompanied by an increasing specialization of function and the loss of a more integrated sense of life" (p. 38). The state of *self*, which is the natural and integral form of existence that humans have, with the famous expression of Frederick Von Schiller made famous by Weber, "disenchanted" modern world (Jay, 2005, p. 38), emerges as a process that can be discovered on condition that the individual who keeps aloof from self remembers his/her own nature again. This reminds us, as a universal call, of one of the *Delphi Principles*: 'Know Thyself!', which is the most ancient and fundamental purpose of life in general and education in particular.

Knowing thyself points out ontological wholeness that emphasizes moral consciousness rather than the intellectual act of knowing and puts human beings' relationship with themselves, above all, on the basis of human beings' relationship with the truth. The state of wisdom that Socrates ironically advocates as praise of ignorance points out that a true cognition requires knowing oneself by necessity. In the dialectic of knowing thyself in *Dialog I with Alcibiades*, which is claimed to be written by Plato (1927), Socrates pointed out that the human should recognize and acknowledge what belongs to his/her soul before all *know-what's* and *know-how's*. While the philosopher expresses this situation as a first step to reach virtue, the body and soul elements integrated if only the human is interested in his/her own soul.

The issue is discussed by reflecting on the context of human nature ontologically by Rousseau. Similarly, Rousseau pointed out the knowing, remembering, rediscovering, and practising the state of natural goodness as necessities for humans. Nature is not isolated from human existence; it designates the relationship of the individual with truth through his/her actions as a part of ontological integrity. Thus, the character of the individual that was formed the basis of the act of knowing becomes before every other quality.

In fact, true knowing firstly requires gaining in sound reasoning that can distinguish the true from the false. Neidleman (2013) comments that "As in the ancient tradition, it was, for Rousseau, the character more than evidence that determined the truthseeker's access to truth... For Rousseau, the truth was less a function of reflection than character, less a function of learning than of... one's ideas and inclinations... Rousseau cherished sincerity above skill, knowledge, and expertise" (pp. 818-819). Accordingly, it can be said that reaching the truth is not only a scientific issue but rather an ethical matter for Rousseau.

In this state, knowing thyself points out to a development process that the individual grounds his/her genuine relationship with life only on his/her genuine relationship with his/her ego. Indeed, as accepted in today's perspective of experience, an experience, including the history and tradition (daily or educational, conscious or unconscious) always turns towards the future while referring to a historical past. In this context, Rousseau's point of view towards human nature is neither composed of a nostalgic longing nor an approach that is only essentialist and idealist; it is an improvement-oriented, contemporary and existentialist approach in terms of advocating that the human can reach the high virtue with his/her own efforts.

The approaches, which still survive and in which the learning and moral development is presented in various stages, are inspired mostly by Rousseau in terms of presenting the human as a living creature that develops physically and mentally. Therefore, knowing thyself in the modern world can be considered a principle in constituting the ground on which the individual will build his/her life through taking care of himself/herself in a continuity that lasts lifelong contrary to being a static case and that involves change, transformation, development and liveliness. This situation can be positioned against the alienation problem that we have faced.

This existential purpose, being the primary goal of life, reminds that the educational efforts to raise wise people beyond bringing information in them should come to the fore again. In fact, revealing and developing the moral and aesthetic within an individual as a lifestyle is one of the essential duties of education. Human, with the dichotomies emerging with the modernism, forgets his/her relationship with his/her own nature in a sense due to the relationships with the outer world, which increasingly getting more complicated and had to build it on new grounds and faced with the problems of our time. Kısa (2015) indicates a point that we assume to be associated regarding the mentioned problem which the individual was faced with (pp. 756-757):

The modern individual is at a rather disadvantage compared to his/her primitive ancestors in terms of the ability to experience and make sense of his own inner processes and structures.... Although as well as s/he has increased the control over the outer world, s/he has had to become alienated from his/her inner world. Thus, the modern individual faced the difficulty of experiencing the vital processes that his/her primitive ancestors directly experienced and made a part of his/her conscious life, indirectly and sometimes even use without experiencing them at all. Whereas primitive human had the opportunity to experience a process that many people today feel but could not express, immediately without exactly knowing what it is and what its meaning and s/he even achieved an existence by reflecting it to the outer world.

The fact that Rousseau brings up again some notions, which were ignored due to the certain obligations of the scientific method or unloaded conceptions, through the senses raises the experiential dimension of knowledge while underlining an ontological context in the relationship of concepts with reality. Rousseau (1979 [1762]) criticized humankind by saying: "In wanting to turn everything over to reasoning, we have reduced our precepts to words; we have made no use of actions" (p. 321). In this context Rousseau (1913 [1749]) argued that "before the time humans were satisfied with the practice of virtue; they were undone when they began to study it" (p. 138).

Indeed, according to Rousseau, the corruption of society is because people pretend to have values they abandoned under the mask of virtue. This issue that Rousseau emphasized especially in his *Second Discourse* [1755] led him to identify human nature with nature and on this occasion, starting from the initial states of humanity – pre-social – to construct the process of transition to social life – and the corruption in this process – through a thought experiment.

Although Rousseau accepts that humans are social beings, he criticizes the fact that the humans in urban life and the social institutions created by them are built on many laws that are incorrectly grounded instead of natural laws. He pointed to the differences between people living in nature and those living in society (Rousseau, 1913 [1755]; 1913 [1762]; 1979 [1762]), he also advocated in *The Social Contract* (1913 [1762]) the idea that a life in which the individual as a citizen can be based on both his own existence and benefit to society, can only be realized through laws, that bind him to society and are the obligatory means of his social-freedom. Rousseau went one more step ahead of Locke's *tabula rasa* and placed the benevolent human nature idea and, on the center of it, the freewill of human as well as the responsibility born by this freedom against the justifications, such as malevolent/evil human nature within the framework of Christian culture he lived in, which were set forth by his predecessors like Hobbes and others. He also grounded this benevolent/natural law with the notions of self-love and compassion (sensitivity to other creatures) which are common, fundamental and primary in all human beings as he claimed (Rousseau, 1968, p. 82) by pointing out the moral nature combining the sensory and mental existence of the human being.

The problem of corruption, which "reaches its peak in the society characteristic of Rousseau's time" (Noddings, 1995, p. 16) that stems from urbanization according to Rousseau, can be evaluated in the context of globalization in the current axis. In both cases, situations, such as conflict and alienation that the individuals go down under contradictory circumstances in the process of individuals re-establish themselves as a subject within society. Indeed, according to Rousseau, the ambitions, which are intrinsically well-intended and disrupted due to the faulty education and the degenerated institutions in urban life, lead to a kind of illusion among people.

An individual, in the face of conflicts, opened up for discussion by Rousseau in the axis of issues like individual-society and sometimes science-ethics, slowly move away from his/her own nature and the reality, then s/he feels unhappy in the end. In this way, in a world where the fake takes the place of truth, the human becomes alienated from him/herself since s/he move away from his/her nature. According to Rousseau, this illusion which replaced reality leads to a superficial and fake lifestyle as well as degeneration and serve for people to protect their status quo. Rousseau brings a fierce criticism to this, so to say, masquerade ball.

This degeneration, unhappiness and alienation spiral brings forth a reality problem that grows day by day and yet moves away from a human if it is not solved. This

situation can be defined as a problem which could put humanity into the danger of supposing the illusion created by the shades as the epitome of reality, just like the cave allegory of Plato. In that case, according to Rousseau, a human being needs his/her emotions, intuitions and feelings; in other words, his/her total existence for the real enlightenment comes true. However, such enlightenment that requires not only knowing but also feeling and reasoning as well as minding for conscience can pave the way for a human to the reality and happiness.

Nevertheless, modernity has significantly contributed to the emergence of the current understanding of modern education despite all the dichotomies and certain problems it has created. In fact, we should confess that modern education has opened many opportunities for all and the doors for modern practices and research in many realms of life, such as freedom, secularism, anti-dogma, mass education, education of women, education of adults, individualized and differentiated education, theories of feminist education, critical pedagogy, and it has ensured the institutionalization of experiential education, the impacts of which shape today's educational understanding in the methodological context. On the other hand, the transformation from passive learner to active learner, which is seen as a revolution, has also come true thanks to modern education. The instruments emerging and developing through the technology also contribute -when used relevantly- to the dissemination of education and thus, becoming a fairer and equalizer factor.

Turning to Nature as a Remedy

With his solution call that we can express as “turning to nature”, Rousseau emphasized that individuals should turn to both their own nature and to nature away from the urban life, which is the countryside. Throughout Western intellectual history, which is the heritage of ancient customs, the ritual of turning to nature shows itself to us as a reflective activity that helps a person turn to his/her inner world, discourse upon his/her thoughts and actions, and reason on them to remember the most correct and appropriate one. Foucault (1988) reminds another Delphi principle – *epimelestai soutou* – which means concern with the self (take care of self), which was mostly forgotten as the predecessor of “know thyself” – *gnothi sauton* – principle, stating that the philosophers were engaged in rural activities alongside intellectual activities and favored nature since it helped them get in touch with themselves (pp. 19-27).

Similarly, Rousseau frequently emphasizes the idea of turning to nature as part of warning towards oneself and he occasionally points out the ancient period's practices of life. According to Rousseau (1913[1749]), “We cannot reflect on the morality of mankind without contemplating with pleasure the picture of the simplicity which prevailed in the earliest times. This image may be justly compared to a beautiful coast, adorned only by the hands of nature...” (p. 145). Rousseau refers to the *Delphi Principle* while mentioning his purpose of writing the work in the preface of *Second Discourse* (1913[1755]) and underlines that he set to a challenging work (p. 168).

In this context, Rousseau (1913[1755]), who sees the investigation of the natural state of humankind as a necessity, thinks that it is required to distinguish between what people have in the state of society and what they have initially – the state of nature. Thus, he thinks this can only be achieved by examining the fundamental human principles, needs, and duties of the natural state (p. 172). He also points out the deprivation, which can only be fixed through the examination of nature with the following statement (Rousseau, 1979[1762], p. 469):

The closer nations are to nature, the more their character is dominated by goodness. It is only by closing themselves up in cities and corrupting themselves by means of culture that they become depraved and exchange a few defects that are more coarse than harmful for appealing and pernicious vices.

As a radical philosopher, Rousseau tried to draw attention to the necessity of grounding the laws of social and civic life properly (i.e., nature), like his effort to ground the human nature with the self, similarly to Descartes' method, that being isolated from all external factors as much as possible. Rousseau felt the need of reminding the human who lost his/her way between the tensions that could be described through dichotomies, such as natural-artificial, real-fake, material-spiritual, need-passion, his/her own nature. In other words, the state of division and dichotomy in the modern world led Rousseau to make a choice in a sense. Essentially, Rousseau's pursuit, which we can express as the effort of creating a balance or enabling integrity in the spirit of the time that involves dichotomies, such as emotion-mind or mind-body and subject-object, drove him to investigations on human nature and based on this, the existential emotional area of human being, which was mostly ignored or excluded. Thus, the grounding of inner – moral – elements related to the emotions became inevitable for Rousseau.

The moral nature

For Rousseau, we can affirm that emotions are the main source of morality and the first stop of the journey of knowing thyself. The fact that Rousseau considered the human being – who was glorified with his/her mind – as a relatively holistic creature, especially in his time, and through the recognition of his/her emotional competencies, is one of the important developments which pave the way for human to be accepted as a historical object having his/her own history, value judgments, and experiences. On the other hand, this situation is a breakthrough development that allows individuals to get on the stage of history as the most important moral objects in the formation of their autonomous presence independent from the whole society.

According to Gutman (1988), whilst “the roots of the valorization of feeling lies in the Reform, with the modern approach that emerged through the rise of the individual as the ultimate hermeneutic authority first comes clearly into view with Rousseau” (p. 101). Although Descartes' *cogito* that questions the authorities except his own reason as he owes his existential presence to thinking, triggered the first lights of the Modern Age,

Rousseau founded the existence with its utterly different dimension: its feelings. He was blamed for being irrational because of his contradictory and romantic approaches in the age of reason he lived in. The fact that firstly the thinking human of Descartes and secondly the feeling human of Rousseau are placed in the center of human experiences points out two different approaches which allow human to become an object for directly reaching the truth. This journey, which leads to the denial of all kinds of authority in reaching reality, came true by way of reliance on the mind in the former and on the emotions in the latter.

Human as a final authority does not mean to describe human with a subjectivity that goes to nihilism or cynicism through making truth 'the extent of everything' in a sophisticated way. This situation should be understood in a way that human can reach the truth by building his/her life with hearty tasks along with his/her benevolent nature and by taking his/her freedom and responsibility in his/her own hands. An individual can directly reach the truth only by his/her knowledge. This knowledge is the cognition of life, in other words, the encounter with life as a praxis.

This cognition occurs in a process when the encounter of an individual with other individuals, a presence of society or an item takes place as a real way of communication, i.e., interaction. The interaction that the individual attends as body and soul and, at the end of this process, arises from that experience as a new individual – historically and mentally – has a mutual transforming effect. At this point, neither knowledge from experience and individual from knowledge nor experience from the individual can be abstracted and merely addressed. For this very reason, reality requires the individual to be directly involved in the process to reveal his/her own existence. Ultimately, it is not the subjectivity of the reality, but the diversity, transformativity and the unique nature of each experience that bring one to reality.

Based on Neidleman's (2013) explication that "the Cartesian transformation severed the question of truth from ethical considerations" (p. 819), the importance of Rousseau's emphasis on feelings becomes mostly understandable. Indeed, regarding ethical issues, Rousseau (1979[1762]) argues that emotions can be a more reliable guide than reason; that conscience can indicate the truth better due to its immediacy – that utter the voice of nature –, although the reason may mislead the individual (pp. 290-291). Therefore, suggesting that the mind, by itself, cannot be effective or become a guide in determining the truth and/or good as well as reaching the truth, Rousseau tried to bring the ethical context into question again through the emotions, which was ignored in the reality problematique.

According to Rousseau (1979[1762]), action draws its strength and constraint from emotions. "Reason alone is not active. It sometimes restrains, arouses rarely, and it has never done it anything great. Always to reason is the mania of small minds. Strong souls have quite another language" (p. 321). Here, it is the language of nature that is effective. Nature speaks through our emotions which we can only comprehend the way that will bring happiness to an individual.

Speaking the language of nature refers to the activity of a human being with reference to his/her emotions that are initially good and not spoiled yet by the activity of thought i.e., prejudices. Such an existence constantly requires alertness, awareness, immediacy and activity. In addition, this situation which expresses a direct knowing in which anything or anyone comes in between an individual and the truth is in constant relationship with the conscience of the human and requires a responsibility that always keeps the fair one on top of the other options. In fact, justice, according to Rousseau, is the virtue that a person owes to himself/herself first and foremost.

Human, as required by his/her nature, tends to keep away from situations that are detrimental for him/her while getting closer what serves to protect himself/herself and his/her own benevolence. Thus, the human is initially supposed to protect his/her own existence. According to Rousseau, the happiness of human is his/her final form of existence in which s/he can contribute to total happiness and come closest to the truth. The truth, on the other hand, appears as an ethical issue that can only be reached through praxis rather than pure knowledge. In this context, we can say that in terms of Rousseau, nature was addressed in integrity with truth and happiness.

According to Rousseau, conscience is the only and the absolute human quality that ensures justice and is common to all people. With the statement of Rousseau (1979[1762]), "There is in the depths of souls, then, an innate principle of justice and virtue according to which, despite our own maxims, we judge our actions and those of others as good or bad. It is to this principle that I give the name conscience" (p. 289) referred not only to the reason but also to soul and heart as the source of conscience, and he argued that reason gives us what is good or bad in fact stems from the conscience that brews us the love of the good. Kisa (2015), expressing that the concept of conscience is associated with the concept of morality in both society and individual life, referred to Jung's statement "conscience is a judgement which is founded on emotion and emotional processes to a large extent rather than the rational mind" and he stated that the etymology of the word -Lat. *conscientia*- always emphasized the state of conscious and consciousness (pp. 759-760), then he criticized the prevailing thought of the era as follows (p. 757):

The word 'conscience', used in many languages to express the inner feeling, voice or the strength that ensure one to separate the grain from the chaff, is one of the limited ancient words that the humanity possesses... Conscience which was harshly criticized in the scientific societies and has become an unfounded notion theoretically in the nineteenth and twentieth centuries when the rationalist thinking has declared its dominance, has lifted its severity together with its new derivatives such as 'corporate conscience, public conscience, social conscience' as days pass.

According to Rousseau (1979[1762]), the conscience that innate and vital instinct can only show itself due to the sound reflection of self-love – *amour de soi*. With the concept of sound, sensory improvement in harmony with nature is meant. Emotions originating from self-love, which is the mediator in the function of one to protect his/her own life and being, are both available and restricted in human nature. These are also the instruments of individual freedom (pp. 212-213). It is precisely these

feelings that will contribute to human happiness and interest. Thus Rousseau pointed that the individual directs and expands his/her self-love to the outside – other beings – with the improvement of his/her sentiment over time as a process of healthy growth of feelings. On the other hand, selfish love, which is directed only inward but not outside in a healthy way, turns into dignity (self-esteem) as a feeling related to one's pride i.e., *amour propre*. In other words, it leads one to mould himself/herself in accordance with the expectations, opinions and judgements of others. Rousseau describes esteem, ambition and greed as the spoilt, corrupted urges/passions causing unnatural desires for human. "All those which subject us and destroy us come from elsewhere. Nature does not give them to us. We appropriate them to the detriment of nature" (Rousseau, 1979[1762], p. 212). This case finds its meaning in Rousseau (1979[1762]) as the inability of the individual to balance the power between his/her passions and his/her own capacity (pp. 80-81). In a sense, passions bring themselves up as a chain in which unnatural desires shackling the individual's will and freedom -by making the individual a slave to his false needs.

According to Rousseau, one of the things that distinguish human from other living beings and values him/her is that s/he has willpower. Unlike other living creatures, human beings can avoid being under the yoke of their passions with this willpower that produces responsibility and enables human beings to make a choice consciously and freely. On the contrary, the state of acting on the basis of these destructive passions indicates destitution of ethical context, which leads one to happiness and truth.

The purposeful actions of a human being should not only be beneficial but also aesthetic. In other words, a human should be able to garnish his/her actions with his/her behaviors. Just as in the example of a needly constructed building lacks aesthetics, human being's every action that s/he will do free of emotions when s/he stays on the track of his/her mind, leads him/her to a mechanical existence, making him/her nothing less than a robot. This mechanical existence mentality is unnatural at first and appears due to human being's detachment from nature and his/her own nature and is supported consciously or unconsciously by wrong educational methods. Finally, the gap between human and nature grows day by day, and human sensitivity and freedom are under threat. Then, how will natural emotions be preserved? This becomes a current issue as an important and controversial question.

Natural development of sentiments

According to Rousseau, it is a dangerous situation if the thinking is activated more intensely and more particularly than feeling in the natural development of a child. In this case, an individual learns to produce ideas and make judgements before coming to his knowledge. Rousseau (1979[1762]) refers to this situation as the danger of prejudice in his statement: "All our wisdom consists in servile prejudices" (p. 42). The

fact that judgement on things is ensured indirectly but not through the immediate experience of an individual and his own reasoning constitutes the basis for fallacies.

We can say that prejudice takes the individual away from reality in contrast to active knowledge acquisition. With reference to the statement of Rousseau (1979[1762]), "...the less of myself I put in the judgments I make, the more sure I am of approaching the truth. Thus my rule of yielding to sentiment more than to reason is confirmed by reason itself" (p. 272), it follows that reaching the truth can only happen if things come to our cognition as what they are- yet it is not possible to achieve this ideal state. In this context, the necessity to minimize all kinds of prejudice to reach the truth emerges.

According to Rousseau, the mentioned prejudices are constantly developed through social institutions. Emphasizing that the situations, such as making inventions rather than teaching science, creating environments of discovery through experiences rather than focusing on knowledge memorization and creating a desire to learn rather than transferring information, Rousseau thinks that a rote learning education aimed to feed only mental processes leads to the suppression of the critical, creative and active nature of children. In such education, there are big obstacles for one to develop and practice his/her ability of thinking. Here, the one gives up the acquisition of free-thinking only by not questioning the information s/he has gathered from others and contributes to the state of social degeneration with his/her own existence that s/he has not yet realized.

Reality in terms of Rousseau, who emphasizes that in interaction with things, feeling through the senses occurs before the activity of thinking, is not something that can be accessed through abstraction but production of the original experience that can come to light. Although the senses are known to be misleading, experience points to a unique and conscious thinking situation in which knowledge is created by the individual himself/herself, taking place in a context that includes himself or herself. The individual is part of this experience process, and knowledge cannot arise without him or her; therefore, one cannot mention an abstract reality, in other words, abstract knowledge of reality. This knowledge, according to Rousseau, is the closest to reality; in other words, it is the praxis. Thus, according to Rousseau, the intertwining relationship of reasoning with reality, which is accomplished by the senses, is based on the quality of experience. Here, the active role (free nature) of the individual in the acquisition of knowledge: learner-centeredness, the state of interpretation of knowledge by the individual through employing senses and mental processes together: the foundations of learning through discovery/invention, constructivist approach and experience-based contemporary educational theories are clearly visible.

According to Rousseau, the fact that the mind is in a disproportionately more active position than the soul and body by constantly making judgements causes the feeling existence of human being to become passive. Indeed, "the letter kills, and the spirit enlivens" (Rousseau, 1979[1762], p. 196). As Freire (2000) points out, "... reflection

and action, in such radical interaction that if one is sacrificed – even in part – the other immediately suffers. There is no true word that is not at the same time a praxis... When a word is deprived of its dimension of action, reflection automatically suffers as well; and the word is changed into idle chatter, into verbalism, into an alienated and alienating 'blah'" (p. 87). This situation leads to doctrinal, shallow, abstract, materialist, and cliché in which words rather than actions, having knowledge of virtue rather than trying to be virtuous, acquiring knowledge of truth rather than reaching it are preferred. On the other hand, "the mind, no less than the body, bears only what it can bear... whereas, by overburdening memory without the participation of understanding, one runs the risk of never withdrawing anything from memory suitable for understanding" (Rousseau, 1979[1762], p. 207). Thus, while the concepts fill the memory, intellectual activity increases; on the contrary, the autonomy of human cannot develop because of the decrease in the act (praxis) in which morality came up with it. In this case, the elements that form the basis of the moral nature of human beings, whose natural freedom is damaged, are also destroyed. Indeed, it becomes meaningless to mention a reason that has disabled itself as the only criterion for the accuracy of information. Thus, Rousseau's case of prioritizing the sentiments over reason, which is perceived as "irrationality", becomes clear.

In parallel with his related views, an individual's approach to truth is only possible through action and concrete efforts (i.e., having a vocation). These efforts point to the form of existence in which the individual can be closest to his/her state of nature, and most fundamentally, they appear as professions aiming at the benefit of humanity. As a matter of fact, "a man and a citizen, whoever he may be, has no property to put into society other than himself... To work is therefore an indispensable duty for social man" (Rousseau, 1979[1762], p. 195).

In this context, Rousseau (1979[1762]) argued that human needs to perform a decent useful profession that he will choose; indeed, "... there is no decency without utility" (p. 197). With decency, Rousseau meant that concrete jobs serve humankind and make an individual independent from harmful passions and revive his soul; thus, the importance of experience-based education come into presence once again here. A simple and sincere life, which would make a person susceptible to knowing the truth appears as principles for achieving the truth and happiness at Rousseau's thought (Neidleman, 2013, p. 819). According to Rousseau, the shortest distance towards the truth passes through the ways of sincerity and simplicity. Thus, there are neither mere actions nor thoughts that direct the actions in terms of Rousseau.

Ultimately, the measure should be sought in the activity presented with emotions and thought by the human, but this requires distinguishing the natural emotions that will feed the thoughts from the ideas acquired later. Therefore, it becomes a primary issue that emotions develop in line with the nature of education. Thus, the mentioned moral nature of an individual reveals itself as an issue that can be developed only through experience-based education. One can become sensitized towards others only through

such education and s/he can be connected to society through his/her common emotions, which come to light to this sensitivity extent.

Experience-based Education

Rousseau put forward that human existence can only be developed through experiences, with several cases in *Emile*, and for the very reason, he frequently underlined the senses and emotions. In fact, the interrelated phenomena of emotion and experience are among the most controversial historical notions of philosophy. The fact that experience has been ignored for a long time in history arises from deep-rooted ideas, which also have theological dimensions, such as the unreliability, speciousness and even sinfulness of senses. In this way, the western philosophy world, which has brought the mere mind and rationalism disproportionately into the forefront in time, has paved the way for dissenting opinions that make room for senses and experiences again ascendingly with Renaissance and Reform.

It can be said that Rousseau is the first person that radically emphasizes the experience issue after John Locke, which has become prominent in a context that points to the emotional and physical aspects of a human being as well as his/her rational quality, through senses and associates it systematically with the education. In this context, we can say that Rousseau, who put forward his perception of education prioritizing the moral development within the experiential extent, is the greatest actor in the fact that the phenomenon of experience started to be recognized in especially modern educational theories. Moreover, the fact that three temporal dimensions of one's lives – past, present and future – have an important place in modern educational theories is undoubtedly closely related to Rousseau's placement of individuals at the center of their own history as unique objects.

Rousseau put forward his thoughts on education from the time he thought we were closest to reality – from childhood. Indeed, it will be seen that everything in childhood is simple, needs-based and close to nature. Then, the human should take this situation into consideration and adopt them as a principle in his/her life. Rousseau's efforts against some of the difficulties of modern life that push people away from nature and reality can be described as a pursuit for how a person can realize himself/herself by preserving the inborn ideal.

Arguing that one can be human without being a scholar (Rousseau, 1979[1762], p. 290), Rousseau built the understanding of education, which rather aims to be virtuous, on the basis of moral development. In this way, in terms of Rousseau, it becomes the essential aim of education itself to do no harm to moral nature, which is decent innately. Rousseau put forward a negative understanding of education with the idea of preserving the innate nature of human instead of the second nature of human, which has been managed with the idea of habitues until that day. Contrary to the ideas of adding something outside and shaping it, this understanding is against making

children memorize any conceptual or moral information and/or have them acquire habits in order not to spoil the children's nature.

While Rousseau (1979[1762]) stating "the education of children is a vocation in which one must know how to lose time to gain it" (p. 141), argues that anything has given from outside before the time of their natural maturity damages their natural freedom and emotions. Emphasizing that children should experience life in every aspect and allow for their own discoveries, Rousseau also affirms that the child who explores with sensory interactions will act in the way that nature and his/her nature guide him or her. Indeed, the principles to be learned are already within nature. "I, therefore, closed all the books. There is one open to all eyes: it is the book of nature" (Rousseau, 1979[1762], p. 306). This book can only be understood with the primal language we have learned or used, namely, the language of nature.

Since senses are the first to develop in human beings, the first abilities that need to be developed in education are also the senses. However, "to exercise the senses is not only to make use of them, it is to learn to judge well with them. It is to learn, so to speak, to sense; for we know how to touch, see, and hear only as we have learned" (Rousseau, 1979[1762], p. 132). Rousseau, who identifies existence with feeling instead of thinking, thinks that the real nature of human can only emerge by emotion. Here, the thought and the act of thinking are not excluded; it is pointed out that reasoning can develop with emotions and this can only be achieved through action.

Rousseau (1979[1762]) argued that education should be based on practices rather than rules: "To live is not to breathe; it is to act; it is to make use of our organs, our senses, our faculties, of all the parts of ourselves which give us the sentiment of our existence" (p. 42). On the other hand, this situation, being aware of life, can be regarded as the expression of being able to experience spontaneity, freedom and openness not to avoid confrontation with it and to show the courage to "say yes to life" in Goethe's famous words. In the context of education, these thoughts, which can be interpreted as making room for experiences, indicate that the individual reveals himself/herself as a whole with what s/he does, knows, feels, understands and believes.

Noddings' remark about the "emphasis on the child's own motivation and direct action" (1995, p. 17) can be observed in Rousseau's (1979[1762]) statement: "our first masters of philosophy are our feet, our hands, our eyes. To substitute books for all that is not to teach us to reason. It is to teach us to use the reason of others. It is to teach us to believe much and never to know anything" (p. 125). This also highlights the importance of effect on learning on the one hand and first-hand experiences on the other. As an experience, such an educational activity point to an experiential method in which knowledge is discovered by the individual.

The act of knowing in this method is a genuine and authentic intellectual action, and it requires the senses and reason to work together in every activity. Just as in the phrase 'an unexamined life is not worth living' attributed to Socrates, Rousseau expresses his

anti-dogma while encouraging people to break their chains that have been shackled their thoughts. Thus, it can be said that he argued an active and experiential education in which the processes, such as attention, reflection, reasoning, examining, discussion, dialogue, communication, critical thinking, trial and error, stand out as important actions in education.

The act of memorization, which fills the memory only with notional and mental information instead of being discovered by one's own through his/her experiences, is only a praxis suitable to the capacity of a mechanical creature, not a free being. Such education, in which human is passive, restrains the freedom and creativity as it leads individuals to suppress or ignore their own nature. In such a case, the state that a human, who is inevitably alienated from his/her own existence, can become a happy person, at peace with society s/he lives in and nature, can become possible through only an ephemeral coincidence.

Starting from the idea that freedom evolves into slavery in society through various complex processes, Rousseau's justification for taking nature and freedom as a whole emerges at the very point here. The existence of external authority in the relationship of the individual to reality is a dangerous issue as pointed out in the dystopic predictions that have been experienced under the reign of dogmatism and scholastic thought in the past and that have been manipulated by certain power groups through technologies and brought under control by totalitarian regimes. As stated by Michael W. Apple (2013), "The denial of personhood enabled enslavement and commodification of other human beings, which in turn was dialectically connected to a further process of murderous misrecognition", in this context, the philosopher reminds us that "we definitely need to be appropriately biting about the destructiveness of the neoliberal restructuring and commodification of all that we hold dear" (pp. 152-153). Rousseau is one of the early pioneering thinkers who pointed out the danger in question.

In the education, which is founded on nature and freedom extent by Rousseau, a person will become an individual in a context in which s/he is enabled to act according to his/her own mind, emotions, conscience, individual characteristics and willpower in a way that does not harm primarily the integrity of his/her body-mind and the moral development and is allowed to prove his/her potential. This individual will not seek an authority other than himself/herself and a conscience other than his/her inner voice; s/he will be able to experience life through his/her own freedom as a whole. Thus, being able to preserve freedom – such as a child has – in adulthood and continue human experiences based on such freedom becomes an aim of education in the thoughts of Rousseau.

It is understood that the issue of human nature and freedom emerges as a moral-based problem. In this context, the principle of 'know thyself' constantly reveals its importance without deviating from its position of being a universal principle in education, but the discussions on how it can be realized grind on evenly. Human can

naturally assess and grasp the meaning of the highest virtue. As also stated by Gill (2010), “nature offers each individual the ability to access and act on a higher form of virtue, which cannot be instilled through habit. Virtue is not merely a matter of well-directed self-interest; it is a particular human achievement” (p. 131). The fulfilment of such a phenomenon can only be achieved through educational experiences concluding with the improvement and enrichment of humankind.

It is certain that the culture of living together can be transformed into grace instead of an obligation and that a solid understanding of ethics as well as law and statutes are needed in the foundations of the construction of modern and tolerant culture. This situation reminds us the *common/good sense*, which was defined by Descartes (2006) as “the power of judging correctly and of distinguishing the true from the false... and the most evenly distributed thing in the world” (p. 5) despite all the emphasis he put on the mind and thought. Similarly, it also reminds the real common needs of human beings, which were described by Rousseau (2017b) as the ornament of society in general and the food of the soul in particular (p. 130).

It is necessary to pay attention to the needs of the soul as well as the needs of the body, and these needs show themselves, in terms of Rousseau, as virtues that hold society together, with the element of conscience at its source. Descartes’ common-sense notion and Rousseau’s conscience conception point to the trust in human nature as innate faculties in all human beings, without discrimination. In fact, these elements have the potential to direct human tendencies in a healthy way – as long as there is no external influence – as internal rather than external and based on intuition rather than learning. As “the sublime science of simple souls”, virtue’s principles are graven in every heart; and to learn the laws of it, it is enough for every person to look at inner self, listen to their voice of conscience when their passions are silent (Rousseau, 1913[1749], p. 33). The issue that the construction of education using allowing it to reveal the potential of human towards virtue by taking the true and authentic values to the forefront, in line with the mentioned spiritual needs, shows itself again as a problematic area due to improper education today as it was in the time of Rousseau.

According to Rousseau, the existence of the moral nature of human becomes independently the most important proof of human freedom and that life cannot be left up to a chance. The assurance of this freedom can only be provided by a modern- and experience-based education that has the power to equalize people. As Geiger (1955) stated, “Education in the broadest sense can be nothing less than the changes made in human beings by their experience” (p. 144). All faculties that are potentially natural in human beings can only be brought out through appropriate education.

It will be possible that individuals, who have lost their integrity both internally and externally, can develop an existence that they can feel in integrity again with education supporting wholistic and multi-directional development. In particular, modern education, which is based on the conceptualizations of constructivism and experience-based education within the extent of the idea of uniting education with life, is in a

position to re-examine the problem of ethics and value to ensure the wholistic development it committed. The thought of Rousseau (1979[1762]) in which he referred to the essence of education by saying "...man must be fashioned in keeping with his fancy like a tree in his garden" (p. 37) can also be seen as a solution to the following problems he mentioned: "man is born free but everywhere he is in chains" (1913[1762], p. 14); humans become slaves of their unnatural passions as well as of their fellow human beings, cause of their dignity i.e., *amour propre* (1913[1755], p. 147). In terms of Rousseau (1979 [1762]), who argues that everything is naturally good in the beginning but later deteriorated in the hands of human beings (p. 37), the idea of raising the human for himself/herself is a contemporary thought that emphasizes both the principles of moral characteristics of the human being by species and the natural potentials of individuals' own existence.

Discussion and Conclusion

This research was conducted in an effort to discuss Rousseau's views on concepts of nature and morality surrounding his educational philosophy within the framework of an experiential education approach. Here, the concept of morality refers to a judgement ability that can separate the good from the evil, and willpower that should be at the basis of that ability. In this research, Rousseau's educational views were also examined as the education of human being without discriminating as male or female nature. Thus, a thematic constraint is sought in our research, in which Rousseau's -who referred to many issues through his several works- thoughts that we consider as exceeding the scope of the relevant context is included contextually to form a wholeness.

It should be kept in mind that despite the problems specific to the mentioned modernism, the understanding of contemporary education has also been shaped within the milieu of the modern world. As one of the most important cornerstones of modern educational thought, Rousseau's thoughts are benefited as elements of experience – within the effort of avoiding the risk of evaluating them detached from the the age they were brewed while their projections on the extent of today's reflections – have been brought into question to indicate the wholistic educational understanding. Comprehending the nature of the wholism in question necessitates pointing to a historical context, both due to its own universal nature and the nature of science and experience. Without this ground, it is clear that neither the credibility of science nor the value of experience can be mentioned. The past as a living, dynamic whole in experience, functions not only as a finished history but also as a ground that encompasses the present and as scientific data that allows us to predict and shape the future.

Among the important developments that opened the doors of modern education; when the concepts of 'thinking' individual who declares his/her freedom with his mind and the 'natural' individual who experience his/her feelings are addressed together

rather than with a dualist approach, a consistent and wholistic understanding will be achieved. This wholism can only be realized if on the one hand, knowledge and culture transfer, which is the most ancient occupation of human beings, and on the other hand, the progressive and critical approaches focusing on the goals of shaping the future are evaluated on the verge of an experience, which finds its meaning in the concept of education institutionalized in the modern world.

As a necessity of the age, in the current circumstances where life is becoming more and more sophisticated, it is obvious how sensitive the balance of life is. It is observed that modern human being experiences a dichotomy in which s/he remains to be an onlooker to himself/herself -become passive- in the pressing multiplicity of increasingly numerous external factors. However, the individual must remain unique, and an indivisible whole, as the origin of the word – Lat. *In-dividuus* – indicates.

It is possible to say that Rousseau, in his pursuit to build a universal solution, is trying to reveal the natural, sincere and authentic relationship with the truth, with reference to the idea of simplifying life as much as possible. Indeed, the fact that human, who creates new values, also remembers the missing values seems to be an action appropriate to the nature of the experience. While mentioning the pre-modern period as an experience, putting the missing values forward by looking back at human nature with the current consciousness and re-evaluating them as required by the scientific method can be seen as an appropriate and worthy effort.

It is seen that Tombak's study reached similar results to ours that with Rousseau's thoughts both on the meanings of concepts, such as justice, compassion, and self-love, which are explicated within the concept of nature, and that he also created a philosophy of education based on this paradigm. However, she stated in the results of her research that 'this triangle of freedom-equality-justice by Rousseau was formed without social life; moreover, it implies that the development of human over time is unnatural'; in this context, she pointed to the criticism of Adler that the faculties of "justice, equality, responsibility, openness, honesty, loyalty" originated from human nature according to Rousseau, are yields of civilizations. (p. 174). Here, it should be stated that Rousseau seeks the fallacy (in unnatural sense) not in the civic life or the concept of the civilization itself, but in the inaccurate founding of the statutes of civic life (e.g., malevolent human nature and original sin). This issue becomes clear in his *Second Discourse* [1755]. In addition, while stating the people's natural freedom is replaced by social freedom in *The Social Contract* [1762], the state of the individual's submission to the general will is also the choice that best suits his/her nature.

In fact, according to Rousseau (1913[1755]), "if it is to be a law, not only the wills of those it obliges must be sensible of their submission to it; but also, to be natural, it must come directly from the voice of nature" (p.171). Although one can mention a new nature within society now; however, there is only one nature for laws: The nature that "the human and the nature are subject to it" (Savruk, 2019, p. 155). Therefore, the notions of social and natural freedom for Rousseau associated with the element of

conscience, which is present in human's natural existence. In fact, Rousseau (1979[1762]) is in the opinion that "independent of conscience, no natural law can be established" (p. 235). Ultimately, the idea arises that the natural freedom of an individual with the competence to reach the virtue cannot conflict with the laws of civilization.

In this context, one cannot mention the unnatural; in fact, social laws created based on justice neither exclude the idea that justice is a natural/inborn element nor mean that it is an element brought by civilized life; on the contrary, it indicates that laws should be created in compliance with nature. To Rousseau, justice has been needed since the exact moment injustice arose as a problem with civilized urban life. Therefore this natural element can, of course, be a requirement or yeild of civilized life as a notion, but not as a phenomena. According to Freire (2000, p. 44):

Dehumanization, which marks not only those whose humanity has been stolen, but also those who have stolen it, is a distortion of the vocation of becoming more fully human. This distortion occurs within history; but it is not an historical vocation. Indeed, to admit of dehumanization as an historical vocation would lead either to cynicism or total despair...

While the former means saying yes to life and trusting humanity. Noddings (1995) made an appropriate evaluation in this context: "He (Rousseau) recognized that human beings could not achieve their highest potentials as wild animals. He sought a civilized condition that would optimize self-reliance, compassion, civic duty, love of nature, and connection to God. His was an attempt to balance the needs of conjoint living with those of self-actualization" (p. 14). Therefore, the human is given his/her due for being a historical subject. Imposing given malice on the human or making it an object/means exposed to circumstances only is to deprive him/her of morality, and responsibility, that is, of humanity in general. In private, it is the greatest obstacle before the individual to be both the production (historically) and the creator (voluntarily) of his/her own circumstances.

Ozcan (2019) expressed in his study that morally wrong action might be more preferable for Rousseau than an action exhibited under the influence of others' opinions (p. 81). Indeed, according to Rousseau, cases when one act according to reputation (pride) for the purposes of imitation or external approval although mental capacity is exceeded are obstacle before development concerning the individual's sensing his/her natural existence and practising his/her freedom. However, this should not be understood as removing morals from the individual's actions. Indeed, the notions of freedom, morals and responsibility complement each other for Rousseau, and any one of these notions cannot be discussed without the other. In this context, humans are responsible for general will (society) they submit to with their own will in all conscience, which is the assurance of justice.

Expressing that educational purposes are determined according to economic values in today's information and network societies, just as in industrial societies, Tufenkci and Cetin (2017) point out that today's dominant educational paradigms aim to turn

humans into submissive individuals of popular culture and consumer society; on the contrary, humans have moral, spiritual and transcendental aspects beyond their biological existence. In this context, they express that realization of Rousseau's negative educational model driving forward the individual and aiming liberation would necessitate re-assessment of education within theoretical and practical contexts; however, under the present conditions, at least there are important lessons to deduct from Rousseau's projections in the subjects of arranging educational environments, life-long education, determination of educational purposes, and value or moral education in the axis of trust in human beings (pp. 497-504).

Pointing out the *individual* as the greatest obstacle before turning education into the totalitarian system through manipulation or control is one of the fundamental ethical issues that should underlie the idea of education. However, the notion of progressive education comes to the forefront in the same study, particularly in the expression "Rousseau objects to scholastic education based on rote-learning and dogmatic thinking that limit the individual's free development, as well as to the rational and progressive educational understanding of the Age of Enlightenment that sees the human as a being consisting of reason only" (Tufenkci & Cetin, 2017, p. 503). Despite accepting the fact that Rousseau was against scholastic or absolutely rationalist education, it should be kept in mind that the phenomenon of 'progressive education' here was a notion shaped in the late 19th century with Dewey after Darwin's theory of evolution, much later than the age of Rousseau. Here, the phenomenon of progressivism found its place in the pragmatic paradigm within the framework of continuous progressive understanding, which is self-directed. In this context, the accuracy of the discourse that Rousseau was against the progressive educational understanding is questionable.

Based on Rousseau's investigation in *First Discourse* [1749], it is possible to have the idea that he is against 'progression'. However, keeping in mind Rousseau's tendency towards the purpose of a free, responsible, and morally developed (virtuous) individual through education in the first place, which should be explicated if progression is discussed; one can assume that Rousseau utterly defends it as a spiritual function, but would take a stand against it only in case of a material function. Even so, it should be stated that Rousseau does not have the distinction required by this assumption, and he approached human being with a wholistic view. In this context, to summarize the issue that we think we have clarified in this study, the phenomenon of progressive education does not deserve to be named as such in the first place unless freedom and ethical responsibility underlie it.

We think that Rousseau's concept of nature, which led to a naturalist understanding of education, is a fundamental issue to be reconsidered under the present conditions. Here, nature does not refer to the rural environment pointed at by Rousseau, as if life existed elsewhere or an artificial space to be created by rejecting present conditions. Rather, it designates a dynamic entity of interaction in which human beings may discover through experience the means they claim to have mastery over, defines them

anew when necessary, and utilizes them creatively for sincere and useful purposes in line with needs. This nature, which must be experienced rather than denied or resisted against, is not something which the individual is exposed to only receptively during the process of adaptation; instead, it provides opportunities for the individual to create freely and determines its own limits.

Access to this type of nature is only possible through a natural understanding of education based on experience. As such, observing the battle, alienation, and moral corruption of the passive human being who was alienated from himself/herself and tried to behave according to the wishes of others based on the principles imposed on himself/herself by certain powers, Rousseau searched for ways to recreate the human being for his/her own authentic interest, and the answer he found was a natural education. We may claim that depicting the human being as a unique entity who has his own history, the centre of his own existence along with self-realizing potential, Rousseau tries to build an education model which anticipates the rediscovery of human nature, deemed as benevolent and good by him.

Today, when people complain about social media tools, which keep people busy with instant notifications, claiming that they lead to being passive as well as with some vice habits, it may be a good starting point for educators to ask themselves why children and young people wish to be someone else in "another world". Moreover, instead of complaining about this other world, would it not be better to try and make life more appealing as a function of education so that children may experience spontaneity, immediacy, and sincerity? In that respect, educational and ethical considerations must also include how to categorize scientific and technological initiatives, which were once offered as means at the service of humanity but now only serve to the consumption culture and constantly develop to be the purpose itself, based on certain criteria to reoffer them in a way which would ensure human honour.

Learning may turn into a process of discovery and interaction only through an education system in which learners will make use of their own experience. The human being who comes forward only after silencing authorities other than the reason, as described by Descartes, or after silencing noises other than those of nature, as described by Rousseau, is essentially a being who endeavors to find the truth for the self. In fact, modern education must commit to raising independent and free individuals who do not live up to the design of others, as in the case of slaves defined by Aristotle, but take responsibility for their lives according to their own purposes and future.

Recommendations

As a praxis embodied in an understanding of education through experience, education will be lacking without the context of values. This issue may be interpreted to mean that studies for educational programs must have ethical considerations.

Therefore, we may recommend taking action to reformulate education with consistent and realistic efforts using practical tools offered by the modern world to encourage axiological objectives.

Education may fulfil its purpose only when it is applied by uniting scientific, ethical and aesthetic components with the real-life phenomena as much as possible and liberating it from concerns of keeping up with the “curriculum”, adopting the idea that individuals are active subjects for building their own lives. Within that perspective, we are also obliged to create a starting point that would facilitate acting based on the most fundamental and common human needs without sacrificing and/or surrendering the part of human being which is open to development and benevolence to economic gains or certain ideologies. All of this may be only possible by creating a comprehensive and strong ethical framework. This framework should be created with a structure reflecting the universal as much as the local and with a philosophical perspective in which ethics and science are to be experienced as a whole, rather than discrete or abstract. This process could take place only if societies become knowledgeable about their history and individuals discover about their nature. Indeed, as Tanpinar (1999) said, “experience is the outcome of the whole civilization, not a single individual” (p. 304).

To experience the daily life, which has lost its appeal, as a variety of possibilities open to vibrant and constant adventures once again and to raise creative and productive individuals who are not afraid of experiencing and shaping their daily lives, we must aim emotions as much as the intellect and create wholistic education initiatives. Here, we must admit that nature and the physical world impose certain ethical limits on human beings. Therefore starting from Rousseau's thoughts; we may also have an educational objective as to raise wise individuals who will respect nature and its limits as a fundamental moral principle and, consequently, create harmony between what is inside and outside.

Described as “knowing thyself” in the past and “self-realization” in the modern education system, the existential concern points to the unification of life with thought, emotion, and human nature as a prerequisite for fulfilling the aim of integrating education with life itself. Finally, for the universal solution of this problem, which is also universal, we must not look for a definite formula but rather acknowledge that the solution lies in real values – bona fide – which would encourage individuals to live autonomously without being alienated from the world and themselves. Applying such a perspective to an educational program may be the starting point for solving various problems encountered at different levels to a great extent. Thus, prioritizing intellectual and philosophical studies first and foremost, we may strongly recommend leaning towards programs focusing on human and humane values.

References

- Apple, M. W. (2013). *Can education change society?*. New York: Routledge.
- Barzun, J., & Graff, H. F. (1992). *The modern researcher* (5th edition). New York: Harcourt Brace Jovanovich College Publishers.
- Bramall, S. (1999). It's good to talk: Education and hermeneutics in conversation. *Journal of Philosophy of Education*, 33(3), 463-472. <https://doi.org/10.1111/1467-9752.00149>.
- Bronowski, J. & Mazlish, B. (1960). *The Western intellectual tradition: From Leonardo to Hegel*. New York: Harper & Brothers Publishers.
- Cassirer, E. (1938). *Rousseau, Kant, Goethe: Two essays*. Princeton: Princeton University Press.
- Descartes, R. (2006). *A discourse on the method of correctly conducting one's reason and seeking truth in the sciences*. New York: Oxford University Press.
- Foucault, M., & Martin, L. H., Gutman, H., & Hutton, P. H. (1988). *Technologies of the self: A seminar with Michel Foucault*. Amherst: University of Massachusetts Press.
- Freire, P. (2000). *Pedagogy of the oppressed (30th anniversary ed.)*. New York: Continuum.
- Geiger, G. R. (1955). An Experimentalist approach to education. Henry, N. B. (Eds.), *Modern philosophy and education: The Fifty-fourth yearbook of the national society for the study of education* (pp. 138-175). Chicago: Chicago University Press.
- Gill, N. (2010). *Educational philosophy in the french enlightenment: From nature to second nature*. England: Routledge. Retrieved from EBSCO: e-book collection, Marmara e-book Library. 18/12/2018.
- Jay, M. (2005). *Songs of experience: Modern American and European variations on a universal theme*. London: University of California Press.
- Kisa, C., (2015). Söz olur I: Ontik ve moral vicdan [Word comes to realization: Ontic and moral conscience] *Turkish Studies -International Periodical for the Languages, Literature and History of Turkish or Turkic*, 10(12), 751-770. <http://dx.doi.org/10.7827/TurkishStudies.8546>.
- Neidleman, J. (2013). The sublime science of simple souls: Rousseau's philosophy of truth. *History of European Ideas*, 39(6),815-834. doi: 10.1080/01916599.2013.809008.
- Noddings, N. (1995). *Philosophy of education*. Boulder, Colo: Westview Press.
- Ozcan, O. (2019). *Aydınlanma'nın uç düşüncesinde (Rousseau, Kant ve Locke) çocuk modernleşmesi ve eğitim [Child modernization and education in enlightenment thinkers (Rousseau, Kant and Locke)]* (Unpublished master's thesis). Yıldız Technical University, Social Sciences Institute, Istanbul. <https://tez.yok.gov.tr> (Thesis Num: 585044).
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, Calif: Sage Publications.
- Petocz, A., & Newbery, G. (2010). On conceptual analysis as the primary qualitative approach to statistics education research in psychology. *Statistics Education Research Journal*, 9(2), 123-145. Retrieved from [https://iase-web.org/documents/SERJ/SERJ9\(2\)_Petocz_Newbery.pdf?1402525009](https://iase-web.org/documents/SERJ/SERJ9(2)_Petocz_Newbery.pdf?1402525009).
- Plato (1927). *Plato: Charmides, Alcibiades I and II, Hipparchus, Lovers, Theages, Minos, Epinomis*. Translated by W. R. M. Lamb. Cambridge, MA: Harvard University Press.
- Rousseau, J. J. (1913). *The Social contract: And Discourses*. London: J. M. Dent & Sons, Ltd.
- Rousseau, J. J. (1979). *Emile: Or, on education*. New York: Basic Books.
- Savruk, D. (2019). *Locke, Rousseau ve Dewey'e gore egitim ve deneyim iliskisi [On the interrelation between education and experience according to Locke, Rousseau, and Dewey]* (Unpublished master's thesis). Marmara University Institute of Education Sciences, Istanbul. <https://tez.yok.gov.tr> (Thesis Num: 571168).
- Schubert, W. H. (2010). Curriculum studies, definitions and dimensions. Craig Kridel (Eds.). *Encyclopedia of curriculum studies* (pp. 229-237). USA: Sage Publication.
- Smith, D. G. (2010). Hermeneutic inquiry. Craig Kridel (Eds.). *Encyclopedia of curriculum studies* (pp. 432-436). USA: Sage Publication.

- Soëtard, M. (1994). Jean Jacques Rousseau. Juan Carlos Tedesco, Zaghoul Morsy (Eds.), *Thinkers of education Vol. 4* (pp. 423-437). France: UNESCO publishing.
- Tombak, B. (2016). *Jean Jacques Rousseau'nun felsefesinde insan doğası ve eğitime yansımaları [Human nature and education in Jean Jacques Rousseau's philosophy]* (Unpublished master's thesis). Yıldız Technical University Social Sciences Institute, Istanbul. <https://tez.yok.gov.tr> (Thesis Num: 432546).
- Tufenkci, S., & Cetin, M. (2017). Rousseau'da insan dogasi ve degerler egitimi [Rousseau's View of Human Nature and Values Education]. *Hitit Teology Journal*, 16(32), 487-506. <https://doi.org/10.14395/hititilahiyyat.378974>.
- Tanpınar, A. H. (1999). *Huzur [A Mind at Peace]*. (9th edition). Istanbul: Dergah Yayinlari.

Authors

Demet SAVRUK
Philosophy of Education, Historical and
Philosophical Foundations of Education and
Curriculum, Curriculum Theories

Seyfi KENAN
Philosophy of Education, Historical and
Philosophical Foundations of Education and
Curriculum, Comparative Intellectual
History

Contact

Demet SAVRUK, Teacher, Ministry of National
Education & PhD Student, Yıldız Technical
University, Institute of Social Sciences,
Curriculum and Instruction, Kadıköy/İstanbul

demetsavruk@gmail.com

Prof. Dr. Seyfi KENAN, Marmara University
Atatürk Faculty of Education, Department of
Educational Sciences, Kadıköy/İstanbul

seyfi.kenan@gmail.com

The Opinions regarding the Program of the Students Going Abroad in the Scope of the Erasmus+ Exchange Program *

Mehmet KUCUKCENE **
Sait AKBASLI ***

To cite this article:

Kucukcene, M., & Akbasli, S. (2021). The opinions regarding the program of the students going abroad in the scope of the Erasmus+ exchange program. *Journal of Qualitative Research in Education*, 26, 155-170. doi: 10.14689/enad.26.7

Abstract: The present research aims to examine the opinions of Erasmus+ exchange program students going abroad with the program as part of their experiences. Descriptive phenomenology, one of the qualitative research designs, was used in this study. Thus, open-ended opinion forms, which were answered by 14 students who went abroad in the 2016-2017 academic years with the Erasmus+ exchange program were analyzed by content analysis. The data obtained from the participants were handled under three themes: *information acquisition and application; overseas process; contribution, expectation and suggestion*. The findings obtained in this study suggest that it is important for the coordinators to keep the interaction with the students at the highest level to run the program in a healthier way. Besides, it is recommended that informative meetings are held at universities about exchange programs for students and that the peers participating in the Erasmus+ exchange program are given a voice in the meetings.

Keywords: Erasmus+ program, internationalization, mobility in higher education

Article Info

Received: 02 May. 2020
Revised: 20 Nov. 2020
Accepted: 04 Jan. 2021

© 2021 ANI Publishing. All rights reserved.

* The study was presented as an oral presentation at the VIth International Eurasian Educational Research Congress / EJERCongress 2019 held in Ankara on 19-22 June 2019.

** Correspondence: Kirikkale University, Turkey. mehmetkcene@hotmail.com

*** Hacettepe University, Turkey, sakbasli@gmail.com

Declaration of Conflicts of Interests: None

Introduction

Internationalization in higher education has become a means of achieving adequate levels of intercultural competence and effectiveness for both academic staff and students. Living and learning experience in a different cultural, political and economic environment enables students to gain experiences in other countries and prepare them better for their future careers (Marcotte, Desroches & Poupart, 2007). Bologna process that involved the 47 countries along with Turkey is a reform process aimed to create a European Higher Education Area within the scope of internationalization. One of the main objectives of this reform movement is *"to ensure and popularize the mobility of students and lecturers"* (Council of Higher Education [CoHE], 2017). Erasmus+ exchange program, one of the programs that provide this mobility, is defined as an important catalyst for the interest of students and faculty members to international mobility (Jacobone & Moro, 2015).

After several years of a pilot phase as part of student exchange, the Erasmus exchange program was proposed by the European Commission in 1986 and launched in June 1987. In the following years, the program has constantly changed and developed. The Erasmus exchange program, which was included in the Socrates program in 1995, along with many other educational programs, has been part of the Lifelong Learning Program since 2007 (Vossensteyn, Beerkens, Cremonini, Besançon, Focken, Leurs & De Wit, 2010). Considering the aim of lifelong learning to be open to and adapt to social, cultural and technological innovations regardless of time and place, the potential benefits of the Erasmus+ exchange program in the sight of students and society cannot be ignored.

The Erasmus exchange program started in 1987 and was one of the first initiatives to implement the foundations of the European Higher Education Area and lie at the heart of the Bologna Process (González, Mesanza & Mariel, 2011). In addition to preparing European students to work in an increasingly transnational economy, the Erasmus exchange program has also been promoted by the European Commission as a "civil" exercise aimed at "building a European consciousness" from the outset (Papatsiba, 2006 cited in Mitchell, 2012). It can be interpreted that the Erasmus+ exchange program has accelerated the realization of the purpose of creating a European Higher Education Area within the Bologna process. It is stated that the students and academics participation in the Erasmus exchange program has carried out in Turkey since 2004 (Eurydice, 2010 cited in Saglam, Ozudogru & Ciray, 2011).

Erasmus+ exchange program enables university students to benefit from opportunities in the field of education, research, art and culture in another university and breathe the atmosphere in the university (Ortas, 2008). In addition, the Erasmus+ exchange program helps students introduce themselves to another European country and its culture. Likewise, it paves the way for them to improve their foreign language skills, especially their proficiency in the host country's language (Sigalas, 2009). A study conducted by Jacobone and Moro (2015) reveals that the values that students

participating in the Erasmus+ program have the highest as the output of the program are cultural development, personal development and the development of language skills in the country of destination. In this respect, it is seen that the Erasmus+ exchange program contributes to students in social, cultural and academic dimensions.

The Erasmus+ exchange program is seen as a successful practice in a study in the European countries and learning different European languages (Teichler, 1996). In this context, the traces left by the Erasmus+ exchange program on students are important. Positive and negative student opinions about the program are a kind of feedback to the coordination units about the program at universities.

In the literature, there are studies on various aspects of the Erasmus+ exchange program. These studies include the studies dealing with students' level of satisfaction with the program (Yagci, Ekinçi, Burgaz, Kelecioğlu & Ergene, 2007), student awareness and attitudes towards the program (Saban, Cenberci & Cenberci, 2019), the effects of the program on students (Onder & Balci, 2010), students' views on classroom management in the country they went (Boyacı, 2011), evaluating the program concerning dialogue and interaction in cultural dimensions (Demir & Demir, 2009), and problems faced by students in the process (Ersoy, 2013).

In addition to quantitative research, there are also qualitative studies on this subject. There are studies that address the problems experienced by students and problem-solving methods in the Erasmus exchange program (Acikgoz, Catikoglu, Hephep & Karaca, 2020; Cepni, Aydin & Kilinc, 2018; Yagci, Cetin & Turhan, 2013). There are studies that examine the views of students participating in the program on the basis of a university sample (Adanir & Susam, 2019; Ozdem, 2013). Duman (2020) limited his study in the context of the Erasmus+ experiences of the Guidance and Psychological Counseling students. Özkan and Mutdogan (2018) focused on the contributions of the program to students in their studies, in which they adopted a qualitative approach. Another study comparatively examined the views about the program of Turkish and foreign students participating in the Erasmus program (Saritas, 2011). Adigüzel (2013) examined the students participating in the Erasmus exchange views on youth policy in Turkey. In addition to the mentioned studies, there are also studies examining the views of faculty members regarding the Erasmus+ exchange program in various contexts (Dincer, Aslan & Bayraktar, 2017; Kasalak, 2013; Kayalar, 2015; Kis & Konan, 2012; Usta, Demirtas & Demir, 2013; Unal, 2016).

The feature that distinguishes this research from previous studies is that the Erasmus+ exchange program has been handled as a holistic process and students' opinions have been consulted accordingly with a qualitative approach. The present study aimed to examine the Erasmus+ exchange program from the application process to the completion of the program in line with the students' views. As a result of this research, we aimed to reveal in detail what the program means for the students, what the program contributed to the students and the services considered inadequate in the program. Thus, this study is expected to reveal important findings in the context of achieving the goal of the Erasmus+ exchange program as a process. In addition, it is

predicted that the students' views on their experiences will be a guide for students who are considering participating in the program.

In this study, which is handled with a qualitative approach, we aim to discuss in detail the positive and negative opinions of the students who have gone abroad with the Erasmus+ exchange program, with their experiences within the scope of the program process. For this purpose, the sub-problems of the research below are as follows:

1. How and why did the students decide to apply for the Erasmus+ exchange program?
2. What are the difficulties students experience during their time abroad?
3. What are the opportunities provided to students in the process?
4. What are the contributions of the Erasmus+ exchange program to students?
5. What are the students' suggestions to other students who want to participate in this program?

Method

Research Design

Descriptive phenomenology, one of the qualitative research designs, was used in this study. Phenomenology research focuses on the experiences of individuals. The phenomenology pattern, which aims to reveal the perceptions and experiences of individuals from their own perspectives (Ersoy, 2017), aims to reveal how people make sense of their experiences (Merriam, 2013). Descriptive phenomenology, a type of phenomenology, aims to describe people's perceptions and experiences (Ersoy, 2017). In this research, it is aimed that the students participating in the Erasmus+ exchange program reveal their experiences in this process and reflect them with their own expressions.

Participants

In this study, criterion sampling and convenience sampling were used together. Criterion sampling requires the sample to have predetermined characteristics and qualities within the framework of the problem situation of the study (Buyukozturk, Cakmak, Akgun, Karadeniz & Demirel, 2017). The basic criterion in the study is that the participants were undergraduate students who studied at a university abroad for at least one semester within the scope of the Erasmus+ exchange program in the last year. To bring speed and practicality to the study (Yildirim & Simsek, 2018), convenience sampling was also used. Thus, in accordance with the criteria, 47 students who went abroad for one or two semesters in the 2016-2017 academic years within the scope of

the Erasmus+ exchange program through Kırıkkale University Coordination Office of Foreign Relations were tried to be reached via their e-mail addresses and 14 students answered. As a result, the participants of this study consisted of 14 students participating in the Erasmus+ exchange program.

Table 1.

Demographic Information of Participants

Participant	Gender	Age	Department	Erasmus Country
P1	Female	22	Law	Italy
P2	Male	22	Mechanical Engineering	Czech Republic
P3	Female	22	International Relations	Poland
P4	Male	24	French Translation and Interpreting	France
P5	Male	21	Sports Management	Portugal
P6	Female	24	Political Science and Public Administration	Czech Republic
P7	Female	21	Guidance and Psychological Counseling	Macedonia
P8	Female	23	Law	Poland
P9	Male	22	Guidance and Psychological Counseling	Poland
P10	Female	23	Political Science and Public Administration	Czech Republic
P11	Female	24	Political Science and Public Administration	Poland
P12	Male	24	Arabic Translation and Interpreting	Poland
P13	Female	23	International Relations	Poland
P14	Male	30	Music	Hungary

The ages of the participants ranged from 21 to 30, with eight women and six men. All of the participants were included in this program while continuing their undergraduate studies in various faculties and departments. The countries Erasmus+ students went included Czech Republic, France, Italy, Macedonia, Poland, Portugal and Hungary.

Data Collection Tool and Process

During the process of collecting research data, an open-ended interview form was created as a result of the literature review by the researchers. The form was finalized as a result of the examination of the interview form by two experts in the field of educational sciences. As a result of obtaining the necessary permissions from Kırıkkale University Coordination Office of Foreign Relations, the interview form was sent to the e-mail addresses of 47 students who participated in the Erasmus+ exchange program in 2016 - 2017 academic years, and 14 students sent their answers using e-mail.

Validity and Reliability

Yıldırım and Şimşek (2018) adapted the principles of validity and reliability, which were conceptualized by Erlandson, Harris, Skipper, and Allen (1993) and should be found in a scientific study, into the quantitative and qualitative research context. Thus, validity is considered as credibility and transferability, and reliability is considered as consistency

and confirmability in qualitative research. In this study, in which a qualitative approach was adopted, various validity and reliability methods were used.

In this study, firstly, the data collection and analysis process was discussed in detail for validity and reliability. The open-ended interview form was examined by experts in educational sciences and the interview form was finalized in line with expert opinions. Besides, some of the students' opinions were presented with direct quotations. In addition, a consensus was considered in coding the data. Coding was performed separately by the researchers and themes were determined based on the consensus after coding. After determining the themes, the determined codes were grouped under separate themes by the researchers. Afterwards, formula of Reliability = $\text{Consensus} / (\text{Consensus} + \text{Disagreement}) \times 100$ (Miles & Huberman, 1994) was used and 84% consensus was achieved. The codes of disagreement have been discussed by the researchers and included under themes.

Data Analysis

Content analysis, one of the qualitative data analysis methods, was used in the analysis of the research data. Content analysis is a type of qualitative analysis that reveals the codes hidden within the data (Fraenkel & Wallen, 2009). According to Yildirim and Simsek (2018), qualitative data analysis consists of four basic steps: coding data, finding themes, organizing codes and themes, and interpreting the findings. These processes were followed in this study as well. In the analysis process, firstly, analyses were made for open-ended opinion forms. After the analysis, codes were created separately by the researchers in line with the students' answers. In the next stage, a theme determination study was conducted by the researchers. The themes were organized by making a common evaluation for the obtained themes, and the determined codes were grouped according to these themes. In this context, some students' views were shared with their own sentences to make the findings clear and more understandable.

Findings

In this section, the data obtained from the participants in line with the Erasmus+ exchange program experience are discussed under three salient themes as *information acquisition and application process*, *overseas process*, *contribution, expectation and suggestion*, as shown in Figure 1. The topics covered in the *information acquisition and application process* were how students were aware of the Erasmus+ exchange program, why and how they decided to participate in this program and the difficulties and problems students experienced during the application process. In the *overseas process* section, the findings about the difficulties experienced by the students during their stay abroad and the opportunities students were provided were presented in detail. The topics presented in the *contribution, expectation and suggestion* section are how the Erasmus+ exchange program contributes to the students in academic and social

dimensions, what are the general expectations of the students about the program and the suggestions for the students who want to participate in this program.

Figure 1.

Themes of Students' Experience in the Erasmus+ Exchange Program



Information Acquisition and Application Process

When the channels of students participating in the Erasmus+ exchange program to obtain information about this program were examined, it was seen that the students - learned about this program through the Internet and social media by starting to research with a sense of curiosity. In addition, the students stated that they were aware of the Erasmus+ exchange program, especially with the billboard announcements and posters they frequently encountered during the application period, the advice of the faculty members and the information they obtained from their peers who participated in the Erasmus+ exchange program before. At this point, some students' direct statements are as follows:

I have become aware of the program with my own search. P1; I learned it from posters on billboards and from friends who have gone before. P2; I became aware of the Erasmus exchange program, first thanks to my internet search and then the advice and words of my faculty members. P4; I learned from my friends who participated in the Erasmus program before. P6; I discovered Erasmus as a result of looking at programs such as Double Major, Erasmus and Mevlana on the website. P10.

University students have stated that they want to participate in the Erasmus+ exchange program for many different reasons. The main reason is that students who express that they are open to innovation want to gain experience abroad with a sense of curiosity. The university students who think that they can develop themselves socially and academically abroad stated that they applied to this exchange program for various purposes, such as learning a new foreign language or improving their foreign

language, making new friends, getting to know different cultures, and making historical and touristic trips. At this point, some students' direct statements are as follows:

... I decided to participate in the program due to the contribution of learning a language by getting to know a culture both in my education and social life. P1; ... with my curiosity about the lives of different cultures and my desire to live abroad, I decided to participate in Erasmus. P2; I decided to apply to this program in which I thought I could improve myself in different ways. P7; I decided to join the Erasmus Student Exchange Program to improve my English. P8.

Some of the students who applied to participate in the program and were eligible to participate stated that they did not have too much difficulty during the application process with the assistance of the Erasmus+ Coordinatorship. However, some students stated that they faced various difficulties. According to the students, the most important difficulties they faced were due to the long and difficult application period. If the Erasmus+ Coordinatorships had not provided the necessary assistance and act irrelevant during the application process, observed that students would have had several difficulties, such as taking a visa, preparing the course protocol, preparing the necessary documents on time and communicating with the other university. At this point, some students' direct statements are as follows:

... our inexperience and lack of knowledge caused me a lot of panic and expense, as we handle (almost) all correspondence with the school ourselves. P2; The procedures after it became clear that I won Erasmus were quite time-consuming and tiring. P3; It was taking a long time to get in touch with the school we were going to attend due to the intensity and details while preparing the documents. P6; The paper chase took an incredibly long time; a constant rush and you just have to do everything yourself. P11; I could not get the necessary documents from the university in Poland, I could not prepare my documents for a long time, so my transactions were delayed, we did not even get a list of which courses the department teaches. P12

Overseas Process

The difficulties experienced by students going abroad within the scope of the Erasmus+ exchange program have been addressed in social, academic and accommodation - transportation dimensions. When the social difficulties experienced by the students were examined, they stated that they were alone, especially in the first months and they had difficulty in making friends due to their lack of foreign language. In addition, the students stated that they had difficulties due to cultural (e.g., lifestyle, religion and traditions) differences and even this difficulty reached the dimension of social exclusion and racism in some cases. Two of the students who talked about such difficulties are those who went to Poland and the others to Italy, France, Portugal, Czech Republic and Hungary. Apart from these difficulties, the findings revealed that students did not have any difficulties in accommodation and transportation. At this point, some students' direct statements are as follows:

Italians do not want to be friends with strangers; they are limited to greeting and asking for well. P1; Sometimes I had difficulty in getting along with some of my friends who don't speak languages... P4; I had some difficulties due to the cultural and behavioral differences gap

between. P5; I was insulted 3 times in the market by a person because we are Muslim. For this reason, I went to the market for a while in a hesitating way. P6; Because the city I went to was small and the number of Turks was high, there was an obvious Turkish racism. P8; ... I was exposed to people's bad glances... in short, the biggest problem a Turkish Erasmus student can experience in Poland is racism. P12; ...You just miss the food. P14

Considering the academic difficulties experienced by students at their universities abroad, it was clearly seen that the main difficulties stemmed from the lack of foreign languages. It became challenging for students who found themselves insufficient in foreign languages to follow the lessons and they were not successful in the exams. In addition, some students experienced problems due to the difference between the curriculum in Turkey and abroad. The fact that the faculty members in some universities abroad did not provide academic convenience to the students who came under the Erasmus+ exchange program showed that they triggered problems. At this point, some students' direct statements are as follows:

The school not only did not require Italian language proficiency but when we got there, it insulted us because we did not speak Italian. Our Learning Agreement forms are not signed. The school's Erasmus coordinator gave us a lot of problems. P1; Since I am enrolled in the linguistics department there, some courses seemed quite unfamiliar to me and there were courses that I could not pass. P5; As the lessons, there were irrelevant to our course in Turkey, at first, I had a hard time adapting. P6; The faculty members there did not show much tolerance. P7

When the opportunities offered to students participating in the exchange program were examined, it was stated by the students that some universities abroad organize social-cultural activities for students coming within the scope of Erasmus+, Coordinatorships helped and provided support in many issues, and students were provided with scholarships and accommodation opportunities. At this point, some students' direct statements are as follows:

Social-cultural activities for Erasmus students were organized by the Technical University of Ostrava (VSB-TUO) with facilities and utilities. P2; The opportunities offered by our Erasmus school were the activities and trips it organized. P6; There are many events at my university in Poland and we were definitely asked to attend. P11; ... just as there are in Turkey in the dorms, dorm opportunity was presented and most importantly the financial means. Grants are very beneficial financially. P13

Contribution, Expectation and Suggestion

The contributions of the Erasmus+ exchange program on students were examined in two dimensions: socially and academically. In the social dimension, it was clearly seen that it had many contributions to students. First of all, the students stated that their self-confidence increased with the experience of living alone in another country. This has also supported their entrepreneurial and extrovert character. The students who lived abroad for a certain period of time made new friendships, made historical and touristic trips, and had the opportunity to get to know different cultures. This situation caused important changes in their perspective on life and the future. The students stated that

they had a broad perspective and that living with people with individual differences broadened their horizons. At this point, some students' direct statements are as follows:

My view of life changed after my return. Even though religions, languages, nations are different among people, I saw that it is possible to share, laugh and have fun together. This experience is priceless. P1; The friendships and experiences I gained during Erasmus expanded my perspective towards social life and my expectations from the moment I returned to the country. P2; We had the opportunity to gain an external identity, make friends and get to know different lives and cultures. P6; Now, I believe that I can travel the world alone and meet many people. It is also a very good program in terms of seeing different languages, people and cultures. P7; I've met different people in at least ten countries whom I can easily call and ask for help and be a guest or I can guest in Turkey. P8; In addition to being a more positive person, it enabled me to have a more sociable and confident character. P10; ... the biggest contribution was I improved my language, made many friends, visited 11 countries in total. P12; Most importantly, I realized that the inaccessible places were actually within a plane distance. P13

When the academic contributions of the exchange program on students are examined, it is easier for students who learn a new foreign language or develop a foreign language to access foreign resources. In addition, it was determined that students in a different education system and the environment started to look at the future and their careers from a different perspective as their academic awareness increased. Besides, students who met with different academicians in their fields and took courses had the opportunity to follow the recent developments in their fields. At this point, some students' direct statements are as follows:

I am planning a graduate education in Italy and I think it will contribute. P1; Since my English has improved, I have the opportunity to get and perceive academic publications and information from primary sources by speaking and reading more fluently. P2; I have improved my language quite academically. P4; Having master's and doctorate degrees and motivating me by opening up the horizon that these can be done abroad ... P5; It changed my academic perspective as I took courses on international subjects. P9

When the students participating in the Erasmus+ exchange program were asked for their advice to their peers who wanted to participate in this program, they advised their peers to conduct research on the country and university they would go to and go abroad with sufficient knowledge. The students recommended that they went to their peers with language training in advance not to have any language difficulties, live life fully in the countries they go to, and participate in all kinds of social activities. They also encourage the peers to decide to participate without hesitation in this program, which is seen as a good experience. At this point, some students' direct statements are as follows:

They should not miss this opportunity offered by the university. P3; Do not hesitate to go, they will not regret it... before they go, they can do a little research about the university and city they will go to. ... Let them benefit from social trips and enjoy Erasmus as much as possible. P4; ... I suggest them get detailed information about the place to stay before they go, travel a lot and make foreign friends. P6; Improving themselves in terms of language before they go will enable them to benefit from the program better and contribute to them to communicate more easily and benefit from the lessons. P9; I recommend them to save some money before you go. When he is gone, everything will be better than he expected. P14

Discussion and Conclusion

The Erasmus exchange program, initiated by the European Commission in 1987, has played a crucial role in popularizing short-term student mobility in Europe, and since 2007, decisions have been taken to further expand this support program (Rivza & Teichler, 2007). Undoubtedly, the Erasmus+ exchange program contributes to the development of students socially and academically. At this point, the decisions to be taken and the policies to be implemented by the authorized bodies play a role in increasing the effectiveness and efficiency of the program. This study aimed to reveal the experiences of the students in the program process in line with the opinions of the students who gained experience with the program. For this purpose, data were collected from 14 students participating in the program using open-ended interview forms. The collected data were coded with content analysis and the determined codes were discussed under three salient themes: *Information acquisition and application process; overseas process; contribution, expectation and suggestion*. In this section, the results of the research are interpreted and suggestions are made for a healthier execution of the program.

This research reveals the positive and negative opinions of the students who go abroad within the scope of the Erasmus+ exchange program about the program. A quantitative study conducted within Hacettepe University on the Erasmus+ exchange program in Turkey shows that the expectations of most of the students participating in the program concerning social life, academic life and student support services are met. However, the expectations are not sufficient in some services (Yagci et al., 2007). The results of this research, which are handled with a qualitative approach, are thought to offer a new perspective to students who want to participate in the Erasmus+ exchange program. It is expected to assist candidate students in eliminating the question marks in their minds. In addition, it should not be overlooked that the research provides useful information to university administrations and Erasmus+ Coordinatorships. It is predicted that the suggestions in the research contribute to minimizing the problems faced by the students.

In this research, it is seen that university students are aware of the Erasmus+ exchange program in various ways. A study conducted on the awareness of undergraduate students about the Erasmus program revealed that approximately 77% of the undergraduate students participating in the study had insufficient knowledge about the Erasmus+ exchange program (Saban et al., 2019). To provide more information about the Erasmus+ exchange program and reach more students, it is recommended that the Erasmus Coordinatorships organize an orientation for the new university students about the Erasmus+ exchange program and to introduce students to this program earlier. This suggestion can maximize the interest and participation in Erasmus. In other words, promoting exchange programs to new university students can increase their awareness. Taşkaya, Unal, and Akbasli (2010) recommend that university administrations provide the students participating in the program with environments where they can share their experiences with other peers. This suggestion could be a new source of motivation for students considering attending the program. In this direction, activities such as

seminars, conferences and panels can be organized by the Coordination Offices of Foreign Relations within the university. Similarly, Dinçer, Aslan and Bayraktar (2017) recommend that students should be encouraged to show interest in the program, especially for successful students, and organize promotional activities where the effects of the program are revealed and experiences are shared.

As a result of this study, the motivation factors for the students to participate in the program are the sense of curiosity, the desire to experience abroad, the desire to develop socially and academically, the desire to learn a new foreign language or develop a foreign language, make new friends, get to know different cultures, take historical and touristic trips. Adanir and Sesam (2019) state that students participate in the program to get to know different cultures and improve their foreign language skills. The students participated in Aktan and Sari's (2010) study have stated that the experiences they gained from the program enabled them to have more self-confidence, have an intercultural perspective and that it is beneficial to develop their horizons. As a result of a study examining students' Erasmus+ experiences through digital stories, it has been revealed that the program is a process in which students discover new levels, experience different cultures, meet different people and confront themselves (Kabakçı & Şimşek, 2015). Similarly, Ersoy (2013) states that students participating in the Erasmus+ program have increased cultural awareness and that the program plays a positive role in overcoming their prejudices against cultures. Besides, Ozdem (2013) states that the Erasmus+ program contributes positively to the cultural exchange process as it provides students with the opportunity to meet different cultures. Considering the prominent contributions of the program in social, cultural and academic dimensions, it is important to encourage students to participate in the program. In addition, it is emphasized that the Erasmus+ exchange program is important that Turkey's historical, social, cultural and scientific opportunities are introduced by the students participating in the program (Paksoy, Paksoy & Ozcalici, 2012).

It is also seen in the study that students participating in the Erasmus+ exchange program have difficulties in social and cultural dimensions. While some of these difficulties arise from the students' own characteristics, it is seen that some of them arise from their environment. In another study (Acikgoz, Catikoglu, Hephep, & Karaca, 2020), it was revealed that the problems experienced within the scope of Erasmus+ are experienced in the dimensions of economic, communication, cultural, prejudice, transportation and nutrition. It is important for students who are considering participating in the program to have prior knowledge on these issues in achieving the program's purpose.

In general, it is seen that the students participating in the Erasmus+ exchange program leave this experience with satisfaction. Besides, there are some negativity faced by some students. Some of these negativities occur during the application process and some during their stay abroad. To prevent these negative experiences, Erasmus Coordinatorships in both countries should hold large-scale meetings with students and inform students about the country and university they will go to. In addition, the student's home university should be in constant contact with students abroad.

The research results show that Erasmus+ exchange program has an important role in students' lives and has positive effects on their social and academic lives. In addition to gaining new cultural experiences, the development of academic awareness has pleased the students. This result is expected to create a new world of thought for students who are hesitant to participate in the program.

This research reveals the views of 14 participants with Erasmus+ experience in seven different countries. In this respect, obtaining general views about the Erasmus+ program causes the limitation of this study. It is recommended for future studies that purposeful samples may include participants from specific countries. Thus, the views of students with experience in different countries can be compared or more detailed information about Erasmus+ life in a country can be obtained.

References

- Acikgoz, E., Catikoglu, E., Hephep, G., & Karaca, O. (2020). Erasmus programina katilan ogrencilerin yasadiklari sorunlar ve cozum onerileri: Karabuk universitesi ornegi. *Journal of Humanities and Tourism Research*, 10(1), 161-181.
- Adanir, Y., & Susam, E. (2019). Yuksekogretim ogrencilerinin Erasmus+ programi hakkindaki gorusleri (Mus Alparslan Universitesi ornegi). *Journal of History School*, 43, 1584-1612.
- Adiguzel, I. B. (2013). *Erasmus programina katilan genclerin Turkiye'deki ve gittikleri ulkelerdeki genclere ve genclik hizmetlerine iliskin gorusleri*. Unpublished Master's Thesis, Hacettepe University, Institute of Social Sciences, Ankara.
- Aktan, E., & Sari, B. (2010). An inquiry on application process of EU Erasmus Programme & students' views regarding Erasmus programme of student exchange. *European Perspectives on Internationalization*, (Exedra Special Issue), 239-268.
- Boyaci, A. (2011). Erasmus degisim programi ogrencilerinin geldikleri ve Turkiye'de ogrenim gordukleri universitedeki sinif yonetimine iliskin karsilastirmali gorusleri (Anadolu Universitesi Ornegi). *Egitim ve Bilim*, 36(159), 270-282.
- Buyukozturk, S., Cakmak, E. K., Akgun, O. E., Karadeniz, S., & Demirel, F. (2017). *Bilimsel arastirma yontemleri*. Ankara: Pegem Akademi Publishing.
- Cepni O., Aydin F., & Kilinc A. C., (2018). Erasmus programina katilan ogrencilerin yasadiklari sorunlar ve cozum onerileri: Fenomenolojik bir arastirma. *Yuksekogretim ve Bilim Dergisi/Journal of Higher Education and Science*, 8(3), 436-450. <https://doi.org/10.5961/jhes.2018.285>
- Demir, A., & Demir, S. (2009). Erasmus programinin kulturlerarası diyalog ve etkilesim acisinden degerlendirilmesi (ogretmen adaylariyla nitel bir calisma). *Uluslararası Sosyal Arastirmalar Dergisi*, 2(9), 95-105.
- Dincer, Ç., Aslan, B., & Bayraktar, A. (2017). Ankara Universitesi Erasmus koordinatorlerinin Erasmus programina iliskin gorusleri. *Ankara Universitesi Egitim Bilimleri Fakultesi Dergisi*, 50(2), 201-225.
- Duman, S. N. (2020). Erasmus programına katılan öğretmen adaylarının deneyimleri. *Kırıkkale Üniversitesi Sosyal Bilimler Dergisi*, 10(2), 239-256.
- Ersoy, A. (2013). Turkish teacher candidates' challenges regarding cross-cultural experiences: Case of erasmus exchange program. *Education and Science*, 38(168), 154-166.
- Ersoy, A. F. (2017). Fenomenoloji. A. Saban ve A. Ersoy (Eds.) *Eğitimde nitel araştırma desenleri* (2. Edition). Ankara: Anı Publishing.
- Fraenkel, J. R., & Wallen, N. E. (2009). *How to design and evaluate research in education* (7. Edition). McGraw-Hill.
- González, C. R., Mesanza, R. B., & Mariel, P. (2011). The determinants of international student mobility flows: an empirical study on the Erasmus programme. *Higher Education*, 62(4), 413-430.
- Jacobone, V. & Moro, G. (2015) Evaluating the impact of the Erasmus programme: skills and European identity. *Assessment & Evaluation in Higher Education*, 40(2), 309-328, DOI: 10.1080/02602938.2014.909005
- Kabakçı, G. Z., & Simsek, B. (2015). Kulturler arasında gocmen haller "Erasmus maceram" digital hikayeler. *Hacettepe Universitesi İletisim Fakultesi Kulturel Çalışmalar Dergisi*, 2(1), 153-185.
- Kasalak, G. (2013). Ogretim elemanlarının Erasmus personel ders verme hareketliliğine iliskin gorusleri: Akdeniz Universitesi ornegi. *Yuksekogretim ve Bilim Dergisi*, 3(2),133-141.
- Kayalar, F. (2015). Views of teaching staff joining international educational programmes upon globalization and internationalization. International Academic Conference on Teaching, Learning and E-learning in Vienna 2015 (IAC-TLEI 2015 in Vienna) (s. 177-186). Czech Institute of Academic Education, Viyana, Austria.
- Kis, A., & Konan, N. (2012). İnönü Universitesi ogretim elemanlarının AB egitim programlarından Erasmus'a iliskin bilgi ve gorusleri. *Ankara Avrupa Calismalari Dergisi*, 11(1), 41-60.

- Marcotte, C., J. Desroches, & I. Poupart. 2007. Preparing internationally minded business graduates: the role of international mobility programs. *International Journal of Intercultural Relations* 31: 655-668.
- Merriam, S. B. (2013). *Nitel araştırma desen ve uygulama için bir rehber* (S. Turan, Çev.) Ankara: Nobel Publishing.
- Miles, M., & Huberman, A. M. (1994). *Qualitative data analysis*. London: SAGE.
- Mitchell, K. (2012). Student mobility and European identity: Erasmus study as a civic experience?. *Journal of Contemporary European Research*. 8 (4), pp. 490-518
- Ortas, I. (2008). Türkiye için ulusal bir Erasmus programı gerekli mi? *Degerlendirme, Tartisma ve Cevap Yazilari*, 249-254.
- Onder, R. K., & Balci, A. (2010). Erasmus öğrenci öğrenim hareketliliği programının 2007 yılında programdan yararlanan Türk öğrenciler üzerindeki etkileri. *Ankara Avrupa Çalışmaları Dergisi*, 9(2), 93-116.
- Ozdem, G. (2013). Yükseköğretim kurumlarında Erasmus programının değerlendirilmesi (Giresun Üniversitesi örneği). *Education Administration: Theory and Practice*, 1(19), 61-98.
- Ozkan, A., & Mutdoğan, S. (2018). Erasmus Programı'nın tasarım öğrencilerinin yaşam ve eğitimlerine katkısı. *The Turkish Online Journal of Design, Art and Communication TOJDAC*, 8(2), 153-165
- Paksoy, H. M., Paksoy, S., & Ozcalici, M. (2012). Türkiye'de yüksek öğrenim gören yabancı uyruklu öğrencilerin sosyal sorunları: GAP bölgesi üniversiteleri örneği. *Kahramanmaraş Sutcu Imam Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 2(2), 85-94.
- Rivza, B. & Teichler, U. (2007). The changing role of student mobility. *Higher Education Policy*, 20(4), 457-475.
- Saban, A., Cenberci, S., & Cenberci, E. (2019). Lisans öğrencilerinin Erasmus öğrenci öğrenim hareketliliği programı'na ilişkin farkındalıkları ve tutumları. *Electronic Journal of Social Sciences*, 18(69), 438-453. doi: 10.17755/esosder.362659
- Saglam, M., Ozudogru, F., & Ciray, F. (2011). Avrupa Birliği eğitim politikaları ve Türk Eğitim Sistemi'ne etkileri. *Yuzuncu Yil Universitesi Egitim Fakültesi Dergisi*, 8(1), 87-109.
- Saritas, E. (2011). *Avrupa Birliği Erasmus programına katılan Türk ve yabancı öğrencilerin programla ilgili görüşlerinin karilastirilmesi*. Unpublished Master's Thesis, Uludag University, Institute of Educational Sciences, Bursa.
- Sigalas, E. (2009). *Does ERASMUS Student Mobility promote a European Identity?* (No. p0036). University of Hamburg, Faculty for Economics and Social Sciences, Department of Social Sciences, Institute of Political Science.
- Taskaya, S. M., Unal, E., & Akbasli, S. (2010). Sınıf öğretmeni adaylarının Avrupa Birliği'ne ilişkin tutumları. *Education Sciences*, 5(4), 1846-1860
- Teichler, U. (1996). Student mobility in the framework of ERASMUS: Findings of an evaluation study. *European Journal of Education*, 31(2), 153-179.
- Usta, M. E., Demirtas, Z., & Demir, M. S. (2013). Yurtdisina gitmis eğitimcilerin küreselmeye ilişkin görüşleri. *Yuzuncu Yil Universitesi Egitim Fakültesi Dergisi* 10(1), 227-247.
- Unal, M. (2016). Öğretim elemanı ve öğrencilerin AB Erasmus+ programını algilama durumlarının incelenmesi. *Kirsehir Egitim Fakültesi Dergisi*, 17(3), 581-598.
- Vossensteyn, H., Beerkens, M., Cremonini, L., Besançon, B., Focken, N., Leurs, B., & de Wit, H. (2010). *Improving the participation in the ERASMUS programme Study requested by the European Parliament's Committee on Culture and Education* (Vol. 20). IP/B/CULT/IC/2009-053, PE 438.603.
- Yagci, E., Cetin, S., & Turhan, B. (2013). Erasmus programı ile Türkiye'ye gelen öğrencilerin karşılaştıkları akademik güçlükler. *Hacettepe Üniversitesi Egitim Fakültesi Dergisi*, 44(44), 341-350.
- Yagci, E., Ekinçi, C. E., Burgaz, B., Kelecioğlu, H., & Ergene, T. (2007). Yurtdisina giden Hacettepe Üniversitesi Erasmus Öğrencilerinin memnuniyet düzeyleri. *Hacettepe Üniversitesi Egitim Fakültesi Dergisi*, 33, 229-239.
- Yildirim, A., & Simsek, H. (2018). *Sosyal bilimlerde nitel araştırma yöntemleri*. (11. Baskı). Ankara: Seckin Publishing.

CoHE. (2017). *Bologna süreci nedir?* <http://www.yok.gov.tr/web/uluslararasi-iliskiler/bologna-sureci-nedir> Date accessed: 25.10.2017

Authors

Contact

Mehmet KUCUKCENE
Educational Administration, Higher Education.

Res. Assist. Mehmet KUCUKCENE,
Kırıkkale University Faculty of Education,
Department of Educational Sciences 71450
Yahşihan / KIRIKKALE
e-mail: mehmetkcene@hotmail.com

Sait AKBASLI
Educational Administration, Leadership,
Teacher Training, Higher Education.

Prof. Dr. Sait Akbasli,
Hacettepe University, Beytepe Campus,
Department of Educational Sciences 06800
Çankaya / ANKARA
e-mail: sakbasli@gmail.com

Teachers' Noise Sensitivity and Efforts to Prevent Noise Pollution in School*

Nermin BULUNUZ**
Berna COSKUN ONAN***
Mizrap BULUNUZ****

To cite this article:

Bulunuz, N., Coskun Onan, B., & Bulunuz, M. (2021). Teachers' noise sensitivity and efforts to prevent noise pollution in school. *Journal of Qualitative Research in Education*, 26, 171-197.
doi: 10.14689/enad.26.8

Abstract: The noise phenomenon at school is one of the factors that may negatively affect school climate. **Purpose** In this study, the noise sensitivity and coping efforts of classroom teachers who intensely experienced noise phenomenon in their school were determined using basic qualitative research. **Method** Semi-structured interviews were conducted with the teachers selected for the study group. The collected data were analyzed using thematic analysis. **Findings** showed that loud noise at school might lead to hypersensitivity in teachers, migraine and prolonged severe headache, difficulty in communicating, tinnitus, difficulty in focusing on lessons, adverse effects on communication and interaction within the family, excessive tiredness and getting distracted, and a reduced tolerance limit, as well as feeling tired and angry. The findings suggest that teachers are in search of a quiet environment to get away from the noise in the school. They reluctantly try to get used to the noise, and they think of retiring early from the profession. It was understood that teachers acted in various ways to cope with the noise, such as verbally warning noisy students, plugging their ears, closing the door/windows, and going out to the schoolyard to get away from the noise inside the building. **Implications** the teachers suggested improving the acoustics of the school, using visual stimuli with lights instead of bell sounds, raising the awareness of parents about noise and arranging the schoolyard in such a way that students can release their energies without causing noise.

Keywords: Noise in school, teachers, sensitivity to noise, physiological and psychological effects of noise

Article Info

Received: 20 Apr. 2020
Revised: 24 Jan. 2021
Accepted: 04 Mar. 2021

© 2021 ANI Publishing. All rights reserved.

* The article has been produced from a scientific project titled "Okulda gürültü kirliliği nedenleri etkileri ve kontrol edilmesi [Noise pollution in school: causes, effects and its control]", numbered 114K738 and supported by TUBITAK. The data related with this paper were presented as a proceeding in Vth International Eurasian Educational Research Congress EJER2018 (2-5 May) by one of these authors and published as an abstract in conference proceedings book.

** Correspondence: Bursa Uludağ University, Turkey, nbulunuz@uludag.edu.tr

*** Bursa Uludağ University, Turkey, onanberna@uludag.edu.tr

**** Bursa Uludağ University, Turkey, mizrap@uludag.edu.tr

Declaration of Conflicts of Interests: None

Introduction

Sound is a type of energy composed of mechanical vibration waves. Air in an environment is necessary for the sound to reach and be perceived by the listener or speaker. All subjects related to sound, such as the measurement, separation and calculation of unwanted sounds, are within the scope of acoustics (Kurra, 2009). The human history of sound goes back to antiquity. In Greek, acoustic means hearing. Noise is defined in various ways in the literature. For example, while Özülu (1991) defines noise as "polluted sound", Kurra (2009) defines noise as a randomly structured, incompatible, high-level and disturbing complex sound ensemble. Noise is insidious pollution that is invisible to the eye, does not pollute the air, water and soil, but eventually, its effects start showing. Because of this feature, it can easily lead to learned helplessness in humans (Cohen, Evans, Krantz, & Stokols, 1980; Hiroto, 1974). Thus, developed societies that have realized the destructive effect of noise now define noise as "unsustainable pollution" (Henny, 2014). It has been known for a long time that noise, which is a special type out of many sounds that exist in human life, negatively affects human health. At the beginning of the 19th century, Nobel Prize-winning scientist Robert Koch said that people will fight against noise like cholera or plague in the future. Koch likened the noise to epidemic diseases with no cure, defined it as an environmental pollutant and emphasized that noise should be controlled concerning human and public health (Kurra, 2009). Making great progress on measures against noise in Turkey is the goal. For example, with the Ministry of Environment and Urbanization [MoEU] making acoustic insulation mandatory in all buildings in 2017, the acceptable background noise was determined as 39dB for a school with the lowest class C acoustic performance. However, almost all of the schools consist of old buildings lacking acoustic design and equipment. There is a need to solve the problems arising from the acoustics of such buildings and to spread the new noise regulation to society through education (Kurra, 2009). For this, the awareness of the society should be raised by considering noise as a social and environmental problem. Undoubtedly, it is up to the schools and teachers to raise the awareness of society.

In the last 10 years, studies have been conducted with teachers on the level of noise at school, noise sources and the degree of disturbance from noise (Akar, Tantekin-Erden, Tor, & Sahin, 2010; Aydin, 2004; Guremen, 2012; Sezer-Senkal, 2015; Tezcan & Demir, 2006). The results show that teachers are very disturbed by the noise in the school building, noisy behavior is a major disciplinary problem, the current noise level is not suitable for efficient teaching, and teachers are dissatisfied with the interior sound of the building. For example, in a study that examined the noise caused by the behavior of primary school students at schools in Turkey, it was identified that "yelling" and "unauthorized conversations" are frequently encountered types of behaviour (Turnuklu & Galton, 2001). In another study on the sources of noise at school, teachers ranked first (67%) students talking to each other, second (22%) certain sounds like pulling a table/chair, third (5.83%) visual and hearing aids and equipment sounds and in the fourth and fifth place, equally the sounds of the ventilation and lighting fixtures (1.94%) as the main sources of noise in the classroom (Guremen,

2012). In addition, in the same study, teachers stated that the classrooms were not suitable for the auditory comfort conditions required for educational activities and that they were uncomfortable with the noisy environment they were exposed to. Can and Ermeydan (2017) researched how teachers spend their time at school. Their findings showed that teachers spend a large part of their time silencing students' unnecessary speech, reducing classroom noise and preventing discipline problems. This is a bigger obstacle for quality teaching than educational programs, educational policies and inadequate equipment. Unless a suitable learning environment is provided, even the world's best education curriculum and the most suitable equipment will not be effective.

Noise is such a major problem at school that it arises even in research in which the main purpose is not even to study noise. For example, in a study aimed to determine the needs of teachers working in primary schools regarding classroom management, students' making noise is one of the leading and undesirable behaviors that disrupt the flow of the course. Teachers emphasized that the problem is seen at all levels of education from kindergarten to high school. In another study in which high school chemistry teachers' views on classroom discipline were investigated, it was found that teachers attributed the noise in the classroom to reasons, such as "difficulty in attracting the student's attention to the lesson," "tolerance towards students" and "revealing repressed feelings at the student's home" (Tezcan & Demir, 2006). In studies in which collaborative and constructivist learning approaches were applied, the findings showed that the biggest difficulty was the noise made by students during the activities (Bilgin, Aktas, & Cetin, 2014; Yildirim & Donmez, 2008).

Starting from the learning environments, improving the school climate will contribute to the creation of positive school culture. As a result, there is a consensus that it will contribute positively to students' development and increase their academic success. In this context, it is crucial that physical spaces where communication and interaction between students, teachers, administrators and employees take place and where the curriculum is implemented have a suitable climate. There are many studies that reveal, with quantitative data, that the noise phenomenon is one of the main factors affecting the school climate. These studies show that the noise level in the school is quite high (Grebennikov, 2007; Jaramillo, 2014; Jaramillo, Ermann, & Miller, 2013; Lindstrom, Waye, Södersten, McAllister & Ternström, 2011). While some of these studies relate noise to types of mechanical systems in schools, other studies have examined teachers' perspectives on noise and noise sources in the classroom. In Jaramillo's 2014 study, teachers expressed the view that they would be more likely to concentrate on disturbing noise generated by other children in adjacent corridors rather than mechanical system noises. In another study conducted by Jaramillo et al. (2013), teachers blamed other students in corridors and adjacent classrooms for noise, rather than fixed sources, such as mechanical equipment, as a source of the disturbing noise, and emphasized that this situation decreases the achievement of students. Grebennikov (2007), aiming to reveal preschool teachers' exposure to noise in the classroom, found that the level of noise a teacher is exposed to was well above the health and safety legislation limit. In the same study, it was pointed out that there was a high level of noise in the building

when there are many students in closed areas when students started to play physical games or get bored, and during music lessons. It is believed that further research into noise in school environments is critical to understand both the scope of the problem and possible solutions.

In learning environments, noise may affect teachers in many ways. There are many studies in the literature to investigate how teachers are physically and psychologically affected by school noise (Grebennikov & Wiggins, 2006; Kristiansen, Lund, Nielsen, Persson, & Shibuya, 2011; Poulou & Norwich, 2010; Sargent, Gidman, Humphreys, & Utley, 1980). In a study examining its' psychological effects on preschool teachers, it was found that 40% of the participants were exposed to noise way above the maximum level on a daily basis, 50 dB (A) required by the Australian Occupational Health and Safety (OH&S) standard (Grebennikov & Wiggins, 2006). It was stated that this level of noise causes occupational stress and difficulties in interpersonal relationships. Kristiansen et al. (2011) found that there was a relationship between reverberation time in the classroom and feeling disturbed by noise. In addition, in the same study, noise disturbance was associated with the teacher's professional experience and the low age of the children. In another study conducted with Greek teachers, Poulou and Norwich (2010) examined teachers' perceptions of students' emotional and behavioral difficulties within the framework of "violence and prevalence." As a result of this, it was emphasized that one of the student behaviors that teachers had difficulty within the classroom was unauthorized speech and noise.

In addition to the studies abroad, there are national studies that reveal the noise originating from the physical environment, as well as studies that address the effects of noise in schools concerning its effects on stakeholders and the disruptions it creates in the teaching process. Regarding this, there are many studies showing numerical explanations of noise based on measurements. These studies were conducted on the basis of the physical conditions and usage conditions of the schools as the public places collectively shared by the people there. For example, in a study evaluating indoor and outdoor noise conditions in primary schools in Amasya, the average outdoor noise level of schools was found between 54-77 dB (A) and the average indoor noise level was between 67-74 dB (A) (Guremen, 2012). In another study, it was determined that the indoor noise level reached the range of 80.25-84.50 dB (A) during break time (Özbiçakçı, Çapık, Gördes, Ersin, & Kıssal, 2012). In another study (Tamer-Bayazit, Kucukciftci, & San, 2011) in which noise disturbance in primary schools was examined based on field studies, the average indoor noise level during lessons and breaks was 72.48 dB (A) and 87.04 dB (A), respectively. In another study in which indoor noise levels were determined according to the occupancy of the schools in a city center, the noise levels were between 47-72 dB (A) in the garden when the spaces were empty and 42-67 dB (A) when the corridor was empty. Noise levels were between 63-87 dBA in the garden when the spaces were full and 69-93 dBA when the corridor was full (Sahin, Senol, & Ogel, 2016). Similarly, Find (2014) found that the indoor noise level varied between 90.4 dB (A) and 60 dB (A) during recess, whether in private or public schools. Köse (2010), examining the indoor noise of

schools concerning the effects of the surrounding buildings, determined the level of noise exposed to schools around the airport as 63.27 dB (A) with the windows open and 54.3 dB (A) with the windows closed. In the same research, the outdoor noise level in the school garden was determined as 71.11 dB (A). Different studies conducted in this area show that although schools are defined as places sensitive to noise in the first degree in the noise regulations, the findings have revealed that the noise level of schools exceeds the upper limits of the regulations (31-35 dB (A)) (MEU, 2017).

Studies on noise and noise pollution in schools are grouped into five areas. These studies are: (1) studies in which teachers evaluate the effects of noise on teaching processes, (2) studies emphasizing the negative conditions created by noise pollution in learning environments, (3) studies addressing the negative effects of noise in the application of alternative teaching approaches, such as cooperative teaching techniques or constructivism, (4) quantitative studies that examine noise pollution at school in the context of classroom management strategies applied at different educational levels, such as pre-school, primary and high school. In addition to these, there are also studies examining noise sources in school buildings concerning quality and quantity, presenting the presence of noise in the numerical form with measurements and aiming to reveal the negative school climate. It is observed that people, such as teachers, who are constantly exposed to loud voices gain considerable sensitivity due to being exposed to loud noises from multiple sources, a sensitivity that turns into attitudes in their personal lives. In addition to the numerical expressions of the sound level that a person can withstand, this sensitivity situation turns into a phenomenon that needs to be examined in various dimensions when it becomes a phenomenon that is constantly exposed. However, to our knowledge, there has not been a qualitative study that addresses the definition and interpretation of the phenomenon of noise in the school climate by teachers, how teachers practice in noisy situations, how they behave, how they protect themselves and their students from the negative effects of noise, and what kind of suggestions they make for how they develop solutions to control the noise.

The problem of noise pollution, which is the subject of this study, is an issue that needs to be addressed with qualitative explanations in addition to numerical analysis. This research fills a gap created in this context by adding qualitative research conducted on the basis of the opinions and experiences of teachers, who are some of the stakeholders, to the issue of noise pollution in the school. It is thought that the research will add an in-depth dimension to the problem of noise pollution in school due to the variety of qualitative data it presents, and it will affect many areas, such as educational management, educational leadership, teacher training, classroom management, program development and design of teaching materials. The purpose of this study is to understand how the phenomenon of noise, which creates a negative climate in schools, affects teachers, is interpreted by teachers, and what efforts and suggestions teachers have for controlling noise. For this purpose, data were organized within the framework of the following five research questions:

1. How are teachers affected by noise pollution in schools?

2. How are teachers protected from noise pollution in schools?
3. How do teachers protect their students from noise pollution in schools?
4. What are the teachers' efforts to reduce noise pollution in schools?
5. What are the teachers' suggestions for reducing noise pollution in schools?

Method

Research Design

In this study, a qualitative research approach was adopted to give meaning and depth to the quantitative research and numerical analyzes conducted on noise pollution as a common problem in schools (Creswell, 2013). Basic qualitative research methods were employed. According to Merriam, in basic qualitative research, researchers focus on how people interpret their lives, how they construct their own worlds, and what meaning they add to their experiences (2013). This study focused on teachers who experienced the problem of noise pollution in schools. It started off with questions, such as: how teachers are affected by this problem, how they cope with this problem, what solutions they suggest to reduce the effects of this problem, and how they protect themselves and their students. This study attempted to understand how teachers structured their worlds in the noise environment.

Working Group

This study was conducted in a public primary school in downtown Bursa. To reveal how the phenomenon of noise at school was interpreted by teachers, a study group was formed using purposeful sampling (Patton, 2002). In the criterion sampling type, the researcher can adhere to predetermined criteria as required by the phenomenon he wants to investigate, as well as determine the "basic criteria that can reveal the relevant situation due to the nature of the research" (Yildirim & Simsek, 2018, p. 122). The criteria in this study are that teachers have received awareness training about noise pollution and implemented various practices through prepared activities. Accordingly, teachers from all grade levels in the same institution were selected from among the teachers who met these criteria. This research was structured to understand how these teachers make sense of the noise phenomenon in the institution and how they designed solutions for it.

Data Collection

The data collection process was performed in the 2016-2017 academic year. While planning the data collection process, the aim was to make sense of the experiences, opinions, and suggestions of eight classroom teachers regarding the noise

phenomenon in their in-school education environments as an educational phenomenon. For this purpose, meetings were held two consecutive times. In the first interviews, researchers used a structured form to enable teachers to express how they understood the terms sound and noise. In this form, participant teachers answered the questions: "What is sound?", "What is noise?", "How do you define the phenomenon of noise pollution?" and "What are the sources of noise in your school?"

In the next stage of the data collection process, second interviews were conducted with these teachers to provide a deeper understanding of how they experience the noise phenomenon. A semi-structured interview form was prepared to bring together teachers' views in a common formal structure. On the basis of this form, eight semi-structured interviews with an average of 30 minutes each were conducted. These interview recordings were later transcribed. While semi-structured interviews focus on the basic topics to be understood about the phenomenon to be investigated, they are also prepared in a way that allows the interviewer to convey his/her thoughts about the situations he/she experiences in the same phenomenon (Yıldırım & Şimşek, 2011). Semi-structured interviews were conducted in a way that allowed teachers to give examples and explanations from their experiences in the school environment and the attitudes they developed. The questions asked in these interviews were:

1. What do you feel when you hear the noise?
2. How does your exposure to too much noise at school affect you?
3. What do you do when you hear sounds that make you uncomfortable?
4. How do you protect yourself from noise at school?
5. How do you protect your students from noise at school?
6. What are you doing to reduce the noise level at school?
7. How do you usually react to students' noisy behavior during recess?
8. How do your colleagues generally react to students' noisy behavior during recess?
9. In your opinion, what can be done to reduce the noise at school?

Data Analysis

In the data analysis process of this research, two consecutive paths were followed. The process based on the analysis of the first interviews with the teachers was conducted through the responses of the structured interview forms to four questions, and the findings are presented in Table 1. Semi-structured interviews that provided second and in-depth data were analyzed by applying the process steps of the thematic analysis method explained by Creswell (2017). In this process, which started with the coding of data with an inductive approach, the processes of bringing together the codes related to each other and then separating them into higher dimensions (themes) were applied.

Accordingly, in the first stage of the analysis process, the data of the semi-structured interviews with the teachers were compiled into a single document and prepared for analysis, and the information outside the scope of the research was extracted by repeated reading. The data set, then ready for analysis, was coded over semantic units (the smallest significant units), and the first step was completed. The codes were then grouped into common categories. Finally, the categorical clusters were brought together as themes and presented in the findings as headings, illustrated by specifying the page with direct quotations.

Research Quality and Ethical Issues

Many methods are applied to increase the validity of qualitative research. The social context of the research was explained to ensure the sustainability and usefulness of the research: detailed descriptions and direct quotations were included in the findings, and thematic analysis steps were explained without coding. These procedures were applied to the suggestions of Miles and Huberman (2015). For the replicability of the research, the structuring of the data collection tool, data collection process and data analysis steps are explained. In accordance with ethical rules in qualitative research, necessary permissions and research findings of the study group were shared with the working group, and they were informed that code names would be used in the publications, thus supporting confidentiality.

Findings

In this study, an in-depth data collection process was followed with teachers, who were among those who experienced noise phenomena in schools. The analysis was completed on the basis of interview data, which was the primary data source in the basic qualitative research. The first of these interviews asked the questions "What is sound?", "What is noise?", "How do you define the phenomenon of noise pollution?" and "What are the sources of noise in your school?" Table 1 includes the the teachers' opinions in the study group about the questions on class levels, sound, and noise.

Table 1.

Opinions of Teachers in the Study Group on Sound and Noise

Teacher	What's a sound?	What's noise?	What's noise pollution?	What are the noise sources in your school?
Aylin 2/H	Same thing as noise	Mixed sounds	Intense sounds together	Traffic sounds, bell sounds but mostly sounds of other people

Asli 1/F	It travels as waves	Erratic sounds	The same thing as noise	We tend to make more noise than the students as teachers.
Figen 2/G	It travels as waves	High frequency sounds that negatively affects our health	Noise coming from lots of sources	Sounds of children and the loud talking habit of teachers
Mehmet 3/A	Sound allows communication to happen	It makes people uncomfortable	It drives people crazy	Lack of teachers on duty in the hallways
Feride 1/İ	Sound is a type of vibration.	All sounds that are discomfoting	Loud noises	Everything that's alive
Ozgen 2/F	We give examples from nature	It's bad for our health and hinders our workflow	Sounds that travel everywhere	Trash trucks and peddlers coming to the school
Simge 4/F	What are we hearing?	Distracting	It distracts us from the work we're doing	Students screaming along with the bell ringing
Dilek 4/F	The vibrations in our ears	Discomfoting sounds	Nearly the same thing as noise	The screaming and shouting of children

The themes, categories, and codes obtained from the semi-structured interviews conducted in the second stage of the data collection process are explained in the figures below. Teachers' responses seen in the literature are presented in Figure 1 over three main themes conceptualized as (1) "problems" experienced by teachers regarding noise, (2) "practices and behaviors of teachers in noisy environments" and (3) "suggestions" for solutions to noise pollution by teachers.

Figure 1.

Themes

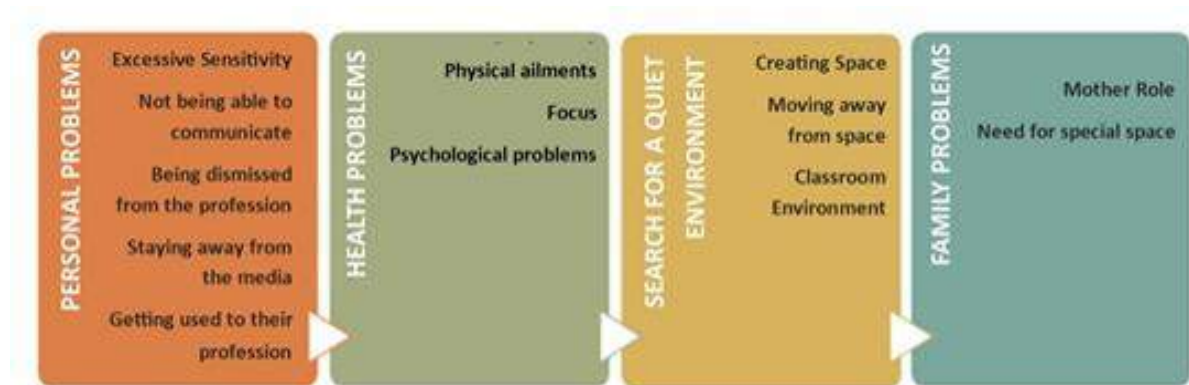


Problems Experienced by Teachers regarding Noise

Figure 2 summarizes the teachers' responses to: "What do you feel when you hear noise?" and "How does it affect you if you are exposed to too much noise at school?" The "problems" theme, which was formed by the analysis of the answers given to the questions, covered the problems teachers experience due to the noise pollution they are exposed to inside and outside the school building. Problems experienced by teachers were grouped as "personal problems," "health problems," "search for a quiet environment," and "family problems."

Figure 2.

Categories and Codes of Issues Theme



Personal issues. When the answers given to the interview questions were examined, teachers stated that they experienced personal problems, such as "excessive sensitivity," "not being able to communicate," "being dismissed from the profession," "staying away from the media," and "getting used to their profession" due to the intense noise they were exposed to in their schools. First, teachers stated that being exposed to high levels of noise in their school all day long made them more sensitive to sudden sounds or other types of sounds. In this regard, Aylin commented "Sudden sounds, especially door slams, make me feel as if that door is hitting my head" and draws my attention (Aylin, p. 2). Figen, who experienced the same sensitivity, said, "At that point, even the sound of music coming from a car next door disturbs you!" (Figen, p. 2). Ozgen claimed sensitivity to noise, "So I'm very disturbed by sudden noises. Either this is a personal tic or it's related to my job; a sudden horn sound, for example, has jump scared me for years (Ozgen, p. 4). Commenting on this issue, Simge said, "Rebellion! Rebellion because you don't want to hear it. I want to get away from this place immediately!" Simge (p. 2) explained how impossible it would be for teachers to get rid of the noise, as follows:

We do not have such a chance here. The day we are on duty, for example, I am on duty today, I have no chance to escape. I have to stand in the hallway; I have to tolerate that sound. Especially when the weather is nice like today, we do not let the children out into the schoolyard when it's raining. Then, believe me, you'll be running away for help at the end of it. All the children inside

are running at full speed, shouting, I can't tell you. You have to experience it, I can't even describe it to you right now (Icon, p. 3).

In their opinions, teachers stated that they had difficulty in communicating with their colleagues at school, with their family members in their daily lives, and even at home because of the noise they were exposed to at school, and that they could not "communicate." Regarding this subject, Aylin remarked, "If the house is open, even the voices coming from the television or the people in the house can disturb me, even people talking can disturb me." His comment in the same vein as Aylin (p. 2) is striking.

The problem of "dismissal from the profession" points to the disturbances experienced by the teachers in a noisy environment created as a result of the teaching profession and the existing school culture. The opinion given about this problem shows negative judgment of the teacher, who experienced this culture, this profession. One of the examples that can be given about this situation is the following words of Feride When Feride's explanation below is carefully examined, it is seen that the high level of noise in educational environments is a phenomenon that leads to teachers leaving the profession: "I feel very tired psychologically. I mean, I've been a teacher for 23 years and I am thinking of retiring, even though I have time to work. I mean, I feel really tired. I've had enough; I don't want to continue anymore." (Feride, p. 2)

Teachers who spent many years in the profession answered that they had habituation to noise. Mehmet was one of the teachers who have the problem of "getting used to his profession." Mehmet explained below that teachers were aware that noise disturbed them and their students, but they had become accustomed to noise. Mehmet's opinion on the subject is below:

Obviously, as normal individuals, we feel uncomfortable, but our profession requires us to get used to it. Of course, we prefer not to hear any noise. This disturbs us, of course, but people also get used to the student's voices due to it being a part of the profession, so personally I am not disturbed by the children's noise. However, I think the children are affected by this (Mehmet, p. 1).

Health problems. It was understood from the opinions expressed by the teachers that they basically experienced three types of health problems: (1) "Physical ailments", (2) "focus" and (3) "psychological" problems. Under the title of "physical ailments", the physical ailments of teachers that occurred due to prolonged noise are discussed. Both the structures of the school buildings and the noise caused by the students and the effects of environmental factors, teachers experienced discomfort that only got worse and causes serious damage despite treatment. Regarding this subject, Feride; "For example, there was a ringing in my ears constantly, I cannot get rid of this ringing because it's something I've struggled with for years, this is a hereditary discomfort, and I think it is caused by the noise." Similarly, Dilek stated, "I can feel my muscles contract. I have a cervical hernia. My shoulders stretch like this. I am more disturbed than ever" (Dilek, p. 2). Ozgen; "Again, prolonged noise causes headaches, I have headaches, I can feel it especially when I get home" (Ozgen, p. 4); he conveyed the bodily discomfort that occurred in himself. As another similar example, Asli claims, "I have a migraine, and it happens out of nowhere ..." (Asli, p. 3) and "I don't know how

someone would be comfortable with such an ear" (Asli, p. 3) and in the words of the teacher Aylin "What can I say, I have headaches, I have severe headaches" (Asli, p. 2). Those comments show that physical ailments caused by noise are commonly experienced.

With the problem of "focus," emphasis was placed on the shortened attention spans of teachers due to noise and the decrease in their efficiency in teaching lessons, as a side effect of noise. Most of the teachers interviewed stated that external factors and environmental factors triggered this situation. Asli teacher expressed her ideas on this subject; "I cannot be productive. I cannot teach my lesson efficiently." (Asli, p. 3).

The last item described in the health category was "psychological" problems, and it included the opinions of the teachers about how much they were affected psychologically. Aylin, on this subject, stated "There is a feeling of tiredness. So there is a distraction, I go home very tired. My tolerance is at an all time low" (Aylin, p. 2). Similarly, Figen said, "I feel bad, I feel pressured, I feel tired" (Figen, p. 2) and Dilek stated; "I get angry. I get nervous, I mean..." (Dilek, p. 2); He referred to mental and nervous health problems caused by the noise.

Seeking a quiet environment. It was understood from the opinions expressed by the teachers that they sought a quieter and more peaceful environment for themselves during school hours. Teachers looked for a quiet environment, which was grouped as "creating space," "moving away from space," and "classroom environment." The effort was to "create space" encompasses teachers' solutions to move away from the noisy classroom environment, corridors, and even the teachers' room. Regarding spaces they tried to create within the school, Ozgen states: "We have an empty classroom that is currently being organized as a library, we spend time there, or if the weather is good, it was good until now, I am always in the garden, I sit on the bench so that I can get fresh air" (Ozgen, p. 10). Mehmet's statement, "I prefer to spend my breaks in a quiet environment all by myself of course," (Mehmet, p. 2) can be given as an example.

The problem of "getting away from space" was a problem that revealed the situations of not being able to create a quiet space in the school or not being able to find a suitable place for this situation. On this subject, Ozgen revealed a solution they found, "There was also a long break, now it was removed. Now, there was a cafe across the street to have tea in the break time, so there's been a little change of place" (Ozgen, p. 10).

"Classroom environment" showed the problems teachers faced due to the compulsory and inadequate measures they could take in the classroom against noise. As a result of the interviews, Simge said, "We close the windows, it is very hot and a nightmare. Think close to April. It is hot inside, you cannot learn from the sound, you are overwhelmed, so there is no escape!" (Simge, p. 4). His words embodied the seriousness of the situation. It was stated that ignoring the insulation features of classroom environments

and buildings while constructing them created many problems for teachers and students, especially during the warmer months.

Family problems. Situations that negatively affected teachers' home life and parental roles were discussed in "family problems". In this section, family problems were explained as "mother role" and "need for special space". The "mother role" problem was created in line with examples of how exposure to noise affected motherhood requirements and approaches of female teachers. Figen claimed: "Only after a little rest, am I able to communicate with my children" (Figen, p. 2), while explaining the difficulty she experienced, Ozgen said, "Sometimes we can react to our own children, even our families" (Ozgen, p. 4). She drew attention to the determining effects of noise in her communication with her own children as a mother. Simge said, "When I go home, even the voices of my children are very loud to me. I couldn't listen to my own children" (Simge, p. 2), touching upon the importance of the situation and its sensitivity.

The "need for private space," another family problem, pointed out that teachers needed quiet and private time in their daily lives. According to Figen, "When I go home, I don't want to talk to anyone, I don't want to hear any sounds" (Figen, p. 2). She stated that she could not even tolerate the voices of the individuals in the house. Ozgen commented, "I try so hard to block it out, I have to occupy myself with something enjoyable so that I can ignore it by doing something I like" (Ozgen, p. 4). She explained that she turns to other fields of work to get rid of the noise she is exposed to. As a similar example to these, Feride claims, "I am disturbed by everyone talking at home because we are packed like a can of sardines here, and my head is filled up with noise already" (Feride, p. 2). His words attracted attention by their high level of emotion.

Teachers' Practices and Behaviors in Noise Situations

In the interviews, teachers also responded to the following: "What do you do when you hear voices that disturb you?" "How do you protect yourself from noise at school?" "How can you protect your students from noise at school?" "How do you generally react to students' noisy behaviors during breaks?" and "How do your colleagues generally react to students' noisy behavior during recess?" Answers to the questions were presented under the theme of "Practices and behaviors." With this theme, teachers discussed reactions to students (the biggest source of noise in the school) their way of warning students, and their efforts to protect themselves and their students from environmental factors like noise. This theme was explained by the "warning", "self-protection" and "protecting the student" categories and their codes in Figure 3 below.

Figure 3.

Categories and Codes of the Theme Practice and Behaviors

Warning. The "Warning" category was a heading in which the attitudes and behaviours of teachers towards students who exhibited noisy behaviors, especially during breaks, were analyzed with examples. In their answers, teachers stated that they warned the students exhibiting noisy behavior in the school either "verbally" or using "body language". As an example of "using verbal stimuli" behavior, Feride's following words are quoted:

I have to give warnings like please don't speak, be more careful when speaking. Well, I feel the need to say don't do it all the time when I'm on duty. Can't you keep quiet, please don't shout, I have to say this all the time. Every time, I have to warn them by saying, do not shout, speak quietly, go play with each other quietly and stop the screaming. (Feride, p. 2, 3, 4)

Another example of verbal stimulus is, Ozgen's; "During the lesson, sometimes there may be a classroom without a teacher or the teacher's late, or there are children going to the toilet, if they are running, and if this is a prolonged commotion, I go out to the hallway and warn them (Ozgen, p. 4). The statements by Ozgen showed that teachers had to warn students not only during the breaks but also in exceptional situations that occurred during the lesson (especially if these situations disrupt the course flow of other classes). Some teachers interviewed stated that they used the verbal stimulation method to explain the noise and harms it caused to students. A good example was Mehmet's remarks, "We tell them that they should communicate calmly, not shouting, especially outside, in the hallways" (Mehmet, p. 3). He stated that they not only warned children but also educated them not only for school but also for every field in life. Figen gave a similar example, "So when I'm in the classroom, I warn the kids to be silent. I wait for a while, trying to make them notice" (Figen, p. 3). On the other hand, Simge stated that while warning, teachers inevitably had to raise their voices, "Don't, don't yell, without realizing why you are yelling, maybe I go over to him and shout why are you yelling. We do so, too" (Icon, p. 4). In addition to all these examples, there were also teachers who stated that children did not always pay attention to warnings and that warning alone was not always sufficient. The best example for this is Mehmet's teacher; "We

warn him not to speak too loudly, that he should not shout; but after you warn the same student, when you turn around, he screams again" (Mehmet, p. 4).

In addition to verbal stimulus use behavior, teachers also resorted to "using body language." The teachers stated that it was difficult to reach the child physically during the schoolyard shift, so they preferred to use body language more while on duty in the hallway. Figen asserts: "Sometimes we point to children who are far away, sometimes by talking and telling, with signs, such as be quiet and calm." (Figen, p. 4). Ozgen states: "I mean, I always touch the children because I am such a tactile person by touching like this, so I caress his head or touch his cheek like this and explain it" (Ozgen, p. 9). This comment showed that, in some cases, using body language replaced verbal expression. Using warnings, Dilek says, "I'm making a hush sign from afar and I'm telling them that their throats will be sore when they scream. (Dilek, p. 5). Ozgen explains, "Often when they bump into each other, we just have to physically stop them, sometimes I do: What are you doing? Why are you screaming Why did you scream? " (Ozgen, p. 9), showing that teachers had to use body language along with verbal stimuli in noisy situations caused by students.

Self-protection. Teachers who were aware of the noise they were exposed to at school and who were physically or psychologically uncomfortable in this situation stated that they "protected" themselves from the noise inside the building. Teachers' "self-protection" behavior towards noise could be explained as "taking precautions" and "classroom measures." "Prevention" exemplified the efforts of teachers to minimize the physiological and psychological disturbances caused by the noise pollution they were exposed to during the day. Ozgen, on this subject, says, "One of our friends put cotton in his ears to block all the sound out." (Ozgen, p. 5) showed how disturbing the situation was in and of itself and the extent it reached in terms of being bad for our health. Aylin gave examples of teachers' efforts to protect themselves from noise: "We cannot take action. At one point, I thought about listening to music, wearing headphones and listening to music, but by doing that, I can't control students. " (Aylin, p. 2).

It was understood that teachers developed similar solutions regarding the theme of "in-class measures." Ozgen comments on this subject; "If the windows are open, I close them both to prevent children from reaching me. If it's coming through the door from the hallway, I close the door. " (Ozgen, p. 4). The solution proposal produced by Figen is as follows:

So when I'm in the classroom, I warn the children to be quiet; I wait for a while trying to make them notice. Or that's what I'm talking about, and the noise that can hurt them and me. It is also the same in the schoolyard. We experience this constantly while being on duty, etc. (Figen, p. 3)

Protecting the student. Measures taken by teachers to protect students from noise, such as "protecting the student" behaviors, "protecting from echo" and "organizing the learning environment" are discussed. "Echo protection" behaviors mostly draw attention to the sound insulation deficiencies in school buildings. This meant that the voices or screams made by children who were going out for breaks while running

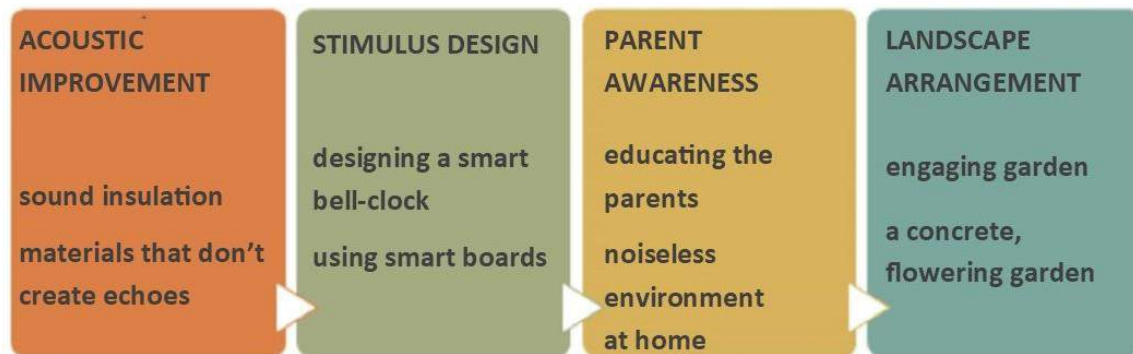
around the corridors were reflected rather than absorbed by the coating materials used frequently in interiors. According to Asli, "I send those who make noise to the schoolyard, I say that they are running and running loudly, go to the backyard, at least there will be little noise because the sound does not go through the walls." (Asli, p. 5), he explained how he tried to protect students. As a similar example, Mehmet's teacher; "We are trying to solve this problem by taking our students outside when good weather's nice to eliminate more problems." (Mehmet, p. 2) and Dilek's words, "I take the children to the garden. If they go out to the garden, there is less noise in the hallways. " (Dilek, p. 3).

"Organizing the learning environment" behaviors were the precautions taken by teachers to protect students from noise, which affected the lesson hours in the classroom environment and reduced the efficiency of the lesson. The purpose of teachers taking these measures; it could be listed as preventing the decrease in the in-class performances of the students, the distraction of the lesson and the decrease in the efficiency of the lesson. Ozgen states, "If it's coming through the door from the hallway, I close the door." (Ozgen, p. 4) while emphasizing indoor noise sources; Asli teacher; "I close the windows, especially if it's coming from the outside, sometimes the voices of high schoolers are heard. (Asli, p. 4) emphasized the noise outside the school. Figen; "In other words, when we are very uncomfortable, we have to close the windows to block out the sounds coming from the outside. Sometimes there are voices screaming in the hallway. As the children pass, we close our doors and close our windows. " (Figen, p. 3) showed that it aimed to protect students from both inside and outside school noise sources.

Teachers' Suggestions for Noise Pollution

In the interviews, the teachers were asked: "What can you do to reduce the noise level at school? and "What should be done to reduce the noise at school?" The "suggestions" theme, which was formed as a result of the answers given to these questions, includes the ideas of teachers to minimize the noise sources in the school and to ensure that they and their students were affected by the noise in the school as little as possible. Teachers' opinions, within the theme of "suggestions," "Acoustic improvement," "stimulus design," "parent awareness" and "landscape arrangement" are presented in Figure 4.

Figure 4.

Categories and Codes of the Solution Proposals Theme

Acoustic improvement. This theme pointed to sound insulation, which is a major physical deficiency in school buildings in our country. Asli speaks on this subject; "Sound insulation can be applied to schools." (Asli, p. 5), mentions this basic point. Dilek; "If the rows were thick, thin, maybe covered with a material, then it wouldn't make a sound." (Dilek, p. 5). He draws attention to the fact that apart from insulation, materials used in schools are also made in a way that did not create echoes or ringings. Mehmet made an educational suggestion regarding this:

Of course, it can be prevented by hanging various materials on the walls in the corridors or by using many isolation materials that will absorb the noise; but as a priority, teachers need to pay attention to this issue by spreading them throughout the year in classrooms to destroy the main source, students need to be warned frequently. (Mehmet, p. 3)

Stimulus design. The "Stimulus design" proposal emphasized the need for teachers to constantly stimulate students about noise with visual or auditory materials. In this regard, Figen makes a striking proposal, "If we put stimulants, such as this traffic sign on our smart boards in my mind, if we load it on that board, they can be kept on constantly. For example, if we warn them to 'look at the board' when the noise gets too high in the classroom, maybe they can control themselves better" (Figen, p.4). Another remarkable suggestion was that by Ozgen: "One of our friends even suggested that a clock can be applied, and the parents can agree with the municipality or elsewhere to give the children a smartwatch to look at" (Ozgen, p. 13). One proposal was to design a smart bell-clock. The opinion of Dilek, which Ozgen also mentioned in her opinion, is as follows:

But since there is no clock, the entrance and exit of the children are not clear. There should be a clock in the teachers room, from the digital clock in the schoolyard and in the classrooms. I was encouraging children to wear a watch. If I had my own watch, yes, we would be able to look at my watch and go out for a ten-minute recess. Therefore, it could be turned into a project, and we could ask someone to buy a clock, but the parents of the kids buy it, so there's no need when they're paying attention. If you care about the idea, they will care about the watches. They will also learn about the concept of time. (Dilek, p.6)

Parent awareness. The teachers' suggestion of "raising parents' awareness" included the necessity of supporting and maintaining noise sensitivity, which the school would try to develop in the education of parents and in their daily life and home life. Feride expressed his views on this subject: "Parents should be involved, of course, parents should definitely be taught first" (Feride, p. 4). Ozgen agreed, "I think that it's important to educate the families about their children, with whom they spend a lot of time" (Ozgen, p. 7), he expressed the importance of family education on noise awareness.

Landscape arrangement. The last of the teachers' suggestions was about "landscaping". This proposal aimed at the interesting arrangement of the schoolyard areas outside the school building, where the children threw their energy, in a way that the children will release their energy. The remarkable views and suggestions of Dilek on this subject are given below:

Recesses at school are the noisiest. Instead of concrete, soil should be grass in the garden. For example, children have tree stumps; if they had nature, they wouldn't be bothersome any more, I think they become monstrous because there is concrete everywhere. They are calm when they're one with nature. There should be trees, grasses and flowers in the schoolyard. It should be a playground or something, not made of plastic, of course, wood (Dilek, p.4).

Conclusion and Discussion

Sources of Noise at School

"What are the sources of noise in your school?" In addition to the answers, such as the sounds coming from the traffic, the sound of the bell, the sounds made by the teachers in the school building, the garbage truck coming to the school and the sound made by the peddlers, five out of eight teachers stated that the noise source in the school was "children's voices, the students' bell inside the school building combined with the screaming and yelling all together caused an increase in the noise level at school. These findings are consistent with the findings obtained from research conducted with teachers in this field (Grebennikov, 2007; Jaramillo et al., 2013; Türnüklü & Galton, 2001). Teachers who took part in the study of Jaramillo et al. (2013) suggested that the noise at school was caused by students' yelling in addition to mechanical ambient noise. Similarly, teachers who participated in the studies of Grebennikov (2007) and Türnüklü and Galton (2001) stated that the source of noise at school was students making noise, yelling and speaking without permission.

In addition, in this study, unlike in the literature, teachers proposed sources of noise in their schools as: traffic, the bell, garbage truck coming to school, peddlers, and everything alive. One teacher even stated that the reason for the noise in the school was the lack of teachers on duty in the hallways. Two teachers pointed to the school's own teachers as the source of the noise in the school. One participant emphasized that the teachers often speak loudly in the school building, and another participant emphasized that the teachers made more noise than children.

The above-mentioned results suggest that although the source is mostly students and teachers, the schools where the teachers participating in this study work are generally noisy. This result is similar to other studies conducted in this field in our country (Akar et al., 2010; Aydin, 2004; Bulunuz, 2014; Can & Ermeydan, 2017; Guremen, 2012; Sezer-Senkalek, 2015; Tezcan & Demir, 2006). A frequently encountered problem is also noise by students. "Making noise/shouting" and "unauthorized speech" as part of their behavior is emphasized the most.

Turkey is known to have loud schools, but research has found schools in other countries to be noisy as well (Grebennikov, 2007; Jaramillo, 2014, Jaramillo et al., 2013; Lindstrom et al., 2011). In these studies, where teachers' perspectives on noise and noise sources in the classroom are examined, it is stated that noise is an important problem in and of itself that reduces the quality of education and that this level is above the required limits. The results obtained from this study are consistent with the results of many studies, both in our country and in the whole world.

Problems Experienced by Teachers due to Noise

Examining the answers given by the teachers to the question: "How are you affected by the noise in your school?" the problems they put forward could be grouped as personal problems, health problems, seeking a quiet environment, and family problems. When the findings obtained from this study were examined, it was determined that the teachers who participated in this study felt psychologically tired due to the high level of noise in their schools. Therefore, they did not intend to continue their teaching profession and thought to retire early. The noise seemed excessive. In addition, some teachers stated that they could not communicate well with their family members, friends and colleagues around them due to the high noise they were exposed to at school and that they became very sensitive to sound. Teachers stated that they were looking for quiet areas within the school building whenever possible, but when the facilities did not allow, or rather the environment created could not prevent the noise, they went out of the school and looked for solutions elsewhere. In the answers they gave during the interviews, the teachers stated that they had to cope with too many sources of noise during the day, they became very sensitive even to a normal voice, their tolerance level decreased and this was reflected in their private lives with their families. These results are consistent with the findings obtained in the study of Grebennikov and Wiggins (2006) investigating the psychological effects of noise on preschool teachers in Australia. In that study, 40% of the teachers stated that they were exposed to high levels of noise during the day, much more than what should have been in the school building, and this situation caused difficulties in interpersonal relations.

In addition to the health problems expressed psychologically, the teachers participating in this study stated that they did not feel physically well due to the high level of noise they were exposed to and that they experienced physical disorders, which is consistent with the findings in different countries all around the world (Kristiansen et al., 2011;

Poulou & Norwich, 2010; Sargent et al., 1980) and research in Turkey shows similarities (Akar et al., 2010; Aydin, 2004; Guremen, 2012; Sezer-Senkal, 2015; Tezcan & Demir, 2006) with the health problems teachers experienced due to noise in their schools. In these studies, it was emphasized that the teachers were uncomfortable with the high-level noise environment because the classes were not suitable for the auditory comfort conditions determined for an educational institution.

Teachers' Attitudes and Behaviors against Noise at School

During the course of hours, due to the lack of sound insulation and acoustic improvements in most of the school buildings in Turkey, it is becoming a major problem in the school building. Teachers also stated in the interviews, for example, that students shouted and screamed and ran for no reason during breaks and that this situation caused a higher level of noise in the building, especially in the winter. The teachers emphasized that it was healthier for students to be in the schoolyard during recess rather than in the hallways so that the noise level in the building could be reduced as much as possible.

Teachers stated that when they saw that students behave noisily in the school building, they used their voices to control students. The findings show that teachers generally used verbal responses to draw attention with another voice in response to the student's noise when children were too far away for body or eye contact with the student to be made. In some cases, teachers stated that verbal expression was replaced with body language. Instead of yelling at the students running, shouting and screaming, especially during hallway duty, they told them to shut up with their fingers! They stated that they made the sign and warned the students with body language.

In this research, the teachers asked, "How do you protect yourself and your students from noise when the noise level is high?" When asked, they stated that they close the door of the classroom if the noise is coming from the hallway during the lesson and the window of the classroom if the noise is coming from outside. A teacher mentioned that another one of his friends had cotton in his ears at school to reduce the harmful effects of noise. Three teachers who took part in this study emphasized that if the weather is good, they take the children out to the schoolyard during the break. If the students go out to the schoolyard, the noise in the hallways decreases and the sound causes less damage in an open environment. These results show that teachers use the solutions they create against noise inside the building during the lessons or breaks and thus try to protect themselves or their students from noise in the short term. However, it is understood that under the leadership of the administrators, teachers do not make a common effort to reduce the noise in the school. Individual efforts are insufficient in reducing the noise level in the school.

Teachers' Suggestions for Noise Pollution

When the suggestions for the solution of noise pollution mentioned by the teachers in the interviews are examined, it is seen that some of them are related to acoustic improvement. A teacher stated that by hanging various materials on the walls of the school corridors or using different materials to absorb the noise, noise could be prevented and the noise in the classroom could be reduced. Another teacher stated that using soft materials that did not make noise in the schoolyard instead of concrete would reduce the noise that occurs in physical education lessons and breaks. In theaters and opera buildings, acoustic improvement is made so that the sound the rear row in a quality way, fills the hall, and reaches our ears without ringing. In these buildings, sound-absorbing materials are used in floors, walls and ceilings. Similarly, it is possible to reduce the noise by making acoustic arrangements in environments, such as schools, hospitals and libraries where it is necessary to be silent and at a low noise level, and the sound that comes out can come to our ears in the most orderly and quality way. Considering this information, it is possible to reduce the noise generated by using sound-absorbing materials in the ceilings, floors and walls in school buildings. This result is similar to the results of other studies (Bulunuz, Bulunuz, & Tuncal, 2017; Saher & Karaböce, 2019). For example, according to Saher and Karaböce (2019, p. 386), "good classroom acoustics that can meet the auditory needs of all students can make learning more effective and students' academic performance higher. This can be considered as providing a democratic right to education for all children. "

In schools, it has been emphasized in different studies that the bell itself is a source of noise (Ay, Yapici, Kahraman, & Erusta, 2019; Bulunuz & Akyun, 2019; Tas, 2010). In these studies, cymbals that play at a very high volume, encouraging students to dance, run, leave the classroom and then scream and shout for no reason in the hallways, are considered to be a factor that increases noise in schools. Similarly, the teachers who took part in this study suggested that students should be constantly warned about noise with visual or auditory material, and they could use smart bells or specially designed clocks instead of normal bells in schools. Teachers are of the opinion that it is tiring and difficult and not always functional to warn students one by one all the time. Therefore, they agreed that different materials were needed to attract the attention of children. One of the teachers stated that colored stimuli, which are like traffic signs, should be placed on the smart boards in the classrooms and that these stimuli could alert the students when the noise level in the classroom increased so that the students could control themselves better. Another teacher emphasized that instead of using bells in the school, the municipality could distribute wrist watches to the students, thus reducing the noise in the school building and thus improving the habits of students wearing watches.

Studies emphasize that noise education should not be limited to teachers in schools, but should continue to be given by family members in homes where children spend the most time (Bulunuz & Akyun, 2019; Bulunuz et al., 2017). In order for this education to continue at home, first of all, it is necessary to raise the awareness of the households

on how to prevent noise and protect themselves from it. When we look at the socio-cultural background of the society we live in, somebody's definitely in the room watching television loudly, while the child is trying to study in the other room, or when the child is resting, falling asleep and reading a book, talking loudly or even hosting guests. Habits like these are pretty common place. These habits negatively affect both the family order and the psychological development and school success of the child. Thus, providing noise education to families is of considerable importance. It will be easier for children who grow up in a calm environment at home to exhibit similar behaviors at school.

The teaching profession requires a healthy and vigorous body in addition to a strong field of knowledge. Today, due to the increasing population, the large classes in schools disrupt classroom order and tranquility day by day and cause an increase in indoor noise. In addition, the construction of schools between the neighborhoods, the construction of the buildings near places, such as mosques and hospitals, and the daily traffic of vehicles and people produces increases in noise level, causing teachers to become exhausted, both mentally and physically.

Suggestions

Suggestions for Administrators and Teachers

Not using cymbals in school buildings and switching to a system without bells as a common practice will help to create a positive school climate without noise. Teachers' suggestions on the use of smart bells and noise warning clocks should be considered. In addition, school principals can be provided with managerial leadership roles to plan and implement competitions in their schools for this situation, and students can be asked to develop projects as stakeholders of the noiseless school climate. Thus, besides directing students to not be a source of noise, they will also make them a part of the solution. Principals can cooperate with the relevant units to add a new climate to the physical environment of their schools with the addition of relevant equipment, engineering studies and sound insulation. In addition, a school should be considered as a space where information is constantly flowing and experienced, like a library. For this purpose, a silent school perception can be created as a new perception in different units of the society and state institutions. Meetings should be organized in which teachers and students can discuss this problem and establish solutions by talking about the family, personal and health problems that emerged in this study. Here, it can be ensured that common solutions to problems are developed. One suggestion that can be considered in organizing the weekly course schedule of the school is that the courses with different structures should not be held at the same time in terms of the use of the physical environment or students talk. However, attention can be paid to that courses in which students are more physically active are included in the weekly course schedule in the first hours. In these lessons, the students will have met socialization and expression needs and will come to the next lessons calmer. By defining noise as a

physical and psychological need, times and areas where noise can be made can be created. Students knowing that they are limited by the time periods and areas set for noise can help them pay attention to these limits. Parents also should be made aware of issues that require being sensitive about noise in the home environment through meetings to be held. Teachers should set an example in terms of creating a quiet school environment with their behavior. Teachers can be asked to design signs that will prevent unauthorized speech in the classroom during the lessons, and the student who wants to speak can express his desire to speak when he lifts his sign. It must be ensured that the noise matches a visual expression.

Recommendations to Program Developers and Policy Makers

It is necessary to plan mobilization activities and develop symbolic expression tools for the new school environment that can be applied simultaneously at schools. In addition to encouraging the establishment of schools in city centers as physical spaces that are isolated and thus free from noise in our country, it is also important to structure the centers where schools are located as isolated centers. Although this isolated space approach seems imaginary, it can be easily resolved with a few measures and initiatives in practice. According to this approach, it is important not to allow the construction of bazaars, shopping centers, markets or commercial areas opened for other purposes around the schools where loud shopping will take place. In addition, it should be ensured that heavy commercial vehicles, such as buses or buses carrying passengers, are not allowed to pass through the streets or streets where the schools are located.

References

- Akar, H., Tantekin-Erden, F., Tor, D., & Sahin, I.T. (2010). Öğretmenlerin sınıf yönetimi yaklaşımları ve deneyimlerinin incelenmesi. *İlköğretim Online*, 9(2), 792-806.
- Ay, S., Yapıcı, F. S., Kahraman, C., & Erusta, S. (2019). Okullardaki derse giriş çıkış rutinlerinden zil uygulamalarına ilişkin öğrenci ve eğitimci görüşleri. in *ERPA 2019 Uluslararası Eğitim Kongresi Bildiriler Kitabı* (pp. 295-304). Sakarya: Sakarya Üniversitesi.
- Aydin, B. (2004). Disiplin sorunları ve çözüm yöntemleri konusunda öğretmenlerin görüşleri. *Kuram ve Uygulamada Eğitim Yönetimi*, 39, 326-337.
- Bilgin, I., Aktas, I., & Cetin, A. (2014). İlsbirlikli öğrenme teknikleri hakkında öğretmen ve öğrenci görüşlerini karşılaştırmalı olarak incelenmesi. *Bartın Üniversitesi, Eğitim Fakültesi Dergisi*, 3(2), 337-367.
- Bulunuz, N. (2014). Noise pollution in Turkish elementary schools: Evaluation of noise pollution awareness and sensitivity training. *International Journal of Environmental & Science Education*, 9, 215-234.
- Bulunuz, M., & Akyun, C. (2019). Bursa'da bir devlet okulundaki gürültü düzeyi ve akustik ortamın değerlendirilmesi. *Milli Eğitim*, 48(1), 535-552.
- Bulunuz, M., Bulunuz, N., & Tuncal, J. K. (2017). Akustik iyileştirme yapılmış bir okulda gürültü düzeyinin değerlendirilmesi. *Eğitimde Kuram ve Uygulama*, 13(4), 637-658.
- Can, N., & Ermeydan, M. (2017). Disiplin sorunları ve sınıf yönetimine ilişkin öğretmen ve yönetici görüşleri. *Kahramanmaraş Sutcu İmam Üniversitesi Eğitim Dergisi*, 1(1), 38-58.
- Cohen, S., Evans, G. W., Krantz, D. S., & Stokols, D. (1980). Physiological, motivational, and cognitive effects of aircraft noise on children. *American Psychologist*, 35, 231-243.
- Creswell, J. W. (2013). *Nitel araştırma yöntemleri: Bes yaklaşıma göre nitel araştırma ve araştırma desenleri*. (3th ed.). (Trans. Ed. M. Bütün, & S. B. Demir). Ankara: Siyasal Kitabevi.
- Creswell, J.W. (2017). *Nitel araştırmacılar için 30 temel beceri* (Trans: Hasan Özcan). Ankara: Ani Publishing.
- Cevre ve Sehircilik Bakanlığı, [CSB] (2017). *Binaların gürültüye karşı korunması hakkında yönetmelik*. <https://www.resmigazete.gov.tr/eskiler/2017/05/20170531-7.html>
- Grebennikov, L. (2007). Preschool teachers' exposure to classroom noise. *International Journal of Early Years Education*, 14(1), 35-44.
- Grebennikov, L., & Wiggins, M. (2006). Psychological effects of classroom noise on early childhood teachers. *The Australian Education Researcher*, 33(3), 35-53.
- Guremen, L. (2012). İlköğretim okullarında iç ve dış ortam işitsel konfor koşullarının kullanıcılarındaki etkisinin değerlendirilmesi üzerine bir çalışma: Amasya kenti örneği. *E-Journal of New World Sciences Academy, NWSA-Engineering Sciences*, 7(3), 580-604.
- Jaramillo, A. M. (2014). What do teachers think about noise in the classroom? *Journal of the Acoustical Society of America*, 135(4), 23-79.
- Jaramillo, A., Ermann, M., & Miller, P. (2013). The teachers' perspective on noise in the classroom. In *Proceedings of Meetings on Acoustics ICA2013*, 19 (1), 040126. Acoustical Society of America.
- Hiroto, D. S. (1974). Locus of control and learned helplessness. *Journal of Experimental Psychology*, 102, 187-193.
- Hendy, D. (2014). *Gürültü: Sesin Beseri Tarihi* (Trans. Ç. Çidamlı). İstanbul: Kolektif Kitap.
- Kose, S. (2010). *Havaalanı çevresindeki okullarda gürültüden rahatsızlığın ve sınıfların iç akustik koşullarının saptanması*. [Determination of Annoyance Levels of Noise in The Schools Which Are Located Near Airport and Acoustical Conditions of Calssrooms] (Unpublished master thesis). İstanbul Teknik Üniversitesi Fen Bilimleri Enstitüsü, İstanbul. <https://polen.itu.edu.tr/bitstream/11527/8225/1/10249.pdf>
- Kristiansen, J., Lund, S. P., Nielsen, P. M., Persson, R., & Shibuya, H. (2011). Determinants of noise annoyance in teachers from schools with different classroom reverberation times. *Journal of Environmental Psychology*, 31(4), 383-392.
- Kurra S., (2009). *Cevre gürültüsü ve yönetimi*. Bahcesehir Üniversitesi Yayınları, İstanbul.

- Lindstrom, F., Waye, K. P., Södersten, M., McAllister, A., & Ternström, S. (2011). Observations of the relationship between noise exposure and preschool teacher voice usage in day-care center environments. *Journal of Voice, 25*(2), 166-172.
- Merriam, S. B. (2013). *Nitel araştırma: Desen ve uygulama için bir rehber*. (3rd ed.). (Trans. Ed. S. Turan). Ankara: Nobel Academic Publishing.
- Miles, M. B., & Huberman, A. M. (2015). *Genisletilmiş bir kaynak kitap: Nitel veri analizi* (Trans. Eds.: S. A. Altun & A. Ersoy). Ankara: Pegem Akademi.
- Ozbicakci, F. S., Capik, C., Gordes, N., Ersin, F., & Kissal, A. (2012). Bir okul toplumunda gürültü düzeyi tanılması ve duyarlılık eğitimi. *Eğitim ve Bilim, 37*(165), 238-245.
- Ozulu, I. S. (1991). Gürültü ve müzik. (Unpublished master thesis) İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
https://tez.yok.gov.tr/UlusalTezMerkezi/TezGoster?key=Keh6sQzap4ZTp8dqWPIH1FmwlOlcXzfa_uREEcT2IU99ylypch-WvJvwa58YHIEC-
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Poulou, M., & Norwich, B. (2010). Teachers' perceptions of students with emotional and behavioural difficulties: severity and prevalence. *European Journal of Special Needs Education, 15*(2), 171-187.
- Saher, K., & Karabocek, B. (2019). Dersliklerde reverberasyon süresi ve gürültü-sinyal oranının yetkinler ve çocuklarda kelime ayırtma oranına etkisi. *Megaron, 14*(3), 385-396.
- Sargent, J.W., Gidman, M.I., Humphreys, M.A., & Utley, W.A. (1980). The disturbance caused to school teachers by noise. *Journal of Sound and Vibration, 70*(4), 557-572.
- Sezer-Senkal, F. (2015). Kullanıcı memnuniyetinin konfor koşulları açısından değerlendirilmesi: Bir eğitim binası örneği. *Trakya University Journal of Engineering Sciences, 16*(1), 11-19.
- Sahin, K., Senol, E., & Ogel, C. (2016). Isparta şehrinde trafik kaynaklı gürültü kirliliği. *Journal of International Social Research, 9*(43), 1177-1185.
- Tamer-Bayazit, N., Kucukciftci, S., & San, B. (2011). İlköğretim okullarında gürültüden rahatsızlığın alan çalışmalarına bağlı olarak saptanması. *İTÜ Dergisi, 10*(2), 169-181.
- Tas, S. (2010). Yenilikçi bir eğitim anlayışı: Zilsiz okul. *Süleyman Demirel Üniversitesi Fen-Edebiyat Fakültesi Sosyal Bilimler Dergisi, 22*, 207-226.
- Tezcan, H., & Demir, Z. (2006). Lise kimya öğretmenlerinin sınıf disiplini hakkındaki görüşleri. *Gazi Eğitim Fakültesi Dergisi, 26*(1), 101-112.
- Turnuklu, A., & Galton, M. (2001). Students' misbehaviours in Turkish and English primary classrooms. *Educational Studies, 27*, 291-305.
- Yıldırım, M. C., & Donmez, B. (2008). Yapılandırmacı öğrenme yaklaşımı uygulamalarının sınıf yönetimine etkileri üzerine bir çalışma. *İlköğretim Online, 7*(3), 664-679.
- Yıldırım, A., & Simsek, H. (2011). Sosyal bilimlerde nitel araştırma yöntemleri (8th ed.). Ankara: Seçkin Publishing.

Yazarlar

Nermin BULUNUZ, has been working as an Assoc. Prof. Dr. at Bursa Uludag University since 2017. Her areas of interest can be listed as: conceptual teaching in science education, conceptual change theories and methods, alternative conceptions / misconceptions in science education, best teaching practices in science education, Clinical Supervision Model in teaching training, formative assessment in science education.

Berna COSKUN ONAN, has been working as an Assis. Prof. Dr. at Bursa Uludag University since 2018. Her studies are mainly related to visual arts education, which is planned with various designs of qualitative research methods. Among the subjects she intensely worked on; teacher training in the field of visual arts, art history teaching methods, and visual arts course teaching programs, contemporary art theories and art critics.

Mızrap BULUNUZ, has been working as a Professor at Bursa Uludağ University since 2020. He teaches for preservice teachers who will become classroom and pre-school teachers. His area of interest can be listed as science education in early childhood, environmental education, science teaching with games, learning and physical environment, applied problem-solving projects, noise pollution in school, its causes, effects and control, motivation in science education, hands-on-minds-on science and Clinical Supervision Model.

İletişim

Assoc. Prof. Dr. Nermin BULUNUZ,
Bursa Uludag University,
Faculty of Education,
Mathematics and Science Education
Department.

E-mail Address: nbulunuz@uludag.edu.tr

Assist. Prof. Dr. Berna COSKUN ONAN,
Bursa Uludag University, Faculty of Education,
Department of Fine Arts Education.

E-mail Address: onanberna@uludag.edu.tr.

Prof. Dr. Mızrap BULUNUZ,
Bursa Uludag University, Faculty of Education,
Elementary Education Department.

E-mail Address: mizrap@uludag.edu.tr.

Acknowledgement

We especially thank Emeritus Prof. Dr. Olga S. Jarrett and Mr. Robert E. Jarrett, Retired Environmental Engineer. Both volunteered to proofread the article despite their busy schedules. Another thank you is for İrem Soylu, who is an elementary school teacher and also was working as the project assistant of this research project. She helped make the qualitative analysis. Finally, thanks go to Atacan Bulunuz who is currently making his bachelor's degree on the Translation and Interpretation Department at Bilkent University earns our deep appreciation. Despite his busy curriculum, he translated the entire article from Turkish to English.

The Effects of Caricature-based Applications on the Preschool Children's Emotional Intelligence*

Inci KOCAMAN GELIR **

Sevda KOC AKRAN ***

To cite this article:

Kocaman Gelir, I., & Koc Akran, S. (2021). The effects of caricature-based applications on the preschool children's emotional intelligence. *Journal of Qualitative Research in Education*, 26, 198-230. doi: 10.14689/enad.26.9

Abstract: The main purpose of this study aims to investigate the effects of caricature-based applications on the emotional intelligence of preschool children. The working group of this study, which used dominant-less dominant mixed methods, consisted of two kindergartens in Tatvan district of Bitlis and 5-year-old children studying in these kindergartens. Data were collected using quantitative and qualitative data collection tools. The observation form prepared by the researchers was used for the quantitative data and the semi-structured interview form was used for the qualitative data. In addition, citations were taken from the studies of children by document analysis. Firstly, normality test was performed for the analysis of quantitative data. At the end of the test, the data were subjected to the Mann-Whitney U test and Wilcoxon Signed Sequences Test. To determine the effect size of the experimental application, Cohen's d values were examined. In the analysis of qualitative data, descriptive and content analysis methods were used. For the reliability of the qualitative data, the data obtained were digitized and frequency and percentage calculations were made. As a result of the study, it was seen that the caricature-based applications contributed to the emotional intelligence of the children in the experimental group.

Keywords: Caricature, caricature-based learning model, emotion, emotional intelligence

Article Info


Received: 13 Jan. 2020

Revised: 13 Apr. 2021

Accepted: 20 Apr. 2021

2021 ANI Publishing. All rights reserved.

* This study was produced from the first author's master's thesis prepared under the supervision of the second author. This study was supported by the Siirt University Rectorate Scientific Research Projects Coordinator with the project numbered 2018- SiÜSOS-016. We thank the BAP coordinator for their support.

**  Correspondence: Pre-School Teacher, Turkey, inci_ttanesi@hotmail.com

***  Siirt University, Turkey, sevdakc@gmail.com

Introduction

Caricature is an exaggeration of something and the transfer of this exaggeration to pictures. Caricatures, originally derived from Italian, are drawings that allow individuals to express thoughts in their minds through painting. Making the characters speak by attributing various meanings to the drawings in the caricature is its important feature. In these drawings used in caricatures, it is important to make comments and raise awareness by making people think about events rather than criticism (Cetin, 2012; Ozyilmaz Akamca, 2008). Such awareness is based on the first years of human history. Human beings drew various pictures on the cave walls to communicate with each other. These pictures drawn on the walls in ancient times were described as caricatures and undertook the task of concretizing what was intended to be conveyed. Today, however, it is seen that the caricatures colored using drawings in the pictures in books, magazines and comics come to the fore (Findik Donmez, 2013). It is known that caricatures used in different ways and purposes are widely used in education. Because caricature helps children understand the problems that occur in social life and produce solutions by developing both abstract and concrete thinking skills. It enables the events to be seen more clearly with the the drawings and colors used. It contributes to the connection between events and the development of thinking skills (Sidekli, Er, Yavaser & Aydin, 2014).

It is known that concept caricatures are used in education in order for children to embody knowledge, participate actively in the learning process and increase motivation. Because concept caricature contributes to the realization of educational purposes both with its structure and the way it deals with events (Cetin, 2012). In other words, these caricatures increase the success of the children in education and help the lesson to be fun. The lesson's being fun increases the motivation of the children (Erdag, 2011). Concept caricatures, whose main purpose is to question and criticize information and provide structuring of knowledge, can be used at the beginning, middle and end of the lesson. For this purpose, it develops high-level skills in children (Karaca, Kuzu & Çaliskan, 2020). Children who use high-level skills, such as problem solving, critical and reflective thinking, effectively use scientific processes in the lesson. Thus, scientific opinions in the educational environment become meaningful with this caricature (Alkis Kucukaydin, 2019). Thanks to meaningful information, the prior knowledge of children is revealed. Misconceptions of children who associate old and new knowledge with concept caricatures are minimized. With all these aspects, concept caricatures are highly preferred by teachers in educational environments (Baynazoglu, 2019). Using concept caricatures, teachers determine the student's learning preference/path, increase their interest in the lesson and enable them to associate the information they have learned with daily life. For this reason, concept caricatures can be used at every age and school level starting from pre-school education (Atasoy, Tekbiyik & Gulay, 2013; Celik, 2014). The teacher should not ignore some points in these caricatures, which are recommended for use in pre-school and other age groups.

For example, the teacher should keep the texts in the concept caricatures short. The topics in the texts should be related to daily life, and the ideas defended by the characters should be of equal status. The ideas addressed by these characters in the caricature should reveal misconceptions in children (Sancar & Koparan, 2019).

In addition to the concept caricatures in education, there are different caricatures. These are classified according to purpose, form, technique and fiction-structure. For their purpose, drawings in caricatures are fun and remarkable. They also contain thought-provoking elements. According to the format, caricatures are used in different age groups because they contain both written and non-written items. Written caricatures are preferred for children who can read and write, and unwritten caricatures are preferred for children who cannot read and write like pre-school children. Moreover, colorful caricatures are preferable examples for preschool children. Because moving, colorful materials are fun for preschool children. Colorful caricatures appealing to the perceptions, emotions and developmental stages of preschool children are included in the group classified according to their technique. There are colored and black-white drawings in the caricatures prepared according to their techniques. Finally, there is a caricature class based on fiction-structure. In such caricatures, events and facts are sequenced; the structure of occurrence is interconnected. These caricatures are not suitable for preschool children. The reason for this is that preschool children classify events in one dimension and have difficulty in establishing a cause-effect relationship between events. At the same time, preschool children; sometimes they may be extroverted and sometimes introverted individuals. They try to perceive, make sense of, and think using his intelligence, the information he has acquired through concrete perceptions. They want to be understood, ask questions and explore the outside world. They convey these desires with their emotions. Emotion is the tool that allows their inner world to reflect outside. Children use their social and emotional development effectively with this tool. Children express themselves with social, emotional development. They take their emotions under control (Sevgili Kocak, 2020). He/she learns to trust himself/herself and someone else. He/she works in harmony with his/her environment and enters an effective communication process (Kandir & Alpan, 2008). In other words, this development in the preschool period is seen as the basic building block in children's lives (Cetin, 2019). Given the view that the social-emotional development of preschool children is important, the Ministry of National Education (2013) included some gains in the education program. With the acquisition, children were given the opportunity to use their emotions and their emotional intelligence was supported (Ulutas & Macun, 2016). As it is known, emotion is called *motus anima* in Latin, "the soul that moves us". When emotions are combined with the mind, they have the ability to direct people (Baltaş, 2005). It is that the feelings that occur in the human cause certain changes in the body (Avci, 2017). In other words, emotion enables the perceived to be conceptualized in mind and experienced as an experience. The use of this opportunity by the individual as a skill is achieved with emotional intelligence. Emotional intelligence includes the ability to perceive emotions precisely and to use emotions.

Emotional intelligence (EI), which gained an important place in the world of science with the studies of Goleman (1995) in the mid-1990s, is the individual's awareness of his emotions, self-control and empathy skills (Dağ & Sarı, 2019). Goleman defined emotional intelligence as the ability to control emotions and understand the emotions of others (Cetinkaya, 2017). Mayer and Salovey express emotional intelligence as the ability to understand and use both his/her own emotions/thoughts and other people's feelings/thoughts. According to Cooper and Sawaf (2000), emotional intelligence is the effective use of human awareness and the power to make sense of emotions by the human mind. Köprülü, Turhan and Helvacı (2018) stated that emotional intelligence is the individual's ability to recognize and manage emotions. Thanks to this skill, children establish good communication with other individuals, socialize, use different types of intelligence, discover their learning style, and use their cognitive and affective awareness effectively in activities, such as caricature applications.

It is seen that emotional intelligence may affect many variables in human life. When the literature is examined, it has been observed that emotional intelligence has been examined with different variables in recent years. Koçak and İçmenoğlu (2012) linked the concepts of emotional intelligence and creativity, and Ulutaş and Macun (2016) investigated the role of teachers in supporting the emotional intelligence of preschool children. Other studies conducted focused on the relationship between emotional intelligence and communication skills of pre-school teacher candidates (Pınarcık, Salı & Altındis, 2016), emotional intelligence, assertive, aggressive, non-assertive behaviors of primary school students (Altunbas & Ozabacı, 2019), the relationship between the emotional intelligence levels of mothers and their peer bullying level in pre-school children (Pektane Gulmez, Gultekin, & Akduman Gunduz, 2019), caricature and argumentation levels (Baynazoğlu, 2019) and concept caricatures in the Science course (Karakus, 2019). However, to our knowledge, there is no study in which variables, such as caricature applications, preschool and emotional intelligence, are discussed together. In this respect, it is thought that this study will provide important information/feedback to the pre-school teachers, who are the implementers of the education program, for the first time in the literature.

Purpose of the research

The main purpose of the study is aims to investigate the effects of caricature-based applications on the emotional intelligence of preschool children. Within the framework of this main purpose, the following questions were sought:

- Is there a significant difference between the pre-test-post-test and emotional intelligence scores of the experimental group?
- Is there a significant difference between the pre-test-post-test and emotional intelligence scores of the control group?
- Is there a significant difference between the post-test emotional intelligence scores of the experimental and control groups?

- What is the contribution of caricature-based applications to preschool children's emotional intelligence and communication skills?

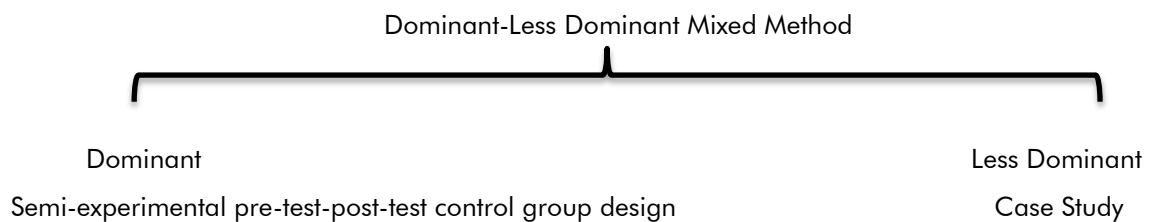
Method

Research Model

The dominant-less dominant mixed method was used in this study, in which quantitative and qualitative research designs were handled together. Tashakkori and Teddlie (1998) define the mixed method as data collection techniques and analysis. The mixed method includes both qualitative and quantitative methods for the research methods of a study.

Figure 1.

Research Design



In this study, to examine the effects of caricature-based applications on children's emotional intelligence, the dominant-less dominant mixed method design was preferred. Thus, both qualitative and quantitative data collection tools were used together. In this study, the quantitative method was preferred for the analysis of the forms prepared in the 1st, 2nd and 3rd sub-problems, and the qualitative method was preferred in the analysis of the 4th sub-problem. For this purpose, quasi-experimental paired pre-test-post-test control group design was used to investigate the effects of caricature applications on children's emotional intelligence. In addition, the opinions expressed by the children in the experimental group about the applications and the results of the observations made by the researcher during the application process were also evaluated within the scope of this case study and included in this study in a less dominant dimension.

Study group

In this study, 5-year-old children studying in two kindergartens in Tatvan district center of Bitlis were included in the study group of the study. In the quantitative dimension of this study in the study group, there were 40 children, 20 of them in the experimental group and 20 of them in the control group as shown in Table 1, to find answers to the 1st, 2nd and 3rd sub-problems. There were fourteen classes in total in the specified

schools. Two classes of these fourteen classes were included in this study. One class in the first kindergarten was determined as the experimental group and one in the second kindergarten as the control group. In this research, the "random sampling method", one of the probability-based sampling types, was used for the study group. The probability of being selected for each individual is the same in random sampling and the selection of any individual does not affect the other individual. To make sampling, the characteristics of the population must be well known and in a structure that allows for detailed examination (Buyukozturk, 2018).

Table 1.

Distribution of Children Participating in the Study according to Groups and Gender

Group	Gender					
	Girl			Boy		
	n	f	%	f	%	
Experimental Group	20	9	45	11	55	
Control Group	20	12	60	8	40	
Total	40	21	52,50	19	47,50	

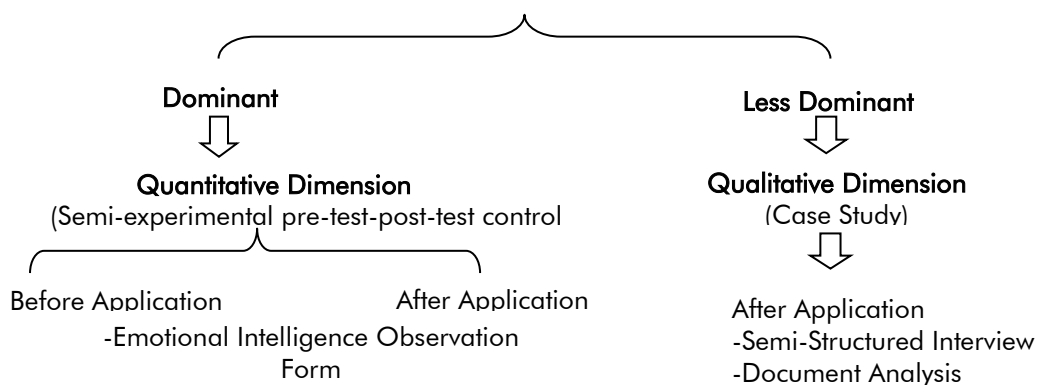
As seen in Table 1, 20 from the experimental group and 20 from the control group, 40 children participated totally in this study. Nine (45%) of the children in the experimental group were girls; 11 (55%) of them were boys. 12 (60%) of the children in the control group are girls; eight (40%) of them were boys.

Data Collection Tools

In this research, data were collected using quantitative and qualitative data collection tools. The data collection tools used in the quantitative and qualitative dimensions of the research are as follows:

Figure 2.

Data Collection Tools Used in the Research Design



As seen in Figure 2, while looking for answers to the 1st, 2nd and 3rd sub-problems in quantitative dimension, the "Emotional Intelligence Observation Form" developed by

the researchers was used before and after the application. For the 4th sub-problem, qualitative data were obtained from the semi-structured interview form prepared by the researchers after the application and through document analysis.

Emotional intelligence observation form

One of the data collection tools used in the quantitative dimension of the research is the observation form. Observation is a process that requires the use of all senses by examining the environment and taking notes without limitation at certain times. While observing, it is necessary to take notes about the participants in the environment. Because of the statements and movements of the participants during observation, the gestures and mimics they use are all a great resource for the researcher (Glesne, 2011). While observing, it is very important to be careful about taking notes about the participants and preventing the loss of the notes (Creswell, 2013). The use of a certain form during observation also affects the validity and reliability of the data collected regarding the observed event (Buyukozturk, 2018).

For the implementation of the 22-item "Emotional Intelligence Observation Form" developed in the study, the literature was scanned first and scales, questionnaires and forms related to emotional intelligence were examined. After reviewing the literature, items that will help observe the emotional intelligence of preschool children were written, taking into account their age levels. While writing the items, the cognitive development area, socio-emotional development area and the achievements in the self-care skills development area in the preschool education program were taken into consideration. The observation form was applied by conducting a pre-test with 15 children, and then expert opinions (1 pre-school department lecturer, 1 curriculum lecturer, 13 preschool teachers) were consulted to ensure the content validity of the items. The form was developed by making the necessary corrections according to the feedback obtained from the expert opinions. Emotional intelligence observation form was applied with 40 children totally in two kindergartens in Tatvan as a result of an 8-week application in April and May of the 2017/2018 academic year. The ratings on the observation form were given scores and digitized, and then these data were transferred to the computer and analyzed.

In the Emotional Intelligence Observation Form, the behaviours of preschool children, such as being aware of their emotions, coping with emotions, self-motivation, recognizing others' feelings and managing relationships, were tried to be determined. While performing observations in this research, it was carried out in a way that covered the lesson hours in which the experimental procedure was performed. The lesson observations made were recorded in the observation form in the form of observation notes. Since the observation environment did not change during the process, the observation environment was described in the first observation form. In other observations, changes in the environment were recorded only on the form. When recording on the form, the researchers used a triple rating on whether the children performed the specified behaviors. After the grading process, to contribute to the

validity and reliability of the observation results in the study, the observers' grades were transferred exactly under the heading of findings. In the analysis of the data, the findings of the researchers were supported by quotations from the observation records. The triangulation technique was preferred in this process, which was conducted to ensure reliability because the triangulation technique is used both to support the data in the observation form and to provide data diversity (Baskale, 2016). In this study, the data in the observation form were supported with the data obtained from the interview and document analysis.

In this study, the Emotional Intelligence Observation Form was applied to both the experimental and control groups, and after the first three weeks of the eight-week process, the behaviours of children to use their emotional intelligence were observed. In the observations made, the "significance" and "observability" features specified by Karasar (2005) were taken into consideration.

Semi-structured interview form

In this study, "Semi-Structured Interview Form" developed by the researchers was used to get the opinions of 20 participants about the caricature-based applications. In the interview form, information about the interviewer, the purpose of the interview, with whom the interview will be held and how the interview will be recorded are stated. Before applying the interview, the questions to be asked in the interview were determined.

Some points were considered during the implementation of the interview form. While writing the questions in the interview form, attention was paid to the fact that the questions were understandable, attention-grabbing and revealing different opinions. After all these processes were completed, interviews were conducted with 20 children on a voluntary basis.

The interviews were planned in an environment determined by the school administration and not to disturb other classes. Before the interviews, each child was asked whether or not to participate in the interview, and it was observed that all the children who were applied to the interview participated in the interview (Creswell, 2013). Interviews with children were noted by the researcher. Three criteria of Buyukozturk (2018, s. 162) were considered in the preparation of the interview questions. Care was taken to ensure that the interview questions were relevant to the purpose of the research, the selection of the participants suitable for the study, and the arrangement of the participants so that they would not have difficulty answering the interview questions. The interviews lasted approximately 10 minutes for each child.

Document analysis

Document analysis is the inclusion of written and oral materials in research to increase the validity of the research. Documents consist of not only written sources but also

pictures, videos or photographs. The validity and reliability of the studies increase using document analysis in research (Yildirim & Simsek, 2006). During the applications, photographs of the activities performed by the children in the experimental group were taken and the photographs were analyzed together with other data. Thus, the validity of the study was tried to be ensured using the data together. With the help of the data obtained through document analysis, the research is helped to reach its purpose (Aydogdu, Karamustafaoglu & Bulbul, 2017). In this study, the photographs of the activities performed by the children in the experimental group based on the caricature, the photographs taken during the activities and the notes for the observations taken by the researcher during the application were examined and evaluated by the researchers.

Analysis and Interpretation of Data

Analysis and interpretation of quantitative data

The data obtained from the "Emotional Intelligence Observation Form" applied as a pre-test and a post-test in the experimental and control groups were evaluated in a computer package program. In the observation form prepared about emotional intelligence, it was seen that the group size was less than 50. Thus, the Shapiro-Wilks value was considered in the analyses. As Yazıcıoğlu and Erdogan (2004) stated, if the sample size is less than 50, the Shapiro-Wilks test is used to test its suitability for normal distribution. It was determined that the distributions are less than 0.05 as a result of the normality test examinations of the data in the research. As a result, the Wilcoxon Signed Ranks Test was used to compare the pre-test and post-test scores of the experimental and control groups and the Mann-Whitney U test was used to compare the scores of the children in the experimental and control groups. In addition, Cohen's d value was examined to determine the effect size of the experimental application in the study group of the research. In the study, the effect size of the difference between the emotional intelligence levels of children before and after the application on the groups was found in a wide range.

Analysis and interpretation of qualitative data

For the reliability of qualitative data, the data obtained were digitized, their frequency and percentages were calculated. Descriptive and content analysis were used in the data obtained from the semi-structured interview form. In this study, the data obtained from the interview form were arranged to consider the stages in the Miles & Huberman model, which is frequently used in qualitative research. This model consists of three stages: reducing data, presenting data and shaping results. Among the data, data related to each other were evaluated together.

In the qualitative data analysis of this study, direct and indirect quotations were made from interviews with children. The data obtained from the interviews were described and themes suitable for the data were created. Expert opinion was sought to ensure the

reliability of the determined themes. In line with the descriptions, the data were read and arranged with descriptive analysis. The frequencies and percentages were calculated and tabulated in line with the determined themes. The purpose of digitizing qualitative data is to increase the reliability of the data. For the validity of this study, the "credibility", which is evaluated as the criteria for representing the reality of the results obtained from the data, and the "transferability" feature of external validity, which helps to describe the results together with their details, were used.

When a direct quotation is made in the text, the citations made to facilitate the connection are given in square brackets with the (e.g.,) abbreviation.

Next to the abbreviation, the number of citations is given [e.g., 12]. While quoting, participants were given various codes (C₁, C₂, C₃, C₄, C₅, C₆, C₇, C₈, C₉...).

[12] Because he/she is both eating chocolate and crying. (C₃₇)

Findings

Findings and Comments on the first Sub-Question of the Study

In this study, the findings and interpretations obtained from the quantitative data about the first sub-problem that was "Is there a significant difference between the pre-test and post-test emotional intelligence scores of the experimental group?" expressed as follows.

The average of the experimental group's pre-test and post-test "Emotional Intelligence Observation Form" scores is given in Table 2.

Table 2.

Wilcoxon Signed-Ranks Test Results Regarding the Pre-Test-Post-Test Emotional Intelligence of the Experimental Group

Post-test – Pre-test	n	Mean Rank	Sum of Rank	z	p
Negative Ranks	1 ^a	6,00	6,00	-3, 584	.00*
Positive Ranks	18 ^b	10,22	184,00		
Ties	1 ^c				
TOTAL	20				

* p≤0.05

As seen in Table 2, there was a significant difference between the experimental group's pre-test and post-test emotional intelligence scores [z = -3.584, p = 0.00 ≤ 0.00]. When the mean rank and total of the difference scores were examined, it was seen that this difference is in favor of the positive ranks, i.e., the post-test. From this point of view, it can be said that caricature applications contribute to children's expressing their emotions comfortably, empathizing with their friends and questioning what they have learned in their cognitive structures.

It is also supported by the pictures drawn by the children that the caricature-based applications affect the emotional intelligence of children.

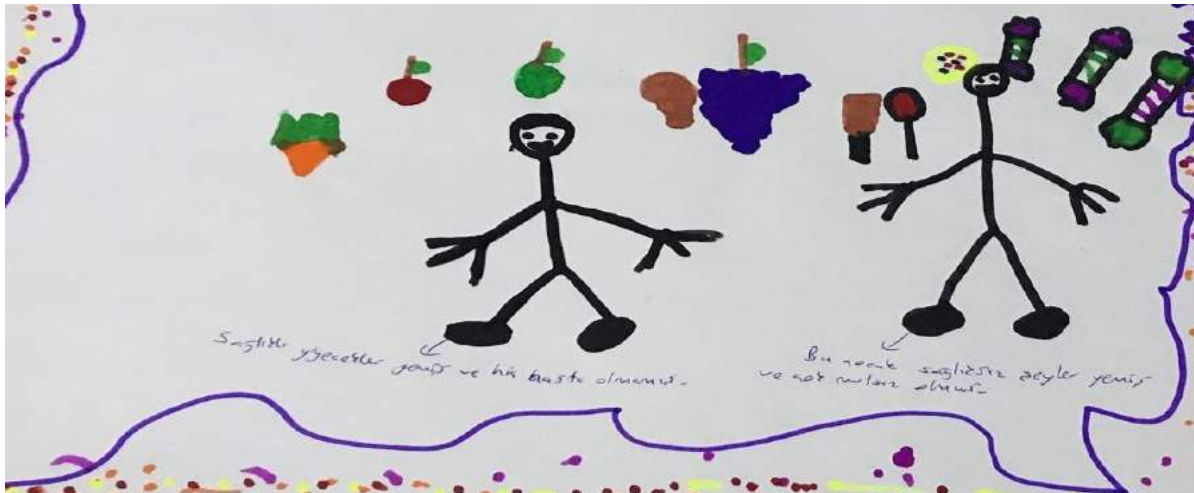
Picture 1.

Caricature Drawn by C1 Coded Child about Healthy Foods



Picture 2.

Caricature Drawn by C2 Coded Child about Healthy and Unhealthy Foods



Findings and Comments on the second Sub-Question of the Study

In this study, the findings and comments obtained from the quantitative data related to the second sub-problem that was "Is there a significant difference between the pre-test and post-test emotional intelligence scores of the control group?" expressed as follows. The mean of the scores obtained by the control group from the pre-test and post-test "Emotional Intelligence Observation Form" is given in Table 3.

Table 3.

Wilcoxon Signed Ranks Test Results Regarding the Pre-Test and Post-Test Emotional Intelligence of the Control Group

Post-test –Pre-test	n	Mean Rank	Sum of Rank	z	p
Negative Ranks	0 ^a	,00	,00	- 3. 826	.00*
Positive Ranks	19 ^b	10,00	190,00		
Ties	1 ^c				
TOTAL	20				

* p≤0.05

As seen in Table 3, there is a significant difference between the control group pre-test and post-test emotional intelligence scores [$z = -3.826, p = 0.00 \leq 0.00$]. When the mean rank and total of the difference scores are examined, it is seen that this difference is in favor of the positive ranks, i.e., the post-test. Based on this, it can be said that education based on the current preschool education program significantly increases children's emotional intelligence. The reason for this is that the concept and achievement dealt with in an activity are also related to the gains in other development areas since it is based on the fact that development is holistic.

Findings and Comments on the third Sub-Question of the Study

In this study, the findings and comments obtained from the quantitative data about the third sub-problem that was "Is there a significant difference between the post-test emotional intelligence scores of the experimental and control groups?" expressed as follows.

The mean of the scores obtained by the experimental and control groups in the post-test "Emotional Intelligence Form" is given in Table 4.

Table 4.

Mann-Whitney U Test Results Regarding Post-Test Emotional Intelligence of Experimental and Control Groups

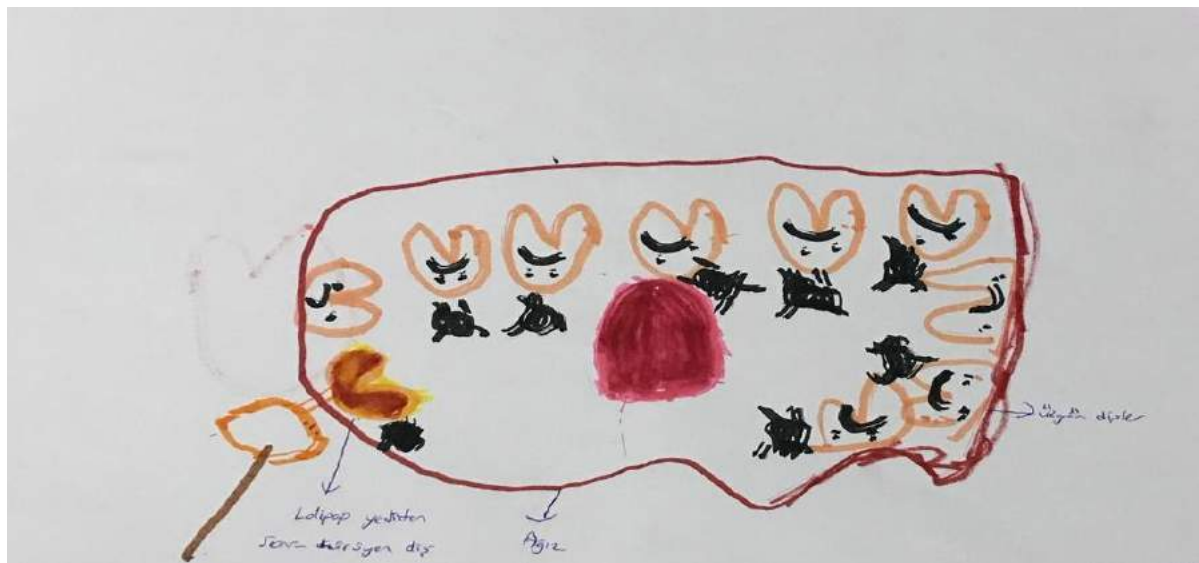
Groups	n	Mean Rank	Sum of Rank	U	p	Cohen's d
Experimental	20	27,60	552,00	58,000	.00	*1,59 (Wide)
Control	20	13,40	268,00			

As seen in Table 4, there was a significant difference between the post-test emotional intelligence mean scores of the experimental and control groups [$U = 58,000 p \leq 0.00$]. When the mean ranks were examined, it was seen that the mean (27.60) of the emotional intelligence of the children in the experimental group was higher than the children in the control group (13.40). When the effect size was evaluated, the effect size (1.59) of the difference between the emotional intelligence levels of the caricature-based applications was found in a wide effect range. From this point of view, it can be said that the studies on caricature-based applications were more effective than the studies conducted according to the current preschool education program. In other

words, children can express their feelings and thoughts more comfortably through drawing with caricature-based applications. To support this finding, quotations were made from the pictures of the students with the codes C₁₄, C₁₆, and C₁₉.

Picture 3.

Caricature Drawn by C14 Coded Child about Decayed Teeth Caused By an Unhealthy Diet



Picture 4.

Caricature Drawn by C16 Coded Child about the Structure of Healthy and Unhealthy Teeth



Picture 5.

Caricature Drawn by C19 Coded Child about Experiences as a Result of Unhealthy Eating



Findings and Comments on the fourth Sub-Question of the Study

In this research, the findings and comments obtained from the qualitative data related to the fourth sub-problem that was "What are caricature-based applications' contribution to emotional intelligence and communication skills of preschool children?" expressed as follows. The themes reached in the descriptive analysis results of the answers given to the questions in the semi-structured interview form by 20 interviewed students totally are shown in Table 5. The findings of the sub-categories and themes obtained as a result of the in-depth analysis of the descriptions by subjecting them to content analysis are presented in the text.

Table 5.

Descriptive Analysis Results Regarding the Effects of Caricature-Based Applications for Preschool Children

Questions	Theme	Coding	
		f	%
Which caricature did attract your attention at the activities the most?	Caricature without text	12	60
	Informational caricature	3	15
	Colorful caricature	3	15
	Black and white caricature	2	10
	TOTAL	20	100
What did you understand from the caricatures shown?	Healthy and unhealthy diet	14	70
	Problem solving	6	30
	TOTAL	20	100
Which caricatures would you like to tell?	Funny caricature	16	80
	Interpretation based caricature	4	20
	TOTAL	20	100

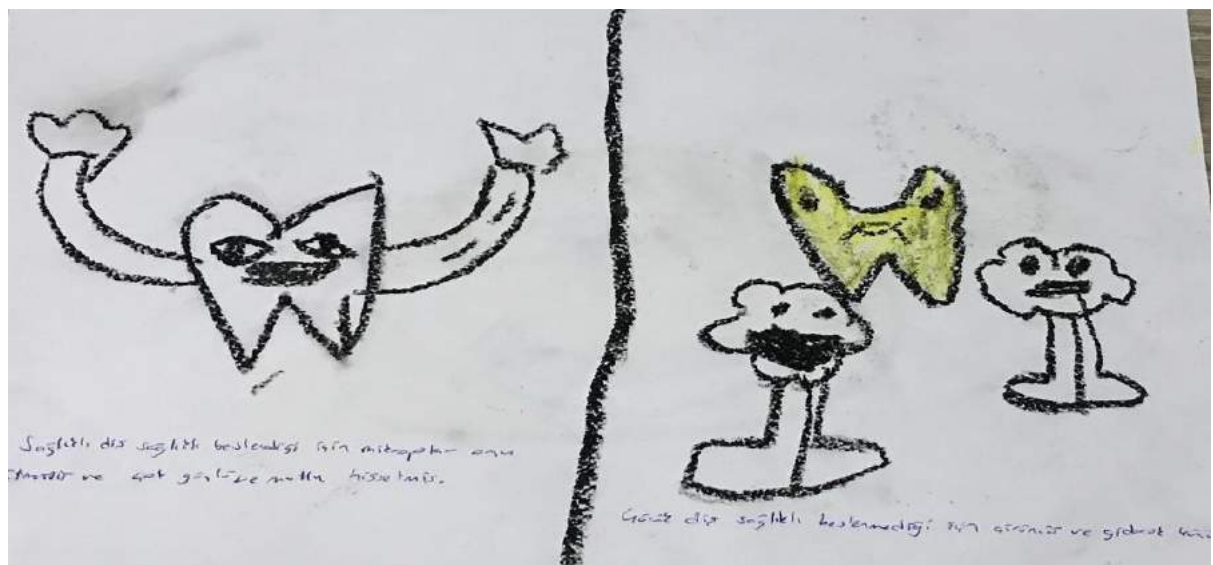
As seen in Table 5, there were descriptive analysis results of interviews with 20 participants. As a result of the interviews conducted with the participants, the most striking caricatures were gathered under four themes: "without text", "informational", "color" and "black and white." Among these themes, the most emphasis was on the caricature without text. "The caricature without text" theme consisted of sub-themes, such as [caricatures with visual images in pictures (f = 10) and caricatures with plenty of pictures (f = 2)].

"Informational caricature" theme [with information about emotions in pictures (f = 3)]; "The colorful caricature" theme consisted of sub-themes, such as [the colors used in the colorful pictures are remarkable (f = 3)] and "the black-white caricature" theme [the pictures are linked (f = 1) and showed the change (f = 1)]. From this point of view, it can be said that caricatures in which visual images are used in caricature-based applications [eg 1-2-3-4-5-6-7-8-9] attract more attention of children.

[1] Because he/she ate very healthy things and his/her muscles were out. (C₄)

Picture 6.

Caricature Drawn by C4 Coded Child about Milk's Beneficial For Teeth and Muscles



[2] and a tooth with a milk carton in hand. Because they are so beautiful. (C₆)

[3] A tooth with a milk carton in hand. strengthens teeth and muscles. (C₇)

Picture 7.

Caricature Drawn by C7 Coded Child about Fruits and Vegetables That Strengthen Teeth



[4] Because it is very beautiful. (C₉)

[5] strengthened and have muscles. (C₁₀)

Picture 8.

Caricature Drawn by C10 Coded Child about the Benefit of Milk



[6] A tooth with a milk carton in hand. very useful for our teeth. (C₁₁)

Picture 9.

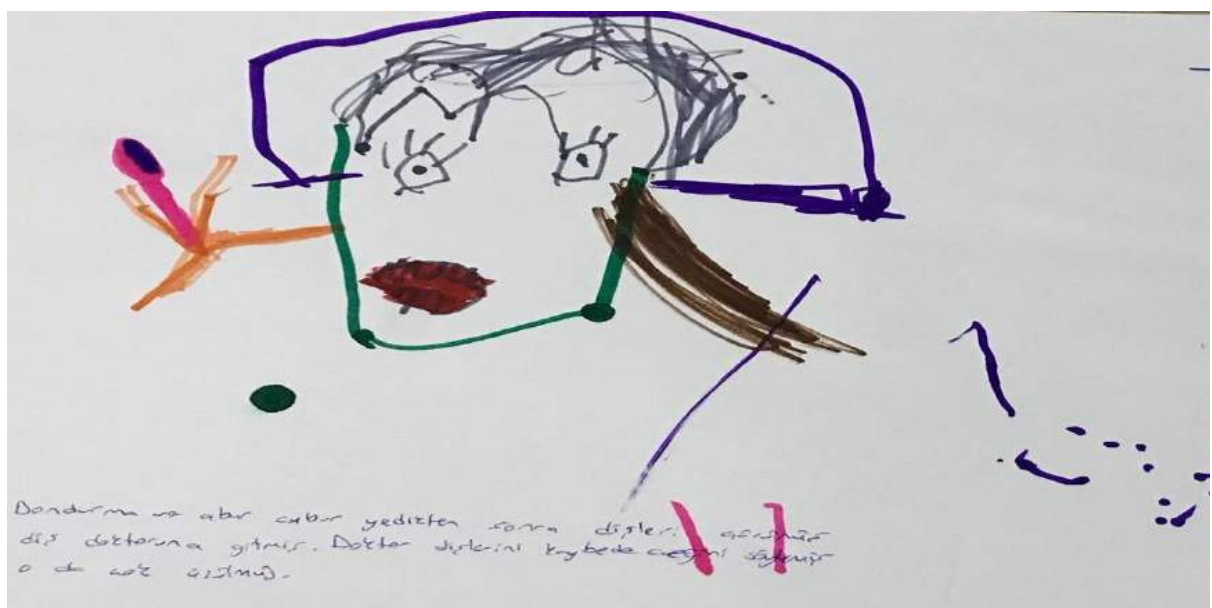
Caricature Drawn by C11 Coded Child about Healthy Foods and Milk Affect Dental Health



[7] the tooth is both crying and eating chocolate. (C₁₅)

Picture 10.

Caricature Drawn by C15 Coded Child about Chocolate and Junk Food Affecting Dental Health Badly



[8] A tooth with chocolate in hand and milk.....they are very beautiful. (C₆)

Picture 11.

Caricature Drawn by C18 Coded Child about Healthy Eating



[9] Because he/she drinks healthy things. (C₇)

As seen in Table 5, 20 participants were asked about the topics they understood from the caricatures shown and the information they obtained. As a result of the interviews, two themes were created as healthy and unhealthy eating and problem solving. It consisted of sub-themes as healthy-unhealthy eating theme [[balanced diet (f = 12) and dental health (f = 2)] and problem solving theme [supporting effective decision making (f = 4) and helping to establish cause-effect relationship (f = 2)]. From this point of view, it can be said that children understand and comment on caricatures related to healthy-unhealthy eating more [e.g., 10-11-12-13-14-15-16-17-18-19-20-21] and they share their thoughts with their friends.

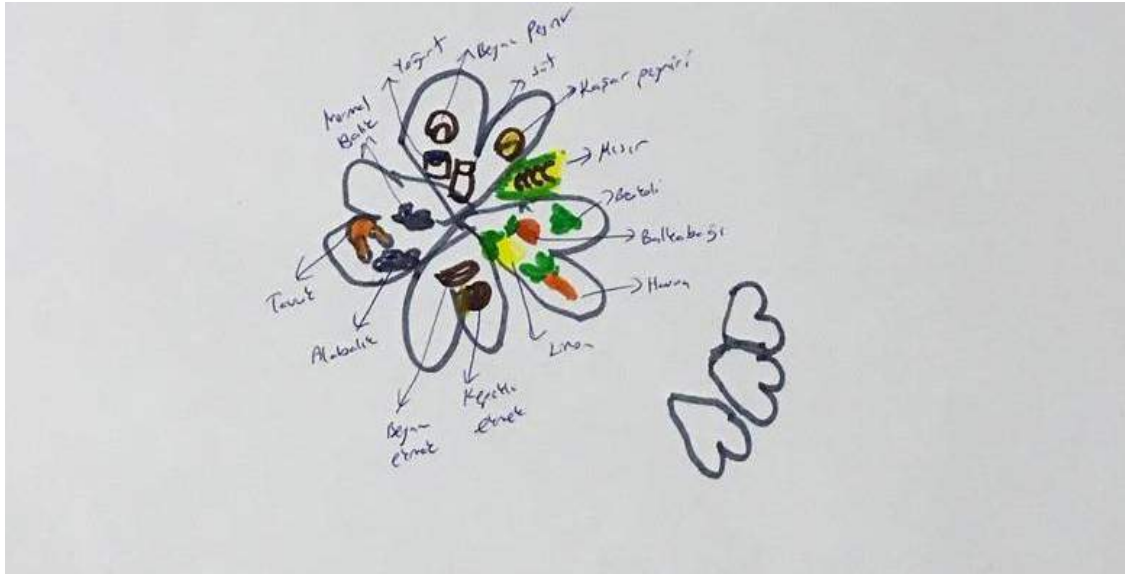
[10] We must eat healthy food, but not (C₁)

[11] and I understood unhealthy food. (C₉)

[12] I learned.....in Nutrition Clover. (C₁₁)

Picture 12.

Caricature Drawn by C5 Coded Child about the Nutrition Clover



[13] Healthy and foods. (C₁₃)

Picture 13.

Caricature Drawn by C13 Coded Child about Healthy and Unhealthy Foods



[14] I learned aboutfood groups. (C₂₀)

Picture 14.

Caricature Drawn by C20 Coded Child about the Food Groups



[15] When I eat healthily, I realized thatwas healthy when I ate junk food, I understood that is..... (C₂)

Picture 15.

Caricature Drawn by C2 Coded Child about the Result of a Healthy and Unhealthy Diet



[16] I understood what healthy foods are. (C₄)

[17] Healthy food (C₆)

Picture 16.

Caricature Drawn by C6 Coded Child about Healthy Food



[18] I understood our healthy diet. (C₉)

Picture 17.

Caricature Drawn by C9 Coded Child about the Situations That May Result from Healthy and Unhealthy Nutrition

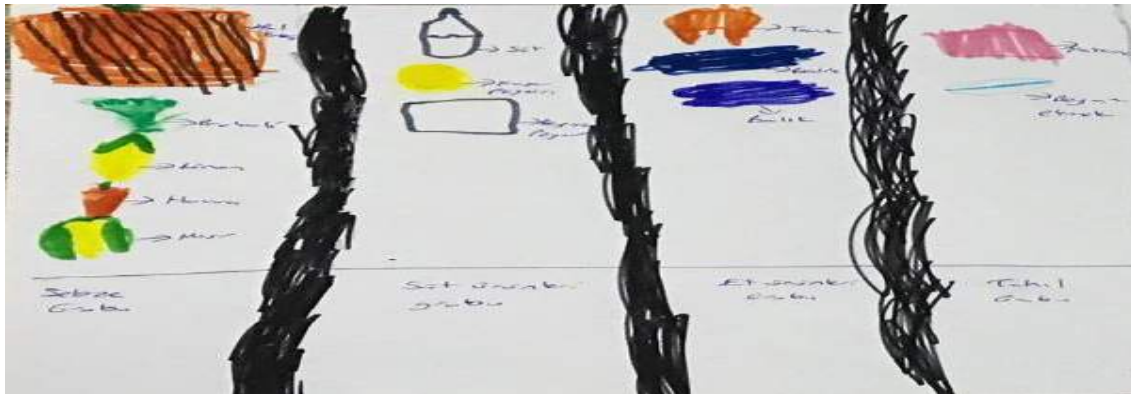


[19] we get sick. (C₁₂)

[20] we have to eat enough. We shouldn't choose food. (C₁₄)

Picture 18.

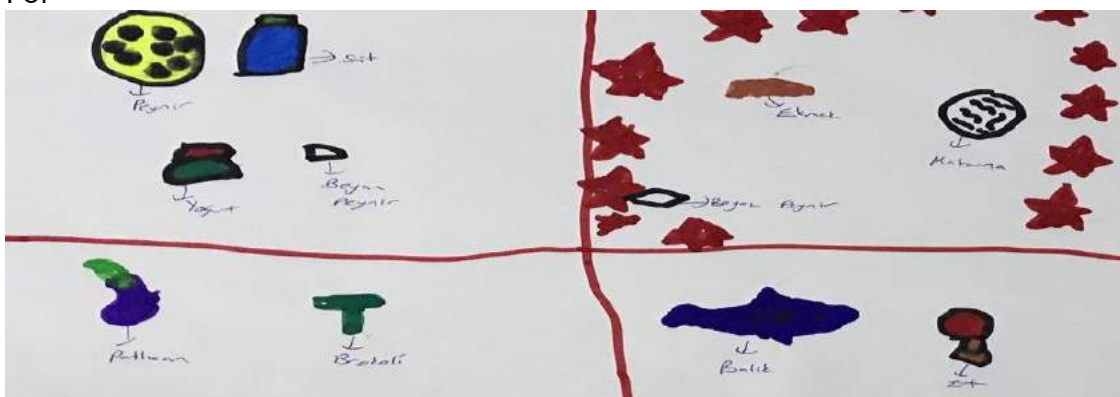
Caricature Drawn by C14 Coded Child about a Balanced Diet



[21] Milk, cheese, eggs make us (C₁₅)

Picture 19.

Cartoon Drawn by C15 Coded Child about That Milk, Cheese And Egg Are Beneficial For Health



As seen in Table 5, 20 participants were asked the caricatures they wanted to tell. As a result of the interviews, two themes were created: funny and interpretation-based caricatures.

Funny caricature theme consisted of sub-themes, such as [Caricatures that appeal to children and attract their attention are more entertained (f = 12) and the humor used in caricatures was funny as well as encouraging children to think (f = 4)] and interpretation-based caricatures theme consisted of sub-themes, such as [The children described the events in the caricatures in connection with each other (f = 3) and try to reach conclusions by guessing about the events (f = 1)]. Based on this, it can be said that children want to tell more about caricatures that make them laugh and entertain [e.g., 22-23-24-25-26-27-28-29-30-31-32-33].

[22] She has eaten useful foods. (C₁₂)

Picture 20.

Caricature Drawn by C12 Coded Child about Beneficial Foods for Health



[23] A tooth holding a milk carton. Tooth drank milk (C₁₅)

[24] The girl with healthy food around her. and was healthy. (C₁₈)

Picture 21.

Caricature Drawn by C18 Coded Child about What Can Happen As A Result Of Healthy Eating



[25] Tooth drinks milk and becomes very strong. (C₇)

[26] It was very interesting how the teeth felt according to what they ate. (C₂)

Picture 22.

Caricature Drawn by C3 Coded Child about How Teeth Feel as a Result of Eating Foods

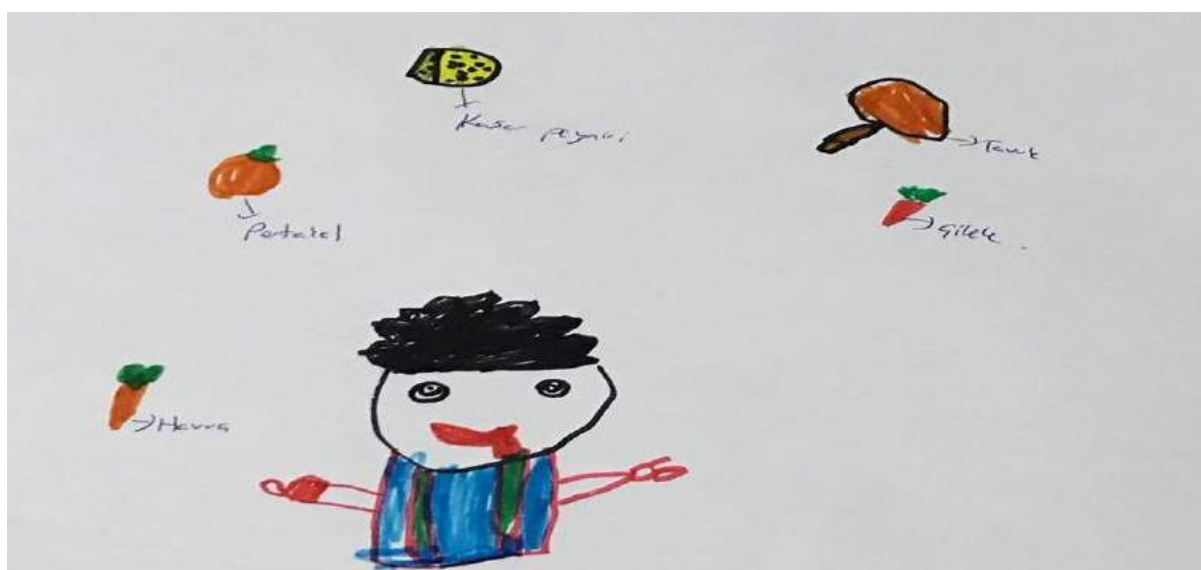


[27] The tooth with milk in its hand. The tooth was both white and healthy and strengthened. (C₄)

[28] Because he/she will eat his favourite foods. (C₁₁)

Picture 23.

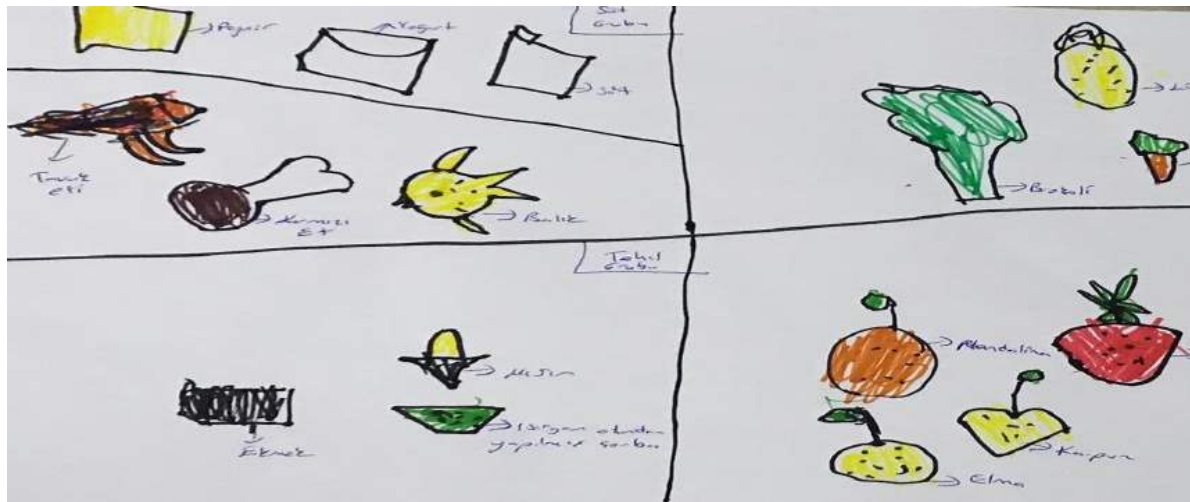
Caricature Drawn by C17 Coded Child about He Child Who Eats Healthy Food Is Happy



[29] Each food group is different from each other. (C₁₉)

Picture 24.

Caricature Drawn by C19 Coded Child about Food Groups Being Different From Each Other



[30] Wheel of Fortune...Because there is information about both dental health and nutrition. (C₉)

Picture 25.

Caricature Designed in the Style of a Wheel of Fortune



[31] A tooth with a milk carton in hand and very healthy, as well as strong. (C₁₃)

[32] Nutrition clover..... all foods are healthy. (C₁₈)

Picture 26.

Caricature Drawn by C18 Coded Child about the Foods Being in Alimentary Clover Are Healthy



[33] She ate both vegetables and meat and became a strong, healthy girl. (C₈)

Picture 27.

Caricature Drawn by C8 Coded Child about a Healthy and Balanced Diet



It was seen that a healthy diet was emphasized more in the caricatures drawn and the problems that might arise in case of an unhealthy diet were mentioned. In other words, it can be said that children prioritized a balanced diet in caricature drawings and emphasized the negative effects of harmful foods on human health.

Discussion, Conclusion and Suggestions

In this study, there is a significant difference between the experimental group's pre-test and post-test emotional intelligence scores in favor of the post-test. It has been concluded that caricature-based applications increase children's attention towards the learning environment and make the learning environment fun. At the same time, the children in the experimental group made meaningful and visualized the concepts they could not concretize with the caricature activities carried out in the classroom. In this way, children attended the activities willingly and expressed their feelings and thoughts comfortably in these environments. The study of İnel, Evrekli and Balım (2011) supports this result. According to İnel, Evrekli and Balım (2011), the use of caricature attracts the attention of children and increases their participation in the lesson. This participation enables them to structure their knowledge, increase their sensitivity towards the environment, and above all, change their perspective towards them (Topkaya, 2016). Because children perceive the world concretely, starting from preschool. They explore the world by interacting with the environment, asking questions, touching objects, observing, and modeling the behavior of others (Morris, Merrit, Fairclough, Birrell, & Howit, 2007). Here, caricatures are educational tools that help children discover and learn the world they live in (Keogh & Naylor, 1999; Akengin & İbrahimoglu, 2010; Atasoy & Zoroglu, 2014). Thus, these tools are recommended to be used in all age groups, starting with pre-school education. For example, Cetin (2012) states that when the subject about environmental problems in the Science course is explained with caricature applications, children's interest in the lesson increases, they develop a positive attitude and their awareness towards the environment increases. Similarly, in Kaya, Köse and Konu (2016) explain that caricatures embody abstract concepts in the biology lesson and that the lesson becomes more meaningful with caricature applications. It provides a positive attitude towards learning meaningful information for the child (Cakır & Aydogdu, 2016). This positive attitude is seen to be more effective in lessons, such as mathematics that include abstract subjects and hard gains to learn. According to Sexton, Gervasoni and Bradenburg (2009), studies conducted with caricatures in Mathematics lesson increase children's interest in this lesson. It reduces the negative attitudes of children towards the lesson. Many abstract concepts and topics become concrete with caricature applications.

In this study, there is a significant difference between the pre-test and post-test emotional intelligence scores of the control group in favor of the post-test. Practices and activities were performed to the control group within the framework of the current education program in the research. As a result, it was concluded that the activities in the education program contributed to the emotional intelligence of children in the control group. As it is known, the preschool education program considers all the developmental characteristics of the child, can be stretched according to the level of the children, different themes are used, and provide daily life experiences (Koç Akran & Kocaman, 2018). Since the preschool education program is a program in which

development areas are supported and teachers are guided, children's development is also positively affected by this situation (MEB, 2013). In addition, the education program cares about family support in the activities (Temiz, 2014). The family is expected to participate in the activities that children do or will do in the learning process. This situation contributes positively to children's motivation levels, empathy skills and cooperation (Bacanli, 2007). It can be said that the current preschool education program helps children to use emotional intelligence because of these features.

In this study, there is a significant difference between the post-test emotional intelligence scores of the experimental and control groups in favor of the experimental group. It was concluded that the children in the experimental group in which the caricature-based applications were made expressed themselves better than the children who were subjected to the current education program practices and conveyed their thoughts about the caricatures they saw to their immediate environment. Given that children express their thoughts comfortably affects their emotional intelligence positively because children establish relationships between the concepts they learn and make sense of the stimuli coming from the environment with caricature applications (Secgin, Yalvac, & Cetin, 2010). Sometimes, caricatures help children establish a cause-effect relationship between events, make comparisons and internalize what is told (Ozturk & Ozkan, 2016). Through such learning, children also relate and transfer their knowledge to everyday life. This is expressed as the realization of meaningful learning (Taş, 2013; Katipoğlu, Eken, & Korbay, 2017). In a process where meaningful learning takes place, the child uses his emotional intelligence. Children use and control their emotions and mental skills with their emotional intelligence (Stoico & Roco, 2013). He/she is concerned with the positive aspects of life, not the negativities (Barut, 2015). Children who attach a positive meaning to life achieve their goals quickly. He/she performs life-long learning in a planned and programmed manner (Akkaya, 2011; Denham, Bassett, & Zinsler, 2012).

Caricature applications contribute to children's language development, problem solving skills and learning styles. He/she earns this contribution with different caricature types. Among these, the caricatures that children pay the most attention to are unwritten and funny ones. Because reading and writing are not among the basic language skills of preschool children. Children use listening and speaking skills a lot in the learning environment. Thus, unwritten, funny and comic caricatures attract their attention in caricature-based applications. In other words, children perceive depicted symbols through pictures with caricature applications and interpret them as they see with the perception formed in their minds (Tok & Sevinc, 2010; Rai, Waskel, Saklle, Dixit, & Mahore, 2016). Children who share their thoughts and comments with other people socialize in this way (Calisir, 2011). Socialization is seen as an important factor for the use and development of emotional intelligence because socializing children use the interpersonal intelligence included in the multiple intelligence model effectively. He/she can find solutions to the problems of other individuals around him/her with an effective communication process. He/she criticizes the events, empathizes and gives

perspective to the events with different thoughts (Morris, Merrit, Fairclough, Birrell, & Howit, 2007). In other words, because the child was not socialized when he/she was first born, he/she starts socializing as a result of his/her experiences and tries to communicate with his/her environment (Akkaya, 2011). As children begin to socialize, they learn their own culture and the rules of the social group they belong to by adapting to their own culture (Habib & Soliman, 2015). During the socialization process, the social ties between children also become stronger as they exchange emotions with each other (Ekinci Vural, 2006). Thanks to these ties, he/she produces instant solutions to the problems he/she encounters. Sometimes he/she works in cooperation with the support of his/her close environment. In the age where technology and knowledge are rapidly developing, there is a need for individuals who are productive, able to manage their emotions and work in collaboration. The training of such individuals starts formally with preschool education. Preschool education is the basis of children's further education (Arslan & Güven, 2015; Gursoy, 2016).

As a result, caricature-based applications enable children to develop skills, such as self-assessment, communication, problem solving and empathy. Children discover their performances using their intrinsic intelligence with these skills and see the successful/unsuccessful aspects. At the same time, children create creative products and ideas using their imaginations with caricature-based applications. Thus, children's sense of humor improves with a visual learning process. All these skills and learning ways are thought to positively affect the emotional intelligence of preschool children.

The following suggestions are presented in line with the results obtained in this research:

- Teachers can include more visual and educational materials in learning environments that will improve children's emotional intelligence and communication skills.
- The effects of caricature-based applications on different development areas can be investigated.
- The effects of caricature-based applications on the students' emotional intelligence studying at different educational levels can be investigated.
- Mixed studies can be conducted on what kind of skills caricature-based applications develop in students.

References

- Alkis Kucukaydin, M. (2019). The effect of concept cartoons used in science education to achievement: Meta-analysis study. *Inonu University Journal of the Faculty of Education*, 20 (1), 220-233. DOI: 10.17679/inuefd.434352
- Altunbas, T., & Ozabaci N. (2019). Bir duygusal zekâ programının ilköğrencilerinin duygusal zeka, atılgan, saldırgan ve çekingen davranışlarına etkisinin incelenmesi. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 9(54), 688-659.
- Akengin, H., & Ibrahimoglu, Z. (2010). Sosyal bilgiler dersinde karikatür kullanımının öğrencilerin akademik başarısına ve derse ilişkin görüşlerine etkisi. *On Dokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi*, 29(2), 1-19.
- Akkaya, A. (2011). *Karikatürlerle dilbilgisi öğretimi*. (Yayımlanmamış Doktora Tezi). Selçuk Üniversitesi Eğitim Bilimleri Enstitüsü, Konya.
- Alkan, G. (2010). *Sosyal bilgiler öğretiminde kavram karikatürlerinin öğrenci başarısına etkisi*. (Yayımlanmamış Yüksek Lisans Tezi). Niğde Üniversitesi Sosyal Bilimler Enstitüsü, Niğde.
- Altunbas, T. (2018). *Duygusal zekâ programının öğrencilerin duygusal zekâ, atılgan, saldırgan ve çekingen davranışlarına etkisinin incelenmesi*. (Yayımlanmamış Yüksek Lisans Tezi). Eskişehir Osmangazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Eskişehir.
- Arslan, M., & Guven, Y. (2015). Duygusal zekâ eğitiminin öğrencilerin duygusal zekâ düzeylerine etkisi. *Journal of International Management, Educational and Economics Perspectives*, 3 (1), 13-26.
- Aydogdu, U. R., Karamustafaoğlu, O., & Bülbül, M.Ş. (2017). Akademik araştırmalarda araştırma yöntemleri ile örneklem ilişkisi: doğrulayıcı doküman analizi örneği". *Dicle Üniversitesi Eğitim Fakültesi Dergisi*, 30, 556-565.
- Atasoy, Ş., Tekbiyik, A., & Gulay, A. (2013). Beşinci sınıf öğrencilerinin ses kavramını anlamaları üzerine karikatürlerinin etkisi. *Türk Fen Eğitimi Dergisi*, Sayı 1, 176-196
- Atasoy, Ş. & Zoroglu M. A. (2004). Okul öncesi dönemdeki çocuklara yönelik kavram karikatürlerinin geliştirilmesi ve uygulanması. *Necatibey Eğitim Fakültesi Elektronik Fen ve Matematik Eğitimi Dergisi*, 8 (2), 38-70.
- Avcı, O. (2017). *Duygusal zekâ ve iletişim*. İstanbul: Beta Yayıncılık.
- Bacanli, H. (2007). *Türkiye’de okul öncesi eğitim ve ilköğretim sistemi temel sorunlar ve çözüm önerileri*. Ankara: Türk Eğitim Derneği
- Baltas, Z. (2005). *İnsanın dünyasını aydınlatan ve işine yansıyan ışık, duygusal zekâ*. İstanbul: Remzi Kitabevi.
- Barut, Y. (2015). *Duygusal zekâ ve iletişim becerileri ilişkisi: örgüt kültürünün aracı rolü (izmir bozyaka eğitim araştırma hastanesi ve kent hastanesinde görevli sağlık çalışanları örneği)*. (Yayımlanmamış Doktora Tezi), Yaşar Üniversitesi Sosyal Bilimler Enstitüsü, İzmir.
- Baskale, H. (2016). Nitel araştırmalarda geçerlik, güvenilirlik ve örneklem büyüklüğünün belirlenmesi. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 9(1), 23-28. <http://www.deuhyoedergi.org>
- Baynazoglu, P. (2019). *Kavram karikatürü kullanılan öğrenme ortamında öğrencilerin argümantasyon düzeylerinin incelenmesi* (Yayımlanmamış Yüksek Lisans Tezi). Recep Tayyip Erdoğan Üniversitesi, Sosyal Bilimler Enstitüsü, Rize.
- Buyukozturk, S. (2018). *Eğitimde bilimsel araştırma yöntemleri* (25.Baskı). Ankara: Pegem Akademi
- Creswell, J. W. (2013). *Nitel araştırma yöntemleri, beş yaklaşıma göre nitel araştırma ve araştırma deseni*, (Çev. Ed. Bütün M. ve Demir, S. B). Ankara: Siyasal Kitabevi.
- Cooper, R. K., & Sawaf, A. (2000). *Liderlikte duygusal zekâ*. İstanbul: Sistem Yayıncılık.
- Cakir, A. & Aydogdu, B. (2016). Çevre sorunları konusunun öğretiminde karikatür kullanımının öğrencilerin akademik başarılarına ve çevreye yönelik tutumlarına etkisi. *Batı Anadolu Eğitim Bilimleri Dergisi*, 7 (14), 102-116
- Calisir, F. (2011). *Hayat bilgisi dersinde karikatürlerle öğretimin öğrenci başarısına etkisi*. (Yayımlanmamış Yüksek Lisans Tezi), Eskişehir Osmangazi Üniversitesi Eğitim Bilimleri Enstitüsü, Eskişehir.

- Celik, B. (2014). *Dokuzuncu sınıf bilgi ve iletişim teknolojisi dersinde mizah ve kavram karikatürü kullanımının öğrenci başarısı, tutumu, kaygısı ve kalıcılığa etkisi.* (Yayımlanmamış Yüksek Lisans Tezi), Adnan Menderes Üniversitesi Sosyal Bilimler Enstitüsü, Aydın.
- Cetin, E. (2012). *Karikatürler ile zenginleştirilmiş fen ve teknoloji dersinin öğrenci başarısı ve tutumları üzerine etkisi.* (Yayımlanmamış Yüksek Lisans Tezi), Selçuk Üniversitesi Eğitim Bilimleri Enstitüsü, Konya.
- Cetin, N. (2019). *Beş-altı yaş okul öncesi eğitimi alan çocukların sosyal-duygusal uyumu, anne babaların evlilik doyumu ve ego durumları arasındaki ilişkilerin incelenmesi.* (Yayımlanmamış Yüksek Lisans Tezi). Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü, Denizli.
- Cetinkaya, T. (2017). *Duygusal zekâ yeteneğinin ilk ve ortaokul yöneticilerinin başarı düzeyleri üzerindeki etkisini belirlemeye yönelik bir uygulama (Akçaaabat Örneği).* (Yayımlanmamış Yüksek Lisans Tezi), Avrasya Üniversitesi Sosyal Bilimler Enstitüsü, Trabzon.
- Dag, A., & Sarı İ. (2019). Duygusal zekâ ve sporcularda duygusal zekâ kullanımı. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 8(1): 200-183.
- Denham, S. A., Bassett, H.H., & Zinsler, K. (2012). Çocukların duygusal becerilerini geliştirenler olarak okul öncesi öğretmenleri (Early Childhood Teachers as Socializers of Young Children's Emotional Competence). *Early Childhood Education Journal*, 40, 137-143.
- Ekinci Vural. D. (2006). *Okul öncesi eğitim programındaki duygusal ve sosyal becerilere yönelik hedeflere uygun olarak hazırlanan aile katımlı sosyal beceri eğitimi programının çocuklarda sosyal becerilerin gelişimine etkisi.* (Yayımlanmamış Yüksek Lisans Tezi), Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü, İzmir.
- Erdag, S. (2011). *İlköğretim 5. Sınıf Matematik Dersinde KavramKarikatürleri İle Destekli Matematik Öğretiminin, Ondalık Kesirler Konusundaki Akademik Başarıya ve Kalıcılığa Etkisi,* (Yayımlanmamış Yüksek Lisans Tezi), Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü, İzmir.
- Findik Donmez, A. (2013). *İlköğretim 7. sınıf öğrencilerinin türkçe öğretiminde okuduğunu anlama ve yazma becerilerinin gelişmesinde karikatürün etkisi.* (Yayımlanmamış Yüksek Lisans Tezi), Abant İzzet Baysal Üniversitesi Eğitim Bilimleri Enstitüsü, Bolu.
- Glesne, C. (2011). *Nitel araştırmaya giriş.* (Çeviri: Ersoy, A. ve Yalçınoğlu, P.). Ankara: Anı Yayıncılık.
- Goleman, D. (1995). *Duygusal zekâ neden IQ'dan daha önemlidir? (Emotional Intelligence Why It Can Matter More Than IQ?).* New York: Tontem Books.
- Gursoy, E. (2016). *Duygusal zekâ eğitim programının ilköğretim ikinci kademe öğrencilerinin duygusal zekâ, empatik beceri ve davranış problemleri üzerine etkisi.* (Yayımlanmamış Yüksek Lisans Tezi), On Dokuz Mayıs Üniversitesi, Eğitim Bilimleri Enstitüsü, Samsun.
- Habib, K., & Soliman, T. (2015). Karikatürlerin çocukların değişen zihinsel cevap ve davranışlara etkisi (cartoons' effect in changing children mental response and behavior). *Open Journal of Social Sciences*, 3, 248-264.
- Inel, D., & Balim, A.G. (2011). Kavram karikatürleri destekli probleme dayalı öğrenme yönteminin ilköğretim 6. sınıf öğrencilerinin fen öğrenmeye yönelik motivasyonlarına etkisi, *Uşak Üniversitesi Sosyal Bilimler Dergisi*, 4(1), 169-188.
- Kandır, A., & Alpan, Y. (2008). Okul öncesi dönemde sosyal-duygusal gelişime anne-baba davranışlarının etkisi. *Aile ve Toplum*, 4(14) Nisan-Mayıs-Haziran 2008 ISSN: 1303-0256.
- Karaca, Z., Kuzu, O., & Caliskan, N. (2020). Çokgenler konusunun öğretiminde kavram karikatürü kullanımının akademik başarıya etkisi. *Academia Eğitim Araştırmaları Dergisi*, 5(1), 110-125
- Karakus, S. (2019). *Fen bilimleri dersinde kavram karikatürü kullanımının 7. sınıf öğrencilerinin kütle-ağırlık konusundaki kavram yanlışlarına etkisi.* (Yayımlanmamış Yüksek Lisans Tezi). Hacettepe Üniversitesi, Eğitim Bilimler Enstitüsü, Ankara.
- Karasar, N. (2005). *Bilimsel araştırma yöntemleri.* Ankara: Nobel Yayıncılık
- Katipoglu, M., Eken, Z., & Korbay, M. (2017). Matematik öğretiminde eğlence ve mizah içeren karikatürlerin kullanılmasının öğrencilerin matematik başarısına ve matematik kaygısına etkisi. *International Journal of Education, Science and Technology*, 3(1),32-45
- Kaya, E., Kose, O., & Konu, M. (2016). Karikatür destekli öğretimin öğrenci başarısına etkisi: bitkiler âlemi. *Ekev Akademi Dergisi*, 67, 109-120.
- Keogh, B., & Naylor, S. (1999). Concept cartoons, teaching and learning in science evaluation.

- International Journal of Science Education*, 21 (4), 431-446.
- Kocak, R., & Icmenoglu, E. (2012). Üstün yetenekli öğrencilerin duygusal zekâ ve yaratıcılık düzeylerinin yaşam doyumlarını yordayıcı rolü. *Türk Psikolojik Danışma ve Rehberlik Dergisi*, 2012, 4 (37), 73-85.
- Koc Akran, S., & Kocaman, İ. (2018). Karikatüre dayalı öğrenme- öğretme modelinin okul öncesi öğrencilerin konuşma ve dinleme becerilerine etkisi. *e-Uluslararası Eğitim Araştırmaları Dergisi*, 9 (2), 105-122.
- Koprulu, O., Turhan, M., & Helvacı, I. (2018). Öğretim elemanları ve öğretmenlerin duygusal zekâ düzeyleri ve sınıf yönetimi becerileri açısından karşılaştırılması. *The Journal of Academic Social Science Studies*, 71, 419-426.
- MoNe (2013). *Okul öncesi eğitim programı*. Ankara
- Morris, M., Merritt, M., Fairclough S., Birrell, N., & Howit, C. (2007). Trialling concept cartoons in early childhood teaching and learning of science. *Teaching Science*, 53(2), 42-45.
- Ozyılmaz Akamca, G. (2008). *İlköğretimde analogiler, kavram karikatürleri ve tahmin-gözlem-açıklama teknikleriyle desteklenmiş fen ve teknoloji eğitiminin öğrenme ürünlerine etkisi*. (Yayımlanmamış Doktora Tezi), Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü, İzmir.
- Ozturk, T. & Ozkan, Z. S. (2016). Sınıf öğretmeni adaylarının eğitimde karikatür kullanımına ilişkin görüşlerinin belirlenmesi. *Sosyal Bilimler Dergisi*, Sayı: 6, 217-234
- Pektane Gulmez, A., Gultekin Akduman, G. & Gunduz, A. (2019). Okul öncesi dönem çocuklarının annelerinin duygusal zekâ düzeyleri ile çocuklarının akran zorbalığı düzeyi arasındaki ilişkinin incelenmesi. *Uluslararası Sosyal Araştırmalar Dergisi*, 12(64):605-611.
- Pinarçık, O., Sali, G., & Altındis, M. (2016). Okul öncesi öğretmen adaylarının duygusal zekaları ve iletişim becerileri arasındaki ilişkinin incelenmesi. *Asya Öğretim Dergisi*. 2016; 4(1): 44-34.
- Rai, S., Waskel, B., Saklle, S., Dixit, S., & Mahore, R. (2016). Çizgi filmlerinin çocuklardaki davranışsal ve iletişimsel değişikliklere etkisi (effects of cartoon programs on behavioral, habitual and communicative changes in children). *International Journal of Community Medicine and Public Health*, 3(6), 1375-1378.
- Sancar, M., & Koparan, T. (2019). Ortaokul öğrencilerinin çokgenler konusundaki kavram yanlışlarının giderilmesinde kavram karikatürlerinin etkisinin incelenmesi. *Karaelmas Journal of Educational Sciences*, 7 (2019), 101-122.
- Seçgin, F., Yalvac, G., & Cetin T. (2010). *İlköğretim 8. sınıf öğrencilerinin karikatürler aracılığıyla çevre sorunlarına ilişkin algıları*. International Conference on New Trends in Education and Their Implications, 11-13 Ekim, Antalya
- Sexton, M., Gervasoni, A.&Brandenburg, R. (2009). Using a concept cartoon to gain insight into children's calculation strategies. *Australian Primary Mathematics Classroom*, 14(4), 24-28.
- Sevgili Kocak, S. (2020). *Üstün yetenekli çocukların sosyal duygusal gelişimlerine yönelik geliştirilen psiko-eğitim programının etkisi*. (Yayımlanmamış Doktora Tezi), Gazi Üniversitesi, Eğitim Bilimler Enstitüsü, Ankara.
- Sidekli, S., Er, H., Yavaser, R., & Aydın, E. (2014). Sosyal bilgiler öğretiminde alternatif bir yöntem: karikatür. *Uluslararası Türk Eğitim Bilimleri Dergisi*, 2, 151-163.
- Stoico, A. M., & Roco, M. (2013). Duygusal zekânın çocukların gelişimindeki rolü (the role of emotional intelligence in children development). *Social and Behavioral Sciences*, 78, 150-4.
- Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology: combining quantitative and qualitative approaches*. London: Sage Publishing House
- Tas, M. (2013). Karikatür destekli fen öğretimine ilişkin bir araştırma: ilköğretim 6. sınıf yaşamımızdaki elektrik ünitesi örneği. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 26(2), 473-500
- Temiz, G. (2014). *Anne-çocuk iletişim becerileri eğitiminin çocukların duyguları tanıma ve ifade etme becerilerine etkisi* (Yayımlanmamış Doktora Tezi), Selçuk Üniversitesi Sosyal Bilimler Enstitüsü, Konya.
- Topkaya, Y. (2016). Doğal çevreye duyarlılık değerinin aktarılmasında kavram karikatürleri ile eğitici çizgi romanların etkililiğinin karşılaştırılması. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 13(34),259-272.
- Ulutas, I., & Macun, B. (2016). Okulöncesi çocuklarının duygusal zekâsını desteklemede öğretmenin rolü. *TURKISH STUDIES -International Periodical for the Languages, Literature and History of*

- Turkish or Turkic-, (Prof. Dr. Kamil Veli Nerimanoğlu Armağanı) 11(14) 951-964.*
- Yaman, H. (2010). Bir Öğretim Aracı Olarak Karikatür: Türkçe Dil Bilgisi Öğretimi Üzerine Bir Araştırma". *Kuram ve Uygulamada Eğitim Bilimleri / Educational Sciences: Theory & Practice*, 10(2), 1215-1242.
- Yazicioğlu, Y., & Erdogan, S. (2004). *SPSS uygulamalı bilimsel araştırma yöntemleri*. Ankara: Detay Yayıncılık
- Yildirim, A., & Simsek, H. (2006). *Sosyal bilimlerde nitel araştırma yöntemleri*. (6. baskı) Ankara: Seçkin Yayıncılık.

Authors

Sevda KOC AKRAN, She works at the Faculty of Education at Siirt University. Her fields of study include teacher training, curriculum development, contemporary education models, and measurement and evaluation.

İnci KOCAMAN GELİR, She works as a preschool teacher. She graduated from Master's Program with Thesis of Division of Curriculum and Instruction of Institute of Social Sciences at Siirt University. Her fields of study are preschool education programs and caricature-based learning.

Contact

Assoc. Prof. Sevda KOC AKRAN, Siirt University, Faculty of Education, Educational Sciences Department, Division of Curriculum and Instruction, Siirt, Turkey,

E-mail: sevdakc@gmail.com

Siirt, Turkey

E-mail: inci_tanesi@hotmail.com

Impact of Socially Constructed Choices on Female School Heads' Educational and Career Choices in Pakistan: A Qualitative Study

Ahsan-Ur-REHMAN*
Muhammad Ilyas KHAN**
Zarina WAHEED ***

To cite this article:

Rehman, A. U., Khan, M. I., & Waheed, Z. (2021). Impact of socially constructed choices on women school heads' educational and career choices in Pakistan: A qualitative study. *Journal of Qualitative Research in Education*, 26, 231-245. doi: 10.14689/enad.26.10

Abstract: This study presents findings from a larger study exploring the career trajectories of female schoolteachers who become school heads. The study was carried out in Peshawar, Pakistan. Female school heads' career choices have been termed socially constructed as it explores the influences of predominantly male-dominant social structures on women's career choices. The study explores the contributors to and influence on female school heads' decisions to join the teaching profession within the context of the predominately traditional and conservative society in north-west, Pakistan. Semi-structured interviews were conducted for in-depth and rich accounts of ten female school heads. The findings of this study suggest that in the educational and career choices of female school heads, their parents and especially fathers play a significant role. The findings also suggest that keeping the cultural realities in mind females opt for the culturally acceptable professions: school teaching in the current context. The study reveals limited choices of education and careers for women in traditional societies. This calls for efforts to broaden such choices for women for a more equitable social ordering. Further, wider scope studies may be conducted for greater generalizations and broader understanding regarding the issue.

Keywords: Female school heads, career trajectories, parental influence, career decisions, traditional-conservative society


Article Info

Received: 21 Sep. 2020


Revised: 07 Dec. 2020

Accepted: 17 Feb. 2021

© 2021 ANI Publishing. All rights reserved.

*  Ahsan Ur Rehman, Department of Elementary and Secondary Education, Khyber Pakhtunkhwa, Pakistan, rehmanahsan9@gmail.com

**  Muhammad Ilyas Khan, Hazara University, Mansehra, Pakistan, ilyasisa@gmail.com

***  Correspondence: Zarina Waheed, SBK, Women's University Quetta, Pakistan, zarinrashid4@yahoo.com

Declaration of Conflicts of Interests: None

Introduction

Female school leadership has been an important focus of educational research since the 1980s (Mckillop & Moorosi, 2017). Research has been carried out to explore several issues including barriers to female career paths leading to school headship (Coleman, 2007), socially constructed stereotyping and professional role socialization (Cubillo & Brown, 2003), and other related aspects of female lives and career trajectories (McLay 2008; Moorosi, 2010; Oplatka, 2004). The problems and the issues identified in gender-related research regarding women's school headship are context-dependent (Gronn, 1999), therefore the need for research on women school heads career paths assumes significant importance.

Khyber Pakhtunkhwa (KP) is one of the four provinces of Pakistan, where the cultural setting is traditional and conservative; however, rapid changes are coming with access to information technology and an increase in the ratio of female education. As a result, more and more women are entering the job market. This trend has also been witnessed in the education sector. According to the recent statistics from the education department of KP, there are 43921 female schoolteachers and among them, 495 are school heads, who are leading girls' schools (Education Department, 2015-16). It is expected that this ratio will increase more in the coming years. Studies related to women's career trajectories are thus, of high importance in understanding the influences and choices that they have to make while taking educational and career decisions (Coleman & Fitzgerald, 2008; Gronn & Ribbins, 1996), within the context of this study.

This study seeks answers to the main research question: what trajectories do the careers of female school teachers who become school heads follow in KP, Pakistan? The study explores socially constructed choices available for women in choosing their professions. The objectives of the study are:

1. To explore the career trajectories of female schoolteachers who become school heads in Khyber Pakhtunkhwa, Pakistan.
2. To explore the possible impact of socially constructed choices on female school heads' career trajectories.

Literature Review

Human attitude, thinking, and behavior are often influenced by socialization processes (Stolley, 2005). Socialization is a process, where an individual acquires and learns how to act and behave in a certain manner in social structures (Berger, 1966; Stolley, 2005; Marsh & Keating, 2006). The process of socialization starts from early childhood and continues till death (Cooley, 1963; Giddens, 2006). The agents of socialization are immediate family, relatives, peer groups, educational institutions, and society as a whole. Based on socialization an individual start to develop a sense of self, and identity

(Mead, 1934). Thus, a sense of self and identity provides a base for humans to perform various social roles (Eagly, 1987). One of the products of the socialization process is the gendered role, where a female is socialized into the role of home care-taker and a mother (Faulkner, 2015; Lumby, 2015) and a male into the role of breadwinner for a family (Hochschild & Machung, 2012).

With the rapid changes in the socio-economic structures of traditional societies, women's entry into the job market has witnessed an increase, but still, cultural factors have considerable influences on the choices of careers for males and females differently (Evetts, 2000). Marks and Houston (2002) studied, 92 young females aged 15-17, views about their careers aspiration and choices. The participants of their study answered that their career would be mainly determined by their roles as parents and were not certain to continue their jobs because of family responsibilities and bringing up children. Similarly, Gartzia and Fetterolf (2016) explored 230 male and female university students' expectations about their education, career, and family life in the future. They concluded that females paid more concern to their families while choosing a career. This proved that women's education and career choices are strongly associated with their home care-taker role (Pifer & Baker, 2016). Likewise, studying the career and educational trajectories of a group of women Hostetler, Sweet, and Moen (2007) found that gendered roles expectations; taking care of children and husband, have put greater influences on the female career decisions.

Exploring the perceptions of 9 Indian mothers in England about their views concerning their daughters' education and career choices, Khambhaita (2014) argued that as compare to other cultures, women in the Indian Subcontinent make their decisions about education and career within the socio-cultural realities. Now it has become clear while choosing education or a profession woman have to take into consideration the gendered-role-expectations that the society and culture expect from them. Therefore, women choose those careers which are considered as "family-friendly" careers and education is considered one of them (Jackson & Scharman, 2002, p. 185). Concerning gender, the factors determining the young women's career choices and paths are the focus of research (Aveling, 2002; Correll, 2004). Overall these studies highlighted the importance of socio-cultural factors that influence the educational and career choices in Pakistan.

In the context of Pakistan, Qureshi and Ravieya (2007) stated that women have to take into consideration their families and home responsibilities before joining a profession. This view is supported by Noreen and Khalid (2012) who studied the experiences of women in higher education in Pakistan and concluded that through market forces women are coming to jobs, and getting higher education but still have to take into consideration family, culture, and religious consideration while deciding about their careers. Career choices and the factors that influence them have been studied in different social sector organizations in Pakistan, like in business graduates (Sarwar & Azmat, 2013), girls' schooling (Khan, Murtaza, & Shafa, 2012), and challenges that working women face (Ali, 2013). There, however, seem to be no significant research specifically on the influence of a predominantly male-dominant social structure on

women's career choices in Pakistan in general and in the north-west of Pakistan in particular, where the social structure tilt more towards male-dominance when it comes to making general life or career choices. Exploring the impact of female gender and male dominance on women's career choices was, therefore, considered important to explore. Besides, in-depth qualitative studies have not been conducted on the issue and therefore, this study aimed to explore the issue in-depth through the perspectives of women school heads and to have a first-hand, naturalistic account of their perceptions. The study, therefore, aimed to explore the influences of societal structures and parental influences on the decisions of the female school heads' educational and career choices.

Methodology

Philosophical Lens

Feminism assumes that cultural and social factors influence one's life. Feminists challenge attempts aimed at silencing women's voices (Burns & Walker, 2005). It tries to answer philosophical questions related to research methodology, reality, truth, and knowledge. It gives importance to the experiences and voices of women about topics such as gendered oppressions and gender inequalities. About feminist methodology Burns and Walker (2005) argue:

What feminist methodologies have in common is a shared commitment to drawing attention to the deep and irreducible connections between knowledge and power/ (privilege), and making problematic gender in society and social institutions to develop theories that advance practices of gender justice (p.66).

The feminist approach has also been used in feminist leadership studies (see, Heilman, 2001; Maher, 1997; Watts, 2009). Such studies mainly see if leadership styles among male and female leaders are alike or different. Kark (2004) found that majority of studies with feminist leadership viewpoint, consider women leadership styles slightly more democratic, charismatic, or transformational. Thus, this study also adopts a feminist leadership viewpoint to explore what trajectories the careers of female school teachers who become school heads follow in Khyber Pakhtunkhwa, Pakistan, and socially constructed choices available for women in choosing their professions.

Research Design

This study adopted a qualitative narrative research design. Narrative research design is useful in understanding how people are affected by social and cultural structures-how, where, when and by whom (Goodson & Sikes, 2001). This research design is also preferred to study feminist issues (Goodson & Sikes, 2001). Therefore, the narrative approach was deemed appropriate to explore the perceptions of female school heads (Shamim & Qureshi, 2010; Cohen et al., 2011).

Sampling

There were 75 female school heads in the district of Peshawar (KPESED, 2015-16), for this study 10 female school heads were selected through snowball sampling (Biernacki & Waldorf, 1981), for interviews to explore their lived experiences and perceptions about their educational and career choices in relation to their family, socio-cultural background, and career trajectories. Snowball sampling is a useful qualitative sampling technique used in situations where initial access to participants is faced with certain difficulties. The difficulties in access in the context of this study arose from the particular socio-cultural norms where access to female participants for direct interaction is often restricted. Besides, snowball sampling helps in getting access to information-rich participants. The first author of this study who mainly collected the data had to get access to initial participants who later helped to identify other information-rich participants who were willing to participate in the study. Snowball sampling, therefore, was useful in collecting quality data in this study. The female school heads selected for this study had school leadership experiences ranging from 2 to 13 years and had an age range between 36 to 52 years. All participants were married, lived with their husbands and children except one widow who a son and a daughter.

All of the participants initially had school teaching positions before they were promoted to school leading roles based on seniority and open competition through an Independent Public Service Commission body that recommends personnel for appointment in different government departments. There was no direct selection of a candidate for the post of school headship. For school headship, they had to have certain required academic and professional qualifications and school teaching experience.

Data Collection Tool

The data was collected through semi-structured interviews. The interview protocol was developed in light of research objectives. This was then peer-reviewed by the three authors and some modifications were made in the interview protocol: Where do you come from? What is your parents' economic and educational background? Where (urban or rural) have you received your school education? What other profession did you want to join? Why you did not join the profession you wanted to join initially? Who influenced your choice of the profession: mother, father, brother, sister, and why? Before the data collection process, the modified protocol was pilot tested to make it more relevant to the aims of this study and to remove possible ambiguities in it. The duration of interview sessions was between 20 to 30 minutes, which were conducted in the school offices of these female school heads. The interviews were recorded through a smartphone voice recorder. During interviews, prompts were used to direct the interviews in the right way and also to get clarification from the respondents about their career choices. The interviews were transcribed after the interview sessions.

Reliability and Validity of the Data

The terms reliability and validity are considered more suitable in the context of quantitative research. In qualitative researches, trustworthiness is deemed appropriate (Morse et al., 2002). According to Johnson (1997), different strategies can be used to enhance the validity of qualitative research including extended fieldwork, use of verbatim data, investigators triangulation, participants' feedback, and peer review. In addition, for external validity or generalizability in qualitative research, there should be a detailed description of the research process and settings. Merriam and Tisdell (2015) argue that trustworthiness can be achieved by:

1. Credibility (internal validity): which can be fulfilled by different methods of triangulation.
2. Consistency or dependability (reliability): which can be achieved by peer examination, audit trial, triangulation, and researcher's position.
3. Transferability (external validity): which can be adopted by careful selection of sample and rich thick description.
4. In addition, for them, "ensuring validity and reliability in qualitative research involves investigating ethically" (p. 237).

Thus, in this study, triangulation was used to enhance credibility. The consistency was achieved by taking interview transcriptions to the participants for review and the sample was selected carefully along with an audit trail for transferability and rich thick description. One of the authors collected data through face-to-face interviews with the heads to ensure its trustworthiness, verbatim were used, and details of participants, data collection, and analysis are given in the methodology.

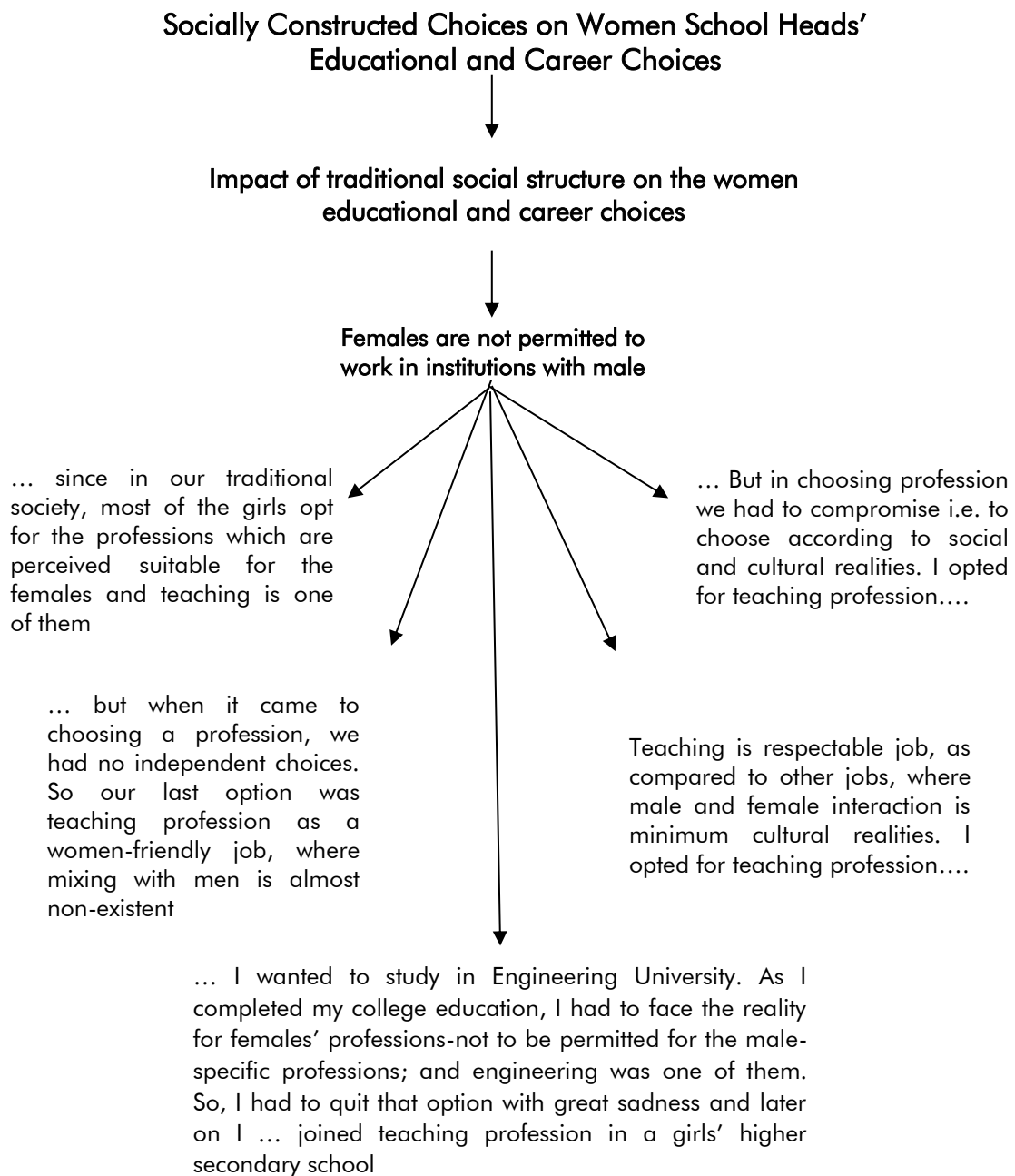
For ethical considerations, being narrative research design, the respondents' shared personal information was kept confidential and informed consent was taken (Esbensen, et al., 1996). For maintaining anonymity pseudonyms were used.

Data Analysis

The data analysis method used in this study was Thematic Analysis where themes emerge from the data (Braun & Clarke, 2006; Miles & Huberman, 1994; Polkinghorne, 1995). After reading and re-reading, the data was coded. The process of open coding was used where all the interview transcriptions were coded to allow the emergence of themes. Quotations and comments that support themes were identified. The categories were then reviewed by the researchers and themes were finalized. Figure 1 below is a sample of thematic analysis showing a theme, code, and attached quotations with the code.

Figure 1.

A sample of thematic analysis showing theme, code, and attached quotations with the code.



Findings

The findings of this study suggest that early socialization in family and later on in social structures influenced women's education and career choices. After data analysis, the two main themes emerged as the Impact of traditional societal structure and parental influences on the respondents' career choices.

Impact of Traditional Societal Structure on Women's Career and Educational Choices

The first theme that emanated from the data analysis process was the influence of traditional social structure on the respondents' educational and career choices. The respondents emphasized that their education and later on careers in the society are influenced by the society where girls are socialized in the role of taking care of their homes and raising a family. Alina, whose father had a small business and her mother worked in health care, was brought up in an educated family in a traditional social setup where females are only permitted to join 'women friendly' careers like teaching in girls' institutes. Consequently, she preferred to choose teaching in girls' schools. The traditional social structure had a significant influence on her career choice. She said:

I wanted to become a lawyer since one of my cousins who was living in Peshawar was a lawyer in High Court. Since I was living in a faraway village with my parents, therefore, I could not pursue my wish and ultimately I had to choose teaching as a career... since in our traditional society, most of the girls opt for the professions which are perceived suitable for the females and teaching is one of them. (Alina)

Javeria was also influenced by the traditional social setting. She was born in a rural area and attended girls' school. She had a father, a mother, one brother, and six sisters. Her father was a farmer and had a respected position in his village. Her mother was an uneducated housewife. Javeria maintained that it was difficult for her to choose education and career freely:

From school life, I had a great interest in Math subject; and I used to be the topper of the math subject. At this age students always have a passion for a particular subject to study and a profession to join. So, I wanted to study at an Engineering University. As I completed my college education, I had to face the reality for females' professions-not to be permitted for the male-specific professions; and engineering was one of them (if I had applied for the Engineering University I would have been easily enrolled). So, I had to quit that option with great sadness and later on, I did a master in Mathematics with distinction and joined the teaching profession in a girls' higher secondary school. (Javeria)

According to Rubab in her village, it was very difficult for a girl to get a school education, and doing a job was a remote possibility. In this kind of situation, she

planned her education and chose a career in teaching. Her plans are depicted in the following quote:

The area where we used to live was located about five hours drive from the main city. The village was backward in physical infrastructure-no concrete roads, no basic health facilities, and only one high school for girls with few students, where local female teachers used to teach. We used to live in a conservative social structure especially with respect to female education and profession. Normally the girls were not allowed to go to schools. In such a situation I planned and completed my school education. After this, I applied for a school teaching job and got selected. For the rest of my education, I got through distance learning from Islamabad. Within that cultural set up I did not have any other option but to choose the profession of teaching which was more suitable for females. (Rubab)

Rosina used to live in a village when she was 6 years old her parents died. She was brought up by her uncle in an urban locality, where she completed her education and joined the teaching profession, and later on, got married. She lives in the same city and leading a girls' school:

Though I was brought up in a city, the family and the environment where I lived were conservative and religious. The people in such an environment do not allow women to work outside their homes. Anyhow, with the support of my uncle and his family members I was allowed to get an education with strict Pardha [wearing a veil by women]. As I completed my college education, I had to choose teaching in a girls' school. So, after a year I was selected for the teaching post in girls' high school and now I am leading a girls' high school. (Rosina)

The same themes came up in the narratives of the other female school heads, who were restricted in their choices of education and careers by the cultural setup of their societies. Jasmin lived in a city, where she got educated and later on joined the teaching profession, now leading a girls' high school. Though she lived in the city, still the influences of socio-cultural realities impacted her career choices:

We were living in an urban area, in an educated family environment. I along with my two sisters had the freedom to study what we wanted and got university degrees but when it came to choosing a profession, we had no independent choices. So our last option was the teaching profession as a women-friendly job, where mixing with men is almost non-existent. (Jasmin)

Likewise, Sona was also brought up in the city, but she was forced to join teaching as the only profession available to her:

Our brothers and family members were very positive about female education, so we (I and my younger sister) completed our college education and studied subjects of our choice. But in choosing a profession we had to compromise i.e. to choose according to social and cultural realities. I opted for the teaching profession and my sister for health care. Teaching is a respectable job, as compared to other jobs, where male and female interaction is minimum. (Sona)

Parental Influence

Parental influence and support impacted respondents' educational and career choices. Naz was influenced by parental advice. Her father was a boys' school head and her mother was an educated housewife. Naz wanted to study law and had a strong wish to become a lawyer. However, her father's advice altered her career choice:

My father was a boys' school head, and my mother was an educated lady. We lived in the city. I was the only daughter of my parents and had two brothers. I wanted to become a lawyer, so I studied law in college and after that, I got admission to a Law College and studied it for a few months. But my father who was very sensitive about my career strongly advised me to join the teaching profession. The reason behind my father's advice was that he thought that teaching was a profession most suitable for females as compared to the legal profession. Therefore, I had to quit Law College and did Bachelor's Education (B. Ed), and applied for a school teaching post. (Naz)

Another respondent who belonged to a far-flung area, where girls' education was almost non-existent and where females were not allowed to take even early school education chose teaching as a profession. She said:

We were living in a far-flung area where social pressures were enormous regarding women's education and chosen profession. When I was a child I was allowed to go to a nearby girls' school, but as I completed my primary education, I was opposed by some of my family members- brothers and cousins and even my mother- to continue my education. But thanks to my father (the elder of the family) who resisted that pressure and permitted me to continue further education. I was the only girl who had completed school education and later on I was sent to a city for a university degree by my father. When I returned to my village after completion of my education, with the support of my father, I applied for the school teaching job, and now I am a school head living in Peshawar city along with my husband and children. I am grateful to my father for his support. (Gul)

Likewise, the help and support from parents were also evident in the educational and career aspirations of Hameeda, another respondent. Her mother and father were educated. She completed her university education and later on was offered different teaching jobs in various universities, but she opted for school teaching:

It was the support of my parents that helped me in my choices of education and later on in my career. As I completed my education, I was offered jobs in universities, which I declined, since I did not like the university environment. I wanted to take a teaching position in a girls' school, so applied for that and got selected as a Subject Specialist. In all this career trajectory I had the support of my parents.

While the parents of the women school heads were equally supportive, it was the fathers who influenced in one way or the other, the educational and career aspirations and choices of their daughters.

Interestingly, the story of Sumbal indicates another aspect of her life. Sumbal's father died when she was four years old. She had three brothers, living with their mother in a village:

As I completed my primary education in a nearby school, I was stopped by my educated elder brothers from going to school for further education. But my mother persuaded my brothers to allow me for further education, so with my mother's help, in a male-dominated society, I completed my school education. After this, I wanted to join the teaching profession but for that, I had to go to a city. Here my brothers showed resistance, but as usual, my mother came to my help again. My mother used to accompany me while going to the city to take classes in a professional college. After completion of the teaching course, I applied for a teaching post and got selected, and now I am leading a girls' school in this urban area. I got married as I got a teaching job, but my husband died after five years of our marriage. Now I am living with my son and daughter. What I am today is because of my mother, she is no longer in this world (Sumbal).

Discussion

The findings of this study showed that most of the female school heads were inclined to get an education and choose their careers despite the constraints of the traditional and conservative social structures. These findings reflect studies regarding the role of gender in the adoption of career choices (Whiston et al., 2015; Burrige et al., 2016). According to system theory as argued by Whiston et al. (2015) at macro-level environmental dynamics i.e. socio-cultural set, economic activities, the geographical location of the people, are the most influencing forces that play an important part in the education and career choices of the individual lives. Likewise, literature investigating the education and career choices, in other socio-cultural setups, found that education and career choices and especially of females are determined by the stereotyped perceptions of the society (Moorosi, 2010; O'Neil & Bilimoria, 2005; Siddiqui, 2016).

The current study indicates that female career choices are substantially influenced by socio-cultural constraints. This is in line with Khambhaita (2014) findings who suggest that in the Indian subcontinent culture, girls are significantly influenced by socio-cultural constraints and family in their choices regarding education and career. Similar are the findings of Watt et al. (2012), Kim (2016), and Pifer and Baker (2016). These studies suggest that alongside household and familial responsibilities women preferred to choose the professions which were considered 'family-friendly'. Similarly, Lumby (2015) found that most of the women choose to join medical and teaching professions since these professions are considered more women-friendly as compare to other professions. Similar findings were observed by Maringe and Moletsane (2015, p. 360) who termed teaching as 'feminized profession' for women.

This study also revealed that women chose to join the teaching profession with the support of their parents, particularly fathers. This makes sense in traditional, male-dominated, family-oriented social structures as indicated by of Hall (1996), and Mclay (2008). The current study also suggested that most of the mothers of these female school heads were housewives in the traditional social structures, but they supported their daughters in education and choosing a career in the teaching profession. These findings are in line with the work of (Ribbins, 2008). The findings of this study showed that females took decisions keeping the contextual realities in mind and in doing so

had the support of their parents though in the professions considered women-friendly. These findings are supported by the work of (Cochrane, 2015 p. 165) who maintained that the influence of social realities and parents' influence are vital in the educational and career choices that people make. Similarly, the findings of this study are in accord with the study of Ulas et al. (2016) who argue that it is the nature of society that constructs and assigns particular career choices and professional roles for both men and women. Moreover, findings from this study are supported by the study of Bakio€lu and Ülker (2018) who argue that women's career choices and professions are context-dependent.

Conclusions and Implications

This study highlighted the important role played by social constructions: family and male-dominant social in the educational and career choices of female school heads in Pakistan. The respondents' decisions to join the teaching profession were mostly influenced by these socializing agencies. It could be concluded that family and parental support was vital for directing females' educational and career choices in conservative, traditional social structures. The study reveals limited choices of education and career for women in traditional societies.

This study calls for efforts to be made to broaden educational and professional choices for women for a more equity-based social ordering. One of the major implications that come from this study is that there has to be sensitization concerning women's education and especially their career choices against the disempowering traditional and conservative social setups. In this regard parents and other male guardians may be sensitized to give freedom of choice to their women in education and choosing professions. This sensitization may also be done through career guidance and counseling at school and college levels, with the cooperation of parents and male guardians of girls, to guide the young girls, in the light of new economic changes, for more diverse professions. This will be a change-agent-step to transform the stereotyped thinking about women's professional role in the socio-cultural structure of this study.

Besides, this study was qualitative and limited to particular contexts. Further, broad scope studies may be conducted for greater generalizations and broader understanding regarding the issue.

References

- Ali, F. (2013). A Multi-level perspective on equal employment opportunity for women in Pakistan. *Equality, Diversity and Inclusion: An International Journal*, 32(3), 289-309.
- Aveling, N. (2002). Having it all' and the discourse of equal opportunity: Reflections on choices and changing perceptions. *Gender and Education*, 14(3), 265-280.
- Bakioglu, A., & Ulker, N. (2018). Career barriers faced by Turkish women academics: Support for what? *Original Empirical Research*, 8(3), 313-321.
- Biernacki, P., & Waldorf, D. (1981). Snowball sampling: Problems and techniques of chain referral sampling. *Sociological Methods & Research*, 10(2), 141-163.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Burridge, N., Payne, A. M., & Rahmani, N. (2016). 'Education is as important for me as water is to sustaining life': perspectives on the higher education of women in Afghanistan. *Gender and Education*, 28(1), 128-147.
- Cochrane, M. (2015). *Pupils' choices in their educational and career trajectories*. Unpublished Thesis. Keele University.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). New York: Routledge.
- Coleman, M. (2007). Gender and educational leadership in England: A comparison of secondary headteachers' over time. *School Leadership and Management*, 27(4), 383-399.
- Coleman, M., & Fitzgerald, T. (2008). Gender and leadership development. In G. Crow, J. Lumby, & P. Pashiardis, *International handbook on the preparation and development of school leaders* (pp. 119-135). New York: Routledge.
- Cooley, C. H. (1963). *Human nature and the social order* (7th ed.). London: Transaction Publishers.
- Correll, S. J. (2004). Constraints into preferences: Gender, status and emerging career aspirations. *American Sociological Review*, 69(1), 93-113.
- Cubillo, L., & Brown, M. (2003). Women into educational leadership and management: International differences? *Journal of Educational Administration*, 41(3), 278-291.
- Department, E. a. (2015-16). *Annual statistical report of government schools*. Peshawar: Elementary and Secondary Education Department.
- Eagly, A. H. (1987). *Sex differences in social behavior: A social-role interpretation*. Hillsdale, NJ: Erlbaum.
- Esbensen, F.-A., Deschenes, E. P., Vogel, R. E., West, J., Arboit, K., & Harris, L. (1996). Active parental consent in school-based research: an examination of ethical and methodological issues. *Evaluation Review*, 20(6), 737-753.
- Evetts, J. (2000). Analysing change in women's careers: Culture, structure and action dimensions. *Gender, Work and Organization*, 7(1), 57-67.
- Faulkner, C. (2015). Women's experiences of principalship in two South African high schools in multiply deprived rural areas: A life history approach. *Educational Management Administration and Leadership*, 43(3), 418-432.
- Gartzia, L., & Fetterolf, J. C. (2016). What division of labor do university students expect in their future lives? Divergences and communalities of female and male students. *Sex Roles*, 74, 121-135.
- Giddens, A. (2006). *Sociology* (5th ed.). Cambridge: Polity Press.
- Goodson, I., & Sikes, P. (2001). *Life history research in educational settings-learning from lives*. Buckingham: Open University Press.
- Gronn, P. (1999). *The making of educational leaders*. London: Continuum.
- Gronn, P., & Ribbins, P. (1996). Leaders in context: Postpositive approaches to understanding educational leadership. *Educational Administration Quarterly*, 32(3), 452-473.



- Hall, V. (1996). *Dancing on the ceiling: A study of women managers in education*. London: Paul Chapman.
- Heilman, M. E. (2001). Description and prescription: How gender stereotypes prevent women's ascent up the organizational ladder. *Journal of Social Issues*, 57(4), 657-674.
- Hochschild, A. R., & Machung, A. (2012). *The second shift: Working parents and the revolution at home*. United States: Viking Penguin.
- Jackson, A. P., & Scharman, J. S. (2002). Constructing family-friendly careers: Mothers' experiences. *Journal of Counselling & Development*, 80, 180-187.
- Kark, R. (2004). The transformational leader: Who is (s) he? A feminist perspective. *Journal of Organizational Change Management*, 17 (2), 160-176.
- Khambhaita, P. (2014). Indian mothers' perceptions of their roles in their daughters' university course choices. *British Educational Research Journal*, 40(6), 1019-1035.
- Khan, H., Murtaza, F., & Shafa, M. D. (2012). Role of teachers in providing educational and career counselling to the secondary school students in Gilgit-Baltistan of Pakistan. *International Journal of Academic Research in Progressive Education and Development*, 1(2), 84-102.
- Kim, J. H. (2016). *Understanding narrative inquiry* (1st ed.). Thousand Oaks California: Sage.
- KPESED. (2015-16). *Annual statistical report of government schools*. Peshawar: Elementary and Secondary Education Department, Government of Khyber Pakhtunkhwa (KPESED).
- Lumby, J. (2015). Leading schools in communities of multiple deprivation: Women principals in South Africa. *Educational Management Administration and Leadership*, 43(3), 400-417.
- Maringe, F., & Moletsane, R. (2015). Leading schools in circumstances of multiple deprivation in South Africa: Mapping some conceptual, contextual and research dimensions. *Educational Management Administration & Leadership*, 43(3), 347-362.
- Marks, G., & Houston, D. M. (2002). The determinants of young women's intentions about education, career development and family life. *Journal of Education and Work*, 15(3), 321.
- Marsh, I., & Keating, M. (2006). *Sociology: Making sense of sociology* (Vol. 3rd). Harlow: Pearson Education Ltd.
- Mckillop, E., & Moorosi, P. (2017). Career development of English female head-teachers: Influences, decisions, and perceptions. *School Leadership & Management*, 37(4), 334-353.
- Mclay, M. (2008). Headteacher career paths in UK Independent secondary coeducational schools: Gender issues. *Educational Management, Administration and Leadership*, 36(3), 353-372.
- Mead, G. H. (1934). *Mind, self, and society*. Chicago: The University of Chicago Press.
- Miles, B., & Huberman, M. (1994). *Qualitative data analysis* (2nd ed.). California: Sage.
- Moorosi, P. (2010). South African female principals' career paths: Understanding the gender gap in secondary school management. *Educational Management Administration and Leadership*, 38(5), 547-562.
- Noreen, G., & Khalid, H. (2012). Gender empowerment through women's higher education: Opportunities and possibilities. *Journal of Research and Reflections in Education*, 6(1), 50-60.
- O'Neil, D. A., & Bilimoria, D. (2005). Women's career development phases: Idealism, endurance, and reinvention. *Career Development International*, 10(3), 168-189.
- Oplatka, I. (2004). The principal's career stage: An absent element in leadership perspectives. *International Journal of Leadership in Education: Theory and Practice*, 7(1), 43-55.
- Pifer, M. J., & Baker, V. L. (2016). Professional, personal, and relational: Exploring the salience of identity in academic careers. *Identity: An International Journal of Theory and Research*, 16(3), 190-205.
- Polkinghorne, D. (1995). Narrative configuration in qualitative analysis. In J. A. Hatch, & R. Wiseniewski, *Life history and narrative* (pp. 5-23). London: The Falmer Press.
- Qureshi, R., & Ravieya, J. F. (2007). *Gender and education in Pakistan* (1st ed.). Karachi: Oxford.
- Ribbins, P. (2008). A life and career based framework for the study of leaders in Education. In J. Lumby, G. Crow, & P. Pashiardis, *International handbook on the preparation and development of school leaders* (pp. 61-80). London: Routledge.

- Sarwar, A., & Azmat, A. (2013). Factors having impact on the career decisions: Study of business graduates in Pakistan. *Business Management Dynamics*, 2(7), 9-19.
- Shamim, F., & Qureshi, R. (2010). *Perils, pitfalls and reflexivity in qualitative research in education* (1st ed.). Karachi: Oxford University Press.
- Siddiqui, S. (2016). *Education policies in Pakistan: Politics, projections and practices* (1st ed.). Karachi: Oxford University Press.
- Stolley, K. S. (2005). *The basics of sociology*. London: Greenwood Press.
- Ulas, O., Demirtas-Zorbaz, S., & Kizildag, S. (2016). Perception of various professions In Turkey. *Journal of Teaching and Education*, 5(1), 739-744.
- Watts, J. H. (2009). Leaders of men: women 'managing' in construction. *Work, Employment and Society*, 23(3), 512-530.
- Whiston, S. C., Feldwisch, R. P., Evans, K. M., Blackman, C. S., & Gilman, L. (2015). Older professional women's views on work: A qualitative analysis. *The Career Development Quarterly*, 63, 98-112.

Authors

Contact

Dr. Ahsan Ur REHMAN received his B.Ed. and M.Ed. from the University of Peshawar and his PhD in Education from Qurtuba University of Science and Technology, Peshawar, Pakistan. He is a Subject Specialist in the Department of Elementary and Secondary Education, Khyber Pakhtunkhwa, Pakistan. His research interests include female school leadership and gender in education.

Department of Teacher Education, Allama Iqbal Open University, Pakistan;

E-mail: rehmanahsan9@gmail.com

Dr Muhammad Ilyas KHAN did his PhD in Education at the University of Leicester, UK in 2012. He has been working as an Assistant Professor and has been involved in research supervision at the Department of Education, Hazara University, Pakistan since 2006. His research interest areas are in educational leadership, reflective writing, and qualitative research.

Department of Education, Hazara University, Mansehra, Pakistan;

E-mail: ilyasisa@gmail.com

Dr. Zarina WAHEED is PhD from University of Malaya, Malaysia in Educational Management and Policy. She has been working in Sardar Bahadur Khan Women's University Quetta, Balochistan, Pakistan from last 14 years. She has served as Dean Social Sciences and currently she is Chairperson of the Department of Education. Her research interest is in educational leadership and management, teacher education and language education.

Department of Education, SBK Women's University Quetta, Pakistan

E-mail: zarinarashid4@yahoo.com

Examination of Teaching and Learning Processes of an Elective Applied Mathematics Course*

Ozlem ALBAYRAKOGLU**

Abdurrahman KILIC***

To cite this article:

Albayrakoglu, O., & Kilic, A. (2021). Examination of teaching and learning processes of an elective applied mathematics course. *Journal of Qualitative Research in Education*, 26, 246-264. doi: 10.14689/enad.26.11

Abstract: This study aimed to examine the teaching and learning processes of an Elective Applied Mathematics course according to the opinions of mathematics teachers and students. Data was collected through interviews and focus group interviews, and the content analysis method was performed to interpret data. Results revealed that the requirements of the curriculum and student-centered education approach were generally not fulfilled. Therefore, meeting student expectations was not at the desired level. However, some teachers expressed that enriching the course with mathematical modeling and engaging problems would affect students' attitudes towards mathematics, in line with the general idea of the course. In general, the lack of school resources and limited teaching staff was a problem that restrict the instruction. As a recommendation, Elective Applied Mathematics teachers and students should be informed about the aim of the course. Moreover, teachers should be experienced in mathematical modeling.

Keywords: Elective applied maths course, elective course, mathematics education

Article Info

Received: 22 Sept. 2019

Revised: 15 Feb. 2021

Accepted: 20 Feb. 2021

© 2021 ANI Publishing. All rights reserved.

* This article was produced from the first author's master's thesis under the supervision of the second author and presented in IV. International Eurasian Educational Research Congress (EJER) on May 11-14, 2017.

** Correspondence: Duzce University, Turkey, ozlemalbayrakoglu@gmail.com

*** Duzce University, Turkey, abdurrahmankilic@duzce.edu.tr

Introduction

Global changes in socioeconomic and cultural experiences force individuals to improve themselves. The education systems, also affected by the knowledge economy, are arranged and transformed in a way that allows individuals to develop themselves in this way (Canli, 2012). Also, the 21st-century competencies influenced the education paradigms, and the curriculums went in a change intending to provide the knowledge and skills required. Thus, the naturally varies needs of students with different characteristics are met by applying diversified education programs (Ulgen, 1992).

One of the main points of general education is based on the assumption that each individual has unique characteristics. The Turkish education system also supports this purpose. In Article 3 of the National Education Fundamental Law (Official Gazette, 14574): "It is a policy that will prepare students for life by developing their interests, attitudes, and abilities by gaining the necessary knowledge, skills, behaviors and the habit of working together, making them happy and contributing to the happiness of the society. Moreover, it is aimed to ensure that they have a profession".

The curriculum changes in 2018 in Turkey aimed to raise individuals who can adapt to the changing contemporary world, learn to learn, and adopt democratic values by considering students at the center of the education system. The renewed curriculum, based on student-centered education and constructivist approaches, the elective courses that support the main subjects were the focal point. Thus, students could explore areas suitable for their characteristics and needs (Cirakoglu & Saracaloglu, 2009). Besides, the elective courses designed according to the needs and preferences of students are intended to reinforce the main courses. According to Tanhan (2013), elective courses work as a tool that enables the democratization of education, and in this respect, it is crucial to the changing socio-cultural and philosophical viewpoint.

According to the Research on Evaluation of the Selection Criteria of Elective Courses (2008) conducted by the Education Research and Development Department (ERDD), the purpose of the elective courses emerges from the acceptance of individual differences and aims to ensure developing students interests and abilities. Elective courses are given importance in developed countries in terms of exposing different student skills, and providing a basis in various fields (Tas, 2004). The research shows the compulsory education and main courses contribute to the academic development of the students, and the extracurricular activities contribute to their personal and social development, while the elective courses aim the both (Lake, 1989). Also, elective courses, which have become an essential element of the curriculum, are seen as one of the best ways to be acquainted in secondary education (Kristiansen, Sorensen & Stidsen 2011). Elective courses, administered especially at the secondary school level, gain more importance because secondary school is defined as an education phase between primary school and high school. Additionally, the elective courses contribute to the transformation of students from childhood to adolescence.

The Elective Applied Mathematics (EAM) course has been put into practice as an elective course by the Ministry of National Education (MoNE) since the 2012-2013 academic year. Grounding on the student-centered education approach and utilizing conceptual understanding as a leading principle, the EAM was designed as a practice-oriented course that would enable students to discover their interests and abilities and develop a positive attitude towards mathematics. Moreover, based on the mathematical modeling approach, the EAM program has adopted the principle of integration mathematics into daily life situations by establishing mathematical models and generating unique strategies in solving the problems presented in this context. Mathematical thinking is assumed as a part of life, and associations with other lessons are suggested. Furthermore, the Turkish Qualifications Framework (2016) declares eight key competencies including mathematics with values such as sharing, flexibility, and aesthetics, which promote equality and the socio-emotional development associated with appropriate acquisitions (Board of Education [BoE], 2018).

Mathematics, considered a frequently used discipline in daily life, is involved in almost every aspect of our lives. Further, it is asserted that being engaged with mathematics could provide a different perspective and interpretation ability by improving the analytical thinking skill of the individual. "Doing mathematics means developing methods for problem-solving, applying these methods, seeing whether they lead to a result, and checking whether your answers are meaningful. "Doing maths" in the classroom should be able to model the act of doing maths in the real world as accurately as possible" (Van de Walle et al., 2010, p13).

Present Study

An efficient applied mathematics course is considered salient for transferring mathematical knowledge into real-life experiences and discovering the application areas. For this reason, an elective course was designed, in which the students could establish the relationship of mathematics with daily life in the mind and strengthen it. EAM, designed as a relevant elective course, would promote the main mathematics course by improving students' problem-solving skills and enabling them to realize real-life applications. However, there are very few studies analyzing EAM teaching-learning processes. It is observed that these studies focus on limited areas related to the EAM. For example, while Coban and Erdogan (2013) focused on the problems faced by teachers; Demirtas et al. (2015) examined teachers' views on the curriculum. On the other hand, Erdem and Genc (2014) and Kesan et al. (2016) researched students' opinions. Also, it is noticed that these studies are generally performed with students at a particular grade level (i.e., 5th-grade students). The present study considered a holistic perspective in examining the teaching-learning processes of the EAM by regarding the opinions of the EAM teachers and students who chose the EAM at various grade levels. Moreover, it was aimed to understand the significant aspects of the EAM which would make it different from the main course and whether it offered the intended contribution to learning mathematics. Also, the present study would draw

attention to the importance of the EAM and improve it. Therefore, the research question of the study is "How is the learning and teaching process of the EAM, and what are the recommendations?".

Methodology

Research Design

The case study design, one of the qualitative research methods, was used in the study. A case study is an approach that involves systematic data collection and in-depth investigation of how a limited system works (Creswell & Poth, 2016; Yin, 2009). In this study, the teaching-learning process of the EAM was considered as the situation to be analyzed, and the views of students and teachers were examined. Accordingly, it has been intended to understand how the learning and teaching process of the EAM takes place in its actual setting.

Study Group

The study group consisted of 84 EAM students and 27 mathematics teachers at public schools in the 2014-2015 academic year, in a city of the Western Black Sea region of Turkey. Since 2012, the mathematics teachers had experienced the EAM teaching-learning process individually and through colleagues. The maximum diversity method, one of the purposeful sampling methods, was used in the selection of the study group. For this reason, 22 secondary schools, two imam-hatip secondary schools, and one boarding secondary school were defined. By choosing different school types, it was intended to increase the possibility of attaining different perspectives (Creswell & Poth, 2016). The students and teachers who gave consent to the interview and had appropriate time were randomly selected. The characteristics of the study group were presented in Table 1 and Table 2.

Table 1.

Study Group-Teachers

Gender	Female- 13	Male- 14
Years of Experience	1-5 years- 11	6-10 years- 10 10-20 years- 4 25 years and above- 2
Major	Mathematics- 22	Other- 5
Graduation	Collage of Education- 23	Other- 4
Employment Status	Permanent- 24	Substitute- 3
Total	27	

Table 2.

Study Group- Students

	Grade Levels			Number of students
	5 th	6 th	7th	
Individual Interviews	4	6	5	15
Focus Grup Interviews	1	7	6	69
	2	5	8	
	3	5	5	
	4	5	-	
	5	-	-	
Total	26	25	33	84

Data Collection and Procedure

The data was collected through interviews with teachers and students and focus group interviews with students. The semi-structured teacher and student interview forms prepared by the researcher were used (Appendix 1). The semi-structured interview forms were preferred since they provided flexibility and fluency during the interview. Besides, in-depth data were collected via probes. Interview forms were developed regarding the relevant literature and formed with expert opinions. Following this, a pilot study was performed with a mathematics teacher and a student. After that, the interview forms were given their final form.

The interviews were recorded with the permission of the interviewees and then transcribed. Teacher interviews lasted at least 6:41 minutes and at most 26:11 minutes. Student interviews lasted at least 2:39 minutes and at most 8:44 minutes. At the beginning of the individual interviews, the students experienced stress due to the interview and gave short and non-detailed answers to the interview questions. Considering that students are individuals of the same age who know each other, focus group meetings were preferred instead of individual interviews when appropriate to reduce the stress. Thus, with the focus group interviews, it was ensured that the students could hear different ideas and be inspired by each other. Accordingly, their answers would be meaningful and varied. The focus group discussions intend to reveal the purpose underlying the group responses by interacting (Bloor, 2001). Individual or focus group interviews were handled according to appropriateness. Also, more students were reached by saving time with focus group interviews. However, individual interviews were conducted in cases where group formation was difficult. The

interviewees selected in the focus group interviews must be experts in the subject field or have experienced the phenomenon (Yildirim & Simsek, 2013)

Within the scope of this study, EAM course students were accepted as living the phenomenon. Furthermore, in the focus group interviews, the interviewees should have information on the subject to be discussed. The students in the focus group were informed in detail about the purpose of the study just before the interview. Focus group interviews lasted at least 6:08 minutes and at most 15:08 minutes. The teachers and students were coded in real names suitable for their gender and sociocultural character.

Data Analysis

In this study, the content analysis method was used in analyzing and interpreting the data in detail. The data that are similar to each other are collected within the framework of themes and sub-themes, arranged, and interpreted reasonably (Fraenkel & Wallen, 2012; Merriam, 2009). During the data analysis, the subsequent steps were followed in the light of the principles suggested by Miles and Huberman (1994), explained below.

Creating text from recordings; the records taken during the interviews were listened to and transcribed to text. *Coding*; early in the study, the researcher scanned recorded data and developed categories of codes. Coding continued with temporary codes and keywords that emerged during repeated analysis. The data obtained from each interviewee were coded independently. To maintain the connection of the encoded data with the original data the sources were noted. The codes were recorded as raw data, and no conceptualization was made at the beginning of the analysis process. *Secondary coding*; to strengthen the reliability of the research, after four months from the first coding, the researcher performed another coding procedure. *Agreement between consecutive codings*; the data collected from the first and second encodings were semantically matched, and the correspondence between the codes was examined by eliminating the repeated codes. The agreement between two coding process was determined via Miles and Huberman (1994) method; $[\text{Consensus} / (\text{Consensus} + \text{Disagreement})] \times 100$. The agreement percentage obtained from the teacher, student, and student focus group interviews were respectively 83.87%; 77.5%; 84.4%.

Analysis process-Theming; the teacher and student data were analyzed separately. Repeated analysis and revisions were made by taking expert opinion. Furthermore, to maintain the connection of the codes with the original data, the process was recorded step by step. At the end of the second coding, the data were collected in themes. *Theme-code comparison*; throughout the design of themes from codes, cross-comparisons were made and the consistency of the data was checked and the created themes were unified or rearranged. *Obtaining sub-themes and themes*; the data collected under themes were transformed into sub-themes, and finally, the data were

conceptualized in main themes. The teacher and student view differentiation were removed, so the data obtained from all data collection tools were united.

Tabulation and presentation of data; findings were revealed via tabulating themes and sub-themes and constructed theme names selected as the table title. *Explanation and interpretation of tables;* tables were summarized and interpreted. Additionally, comments were supported by direct quotations taken from the interviews.

Validity and Reliability

In qualitative research, validity and reliability are redefined within the concepts of credibility, transferability, consistency, and confirmability (Maxwell, 1996; Merriam, 2009; Yildirim & Simsek, 2013). Accordingly, the present study examined the concept of validity under the specifications of credibility and transferability. The credibility, as internal validity, was ensured via different perspectives and experiences in the research setting by triangulation. Teachers and students were varied data sources, and interviews and focus group discussions were varied data collection tools. The findings obtained from different data sources and data tools were combined to create a holistic view. Besides, to strengthen the credibility, the data obtained from different interviewees were checked for authenticity. For transferability, as external validity, the entire research process, the research model, study group, data collection tools, and data analysis steps were explained in detail.

The reliability was examined under the terms of consistency and confirmability. To ensure consistency, the interviews were handled in the same vein, and the recorded interviews were listened again and crosschecked with transcribed documents. Additionally, direct quotations were given not to strip the data at hand from the context in which they occurred. For confirmability, the driven results were confirmed with the collected data and presented in a logical framework. The collected data and obtained codes were reserved by the researcher and were open to researchers' review.

Findings

In this section, findings that are themed under research questions are presented. The themes, inspired by the interviewee's expressions in the research data, were formed as ***Inadequate Teaching***, ***Adequate Teaching***, and ***Teacher Suggestions***. The theme of ***Inadequate Teaching***, with sub-themes *planning*, *teaching-activities*, and *assessment-evaluation*, is displayed in Table 3.

Table 3.

Inadequate Teaching

Sub-theme	Codes
Planning	Not using curriculum
	Planning is not considered
	Planning as a continuum of the main course
	Plans adapted from online sources
Teaching-Activities	Not conducted as planned
	Instructed as a continuum of main course
	Preparation for central exams
	Conducted as a different course
	Solving routine problems
	Solving problems similar to main course
Assessment-Evaluation	Irrelevant activities such as playing chess, map review, outdoor playing
	Traditional approaches-not suitable with the program recommendation
	Evaluation related with the main course performance
	Using rating points for correct answers
	Using standard exams

The *inadequate teaching* theme revealed that the EAM was not designed according to curriculum, yet some teachers were unaware of the curriculum. Furthermore, planning was not separated from the main course, and adapted plans were used from online sources. The following opinion was stated by teacher Omer:

I do the planning as follows: search Google, find a lesson plan, and write down it. However, sometimes we make a difference. Like how? If there is an activity associated with the subject I am dealing with in the main course, I do the related activity on that day. But the planning remains the same as on the internet source.

Results revealed that, instead of modelling activities as expected in curriculum, teachers conducted the lesson as a continuum of the main maths lesson, a make-up lesson, or preparation for central exams, even as a different lesson. Additionally, it was understood that some teachers found the EAM challenging to perform. Ayse teacher expressed her opinion on this issue as follows:

Low achieving students do not like mathematics and get bored quickly. Sometimes absenteeism is inevitable, and it is a down trip to teach such students. However, when we look at our practice on EAM, my colleagues and I mostly use this lesson as the main math lesson to go over the

topics or solve routine tests. It is an elective course but not conducted as it must be. Instead, it is a bit like exercise time. I do not think we are implementing it adequately.

The students also stated that the EAM was conducted without a differentiation from the main maths lesson or the curriculum was not implemented adequately. For instance, the teacher wrote questions on the chalk-board which were chosen from the test books rather than introducing challenging problem situations. In some situations, the teacher delivered a test and left the class alone. In the focus group interview, Beril stated her views as follows:

I like maths, but I don't like the elective because we always do a test. The teacher delivers some tests meanwhile, he does some stuff on the computer.

The EAM curriculum proposed an integrated assessment and evaluation approach, yet not considered in practice. For instance, students were assessed via a written exam or rating points from a right solution on chalkboard. The teachers explained that the school administration demanded a concrete criterion such as a written exam. Besides, for some teachers, it was not likely to give a grade separately from the main course. Ahmet and Hatice teacher expressed their views as follows:

The assessment-evaluation is like classical math writing. Yet, the questions are a little different. We deliver the test the students solve it. I never thought of a different assessment technique. We have an evident criterion to show when demanded. Honestly, we are restricted at this point. Show the exam papers and get clear. That is our logic (Ahmet, Teacher).

I can not dissociate the main course performance from the elective (Hatice, Teacher).

The findings revealed that some teachers tried to apply the curriculum and plan independently from the main course, and the EAM was perceived as an engaging lesson. Furthermore, some teachers organized the content suitable to the student level or student needs. The theme of **Adequate Teaching** is displayed in Table 4.

Table 4.

Adequate Teaching

Sub-theme	Codes
Planning	Planning according to curriculum
	Planning differentiated from the main course
	Organize the content at student level or for student needs
Teaching-Activities	Engaging activities-problem based learning
	Discovery learning
	Real-life/every day problems
	Activating all students

	Cooperative learning-peer educating
	One to one communication
	Mathematical games, intelligence puzzle questions, origami
Assessment- Evaluation	Active participation
	Research projects

According to the findings in **adequate teaching** theme, some teachers developed engaging activities, presented problem situations from daily life, tried to make all students active, and used activities selected from the course-book. Furthermore, group work, cooperative learning, and peer education were used, and activities were designed according to student needs. Expressed views are displayed as follows:

We are a little more independent in EAM. Students design problem situations and try to solve them. Research and application are priorities (İbrahim, Teacher).

We use daily life problems and usually seek out ideas to make the whole students active in the lesson. In the maths (main course), the student who does not understand the topic cannot participate very much, while in EAM, a daily life problem engages a half-hearted or a low achiever (Aygun, Teacher).

In classroom activities, some teachers used mathematical modeling methods and materials (geometric objects, geometry sticks, blocks), designed activities fostering psychomotor skills, and introduced games such as mathematical puzzles, sudoku, and origami. Furthermore, students were encouraged to design stories, poems, or plays about mathematical concepts. Some of the opinions expressed on this subject are displayed below:

We design our own math game with my friends, one day. We wrote beautiful poems and stories about numbers in our way (Seyma)."

We draw a leaf and tried to find how many square units it had (Merve).

The student performance was evaluated according to the formative assessment approach. The research projects and active participation in the group work were the main objectives. Some of the opinions expressed on this issue are presented below:

I do not use the typical tests to assess students. Instead, I observe students, try to understand their contribution to group work, and take notes for their grading (Burcu, Teacher).

I do not want anyone to have lower grades in elective mathematics because this could lead to a lower self-efficacy for learning math. My students would say I am not good at the main course but I am pretty well in elective. Finally, he would be more passionate to succeed. That's why I try to assess according to active participation (Ali, Teacher).

My teacher considers my effort and grades my work (Berra).

The EAM teachers' opinions about the improvement of the course were collected under the theme of *Teacher Suggestions*, presented in Table 5. The results revealed that teachers' suggestions were on a great variety of topics. The suggestions were united under the sub-themes of *foundation* and *teaching-learning*.

Table 5.

Teacher Suggestions

Sub-theme	Codes
Foundation	The number of EAM lessons per week should be increased and the lessons should be held at efficient hours
	Class sizes should be reduced
	Students should be diversified according to grade levels
	There should be a math lab or a special setting
	Information technologies should be used
	Teachers should share their work-experience on digital information platforms
	Proposed activities should be diversified and qualified
	Course materials should be provided
	The number of mathematics teachers should be increased
	There should be specialized teachers for EAM
	Seminars-trainings should be provided to raise awareness about EAM
	Pilot projects should be carried form curriculum reforms
	Teaching-Learning
Mathematical studies should be employed	
The EAM should be handled with engaging activities	
There should be no grading	
There should be a grading scheme	
A holistic assessment approach should be considered	
There should be project assignments, material designing and math challenges	

The *foundation* sub-theme revealed that the EAM curriculum should be reformed via pilot designs, the number of EAM lessons per week should be increased, the lessons should be held at efficient hours, and class sizes should be reduced. Furthermore, students should be diversified according to grade levels. There also should be enough labs-course materials, and information technologies to increase student engagement.

Additionally, recommended activities should be qualified and teachers should share their work-experience on digital information platforms. Finally, the number of mathematics teachers should be increased or specialized. Some of the viewpoints expressed on this subject are presented below:

It has probably been researched, but it's applicability to our country should be analyzed via pilot projects. The EAM should be developed in the light of the findings, but not done in this sense, as I know (Huseyin).

For example, there is no lab or math class in our school. As a suitable environment and foundation are provided, the importance of the lesson will be notified. Because of the lack of materials, this cannot be achieved at the desired level. It is quite inefficient (Burcu).

First of all, let me say that elective courses should be included in the student's weekly calendar with different planning rather than being an after-school activity. As the elective courses were placed for the last hours, the efficiency and the participation rates are very low, so the lesson does not go as planned (Musa).

If information technologies are used, I think it can be a more engaging lesson, students will attend the lesson without getting bored (Hatice).

It is necessary to create a common sharing digital platform similar to the EIN (Education Information Network) (Metin).

In this area, teachers should take special workshops at some point to develop appropriate skills. The EAM should be considered as a specific field. In other words, the teacher should be able to devote all his time (Ahmet).

If they can, they should do as follows, the Ministry of National Education will determine specialized teachers working in one school one day and another school the next. Otherwise, how can we perform the EAM when there is no permanent math teacher in our school. (Metin)

The *learning-teaching* sub-theme showed that the efficiency of the EAM could be improved by using engaging activities and mathematical studies, on the contrary to some suggestions such as using class hours for remediate education or central exam. Some teachers supported the grading system with an exam because this made the lesson valuable for the students, hence increased attendance. However, some teachers supported grading yet with a holistic assessment approach since an exam did not correspond with the curriculum goals. Instead, there should be project assignments, material designing, and math challenges. Some of the opinions expressed on this subject are presented below:

"I lecture four hours elective, but I would prefer six additional course hours in a week. Why? Because I am doing something relevant here, preparing the eighth graders for central exams (Ali)."

"When there is no grading, the students will grow the idea of cutting the lesson so, I need to have an ace in the hole. The more effort you put, the more valuable it is (Hasan)."

In my opinion, a written exam is an unsound method of assessment anyway. You teach an applied course and use a test full of definitions, matching activities, and routine problems (Burcu).

Sometimes, I saw math experiments on the internet, and I would like children to do them, to get grades by doing something they will never forget. I wish they could manage such an experimental process or deliver presentations to discover a different side of mathematics (Alper).

Conclusion and Suggestions

The present study revealed that in most cases, the learning-teaching processes of the EAM were handled in a way that contradicted the purpose of the curriculum. For instance, some teachers did not have adequate knowledge or willingness to perform curriculum objectives. Furthermore, the student-centered approach, a principal requirement of the curriculum, was not considered in in-class activities. As a result, the EAM might not provide a significant contribution to mathematical reasoning. According to the findings, most of the teachers thought that EAM should be lectured with engaging activities as aimed in the curriculum yet, in practice, a teacher-centered approach dominated class activities, revealing a negative tendency to internalize the curriculum objectives. Research shows that teachers' views about the curriculum are not directly reflected on their classroom practices (Gunes, 2008; Seferoglu, 2007). In Birgin and Baki's (2012) study, it was observed that there were inconsistencies between the discourse of some classroom teachers and their classroom practices. Similarly, learning-teaching process of elective courses are held in traditional methods rather the student-centered ones (Coskun, 2016; Tas, 2004). As a result, no matter how well the curriculum is developed and extensive needs analysis has been managed, the teachers as practitioners in the field should adopt a student-centered approach for educational efficiency (ERDD, 2007; Cohen, Raudenbush & Ball, 2003). On the other hand, results depicted that there were teachers who differentiated their teaching and tried to perform student-centered learning environments, and students found mathematics engaging. Hence, this displayed the fact that EAM could change students' attitudes towards mathematics. For example, Inam and Unsal (2017), Saban (2019), and Korkmaz (2016) stated that students' mathematics literacy scores were positively affected in learning environments where EAM was formed with appropriate activities.

A salient point arising from results is, teachers had different views on the assessment system, particularly on the grading, and in most cases, the formative or holistic assessment was not practiced. Relevant literature states that holistic assessment methods are considered complicated, not suitable for every learning context, time-consuming, and challenging to use in overcrowded classes (Arseven, 2013; Erdal, 2007; Kapucu, 2016b; Toptas, 2011). Though teachers have an understanding of new methods, they neglect them in practice (Bal, 2008; Gelbal & Kelecioğlu, 2007). The findings of this study are also in line with the relevant literature. For instance, some views stated that a routine test was not appropriate for an applied course, but the

procedures and the administrators' claim to present a shred of concrete evaluation evidence constrained teachers. Furthermore, grading was seen as a necessity to ensure attendance. A similar result is stated by Bozdogan et al. (2014), that students cannot maintain their motivation towards the elective course in default of grading.

Results revealed that the EAM teachers had notable suggestions for educational effectiveness. For instance, curriculum reforms, reduced class sizes, diversified grade levels, equipment support, modeling activity source books, specialized classroom settings, efficient weekly schedule, and vocational training were prominent ones. Bozdogan et al. (2014) state that the elective courses are held in adverse hours. In Turkey, the reason arises from the MoNE's (2012) legislation which declares that applied courses should be in the afternoon hours. Furthermore, schools are faced with the dilemma of meeting a wide variety of student needs; hence, school administrators are forced to create a complicated weekly program (Merenbloom & Kalina, 2012). Lack of equipment, need for specialized classroom settings, and vocational education for teachers are also expressed in studies related to elective courses (Bozdogan et al., 2014; Coskun, 2016; Cavus & Oztuna Kaplan, 2013; Esbahoglu, 2015; Kapucu, 2016a; Ozut, 2014; Uysal, 2015; Yakar & Saracaloglu, 2016). These studies suggest that schools should be supported in terms of equipment, resources, and qualified teachers to meet the expectations of a wide variety of students in elective courses (ERDD, 2008; Seferoglu, 2007). In brief, school conditions and the foundation problems might be dominating factors affecting the learning and teaching process of EAM; and hence, limiting educational effectiveness.

In the light of the research findings, some suggestions are developed. First of all, the EAM curriculum should be improved with the help of math teachers. In this context, real-life analogies and modeling examples proper with grade levels should be integrated into the curriculum. Furthermore, a flexible and holistic assessment system should be introduced. The schools should be supported in terms of materials, classrooms, and information technologies. Research findings show that teachers are unwilling to lecture EAM because of high course loads, since they need time to put in research and preparation. The schools could demand contract teachers in case of teacher shortage, and those teachers could work only for the EAM. Furthermore, micro-teaching practices could allow teachers to observe and improve themselves. The vocational education and workshops on mathematical modeling could also be supportive for teachers.

The present study did not use participant observation as a data collection method because of time and legislation constraints, which could be considered a limitation. Further studies, with participant observation, could provide relevant data about the learning-teaching process of the EAM, so they could contribute to a more explicit understanding. Furthermore, the study group of the research is limited to a specific province. Studies with extended study groups (in different geographic regions) could present a more comprehensive perspective on EAM learning-teaching process.

References

- Arseven, Z. (2013). *A study on the adequacy of primary school maths teachers in the application of alternative assessment approaches included in the primary school maths curriculum of 2005*. [Unpublished master's thesis]. Uludag University, Bursa.
- Bal, P. (2008). The evaluation of new mathematic curriculum in term of teachers' perspectives *Journal of Cukurova University Institute of Social Sciences*, 17(1), 53-68.
- Birgin, O., & Baki, A. (2012). An investigation of the purposes of the measurement and assessment practice of primary school teachers within the context of the new mathematics curriculum, *Education and Science*, 37(165).
- Bloor, M. (Ed.). (2001). *Focus groups in social research*. Sage.
- Board of Education [BoE] (2018). *Middle and imam-hatip schools elective applied mathematics course curriculum for grades 5-8*. Turkish Ministry of National Education.
- Bozdogan, B., Bozdogan, A.E., & Sengul, U (2014). Examination of teacher views about implementation science course with regard to different variables. *Mersin University Journal of the Faculty of Education* 10(3), 96-109.
- Canli, G. (2012). *The student-centered education and knowledge economy*. [Unpublished master's thesis]. Bogazici University, Istanbul.
- Cavus, R., & A. Oztuna Kaplan. (2013). *Science teachers' opinions about the middle school 5th grade science applications lesson*. [Conference presentation]. 22nd Educational Sciences Congress, 5-7 September, Eskisehir.
- Cirakoglu, M., & Saracaloglu, A., S. (2009). The effect of the multiple intelligence theory applications on the academic achievement of students in primary school. *The Journal of Turkish Educational Sciences*, 7 (2).
- Coban, F. N., & Erdogan, A. (2013). Difficulties encountered by the teachers in fifth grade applications of mathematics course *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 4(3).
- Cohen, D. K., Raudenbush, S. W., & Ball, D. L. (2003). Resources, instruction, and research. *Educational Evaluation and Policy Analysis*, 25(2), 119-142.
- Coskun, U. (2016). *Investigating the effect of elective science application course to the scientific literacy and scientific attitude of the students, and perceptions of teachers' opinions about the lesson*. [Unpublished master's thesis]. Selcuk University.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.
- Demirtas, Z., Arslan, S., Eskicumali, A., & Civan, E. (2015). Teachers' evaluations about elective mathematic applications for 5th and 6th grade curriculum. *Procedia-Social and Behavioral Sciences*, 174, 4074-4082.
- Education Research and Development Department. [ERDD] (2007). *Student centered education application model*. Turkish Ministry of National Education.
- Education Research and Development Department. [ERDD] (2008). *A survey of the evaluation of selection criteria for elective courses*. Turkish Ministry of National Education.
- Erdal, H. (2007). *The investigation of measurement and evaluation parts in the new elementary school mathematics curriculum (case of Afyonkarahisar)* [Unpublished master's thesis]. Afyon Kocatepe University.

- Erdem, A. R., & Genc, G. (2014). The students who choose elective applications of mathematics lesson at 5th secondary school to course opinions. *Journal of Qualitative Research in Education-JOQRE2*(2), 9-26.
- Esbahoglu, F. (2015). *The problems and solutions encountered in the process of selection of elective courses in the fifth and sixth grades in secondary schools*. [Unpublished master's thesis]. Istanbul Aydin University.
- Fraenkel, J. R., & Wallen, N. E. (2012). *How to design and evaluate research in education* (8th ed.). McGraw Hill.
- Gelbal, S., & Kelecioğlu, H. (2007). Teachers' proficiency perceptions about the measurement and evaluation techniques and the problems they confront. *H. U. Journal of Education*, 33(33).
- Gunes, G. (2008). *Reflection on new primary school mathematics curriculum on the teaching and learning environment*. [Unpublished master's thesis]. Karadeniz Technical University.
- Inam, A., & Unsal, H. (2017). Evaluation of the effect of teaching web-based applications of maths subject on 5th grade students' performance and motivation through students' views. *HAYEF: Journal of Education*14(1), 203.
- Kapucu, M. (2016b). The evaluation of science applications course curriculum according to the views of the teachers. *Journal of Qualitative Research in Education*, 4(1), 26-46, <http://dx.doi.org/10.14689/issn.2148-2624.1.4c1s2m>.
- Kapucu, M. S. (2016a). Evaluation of selective course of science application according to the views of middle school students (5th, 6th and 7th grades). *Journal of Theory and Practice in Education* 12(1), 17-40.
- Kesan, C., Cosar, M. C., & Erkus, Y. (2016). Views of secondary school students about elective application of mathematics course. *The Western Anatolia Journal of Educational Sciences (WAJES)*7(14), 33-44.
- Korkmaz, T. (2016). *Effects of mathematical applications course on the students' mathematical literacy*. [Unpublished master's thesis]. Eskisehir Osmangazi University.
- Kristiansen, S., Sorensen, M., & Stidsen, T. R. (2011). Elective course planning. *European Journal of Operational Research*, 215 (2011) 713–720.
- Lake, S. (1989). *Exploratory and elective courses in the middle level school. Practitioner's monograph #8*. ERIC.
- Maxwell, J.A. (1996). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.
- Merenbloom, E. Y., & Kalina, B. A. (2012). *Creative scheduling for diverse populations in middle and high school: maximizing opportunities for learning*. Corwin Press.
- Merriam, S.B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- Miles, M., & Huberman, A.M. (1994). *Qualitative data analysis*. Sage Publications.
- Ministry of National Education [MoNE] (2012) *Elective courses curricular*. http://tegm.meb.gov.tr/meb_iys_dosyalar/2012_08/31022530_secmeliders.pdf
- Official Gazette. 24.6.1973. Number: 14574. <http://www.resmigazete.gov.tr/arsiv/14574.pdf>.
- Ozut, A. (2014). *Evaluation of primary school levels elective lessons evaluation criterias to teachers and school managers*. [Unpublished master's thesis]. Firat University.
- Saban, O. (2019). *The investigation of the effects of the applications of mathematics course on middle school students' mathematical literacy and attitudes towards mathematics*. [Unpublished master's thesis]. Hacettepe University.

- Seferoglu, S. S. (2007). Primary school computer curriculum: A critical evaluation and problems faced during implementation. *Eurasian Journal of Educational Research*, 29, 99-111.
- Tanhan, F. (2013). *An evaluation of elective course practices in the context of psychological counseling and guidance: student-centered education* [Conference presentation]. Symposium on Elective Courses in the Discrete 12-Year Compulsory Education Model. Van.
- Tas, B. S. (2004). *The evaluation of the curriculum of elective courses, at primary school 6th, 7th and 8th grades, direction of teachers and students' opinions*. [Unpublished master's thesis]. Cukurova University.
- Toptas, V. (2011). Classroom teachers' perceptions about the use of alternative assessment and evaluation methods in mathematics courses. *Education and Science*, 36 (159), 205-219.
- Turkish Qualifications Framework [TQF]. (2016). www.myk.gov.tr/TYC .
- Ulgen, G. (1992). Elective courses on 6,7 and 8th grades *Hacettepe University Journal of Education* 8(8).
- Uysal, B. (2015). *Evaluation of the elective courses in the middle school according to the opinions of the students, teachers and school administration*. [Unpublished master's thesis]. Ankara University.
- Van de Walle, J. A., Karp, K. S., & Williams, J. M. B. (2010). *Elementary and middle school mathematics: Teaching developmentally*. (7th edition). Pearson
- Yakar, A., & Saracaloglu, A. S. (2016). The evaluation of secondary school 5th grade science applications curriculum implemented in 2013 according to metfessel-michael curriculum evaluation model (Mugla sample). *Journal of Theory and Practice in Education* 12(3), 769-796.
- Yildirim, A. & Simsek, H. (2013). *Qualitative research in social sciences*. (9th edition). Seckin.
- Yin, R. K. (2009). *Case study research design and methods*. (4th edition). Sage.

Authors

Contact

Dr. Ozlem ALBAYRAKOGLU completed her Ph.D. at Bolu Abant İzzet Baysal University, Mathematics Education Department in 2019. Her scientific interests include mathematics achievement, achievement emotions, educational equality, elective courses and values education.

Dr. Ozlem ALBAYRAKOGLU
E-mail: ozlemalbayrakoglu@gmail.com

Dr. Abdurrahman KILIC is a professor at the Curriculum and Instruction department at the Education Faculty of Duzce University. He gained his Ph.D. degree in the field of Curriculum and Instruction at Hacettepe University in 2000. His academic interest areas are program development, needs analyses, democracy, values education, student-centered education, instructional models.

Prof. Dr. Abdurrahman KILIC
Educational Sciences, Faculty of Education
E-mail: abdurrahmankilic@duzce.edu.tr

APPENDIX 1

Elective Applied Mathematics Course Teacher Interview Questions

1. What are your opinions about the EAM curriculum?
1. Does it fulfill the need? What are its weaknesses? Is it appropriate for the student level? How it differs from the main math course. What is your opinion about the objectives?
2. How do you plan EAM? What are you doing to differentiate from the major course(mathematics)?
3. What are the differences in the teaching-learning process from the major course(mathematics)? Which activities are used? What are your opinions on the activities in the guidebook? Are they suitable for the student level?
4. To what extent do schools have specific arrangements for the requirements of EAM lessons? Do the teachers have /design course materials?
5. How do you evaluate the students' attitudes and motivations towards the lesson? What is their level of attendance?
6. How the assessment-evaluation performed? What is your alternative assessment and evaluation suggestion?
7. What are the advantages/gains of the EAM course for the students?
8. Do you have any comments or suggestions?

Elective Applied Mathematics Course Student Interview Questions

1. What is your reason for choosing the EAM? What are your expectations from this course?
2. What kind of activities designed during the class hours? Problem situations, games, experiments, etc. What are the course materials?
3. What are the activities or projects you did with your friends in this lesson?



4. How does your teacher evaluate your performance?
5. Written exam, performance assignment, projects, etc.
6. What are the differences between the EAM and the main course?
7. How did the EAM affect your attitude towards mathematics?

The Reasons of Teachers to Leave the School Management Voluntarily and their Emotions based on these Reasons: A Phenomenological Study*

Ender KAZAK**

To cite this article:

Kazak, E. (2021). The reasons of teachers to leave the school management voluntarily and their emotions based on these reasons: A phenomenological study. *Journal of Qualitative Research in Education*, 26, 265-291. doi: 10.14689/enad.26.12

Abstract: This study aims to investigate the reasons for teachers to voluntarily leave school management and which emotional states these reasons may cause. This research, designed in the descriptive phenomenological method, was conducted in Duzce in the 2018-2019 academic year with the participation of 13 teachers. The data collected through semi-structured questions were subjected to content analysis. At the end of this study, the reasons for teachers who left school management conflicted with upper and lower management, excessive workload, prejudices based on social identity perception, discrimination and favoritism, teacher, student and parent factor, the influence of family (spouse) and child, not receiving support from upper management and not being valued, financial difficulties and less authority-more responsibility. The findings showed that the emotional states caused by these reasons were unhappiness and anxiety, feeling of depression, failure and inadequacy, mental fatigue and depersonalization, anxiety, dilemma, stress, feeling worthless, anxiety, hurt and reluctance/apathy. At the end of this research, suggestions were made for the solution of the problems faced by the school principals and the negative emotional situations.

Keywords: School principal, leaving management, voluntary separation, emotional state

Article Info

Received: 13 Sept. 2019

Revised: 21 Mar. 2021

Accepted: 21 Apr. 2021

© 2021 ANI Publishing. All rights reserved.

* This study was presented as an oral presentation at the 2nd International Congress of New Searches in Education.

** Correspondence: Duzce University, Turkey, enderkazak81@hotmail.com

Declaration of Conflicts of Interests: None

Introduction

The realization level of educational goals is possible with good management of the education system, especially schools (Arslantas & Ozkan, 2014). Since schools are the most functional part of the education system, all their upper and lower units serve to keep the school alive and contribute to this production of the school (Akcaý & Basar, 2004). The person responsible for the effectiveness of the open system called the school, its adaptation to the environment, its continuity and answering the demands is the school principal (Celikten, 2004). It is inevitable for school principals to encounter problems in school management. These problems may lead to obstacles for principals to fulfill their responsibilities. Therefore, it is crucial to identify the main problems encountered in school management (Memduhoglu & Meric, 2014). With a behavioral approach, focusing only on perceptions to identify these problems, neglecting the emotional and psychological aspects of school principals, that is, ignoring the emotional effects of these problems on school principals, can be seen as a gap concerning studies in the literature (Demirbilek & Bakioglu, 2019; Yucedag, 2017). It is possible that the negative emotions caused by these problems on school principals may affect the roles of school principals negatively and result in leaving school management.

What began in the 1990s after decades of neglect and what is called the emotional revolution is a radical change in our understanding of the emotions' role in organizational psychology and organizational behavior. From the perspective of organizational psychology and organizational behavior, it has been seen that emotions are linked in many ways with behavior in organizational settings (Ashkanasy & Dorris, 2017). In studies on educational management and leadership (Argon, 2015; Sahin, Kesik & Beycioglu, 2017), the tendency to pay attention to the inner world of the individual has gained importance. In this kind of research that deals with leadership and management concerning emotional and social qualities, efforts to understand which emotional states lead the leader/principal to success have become increasingly important as rational thinking and logical processes are insufficient alone (Karadag, 2011).

Today, given that principal selection practices (written and interview) are based on knowledge and skills, the emotional aspect is left incomplete and that is not included in the programs (Karsli, Gunduz, Titrek & Yaman, 2002) shows that these efforts are in contradiction. In short, understanding the emotions of managers and employees and managing them positively is the basic condition of managing the works and relations in the organizational environment in a healthy way (Barutcugil, 2004). In today's dynamic work environments, people feel emotionally more uncomfortable, lonely, depressed, tense, aggressive and stressed. This may lead to behaviors that result in more absenteeism, passivity, less productivity and wear (Awasthi & Yadav, 2016). For this, it is important to know which emotional states are experienced by employees in which problems.

Emotion is a critical component of effective leadership, as leadership is naturally related to emotions (Nikoui, 2015). Emotion can be defined as a "movement" that occurs together with physiological changes in feelings and mental attitudes and explanatory behavior (Barutcugil, 2004). Emotions are the essence of a person's capacity to understand one's own self and to contact others (Harriott, 2014). Goleman (2006) defines emotion as a feeling and certain thoughts specific to this feeling, psychological and biological states, and a series of movement tendencies. According to him, all emotions are impulses that make us act. Even our decisions that we reach through rational thinking and reason are reflected in our behavior by passing through the filter of our emotions at the last stage (Barutcugil, 2004). In fact, emotions are best when excluded from decision-making (Kumari, 2015). Integrating emotions into actions without blindly acting is a good approach to manage emotions effectively (Hohlbein, 2015).

Some studies show that employees who are in a good mood in organizational life will have more positive results in the workplace than their colleagues with a more negative mood (Staw, Sutton & Pelled, 1994). In the light of these explanations, the emotional impulses underlying desire to leave the school management will prompt the person to decide on this matter and then act. Because when the current literature on cognitive psychology is examined, it is seen that cognition and emotion interaction plays a critical role in decision-making processes. Although the role of emotion in decision-making processes has not been fully explained yet (Arıkan, 2012), mood may affect the decision-making process (Barutcugil, 2004; Yılmaz, 2016).

The strong psychological well-being of school principals directly affects their decisions (Uslu, 2016). Employees' moods and emotions are known to affect critical corporate outcomes, such as job performance, motivation, decision-making, creativity, resignation, teamwork, negotiation and leadership (Barsade & Gibson, 2007). The problem-solving skills of school principals are closely related to ensuring internal control and making rational decisions. In addition, emotional factors, such as being sensitive and being emotionally strong, determine a healthier approach to problems (Akca & Yaman, 2009). The presence of emotionally strong principals in the face of problems will positively affect the management processes and contribute to problem solutions. School principals should cope not only with external tensions but also with their own emotions (Austenfeld & Stanton, 2004, as cited in Poirel, 2014). It is a fact that school principals who can control their emotions are more effective in performing leadership and management tasks than those who cannot control their emotions, and school principals who cannot cope with problems emotionally have to quit management (Madondo, 2014). In short, it is of great importance that school principals have emotional intelligence competencies (Goleman, 1997, as cited by Sunaryo & Ratri, 2019), which are defined as the ability to monitor and control their own and others' emotions. Emotional intelligence is incredibly important for leadership, which shows the difference between effective and ineffective leadership (Kumari, 2015).

There may be many different reasons to leave the school management voluntarily. The decision-making process is very complex and is associated with many different concepts (e.g., reasoning, feeling, personality and environment) in the psychology literature. Classical economists S. Mill and A. Smith believed that people would make their decisions by maximizing their benefit (Baltas, 2015). The meaning of this concerning our subject is as follows: School principals believe that leaving the management will have more beneficial results regarding their professional or private lives. It can be said that being aware of the costs of leaving school management makes it compulsory for principals, who do not leave their management job even though they think to quit their job, to continue being principal. It is possible to say that school principals, who consider the individual positive outcomes of not leaving although they think of leaving the management and ignore the organizational negative outcomes, may have negative effects on all processes of schools.

There are many problems faced by school principals in schools. There are studies on these problems in the literature. The main problems faced by school principals in the management process are the inadequacy of physical structure, the indifference of parents to the school, the teachers' inability to work efficiently, the lack of budget for the schools, the insufficient maintenance and repair needs and the inadequacy of the places where social activities can be held (Memduhoglu & Meric, 2014). Student discipline problems (Demirtas & Ozer, 2014) and having more responsibility than their authority (Keser & Gedikoglu, 2008) are among the other problems faced by school principals. School principals also experience problems, such as spending more time on student discipline, school management and issues of seniors (Balıkcı, 2016) rather than program development, personnel affairs and their own professional development. In the literature, it is seen as the problems faced by school principals that school principals cannot solve the financial problems of schools because the upper management (provincial and district directors of national education) do not show enough interest in the school principals and they do not have enough managerial skills (Akcadag, 2013). There are studies showing that even the founding principals in the schools that are in the establishment phase encounter many problems regarding the administrative functions of the school, such as the building and infrastructure of the school, bureaucratic procedures, expenditures for the purchase of goods and services, appointment of teachers and staff, and admitting students to the school (Akuzum, 2017). It has been determined by studies in the literature that school principals have problems in many issues, such as relations with teachers, school budget, assistant personnel services, education and environment (Aslanargun & Bozkurt, 2012).

While these problems encountered in schools are experienced by both gender groups, it is possible to say that female school principals may face different types of problems in working life. Working women may face many problems in the process of balancing home and work life. The responsibilities of women regarding childrearing and housework make it compulsory to be at home after certain hours, which lead to the preference of men rather than women in organizational work that requires overtime work. Such situations make it challenging for women to reach higher status and

maintain the status they are in. It is supported by the literature that female school principals have to leave the management due to reasons, such as family responsibilities, exposure to gender discrimination, social prejudice, and wear and that the biggest obstacles in management positions are social judgments and roles (Yucedag, 2017). The increase in membership in unions that are close to the government, the preference of these unions by members who want to advance in their career (Kayikci, 2013), the exposure of school principals who are not close to the government to various pressures and intimidation are other school management problems. As a result, the tendency to leave the job voluntarily emerges due to the evaluation of working conditions (problems experienced); in such an evaluation, the individual reviews the work and work environment in which he/she experiences emotional incompatibility (Cakir, 2001, as cited in Eren, 2007).

In this study, different from the studies in the literature, it has been focused on how school principals experience individual and organizational problems in schools and the problems that form the basis of leaving school management. It has been tried to determine how these problems are interpreted in emotions, in other words, which emotional states are experienced. In other words, due to which problems teachers leave their school management, what kind of emotions do they experience in the face of these problems that cause them to quit school management? Given that school principals who have similar problems and emotions continue to work, it would be correct to say that principals leaving the management is under the influence of many internal and external factors and that emotions are only one of these factors (Usta & Akova, 2015). However, knowing the reasons and emotional states that are effective in leaving the job can contribute to the literature. Making this determination may be important in terms of considering the precautions that can be taken regarding the intention of leaving the management of school principals who have the same problems and same emotions but continue to work. Because the deficiencies of the employees who intend to leave their jobs and the decreases in their service quality accordingly (Cakir, 2001, as cited in: Eren, 2007) necessitate the measures to be taken. In this context, the reasons of teachers who leave school principals voluntarily and the determination of the emotions they experience based on these reasons constitute the aim of the study. In this context, the following questions were sought.

1. What are the experiences of teachers that cause them to leave the school management?
2. What kind of emotions was experienced because of these experiences that caused teachers to leave the school management?

Method

Study Design

This research was conducted in the descriptive phenomenology design, which is one of the qualitative research designs. Phenomenological approach is a suitable pattern for studying effective, emotional and intense human experiences (Merriam, 2013). Phenomenology design is a qualitative research design that questions perceptions and meanings developed by individuals after their experiences (Ersoy, 2016) and focuses on facts that are recognized but cannot understand deeply (Yildirim & Simsek, 2018). This focus requires methodological, meticulous, in-depth depiction and description of how people experience certain phenomena (Patton, 2014). In this study, the "descriptive phenomenology" pattern, one of the types of phenomenology, was used to describe how school principals perceive and experience the problems they encounter in schools, the problems that caused leaving school management, and how they conceptualize the negative emotional experiences that arose especially based on these problems.

Study Group

The purposeful sampling method used in qualitative research was used in this study. In the purposeful sampling method, information-rich situations are selected to conduct the research in-depth for a specific purpose, and in-depth understanding is aimed instead of empirical generalizations (Patton, 2014). The snowball sampling method was used in determining the study group. The snowball sampling method starts with the identification of individuals and situations that can be a rich source of information regarding the problem of the research, learning who the next person to be interviewed in each interview can be. As the process progresses, the obtained names and situations continue to grow like a snowball. In this method, certain names will always come to the fore after a while, and the number of individuals the researcher needs to meet will decrease (Patton, 2014; Yildirim & Simsek, 2018). The study group of this research consisted of 13 teachers (3 females, 10 males) working in the schools in Duzce in the 2018-2019 academic year. The total number of participants who left the school management was 13, two of them in primary school, six in secondary school, and five in high school. The professional seniority of the participants varied between 5 and 31 years. The participants' experiences in school management varied between 4 and 17 years. It was observed that eight of the participants were members of the Egitim Bir Sen trade union; four of them were members of the Turk Egitim Sen trade union when they left the school management, and one participant did not become a member of any union when s/he left school management. While one of the participants completed their master's degree, the others were graduates (Table 1).

Table 1.

Descriptive Characteristics of the Teachers

Participant *	Major	Type of school they manage	The participants' experiences in school management (year)	Experience	Trade Union (during management)
Engin	Turkish	Secondary School	4	13	Egitim Bir Sen
İsmet	Social Studies	Secondary School	7	16	Egitim Bir Sen
Erhan	Social Studies	Secondary School	15	31	Turk Egitim Sen
Samil	Science	Secondary School	15	25	Turk Egitim Sen
Mufit	Turkish	Secondary School	10	20	-
Derya	Branch Teacher	Vocational and Technical Anatolian High School	17	21	Egitim Bir Sen
Semih	Class Teacher	Primary Schhol	12	25	Turk Egitim Sen
Ediz	Class Teacher	Primary School	10	25	Egitim Bir Sen
Beyhan	Bilisim Teknolojileri	Secondary School	4	5	Egitim Bir Sen
Sabri	GOrsel Sanatlar	Anatolian High School.	8	25	Egitim Bir Sen
Zerrin	English	Anatolian High School.	7	17	Egitim Bir Sen
Murat	Geography	Anatolian High School.	8	19	Turk Egitim Sen
Melih	Geography	Anatolian High School.	4	9	Egitim Bir Sen

* Nicknames are used to protect the privacy of the participants.

Data Collection Tool

The data of this study, which was conducted in the descriptive phenomenology design, were collected through individual interviews with principals who left school management voluntarily. In the interview method, unobservable experiences, attitudes, thoughts, intentions, comments, mental perception and reactions were tried to be understood (Yildirim & Simsek, 2018). For this purpose, the literature was reviewed, and semi-structured interview questions were developed. Interview questions consist of two stages. In the first stage, there were questions about the personal information of teachers, and in the second stage, there were semi-structured questions that form the basis of the research. To ensure content validity, two experts experienced in qualitative research were consulted, and the number of questions, which was five at the beginning, was reduced to two, not to lose the focus of this research. To test the comprehensibility of the questions, a pre-application was made with a participant who left the school management. At the end of this application, the questions were revised, and the semi-structured questions were finalized. The data of this study were collected in May 2019. The interviews were conducted in the appropriate environment (library, support education room) and hours determined by the participants using an appointment made in advance. Interviews lasted between 25 and 50 minutes on average. The data recorded in the voice recorder were transferred to the computer.

Data Analysis

Content analysis, one of the qualitative analysis methods, was used in analyzing the data. Through content analysis, it is tried to define the data and reveal that may be hidden in the data. Basically, the process is to gather similar data within certain concepts and themes and to interpret them in a way that the reader can understand. Qualitative research data are analyzed in four stages. The first stage is the coding of the data, the second stage is the finding themes, the third stage is the arrangement of the codes and themes, and the fourth stage is the definition and interpretation of the findings (Yildirim & Simsek, 2018). In the present study, during the coding phase, the data were carefully read by the researcher, and codes were created based on the important concepts within the purpose and questions of the research. Later, the interrelated ones of these coded concepts were categorized. Thus, the resulting categories were gathered under the same sub-theme to form a meaningful whole. In line with the themes created based on the research questions, these sub-themes were gathered under the relevant theme. To determine the reliability of the created sub-themes, the data were transferred to the computer and the created sub-themes were given to an expert from the field and evaluated.

Trustworthiness

To increase the credibility of the research, a literature review was performed during the development of the interview form and the conceptual framework of the research was created. In addition, it was assured that the information obtained from this study would be used for academic purposes and that the names would be kept confidential to ensure that the school principals reflected their real thoughts. The interviews were recorded on a tape recorder. The statements that were transferred to the computer after the interview were shared with the participants and presented for approval of them. There was no statement that the participants want to be excluded, so all the statements were taken. The consistency was tried to be increased by including the expressions of the participants with direct quotations. To ensure the transferability of this research, the design of this research, study group, data collection tool and data analysis processes were explained in detail; findings were interpreted by comparing them with the studies in the literature. To ensure the reliability of this research, a faculty member working in educational sciences who had previously conducted qualitative studies assisted and checked the accuracy of the stages of coding, creating themes from codes, and identifying and interpreting the findings. After these checks, combinations and corrections were made on the sub-theme names. After coding and dividing the emotional states that caused leaving the school management, a faculty member in the field of Psychological Counseling and Guidance helped, and corrections were made in coding and naming sub-themes related to emotional states.

Findings

Contrary to the understanding of seeing the human as one of the inputs of the production process, the contemporary approach in management has required a point of view that cares about people's feelings and thoughts. As it is not possible for organizations, which are a complex social system consisting of people, to be an environment independent of emotions. In other words, our emotions have the power to affect our organizational life as well as our daily life (Cakar & Arbak, 2004). Emotions, such as sadness, anger, fear, anger, grudge, hatred and insecurity experienced by employees in organizational environments (Barutcugil, 2004) may cause emotional problems, such as stress, morale, lack of motivation and burnout in employees. Therefore, it is important to investigate the reasons that may cause these problems, concerning compensation and resolution of both these problems and the negative emotional states caused by these problems.

The views of teachers who voluntarily left the school management were discussed in two themes in the context of research questions: "reasons for leaving school management" and "negative emotions." Later, each theme was coded, sub-themes were reached at the end of this coding, and the comments on the findings were supported by direct quotations that best express the situation.

Reasons to Leave the School Management

First, the participants were asked: "For what reasons did you leave school management?" The analysis results showed that female school principals did not leave due to gender-based discrimination and mobbing. On the other hand, it was observed that the difficulties of being a woman (spouse pressure, having children) and family reasons, combined with other factors, were effective in leaving the management of two female teachers. In the quantitative study of Gunduz (2010), family reasons were the biggest obstacle for female teachers to make a career. Due to the perception in the society, the primary duty of the woman is being a wife and mother, all kinds of responsibilities regarding the family and home are put on the shoulders of the woman, and she is expected to fulfill these responsibilities (Toksoz, 2002). These are the difficulties of being a female manager. It was observed that the difficulties and discrimination experienced by one female and two male teachers based on union membership were effective in their separation from the school management by combining with other variables. It was observed that the reasons for teachers to leave the management are based on more than one reason. The codes and sub-themes created for this theme are given below (Table 2).

Table 2.

The Reasons of Teachers to Leave the School Management

Theme	Sub-themes	Participants
Teachers' Reasons to Leave the School Management	Conflict with upper and lower management:	İsmet, Derya, Semih, Ediz, Mufit, Sabri, Zerrin
	Excessive workload	Engin, İsmet, Melih, Ediz, Semih
	Prejudices based on social identity	Engin, Derya, Zerrin
	Discrimination and favoritism	Erhan, Samil
	Teacher, student, and parent factor	Beyhan, Murat, Zerrin, Derya, Engin
	Family and child factor	Semih, Melih, Zerrin, Erhan
	The difference between law (theory) and practice	İsmet, Ediz
	Not receiving support from upper management and not being valued	İsmet, Erhan, Samil
	Financial problems	İsmet, Samil, Ediz
	Less authority, more responsibility:	İsmet, Beyhan
	Gender factor	Beyhan
	Difference in understanding in upper management	Sabri
	Idealism	Sabri
	Rapid change	Mufit

Conflict with upper and lower management. Conflict with the upper management was one of the reasons for teachers to leave the school management. Upper management meant both the school management and the provincial and district directors of national education. A participant who was a school principal expressed the conflict s/he had with the deputy principal. Some of the teachers' views on the subject are as follows:

...The upper management said to cast a veil over this. The side conducting the investigation, on the other hand, was talking about my involvement in the crime. I had a dilemma... I did what the law said. I was very worn out during this period... (Derya)

I started to feel the authoritarian attitude of the upper management on me. At a meeting where the deputy governor was also present, my manager said to me, if you can't do it, just leave. Therefore, I submitted my letter of resignation... (Semih)

I was at odds with the principal. His actions were wrong. I can't change anything, something is wrong. I did not want to be a partner in this bad management... I didn't want to be a part of bad management. (Mufit)

In this sub-theme, it came to the forefront that the upper management of the school did not consider the opinions of the school principals, exhibited authoritarian behavior, demanded illegal and out of procedure practices. Given the conflicts with the school sub-units, differences in management approach, bad management and appointment of incompetent principals came to the fore.

Excessive workload. According to this theme, another factor that was effective in leaving the school management was excessive workload. One of the reasons for the excessive workload was that the upper management transferred their jobs to the lower

management and the school principals were unable to do their own work. Some of the teachers' views on the subject are as follows:

Some projects in national education are determined only to fill in time. But this burden is left to the deputy directors. Due to this, I couldn't do my administrative work. There are so many things to do. So I have started thinking about quitting management. (Engin)

Also, piling the work on hardworking people... When there is a duty, everybody tells you to do that, not the other deputy managers. It is one of the main reasons for me to quit management. (Melih)

Prejudices based on social identity. One of the reasons for teachers to leave the school management was prejudices based on different social identities. In addition, school principals' membership to a certain trade union and the political background attributed to the trade union damage teacher-principal relations. This is one of the reasons that made school management intolerable. Some of the teachers' views on the subject are as follows:

...Due to teachers having different world views than management, they always feel that they are treated unfairly. Their uneasiness disturbed me, so I quit the management. (Engin)

When I went to school, they labeled me because of my trade union. They got down on me. They thought that I am a big fan of the government... (Derya)

My principal at the school where I was appointed was from the X union. He tormented me a lot. He increased my workload. He gave tasks that cannot be finished in a very short time... I was subjected to mobbing... (Zerrin)

Discrimination and favoritism. Favoritism and discrimination, which reflected in group bias, were among the reasons for teachers to leave the school management. Some of the teachers' views on the subject are as follows:

They treated to managers differently when they feel close to them. When there were managers with different views, they did not care of them. For example, rewarding with salary. If you are not a member of their trade union, you don't have any influence. When we had a request as management, he/she would provide an advantage to those from his/her trade union. Personal identities have come to the fore. (Erhan)

The favoritism started. I was subjected to an unfair slander. I gave up the management... (Samil)

Teacher, student and parent factor. Overprotective behaviors, insults and psychological violence of parents and being exposed to constant complaints by parents were the reasons for teachers to leave the school management. Some of the teachers' views on the subject are as follows:

Actually, I was tired of student and parent. I was exhausted by the overprotection of the parents and the improvements we could not see in the students' behavior. I was exposed to insults and psychological violence from parents at different times. I couldn't say anything to parents and children... (Beyhan)

...When I started dealing with students and parents, things related to discipline tired me. (Murat)

One participant left the management because of the conflict with the upper management causing disobedience in the lower management, and one participant left the management due to the deterioration of his/her old relations with teachers while s/he was the principal. Teachers' views on the subject are as follows:

...When I lost my authority in the province because of the Director of National Education, my relationship with the teachers at my school (mostly female teachers) got worse. They started to disobey and rebel in matters which they had difficulty... (Derya)

...Warming my sincere friends on various issues harmed our sincerity and relationships. That was too much to overcome... When I could not fulfill their demands about the curriculum, my friends' attitudes and relationship breakdown tired me. That's why... (Engin)

Family and child factor. The reasons for teachers to leave the school management were disruptions in family life, not being able to spare time for children and not receiving family support. Some of the teachers' views on the subject are as follows:

Besides the possibility of causing disruptions in my family life, not wanting to neglect my children was effective for me to leave management... The current system is not a system where a principal with children can spend time with their children... (Semih)

...I could not spare time for the children. Not to steal their time and to spare time for them... (Melih)

By the way, I was having problems with my ex-husband as well. He didn't want me to become prominent... He was constantly intervening. It also has a huge impact, so I didn't want to be in management anymore. (Zerrin)

The difference between law/theory and execution/practice. One of the reasons for teachers to leave the school management was the difference in law/theory/practice. It was observed that the upper management of the school causes a dilemma between the law and the executive, and there were conflicts between the theory and practice. Teachers' views on the subject are as follows:

...I gave a low grade to a teacher for some reasons (coming late to class, playing with the phone during class). The teacher objected. The Director of National Education called me to account... (İsmet)

...In theory, I had the dilemma of asking for money while saying that parents are not asked for money. This situation seemed very wrong to me. It was out of my character. The training we received and the practices in the field are not related. (Ediz)

Not receiving support from higher units and not being valued. Another reason for teachers to leave the school management was that they cannot receive support from upper management and were not valued. In addition, the breakdown of the teaching profession and external factors were among the reasons for leaving the school management. Some of the teachers' views on the subject are as follows:

Another reason is that I requested rewards for my teachers. They did not give in two years just because the governor's office does not allow it. How can I encourage my teacher? How can I thank? In short, the principals are working, but the upper management takes the credit... (İsmet)

Quitting is not something that happens suddenly. Many developments happened afterwards. Despite our efforts, we did not see any value, the upper management was not with us, and we could not get enough support, so I want to quit... (Erhan)

Financial problems. The financial problems faced by schools were among the factors that affected teachers to leave the school management. Some of the teachers' views on the subject are as follows:

Orders are not applicable... They are not aware of our problems (financial). We have to do non-functional things. (Samil)

Schools have a lot of financial problems. I was responsible for 6000 square meters. There was no allowance. You are trying to solve it by receiving help from your parents. Financial problems have been one of the reasons that made me tired... (Ediz)

Less authority, more responsibility. The excessive responsibilities of school principals and their limited powers were other reasons for teachers to leave the school management. Teachers' views on the subject are as follows:

...We have no authority but a lot of responsibilities. I had the electrical installation done. There is an electrical leakage, if someone is hurt, I am responsible. (İsmet)

We had so many responsibilities both inside and outside of the school that you are torn between them and you cannot decide which one to fulfill... I fitted my ten-year performance in two years ... (Beyhan)

The gender factor. Dealing with jobs outside of her area of expertise as a female manager and the high number of school and home responsibilities were among the reasons for leaving the school management. The teacher's opinion on the subject is as follows:

There is no external factor in leaving the management. The school had many physical inadequacies. I could not cope as a woman... Working hours were challenging for me as a woman. There was an excess of working hours but no return. It takes a lot from me, but it doesn't give me anything. That's why I left ... (Beyhan)

The difference in understanding in upper management. The difference in understanding in the upper management and the excessive control and lack of trust of the upper management were the reasons for leaving the school management. The teacher's opinion on the subject is as follows:

While the Provincial Director of National Education said, 'the principal does not stay at the school, he is on the field', the District Director of National Education would not want us to leave the school even because of school-related work. Does a District Director of National Education check whether my principal is at school? So, the understanding of the upper management is different. Over control along with power bothered me... (Sabri)

Idealism. One of the reasons for leaving the school management was that a teacher believes that s/he could correct negative student behaviors only by teaching. The teacher's opinion on the subject is as follows:

...Also, when I started to be a principal, I started with the idea that if I cannot do something in terms of academic success and behavior in school, if I cannot do something for society, I will quit the management. We have reached a certain level, but it did not turn out as I thought and wanted. I thought that improving the behavior of students and reintegrate them into the society would not be through management, but through teaching ... (Sabri)

Rapid change. One participant stated that the rapid change caused uneasiness for him and he had difficulty following the change. The teacher’s opinion on the subject is as follows: *“There is no established system. Something is constantly changing. Without benefiting from one system, it is switched to another system. That was also uncomfortable. Change is tiring.”* (Mufit)

The Emotional States Caused by Problems

The second question was asked to the participants: What kind of emotions was experienced because of these experiences that caused teachers to leave the school management? Due to the analyses, it was seen that the emotional states that were effective in teachers' leaving the management were based on more than one experience (Table 3).

Table 3.

The Negative Emotional States Caused by Problems that Cause Leaving the School Management

Theme	Sub-themes	Participants
Negative Emotional States	Unhappiness and unrest	Beyhan, Ediz, Melih, Zerrin
	Depression	Zerrin, Derya
	Feelings of failure and inadequacy	Engin, Beyhan
	Mental fatigue and depersonalization	Mufit, Murat, Ediz
	Desensitization	Ediz
	Uneasiness	Semih, Beyhan
	Dilemma	Ediz, Derya
	Stress	İsmet, Murat
	Feeling worthless	Samil
	Anxiety	Zerrin
	Trauma/self-harm	Engin
	Loss of motivation	Sabri, Erhan

Unhappiness and unrest. It was observed that the emotions that were influential on teachers to leave the management were unhappiness and unrest. Regarding this, Beyhan said: *“...I was threatened by the parents. I was nervous... I was unhappy for all these reasons.”* He expressed his feeling of unhappiness with his reasons. Ediz said: *“...You cannot be happy. You are not satisfied...”* and he stated that the theory-practice dilemma caused him to be unhappy. Melih said: *“You complete every work; you always work while someone is not working. It disturbs you ...”* and he stated that the workload was the cause of unrest. Zerrin said: *“I felt unrest due to the interventions of my ex-wife. Patience, patience, patience!..”* and he expressed his unrest.

Depression. It was observed that depression was another emotion that affected teachers to leave the management. Regarding this, Zerrin said: *"...The fact that what I did was not appreciated because of the situation I was experiencing in the work environment and the mobbing of my new manager made me very depressed. I am very overwhelmed..."* She stated that the problems he had with the school principal overwhelmed him.

Feelings of failure and inadequacy. It was observed that the feeling of failure and inadequacy affected teachers to leave the management. Engin said: *"...While I was trying to not hurt them (teacher friends), I hurt myself a lot. The feeling of failure also emerges because of this..."* He mentioned the emotional effects of the practices that always disturbed some teachers.

On the other hand, Beyhan expressed his feeling by saying: *"...I experienced a feeling of inadequacy because of both the difficulties I experienced in improving the physical conditions and not meeting my expectations regarding the children..."*

Mental fatigue and depersonalization. It was observed that another emotional experience that caused teachers to leave management was mental fatigue. Due to the problems he had with the upper management of the school, Mufit said: *"...I was nervous because I was restless. I was in psychological fatigue because of my experiences with the principal."* Murat expressed his emotional state due to the problems he had with the parents: *"It was very tiring to deal with the parents, I had mental fatigue..."*

Desensitization. It was observed that another emotional state that was effective in teachers' leaving management was depersonalization. Regarding this, Ediz said: *"...After the incident we experienced with the director (in the Directorate of National Education), my idealism is gone... You become desensitized..."*

Uneasiness. It was observed that another emotional state that was influential in leaving management was uneasiness. Semih said that the discriminatory behavior of the upper management caused him to feel uneasiness: *"I perceived it as an attack on my personality. I felt uneasiness and hopelessness."* Beyhan stated that she felt anxious because of the parents' threats: *"I am a woman. I was threatened by the parent. I felt nervous..."*

Dilemma. It was observed that another emotion that causes teachers to quit management is dilemma-conflict. Regarding this, Ediz expressed the emotional dilemma caused by the contradiction between the practice and the information learned from qualified professors: *"I had a dilemma-conflict. But this conflict, theory-practice conflict..."* Derya expressed her dilemma: *"...I had a problem at school because of a student. I had things to do. The upper management told me to cast a veil over it. I had a dilemma..."*

Stress. It was observed that stress was another emotional state that caused teachers to quit management. Regarding this, Ismet stated that the problems at school caused

stress at home: "...I realized that I put myself under stress most of the time. The stress at home started to increase when things go wrong at school. This is the first time I started to question it." Murat expressed that the problems he had with the parents caused him to feel stressed: "Dealing with parents was very tiring for me... Of course, I felt stressed at that time..."

Feeling worthless. It was observed that another emotional state that causes teachers to leave the management is feeling worthless. However, the source of this emotional experience was the processes experienced in out-of-school environments. Regarding this, Samil: "If you went there (to the court), it is believed that you are guilty... At that moment, I felt worthless. It was believed what the family (complainant) said, not me." He stated that he felt worthless due to the accusing attitude of the court committee in slander against him.

Anxiety. It was observed that another emotional state that caused teachers to quit management was anxiety. Regarding this, Zerrin said: "I had anxiety due to my wife's interventions... I had an anxiety disorder. I went to the psychiatrist. My wife put a lot of pressure..." and she expressed her emotional state.

Trauma/self-harm. It was observed that another emotional state that caused teachers to quit management was hurt. Regarding this, Engin said: "I started to hurt myself, not them, because of my sensitivity, because of the fear that I would hurt my friends. When I tried not to hurt them, I hurt myself..." He stated that because of the importance he gave to human relations at school, he started hurting himself not to hurt the teachers.

Loss of motivation. Another emotional state that caused teachers to quit management was the loss of motivation. Regarding this, Erhan said: "...Discriminatory attitudes made me lose my motivation. The decrease in my productivity bothered me and I quit..." According to this participant, who expressed his views on the reasons for leaving the management, this reluctance and indifference are influenced by that principals with the same political view and in the same union were valued by the upper management and they are exposed to discrimination.

Discussion and Conclusion

School principals working in a problematic environment may negatively affect teachers, students, families and society. Knowing which situations in schools may cause the problems faced by school principals, who have a crucial place in educational organizations, can enable taking measures that will facilitate coping with these problems (Cinkir, 2010). In this study, which was conducted to investigate the reasons for leaving the school management and the emotional states based on these reasons, two themes were obtained in the sub-problems of this research.

Results of the Reasons for Leaving the School Management

Although the ratio of being a female principal variable, which is one of the descriptive characteristics of the study group, to all participants was low (three people), it was determined that the dominant reason for leaving the school management differed concerning all three participants. The reasons for a female participant to leave are having severe problems with her spouse and not being able to spare time for children because of being a school principal. Another female principal left the school management because of having to do jobs outside of her area of expertise (physical work of the school) and having time problems due to the school and home responsibilities. The third female principal left the school management due to the pressure of the upper management, which is one of the problems faced by male school principals. In this study, the reason for asking the teachers which trade union they were affiliated with when they quit school management is to understand whether they were subjected to political or trade union pressure and intimidation due to their trade union. It can be said that being subjected to discrimination and intimidation due to their trade union, based on that eight of the teachers were members of the Egitim Bir-Sen trade union and four of them were members of the Turk Egitim-Sen trade union when they left the school management, was not a determinant in leaving the school management. On the other hand, a female principal stated that the school principal, who was a member of a different union from her, made difficulties for her and deliberately increased her workload. Two male school principals also stated that they were subjected to the pressure of upper managers out of school due to their membership in different trade unions.

The source of the problems with the upper management of the school is to ignore the opinions of the school principals, act authoritatively, demand illegal and non-procedural practices. The source of the conflicts with the lower management is the conflicts and mismanagement among school principals and the appointment of incompetent principals. In Sahin's (2011) study, the findings have shown that there is a negative relationship between leader-member interaction and intention to quit, and employees who think that they are not supported by their leaders and the relationship with their leader is not based on mutual trust, love, respect, and appreciation tend to quit their jobs. Erginer and Kose (2012) have found in their studies that school principals return to teaching due to reasons arising from the upper system, the intermediary entity, and the basic system and their personal situations, and they can leave the management due to top administrators' (provincial/district directors of national education) autocrat attitudes.

In this research, the excessive workload is also one of the factors that may affect leaving school management. These are the findings of excessive workload that the upper management transfers their jobs to the sub-units, engages school principals with non-functional duties, makes the principals unable to do their work, and causes them to devote more time to the school. Excessive responsibilities of school principals may cause them to have problems regarding workload and time management (Demirtas &

Ozer, 2014). Workload and excessive working hours are two important factors that may negatively affect even the desire to become a principal. Gunay and Ozbilen (2018) found in their study that teachers did not prefer management due to the excessive workload and working hours of school principals. In the study conducted by Demirbilek and Bakioglu (2019), the findings showed that most teachers left their positions as vice principals due to the excessive amount of administrative paperwork, dealing with jobs outside of their field, and excessive workload. Sarros (1988) determined the reasons for school principals to leave their jobs as the unhealthy personal relationships in the organization, excessive workload and the lack of sufficient time for school principals (as cited in Celikten, 2004). Especially in schools where officers and servants are insufficient, the school principal will spend his/her energy in performing their duties and will not be able to fulfill his/her primary duty as the principal (Gurbuz, Erdem & Yildirim, 2013). Given that these tasks, most of which are dysfunctional, appointed by top administrators on school principals, and some of which are even drudgery (Kazak, 2019), increase the workload of school administrators and may cause a loss of energy and time, which may lead to many negative emotions.

Prejudices based on social identity have also been identified as one of the situations that tire teachers and may cause them to leave the school management. The trade union affiliation of school principals and the political background attributed to this affiliation harms teacher-school principal relations. Because of the same reasons, favoritism and discrimination undermine school principals' trust in top management and damage their sense of justice. This leads to organizational and individual problems for school principals, teachers and upper management and making school management intolerable. As political governments appoint educational administrators and school principals as if they were giving "culus money" and continue to see them as tools to control education (Akin, 2012), it is possible to say that problems, such as favoritism, discrimination, insecurity, and perception of injustice will continue. Erginer and Kose (2012) have found in their study that spoils system matters in leaving the school management, and these appointments disturb school principals. Orucu and Ozafsarlioglu (2013) have found that there is a significant and negative relationship between employees' perceptions of organizational justice and their intention to quit. In other words, the existence of unfair practices in the organization increases the intention to quit. Research has shown that deputy principals do not stay in their positions for a long time because they see interviews and political-ideological barriers as career barriers (Demirbilek & Bakioglu, 2019). The introduction of politics into an institution, such as a school, whose output is human prevents the functioning of the school in line with its goals. Systems that cannot achieve their goals are doomed to dissolve over time (Erol, 1995). The elimination of such a problem may be possible by strengthening democracy and democratic consciousness and not seeing "them", who are outside of "us", as a threat because the perception of "we" in intergroup relations always excludes "them" (Myers, 2015).

Since female teachers and female principals are same-sex, they are expected to communicate more comfortably/sincerely with each other, behave more socially, have a more intense interaction process, see each other easily, get to know and understand each other better (Gokyer & Cicek, 2016). However, in the study, it was observed that due to the loss of the authority of a female school principal in the city because of the Directorate of National Education, the relations between the teachers at her school (mostly female teachers) were disrupted. At this point, it can be said that the top administrators of the school should stay away from attitudes that damage the reputation and authority of school principals. Overprotective behaviors, insults, and psychological violence of the parents being constantly exposed to complaints by the parents, disobedience in the lower management caused by the conflict with the upper management, the deterioration of old relations with teachers while they were principals are among the reasons for teachers to leave the school management. In their study, Turan, Yildirim and Aydogdu (2012) found that school principal had problems due to parents' perception of their right to speak, neglect of education, excessive expectations, and constant complaints to higher authorities. Durgun (2011) found in his study that there are important problems in the communication between principal-teacher, principal-student, and principal-parent. When the teachers, students, parents, and other environmental factors that make up the school are directed by school principals under the school culture and climate, the problems are expected to end before they begin. Otherwise, the conflict cannot be prevented (Aslanargun & Bozkurt, 2012). Overprotective behaviors of parents resulting from unconsciousness can be a source of conflicts between school and parents.

The reasons for teachers to leave school management are disruptions in family life, not being able to spare time for children, and not receiving family support. In his study, Yucedag (2017) determined that female teachers left the management because it caused them to have problems with their spouses. Sefer (2006), on the other hand, found in his study that women principals experience problems due to the negative attitudes of their husbands. Muchinsky and Tuttle found a positive relationship between the sense of responsibility for the family and the intention to quit (Muchinsky, 1980: cited in Eren, 2007). The findings of Erginer and Kose (2012) also show that personal and family reasons have an important place among the factors that affect principals' return to teaching. In the study of Celikten (2004), it was determined that female school principals did not do the managerial work willingly due to dilemmas, such as self-confidence, lack of support from the environment, and hover between work and family.

The dilemma caused by management between the law and the execution, the conflict of theory and practice, not receiving support from upper management and not being valued, financial problems, and the decrease in the status of the teaching profession are among the reasons for leaving the school management. Balıkcı (2016) found in his study that there is generally a conflict between what is in a bureaucratic structure and what should be in that. As the reasons for this, they identified unauthorized responsibility of school principals, excessive tasks, lack of a standard in their job

descriptions, and difficulties in financing. In their study, Tekel and Karadag (2017) found that school principals had a moral dilemma between their conscience and pressure of upper management, between teachers, and between teachers and students. In this study, a female school principal faced intimidation, exclusion, and reprimand from upper management when she wanted to implement the procedure, and the dilemma she faced caused her to give up her leadership and experience negative feelings. Erol (1995) found that most of the school principals and education administrators were impressed by the superiors' failure to examine subordinates' proposals. In the study of Akcadag (2013), the findings showed that school principals complained that provincial and district directors of national education did not show enough interest to them. In the study of Erginer and Kose (2012), not attaching attention to the studies was especially emphasized among the situations that may cause to feel alienated from school management. In Aslanargun and Bozkurt's (2012) and Cinkir's (2010) studies, the findings showed that schools were not supported financially, and school principals had to do much work with a limited budget. Budget problems of schools can be solved by regulating expenditures. Thus, this problem experienced by school principals and other problems related to this problem can be solved.

The reasons for leaving the school management are the excessive responsibilities of school principals and their limited powers, having to do jobs outside of her area of expertise as a female principal and having time problems due to the school and home responsibilities. In their study, Keser and Gedikoglu (2008) have found that school principals have problems in using their authority while fulfilling their responsibilities. In other words, there is an imbalance between the authorities of school principals and their responsibilities. Erginer and Kose (2012) found in their study that school principals resigned from management due to insufficient authorization in line with their responsibilities. In the study conducted by Ekinci (2010), school principals had problems in not having authority despite the heavy responsibilities. Failure to give employees the authority to fulfill their responsibilities will lead to a deadlock in business. In other words, it is necessary to give responsibility to the person within his/her authority. An imbalance of authority and responsibility harm employees and reduces the desire to work because the employee rightly wants to be given authority as well as responsibility (Yakut, 2006).

The reasons for leaving the school management are the fatigue of the school principal due to the difference in understanding between the upper management and the belief that negative student behavior can only be corrected by teaching. In the study conducted by Gurbuz, Erdem, and Yildirim (2013), teachers see that one of the characteristics that a successful school principal should have is to act selflessly and idealist and to set a good example for teachers. Differences in management understanding between upper principals can be eliminated by a regulation stating that the decision of a superior or top manager is valid.

No matter how our education system is structured, what shapes the system and determines its success is how it is perceived by the members. Especially, the success of

the system depends on how individuals perceive it rationally and mentally, as well as how they perceive it emotionally (Akçay & Başar, 2004). Thus, in the first sub-problem of this study, the problems experienced by school principals were discussed, and in the second sub-problem, the emotional states experienced by school principals based on these problems were tried to be determined.

Results in the Emotional States Caused by Problems

Interest in emotions in working life has increased rapidly in recent years (Akçay & Coruk, 2012). Efforts to understand the emotions that drive human behavior provide a deeper insight into management science. These efforts can contribute to identifying the managerial problems of value-centered organizations, especially those whose subjects are human, such as education and improving their managerial qualifications (Karadağ, 2011). For this purpose, this study was not contented with looking at the reasons for leaving the school management but also tried to understand the emotional background of these reasons. In this way, it was aimed to understand school principals and to empathize with the emotional states they experienced in their management processes.

Problems with parents and students, theory-practice dilemma, excessive workload, and unhappiness and uneasiness due to familial problems are the primary emotional states that may affect teachers to leave the school management. In Öztaşlan's (2018) study, it is stated that if the school principals can realize their potential, they feel happiness and peace and enjoy their work. In addition to these, it was determined that they felt an increase in their self-confidence and individual motivation. It was determined that they felt a short-term loss of morale and unhappiness when they faced obstacles to realizing their potential. In a school where the school principal is unhappy and uneasy, it cannot be expected to effectively demonstrate the managerial or leadership roles expected of him/her. An unhappy and uneasy school principal may negatively affect the management processes, organizational variables related to the school, and the goals and outcomes of the school.

In the study of Tok and Yalçın (2017) aiming to reveal the views of school principals about female school principals, the participants did not think that female school principals are emotional; they handle the situations more emotionally and do not agree with the idea that they are not calm enough in any crisis. In this study, the emotional states that are effective for two female participants to leave the management are feeling depressed due to the mobbing of the school principal and upper management, and nervous breakdowns and crying crises due to pressure and dilemma between upper management and parents. It can be said that women are more exposed to mobbing (Ayдын, 2009), which include all kinds of bad treatment, threats, violence, and humiliation behaviors that are systematically applied to employees by their superiors, subordinates, or those who are at their equal level (Ongun, 2017). When it is considered that in our education system, the relationships between the current school principals and the upper management that affect their

success will affect the quality of all kinds of work in the school (Akcadag, 2013), it will be understood that the upper management of the school should behave more carefully and consistently and adopt an impersonal education management approach. Besides, the effects of nervous attacks and crying crises will not disappear with leaving the school management, and their effects will be seen in both private and professional life.

The uneasiness and fatigue caused by rapid change is another emotional state found in the research. According to Barutcugil (2004), change may cause emotional problems and even catharsis in employees from time to time. In such a situation, the employee should be given time to deal with their problems. Otherwise, the employee will not be able to keep up with the change, and both himself/herself and the organization will be negatively affected by this situation. In the study of Akcadag (2013), school principals stated that they were worried about the frequent changes in the education policies of the ministry.

It has been determined that the emotional states that are effective on teachers to leave the management are the feeling of failure and inadequacy, mental fatigue and depersonalization, anxiety, dilemma, stress, feeling worthless, anxiety and hurt. The study conducted by Demirbilek and Bakioglu (2019) showed that teachers who left their positions as vice principals experienced mental-emotional exhaustion in their duties and that most of these teachers who left the management did not think of returning to being vice principals. In their study (2013), Ercetin and Maya identified changes in the institution, excessive workload, staffs' failure to fulfill their duties, non-legislative practices, financial difficulties, authority and responsibility imbalance, injustice in the task distribution, and authoritarian attitudes of upper managers as sources of stress. It is one of the results of the same study that education principals experienced problems, such as anger, tension, headache, high blood pressure, panic, and sweating, because of this stress. Balıkcı (2016) also has found in his study that excessive workload is the most important source of stress for school principals and that bureaucracy, which is generally regarded as negative, causes emotional disappointment in school principals. Gunbay and Akcan (2013) have found that the problems experienced among school staff and the reflection of these problems on the management, the relationships of parents, students, and principals with their superiors, and the reflection of the stresses experienced by the principals in their daily life on the school are the reasons that increase the stress of the principals. In a study conducted by Coskun Demirpolat (2016) on the involuntary return of school principals to teaching, the participants stated that they perceived returning to teaching as a downgrade, and this situation was a kind of punishment and that they felt a sense of revenge because of this perception.

Another emotional state that affects teachers to leave the school management is reluctance and apathy based on conflict and discrimination with upper and lower management (vice-principal, teacher). In his study, KeskinılıC Kara (2016) has found that teachers intensely feel hate, anger, and unhappiness in the face of political discriminatory behaviors in schools, and discriminatory behaviors have individual and organizational effects on teachers. In Durgun's (2011) study, principals stated that they

had communication problems with teachers and these problems resulted in "disruption of duties", "lack of sense of belonging" and "lack of motivation". The results of Akcadag (2013) have showed that the statements and practices made by the ministers and ministerial directors, provincial and district directors of national education and education supervisors as top principals, affect the motivation and working style of school principals and cause some problems. As can be seen, conflicts with upper management and being discriminated against at school have significant negative emotional outcomes.

In every organization, managers and employees who experience emotions such as sadness, anger, joy, fear, anger, grudge, hatred, trust and insecurity, love, and loyalty must be aware of these feelings and control them. We should not forget that we are not only responsible for our decisions and our actions based on these decisions but also our emotions (Barutcugil, 2004). As a result, school principals are faced with many problems. These problems cause different negative emotional situations. At the end of this process, some of the experienced school principals quit management and some continue to be principals with these problems and negative emotions. However, it is a fact proven by research that schools perform better under the leadership of experienced principals and that they leave their jobs at a cost (Clark, Martorell & Rockoff, 2009). For example, returning to teaching after being a principal for many years may cause motivational difficulties in the educational process, and professional competence and adaptation problems may be experienced (Akman, 2016).

School principals can be trained to increase their emotion management and emotional intelligence competencies. Arrangements can be made to eliminate the authority and responsibility imbalance of school principals. The perception of the "too much responsibility, less authority" understanding of the upper management as is they try to protect and raise to a higher position decreases the determination of the school principals to work and increases the stress. A comprehensive workshop can be held on this subject. The Ministry of National Education should transfer sufficient resources to schools, and school principals and even parents should not be dragged into a deadlock. In this regard, the dilemma of financial demand that is permitted and encouraged to be taken secretly made by the upper departments of the ministry should not be experienced by school principals. Practices that increase the workload of school principals should be ended, and these non-functional tasks assigned by upper management should be limited. Insufficient communication within and outside the organization may affect interpersonal relations negatively. The communication channels between the principal-teacher, the principal-parent, and the principal-student should be open, and an open school climate and culture should be encouraged. Positive psychology can be a tool to increase organizational happiness. The data of positive psychology should be utilized through training that will enable school principals to resist internal and external wear and increase their psychological resilience.

References

- Akca, F., & Yaman, B. (2009). Okul yöneticilerinin problem cozme davranislarini etkileyen faktorleri incelemeye yonelik bir calisma. *Kastamonu Egitim Dergisi*, 17(3), 767-780.
- Akcadag, T. (2013). Okul yöneticilerinin bakis acilariyla ust yonetimler: Sorunlar, cozumler, beklentiler, yansimalar. *International Journal of Human Sciences*, 10(2), 379-399.
- Akca, C., & Basar, M. A. (2004). Ilkogretim okul mudurlerinin yonetsel gorevlere ayirdikleri zaman ve bunlari onemli gorme dereceleri. *Kuram ve Uygulamada Egitim Yonetimi*, 38, 170-197.
- Akca, C., & Coruk, A. (2012). Calisma yasaminda duygular ve yonetimi: Kavramsal bir inceleme. *Egitimde Politika Analizi Dergisi*, 1(1), 3-25.
- Akin, U. (2012). Okul yöneticilerinin secimi ve yetistirilmesi: Turkiye ve secilmis ulkelerden farkli uygulamalar, karsilastirmalar. *AİBU Sosyal Bilimler Enstitusu Dergisi*, 12(2), 1-30.
- Akman, Y. (2016). Okul yöneticilerinin Ogretmenlige dOnus surecine iliskin gorusleri. *Abant İzzet Baysal Universitesi Egitim Fakultesi Dergisi*, 16(2), 319-334.
- Akuzum, C. (2017). Kurucu mudurlerin okul yonetimi baglamında karsilastıkları temel yonetsel sorunlar ve cozum onerileri. *Elektronik Sosyal Bilimler Dergisi*, 16(60), 161-185.
- Argon, T. (2015). Ogretmenlerin sahip oldukları duyu durumlarini okul yöneticilerinin dikkate alip almamalarına iliskin gorusleri. *Abant İzzet Baysal Universitesi Egitim Fakultesi Dergisi*, 15(1), 377-404.
- Arikan, E. (2012). *Karar verme sureclerinde duyunun rolu*. Yayimlanmamis Yuksek Lisans Tezi, Ege Universitesi Sosyal Bilimler Enstitusu, Izmir.
- Ashkanasy, N. M. & Dorris, A. D. (2017). Emotions in the workplace. *Annual Review of Organizational Psychology and Organizational Behavior*, 4, 67-90.
- Aslanargun, E. ve Bozkurt, S. (2012). Okul mudurlerinin okul yonetiminde karsilastigi sorunlar. *Gaziantep Universitesi Sosyal Bilimler Dergisi*, 11(2), 349 -368.
- Arslantas, I. ve Ozkan, M. (2014). Ogretmen ve yonetici gozuyle etkili okulda yonetici ozelliklerinin belirlenmesi. *International Journal of Social Science*, 26, 181-193. <http://dx.doi.org/10.9761/JASSS2295>
- Awasthi, S. & Yadav, P. (2016). Emotional intelligence as a predictor of conflict resolution style in public sector employees. *International Journal of Business and Management Invention*, 5(9), 21-27.
- Aydin, O. B. (2009). *Orta ogretim okullarında gorev yapan okul yöneticisi ve ogretmenlerin mobbing (psikolojik siddet)'e maruz kalma duzeyleri*. Yayimlanmamis Yuksek Lisans Tezi, Canakkale Onsekiz Mart Universitesi, Sosyal Bilimler Enstitusu, Canakkale.
- Balikci, A. (2016). *Burokrasi ve gundelik hayat baglamında okul mudurlugunun incelenmesi*. Yayimlanmamis Doktora Tezi, Eskisehir Osmangazi Universitesi, Egitim Bilimleri Enstitusu, Eskisehir.
- Baltas, A. (2015). *Akilsiz duyguların cezasını kararlar ceker. Akilli insanlar neden yanlis kararlar verir?* İstanbul: Remzi kitabevi.
- Barsade, S. G., & Gibson, D. E. (2007). Why does affect matter in organizations? *Academy of Management Perspectives*, 21(1), 36-59. <https://www.researchgate.net/publication/228960683>
- Barutcu, I. (2004). *Organizasyonlarda duyguların yonetimi (ikinci baskı)*. İstanbul: Kariyer Yayınları.
- Clark, D., Martorell, P., & Rockoff, J. (2009). School principals and school performance. *CALDER Working Paper*, No. 38. 1-33.
- Coskun Demirpolat, B. (2016). Buyuk GOC: Okul yöneticilerinin ogretmenlige donusu. *Uluslararası Egitim Bilimleri Dergisi*, 3(8), 127-150.
- Çakar, U., & Arbak, Y. (2004). Modern yaklasimlar isigında degisen duyu zekâ iliskisi ve duygusal zekâ. *Dokuz Eylul Universitesi Sosyal Bilimler Enstitusu Dergisi*, 6(3), 23-48.
- Celikten, M. (2004). Okul muduru koltugundaki kadinlar: Kayseri ili ornegi. *Sosyal Bilimler Enstitusu Dergisi*, 17(2), 91-118.
- Celikten, M. (2004). Bir okul mudurunun gunlugu. *Firat Universitesi Sosyal Bilimler Dergisi*, 14(1), 123-135.
- Cinkir, S. (2010). Ilkogretim okulu mudurlerinin sorunlari: Sorun kaynaklari ve destek stratejileri. *Elementary Education Online*, 9(3), 1027-1036. <http://ilkogretim-online.org.tr>
- Demirbilek, M., & Bakioglu, A. (2019). Okul mudur yordimcilarinin gorevlerinden ayrilma nedenleri. *Ankara Universitesi Egitim Bilimleri Fakultesi Dergisi*, 52(3), 737-769.

- Demirtas, H., & Ozer, N. (2014). Okul mudurlerinin bakis acisiyla okul mudurlugu. *Kastamonu Egitim Dergisi*, 22(1), 1-24.
- Durgun, S. (2011). Genel ortaogretim kurumlarinda gorev yapan yoneticilerin orgut ici iletisim surecinde yasadiklari sorunlar ve bu sorunlarla basa cikma yollari. *Pegem Egitim ve Ogretim Dergisi*, 1(2), 57-68.
- Ekinci, A. (2010). Ilkogretim okullarinda calisan mudur ve ogretmenlerin mesleki sorunlarına ilişkin gorusleri. *Ilkogretim Online*, 9(2), 734-748. <http://ilkogretim-online.org.tr>
- Ercetin, S. S., & Maya, I. (2013). Views of educational managers on stress management working in the body of province directorate of national education: Canakkale Case. *US-China Education Review*, 3(8), 612-623.
- Eren, A. (2007). *Gonullu isten ayrilmalar uzerine ekonometrik bir yaklasim*. Yayimlanmamis Yuksek Doktora Tezi, Gazi Universitesi Sosyal Bilimler Enstitusu, Ankara.
- Erginer, A., & Kose, M. F. (2012). Okul yoneticilerinin yoneticiligi tercih ve birakma nedenlerine ilişkin nitel bir calisma. *E- Journal of New World Science Academy*, 7(4), 14-28.
- Erol, F. (1995). Okul mudurlerinin gorevlerini basarmada karsilastiklari engeller (Burdur ili ornegi). *Egitim Yonetimi*, 1(1), 1-8.
- Ersoy, A. F. (2016). *Fenomenoloji*, (Ahmet Saban, Ali Ersoy, Ed.), *Egitimde nitel arastırma desenleri*. (s. 51-109). Ankara: Anı Yayıncılık.
- Goleman, D. (2006). *Duygusal zeka neden IQ'dan onemlidir? (Otuzuncu basım)*. İstanbul: Varlık Yayınları.
- Gokyer, N., & Cicek, F. (2016). Kadın yoneticilerle calisan ogretmenlerin, kadın yoneticilerin yeterliklerine ilişkin gorusleri. *Ahi Evran Universitesi Kirsehir Egitim Fakultesi Dergisi (KEFAD)*, 17(3), 747-766.
- Gunay, G., & Ozbilen, F. M. (2018). Ogretmenlerin okul yoneticiligi istekliligini etkileyen faktorlerin belirlenmesi. *Turkish Studies Educational Sciences*, 13(19), 1331-1344. <http://dx.doi.org/10.7827/TurkishStudies.14069>
- Gunbay, I., & Akcan, F. (2013). Ilkogretim kurumları yoneticilerinin yasadiklari is streslerine ilişkin gorusleri: Bir durum calismasi. *Journal of Teacher Education and Educators*, 2(2), 195-224.
- Gunduz, Y. (2010). Ogretmen algilarına göre kadın öğretmenlerin kariyer engellerinin incelenmesi. *Abant İzzet Baysal Universitesi Dergisi*, 10(1), 133-149.
- Gurbuz, R., Erdem, E., & Yildirim, K. (2013). Basarili okul mudurlerinin ozellikleri. *Dicle Universitesi Ziya Gokalp Egitim Fakultesi Dergisi*, 20, 167-179.
- Harriott, S. A. (2014). *The relationship between emotional & Social intelligence and conflict management behavior in leadership*. Doctoral dissertation. Nova Southeastern University. Retrieved from NSUWorks, College of Arts, Humanities and Social Sciences-Department of Conflict Resolution Studies. Florida.
- Hohlbein, P. J. (2015). *The power of play in developing emotional intelligence impacting leadership success: A study of the leadership team in a midwest private, Liberal Arts University*. [Unpublished Doctoral dissertation]. Pepperdine University Graduate School of Education and Psychology, California.
- Karadag, E. (2011). Okul mudurlerinin niteliklerine ilişkin olarak ogretmenlerin olusturdıkları bilissel kurgular: Fenomonolojik bir cozumleme. *Egitim ve Bilim*, 36(159), 25-40.
- Karslı, M. D., Gunduz, H. B., Titrek, O., & Yaman, E. (2002). *Egitim yoneticilerinin yetistirilmesi programlarında duygusal zekâ yeterliklerinin kullanılabilirliği*. *Yuzyl Egitim Yoneticilerinin Yetistirilmesi Sempozyumu*, Ankara Universitesi Egitim Bilimleri Fakultesi Yayınları, Yayın No: 191, Ankara: (16/17 Mayıs 2002).
- Kayikci, K. (2013). Türkiye'de kamu ve egitim alanında sendikalaşma ve ogretmen ile okul yoneticilerinin sendikalardan beklentileri. *Amme İdaresi Dergisi*, 46(1), 99-126.
- Kazak, E. (2019). The impact of drudgery jobs and procedures on quality and performance. *Kuram ve Uygulamada Egitim Yonetimi*, 25(4), ss.692-744 doi: 10.14527/kuey.2019.017
- Keser, Z., & Gedikoglu, T. (2008). Ortaogretim okul mudurlerinin yetki ve sorumluluklarını kullanma derecelerinin belirlenmesi. *Uluslararası İnsan Bilimleri Dergisi*, 5(2), 1-23. <http://www.insanbilimleri.com>
- Keskinkilic Kara, S. B. (2016). Okullarda yasanan siyasi ayrimciligin bireysel ve orgutsel etkileri. *Kastamonu Egitim Dergisi*, 24(3), 1371-1384.
- Kumari, N. (2015). Emotional intelligence as a predictor of conflict resolution style. *Research Journal of Business Management*, 9(2), 350-363. DOI:10.3923/rjbm.2015.350.363
- Madondo, N. F. (2014). *Emotional intelligence and school leadership: A study of primary school principals in the pinetown district of kwazulu-natal*. Dissertation, University of KwaZulu-Natal, Submitted in partial

- fulfilment of the Master of Education (MEd) degree in the discipline Educational Leadership, Management and Policy, School of Education, College of Humanities, South Africa.
- Memduhoglu, H. B., & Meric, E. (2014). Okul mudurlerinin egitim yonetiminin islevleri baglaminda yonetim surecinde karsiastiklari temel sorunlar. *Uluslararası Sosyal Arastirmalar Dergisi*, 7(33), 653-666.
- Merriam, S. B. (2013). *Nitel arastırma: Desen ve uygulama icin bir rehber*. (3. Basımdan Ceviri, Cev. Editoru. S. Turan), Ankara: Nobel Yayın Dagitim.
- Myers, D. G. (2015). *Sosyal Psikoloji*. Onuncu basımdan Ceviri, Ankara: Nobel.
- Nikoui, H. R. (2015). *The effect of nationality differences on the emotional intelligence of leaders*. Unpublished Doctoral Dissertation, College of Management and Technology, Walden University.
- Ongun, Y. (2017). *Okullarda uygulanan mobbingin personel uzerinde etkisi*. Yayimlanmamıs Yuksek Lisans Tezi, Pamukkale Universitesi Egitim Bilimleri Enstitusu, Kutahya.
- Orucu, E., & Ozafarlioglu, S. (2013). Orgutsel adaletin calisanlarin isten ayrılma niyetine etkisi: Guney Afrika Cumhuriyetinde bir uygulama. *Mustafa Kemal Universitesi Sosyal Bilimler Enstitusu Dergisi*, 10(23), 335-358.
- Ozasan, G. (2018). The essential meaning of self-actualization via principalship: A phenomenological study. *Egitimde Nitel Arastirmalar Dergisi–Journal of Qualitative Research in Education*, 6(2), 9-24. DOI:10.14689/issn.2148-2624.1.6c2s1m
- Patton, M. Q. (2014). *Nitel arastırma ve degerlendirme yontemleri* (Mesut Butun ve Selcuk Besir Demir; Cev. Ed.). Ankara: Pegem Yayinlari.
- Poirel, E., & Yvon, F. (2014). School principals' emotional coping process. *Canadian Journal of Education*, 37(3), 1-23. <https://www.jstor.org/stable/canajeducrevucan.37.3.04?seq=1>
- Sefer, S. R. (2006). *Uskudar ilcesindeki okullarda calisan bazi kadin yonetimcilerin mesleklerine iliskin beklenti ve sorunlari*. Yayimlanmamıs Yuksek Lisans Tezi, Sakarya Universitesi, Sosyal Bilimler Enstitusu, Sakarya.
- Staw, B. M., Sutton, R. I. & Pelled, L. H. (1994). Employee positive emotion and favorable outcomes at the workplace. *Organization Science*, 5(1), 51-71. <https://www.researchgate.net/publication/232507272>
- Sunaryo, S., & Ratri, I. K. (2019). The influence of emotional intelligence on employee performance mediated by cooperative conflict management style of integrating and compromising. *Journal of Applied Management*, 17(1), 37-47. <http://dx.doi.org/10.21776/ub.jam.2019.017.01.05>
- Sahin, F. (2011). Lider-uye etkilesimi ile isten ayrılma niyeti arasindaki iliski uzerinde cinsiyetin etkisi. *Ege Akademik Bakis*, 11(2), 277 – 288.
- Sahin, I., Kesik, F., & Beycioglu, K. (2017). Okul yonetimcilerinin atanmasında kaotik donem ve etkileri. *Elementary Education Online*, 16(3), 1007-1021.
- Tekel, E., & Karadag, E. (2017). İlkokul ve lise okul mudurlerinin karsilastiklari ahlaki ikilemlere iliskin nitel bir calisma. *İs Ahlakı Dergisi*, 10, 77-98. <http://dx.doi.org/10.12711/tjbe.2017.10.1.0006>
- Tok, T. N., & Yalcin, N. (2017). Okul yonetimcileri gozunden kadin okul yonetimcileri. *Pamukkale Universitesi Sosyal Bilimler Enstitusu Dergisi*, 28, 353-366.
- Toksoz, G. (2002). Kadin calisanlar ve sendikal katilim. *Ankara Universitesi Siyasal Bilgiler Fakultesi Dergisi*, 3(49), 439-454.
- Turan, S., Yildirim, N., & Aydogdu, E. (2012). Okul mudurlerinin kendi gorevlerine iliskin bakis acilari. *Pegem Egitim ve Ogretim Dergisi*, 2(3), 63-76.
- Uslu, M. (2016). *Okul yonetimcilerinin psikolojik iyi olus duzeyleri ile karar verme stilleri arasindaki iliski*. Yayimlanmamıs Yuksek Lisans Tezi, Erciyes Universitesi Egitim Bilimleri Enstitusu, Kayseri.
- Usta, I., & Akova, O. (2015). *Orgutlerde duygusal emek, orgutsel davranista guncel konular* (Derman Kucukaltan, Sule Aydın Tukelturk, Guney Cetin Gurkan, Ed.) icinde. Ankara: Detay Yayıncılık.
- Yakut, G. (2006). *İlkogretim okulu mudurlerinin mevzuattaki gorev tanimlarina iliskin davranislari gosterme duzeyleri (İzmir ili ornegi)*. Yayimlanmamıs Yuksek Lisans Tezi, Dokuz Eylul Universitesi Egitim Bilimleri Enstitusu, İzmir.
- Yildirim, H., & Simsek, A. (2018). *Sosyal bilimlerde nitel arastırma yontemleri*. Ankara: Seckin Yayıncılık.
- Yilmaz, S. (2016). *Karar verme surecleri ile bazı bilissel surecler, kisilik ve duyyu durum arasindaki iliskinin yapısai esitlik modeliyle incelenmesi*. Yayimlanmamıs Yuksek Lisans Tezi, Abant izzet Baysal Universitesi Sosyal Bilimler Enstitusu, Bolu.
- Yucedag, F. (2017). *Egitim yonetimciliginden ayrılmıs kadinların yasadigi sorunlara iliskin gorusleri: Fenomenolojik bir calisma*. Yayimlanmamıs Yuksek Lisans Tezi, Akdeniz Universitesi Egitim Bilimleri Enstitusu, Antalya.



Author

Ender Kazak, He works in the field of education management and supervision

Contact

Assist. Prof. Ender Kazak, Duzce University, Faculty of Education, Konuralp-Duzce
enderkazak@duzce.edu.tr

Future Prospects of University Students Studying Psychological Counselling and Guidance: A Case Study

Birgul ULUTAS**

Emre GUNEY***

To cite this article:

Ulutas, B., & Guney, E. (2019). Future prospects of university students studying psychological counselling and guidance: A case study. *Journal of Qualitative Research in Education*, 26, 292-314.
doi: 10.14689/enad.26.13

Abstract. Dramatic increases in the unemployment rates worldwide have been observed for the last two decades. The number of unemployed individuals, which was 800 million in 1995, has exceeded one billion at the beginning of the 21st century and while the rates of unemployment have long been one of the primary agendas of the governments, they are continuing to rise irrevocably. Presenting the expectations and worries of prospective teachers studying at the Department of Guidance and Psychological Counselling (GPC) to raise the visibility of an important problem in the field of raising teachers and employment policies is the main objective of this research. In this research based on a case study, which is a qualitative research pattern, the data were collected using semi-structured interview questions to the participants composed of eight female and eight male students from different stages. The findings obtained in this study showed that the majority of the students, especially the students from low-income families, based their future expectations on governmental teacher appointments and they attached considerable importance to KPSS (PPSE, Public Personnel Selection Examination). Moreover, a majority of students felt obliged to start working as early as possible and as a result, they delayed their plans, such as pursuing a Master's degree. Also, a secure employment condition was their biggest expectation for the future and they did not have any hopes for higher standards of living conditions. Making the content of the GPC teachers' written examination for an appointment more fitting to their field of expertise, a more objective interviewing process, and annulling the appointments of teachers out of the GPC field are among the proposals of this research.

Keywords: Education, PCG, university students, youth, future expectation, employment

Article Info

Received: 25 Nov. 2019

Revised: 09 Apr. 2021

Accepted: 24 Apr. 2021

© 2021 ANI Publishing. All rights reserved.

**Correspondence: Zonguldak Bulent Ecevit University, Turkey, e-mail: ulutas.birgul@gmail.com ORCID: 0000-0001-8615-9343

*** Psychological counselor, Ministry of National Education, Şanlıurfa, Turkey, e-mail: e.guney.1997@hotmail.com ORCID: 0000-0002-7946-5008

Declaration of Conflicts of Interests: None

Introduction

Unemployment rates increased dramatically almost everywhere in the world in the last two decades. According to this, the number of unemployed, which was approximately 800 million in 1995, exceeded one billion at the beginning of the 21st century, and unemployment rates have already settled among the priority issues of political powers (Bora & Erdogan, 2011). In this, of course, factors, such as the rise of the neoliberal economy after 1980 and the decrease in employment in many business areas caused by technological opportunities, can be mentioned. However, a significant part of the rising unemployment rates is related to the educated and skilled workforce constitutes a striking dimension of the issue. Stating that more than a million university graduates join the army of the unemployed every year, Standing (2011, p. 73) describes this audience with the following sentences:

... They have been called the Ant Tribe, or the Wandering Tribe because they rush around in their networks or wander around their old campuses in a desperate effort to retain a network of support and encouragement. Groups of graduates live together on city outskirts in tiny dwellings. Three-quarters are from rural areas, lacking household registration papers. Nearly all are single, living off casual jobs paying low wages, which they share. On those wages, they would have to work for a year to buy a tiny part of their cramped dwellings.

It is possible to talk about a new social life in which this "in-between /in limbo" lifestyle, which has been described by Standing and which has turned into a widespread lifestyle day by day, becomes chronic and getting out of this temporary life form is becoming more difficult day by day. Castel (2003, pp. 415-416) depicts "a society where old people are more confident of the future than the young," referring to the results of a study conducted in 1993 on "French confronted by exclusion". Accordingly, in the social structure that emerged after the 1980s, the elderly people who are out of business life are more secure than the young people who are still working, and those who experience the deepest uneasiness consist of those who are prepared to enter professional life. Saying that "Maybe our society is about to lose its future", Castel calls this picture "crisis of the future". This new type of temporary/in limbo life form, which causes young people to be unable to construct their lives, transforms the concept of youth. The concept of youth is today considered as "extended childhood" or a "transition age" between childhood and adulthood, in parallel with the prolongation of education and job finding, rather than being expressed in certain age ranges (Bora, 2011). In this sense, due to the need for an educated workforce in modern life, on the one hand, getting higher education, in other words, "studying a university," has been defined as the prerequisite of being a skilled worker in modern society. On the other hand, completing the training required to become a skilled labor force, participating in the production process, being independent and being an individual in this way is roughly identified with being an adult. However, it is observed that the issue is getting more and more complex today.

The first cause of complexity is the disappearance of the link between education and participation in production and the relationship of priority. The "human capital theory", which Shultz put forward in the 1960s and has an important place in explaining the

process from those years to the 1980s assumes, that receiving an education that is good in terms of quality and quantity should increase their production capacity and provide a high-paying job (Solmon & Fagnano, 1995). However, today, the concrete link between the quality and quantity of education and finding a high-income job has weakened. The data put forward before reaching the 2000s predicted that more than 60% of the business areas would require a lower qualification level than a high school diploma. Therefore, the level of qualification of the current unemployed increases as well as unemployment (Castel, 2003).

Even if they have the opportunity to have a job, the conditions of being an individual and being independent that make it possible to leave the youth category for the masses that do not have a voice in their labor processes and are employed without security. Secondly, it become complicated due to conditions of employment. The underemployment status and the increasingly widespread flexibility in the labor markets are concrete examples of this situation. Taking a step back from the social state principle due to the neoliberal economic policies that have become evident since the 1980s puts the cost of education on individuals at an increasing rate. The cost of this higher education, which does not offer job guarantees for the poor who do not have any scholarships and loan opportunities, is quite high. However, what is even more tragic is that university graduates try to acquire more qualifications by incurring higher costs day by day for the sake of starting their careers and leaving their peers behind, despite the decreasing possibilities. A young generation who oscillates between having a job to cover the cost of living and bearing the costs of education to obtain a job reveals an important dimension of the problem.

It was first used for seasonal agricultural workers in the 1980s to refer to the low-income mass that can be regarded as young, working precariously; the concept of "precariat" emerged, derived from the combination of the concepts of "precarious" and "proletariat" (proletariat/working class). The concept of precariat basically means that there is no employment security or even if there is employment security, the person is employed without control over his/ her own labor process. It is seen as one of the important indicators of precarization that the decisions about the position, income, and working conditions of the person are determined by higher mechanisms - with a strict 'human resources management' understanding - and the employee has no chance to intervene in these decisions (Standing, 2011). In this sense, precarization emerges as a concept that also expresses the widespread use of flexible working styles. However, one of the most important expressions used to explain precariat is a chronic state of anxiety. "The dream of the 'interim', this is the desire to become permanently employed, linked however with doubts that seriously undermine the hope of ever reaching it" (Castel, 2003, p. 389). Standing (2011, p. 20) explains this mood that is identified with precariat:

The precariat lives with anxiety – chronic insecurity associated not only with teetering on the edge, knowing that one mistake or one piece of bad luck could tip the balance between modest dignity and being a bag lady, but also with a fear of losing what they possess even while feeling cheated by not having more. People are insecure in the mind and stressed, at the same time

'underemployed' and 'overemployed'. They are alienated from their labour and work, and are anomic, uncertain and desperate in their behaviour. People who fear losing what they have are constantly frustrated. They will be angry but usually passively so. The precariatized mind is fed by fear and is motivated by fear.

The precarization faced by university graduates who move back and forth between being low-wage, unpaid, insecure, working temporarily, and being unemployed is also addressed through the concept of "white-collar labor" (Bora & Erdogan, 2011; Erdayi, 2012). Accordingly, towards the end of the 1990s, as a "new trend", "internet-connected, information-intensive," "networking" and "businesses are glorified as a "white-collar myth" and both eliminate unemployment due to technological development; it also promised this segment a lucrative, enjoyable and free working life. This myth, in which professional performance is also glorified as a way of life, gradually destroyed the concept of "leisure time", equalized work and private life, excluded "desk job" and "working hours" and turned into new labor exploitation offered with flexible working hours (Bora & Erdogan, 2011). What draws attention today is that the "white-collar" educated masses have started to be known as an army of the unemployed. However, important topics, such as dependency on part-time jobs, intermittent unemployment and/or underemployment, that is, employment in jobs that are not suitable for their skills and education can be mentioned that may affect the lives and future expectations of young people at least as much as unemployment.

One of the situations that reveal the effects of employment problems on the life constructs and emotional worlds of young people is underemployment, which expresses the situations where young people's talents are not fully used concerning their educational capacities. Gorz (2001) expresses the underemployment situation, which he presents with an understanding that "everyone is temporarily unemployed": "We leave the working society before we can replace it with another society. Each of us knows, feels and understands less or more than we are de facto unemployed; we are people, a part of whose abilities are used, we are de facto temporary, periodic, and 'half-day' workers. Sennett (2006) mentions that underemployment creates a "specter of uselessness". Accordingly, the labor gets cheap in poor countries means that the labor in these countries is employed by highly qualified people for a job. Citing as an example of employees working in call centers in India and speaking at least two foreign languages and highly skilled car mechanics working in the automobile mid-assembly line in Mexico, Sennett says that these employees are paid "abominable" wages. This "specter of uselessness, which affects especially poor countries deeply, also brings along the increasing competition. In this new socio-economic system called "business society" by De Gaulejac (2013), a work-life in which employees are constantly encouraged to be better with their "up or out" approach is becoming widespread.

This picture expressed by the theorists regarding employment rates and employment conditions makes it impossible for young people to construct their future lives and draw a road map for themselves within this fiction. Young people have the biggest share of this situation, which Sennett (1998) calls "the corrosion of character", inability to see the

future, to construct his future, and not to turn to a certain goal. While the rate of those born in 1958 who had a tendency for non-clinical depression was 7% in 1981, this rate increased to 14% among those born in 1970 on a similar scale filled in 1996. Bauman states that even if it is not the only reason in this situation, which causes young people to feel increasingly uneasy, confused and exposed to injustice, it is an important part of being exposed to the phenomenon of unemployment more. Bauman's frequently encountered suggestions for young people to cope with this situation are; "They should be flexible, not too selective, accept job opportunities without much questioning" and see these job opportunities not as a first step in their future life, but as "an opportunity they should enjoy as long as it lasts" (Bauman, 2004). The requirements of this new age, which Bauman sees as "fluid modernity", bear important clues about the young people's ability to imagine a successful future.

When we look at the working relations in Turkey, which is affected by the social and economic conditions in the world sooner or later, it is possible to say that unemployment rates have increased considerably since the 1980s, the unregistered economy has grown significantly and, accordingly, uninsured and insecure employment has become widespread (Makal, 2003, pp. 11-12). While 7.2% in 1980, according to official figures of unemployment in Turkey, has reached the highest course with 13% in 2009, it is stated that it was measured as 11.0% as of 2018. However, when the ten-year averages are taken since 1980, it is understood that the unemployment rates reached the highest level between 2000-2018 and showed a steady increase (Table 1).

Table 1.

The Unemployment Rate in Turkey by Years

Years	Unemploy ment (%)	Years	Unemploy ment (%)	Years	Unemploy ment (%)	Years	Unemploy ment (%)
1980	7,2	1990	8,0	2000	5,6	2010	11,1
1981	7,2	1991	8,2	2001	7,2	2011	9,1
1982	7,6	1992	8,5	2002	9,0	2012	8,4
1983	7,5	1993	8,9	2003	9,1	2013	9,0
1984	7,4	1994	8,6	2004	8,9	2014	9,9
1985	6,9	1995	7,6	2005	9,5	2015	10,3
1986	7,7	1996	6,6	2006	9,0	2016	10,9
1987	8,1	1997	6,8	2007	9,2	2017	10,9
1988	8,7	1998	5,9	2008	10,0	2018	11,0
1989	8,6	1999	6,6	2009	13,0		
Avr.	7,7	Avr.	7,6	Avr.	9,0	Avr.	10,0

Source: (Egilmez, 2017), (TÜİK, 2016), (TÜİK, 2018).

In addition to that, unemployment rates are increasingly raising in Turkey. In these ratios, the association of a significant share with young university graduates constitutes another remarkable dimension of the issue. Although they have better employment conditions, one in four individuals of higher education graduates in the 25-64 age range is stated to be unemployed in Turkey in 2016. Employment rates in the same

age group are measured as 51% for below the high school level, 62% for those without higher education after high school, and 75% for those with higher education level. All these rates are below the OECD average. Turkey is the country having the lowest level of general employment with a rate of 58% among OECD countries. In the employment sector with higher education, while the OECD average of 84%, this rate remains at 75% in Turkey. Moreover, employment rates of the graduates in the IT, art, literature, social science, journalism field remains below the average in Turkey with 67%. Besides, since 2000 in Turkey, it is stated that a 9% decline in the employment rate for graduates of higher education until 2016 (OECD, 2017). As of January 2019, 1157 (38.9%) of 2976 young people, corresponding to 25.5% of the youth between the ages of 15-24, are higher education graduates and 377 of them (12.66%) are registered neither at work nor at school (TUIK, 2019). The unemployment of higher education graduates causes both states and individuals to suffer economic losses by reducing the returns of their education investments and weakens the "income increase" effect that enables education to be seen as an investment (Aksoy, 2001). Under these conditions, a higher education crisis emerges, with increasing costs but decreasing returns.

In parallel with the decrease in employment rates, especially for the educated workforce, a certain selection/elimination system has become a necessity for recruitment to the state staff. As the state institution providing the highest rate of employment for higher education graduates, the Ministry of Education (MEB) is among the institutions that apply to these selection/elimination systems for teacher employment. With the deterioration of the balance between supply and demand in Turkey, teacher training and teacher recruitment, the main problem is that teacher education more than needed in some fields and the inability to cover the needs in some fields. For the selection and employment of the most qualified teacher candidates, by the Ministry of Education; teachers were recruited with the exams, "Teaching Proficiency Exam" between 1985-1991, "Civil Service Exam" (DMS) between 1999-2001, "Public Profession Exam" (KMS) in 2001 and "Public Personnel Selection Examination" (KPSS) since 2002. Between 1992-2000, teacher appointments were made without examination (Gundogdu, Çimen & Turan, 2008, 37; Yuksel, 2004; habervitrini, 2002, accessed on 22,02.2019). The selection/elimination exams in the appointment of civil servants and teachers indicate that school success is reduced to "multiple-choice tests"; it seems parallel to the functioning of an education system in which the teaching profession is also reduced to "multiple-choice tests". Appointment through central exams brings a qualification standard that seems relatively objective, as it creates a knowledge-oriented measurability criterion for teacher qualification. The issues, such as the extent to which the said selection system reflects the teacher qualification and how a different employment strategy, can be developed are excluded from the research subject. However, it is clear that the existing teacher appointment system will have an important place in pre-service teachers' constructing their lives and their future plans.

Psychological Counselling and Guidance is a four-year undergraduate department that provides education in education faculties of universities. To be able to study this department, it is necessary to perform a certain success in the higher education entrance exams conducted by ÖSYM throughout the country. It is possible for people who graduate by taking the title of psychological counsellor to work as a guidance teacher/school psychological counsellor in public schools; as a pedagogue in the Ministry of Justice; as a psychological counsellor in private schools, psychological counselling centers and in various public and private institutions by performing different tasks. Besides, male psychological counsellors can perform their military service as a psychological counsellor within the Guidance and Counselling Center in the Turkish Armed Forces.

The main job opportunities are public schools and private schools. Therefore, guidance and counselling training is a part of the teacher training system. If the graduates of the Guidance and Psychological Counselling (PDR) department want to work as a counsellor in public schools and guidance research centers affiliated to the Ministry of National Education, they have to show success by taking the competition exams consisting of KPSS General Ability-General Culture, Educational Sciences, and Teaching Field Knowledge. Before 2012, the appointments were made to public school counsellor staff out of the department, especially in 2010 and 2011 (Aktuel Pdr, 2011). However, this practice was abandoned after 2012, and it was deemed appropriate to appoint only the graduates of the PDR department and psychology graduates with pedagogical formation (Aktuel Pdr, 2012).

As can be seen, the future expectations of students who bear significant costs for university education despite benefiting from the opportunities offered by the state will be adversely affected in parallel with falling employment rates and the resulting unemployment. On the other hand, what kind of benefit these students expect to gain from the education they receive by bearing the costs; understanding their hopes and dreams for their future life will make an important contribution to the literature. In this context, the subject of this study is to reveal the future expectations of university students studying in the field of PDR. The following questions were sought in the present study to investigate the future expectations of the students of the Department of Guidance and Psychological Counselling about their job, private life and status after graduation:

- ✓ What are the career and employment expectations of the students of the Guidance and Psychological Counselling department after graduation and their feelings and thoughts about this?
- ✓ What are the expectations of the students of the Guidance and Psychological Counselling department about private life after graduation and their feelings and thoughts about it?
- ✓ What are the expectations of the Guidance and Psychological Counselling students about their status after graduation and their feelings and thoughts about it?

Method

This study, which deals with the future expectations of students studying in the field of Guidance and Psychological Counselling, aims to reveal their feelings about the future and the reflection of these feelings on their lives. To achieve this goal, the qualitative research method was preferred. Qualitative research, as an umbrella concept emphasizing context, is aimed to research and understand people, beings, events and social phenomena in their natural environment. It can allow researchers to gain visibility into the subject through various semantic units and subsets, such as contrasting, making comparisons and creating patterns (Punch, 2011; Yildirim & Simsek, 2006; Neuman, 2007).

This research was based on a case study from qualitative research designs to reveal the expectations, goals and concerns of the students who continued their education in the field of Guidance and Psychological Counseling at Zonguldak Bulent Ecevit University Ereğli Education Faculty. Case studies are original studies that examine a person, event or institution in-depth and longitudinally; Instead of reaching general conclusions, they aim to discover the person and the phenomenon in their original environment (Paker, 2015). The case study approach followed in this study seems to be suitable for the internal case study type specified by Stake. In the internal case study, the researchers design the research to get to know the area of special interest (cited in. Paker, 2015). In this study, the researchers, as academicians and students of Zonguldak Bulent Ecevit University, developed an interest in understanding their field, so they turned to research. In the 2017-2018 academic year in which this study was conducted, the researchers, who collaborated as teachers and students of the last year undergraduate course called GPC seminar, conducted this research in the last year of their undergraduate education to understand the students who were intensely anxious about their future. Thus, Zonguldak Bulent Ecevit University GPC undergraduate program was chosen as the analysis unit. The research design also overlaps with the "holistic single case pattern" explained by Yin. Accordingly, researchers focus on a single unit or situation and aim to reveal the original situation that exists here (cited in. Paker, 2015).

Participants

In the determination of the participants, a selection was made to reflect the diversity and richness of human experiences and provide an in-depth understanding of the subject, in accordance with the structure of qualitative research. Hence, non-random sampling methods, such as snowball sampling, were used to provide diversity concerning gender, level of education and mode of education, economic level and cultural/ethnic belonging to help this sampling form. Within the scope of this research, students studying in Zonguldak Bulent Ecevit University Guidance and Psychological Counselling Department in 2017-2018 and 2018-2019 Academic Year were selected using the snowball and purposeful sampling method; semi-structured interviews were

conducted with sixteen students, eight females and eight males, aged 20-26. It was understood that the data obtained from the interviews with eight students (four females and four males) in the Spring Semester of the 2017-2018 Academic Year, when the interviews were initiated, was not sufficient concerning data saturation. Therefore, the interviews continued in the 2018-2019 Spring Semester, the following year, and eight more students (four females and four males) were interviewed.

The demographic information of the students interviewed is given in Table 3. Accordingly, the levels the students study during the interviews; two of them were freshmen; six of them were sophomores; two of them are juniors and six were seniors. It was observed that 75% of the students continued their education in primary education and 25% were in evening education. In Zonguldak Bulent Ecevit University Ereğli Faculty of Education, where this research was conducted, the second education of the GPC undergraduate program was gradually closed, and it was observed that the students interviewed were the last remaining students of the program. In evening education, unlike primary education, students pay a tuition fee of 514 TL at the beginning of each semester before making their course choices (in 2019 figures). Again, 75% of the students stated that their family's monthly income was between 1600-3500; one student stated that they had a monthly income of less than 1600. They stated that only three student families had a monthly income of more than 3500. One of the students who said they had a monthly income of more than 3500 was full-time and one was working part-time. Given these data, it could be said that most of the students were children of low-income families. All of these students received education away from their families. More than half of the students stayed in student homes. The number of students staying in the dormitories belonging to the Credit Dormitories Institution among the participants was four; the number of students staying in the private dormitory was three, all of which were women.

Table 2.

Demographic Characteristics of the Students Interviewed

Participants	Class	Gender	Education Type	CGPA	Family Level of Income	Place of Residence	Age
E#1	1	Male	Daytime Education	2-2,99	1601-3500	State Dormitory	19
K#1	1	Female	Daytime Education	3-4	1601-3500	Private Dormitory	18
E#2	2	Male	Daytime Education	1-1,99	1601-3500	State Dormitory	19
K#2	2	Female	Daytime Education	1-1,99	1601-3500	State Dormitory	26
E#3	3	Male	Evening Education	2-2,99	1601-3500	State Dormitory	22
K#3	3	Female	Daytime Education	3-4	1601-3500	Private Dormitory	21

E#4	4	Male	Daytime Education	2-2,99	1601-3500	House	25
K#4	4	Female	Daytime Education	3-4	1601-3500	House	22
E#5	4	Male	Evening Education	2-2,99	3500+	House	23
K#5	4	Female	Evening Education	2-2,99	1601-3500	House	23
E#6	2	Male	Daytime Education	3-4	1601-3500	House	22
K#6	4	Female	Evening Education	3-4	1601-3500	House	23
E#7	2	Male	Daytime Education	2-2,99	3500+	House	22
K#7	2	Female	Daytime Education	2-2,99	1601-3500	Private Dormitory	20
E#8	4	Male	Daytime Education	2-2,99	3500+	House	24
K#8	2	Female	Daytime Education	1-1,99	0-1600	House	26

Data Collection

The data were collected through semi-structured interviews. Preliminary interviews were conducted to ensure the validity and reliability of the interview questions. After these trials, the questions were put into practice by giving them the final form to be clear, understandable and useful. The preliminary interviews were included in the research data. Although the questions were outlined beforehand, care was taken to arrange the topics that could be meaningful for the research to be discussed according to the course of the conversations during the interview, and not to guide the questions and the way they were asked. During the interviews, an interview form consisting of personal information was filled with the participant. After the preliminary information explaining the subject of this research, data collection purposes, volunteering and ethical commitments regarding the protection of personal data, interviews were initiated. In the personal information part of the interview forms, information about the student's education level, gender, education type, weighted grade point average, the income level of the family and the place of accommodation was requested. Voice recordings were taken with the permission of the students interviewed in the interviews, in which both researchers collected data separately. For the interviews, the venue choices were made, which would not interfere with understanding the speeches, directing the participants' attention, and recording audio, and the interviews lasted an average of 40 minutes.

In the interviews, the students were asked to introduce themselves at the beginning of the interview apart from the seven questions aiming to understand the future expectations of the students in accordance with the research purposes. At the end of the interviews, they were asked whether they wanted to add anything on the subject.

Analysis of Data

The audio recordings recorded during the interviews were examined and transcribed on a computer environment by both researchers. The data were analyzed via the descriptive analysis technique on the themes determined according to the answers given for the research purposes. For this, first of all, a framework was created for data analysis. Then, the data obtained were processed according to the thematic framework. After that, these data were edited and interpreted by including direct quotations. During the transcription of the interview records, sensitivity was shown to the ethical issues regarding the protection of personal data promised to the participants. In addition to verbal expressions, emotional expressions (e.g., hesitation, laughter, stuttering and sadness) that may be related to the research topic were also included in the article. The students, according to their gender, in the order of interview with the letters E or K (example: E # 1 or K # 1) and these encodings were included in the analysis of the data. In the case of the problem, the findings obtained were reported so that each of the research objectives was stated as a title. Findings titles and sub-themes created according to the answers given for research purposes are shown in Table 3.

Table 3.

Finding Titles and Sub-Themes Used in Data Analysis

Research Objectives	Finding Titles	Sub-Themes
What are the career and employment expectations of the students of the Guidance and Psychological Counselling department after graduation and their feelings and thoughts about this?	Expectations, Feelings and Thoughts on Career and Employment	- Postgraduate Education Prospects - Appointment Hopes - Meaning of KPSS
What are the expectations of the students of the Guidance and Psychological Counselling Department about private life after graduation and their feelings and thoughts about it?	Expectations, Feelings and Thoughts on Private Life	
What are the expectations of the Guidance and Psychological Counselling students about their status after graduation and their feelings and thoughts about it?	Expectations, Feelings and Thoughts on Living Standard and Socioeconomic Level	

Findings

Expectations, Feelings and Thoughts on Career and Employment

The majority of students (75%) set their future expectations on taking the KPSS exam and being appointed to a government-affiliated school. One of the four students who did not mention any plans related to the KPSS exam was a senior, and to avoid tension in Turkey, she was attempting to diversify their employment qualifications to be employed as a counsellor in a hospital in Germany. This student explained the decision process for working abroad as follows:

My dream was always to stay and work in Turkey. I think I can use my native language more comfortably and communicate. But it is very difficult to be appointed here, and I have never wanted to be appointed. Because being a counsellor is limiting for me and I don't want to deal only with the problems of the school I would be in as a counsellor. I want to conduct research, publish papers and progress in a way, and do my master's and doctorate. (K#6)

Another student who did not base their plans on KPSS stated that they would do their best not to enter KPSS in the future as they were freshmen. One of the other two students was already assigned to civil service with a KPSS Secondary Education score and the remaining student was a foreign national. It was observed that the students' concerns and studies in this direction intensified as they got close to the final years. It was even understood that the efforts made for the preparation of KPSS prevented them from preparing themselves professionally. The comment of a senior student on this subject is remarkable:

I definitely expect and want to be a civil servant. I am working very hard on this right now. I go to the classroom; I am in the KPSS preparation process. I definitely think I could be appointed. I call myself a civil servant in schools, helping my students ... this job is mine in terms of professional satisfaction. That's why I really want to be appointed, I always dreamed of myself there. I think it suits my interests and skills. I work hard to get appointed. This year I cut my social life; KPSS is a challenging process and takes too much time. On the one hand, I go to school; unfortunately, I neglected the school because of KPSS. I cancelled many social activities I would do because of KPSS. I've made too much sacrifice for KPSS. Even if not this year, I think it will definitely happen next year. (K#5)

It was observed that students who made plans on the KPSS exam dream of being appointed to institutions, such as the Turkish Armed Forces, the Ministry of Justice, and the Ministry of Family, as well as being appointed to schools as counsellors. Male students might expect to be permanent psychological counsellors, provided that they switched from reserve officer to active duty officer in the Guidance Counselling Center (RDM) unit after performing their military duties for a long time. Some statements regarding this are as follows:

If we can do the military service for a long time, we will work in RDM. Working at the RDM is indispensable for me in the military. I think very good training will be obtained with the money received from RDM. In this context, if I cannot find a job in the first year, I am thinking of doing the military service and receiving training with the money I earn from there. (E#3)

As soon as I graduate (military) I will go. If I cannot be appointed, I want to stay there. (E#2)

The Turkish Armed Forces' goal will be to recruit officers from outside sources, and my goal is to enter the Naval Forces. After trying this, I will try KPSS again. Being appointed as a teacher is not my priority. There is no pressure in my family on this issue, but I want to earn my own livelihood as soon as possible. (E#5)

Due to the current economic crisis and the position of the state, being a counsellor is not a heart-warming situation, so the Ministry of Justice, the Ministry of Family, and the military are the most important ideas in my mind right now. (E#8)

A significant majority of the students stated that they kept a distance from the idea of working in the private sector due to precarious working conditions and that they saw paid teaching as a job to be done only in compulsory situations. Some of the evaluations made on this issue are as follows:

Okay, when you work at the state level, you don't make a very good income, but there is something like this in the private sector: When that workplace closes, you can fall out of work. But in the state schools, when one school is closed, MEB will assign you to another school. But if you work in the training center, you will be unemployed and will have to look for a job again. (E#7)

(For paid teaching)... If there is an emergency or there are incredible debts or a very close person has a condition of illness and if nothing can be done, let's also assume that there is no position in a private or state institution, it can be performed. I think it is something to be done if one has to; otherwise, it is not something to be preferred. (E#5)

KPSS really has a huge impact on my life this year. If my economic level cannot be appointed, of course, if I work in a private school or a rehabilitation center, I think that the maximum amount of money will be slightly above the minimum wage. That's why I don't think I will have a very high economic level. In terms of status, I will be a university graduate, so I cannot do a master's degree if I cannot be appointed. Ten years from now, so I think I will be appointed eventually. (E#4)

Postgraduate education. Apart from preparing for the KPSS and being appointed to the civil service, the main dream of the students was to receive postgraduate education. It could be said that the most important obstacle in front of the idea of getting a graduate education was that the majority of the students come from low-income families, and they have to start life without wasting time at the end of their undergraduate education. Thus, it was observed that students with an expectation of graduate education postponed their planning in this direction until after they had a job. Some expressions in this direction are as follows:

I want to work in public institutions after I graduate. Then I want to do my master's and doctorate. I see the state gate more reliable than the private sector. (E#7)

As far as we understand from our teachers, this is all luck, you will find a job at a place and then if you are accepted, you will start a master's degree. It can be made into a target all right. But I am not making it a target. I will apply, I will do my best. As a teacher, I know people who have a master's degree and still continue teaching. In this context, a master's degree can be obtained in my opinion, but it is not something on my agenda." (E#3)

Until three or four months ago I had detailed plans. I am not thinking about master's study right now. I will deal with the master's degree after providing the finance. (E#5)

Here, it was understood that students wanted to eliminate their economic dependence on their families, especially to meet the cost of graduate education. A student, who was experiencing a tide between their desire to receive a graduate education and the needs of their family, explained her thoughts on this issue as follows:

I really want to do my master's degree; I want to work as an academic. But on the other hand, my brother also needs to study and I have to support my father. There are those at home waiting for my appointment; there are even those who expect me to be appointed to Antep and live there with them. I don't know if I can meet this demand, I think I should, but I also think about myself. It's complicated but what I really want is a master's degree. (K#7)

It was noteworthy that some of the students thought that they would have difficulties in the process of admission to graduate education. It was observed that these thoughts are based on the practices regarding foreign language proficiency and acceptance processes. Some statements on this subject are as follows:

I never thought about getting a postgraduate education because I would feel better at school. But I would think if I didn't have a foreign language problem. I think the reviews at that article stage will add more to me. I find postgraduate education very necessary to improve oneself and benefit more. (K#5)

Most universities give priority to their own students; I think we must have acquaintances somewhere to start a master's degree. Also, I have a foreign language problem. Even if I could graduate in Turkey the possibility to obtain a related position is so low, I necessarily need a doctorate degree. How will my income be provided in this process? This is a huge problem for me. (K#6)

I am worried whether other schools will accept us for graduate degrees. Because there is no GPC master's degree at our university. I will try to improve myself more and make it accepted in their eyes. (E#6)

Appointment hopes. Some of the students stated that in the past, counsellor appointments were made more and their possibility of being appointed decreased in parallel with the decrease in the number of students and the increase in the number of graduates. Some statements in this direction are as follows:

Previously appointments were very good. Obviously, I chose this department because we can be assigned easily, but now it has become difficult. I do not want the private sector, so KPSS is very important for me this year. I'm delaying my whole life. (E#4)

Two years ago I was more hopeful. Now appointments have been reduced. I will work again. On the one hand, I am preparing for the exams. (K#4)

When I just started studying in the department, we could be appointed if we coded our names in the exam, but now the necessary score is not less than 85 than 83. If I am appointed through KPSS, I will go to the eastern provinces, I will crash there and my life will be over. When I look at it, KPSS is not a very visible face in my life goals. However, I want to try the Ministry of Family Social Policies. (E#8)

It was also among the findings that the students did not trust the interview applied in the teacher selection process. One of the statements in this direction is as follows:

... The interview part is the part that really worries me. There are discussions of plus three - minus three, but I can't still be too confident because a lot of things can happen. (K#4)

Given that some of the students considered appointment as a civil servant depends not on merit but on reasons, such as ethnic identity and belonging, political opinion, cultural capital is among the remarkable findings. That some students saw themselves as advantageous or disadvantaged due to their observations in this direction also affected their expectations and hopes for the future. It was also understood that young people tended to develop a rational attitude towards the situation of being advantageous or disadvantageous. For example, a student who saw himself as advantageous in appointment processes used the following statements:

In today's conditions, being appointed is not a success, but luck. I think you have this chance too. Since my family has a lot of civil servants, this chance is high. First of all, the system must be identified. When you solve it, you get closer to being appointed. The interview is very important, for example, what was asked in the interviews last year, and a study should be done in that direction. (E#3)

The statement of a student who claimed to be disadvantaged in teacher appointments is as follows:

I consider my chances of being appointed to be zero. It feels like my name will be crossed out the moment they look at my father's name. My father has been with a (political) party since 96. Not much at the moment, but it is related to workers' rights. Since he started working as a child, I think that even if he is a primary school graduate, I cannot be appointed because of my father's sensitivity to labour rights. I am one of those who started life with a defeat of three zero. It is an Alevi, Kurdish and leftist family. And I am a woman; the score is already four zero. (K#7)

Again, a student who stated that she did not see herself as advantageous enough during the interview process made the following suggestions about conducting the interview process:

I think the interview is very important. But I also find the interview applied in our country very wrong. Because in the interviews, regardless of the branch, three or four questions are asked and the interview score of the student is created accordingly. I think that authority should have consisted of psychologists. ... I have already taken the exam, revealed my knowledge. If it were me, I would try to measure psychology, not knowledge. We will be teachers after all. Is the pre-service teacher suitable for doing the profession: is the candidate someone who can be taken as a role-model, or is s/he someone who can really approach all students equally with the principle of unconditional acceptance, is s/he a democrat? After all, we are a multicultural society and we are assigned to many different places as teachers, very different. We meet people ... (...) If a commission is to be established in the east, for example, "in Erzurum, I will form that commission in Izmir, not in Erzurum, and move it to Erzurum." I think it will be more just and more democratic in this way. (K#5)

The meaning of the public personnel selection examination (KPSS). It was observed that KPSS was a highly regarded examination in the field of GPC, especially for senior students, as in all undergraduate departments of the Faculty of Education. Some statements related to this were given above. Although there was a student who expressed the opinion that the exam was a highly qualified exam among the students who had expressed the opinion that the Ministry of National Education should be the main criterion in the recruitment of psychological counsellors and guides the majority of the students stated that it was not an exam that met the requirements in the teacher selection system. It was observed that all of the students who said that a better teacher selection system should be developed regarding this issue suggested an application-based selection and screening method. A student who stated that they found the KPSS exam qualified based his opinion on the following sentences:

I think KPSS is a very qualified exam. Especially for the field exam, I cannot say that the high average in the field exam is due to the fact that we PDR students make it high, but it is obvious that it is not a decisive exam. But I think general culture and general talent really make decisive and qualified eliminations. For example, I examined last year's questions. They were followed by questions from the agenda of the world will make the individuals who break away from Turkey. You know, there are no questions that can be asked by people who have wasted their lives. In this context, it is a qualified exam. How much space does KPSS take for me? KPSS is one of the sine qua non for me as I am thinking of civil service since I will work with the enthusiasm to be appointed, if not for one year, I will work for KPSS, in the same way, the next year. KPSS takes up much more space for me than the private sector. (E#3)

Some of the students, who thought that the exam was not qualified and sufficient, argued that the exam was compulsory to choose, but the exam was not effective and sufficient with the format it was administered in. Some of the views are as follows:

They can make a necessary but better system for making choices. Experience-based elimination logic could be better. (E#1)

We have nothing to do with 90 percent of educational sciences courses. These are of no use to me, neither in my business life nor in my academic life. These topics are proof that KPSS is an invalid test for me. I don't have any alternative on how it should be since the number is too high; it has to be sorted. This exam has to be of any kind; I feel like this process has to go on like this. In my opinion, a system with many deficiencies is not enough training, the exam is not enough, I think the interview is not enough. What should be; other countries can be taken as an example. Different education systems can be taken as an example. In fact, as in the USA, a school psychologist, school counsellor, school social worker may be separate. But unfortunately, all of these are related to the economy. (E#5)

It was observed that students who found the exam insufficient generally suggested a different type of exam to be based on practice. Some of the other expressions for this view are as follows:

It's not a test that will prepare me for teaching. I will not use the information I have learned in KPSS while a teacher, nor will I transfer what I have learned to my students. The theory and the practical part of the work are very different. Why do we get information that won't work for me so heavily, in such detail, and for so long? I do not understand where these will work for me, but there is an acceptance. (K#5)

We study for 16 years, at the end of 16, they subject us to two exams. At the end of the exams, you either got that score or you couldn't. Then you look back, you say, did I make an effort in vain for those 16 years? I came this far. KPSS exams are more field-oriented, application-oriented, for example, if we are a counsellor, it would be more appropriate for us to provide training for students in schools and RAM environments, do practical exams and assign us. Because we must be more experienced where we are going. I also see that our newly appointed professors are insufficient in schools. The reason for this is that we constantly take theoretical courses at the university. (E#7)

Our teachers always tell us you will become experienced in the field. I think KPSS lacks in this regard. The basis of this is that we have an internship period of two years; we can be appointed with that internship score. These can be improved. KPSS has an absurd interview. It is entirely up to those juries; the juries have no credibility." (K#7)

I think it is meaningless for a person to evaluate our 16-year education in a 2-hour exam. I think KPSS exams should be made for more areas, practical training should be given and practical exams should be done. Our newly appointed colleagues always have difficulties in the field where we receive theoretical training. (E#7)

It is noteworthy that a student, who gave an opinion on the KPSS Exam process, said about the cost of the exam:

Anyone who takes 500 liras education credit and pays 250 liras to the KPSS exam fee should not set up a future plan. The biggest problem is the exam fee. Everyone's classroom, books, courses, etc. 7 thousand 8 thousand pounds spent to be appointed. There is an unfair battle lane. We see the same injustice in the KPSS process, just as we saw the injustice while choosing a university. (E#8)

Expectations, Feelings and Thoughts on Private Life

It was understood that the livelihood concerns of the students prevented all future plans and, in the meantime planning a private life for themselves. In this sense, some

students explained the subject with Maslow's hierarchy of needs, based on the knowledge they gained in the field of GPC, and stated that they should first meet requirements, such as physiological requirements and safety. Especially, it is seen that the plans for marriage are getting older:

After graduation, Maslow has a hierarchy of needs about my private life, physiological needs, need for security; I try to provide that security need first. After that, the other needs, Maslow says so; "When there is little satisfaction, higher needs can be passed," he says. Frankly, first of all, the need for security, namely money, job position, professional value, I want to be appointed and earn money first. After that, of course, we are single now, and after that, I think of getting a decent person into my life and getting married. (E#4)

Marriage is not in my mind right now; it is in my dreams. Not after graduation, but after recovering myself a bit. We say whether I have a house or a car, etc. It is something that can happen after they happen. (E#7)

I have plans to get married, but now I'm 23, and I find it is still early. I am already in the preparation process of KPSS, but I want and dream of establishing a happy marriage, a nice business life, a comfortable and organized family life for the future. Currently, I have no initiative in my private life; I focused only on my education. I want a regular civil servant life; of course, I want the other person to be like this. (K#5)

Now my head is so busy getting a job that I can't think of anything about my private life. Now I only have this in mind; I have to graduate and find a job immediately. After I get to work, how can I keep this job in my hand, what can I do to keep it in my hand, so I can't think of anything about my private life from thinking only academically. To be able to think of such things, one must first come somewhere. I cannot think of anything about my private life without my gain. (K#6)

It is noteworthy that some students stated that they never wanted to get married:

I don't ever think of getting married. I was not raised in a very patriarchal family. I'm afraid of marriage, I'm afraid of having children. I think marriage will limit my dreams. I think marriage will limit my imagination and productivity. (K#7)

I see marriage as a problem at this point because I think marriage will restrict my freedom. (E#8)

Some students stated that they felt indebted to their families, especially concerning education costs. As it can be understood from here, the cost of both undergraduate and graduate education and appointment processes corresponded to an important burden, especially for students from low-income families:

If we look at it from a bit of material, it feels like I have a debt to those in the house. Ours don't want this from me. Since they are always workers, I want them to live in a regular house. For example, I have rented a house for myself, the house I rent is ten times more beautiful than theirs. But they pay for this house. After a few things are met, I will go to the women I like against my family. (E#6)

My first dream is to buy a house for my mother and I want to teach my brother a lot. Dad, you step aside now; I want to say I exist. Other than that, I have no thoughts of getting married, I hope not. To survive, to fight... (K#7)

Expectations, Feelings and Thoughts on Living Standard and Socioeconomic Level

Since most of the students expected to be appointed as a civil servant teacher, they first imagined a standard civil servant teacher's life. It was understood that students who had this expectation wanted to be an academician by making an academic career in addition to teaching and to move forward by taking administrative duties as deputy principals.

I intend to work as a counsellor in a good school in Istanbul and have a middle- income. (E#1)

I am thinking of rising from National Education. After three years, I take the assistant principal exam. I am someone who cares about status. It makes me proud to take administrative responsibility at school. (E#3)

I will not have any income after I graduate. Therefore, I have to make an effort and bind myself to either National Education or the private sector. I will not do anything extra, I will continue my straight life; I think I can make a living just as the appointed people can make a living with their salaries. Ten years later, I see myself working either at a university or at the high school I studied. (E#7)

I always see myself as a teacher. (K#3)

Students did not have high expectations regarding their living standards and economic levels. It was seen that they explained the question of what kind of position they imagined themselves after ten years with expectations, such as being able to buy a house and a car, go on vacation, and allocated a budget for their hobbies. Some statements on this subject are:

... I think the important thing is to do the job we do in terms of professional satisfaction. Money is secondary to me. I think I will be at a medium economic level after graduation. It is not an overabundance, not an unsatisfaction; I think I will be at an intermediate level. Maybe I can't buy a luxury car, but I can buy a car, I can't take a vacation for a month, but I can do it for a week. Maybe in the following years, I can buy a house on loan. (K#5)

If I had an income to afford my hobbies, it would be enough for me. (E#5)

For a beginning, I think a salary of 4-5 thousand liras. I think of the middle of everything, have a house and a car, and a salary to meet my needs. I plan myself in 10 years as someone with both economic and intellectual background. I think intellectual accumulation will bring economic accumulation. (E#6)

It was understood that professional and academic career goals were also included in the expectations of the students ten years ahead. Acting with an approach that centers on strengthening themselves professionally, academically and intellectually, the two students explained their expectations as follows:

After 10 years, I see myself fulfilling my dreams; there is nothing to do with my private life again. I only have things in mind in the academic sense; I will have my master's degree, I will be doing my doctorate. It is my dream to see myself at the level of having master's and doctorate degrees supervised and very good consultation. I think I can reach this level if I work hard. I think this level I will come will fill me both materially and spiritually. (K#6)

I do not have great economic expectations as I will invest the money I will earn in my education. Wherever I go, I will be on the same level again. 10 years later, I see myself as an expert in pedagogy. (K#8)

Stating that the standard of living they will obtain at the end of their education cannot go beyond a limited socio-economic level, the two students explain their thoughts as follows:

If I am appointed to National Education, I do not think I can live even five percent of the life I want. Because the money received by an individual here will only serve to bring the end of the month. (E#8)

I think I see myself in the working class forever. I guess I can't afford to be above the working class. Otherwise, I cannot be in their struggle. My earnings will meet my needs. If I am satisfied with this money now, I can be satisfied with a certain amount of money in the future. (K#7)

Conclusion and Discussion

The issues related to unemployment and employment, especially with the spread of neoliberal economic policies in Turkey as well as in the world, increase the importance day by day. Especially that young people cannot be employed appropriately according to the education they receive and with job guarantees leads them to think about their future while they are just at school. It is observed that the students in the field of GPC, who have to make large costs for education and living both during their education and after graduation, are also affected by these conditions. It was observed that an important part of the students interviewed had to work in temporary jobs from time to time or continuously to cover their education and living costs. This situation shows that the students interviewed encountered temporary and insecure working conditions that Standing (2014) called "precarization" while they were still students. It can be said that precarization is among the most fundamental factors determining the future designs of young counsellor candidates who are still at the student stage, with the hope of getting a permanent job and the anxiety of never reaching it. This situation confirms the "anxiety-chronic insecurity" detected by Castel (2003).

Livelihood anxiety seems to be the most determining factor in students' expectations for the future. Students stated that they first wanted to gain their economic independence, reach a certain level of income and then focus on their main dreams, such as academic career and marriage. Given that the students interviewed generally come from low-income families, these findings coincide with Jeffrey's (2011) observation. Jeffrey has observed that the possibility of prolonging the period of unemployment with expectations, such as seeking better job opportunities and making an academic career, is a privilege belonging to the middle class. Jeffrey (2011) mentions a series of studies that show that youth from urban and wealthy segments may sustain their white-collar unemployment in a much longer term than their peers from poor segments. In Turkey, as in qualitative research conducted by a group of researchers on the white-collar unemployed, the family of a social security mechanism or in other words "unemployment insurance" has been demonstrated that functions like (Bora, 2011). These research findings are in line with the research results of Jeffrey (2011) and Bora (2011), which reveal that the negative effects of unemployment increases in parallel with the poverty level.

Referring to Celik's 2008 research on unemployment, Gecgin (2014) also stated that unemployed youth first applied to their families in search of social security; however, he stated that this situation was specific to upper and middle-class families. Accordingly, poor youth do not have the luxury of postponing the period of unemployment and the age of marriage; they settle for the worst job and get married early. The findings obtained from the participants, most of which come from low-income groups, partially confirm the situation that Gecgin mentioned. A significant portion of the students sees their education as an investment tool to solve the poverty of their families. Thus, they want to have a job as soon as possible; they postpone all their expectations for the future, their dreams of graduate education, and by the way,

their marriage plan. This situation suggests that young people with higher education associate marriage with a certain cost. According to Castel (2003), the divorce rate is lower among fixed-job workers (24%) than temporary workers (34%) and, similarly, it is lower among temporary workers than unemployed for more than one year (38.7%). The participants, who are students in the field of GPC, are aware of the employment conditions necessary for a sustainable marriage. The findings suggest that families who are exposed to "precariousness", such as loss of status, precarious work, and worsening of wage conditions will become fragile day by day. The situation that Castel's (2003) calls "disaffiliation" and that the person is "the absence of belonging in structures that carry a social meaning" greatly worries young people and prevents them from constructing their lives and social integration.

According to Sennett and Cobb (1977), economic reforms have reduced civil service opportunities, which used to be an important source of paid employment for young graduates; however, it did not succeed in creating employment in the private sector. While unemployment rates of graduates and the time, labor and money spent by families on education continue to increase all over the world, the success and reputation criteria of the modern world continue to be presented as entering into more and more qualified and white-collar jobs every time. The preconception that professionalism is a quality that provides self-sufficiency and gives autonomy to the person still holds on (Sennett & Cobb, 1977). These research findings confirm this picture mentioned by Sennett and Cobb. The predominant role in the responses of PDR students regarding both career and living standards is the expectation of being a civil servant teacher. There are expectations, such as have postgraduate studies or have some administrative roles, after obtaining a certain economic comfort in the future expectations of GPC students. In this context, the KPSS exam, which provides selection and elimination, has a decisive role in their lives, especially as they come near to the final years of the university. It has been observed that there are many students who try to improve their study performance in the last year of the university by taking courses from the upper class, who also attend the KPSS course and postpone their social life with their intensive study performance. This situation shows that there is great competition for pre- and post-graduation.

The competition after graduation is not limited to KPSS exam costs. Almost all of the students stated that the education in their faculty was insufficient. They could not have sufficient application conditions due to the lack of academicians and they would have to enter the professional life before they could gain experience. They also expressed that they would need to receive a lot of paid training to qualify for graduation and they were concerned about meeting the cost of this. Increasing costs and decreasing returns of investments made by both the state and individuals in education, as Aksoy (2001) also determined, endangers both states and individuals; it also weakens the belief that higher education will increase income. On the other hand, it is also stated that the needs of the changing labor markets in the face of the neoliberal economy, especially after the 1990s, led individuals to gain new skills under the name of "lifelong

education" and thus to survive in the competitive environment brought by the labor market (Borg & Mayo, 2005).

Psychological counsellor candidates think that the KPSS exam is not a successful measurement method in the teacher selection system. In particular, it has been stated that the teaching profession knowledge test causes an unnecessary information load for the psychological counsellors who are exempt from classroom processes. Instead of such an exam, an appointment process to be made as a result of more intensive practice courses, longer internship periods and the experience gained in these internships would be more beneficial. It is understood that especially the interview system creates distrust among teacher candidates within teacher appointments, and there is a common belief that many factors other than merit play a role in these interview exams. Accordingly, there have come across psychological counsellor candidates who thought that they could never be appointed due to their ethnic, political, and religious identity.

As a result, it is understood that the future prospects of the young people who graduate from the university are adversely affected because of the neoliberal economic policies that started to spread worldwide in the 1980s and today closer rising unemployment due to underemployment and flexible employment conditions. This gloomy picture based on being unemployed and precarious or temporary work called "crisis of the future" by Castel (2003) is a major problem for university students who study in the GPC field at Bulent Ecevit University in Turkey. According to this situation, the teacher merit system to the Ministry of Education should be reviewed. It would be appropriate to update the written exam content applied as a prerequisite for the field of GPC and implementation of the performance-based exam. The appointments from the other fields to the Ministry should also be prevented. Besides, the examination fee should be removed or reduced to a reasonable amount. Urgent measures should be considered to do the interview exams of teacher appointments be applied more objectively. In this context, an important result emerged from the students' expressions that the quality of the instruction in Education Faculties should be increased, especially the opportunities for professional practice should be more emphasized.

References

- Aksoy, H. H. (2001). Issizlik- egitim iliskisine genel bir bakis ve gelecekte izlenecek politikalara iliskin gorusler [An overview of the unemployment-education relationship & views on future policies], *Ankara Universitesi Egitim Bilimleri Fakultesi Dergisi*, 32(1-2), 129-138.
- Aktuel PDR (2011). Felsefe mezunlari rehber ogretmen olarak ataniyor [Philosophy graduates are appointed as counselors], Retrieved from <https://www.aktuelpdr.net/felsefe-mezunlari-rehber-ogretmen-olarak-ataniyor-pdr-alanina-ataniyor.html>
- Aktuel PDR (2012). Felsefe sosyoloji mezunlari rehber ogretmen olarak atanmayacak [Philosophy and sociology graduates will not be appointed as counselor], Retrieved from <https://www.aktuelpdr.net/felsefe-sosyoloji-mezunlari-rehber-ogretmen-olarak-atanmayacak.html>
- Bauman, Z. (2004). *Wasted lives: Modernity and its outcasts*. Cambridge, UK: Polity Press.
- Bora, T., & Erdogan, N. (2011). Cuppenin, kilicin ve kalemin mahcup yoksullari: Yeni kapitalizm, yeni issizlik ve beyaz yakalilar [The embarrassed poor of the robe, sword, and the pen: new capitalism, new unemployment, and the white collars], *Bosuna mi okuduk: Turkiye'de beyaz yakali issizligi*. Istanbul: Iletisim Yayinlari.
- Bora, A. (2011). Aile: En guclu issizlik sigortasi [Family: The strongest unemployment insurance], *Bosuna mi okuduk: Turkiye'de beyaz yakali issizligi*. Istanbul: Iletisim Yayinlari.
- Borg, C., & Mayo, P. (2005). The EU memorandum on lifelong learning. Old wine in new bottles?, *Globalisation, Societies and Education*, 3(2), 203-225.
- Castel, R. (2003). *From manual workers to wage laborers: Transformation of the social question*. Translate: R. Boyd, New Brunswick (USA)/London (UK): Transaction Publishers.
- De Gaulejac, V. (2013). *Isletme hastaligina tutulmus toplum [Le société malade de la gestion]*. Cev. Ozge Erbek. Istanbul: Ayrinti Yayinlari.
- Egilmez, M. (2017). Issizlik artiyor [Unemployment is increasing], Retrieved from <http://www.mahfiegilmez.com/2017/02/issizlik-artiyor.html>
- Erdayi, A. U. (2012). Beyaz yakalilarin tanimlanmasi uzerine [On the definition of workers who white collar]. *Is Guc Endustri Iliskileri ve Insan Kaynaklari Dergisi*, 14(3), 65-80.
- Gecgin, E. (2014). Esneklesme rejiminde gencligin halleri [The states of youth in flexibility regime]. *Yurt ve Dunya Dergisi*, 7.
- Gorz, A. (2001). *Yasadigimiz sefalet: Kurtulus careleri [Misères du présent, richesse du possible]*. Cev. N. Tural, Istanbul: Ayrinti Yayinlari.
- Gundogdu, K., Cimen, N., & Turan, S. (2008). Ogretmen adaylarinin kamu personeli secme sinavina (KPSS) iliskin gorusleri [Teacher candidates' views on the public personnel selection examination (KPSS)], *Ahi Evran Universitesi Kirsehir Egitim Fakultesi Dergisi*, 9(2), 35-43.
- Habervitrini (2002). *DMS ile KMS sinavlari birlestirildi [DMS and KMS exams are combined]*. Retrieved from <http://www.habervitrini.com/egitim/dms-ile-kms-sinavlari-birlestirildi-12783>
- Jeffrey, C. (2011). *Geleceksiz kusak: Issiz gencler isiginda geccligi yeniden dusunmek [The generation without future: Rethinking youth in the light of unemployed youth]*. Gercek, yikici ve yaratici. Cev. D. Oz, Ed. D. Oz, F. Donmez Atbasi ve Y. Burkev, Ankara: Nota Bene Yayinlari.
- Makal, A. (2003). Cumhuriyetin 80. yilinda Turkiye'de calisma iliskileri [Labour relations of the republic of Turkey in 80 years], *A.U. SBF-GETA Tartisma Metinleri*, No.62/Aralik.
- Neuman, W. L. (2007). *Basics of social research: Qualitative and quantitative approaches*. (Second Edition.). USA: Pearson Education Inc.
- OECD (2017). Bir bakista egitim 2017: OECD gostergerleri [Education at a glance 2017: OECD indicators] Retrieved from <http://www.oecd.org/education/skills-beyond-school/EAG2017CN-Turkey-Turkish.pdf>
- Paker, T. (2015). Durum calismasi [Case study], *Nitel arastirma yontem, teknik, analiz ve yaklasimlar*. F. N. Seggie & Y. Bayyurt (Eds). Ankara: Ani Yayinlari.
- Punch, K. F. (2011). *Sosyal arastirmalara giris: Nitel ve nicel yaklasimlar [Introduction to social research: Quantitative and qualitative approaches]*. D. Bayrak, H. B. Arslan & Z. Akyüz (Cev.), Ankara: Siyasal Yayınevi.
- Sennett, R. (2006). *The culture of the new capitalism*. New Haven & London: Yale University Press.

- Sennett, R. (1998). *the corrosion of character: The personal consequences of work in the new capitalism*. New York & London: W. W. Norton & Company.
- Sennett, R., & Cobb, J. (1977). *The Hidden Injuries of Class*. UK: Cambridge University Press.
- Solmon, L. C., & Fagnano, C. L (1995). Benefits of education In *International encyclopedia of wconomics of wducation*. Edited by M. Carnoy, (2'nd Edition), Oxford, OX, UK ; Tarrytown, N.Y., USA : Pergamon.
- Standing, G. (2011). *Precariat: The new dangerous class*. London/UK: Bloomsbury Academic.
- TUIK (2016). Isgucu istatistikleri 2016 [Labour statistics 2016], Retrieved from <http://www.tuik.gov.tr/PreHaberBultenleri.do?id=24635>
- TUIK (2018). Isgucu istatistikleri 2018 [Labour statistics 2018], Retrieved from <http://www.tuik.gov.tr/HbGetirHTML.do?id=30677>
- TUIK (2019). Ne egitimde ne istihdamda olan 15-24 yas grubu genc nufusun bitirdigi egitim düzeyi [The level of education completed by the young population in the 15-24 age group, neither in education nor in employment] Retrieved from http://www.tuik.gov.tr/PreTablo.do?alt_id=1007
- Yildirim, A., & Simsek, H. (2006). *Sosyal bilimlerde nitel arastirma yontemleri [Qualitative research methods in the social sciences]*, Guncellestirilmis gelistirilmis 5. Baski, Seskin Yayıncılık, Ankara.
- Yuksel, S. (2004). Ogretmen atamalarında merkezi sinav uygulamasının deđerlendirilmesi [Evaluation of central examination application in teacher appointments], XIII. Ulusal Egitim Bilimleri Kurultayı. İnönü Üniversitesi Egitim Fakültesi, Malatya, 6-9 Temmuz 2004.

Author

Contact

Dr. Ögr. Üyesi Birgul ULUTAS

Zonguldak Bülent Ecevit Üniversitesi Eregli Egitim Fakültesi, Egitim Bilimleri Bölümü, Egitim Yönetimi Anabilim Dalı, 67300, Kdz. Eregli/Zonguldak, Türkiye,

E-mail: ulutas.birgul@gmail.com

Psk. Dan. Emre GUNEY

Pekmezli Çok Programlı Anadolu Lisesi, Pekmezli Mahallesi Küme Evler No:3 Akçakale/Şanlıurfa, Türkiye

E-mail: e.guney.1997@hotmail.com

English Language Teachers' Cognition in Handling Learners' Speaking Problems*

Sevgi GOKCE**
Ilknur KECIK***

To cite this article:

Gokce, S., & Kecik, I. (2021). English language teachers' cognition in handling learners' speaking problems. *Journal of Qualitative Research in Education*, 26, 315-339.
doi: 10.14689/enad.26.14

Abstract: This research was conducted at the Foreign Languages Department of Eskisehir Osmangazi University to explore English language teachers' cognition and actions in handling learners' speaking problems considering the background factors of schooling, professional coursework, context, and classroom practice. In line with this aim, a multiple case study was carried out. Data collection was implemented through open-ended questionnaires, observations, reflection reports, and interviews. Once overall perceptions of 28 teachers were gathered, in-depth data obtained from 5 teachers in the same group provided further insight. According to the questionnaire's findings, most teachers perceived speaking as an important skill and made suggestions on improving this skill. In-depth data revealed that one of the teachers, contrary to her suggestions, applied a teacher-centred approach indicating contextual constraints as a reason. In contrast, another one preferred a learner-centred approach and did not complain about the contextual factors.

Keywords: Teaching speaking, teacher cognition, teachers' perceptions, teachers' actions, background factors

Article Info

Received: 20 Sept. 2019
Revised: 12 Apr. 2021
Accepted: 24 Apr. 2021

© 2021 ANI Publishing. All rights reserved.

* This article is based on the first author's doctoral dissertation titled as "English Language Teachers' Cognition in Handling Learners' Speaking Problems

** Correspondence: Eskisehir Osmangazi University, Turkey, sevgigokce@ogu.edu.tr

*** Anadolu University, Turkey, ikecik@gmail.com

Declaration of Conflicts of Interests: None

Introduction

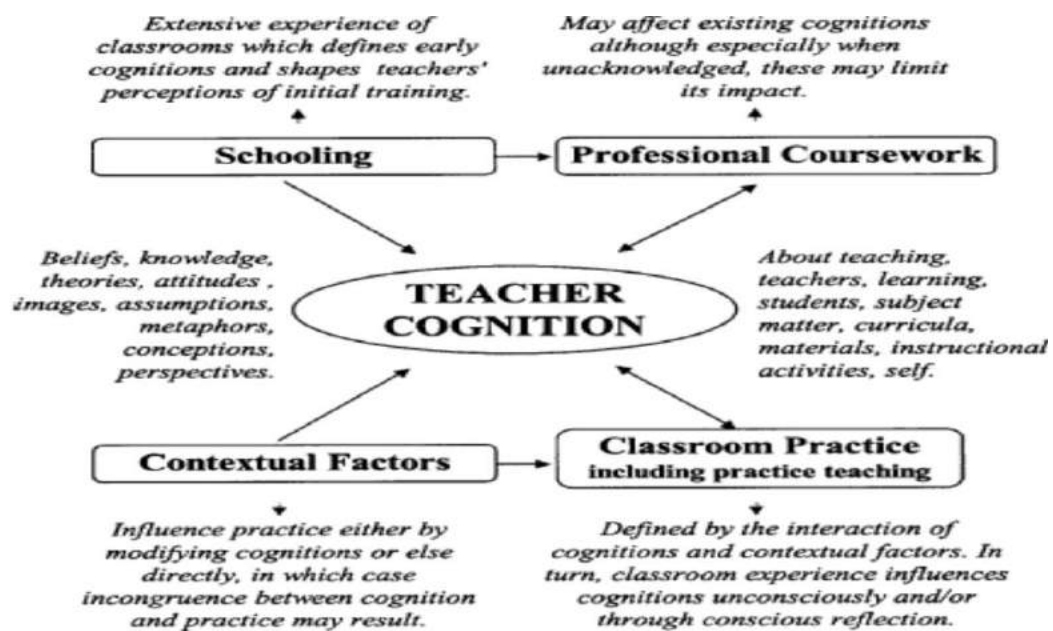
Due to the current status of English as a lingua franca, using English as the medium of instruction has gained momentum at most universities in Turkey. Accordingly, a need for pre-departmental compulsory language education has arisen. Although Turkish students receive foreign language education from early ages and have approximately 1000 lesson hours until they graduate from high schools (Nas Ozen, Bilgic Alpaslan, Cagli, Ozdogan, Sancak, Dizman & Sokmen, 2014), most of them enter university with no or little use of language because of serious school problems directed by the Ministry of Education (Akdogan, 2010; Sahin, 2013). This situation necessitates compulsory language education (preparatory programs) at universities. However, it creates new problems since a one-year intensive education is expected to solve all language learning problems students have that have not been handled for years.

Preparatory program problems at Turkish universities exist in a wide range of areas, but one problem which is frequently found in studies is related to “learning and/or teaching speaking” (Bayram, 2011; Dincer & Yesilyurt, 2013; Esin, 2012; Gomleksiz & Ozkaya, 2012; Guney, 2010; Kayrak, 2010; Ozkanal, 2009; Zeytin, 2006). These studies indicate that universities are full of students who study English but cannot speak it. Similar problems were also observed in the Department of Foreign Languages at Eskisehir Osmangazi University, where this research was conducted.

While students grapple with learning to speak, getting informed about “teacher cognition” and actions can open up new horizons on the road to solving teaching speaking problems. The notion of teacher cognition is briefly described as “teachers’ mental lives”, and “Teacher cognition research is concerned with understanding what teachers think, know and believe” (Borg, 2009, p. 1). It has brought the perspective that teachers are more than practitioners of pre-determined curricula, and teaching is “viewed as a much more complex cognitively-driven process affected by the classroom context, the teachers’ general and specific instructional goals, the learners’ motivations and reactions to the lesson, the teacher’s management of critical moments during a lesson” (Richards, 2008, p. 167). Therefore, teacher cognition encompasses observable and unobservable factors influencing their practices from teachers’ perspectives. Observable and unobservable aspects of teacher cognition can be seen in the “schematic conceptualisation of teaching within which teacher cognition plays a pivotal role in teachers’ lives” (Borg, 2003, p. 81). Figure 1 below displays this schematic conceptualisation of the four factors affected by and/or affecting teacher cognition.

Figure 1.

Four Factors Interacting With Teacher Cognition (Borg, 2003, P. 82)



Schooling is defined as "apprenticeship of observation" (Lortie, 1975, cited in Bailey, Bergthold, Braunstein, Fleischman, Holbrook, Tuman, Waissbluth & Zambo, 1996); it is related to language teachers' prior knowledge and beliefs derived from observing their teachers. It covers the period before a student starts to get professional teacher training, and its effects are considered to be ingrained and arising naturally (Bailey et al., 1996).

Schooling is followed by **professional coursework**, which includes teacher training programs. Borg (2003) points out variability in the impact of teacher education on teacher cognition. In other words, every trainee is affected by an educational program in their own way. Unless trainees' cognition before teacher education is considered, the expected influence of education programs may lessen. As shown in the figure above, there is a mutual relationship between teacher cognition and professional coursework. While professional coursework is intended to affect and even change trainees' prior cognition, resistant beliefs formed through schooling can delimit the effect of educational processes.

Contextual factors may cover a spectrum of social, economic, political, and educational components of wider contexts of the contemporary world, the country being lived in, and then narrower educational institutions. As shown in figure 1 above, contextual factors affect both teacher cognition and classroom practice which interacts with teacher cognition. Thus, contextual factors influence teacher cognition directly and

indirectly. For this study's purposes, contextual conditions are limited to school conditions and student conditions.

The interrelationship between **classroom practice** and teacher cognition displays itself in teachers' actions and the impact of teaching experience. Teacher cognition may inform teachers' instructional decisions in classrooms and give clues about their acts' rationales.

Regarding these factors above, Johnson's (2006) argument for the significance of research in teacher cognition becomes more meaningful: "This research has helped capture the complexities of who teachers are, what they know and believe, how they learn to teach, and how they carry out their work in diverse contexts throughout their careers" (p. 236). Borg's (2003) schematic representation may provide the necessary framework to deal with teacher cognition and actions with possible background aspects to capture this complexity. Based on this line of thinking, this study aims to reveal how English language teachers approach teaching speaking cognitively and practically at the junction of the factors of schooling, professional coursework, teaching context, and classroom practice. Furthermore, considering the problems of teaching speaking in Turkey as found in the studies mentioned above, there is an emerging need to research teaching speaking within the teacher cognition paradigm. In this respect, the research may fill a gap in the literature which was also noted by some researchers (Baleghizadeh & Shahri, 2014; Borg, 2009; Farrell & Yang, 2019).

Methodology

This research was designed as a case study to explore English language teachers' perceptions, actions, correspondence of perceptions with actions, and the background factors concerning teaching speaking. Research questions of the study are as follows:

1. What are English language teachers' perceptions of teaching speaking?
2. What are their actions in teaching speaking?
3. Do their perceptions and actions match?
4. How may the factors of schooling, professional coursework, classroom practice, and context affect their perceptions and actions?

The study participants were 28 English language teachers working at the Department of Foreign Languages at Eskisehir Osmangazi University. All of the participants were native Turkish speakers, and they had their education in the Turkish educational context. From 28 participants, a Turkish questionnaire gathered overall information about teachers' perceptions and practices related to teaching speaking. The questionnaire involved answering 13 open-ended questions about the ideal place of

speaking in the program, the participants' opinions about the speaking activities conducted at school, their students' levels and needs in terms of speaking, problems which the participants encounter, and their suggestions. 5[♦] of the respondents volunteered as cases for in-depth analysis. The volunteering teachers' classes were observed and video-recorded weekly for a month and they were also requested to write reflection reports on the observed sessions. Lastly, they were interviewed in Turkish and asked their language learning experiences, educational background, teaching practice, and contextual conditions. Their answers were audio recorded. All audio recordings were transcribed verbatim by the researcher at the end of the research process to get information about the four background factors in Borg's (2003) framework.

Since the study is a qualitative one, all the data were analysed within the qualitative data analysis interpretive paradigm (Creswell, 2005, pp. 231-255). Although qualitative research, by its very nature, is open to various interpretations depending on researchers' perspectives, for minimising subjectivity and ensuring utmost accuracy of findings and interpretations suggested by Creswell (2005), data triangulation, member checking, and check-coding procedures were completed. For data triangulation, four different data collection instruments were used for confirming interpretations. For member checking, the researcher's field notes during observation were shared with each participant to check their accuracy. All participants confirmed the accuracy of the notes and added their comments. Finally, an independent researcher with a doctoral degree in English Language Teaching coded 10% of the data collected through the questionnaire, reflection reports, and interview, which is an advisable percentage for subsamples (Lombard, Snyder-Duch & Bracken, 2004; Neuendorf, 2002). Inter-coder reliability was calculated based on the following formula (Miles & Huberman, 1994, p. 64): "reliability = number of agreements / total number of agreements + disagreements". The reliability was found as 0.87 (87%), indicating a high level of agreement between coders. Another independent researcher working as a teacher trainer with a doctoral degree in English Language Teaching watched 10% of the videotaped observation data and compared her observation with the researcher's observational notes to check their objectivity. The correspondence between the two was found as 0.89 (89%).

Findings

The research findings are presented in two parts. In response to the first research question concerning English language teachers' perceptions of teaching speaking, questionnaire data obtained from 28 instructors are analysed. After that, two

♦ In-depth analyses of 2 cases are given for the scope of this article.

instructors' perceptions, actions, correspondence between the two, and background factors are presented in response to the remaining research questions.

Teachers' Overall Perceptions of Teaching Speaking

In response to the first research question about teachers' perceptions of teaching speaking, 28 teachers' replies to the questionnaire were analysed, and the themes derived from the data came out as follows:

I. Teachers' perceptions of

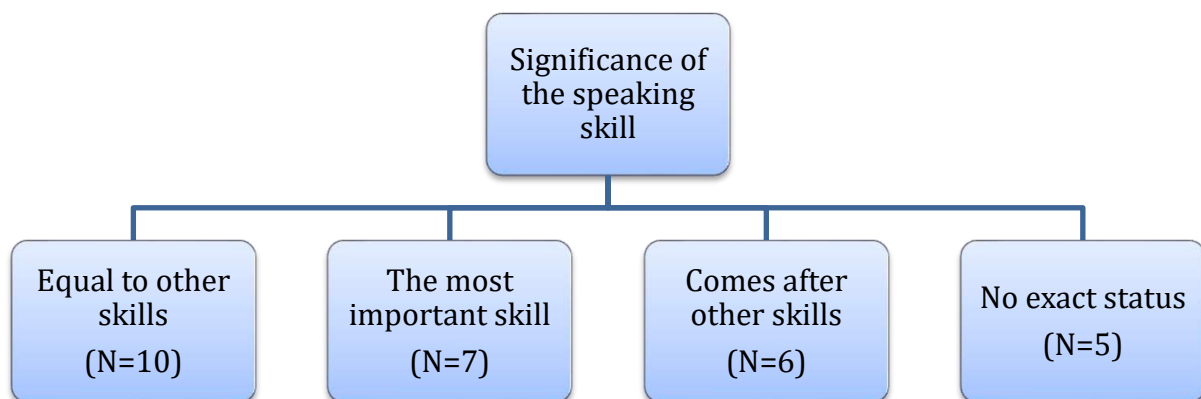
- a) significance of the speaking skill in the research context
- b) contextual concerns
- c) their actual teaching practice

II. Teachers' suggestions about teaching speaking

Teachers' perceptions of the *significance of the speaking skill in the research context* can be seen in Figure 2 below.

Figure 2.

Teachers' Perceptions of the Significance of Speaking



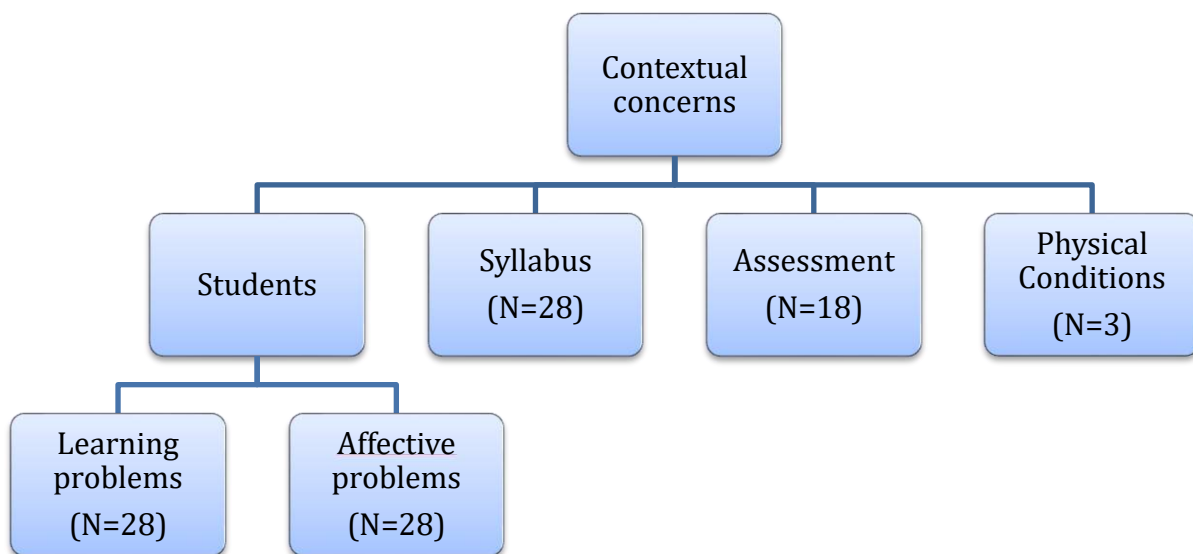
10 out of the 28 teachers argued that teaching speaking was as important as teaching other areas and skills. In other words, for these teachers, all language skills were of equal importance, and none of them could be sacrificed for the sake of another. On the other hand, 7 teachers gave priority to teaching speaking in comparison to the other skills. However, 6 teachers thought that speaking should only be taught after the other skills (specifically reading and writing) were properly taught. Especially 3 teachers in this group pointed out that faculty departments gave weight to reading

comprehension and writing much more than speaking. The remaining 5 teachers did not specify an exact place for speaking.

Teachers touched upon **contextual concerns** affecting their teaching of speaking, which can be seen in Figure 3 below.

Figure 3.

Teachers' Perceptions of the Contextual Concerns



About the subtheme of students, teachers mentioned students' learning and affective problems. Learning problems were related to low oral proficiency, linguistic problems, and students' lack of practical knowledge about improving their speaking skills. Students' affective problems were demotivation, reluctance, stress, anxiety, and fear for making mistakes and losing face. Secondly, in the teachers' opinion, insufficient importance was given to speaking in the syllabus. They stated that because the syllabus is loaded with grammatical structures and lists of lexical items, they could not find enough time to do coursebook activities at ease, to check students' pair/group work performances, to give students chances to utter the "hard" grammatical and lexical items they learned, to teach pronunciation, to bring extra speaking activities, and to feel enthusiasm for teaching.

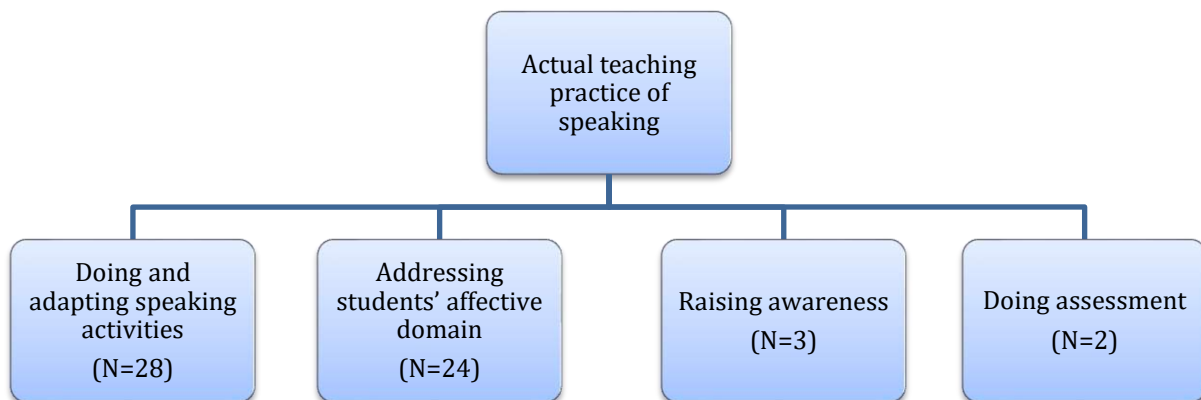
Additionally, 21 out of the 28 teachers expressed their dissatisfaction with the speaking activities in the syllabus. 7 teachers approached the syllabus more positively, though. From the teachers' perspective, as long as teachers adapted speaking activities to the country's realities and the class, gave these activities a sufficient amount of time, and prompted inhibited students, the activities became beneficial. In terms of assessment, the teachers stated that speaking was not included in midterm assessments and final examinations; instead, grammar and vocabulary items dominated assessments.

Finally, 3 teachers noted that the lack of technical equipment (i.e. computers and internet connection) and narrow and crowded classrooms made the physical context an unfavourable environment for teaching speaking.

The teachers detailed their *perceptions of their actual teaching practice of speaking*, and four subthemes emerged from their accounts, as shown in Figure 4 below.

Figure 4.

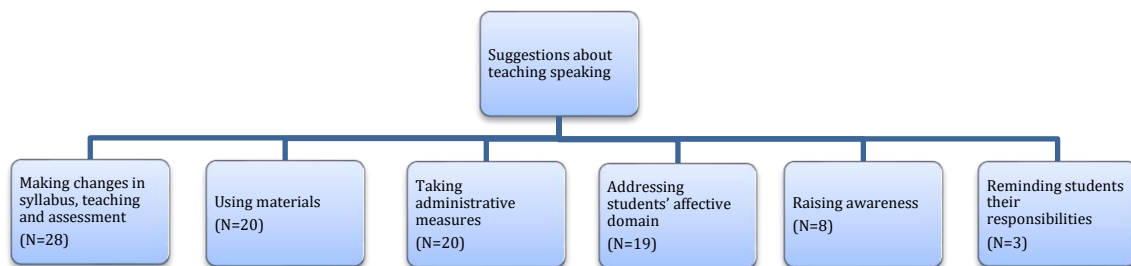
Teachers' Perceptions of Their Actual Teaching Practices



All the teachers stated that they did speaking activities in the coursebook and made adaptations following their students' profiles. Moreover, the teachers reported that they recognised and dealt with their students' affective problems. To handle affective problems, the teachers' stated ways of motivating students were verbal encouragement, modelling, completing activities that encourage speaking and treatment of errors by alleviating their pressure, ignoring errors, and recast. Teachers also raised students' awareness of the points they thought might help students learn to speak better (e.g. giving them a list of useful websites, advising them to watch TV series and to read books, drawing students' attention to how interlocutors say something, warning students not to use their mother tongue in pair/group work activities). Two teachers mentioned two different assessment methods: One of them stated that she prepared compulsory speaking quizzes. The other teacher assessed his students' group presentations even though making presentation did not exist in the program.

In addition to what they did, the teachers generated ideas about what should be done to improve learners' speaking skills, displayed in Figure 5 below.

Figure 5.

Teachers' Suggestions About Teaching Speaking

First, the teachers did not find the current syllabus conducive to teaching speaking. They suggested reducing the weight of grammar and vocabulary and giving priority to speaking or changing the syllabus. They wanted speaking to be treated as an inseparable part of language teaching and wished teaching to be planned following this perception. They also underlined their roles and responsibilities, such as minimising mother tongue use, allocating time to pre and post-activities, asking striking questions about topics, and nominating silent students more. As for assessments, they suggested increasing the frequency of speaking quizzes, rearranging the place of speaking in assessment, making oral examinations, evaluating students' speech seriously and meticulously, and giving class performance grades fairly.

Second, the teachers wanted books for extensive reading, audio-visual aids, and extra speaking materials for teaching speaking, which might come in the form of a speaking pack full of activities, games, and tasks ready to be used. Third, the teachers also expected the administration to support them and pave the way for teaching speaking by providing flexibility, organising workshops for continuous professional development, making institutional and curricular modifications, employing a native speaker, and opening a speaking club for students. Fourth, the teachers suggested addressing students' affective domain by motivating and encouraging students to speak in and out of the classroom, making speaking activities fun, ignoring errors, and helping students overcome their fear of making errors. Fifth, the teachers recommended that students should be convinced that mastering a language means speaking it, not memorising grammar rules. They also wanted their students to be informed about the significance of learning to speak. Lastly, the teachers made suggestions about reminding students of their responsibilities, such as studying English

out of class more, using newly learned structures, and consulting monolingual dictionaries.

Perceptions and Actions of Teachers and Background Factors

To explore the correspondence of language teachers' perceptions with their actions and delve into their background within the four factors, volunteering teachers' classes were observed. They were requested to reflect on their observed class hours and were finally interviewed. Analyses of the cases of two teachers (Arven and Umut as their pseudonyms) are given below.

Arven

Arven found teaching speaking to all students "utopian" as she had reservations concerning students' interest in speaking. She described interest as "*depending on the students, a personal thing*" and said that not everyone could be interested in speaking skills. Her perception was consistent with her nomination of students in lessons. She was observed doing speaking activities with participating students, but she did not address non-participating students. Furthermore, in her questionnaire, she referred to contextual problems related to students, syllabus, assessments, and physical conditions. Still, she was not observed to do something as an alternative to coursebook activities for the problems she mentioned. In response to student misbehaviours, she resorted to ignoring, warning, and hinting at students' grades.

Just as she wrote in her questionnaire responses, Arven was observed to cover coursebook activities as she was supposed to do so. She also stated that she did "discussion-like activities", but it was observed that what she mentioned as 'discussion' was rather teacher-student chats. As her suggestions about teaching speaking, she mentioned doing speaking activities frequently, giving importance to individual, pair, and group tasks, teachers' being interested in teaching speaking, and students' knowing their teachers' interest. However, her classes partially reflected what she had suggested. Classroom interactions took place between Arven and few participating students, as mentioned above. She did not use a lead-in technique to give students further opportunities to speak and activate their background information at the beginning of lessons. She changed some pair and group work activities into whole-class talks, which turned her lessons into teacher-dominated sessions. She stated that she attracted more students' attention by employing whole-class talks. However, it was observed that in whole-class talks, few students answered her questions. This low participation caused Arven's reaction: "*What's the matter with you? You're just a handful of people. We have no interaction. This is the last unit, so we should make the most of it. What couldn't you understand?*" (Observation week 4, translated from Turkish). Arven also used Turkish to give instructions, motivate students when they did not react, explain speaking activities and unfamiliar vocabulary items, and manage her class. In her reflection, she reported that casual Turkish chats in lessons were

necessary because they made the teacher-student relationship closer. Nonetheless, this situation resulted in decreasing target language use in class.

In her reflection reports, Arven wrote that she could not apply her teaching approach in lessons because she did not believe speaking could be taught in a few hours. In her view, speaking and phonology should be taught in an independent course. Since there are no independent speaking courses strengthened with phonological training, current circumstances like students' profile and loaded syllabus in Arven's cognition negatively affected her teaching. Thus, she listed "having lessons on Friday", "absence of the half of the classroom population", "anxiety to cover coursebook syllabus at beginner level", "absence of a specific area in the school building for teaching speaking", "upcoming end of the year which decreased teachers and students' motivation from the beginning of the term", and "spring fest week" as the factors affecting her teaching and explaining her students' lack of participation.

Hence, when Arven's questionnaire responses, her observed practices, and reflections were examined, mismatches were found between her perceptions and actions. While Arven suggested doing speaking activities frequently and giving importance to pair and group works, she changed some pair/group work activities into whole-class talks. Moreover, some of these whole-class talks Arven described as "discussion-like" were chats in Turkish and English between Arven and her students. She also underlined the importance of teachers' interest in teaching speaking, but her stated and observed demotivation created a conflict with her suggestion. Arven attributed the lack of correspondence between some of her perceptions and actions to contextual factors of the learner profile and anxiety to cover the syllabus. Upon data analysis of the interview with Arven, five factors (language learning experiences, pre-service education, teaching practice, professional development, and context) were found to affect her perceptions and actions.

In terms of language learning experiences, Arven pointed out that she did not receive much speaking education at secondary school because her teachers gave weight to grammar and reading. However, at high school, her teachers tried to provide more English exposure through audio-visual aids (i.e. songs and movies). Especially at preparatory classes, they did speaking, but as the hours of English and speaking dropped, Arven made up for this decrease by speaking with her friends. She was keen on speaking and desired to impress people when she spoke. Her priority was to learn to speak fluently, and the repercussions of her keenness can be seen in the details of her pre-service education.

During pre-service education, Arven took great pleasure in making presentations and tried to better her pronunciation. Her pleasure increased when her teachers gave positive feedback and her classmates applauded at the end of her presentations. Two instructors influenced her as they were native speakers of English. With her teaching experience and command of languages like French and Turkish, her British instructor

fascinated her. By sitting at a front desk, Arven attentively observed her teacher's pronunciation. Although she found the university environment sufficient for teaching her to speak English, she did not find it sufficient to train teacher candidates to teach speaking. She did not remember anything specific to teaching speaking apart from making several presentations.

As for her teaching practicum, she stated that she felt "the power" and "the control of the whole class", and she noted that she felt the same way in her current teaching. Additionally, she was interested in teaching listening and speaking most because how learners pronounced sounds, what kinds of fillers they used, and their manner in front of listeners caught her interest. Furthermore, she was fond of listening to her classmates' presentations in her MA studies. She did not see herself fit for teaching speaking due to the institutional context. Her students' demotivation also demotivated her. She expressed that she tried to be a good role model for speaking and gave students opportunities to practice. When she saw that her students needed phonological training, she gave them brief information about phonetics and the phonetic alphabet for two years. After seeing students' demotivation, she gave up. She thought that students could only improve their oral skills if they were interested in speaking. In her opinion, they also needed to have an ear for listening and pronunciation.

Arven stated that she did not participate in in-service training because programs directly related to teaching did not attract her interest. She participated in a TESOL program just for examining its content and getting closer to native speakers. Therefore, she indicated that she could not recall what she learned from it. She was also an MA candidate in ELT when the research was conducted, and she emphasised the "big difference" between the content of the articles she read in her MA classes and her learners' profiles. Therefore, Arven did not find institutional context and student profiles appropriate for applying the new pedagogical knowledge she gained. She did not think favourably about the physical context, either. She also found her workload excessive, which comprised 22 teaching hours per week and an additional duty at the testing office. Because of her responsibilities for examinations at the testing office, she felt too exhausted to think and save energy for teaching.

Umut

Concerning the significance of speaking skills among other language skills, speaking did not have a superior status since skills were of equal importance, in Umut's opinion. Therefore, he suggested giving weight to teaching basic speaking skills without outweighing other language skills because he stated that students had communicative inadequacies due to the teaching techniques used in their previous educational environments. He did not think that they had fully acquired year-end language competencies. He perceived their need to develop colloquial and academic speaking skills. Following his perception, he was observed to add the preparation of a

presentation for academic speaking to the coursebook activities of daily-life speaking skills.

Furthermore, he observed “fossilisation” and “reluctance to do restructuring” in some of his students who found their limited repertoire of structures sufficient and did not bother to vary them. Yet, Umut viewed his students’ current level much better than their level at the beginning of the semester. He expressed his happiness at their courage to speak and to make errors. Umut also expressed satisfaction with the design and the number of speaking activities in the coursebook compared to his colleagues, who expressed their dissatisfaction.

In terms of his actual teaching practice, Umut noted that he resorted to elicitation to provide “input” for promoting learner “output”, doing coursebook activities and extra communicative activities, covering pronunciation sections swiftly or skipping them, and assessing group presentations. When Umut’s lessons were observed, his perceptions of his teaching corresponded with his actual practices. Moreover, he increased student-student interactions through pair/group work activities and rarely spoke Turkish.

Finally, Umut based his teaching on Thornbury’s (2005) stepwise teaching speaking framework: *Awareness, Appropriation, Autonomy*, and he found them consistent with coursebook activities. Consequently, it can be assumed that the methodological foundation of Umut’s teaching of speaking was guided by the notions of input, output, and developmental steps.

Upon data analysis of the interview with Umut, five factors (which were the same as those in Arven’s case) were found to affect his perceptions and actions. First of all, Umut’s past experiences as a language learner went back to his high school preparatory class where English was intensively taught 24 hours per week. His teachers’ continuous use of English, their efforts to equip students with autonomous study skills, non-threatening and a fun learning atmosphere (full of exposure to the culture of the target language), skill-based productive examinations and assignments, and motivated classmates helped Umut enjoy learning English and led him to choose a career in English language teaching.

Umut found his pre-service education very efficient in terms of theory and practice. He particularly liked the course “language acquisition” and its instructor. He thought that the course made a major contribution to his teaching because he learned to observe his students and their learning based on acquisitional theories. He also stated that he used the theories in his child-rearing; Vygotsky was especially his idol. Therefore, he was against the idea that did not give credit to theories as he asserted that a language teacher’s theoretical background should be firm. Umut thought that rather than despairing of theories that “It does not happen in the way books say”, teachers should digest and analyse research findings because “It happens in the way books say”. As for the practical side of learning to teach, Umut found pre-service demo teaching

sessions very beneficial in understanding mechanical methods and techniques' failure. He also liked teaching practicum, which included making observations in the 2nd year and practising microteaching in the 4th year. In contrast to other teacher trainees he observed, he felt comfortable being at school because his parents were teachers, and he had already been accustomed to that environment.

Along with positive learning experiences, Umut had negative experiences in his pre-service education. He mostly resented unfair assessments and some instructors' favouring certain students. Moreover, Umut thought pre-service education lacked practice for training pre-service teachers to teach speaking. Thus, when he started teaching, he went to the university library, and he picked books offering speaking activities to photocopy. Although he remembered being taught the importance of different speaking activities (e.g. information-gap activities) for students, he stated that pre-service education did not present a wide range of role-plays, games, or pair/group work activities. Thus, Umut completed this gap with his efforts.

His efforts to complete the pedagogical gap in teaching speaking may be said to pay off because Umut thought he effectively motivated students to speak and overcome their barriers by bringing challenging information-gap activities to the classroom. His successful interaction with students can also be attributed to his devotion to continuous professional development. Umut's professional development continued in three tracks: active participation in several in-service training sessions, writing a doctoral dissertation about teacher education, and frequently revisiting reference books and articles as he found the "theoretical schema" important.

Umut did not find the physical conditions of preparatory school sufficient in terms of context. He criticised the school's testing policy, which did not measure speaking; however, these unfavourable conditions did not prevent him from working at his office. He stated that he increased his workload himself for professional development.

Discussion

In response to the first research question, 28 teachers' overall perceptions of teaching speaking were analysed. Most of the participants were found to accept the significance of speaking; they saw it either as the most important skill to teach or as equal to the other language skills. Hughes (2002) maintains that speaking overlaps several areas and disciplines, such as having linguistic knowledge, developing productive skills, and being aware of socio-linguistic or pragmatic points. Thus, the participating teachers' perception of speaking as an important skill and other skills and areas deserves attention. Due to English's international use in a globalised world, the need for teaching speaking in coordination with sociopragmatic skills (e.g., social status, distance, linguistic register, appropriacy, etc.) has become important. Richards (2003)

highlights the significance of cross-cultural communication, cultural awareness, communicative syllabus, and pair/group activities in teaching speaking.

Regarding contextual concerns, which the teachers thought affected their teaching, they mostly pointed out students' low oral proficiency, affective problems, and limited consciousness and world knowledge. In teachers' views, these problems were the result of institutional factors. They underlined the impact of syllabus and assessment, prioritising grammar and vocabulary. Even though speaking components were equally distributed in all units of the coursebook, students and some teachers tended to give less importance to speaking because students had to choose the correct alternatives in a multiple-choice test of proficiency instead of speaking. Therefore, students pragmatically concentrated on language skills and areas taught intensively for measuring proficiency in exams. In a language learning environment where teachers are supposed to "teach the test", Harmer (2001) reminds the risk of compromising general English improvement at the expense of exam preparation. Despite this risk, both teachers and students prefer to follow that way, according to the results of this study.

Although the teachers participating in this study mentioned contextual constraints which demotivated students and teachers during teaching speaking, another point should also be considered. Since most language learners come from traditional learning environments mostly focusing on mechanical teaching of grammar by discarding speaking (Akdogan, 2010; Paker, 2012), learners might have formed deep-seated educational habits which may discourage them from speaking. Ocaklı (2008) conducted a study about teaching speaking through a communicative approach at the preparatory school of a Turkish university and found that 70% of language teachers complained about their students' avoidance of speaking tasks and their preference for passively listening to the teacher. In other words, these learners tended to prefer teacher talk more than student talk as the ones in Cohen and Fass (2001). Ocaklı also found a mismatch between teachers' expectations and students' behaviours because they were reported to be unaware of their responsibility to participate in student-student interactions.

Similarly, the teachers in our study expect their students to speak; however, the teachers are confronted with learner demotivation and reluctance, which may be attributed to contextual concerns and stem from language learners' previous language learning experiences at primary and secondary levels. This finding shows that foreign language teaching at all educational levels is connected like chains; if one part of the system is broken, the other parts cannot be exempt from this breakdown. Therefore, the responsibility for teaching speaking within a learner-centred paradigm should not only fall on preparatory schools at universities; speaking should take place at all levels of education.

Teachers also mention what they did in class in terms of speaking. Almost all the teachers were responsive to students' affective domain by motivating them in different forms. However, none of the teachers stated that they trained students to cope with their affective problems. Thus, training teachers about affective strategies (Oxford, 2003) and introducing them into classrooms can bring better results than verbally motivating students. Moreover, in a study by Zeytin (2006), students expressed their comfort in playing games; thus, communicative games can be another option to overcome learner anxiety and motivate them for speaking.

All the participants stated that they did the coursebook's speaking activities, adding that they either stuck to the activities or made adaptations when they did not find the content appropriate for their students. While most participants expressed their discontent with coursebook activities, some teachers noted that they turned their negative feelings into an opportunity by adapting the activities to make them more challenging and fun. As Gabrielatos (2004) indicates, language teachers may take a coursebook as a holy resource, crutch, a necessary evil, or a burden, but it can be flexibly used as a helpful tool when combined with other resources.

The participants also made some suggestions about teaching speaking. Some participants, however, placed more responsibility on administration than on themselves for improving teaching speaking. For instance, they wanted extra speaking materials; however, only two teachers stated that they photocopied and distributed extra communicative activities and games located at the back of the Teacher's book. Rather than waiting for the administration to close every learning environment gap, creative and time-saving tactics can be shared among colleagues, as exemplified in those two teachers. Offering teacher-based suggestions and discussing them with colleagues can be much more fruitful than laying responsibility on administration. As Richards (2013) asserts, being a creative teacher brings non-conformism. He points out that creative teaching lies in adapting and modifying lessons to match learner needs rather than simply presenting lessons from textbooks.

It becomes evident by this research that while some participating teachers displayed their creativity in solving problems, a larger group of teachers perceived contextual conditions, whether it be students or physical limitations, as a serious constraint on their teaching of speaking. The difference between the two groups of teachers might be attributed to psychological factors such as burnout (Friedman, 2000), educational factors such as lack of sufficient pre-service and in-service training, and professional factors such as insufficient teaching experiences. Such factors should be carefully handled by policymakers, administrators, and teachers in the long run. In the short run, teachers should be familiar with the concept of teacher autonomy, which may lead them to focus on their initiative as a teacher instead of blaming contextual constraints on other partners. Little (1995) defines teacher autonomy by describing successful teachers as autonomous ones having responsibility, reflection, control, and freedom. Teacher autonomy can be put into practice through the concept of "space".

Lamb (2000) argues that “teachers need to understand the constraints upon their practice but, rather than feeling disempowered, they need to empower themselves by finding the **spaces and opportunities for manoeuvre**” (p. 127, emphasis added). Benson (2010) investigated such “spaces” in which teachers employ their autonomy through interpreting, manipulating, or ignoring the tasks specified by the curriculum. Similarly, Umut, in this research, was found to create such spaces in his lessons.

In addition to creating spaces, keeping reflective journals to analyse one’s teaching is another good starting point for exercising teacher autonomy (Genc, 2010). Most of the study participants focused on the disadvantages of contextual constraints, whereas they might be blindfolded by negative feelings such as learned helplessness (Maier & Seligman, 1976). However, keeping reflection in a calm frame of mind can help teachers analyse threats and opportunities by drawing lessons from day-to-day teaching practices.

Finally, the teachers drew attention to reminding students of their responsibilities for learning to speak, as mentioned in the Findings section. However, these teachers did not clarify whether they helped students take on responsibilities. Designing and adapting materials for encouraging autonomy (Nunan, 1997), using resources beyond the classroom (Ryan, 1997), learner training, giving assignments, training to keep journals, introducing self-access centres, and staying in touch with students after the course (Harmer, 2001) can be useful for developing learner autonomy. For supporting autonomous out-of-class learning to speak, learners can be guided on pronunciation software, message exchanges, corpora and concordance programs, the Internet, and language teaching web sites (Bailey, 2004).

In response to the second research question, Arven and Umut were found to do coursebook activities with minor changes; however, Arven tended to change student-student interaction activities to whole-class activities. Harmer (2001) asserts that whole-class teaching emphasises the transmission of knowledge from the teacher to the student instead of students’ discoveries and research. However, through group work, students find more opportunities to practice speaking, practice a wider range of language functions, receive more corrective feedback from their peers, and engage in more negotiation of meaning than they do in whole-class teaching (Long & Porter, 1985). Despite the disadvantages of whole-class activities, teachers’ perception of them being more timesaving and motivating than pair/group work may stem from their experiential knowledge shaped by their classroom practice and contextual conditions, as they did not justify it on methodological grounds (Borg & Burns, 2008). Furthermore, they may want to preserve their hierarchical image of the teacher on stage (Wubbels & Brekelmans, 2005). As Wubbels and Brekelmans (2005) report, whole-class teaching is important for establishing the teacher’s image perceived by the students; Arven might have found whole-class activities in conformity with her image as a teacher governing her students as she underlined her feeling of power during teaching in her interview.

At the beginning of his classes, Umut did lead-in social chat activities and reviews to provide students with further opportunities to speak. In contrast, Arven was not observed to do so. Nonetheless, Hird (2013) notes that warmers, fillers, and lead-in activities are not a requirement at the beginning of the lessons. Still, they have several advantages: waking and energising students, changing the pace, generating interest, and activating learner schema. Thus, their role in motivating and preparing students for the lesson, especially in classroom contexts where students display reticence like those in this research, is undeniable. Teachers like Arven, who expressed students' lack of interest in speaking, could use lead-in to raise their interest at the beginning of lessons.

Arven was also observed to switch to her mother tongue for several purposes, but Umut did not do so. In Arven's lessons, both the teacher and students were observed to do code-switching. The moments of code-switching deprived students of exposure to the target language. Arven found informal Turkish chats useful in terms of building a closer relationship with students. A similar rationale for using the mother tongue was also put forward by the teachers participating in a study by Samar and Moradkhani (2014), who looked into teacher cognition about code-switching. Among the teachers' reasons for code-switching, "students' emotional well-being" took place. The teachers in that study used code-switching to reduce stress and strengthen solidarity in stressful situations of language learning. For instance, a teacher in that study used Persian to encourage an anxious student to try to answer a question. However, Arven's and her students' L1 use was observed to go beyond mere affective purposes. The use of L1 is particularly detrimental to the development of oral skills. As Carless (2008) notes, despite its use as a humanistic and learner-centred strategy, switching to mother tongue has the risk of failing to encourage target language practice and communication.

Concerning pronunciation, Arven gave utmost importance to accuracy; therefore, she drew students' attention to the pronunciation of new lexical items and made students repeat target words in the pronunciation part of the coursebook units. In contrast, Umut found his speaking sufficient for providing input; thus, he either quickly did or skipped pronunciation parts in the coursebook. Thus, Umut and Arven are two opposite poles. Arven admired native-like pronunciation and accent, so she might have identified native speakers as the rightful owners of English (Sifakis & Sougari, 2005). In highlighting pronunciation for teaching speaking purposes, Arven might have fallen into the illusion that the university-level teachers and the administrators fell in Karagedik's (2013) research: They thought that a teacher's pronunciation was the most important qualification for teaching speaking. Likewise, the teachers participating in a study by Cohen and Fass (2001) emphasised accuracy and pronunciation to assess their students' oral production. However, Thornbury (2005) criticises this thinking as dealing with teaching speaking "at the level of pronunciation" (p. 28). Hence, teaching speaking at the level of pronunciation may limit teaching other dimensions of speaking. Arven's concentration on pronunciation and native-like

accent may be rooted in her language learning experiences of practising speaking out of school, desiring to impress people by her speech and admiring native speakers. On the other hand, Umut considered explicit teaching of pronunciation unnecessary, which could also be questioned. Language teachers' role in teaching phonology can be redefined as "speech coach" who monitors students' speech and encourages their self-monitoring; therefore, their skills in integrating pronunciation into teaching speaking should be developed (Macdonald, 2002).

Both teachers had students reluctant to participate in speaking activities. Moreover, students' misbehaviours of chatting, using mobile phones, and not listening to their classmates' speech were observed to variable extents. It was observed that when the teachers were confronted with off-task behaviours, they learned to ignore or warn them as a "reactive" measure of classroom management based on the perception that students were responsible for their own learning and motivation. However, teachers should have a wide repertoire of "proactive" strategies to lessen the likelihood of student misbehaviours before they happen, such as setting rules, providing nurturance and support, instructing students in coping skills, etc., because proactive strategies make classroom management much more efficient. In contrast, reactive strategies increase teacher stress and off-task behaviours (Clunies-Ross, Little & Kienhuis, 2008). At any rate, the best proactive strategy for handling student misbehaviours can be engaging students with meaningful tasks (Ng, Nicholas & Williams, 2010).

In response to the third research question, Umut's perceptions of his teaching were found in conformity with his practices. However, some of Arven's perceptions and actions were in mismatch, which can be summarised in her statement that "*I cannot apply my teaching approach*". She attributed this dissonance to contextual conditions related to the syllabus, learner profile, and physical inadequacies. Similarly, in Basturkmen (2012), the teachers who had limited correspondence between their beliefs and practices reported that time and curriculum constraints affected their practices. On the other hand, Lee (2009), who studied mismatches between teachers' beliefs and practices, expressed doubt over teachers' setting out contextual constraints as reasons for their practices: "While teachers in the study tend to attribute their practices to constraints imposed by institutional context and values, like exam pressure and a school policy that highly values error feedback, it is not certain whether these are real explanations for the mismatches or mere excuses that teachers use to justify their practices" (p. 19).

In this study, whether teachers' explanations have reasonable grounds or making excuses could be understood by comparing them during pair/group work activities. Both seemed to favour student-student interactions, but in practice, Arven preferred teacher-student interactions based on increasing students' participation and saving time. This result conforms with the finding of a study by Xiang and Borg (2014), who investigated college English teachers' beliefs about effective language teaching. They found statistically significant differences between teachers' beliefs about an effective

teacher's ideal and actual classroom behaviours. Moreover, just like our research finding, one of the sources of mismatches between their ideal and actual behaviours was related to "using communicative activities". The participants in Xiang and Borg's research attributed the mismatch between their ideal and actual teaching to "student factors", "institutional factors", and "teacher factors" (i.e. limitations in professional training). Likewise, in our research, Arven suggested doing communicative activities, but she articulated learner profile and institutional factors as constraints on her teaching.

Nonetheless, unlike the participants in Xiang and Borg's study, Arven did not mention teacher factors as a constraint. In other words, she did not express a need for backing her professional knowledge for doing speaking activities. In contrast, Umut reported the need for continuous professional development. Hence, the major distinction between the two teacher profiles lies in their engagement in professional development.

Finally, in response to the fourth research question, schooling was an important factor in the teachers' cognition. The teachers modelled their language teachers' teaching approaches, bore influences of language learning environment, and reflected their language learning experiences on their perceptions and actions. Therefore, pre-service education should take teacher trainees' pre-existing perceptions and beliefs rooted in schooling into account. Unless they are handled and replaced with pedagogically refined ones employing reflection and professional support, they may remain stable (Kunt & Ozdemir, 2010).

Professional coursework, namely, pre-service education, influenced the teachers more differently than schooling. Its effect on Arven was limited, but Umut showed its positive and deeper impact. The variable impact of pre-service education deserves attention. Uysal and Bardakcı (2014) found that pre-service education had the least influence on (3%) language teachers' practices. The reasons behind these findings may firstly be found out by analysing the efficiency of pre-service education. Demir (2015) conducted a study with student teachers and teacher trainers at a state university about the strengths and weaknesses of the ELT program, and both sides found the program irrelevant and far from meeting pre-service teachers' needs concerning teaching performance and language proficiency. In another study, novice teachers in their first years of teaching pointed out that more emphasis was put on theories than teacher education practice. They reported their need for more explicit guidance about teaching skills and language proficiency (Akcan, 2016).

Additionally, Arven and Umut highlighted the gaps related to training pre-service teachers in terms of teaching speaking. Parallel to this finding, Gungor (2013) put forth a few problem areas peculiar to training teacher candidates to teach speaking. Although he found that pre-service English teachers felt ready to teach speaking, some of them had concerns over designing speaking activities for English for specific purposes; designing out-of-class activities, developing self-assessment tools for

speaking skills, teaching how to use suprasegmental phonemes of English (e.g. stress and intonation), teaching how to express oneself fluently, and convey finer shades of meaning precisely. For this reason, teaching speaking components of language teacher education programs can be reviewed and revised by considering pre-service teachers' needs. Pre-service teachers can also be given chances to evaluate and adapt existing speaking activities. Most importantly, they can be trained to develop and design speaking activities and to put them into practice in their microteaching.

Even though professional development does not occur in the model on which this research is based, it was found to influence teachers following pre-service education. Professional development is composed of in-service education, postgraduate studies, and ELT-based readings. For Arven, it may be described as "the weakest ring" since she did not detail her professional development efforts, explain her teaching practices on methodological grounds, use professional language, and make references to ELT resources. In contrast, Umut's use of professional terminology, his references to authors and books, and his detailed accounts of his involvement in in-service training sessions and postgraduate studies showed his professional development efforts.

Both teachers mentioned negative influences of the context on them, but their views related to it changed. Arven mentioned unfavourable contextual conditions more than Umut. Although Umut mentioned negative aspects of the context, he reflected on them for improving his practices. Thus, it can be concluded that there is an inverse relationship between the impact of professional knowledge and context. The more the teachers referred to context to justify their perceptions and actions, the less they referred to the professional knowledge base or vice versa.

Classroom practice also informed the cognition of the teachers. Starting from teaching practicum, the teachers built their teaching on their classroom experiences. Arven, for whom the effect of professional coursework and development was weaker, tended to explain her teaching more experientially without referring to methodology. Especially negative classroom experiences influenced and shaped Arven's perceptions and actions related to teaching speaking. This finding is in line with the study by Borg and Burns (2008), who found that language teachers rarely referred to theory or methodological principles to explain their views about grammar teaching and that their "sources of evidence cited were overwhelmingly practical and experiential in nature... There was a striking absence of evidence drawn from formal theory and received knowledge (e.g. SLA research)" (p. 478). However, being more attentive to professional development, Umut harmoniously combined his theoretical knowledge with his experiential knowledge to act and explain his actions, which could be seen in his use of professional language and his references to the relevant literature.

Nevertheless, Arven's accounts were short of theoretical perspectives due to "the absence of technical knowledge" (p. 479), as Borg and Burns (2008) stated. The researchers do not conclude that those teachers were unaware of theories, but the

researchers question the reliability of teachers' judgments about their experiential knowledge base's effectiveness. Thus, in this study, the reliability of Umut's perceptions can be said to be strengthened by the theoretical and methodological knowledge base.

Conclusion

In this study, the two English language teachers' perceptions, actions, match between the two and the background factors concerning teaching speaking were investigated. Acknowledging the importance of teaching speaking to a certain extent, the teachers brought their idiosyncratic perceptions and actions to classrooms. Such idiosyncrasies were shaped by four factors (Borg, 2003). In addition to these factors, in this research, professional development was found to influence teacher cognition and create considerable differences between teachers. Taking these factors and teacher cognition into consideration may yield desired results for improving foreign language teaching and teacher education programs.

One of the study's limitations is its limited educational setting where the research was conducted. Therefore, making generalisations about all English language teachers from the teachers' perceptions and actions participating in this research may yield misleading assumptions as it was clearly understood in this research that every teacher surrounded with distinctive background factors in various teaching contexts brings their own cognition and actions. Additionally, the necessity of collecting data in a limited time may have restricted comprehending English language teachers with all their peculiarities. Lastly, since the research participants were confined to teachers, obtaining data from learners and administrators may provide valuable insight into understanding teacher cognition and actions together with all parties. For this reason, further longitudinal studies conducted in different educational contexts, including teachers, learners, and administrators, may help in elaborating teacher cognition better.

References

- Akcan, S. (2016). Novice non-native English teachers' reflections on their teacher education programmes and their first years of teaching. *Profile*, 18(1), 55-70
- Akdogan, S. (2010). *Teachers' and instructors' views about the problems experienced in foreign language teaching in Turkey and foreign language schools as a proposal for solution*. MA thesis. Firat University, The Institute of Social Sciences.
- Bailey, K. M. (2004). *Practical English language teaching: Speaking*. New York: McGraw-Hill
- Bailey, K. M., Bergthold, B., Braunstein, B., Fleischman, N. J., Holbrook, M. P., Tuman, J., Waissbluth, X., & Zambo, L. J. (1996). The language learner's autobiography: Examining the "apprenticeship of observation". In Freeman, D. & Richards, J. C. (eds.), *Teacher learning in language teaching* (pp. 11-29). Cambridge: Cambridge University Press
- Baleghizadeh, S., & Shahri, M. N. N. (2014). EFL teachers' conceptions of speaking competence in English. *Teachers and Teaching: Theory and Practice*, 20(6), 738-754
- Basturkmen, H. (2012). Review of research into the correspondence between language teachers' stated beliefs and practices. *System*, 40, 282-295
- Bayram, I. (2011). *TOBB Ekonomi ve Teknoloji Universitesi Yabancı Diller Bolumu İngilizce hazirlik programinin ogretmen ve ogrenci goruslerine gore degerlendirilmesi*. MA thesis. Ankara University, Graduate School of Educational Sciences.
- Benson, P. (2010). Teacher education and teacher autonomy: Creating spaces for experimentation in secondary school English language teaching. *Language Teaching Research*, 14(3), 259-275
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81-109
- Borg, S. (2009). Introducing language teacher cognition. Retrieved November 1, 2014 from <http://www.education.leeds.ac.uk/research/files/145.pdf>
- Borg, S., & Burns, A. (2008). Integrating grammar in adult TESOL classrooms. *Applied Linguistics*, 29(3), 456-482.
- Carless, D. (2008). Student use of the mother tongue in the task-based classroom. *ELT Journal*, 62(4), 331-338
- Clunies-Ross, P., Little, E., & Kienhuis, M. (2008). Self-reported and actual use of proactive and reactive classroom management strategies and their relationship with teacher stress and student behavior. *Educational Psychology*, 28(6), 693-710
- Cohen, A. D., & Fass, L. (2001). Oral language instruction: Teacher and learner beliefs and the reality in EFL classes at a Colombian university. *Íkala (Journal of Language and Culture, Universidad de Antioquia)*, 6, 43-62
- Creswell, J. W. (2005). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. New Jersey: Pearson Prentice Hall
- Demir, Y. (2015). All or nothing: English as foreign language (EFL) student teachers' and teacher trainers' reflections on a pre-service English teacher education program in Turkey. *Anthropologist*, 19 (1), 157-165
- Dincer, A., & Yesilyurt, S. (2013). Pre-service English teachers' beliefs on speaking skill based on motivational orientations. *English Language Teaching*, 6(7), 88-95
- Esin, T. (2012). *Speaking as a skill in second language teaching*. MA thesis. Yeditepe University, Institute of Social Sciences.
- Farrell, T. S. C., & Yang, D. (2019). Exploring an EAP teacher's beliefs and practices in teaching L2 speaking: A case study. *RELC Journal*, 50(1), 104-117
- Friedman, I. A. (2000). Burnout in teachers: Shattered dreams of impeccable professional performance. *JCLP/In Session: Psychotherapy in Practice*, 56(5), 595-606
- Gabrielatos, C. (2004). Session plan: The coursebook as a flexible tool. *IATEFL Teacher Trainers and Educators SIG Newsletter*, 1, 28-31

- Genc, Z. S. (2010). Teacher autonomy through reflective journals among teachers of English as a foreign language in Turkey. *Teacher Development*, 14(3), 397–409
- Gomleksiz, M. N. & Ozkaya, O. M. (2012). Yabancı diller yüksekokulu öğrencilerinin İngilizce konuşma dersinin etkililiğine ilişkin görüşleri. *Turkish Studies*, 7(2), 495-513
- Guney, I. (2010). *An investigation into the causes of speaking problems experienced by learners of English at tertiary level*. MA thesis. Canakkale Onsekiz Mart University, Institute of Social Sciences.
- Gungor, O. (2013). *Pre-service EFL teachers' beliefs on their readiness level to teach speaking skills: A quantitative study*. MA thesis. Baskent University, Institute of Educational Sciences.
- Harmer, J. (2001). *The practice of English language teaching*. Harlow, Essex: Pearson Education
- Hird, J. (2013). Webinar: Warmers, fillers and other quick activities. *Oxford University Press English Language Teaching Global Blog*. Retrieved November 2, 2017 from <https://oupeltglobalblog.com/tag/lead-in-activities/>
- Hughes, R. (2002). *Teaching and researching speaking*. Great Britain: Pearson Education
- Johnson, K.E. (2006). The sociocultural turn and its challenges for second language teacher education. *TESOL Quarterly*, 40(1), 235-257
- Karagedik, E. (2013). *İngilizce okutmanları için hazırlanan "Konuşma Becerisi Öğretimi" eğitim programına ilişkin eylem araştırması*. MA thesis. Hacettepe University, Graduate School of Social Sciences.
- Kayrak, Z.E. (2010). *İstanbul Üniversitesi öğrencilerinin yabancı dil öğretimine bakışları: Sorunlar ve beklentiler*. MA thesis. Istanbul University, Institute of Social Sciences.
- Kunt, N., & Ozdemir, C. (2010). Impact of methodology courses on pre-service EFL teachers' beliefs. *Procedia-Social and Behavioral Sciences*, 2(2), 3938-3944
- Lamb, T. E. (2000). Finding a voice: Learner autonomy and teacher education in an urban context. In Sinclair, B., McGrath, I. & Lamb, T. (eds.), *Learner autonomy, teacher autonomy: Future directions* (pp. 118-138). Harlow: Pearson Education.
- Lee, I. (2009). Ten mismatches between teachers' beliefs and written feedback practice. *ELT Journal*, 63(1), 13-22
- Little, D. (1995). Learning as dialogue: The dependence of learner autonomy on teacher autonomy. *System*, 23(2), 175-181
- Lombard, M., Snyder-Duch, J., & Bracken, C. C. (2004). *Intercoder reliability*. Retrieved June 2, 2017 from <http://matthewlombard.com/reliability/>
- Long, M. H. & Porter, P. A. (1985). Group work, interlanguage talk, and second language acquisition. *TESOL Quarterly*, 19(2), 207-228
- Macdonald, S. (2002). Pronunciation – views and practices of reluctant teachers. *Prospect*, 17(3), 3-18.
- Maier, S. F., & Seligman, M. E. (1976). Learned helplessness: Theory and evidence. *Journal of Experimental Psychology: General*, 105(1), 3-46
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.
- Nas Ozen, E., Bilgic Alpaslan, İ., Caglı, A., Ozdogan, İ., Sancak, M., Dizman, A. O., & Sokmen, A. (2014). *Türkiye'deki devlet okullarında İngilizce dilinin öğretimine ilişkin ulusal ihtiyaç analizi*. Ankara: British Council-TEPAV.
- Neuendorf, K. A. (2002). *The content analysis guidebook*. Sage.
- Ng, W., Nicholas, H., & Williams, A. (2010). School experience influences on pre-service teachers' evolving beliefs about effective teaching. *Teaching and Teacher Education*, 26 (2), 278-289
- Nunan, D. (1997). Designing and adapting materials to encourage learner autonomy. In Benson, P. & Voller, P. (eds.), *Autonomy and independence in language learning* (pp. 192-203). Harlow Essex: Longman.
- Ocaklı, S. V. (2008). *İletisimsel yaklaşım ile konuşma becerisinin öğretimi*. MA thesis. Ankara University, Graduate School of Social Sciences.
- Oxford, R. L. (2003). Language learning styles and strategies: An overview. *Learning Styles & Strategies/Oxford, GALA 2003*, 1-25. Retrieved May 29, 2017 from <http://web.ntpu.edu.tw/~language/workshop/read2.pdf>

- Ozkanal, U. (2009). *Eskisehir Osmangazi Universitesi Yabancı Diller Bölümü İngilizce Hazırlık Programının Değerlendirilmesi ve Bir Model Önerisi*. Unpublished PhD dissertation. Anadolu University, Institute of Educational Sciences.
- Paker, T. (2012). Türkiye’de neden yabancı dil (İngilizce) öğretmiyoruz ve neden öğrencilerimiz iletişim kurabilecek düzeyde İngilizce öğrenemiyor? *Pamukkale University Journal of Education*, 32(2), 89-94.
- Richards, J. C. (2003). 30 years of TEFL/TESL: A personal reflection. *TEFLIN Journal*, 14(1), 14-57.
- Richards, J. C. (2008). Second language teacher education today. *RELC Journal*, 39(2), 158-177
- Richards, J. C. (2013). Creativity in language teaching. *Iranian Journal of Language Teaching Research*, 1(3), 19-43
- Ryan, S. M. (1997). Preparing learners for independence: resources beyond the classroom. In Benson, P. & Voller, P. (eds.), *Autonomy and independence in language learning* (pp. 215-224). Harlow Essex: Longman
- Samar, R. G., & Moradkhani, S. (2014). Codeswitching in the language classroom: A study of four EFL teachers’ cognition. *RELC Journal*, 45(2), 151-164
- Sifakis, N. C. & Sougari, A. M. (2005). Pronunciation issues and EIL pedagogy in the periphery: A survey of Greek state school teachers’ beliefs. *TESOL Quarterly*, 39(3), 467-488
- Sahin, C. A. (2013). *Critical evaluation of foreign language education policy with specific reference to English language teaching in Turkey*. Doctoral dissertation. Canakkale Onsekiz Mart University, Graduate School of Educational Sciences.
- Thornbury, S. (2005). *How to teach speaking*. Malaysia: Pearson Education
- Uysal, H. H., & Bardakçı, M. (2014). Teacher beliefs and practices of grammar teaching: Focusing on meaning, form, or forms? *South African Journal of Education*, 34(1), 1-16
- Wubbels, T., & Brekelmans, M. (2005). Two decades of research on teacher–student relationships in class. *International Journal of Educational Research*, 43(1), 6-24
- Xiang, M., & Borg, S. (2014). College English teachers’ beliefs about effective language teaching. *Asian Journal of English Language Teaching*, 24, 97–120
- Zeytin, O. (2006). *The effective techniques in teaching speaking*. MA thesis. Dokuz Eylül University, Institute of Educational Sciences.

Authors**Contact**

Dr. Sevgi GOKCE is an instructor at School of Foreign Languages at Eskisehir Osmangazi University. Her research interests include English language teacher cognition, teaching speaking, learner motivation, and affective aspects of language learning.

sevgigokce@ogu.edu.tr

Prof. Dr. Ilknur KECİK works at the department of English Language Teaching at Education Faculty of Anadolu University. Her research interests include second language acquisition, foreign language teacher education, discourse analysis and text linguistics.

ikecik@gmail.com

Perceptions and Expectations of Primary School Third Grade Pupils on General Studies* (Sachunterricht) Course: Case of Germany

Z. Nurdan BAYSAL**
Zeynep DILBER-OZER***

To cite this article:

Baysal, Z. N., & Dilber-Ozer, Z. (2021). Perceptions and expectations of primary school third grade pupils on general studies (sachunterricht) course: Case of Germany. *Journal of Qualitative Research in Education*, 26, 340-360. doi: 10.14689/enad.26.15

Abstract. The present study attempts to reveal the perceptions of 3rd-grade pupils toward the general studies (Sachunterricht) course. In this regard, the subjects liked or disliked by the pupils, materials and pupils' perceptions on the general studies course were determined. The study employed phenomenology which is one of qualitative research methods. This study was conducted with 41 pupils enrolled in two different primary schools in Stuttgart, the capital city of the German state of Baden- Württemberg. The data were collected through an open-ended questionnaire called "General Studies Perception Scale", the drawings by the pupils and their explanations on the drawings. The research data were analyzed via descriptive and content analysis methods. In the study, it was found that the pupils liked all the subjects in this course. In addition, the most frequently- used materials by the pupils during the course were pencil, glue, paper, and scissors. It was ascertained that most of the pupils wanted the subjects in the general studies course to be integrated with art. Besides, pupils are conducting a lot of experiments and would like to continue doing experiments. Based on the study outcomes, it was suggested that certain precautions must be taken for the subjects included in the content of social sciences to be liked by the pupils in general studies course and exam and worksheet applications must be limited.

Keywords: General studies, subjects, materials, perception

Article Info

Received: 21 Apr. 2020
Revised: 10 Jan. 2021
Accepted: 21 Apr. 2021

© 2021 ANI Publishing. All rights reserved.

* The name of the interdisciplinary course consisting of social and science subjects in the primary school curriculum in Germany is "Sachunterricht". The English name of the course is translated as "General Studies" on the official website of the association "Gesellschaft für Didactic des Sachunterrichts [GDSU]", which prepares the curriculum for all states. This expression is also used in researches published in English about the course. English for this course widely in Turkey "Life Studies", "Life Knowledge" as used in this study, though, "General Studies" phrase was preferred.

** Correspondence: Marmara University, Turkey, znbaysal@marmara.edu.tr

*** Istanbul Provincial Directorate of National Education, Turkey, zeynepdilber@yahoo.com

Declaration of Conflicts of Interests: None

Introduction

There are six learning domains in primary education in Germany, two of which are included in general studies courses and associated with other four learning domains. These domains are divided as follows: aesthetical, language, social, science and technical, mathematical, and religious and philosophical education. Of all those domains, the social, scientific, and technical domains comprise the subjects of the general studies course and are related to other domains (Kohnlein, 2011). As it consists of subjects of social studies and science, the general studies course is similar to Life Science course in Turkey.

When looking at other countries' primary education systems, it may be alleged that there is no such course equivalent to Life Science in the United States of America. Social Studies course has been taught at the first stages and continues onwards; however, science courses are carried out separately. In England, as well, the same situation may be viewed; the courses there have been taught separately based on their fields as of the very first stages of primary education. In Turkey, however, the subjects of social studies and science courses have been integrated and constructed with a holistic approach since the Republic period. As a result, Turkey's education system is equivalent to the general studies course included in the German system, which is remarkable for its holistic approach (Ozturk & Dilek, 2004). When looking at the French curriculum, it is found that there have been two different courses which are; discovering the world and live together (Sahenk, 2009). The main intention to gather the research data based on Germany is the similarities between general studies and life science courses.

General studies course takes place in the curricula from the first to the fourth grade of primary schools in Germany. It is one of the three main courses together with German and Maths (Ministerium für Kultus, Jugend und Sport Baden-Württemberg, 2004). The word 'general studies' is difficult to put forward a direct translation; however, it refers to environmental, social, and science education (Kuhn, 2002). It is an interdisciplinary course in which the contents of social studies and science courses are taught simultaneously. This interdisciplinary approach has been seen in further stages. For instance, in Gymnasiums, this course's name is called 'World and Environmental Studies' in the fifth and sixth grades. Nevertheless, in the seventh and eighth grades, the science course is divided into biology, chemistry, and physics due to the abandonment of the interdisciplinary approach. On the other hand, this varies in the states (Barke et al., 2012). Regarding being interdisciplinary, the courses of life science in Turkey and general studies in Germany have shown considerable similarities. In the contents of both courses, the subjects of social studies and science are integrated following the pupils' developmental characteristics. In Turkey, as well, life science has been constructed through a holistic approach and it is one of the main courses taught in the first, second, and third grades in primary schools.

The name of the general studies course varies in the states. For example, it is called 'Heimat und General Studies (heimat: homeland)' in Bayern; 'Heimat und Sachkunde (sachkunde: speciality)' in Thüringen; 'Sachunterricht' in Berlin, Bremen and Hessen; 'Human, Nature and Culture (mensch, natur und kultur)' in Baden- Württemberg (Knörzer, 2006). Mensch, Natur und Kultur (MNK) is equivalent to Sachunterricht course in Baden-Württemberg during 2004-2015. After the program was renewed in this state in 2016, the name changed again as Sachunterricht. Music and Art were included in the program as separate courses (Lohrmann, 2017). Although there are differences in the name of the course according to the states, there is a national unity in the competences included in the teaching programs followed in the teaching of the courses. Although the name of course varies in the states in Germany, the curricula have been maintained based on national unity.

In Turkey, the Life Science course has been taught under this name since the beginning of the Republic period and has maintained its occurrence in first, second, and third grades in the curriculum. With its interdisciplinary structure in which social and environmental studies are integrated, Life Science is taught in primary education to enable the pupils to be good individuals and citizens. Accordingly, it has been seen that the subjects of social and environmental studies have been integrated in line with the pupils' developmental characteristics. The subjects related to the pupils' life has been holistically presented to them with pupil-centered approach (Gultekin, 2015). Therefore, the Life Science course has a unique structure where pupils' developmental characteristics are valued.

In first and second grades during primary education in Turkey, the Life Science course is given four hours a week and 3 hours a week in third grade. As unit-based understanding has been adopted, the curriculum includes six units with similar names in third grade. The unit names of the curriculum are as follows: "Life in Our School", "Life in Our House", "Healthy Life", "Safe Life", "Life in Our Country" and "Life in Nature" (Ministry of National Education [MoNE], 2018). Education for Citizenship does not exist as a separate subject during the first stages of primary education. Instead, the citizenship values are initially built upon the Life Science course. The course aims to make pupils be active citizens by giving real-life examples.

In Germany, primary schools are regarded as the places where different pupils are gathered. Regardless of their ethnicity and skills, each pupil learns with others. Cultural diversity is considered a resource for cultural and social learning processes and, besides, an opportunity for primary education processes. The pupils' requirements are considered while determining content, teaching methods, and task types. In addition, their learning speed and other ways of teaching are considered based on pupils' development stages. Moreover, cooperative learning is of great value in primary education (Ministerium für Kultus, Jugend und Sport Baden-Württemberg, 2016). With the latest curricula updates in Turkey, attempts to design a Life Science course where active learning environments are created to make the pupils happy have been made. Yet, studies have indicated failures to put the curricula into practice (Erdogan et al., 2015). Investigating this course from pupils' perceptions in Germany as a similar

system and determining the problems of implementation is noteworthy to resolve the problems in Turkey.

Primary education pedagogically balances between children's constructive processes and controlled educational processes. This offers individually-directed and communicative learning opportunities and, thus, pupils are supported to socialize. The quality of vocational support depends on children's achievement to acquire competencies. Learning must be individually adapted and therefore differentiated in one sense; on the other hand, all children with different levels of learning must be included in a common course and scope (Ministerium für Kultus, Jugend und Sport Baden-Württemberg, 2004). This study is designed to elucidate pupils' perceptions and expectations from the general studies course in the German system where it is taught through different methods, techniques, and experiences by considering individual differences. In the current research, the answers to the questions on pupils' expectations from the general studies course, such as teaching processes of the course, the subjects liked and disliked by them, unforgettable memories, the materials, and the way they wanted to learn this course, have been sought. Revealing pupils' perceptions and expectations in general studies course in Germany hold implications for benefitting from the course with greater extent, determining and eliminating the requirements and fostering the teaching process. In this regard, it is thought that the findings of this study will shed light on practices.

The Aim of the Study

The main objective of this study is to examine third-grade pupils' perceptions of the general studies course in primary education. Their attitudes towards the subjects (liked/disliked), the materials, pictures drawn by the pupils, their explanation on those pictures were investigated. The answers to the following questions were sought:

- What are the most liked/disliked/found boring subjects of general studies course by the pupils?
- What are the unforgettable experiences during the general studies course?
- What are the frequently-used materials in the general studies course?
- What are the pupils' expectations from the general studies course?

Method

This section covers research design, study group, data collection instruments, and data analysis.

The Research Design

This study is designed as phenomenological research. The purpose of phenomenology is to understand and describe a phenomenon in-depth by bracketing taken-for-

granted assumptions. Phenomena are concerned with incidents, experiences, concepts, and situations (Yildirim & Simsek, 2013). Phenomenology focuses on the meaning of a phenomenon studied and illuminates the individuals' experiences concerning the topic. For this reason, phenomenology attempts to gain a profound insight into the individuals' experiences (Johnson, 2000; Smith & Eatough, 2007, cited in Onat-Kocabişik, 2016). The purpose of the phenomenological approach is to identify the individuals' perceptions of a phenomenon (an object or aspect known through the senses), to elucidate the interpretations attributed to it by them, and to explain their feelings (Patton, 2014). Although phenomenology has many applications, subjective experience is prioritized in each of them (Onat-Kocabişik, 2016). This study attempts to elucidate the pupils' perceptions of the general studies course, their interpretations, feelings, and expectations from course subjects. The findings of the study are thought to hold implications for Life Science course in Turkey.

Study Group

The current research was conducted for the 2016-2017 academic year in two state schools that were easy- accessible for one of the researchers in Stuttgart, the capital of Baden Württemberg state in Germany. Accidental or convenience sampling is a type of sampling which aims to prevent time, financial, and labor waste. The researcher in this sampling method attempts to study the most easy-accessible and affordable case (Cohen and Mannion, 1989; Ravid, 1994, cited in Büyüköztürk et al., 2017). The participants from those schools were drawn through typical case sampling, a type of purposive sampling. Typical cases are situations consisting of sufficient information about the incident or phenomenon studied amongst the similar ones in the universe. They include usual situations that are considered typical or average (Patton, 2005, cited in Baltacı, 2018). The fact that a researcher employs typical cases is important to explain a culture or social phenomenon to the individuals who are not familiar with it (Miles & Huberman, 1994, cited in Baltacı, 2018). The study group of this research was obtained by conferring with teachers working in third grades in the abovementioned schools. The pupils, not being extreme but considered as average, who attended the general studies course participated in the study. Table 1 shows the characteristics of the participants.

Table 1.

Characteristics of Participants

School*	Girl	Boy
PLUTOSCHULE	11	13
URANUSSCHULE	13	4
Total	24	17

*The names of the schools are anonymous.

As seen in Table 1, 11 girls and 13 boys enrolled in PLUTOSCHULE; 13 girls and 4 boys from URANUSSCHULE participated in the study. There was a total of 41 pupils in the study.

Data Collection

The pupils were requested to fill in the form with five open-ended questions developed by the researchers and constructed by two experts, one of whom was specialized in classroom teaching and the other in measurement and evaluation. The form was modified from the one used by Baysal et al. (2018). The open-ended questions were as follows: 1) What are the subjects you like most in the general studies course? 2) What are the subjects you dislike or find boring in the general studies course? 3) What is your special, unforgettable experience in the general studies course? 4) Which materials do you use in the general studies course? 5) What are your expectations from the teaching of the general studies course? Could you draw it? The pupils were asked to draw how they imagined the teaching of the course and to explain their drawings. Audio recordings were also conducted. The administration of the form, drawing, and audio recording was done by one of the researchers between 10-20 July 2016 (The summer holiday begins after 25th June in Baden Württemberg every year).

Data Analysis

The research data were analyzed through content and descriptive analyses. The subjects liked or disliked by the pupils and the materials used in the general studies course were analyzed through content analysis. Using content analysis, researchers can identify concepts and relationships. However, the pupils' unforgettable experiences and their drawings were investigated through both content and descriptive analyses. A Descriptive analysis enables the researcher to explain a given data set under the themes in the research, to summarize, to probe causal relationships, and to draw conclusions. Besides, this technique allows data presentation based on research questions (Yildirim & Simsek, 2013). The forms gathered from the pupils were enumerated first, then the answers to each question were translated from German into Turkish and read by the researchers. The answers given by the pupils were separated depending on common descriptions. The descriptions obtained from the forms were coded and the categories determined. The researchers separately identified the categories and ensured consistency during coding and categorization. After that, the disagreements upon entitlement of cluster of categories were eliminated and a consensus was achieved. Four main categories were identified as follows: the subjects and fields in general studies course liked and found boring by the pupils, their unforgettable experiences during the course, the materials used in the course, and their expectations from the teaching of the course. The findings of the study were presented based on categories.

The analyses showed that pupils used the term MNK instead of general studies. The reason for this was, grouped with art and music courses, the general studies course

was included in the curriculum under the title of MNK. The group of the courses, integrated into the curriculum between 2004-2016, were divided as of 2016-2017. Thus, three separate courses were independently included in the curriculum. General studies was centralized in the grouped course; however, other courses had the characteristics of supporting it with a thematic approach.

Validity and Reliability Analyses

The issues agreed and disagreed by the researchers were determined. For this paper, the reliability of the research was calculated by the formula described by Miles & Huberman (1994) ($\text{reliability} = \frac{\text{consensus}}{\text{consensus} + \text{dissidence}} \times 100$) (Tavsancil & Aslan, 2001). As a result, the reliability of the coder was 90% and %95 for interviews. Thus, the categories were concluded to be consistent. To provide comprehensibility, direct citations like *"The experiments in MNK were, I think, great"* were included in this paper. The participants' identities were disguised by naming them. For example, 8G.P. refers to the girl pupil with the code of 8. The pupils' parents were informed about the research and they participated voluntarily.

Findings

This section covers four themes based on the research questions. The themes are as follows: *the fields and subjects liked and found boring by the pupils (Question 1 and 2), the unforgettable experiences during the course (Question 3), the materials used in the course (Question 4), and the pupils' expectations from the teaching of the course (Question 5)*. Each theme is presented as tables and, in the tables, descriptions on categories, frequencies, second and fourth categories were included. Moreover, the tables were interpreted.

The Pupils' Perceptions on the Fields and Subjects Liked and Found Boring in General Studies Course

The answers given to the first question of the research (*"Which subjects do you like in the general studies course?"*) are shown in Table 2.

Table 2.

The Pupils' Perceptions on the Fields and Subjects Liked and Found Boring in General Studies Course

Theme	Sub Theme
Subjects	Animals (duck, butterfly, frog)
	Plants (potato, cereal, forest)
	Water/Water cycle
	Weather

	Inventions
	Nature
	Human beings
	Sun
	Wind
	Autumn
	Food pyramid
Activity Field	Art/Handicrafts
	Experiments
	Music

Looking at the pupils' perceptions on the fields and subjects liked and found boring in the course, the assessment was done in terms of two different categories: subjects and activity/ activity field. The subjects liked by the pupils were mostly found to be such scientific contents as animals (duck, butterfly, frog), plants (potato, cereal, forest), water/water cycle, and weather. Although the subject of Human Beings in Social Studies was among the ones liked by a few of the pupils, one of the subjects of Sun, Wind, Autumn, and Food Pyramid were reportedly liked by each pupil. Most pupils uttered that they liked art/ handicrafts as an activity field, some of them articulated that they liked experiments and a few of them stated that they liked music in the course. Table 3 reveals the answers given to the second question of the research which is "What are the subjects you dislike/ find boring in general studies course?"

Table 3.

The Pupils' Perceptions on the Subjects Disliked/Found Boring in General Studies Course

Theme	Sub Theme
The Subject Disliked	None
	Animals (duck, butterfly, frog)
	Plants (potato, cereal)
	Weather
The Subjects Found Boring	Nature
	Human beings
	Nutrition
	Inventions
	Water
The Activity Fields Found Boring	Art
	Music

As for the pupils' perceptions of the subjects disliked/ found boring in the course, the evaluation was made in terms of three categories: the subjects disliked, the subjects found boring, and the activity fields found boring. One point worth highlighting is that the pupils did not emphasize a subject which they disliked. The subjects that the participants got bored of were mostly animals, plants, and air, but less of nature, people, and nutrition. Few of them were bored with inventions and water. Also, few of them reported that they found the subjects of inventions and water boring. The

participants were observed to be equally bored of art and music as an activity field in the course.

The Pupils' Perceptions on Their Unforgettable Experiences in General Studies Course

Table 4 covers the answers given to the third question of the research which is "What is your unforgettable and special experience in general studies course?"

Table 4.

The Pupils' Perceptions on Their Unforgettable Experiences in General Studies Course

Theme	Sub Theme
Positive experiences on subjects	Animals (duck/frog/butterfly)
	Plants (potato/forest/cereal)
	Weather
	Human beings
	Nature
	Inventions
	Thermometer
Positive experiences on activity/Activity field	Experiments
	Art/Handicrafts (coloring)
	Culture
	Games
Negative experiences	The exam about weather
	Worksheets about potato

As seen in Table 4, the pupils' perceptions of their unforgettable experiences in the general studies course were divided into two categories: positive and negative experiences. Furthermore, positive ones were presented as two sub-categories that were subjects and activity/activity field. The pupils said that their unforgettable experiences in the general studies course were mostly positive whereas a few said theirs were negative. Most of the pupils remembered their experiences about the subjects of animals, plants, and weather; some of them recalled the ones about the subject of human beings and few bethought their experiences and experiments about inventions and the thermometer.

Concerning their experiences about animals, the pupils affirmed that "We also have a duck." (14G.S.), "Ducks swim well as they have webbed feet." (11G.S.). Regarding their experiences about plants, they stated that "We have learnt a lot from the potato." (14B.S.), "The plants die of thirst." (11B.S.) and "The week in the forest house was amazing, everything was exciting, and we have learnt some things." (12G.S.). By saying "I loved the subjects of animals and plants in general studies course." (9B.S.), a pupil pointed out that he would not forget about both subjects. In addition, one of the pupils emphasized that he would not forget about his experience upon the making of a thermometer by uttering that "The thermometer we have made on our own is the most special to me." (13B.S.).

A great number of pupils were observed to regard their experiences in general studies course as unforgettable. The pupils expressed their opinions with different statements: "I liked the experiments we did." (2B.S.), "I liked doing experiments." (4B.S.), "I liked experiments." (1G.S.), "I found the experiments about the subject of weather interesting." (4G.S.) and "I think the experiments we did in MNK course are great." (8G.S.). Nevertheless, a pupil answered this question by saying "experiments" (6G.S.). In addition, few pupils emphasized that culture and games were their unforgettable experiences during the course; some of them, however, pointed out that the exams about the weather were their negative experiences. Furthermore, a certain number of them mentioned potato as a negative experience in their worksheet.

The Pupils' Perceptions on the Materials Used in the General Studies Course

The answers given to the fourth question of the research ("Which materials do you use in general studies course?") are presented in Table 5.

Table 5.

The Pupils' Perceptions on the Materials Used in the General Studies Course

Theme	Sub Theme
Stationery Materials	Pen (pencil/fountain pen/crayon)
	Glue (adhesive)
	Paper (notebook/worksheet/carton)
	Scissors
	Eraser (ink eraser)
	Chalk
	Watercolor
	Folder
	Brush
	Ruler
	Xylophone
Realia	Water
	Candle
	Saucepan
	Potato
	Peeler
	Cloth
	Thermometer
	Paper bag
	Soil
	Wax
	Duck
	Seed
	Bag
Oil	
Bowl	
Cereal	

Other	Computer Instruments Poster
--------------	-----------------------------------

As shown in Table 5, three main categories regarding the pupils' perceptions of the materials used in the general studies course were constituted as stationery materials, realia, and others. The pupils mostly used pens (pencil, fountain pen/crayon), glue (adhesive), paper (notebook, worksheet, and carton), and scissors; in addition, they used erasers (ink eraser), chalk, watercolor, and folder to a lesser extent. A few of them stated that they used brush, ruler, and xylophone. On the other hand, for realia, the pupils mentioned that they frequently used water, candle, and saucepan. Some of them remarked that they used potato, peeler, cloth, thermometer, and paper bag. A few of them highlighted that they used soil, wax, duck, seed, bag, oil, bowl, and cereals least. Additionally, computers, instruments, and posters were included in the 'other' category. As seen in the table, there were 30 materials used in the general studies course. It is worth highlighting that realia were used more than technological materials.

The Pupils' Expectations from the Teaching of General Studies Course

By asking "How do you learn general studies course better? Could you draw it?", the pupils were requested to draw a picture and explain it. In this section, the pupils' drawings were examined, and the findings obtained from the interviews about those pictures were presented. Regarding the research data, the pupils' expectations from the teaching of general studies course were divided into sub-themes based on discipline field, subjects, method, and materials. The pupils' expectations are shown in Table 6.

Table 6.

The Pupils' Expectations from the Teaching of General Studies Course

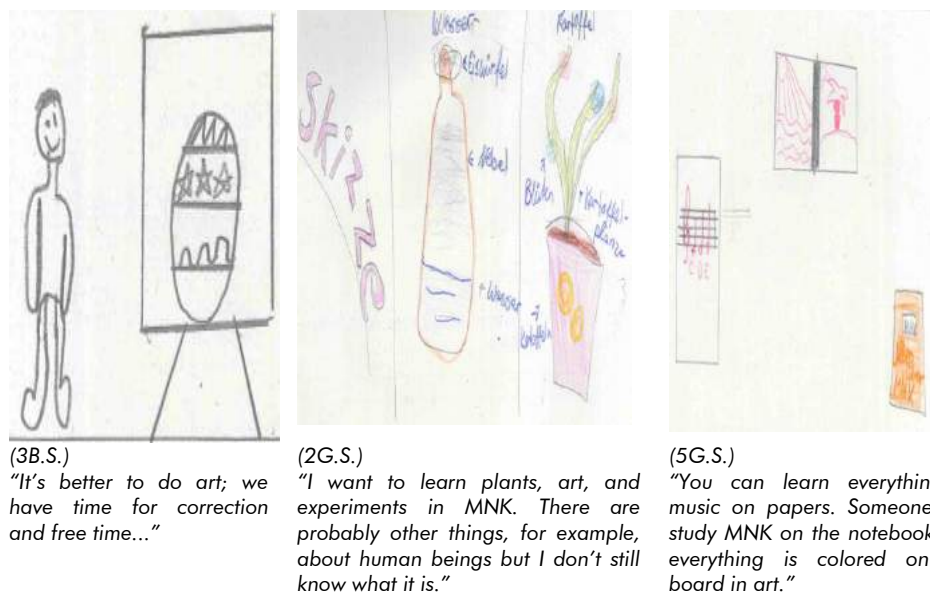
Theme	Sub Theme
Expectations from discipline fields	Art
	Science
	Music
Expectations from subjects	Plants/potato/tees/bushes
	Animals/frogs/ducks
	Human beings
	Weather
	Inventions
Expectations from method	Doing experiments
	Painting on the board
	Writing on the board
	Writing on the notebook
	Individually
	Painting
Expectations from materials	Lecturing
	Creating a weather map

On the board
Writing on the notebook
Examining the books on plants

As seen in Table 6, the pupils' expectations from the teaching of general studies course were assessed based on the four main categories: discipline fields, subjects, method, and materials. When looking at the discipline fields, it could be deduced that the pupils want to learn the course through art, science, and music, respectively. Besides, the pupils were learning the subjects: plants/ potato/ trees/ bushes, animals, human beings, weather, and inventions, respectively. As for the method, the pupils reported that they mostly preferred doing experiments while learning the course. However, some of them opted for painting on the board and few chose the methods of writing on the board or the notebook, learning individually, painting, and lecturing. When looking at the materials, the pupils preferred having this course by creating a weather map, writing on the board, notebook-to a lesser extent-and examining books about plants. The drawings by the pupils concerning the teaching of general studies course through various discipline fields were presented in Figure 1.

Figure 1.

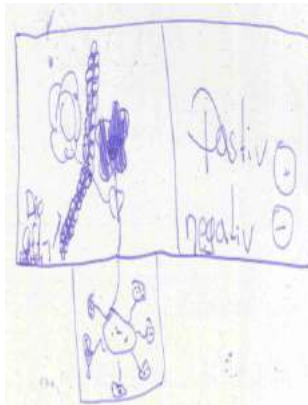
The Pupils' Expectations from the Teaching of General Studies Course Based on Discipline Fields



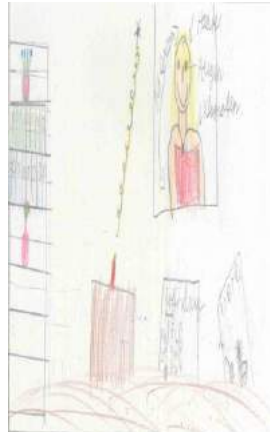
Most of the pupils reported that they wanted to learn plants/potato/trees/bushes in the general studies course; however, few stated that they wanted to learn inventions in the course. The pupils' drawings about their expectations from the subjects in the general studies course were presented in Figure 2.

Figure 2.

The Pupils' Expectations from the Subjects in General Studies Course



(5B.S.)
"The mother lump appears off to one side. I look for the plant on the Earth to paint (with a poisonous bear!) The circles on it are like a plant with two stems. Positive (+) refers to affirmative, the perfect marks (+). (+) means better: A2 is good, A2+ is better. This is positive and negative. I would like to use them."



(6B.S.)
"I want to learn human beings, nature, animals, experiments, and inventions in MNK."



(10B.S.)
"My drawing is a quite large potato. We have to wait long for it to grow."



(19G.S.)
"Trees, bushes, animals."

Most of the pupils expected to learn general studies course by doing experiments; however, a certain number of them want to learn by writing on in their notebook others preferred the lecturing method. Figure 3 shows the pupils' drawings about their expectations from the teaching of the general studies course.

Figure 3.

The Methods Expected by the Pupils in General Studies Course



(7B.S.)
"My favorite field is Mathematics and German. I am good at Mathematics; I can read in German. Music is difficult for me; it is not for me. Arithmetic that I am good at is nonsense and hard. These do not make everything funny, so I want experiments."

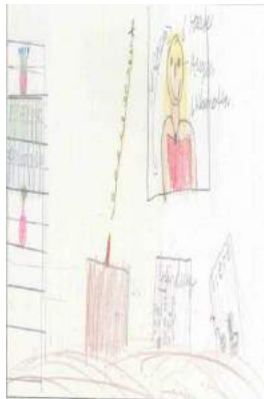


(7G.S.)
"You can see spirals in the drawing and that it is the best experience."

(8G.S.)
"I liked the water experiment. Let me explain the water experiment briefly: first, there is a need for a bottle, ice cubes, and warm water. Pour the water into the bottle; put the ice cubes in the rest. You can see fog but there is no cloud. The best experiment we did was water experiment and I want to do it again."



(13B.S.)
"This is an experiment. There is a candle and spiral. The spiral turns around when you pull it over to the candle. Then, it turns fast. Finally, you can learn that warm air rises."



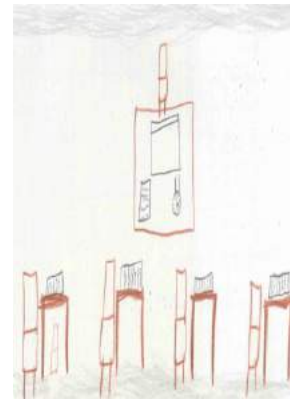
(9G.S.)
"We have done lots of experiments together, but we did not understand some of them. For example, the thermometer has a bottle full of water, then we put some ink in it, but we did not understand. However, the best experiment was the one explaining what a potato plant is. The children's plants grew, it was long, and you can see it. These are our experiments and I want to do again."



(10G.S.)
"I want to do the experiment by which we have learned warm air rises."



(16B.S.)
"Everybody writes in their notebook at the same time."



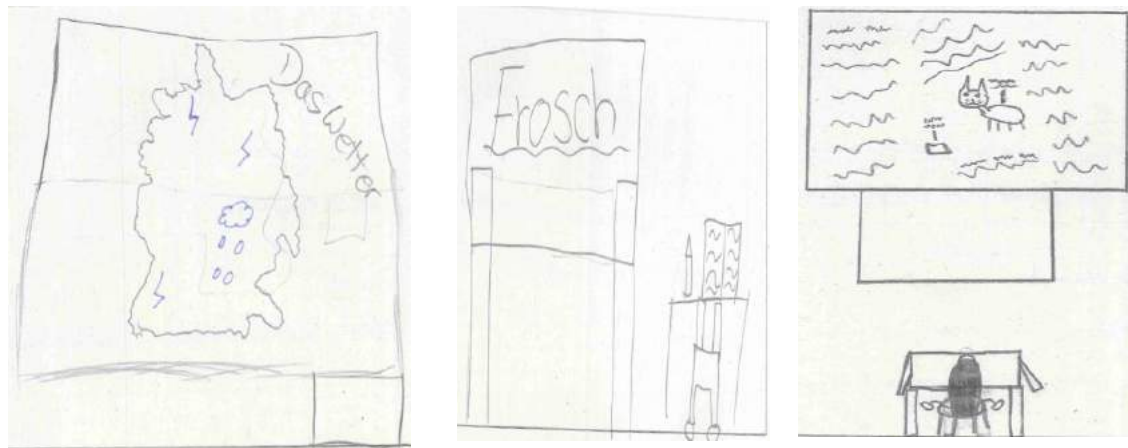
(6G.S.)
"I can learn better when everybody sits alone."

Most of the participating pupils dreamed of using the weather map in life studies lessons, and few pupils dreamed of using books about plants. The examples of

pictures they drew regarding which materials they want to use in the general studies lesson are presented in Figure 4.

Figure 4.

The Materials Expected by the Pupils to be Used in General Studies Course



(3G.S.)
"I want to paint the weather map."

(22G.S.)
"There is a board in the background. The frog on it and 9-year- old L. (name) is sitting next to it."

(1G.S.)
"The child is looking at the board and learning. The topic is animals. Now, the child is writing from the board."

Most of the pupils reported that they wanted to learn general studies course with a weather map, paints, and board; however, few stated that they expected to learn the course with notebooks and books.

Results and Discussion

The pupils' expectations from the teaching of general studies course based on their responses and drawings are as follows:

- According to the findings of the research, it has been revealed that the pupils' favorite subjects in the general studies course are those with scientific contents such as animals (duck, butterfly, frog), plants (potato, cereal, forest), water/ water cycle and weather. Besides, was observed that few pupils liked the subject of human beings included in social studies. However, their least favorite subjects in the course have been indicated as sun, wind, autumn, and food pyramid. Most of the pupils reported that they liked art/handicrafts as an activity/activity field; some stated experiments and a few emphasized that they liked music during the course.

According to the results of the study conducted by Hummel et al. (2012), zoological subjects are more interesting than botanical subjects among fourth, fifth, and sixth-grade pupils. In the current study, it is understood that the pupils preferred the subject

of animals to other subjects. In the related study, it is emphasized that one of the main purposes of science teaching in Germany is to ensure that pupils are environmentally sensitive; being sensitive to the environment also requires an interest in nature. In this direction, living objects should be actively considered in the lessons. In the current study, it can be interpreted that both animals and plants are included as subjects in general studies, potato plants are discussed in lessons, and students like the pupils like these subjects; thus, general studies arouse interest in nature and contributes to the raising of individuals as environmentally sensitive.

Oker & Tay (2019) conducted a qualitative study entitled "Life Science Course from the Eyes of Primary School pupils and What They Want to Learn." According to the study, 2nd and 3rd-grade pupils reported that they wanted to learn about the subjects of health, animals, natural disasters, technology, and hygiene in science. They observed that pupils wanted to learn about the subjects of traffic, sports, our rights, history, Atatürk's life, family, traditions, basic needs, and communication in social studies. In thoughts and values, it was understood that they wanted to learn about the subjects of people's lives and feasts. Finally, the pupils wanted to learn about the subjects related to daily life and wars as well. Nevertheless, subjects that pupils were curious about in the Art and Life Science course were not found in their descriptions. One common finding of both studies is that pupils liked and wanted to study animals' subject and wanted to be learned. Although the pupils reported that the subject of health was their least favorite in the current study, it was among their most favorite in science in the abovementioned study. This is a noteworthy observation. One point worth highlighting is that pupils' favorite activities were defined as art in the present study even though the pupils did not mention art in the study carried out in Turkey.

In their study where they examined the integrity and necessity of the life studies course based on teachers' views, Baysal et al. (2017) concluded that the interviewed teachers touched upon some problems regarding the unequal distribution of the contents of science and social studies in Life Studies course, mentioning that more of social studies were included whereas experiments in science were not given enough importance. They also added that science subjects were taught to a lesser extent and superficially; however, the subjects of social studies were mostly addressed in 2nd and 3rd grades. Indeed, it is worth noting that, in terms of Life Science course in Turkey, the pupils stated they were quite interested in science subjects and those were their favorite including the activities (experiments) in this field.

According to the study by Taneri & Engin-Demir (2013) in Turkey, it was found that pupils preferred animation and group work rather than typing in the Life Science course. Also, the most frequently used teaching methods were lecturing and question-answer. The comparison between the above-mentioned study findings and the current study shows that an examination of the general studies course in terms of methods and techniques is required.

- The participants highlighted that they liked all the subjects in the general studies course. Few pupils found animals and plants, as subjects, and art and music, as activity fields, boring.

Oker & Tay (2019) indicated in their study that 2nd and 3rd-grade pupils defined the Life science course as “a nice lesson”, “a lesson I like” and “a funny lesson”. Oker (2019) concluded in her study entitled “Developing an Attitude Scale for the Life Science Lesson and Pupils” attitudes’ that the attitudes of 2nd and 3rd-grade primary school pupils towards life science were found to be high. Likewise, Tiryaki (2018) inferred in her study entitled “Relationship between Attitudes towards Life Studies Lesson of 3rd Grade Elementary Pupils and Democratic Attitudes” that 3rd-grade pupils had a positive attitude towards life studies lessons and their level of democratic attitudes was high. According to the findings of the abovementioned and present study, it has been shown that the pupils liked the subjects of the course both in Turkey and Germany.

- The pupils’ positive experiences in general studies course were related to the ones about the subjects of animals and plants. On the other hand, few pupils stated the negative experiences in the course as the exam about the weather and the worksheets about the subject of potato.

As pupils described these as negative experiences, it indicates that they do not prefer such activities based on writing. Furthermore, the findings imply that the pupils’ age in this period is not suitable for taking exams.

- The pupils reported that they used such materials as stationery materials, realia, and others in the general studies course. According to the findings of the study, it was found that pen, glue, paper, and scissors were the most frequently used materials in the course.

Wegner et al. (2014), pupils generally find regular school lessons boring. They state that projectors, smart boards, and interactive learning software can be used as a solution to this problem. Thus, science subjects will be more exciting. In the current study, such tools were not used in the general studies lesson in Germany. From the results of various studies in Turkey, it can be inferred that these tools are used in the Life science course (Baysal et al., 2018; Üstündağ et al., 2008).

In the present study, it is concluded that the life studies textbook is not used at all. However, studies in Turkey show that the most used teaching material is the textbook (Baysal et al., 2018; Taneri & Engin-Demir, 2013; Ustundag et al., 2008). It is worth emphasizing that most of this course materials in Germany are from real life and easily available vital materials and instruments.

- Most pupils expected learning by art from the teaching of the general studies course. However, some of them wanted to learn by music. Most pupils also wanted to learn about plants; few wanted to learn about inventions. Some wanted to learn by experiments; few wanted to learn by the lecturing method.

Some of the pupils emphasized that they preferred learning by making a weather map. Again, few uttered that they wanted to learn by writing in their notebook and by studying the books about plants.

The findings of the present study hold implications for the fact that experiments are widely included in the general studies course since the experiments are among the pupils' favorite activities and the pupils want to learn by doing experiments in the course. Furthermore, it has been deduced from the materials used in the course that the activities regarding art, music, and handicrafts are carried out during the course. Taneri & Engin-Demir (2013) articulated in their study how Life Science courses are taught; the teacher gives the lecture in front of the board and the pupils listen based on deductions from pupil dramas. Therefore, the researchers emphasized that the pupils' key role is to listen to the teachers' explanations. Again, the dramas by the pupils in the abovementioned study showed that the common characteristics of the pupils assuming the role of teachers were the use of the question-answer method. Similarly, Ustundag et al. (2008) mentioned that teachers in 2nd grades mostly use question-answer methods during learning- teaching process.

Sahin & Güven (2016) conducted a study in Turkey entitled "The Opinions of Primary School Teachers on Teaching Methods and Techniques in Science and Technology, Science of Life Courses and Social Studies". The results obtained from the study showed that primary school teachers prefer lecturing, case study, question-answer, brain-storming and demonstration experiment methods in science and technology, social studies, and science of life courses. Regarding the reasons why participants do not use different methods and techniques in the cited courses, the teacher mentioned problems concerning the dearth of laboratories, shortage of materials, crowded classrooms, and double-shift schooling.

Also, this study indicated teachers' excessive usage of technology during the courses. Accordingly, it was interpreted that perpetual usage of technology in classrooms hinders the applications of different methods and techniques. Utkur (2016) probed into different methods and techniques used in the Life Studies course by two teachers and the observations showed that one of the teachers used direct instruction and generally made the pupils watch videos. Similarly, Demir & Ozden (2013) determined in their study that the most used method by classroom teachers in this course was lecturing.

Günes & Demir (2007) conducted a study entitled "Effect of Life and Science Courses Presented in Primary School Curriculum on Preparation of Pupils for Science Learning" proposing that life science and Science courses are quite effective but insufficient for preparation of pupils to science learning. This may be due to the scope of science subjects in the Life science course, the teaching of the course as well as teachers' teaching strategies. Life science courses considered important for science teaching were observed to be ineffective to a great extent and different applications were required. The classroom teachers require performing such pupil-centered activities as experiments, observations, drama, brain-storming, and projects to enhance their pupils' perspectives in science subjects in life science courses.

In the light of the findings, it has been observed that their favorite subjects in the general studies course are those with science content and the pupils' expectations from the teaching of the course are for art, science, and music fields. Based on this, certain steps may be taken for social studies content to be liked by the pupils. Besides, it is suggested that exams and worksheets described as negative experiences by the pupils, be reduced in life science courses.

References

- Baltacı, A. (2018). Nitel araştırmalarda örnekleme yöntemleri ve örnek hacmi sorunsalı üzerine kavramsal bir inceleme. *Bitlis Eren Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 7(1), 231-274.
- Barke, H.-D., Harsch, G., & Schmid, S. (2012). Teaching aims. In *Essentials of Chemical Education* (pp. 61-92). Springer.
- Baysal, Z. N., Apak-Tezcan, O., & Arac, K. E. (2018). Perceptions of elementary school students: Experiences and dreams about the life studies course. *Universal Journal of Educational Research*, 6(3), 440-454. <https://doi.org/10.13189/ujer.2018.060311>
- Baysal, Z. N., Tezcan, O., & Demirbas-Nemli, B. (2017). Hayat bilgisi ders btunlugunun ve gerekliliginin öğretmen görüşlerine göre incelenmesi. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, (30), 476-492. <https://doi.org/10.14582/DUZGEF.759>
- Buyukozturk, S., Kilic-Cakmak, E., Akgun, O. E., Karadeniz, S., & Demirel, F. (2017). *Bilimsel araştırma yöntemleri* (23. baskı). Pegem Yayınları.
- Demir, S., & Özden, S. (2013). Sınıf öğretmenlerinin öğretimsel stratejilere yöntemlere ve tekniklere ilişkin görüşleri: Hayat bilgisi dersine yönelik tanılayıcı bir çalışma. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 14, 59-75.
- Erdogan, M., Kayir, C. G., Kaplan, H., Asik-Unal, U. O., & Akbunar, S. (2015). 2005 yılı ve sonrasında geliştirilen öğretim programları ile ilgili öğretmen görüşleri: 2005-2011 yılları arasında yapılan araştırmaların içerik analizi. *Kastamonu Eğitim Dergisi*, 23(1), 171-196.
- Gultekin, M. (Ed.). (2015). *Hayat bilgisi öğretimi*. Nobel Yayınları.
- Güneş, T., & Demir, S. (2007). İlköğretim müfredatındaki hayat bilgisi derslerinin, öğrencileri fen öğrenmeye hazırlamadaki etkileri. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 33(33), 169-180.
- Hummel, E., Glück, M., Jürgens, R., Weisshaar, J., & Randler, C. (2012). Interesse, wohlfinden und langeweile im naturwissenschaftlichen unterricht mit lebenden organismen. *Zeitschrift für Didaktik der Naturwissenschaften*, 18, 99-116.
- Knörzer, M. (2006). Analyse der Bildungspläne für die Grundschule: Baden Württemberg Mensch, Natur und Kultur. In *Bestandsaufnahme zum Sachunterricht an Grundschulen hinsichtlich Zugängen zu nachhaltiger Entwicklung, Umwelt, Globalisierung und interkulturellem Lernen* (pp. 4-10).
- Köhnlein, W. (2011). *Die Bildungsaufgaben des Sachunterrichts und der genetische Zugriff auf die Welt*. http://www.gdsu.de/gdsu/wp-content/uploads/2011/02/koehnlein_1_11_a.pdf
- Kuhn, H. W. (2002). *Sachunterricht*. https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwip3djVnfPuAhWE_qQKHVE_Cj0QFjAAegQIAxAD&url=https%3A%2F%2Fwww.ph-freiburg.de%2Ffileadmin%2Fdateien%2Ffakultaet%2Fsozialwissenschaft%2Fsachunterricht%2Falte%2520daten%2FPublikationen%2FSachunterricht_engl.doc&usq=AOvVaw3u5mkJZubGhXWC_3YsfsOy
- Lohrmann, K. (2017). *Zur Situation des Sachunterrichts in Baden-Württemberg*. http://www.gdsu.de/wb/pages/landesbeauftragte/baden-wuerttemberg.php?searchresult=1&sstring=lohrman#wb_7
- MoNE (Ministry of National Education) (2018). *Hayat bilgisi dersi öğretim programı (1, 2 ve 3. sınıflar)*. Ankara: MEB Yayınları.
- Ministerium für Kultus, Jugend und Sport Baden-Württemberg. (2004). *Bildungsplan 2004*.
- Ministerium für Kultus, Jugend und Sport Baden-Württemberg. (2016). *Bildungsplan 2016*.
- Oker, D. (2019). *Hayat Bilgisi dersi tutum ölçeğinin geliştirilmesi ve öğrencilerin hayat bilgisi dersine yönelik tutumları ve görüşleri* (Yayınlanmamış Yüksek Lisans Tezi). Kırşehir Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü.
- Oker, D., & Tay, B. (2019). İlkokul öğrencilerinin gözünden hayat bilgisi dersi ve öğrenmek istedikleri konular. *Eğitim Kuram ve Uygulama Araştırmaları Dergisi*, 5(3), 409-425.
- Onat-Kocabiyik, O. (2016). Olgubilim ve gömülü kuram: Bazı özellikler açısından karşılaştırma. *Trakya Üniversitesi Eğitim Fakültesi Dergisi*, 6(1), 55-66.

- Ozturk, C., & Dilek, D. (2004). Hayat bilgisi ve sosyal bilgiler ogretim programları. Ozturk, C. & Dilek, D. (Eds.), *Hayat Bilgisi ve Sosyal Bilgiler Ogretimi* (ss. 47-81). Pegem Yayinlari.
- Patton, M. Q. (2014). *Nitel arastirma ve degerlendirme yontemleri*. Butun, M., & Demir, S. B. (Translation Eds.). Pegem Yayinlari.
- Sahenk, S. S. (2009). Fransa egitim sistemi. Ada, S. & Baysal, Z. N. (Eds.) *Egitim Yapilari ve Yonetimleri Acisindan Cesitli Ulkelere Bir Bakis* (ss. 197-214). Pegem Yayinlari.
- Sahin, D., & Guven, S. (2016). Sinif ogretmenlerinin fen bilimleri hayat bilgisi ve sosyal bilgiler derslerindeki yontem ve teknik kullanimina iliskin gorusleri. *Online Fen Egitimi Dergisi*, 1(1), 42-59.
- Taneri, P. O., & Engin-Demir, C. (2013). Ogrenci gozuyle hayat bilgisi dersinin islenisi: bir nitel arastirma yontemi olarak yaratıcı drama. *Ilkogretim Online*, 12(1), 267-282.
- Tavsancil, E., & Aslan, E. A. (2001). *Sozel, yazili ve diger materyaller icin icerik analizi ve uygulama ornekleri*. Istanbul: Epsilon.
- Tiryaki, B. (2018). Ilkokul 3. sinif ogrencilerinin hayat bilgisi dersine yönelik tutumlarıyla demokratik tutumları arasındaki iliski (Yayımlanmamis Yuksek Lisans Tezi). Fırat Üniversitesi Eğitim Bilimleri Enstitüsü.
- Ustundag, T., Ayvaz-Tuncel, I., & Cobanoglu, F. (2008). Ilkogretim 2. siniflarda ogrenme-ogretme surecinin betimlenmesine iliskin bir durum çalisması. *Ilkogretim Online*, 7(2), 349-360.
- Utkur, N. (2016). Ogretmenlerin kullandıkları yontem ve teknik farklılıkları: Hayat bilgisi dersi ornegi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16(2), 1631-1651.
- Wegner, C., Strehlke, F., & Weber, P. (2014). Investigating the differences between girls and boys regarding the factors of frustration, boredom and insecurity they experience during science lessons. *Themes in Science and Technology Education*, 7(1), 35-45.
- Yildirim, A., & Simsek, H. (2013). *Sosyal bilimlerde nitel arastirma yontemleri* (9. baskı). Seckin Yayıncılık.

Authors

Z. Nurdan BAYSAL works as a professor at the Primary Teacher Education program of Atatürk Faculty of Education, Marmara University. Her interest areas include primary school, life studies, thinking skills, and teacher training.

Zeynep DILBER-OZER is a primary school teacher at the Istanbul Provincial Directorate of National Education. Her interest areas include primary school, and the general studies course.

Contact

Prof. Dr. Z. Nurdan BAYSAL, Marmara University.
Atatürk Faculty of Education, Kadıköy, Istanbul,
Turkey.
e-mail: znbaysal@marmara.edu.tr

Zeynep DILBER-OZER
Istanbul Provincial Directorate of National
Education, Istanbul, Turkey.
e-mail: zeynepdilber@yahoo.com