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İÇİNDEKİLER

The Assessment of the Questions for 5.-7 Classroom Social Studies Textbooks in Turkey with Gallagher and Aschner's Questions Classification

Türkiye'deki Ortaokul 5-7. Sınıf Sosyal Bilgiler Ders Kitaplarında Yer Alan Soruların Gallagher ve Aschner'ın Soru Sınıflamasına Göre Değerlendirilmesi

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Abstract: In this study, questions in 5th, 6th, and 7th grade social studies textbooks were evaluated using Gallagher and Aschner's question categorization to determine their level. A document analysis was conducted in this study. Descriptive analysis was used for data analysis. Depending on the Gallagher and Aschner question classification, four themes were identified: cognitive memory, convergent thinking, divergent thinking, and evaluative thinking. The ratio of questions to instructional time in the learning domains was evaluated to determine which level was most intensive. As a result, questions focus on cognitive memory and convergent thinking; divergent and evaluative thinking is undervalued; children's abilities in remembering, identifying, deciding, comparing, making connections, summarizing, offering examples, and interpreting are emphasized. In addition, the level of questions directed to children during and after instruction was found to vary and not be evenly distributed across learning areas.

Keywords: Social studies textbook, Gallagher and Ashner question classification, secondary school

Öz: Araştırmada 5., 6. ve 7. sınıf Sosyal Bilgiler ders kitabında yer alan soruların Gallagher ve Aschner'ın soru sınıflamasına göre değerlendirilmesi yapılmış; soruların hangi düzeyde oldukları tespit edilmeye çalışılmıştır. Çalışmada doküman analizi yapılmış, verilerin analizinde ise betimsel analiz kullanılmıştır. Gallagher ve Aschner soru sınıflamasına dayalı olarak "alt düzey yakınsak, üst düzey yakınsak, alt düzey ıraksak ve üst düzey ıraksak" olmak üzere 4 tema belirlenmiştir. Öğrenme alanları bağlamında ise hangi düzeyin yoğunluk gösterdiğini tespit etmek amacıyla soruların derse ayrılan süreye oranı tespit edilmiştir. Araştırma sonucunda ders kitaplarında yer alan soruların alt ve üst düzey yakınsak alanla sınırlı kaldığı, alt ve üst ıraksak alana gerektiği kadar önem verilmediği; çocukların özellikle hatırlama, tanımlama, belirleme, karşılaştırma, ilişki kurma, özetleme, örnek verme, yorumlama becerilerinin ön planda tutulduğu belirlenmiştir. Ayrıca ders sürecinde ve ders sonrasında çocuklara yöneltilen soru düzeylerinin her öğrenme alanında farklılaştığı ve dengeli dağılmadığı görülmüştür.

Anahtar Kelimeler: Sosyal bilgiler ders kitabı, Gallagher ve Ashner soru sınıflaması, ortaokul

Introduction

A question is a second-hand, inquiry-based statement that makes people curious and enables them to think and gain knowledge through curiosity (Akbulut, 1999). Socrates, who strives to question assumptions and uncover contradictions and new information (Corley & Rauscher), uses questions, and he claims that questions are "a midwife that brings forth ideas from the mind" (Austin, 1949). Questions are essential for activating higher order thinking skills and recognizing children's thinking. In this regard, questions should be stimulating, arouse the student's curiosity, be in a gradual and logical sequence, and allow students to identify specific points (Garlikov, 2006).

Question levels have a special meaning when asking questions. Question level depends on the complexity of the cognitive process required to answer a question. The questions that ask students to repeat what they have learned are easy; whereas the questions that ask them to think about and justify what they have learned are difficult (Açıkgöz, 2014). In this context, questions are classified based on their cognitive level, and lower and higher-level questions are classified according to this cognitive level (Corley & Rauscher, 2013). High-level questions require students to analyze and interpret the information and support their answer with evidence, while low-level questions simply ask students to recall knowledge

they have already received from the teacher (Corley & Rauscher, 2013; Newman, 1990). The categorization of questions is done for the following reasons: to ask cognitive questions at the targeted level, to improve students' cognitive level, to ask questions that are logical, consistent, and interconnected, and to acquire asking questions as a skill (Büyükalan Filiz, 2002).

Researchers to date have created numerous taxonomies (classifications) related to levels of cognitive learning. The best known of these is Bloom's Taxonomy, which divides thinking into six cognitive levels according to the degree of complexity. Knowledge, comprehension, and application form the lowest three levels of Bloom's Taxonomy, while analysis, synthesis, and evaluation form the highest three levels (Forehand, 2005). Bloom's taxonomy is hierarchical, that is, it goes from the lowest to the highest level. Accordingly, in the knowledge phase, knowledge is remembered and recognized. In the comprehension phase, the knowledge acquired in the knowledge phase is assimilated, interpreted, and expressed. In the application phase, the knowledge acquired by the student is used to solve the problem situation encountered; generalizations are made, connections are made between information, results are predicted, and conclusions are drawn. Information is presented in the context of a cause-effect relationship; the elements that make up the information are distinguished and summarized in the analysis phase; the

original product is presented in the synthesis phase; an event or situation is criticized; and a judgment is made according to the criterion in the evaluation phase (Birgin, 2016). In the 1990s, Lorin Anderson, a former student of Bloom, revised the taxonomy with a team of cognitive psychologists. In the revision published in 2001, Bloom's six categories were changed from nouns to verbs. In addition, the knowledge level, which was originally the lowest level, was changed to remembering, understanding, synthesising, comprehending, and creating (Forehand, 2005).

Biggs and Colis (1982) created the Solo taxonomy (structure of observed learning outcomes) in contrast to Bloom's classification of cognitive domains. The Solo taxonomy consists of 5 levels: pre-structural, uni-structural, multi-structural, relational, and extended abstract. At the pre-structural level, the student receives the information; no learning occurs here. At the uni-structural stage, the student processes the information without going into detail, just listing, and naming it. At the multi-structural stage, students approach a situation or event from different aspects, but need help to make a connection and see the big picture. Students combine acquired knowledge, analyze it by associating it, and arrive at synthesis in the relational stage. In the extended abstraction stage, students generalize acquired knowledge and apply it to different domains. They can hypothesize and theorize. In this stage, students reach the level of metacognition (Keskin, Coşkun-Keskin, & Kırtel, 2016).

The subject of the study and another classification model is the question classification presented by Gallagher and Aschner in 1963. This classification helps to understand the levels and types of questions. It helps teachers to select questions at different cognitive levels to use in the teaching process (Wiseman & Hunt, 2008). Gallagher and Ashner's question classification consists of a 5-level model: (1) a cognitive memory (low-level convergent), (2) High-level convergent, (3) Low-level divergent, and (4) High-level divergent (evaluation) (5) Routine (Gallagher & Ashner, 1963; Liu, 2005; Newton, 2017; Smith & Szymanski, 2013). There are similarities between the Gallagher and Aschner's (1963) question classification model and the taxonomy of Bloom et al. (1956). Recall is considered the lowest level of thinking in Bloom and Gallagher & Ashner's taxonomy, whereas synthesis and evaluation are regarded as the highest. According to the Gallagher and Ashner model, questions with only one correct response are convergent and low-level questions. In contrast, questions with multiple alternative solutions are high-level questions. The model similarly levels up convergent and divergent questions as in Bloom's taxonomy (Smith & Szymanski, 2013). Convergent questions are simple and factual questions and presuppose knowledge. They depend on memory of knowledge already learned. Divergent questions are reflective, explicit, transparent, conceptual, abstract, and complex. Creativity involves mental processes such as analysis, synthesis and evaluation, and problem solving. These two types of questions are essential for learning. Reflective questions are the extension and elaboration of low-level questions. Therefore, they are mutually dependent (Liu, 2005). Gallagher and Aschner's classification levels of questions are detailed below in Figure 1.

1)Cognitive memory (low level convergent)	• This is the lowest level, and questions require learners to remember, describe, name, specify, indicate, and answer yes or no. "Basic question structures include "Who, what, where, and when." • Examples of questions at this level are "What is your grandmother's phone number?", "What were some of the main points of our discussion?", Examples of questions in this category do not require the learner to connect or relate facts but rely solely on the mutual response of the teacher and the student.
2)High level convergent	• Emphasizes describing, defining relationships, summarizing, highlighting the order of events, contrasting, and comparing. The fundamental question patterns are "why, why, how, and in what respect. • "How are dogs and cats similar? Why was the character unhappy at the beginning of the story?
3)Low-level divergent	• Emphasizes estimation, hypotheses, inference, and reconstruction. Basic question patterns include "imagine, suppose, guess, if...then..., how can you accomplish it, design it, what are some possible outcomes?" Low-level divergent questions allow students to provide various creative and possible answers. • "Imagine that the Armada's destruction in 1588 did not result in Spain's defeat, but Spain's conquest of England. What would the world look like today if this happened? What would you change if you were the leader of the world? , Examples of this level are "Guess what will happen now that the baseball team has won the championship." Here, the student removes the existing reality and reveals the sometimes unthought.
4)High-divergent (Evalaution)	• This level of questions emphasizes valuing, defending, judging, and justifying decisions. Justify, judge, and defend; what do you think, in your opinion? These kinds of statements are question patterns about evaluation. • What do you think of Captain Ahab portray in Moby Dick as a hero? , "...imagine that you are the nation's leader. How would you come up with a strategy to increase the number of minority first-year students who attend class? Examples of this level can be given as an example of this level.
5)Routine	• This category includes routine tasks such as classroom management, structuring class discussion, and approval or disapproval of an idea (Corley & Rauscher, 2013; Gallagher & Ashner, 1963; Humpries & Ness, 2015; McComas & Abraham, 2004; Smith & Szymanski, 2013)

Figure 1. Gallagher and Aschner's classification levels of questions

Asking questions and the growth of higher order thinking abilities are closely related according to studies by Gallagher and Aschner (1963). Education should assist children to develop their cognitive abilities so they can succeed in daily life. Exercising higher order thinking skills is thereby made possible. Consequently, students must do more than simply recall information. Questions must be asked that go beyond students' basic knowledge assessed on a standardized test to help them move from simple recall of low-level information to higher-level evaluation and synthesis (Smith & Szymanski, 2013; Wiseman & Hunt, 2008).

One of the important parts of textbooks is questions. There are many questions in student textbooks, especially at the end of chapters and units, and these questions form the basis for supplemental materials such as workbooks (Armbruster & Ostertag, 1989). In the secondary social studies textbooks that are the focus of this study, questions about the different levels of thinking in each unit and learning area are distributed as preparation, text, activity, and assessment questions for the unit. The purpose of the preparation questions is to reveal students' prior knowledge. Text and activity questions aim to increase, reinforce, develop, and integrate student interest and attention.

On the other hand, the unit assessment questions should allow students to summarize the unit, make connections with previous units, and organize knowledge in their own way (Şanlı, 2020). However, in terms of developing students' cognitive abilities, the questions should be such that they stimulate high-level thinking, as mentioned above. The study of Hunkins (1967, 1968), which investigated whether the variable "question type" was in any way related to student performance, supports this view. Since the experimental and control groups of the 6th grade students in the study were asked questions that included information, analysis, and evaluation of the social studies book, the experimental group received questions that focused on analysis and evaluation. In contrast, the control group received information-based questions. The question types were scored according to Bloom's taxonomy. It was discovered that the experimental group outperformed the students who responded to knowledge-based questions in a substantial way (Gall, 1970). In this context, the aspect of developing student performance and thinking skills is emphasized. However, it has been discovered in numerous studies that the study's main focus —social studies textbooks— does not contain enough questions to encourage pupils to think critically and build higher order thinking skills, particularly at the level of knowledge and understanding. Accordingly, it was determined that the questions in social studies textbooks are insufficient to develop students' high-level thinking skills, direct them to research and enable them to think. It was emphasized that especially questions at the knowledge and comprehension level were directed to students, so the types of questions that enable higher-level thinking should be increased (Çetin, 2016; Demir ve Atasoy, 2018; Doğan ve Torun, 2018; Mindivanli Akdoğan ve Ceylan 2021; Oran ve Karalı, 2019; Şahin, 2012; Şanlı, 2020; Taşyürek, 2016; Uymaz ve Çalışkan, 2019). The reevaluation of social studies textbook questions, which are frequently utilized by students and teachers as tools, considering their contribution to students' thinking abilities and the course's purpose of developing an individual thinking profile, assumes special significance in this context. This is because questions are an effective way to encourage children to think and question and

use their higher-order thinking skills. Gallagher and Aschner (1963), who developed a classification system similar to Bloom's Taxonomy, demonstrated a relationship between questions and higher order thinking skills. However, studies show that the questions asked of children in textbooks are still at the concept level. Considering all these factors, it is believed that the study will help textbook writers and educators who use the curriculum by addressing questions related to thinking skills in textbooks. The study's main aim is to assess the level of critical thinking required to answer the questions. In order to analyze the problems in the Social Studies textbook for the fifth, sixth, and seventh grades, this classification was taken into account.

Research Questions

1. According to Gallagher and Aschner's question classification, what grade level are the questions in the social studies textbooks for students in the fifth, sixth, and seventh grades?
2. In the context of the time allocated to learning areas, how do the questions in the fifth, sixth, and seventh - grade social studies textbooks, according to Gallagher and Aschner's question classification?

Method

Model of the Research

Document analysis was used because the questions in the study came from social studies books, which were also the source of the analysis. Document analysis involves the analysis of written material that contains information about the case or cases being studied. Documents such as diaries, letters, personal documents, and books can serve as data sources for the research; materials such as films, photographs, and videos can also be used as sources. The researcher can obtain the data he needs without observation and interviewing, thus saving time and money (Yıldırım & Şimşek, 2013).

Data Source

The study analyzed all the topics from the learning areas of "Culture and Heritage, Individual and Society, Science, Technology and Society, People, Places and Environment, Active Citizenship, Global Contexts, Production, Distribution and Consumption". For this purpose, an easily accessible case study was used as a sample. In this context, a close and easily accessible case was preferred in order to speed up the research and make it feasible (Yıldırım & Şimşek, 2013). 5th, 6th and 7th grade textbooks written according to the 2018 social studies curriculum were used as a source. The authors, publishing organizations, places of publication, and page numbers of these books are listed below in relation to the number of learning areas covered in the book.

5th grade: Harut, Seçil Buket (2020), Primary School Social Studies Textbook, Ata Publishing, Ankara
- Individual and Society (20 pages,)
- Culture and Heritage (36 pages)
- People, Places and Environments (26 pages)
- Science, Technology and Society (20 pages)
- Production, Distribution and Consumption (28 pages)
- Active Citizenship (18 pages)
- Global Connections (20 pages)

Table 1. Abbreviations for questions in the textbook

Questions during the unit			End-of-unit evaluation questions (UEQ)		
Prep Question (PQ)	Text Question (TQ)	Visual Question (VQ)	Multiple Choice Question (MCQ)	Matching Question (MQ)	Gap-filling (GF)
Subject Question (SQ)	Activity Question (AQ)	Research Question (RQ)	Giving an Example (GV)	True-False (TF)	Definition Question (DQ)
			Research Question (RQ)	Open-ended Question (OQ)	Closed Ended Question (CQ)

6th grade: Şahin, Erhan (2020), Primary School Social Studies Textbook, Anadol Publishing, Ankara.
- Individual and Society (23 pages,)
- Culture and Heritage (31 pages)
- People, Places and Environments (37 pages)
- Science, Technology and Society (23 pages)
- Production, Distribution and Consumption (37 pages)
- Active Citizenship (26 pages)
- Global Connections (17 pages)

7th grade: Hikmet, Azer (2020), Primary School Social Studies Textbook, Ekoyay Publishing, Ankara.
- Individual and Society (21 pages,)
- Culture and Heritage (59 pages)
- People, Places and Environments (27 pages)
- Science, Technology and Society (21 pages)
- Production, Distribution and Consumption (27 pages)
- Active Citizenship (19 pages)
- Global Connections (21 pages)

Data Collection Process and Analysis

The social studies textbook explicitly used during the course by the social studies teacher, who is also the researcher of the study and the teacher of the course, was considered because the textbooks intended as data sources are different for each grade level. In the data collection phase, the document analysis was used, and in the analysis, the descriptive analysis was used. The purpose of the descriptive analysis is to clarify, summarize, and interpret the data in light of the predetermined themes. As a result, the dimensions of descriptive analysis consist of developing a framework for data analysis, processing the data in accordance with the stated theme framework, and defining and interpreting the results (Yıldırım & Şimşek, 2013). The study identified four themes as "low convergent, high convergent, low divergent, and high divergent" across these dimensions based on Gallagher and Aschner's question classification. The questions, the thinking levels, the page numbers on which the questions are located, and the thinking level corresponding to each question were listed on the form created by the researchers within these themes. The questions were divided into two categories: during the lesson and at the end of the lesson. Abbreviations were used for the questions to facilitate analysis.
The table below shows the abbreviations for the questions in the textbook.

In determining the level of the questions, consideration was given to whether the answer was given in the text, whether it was an open or closed question, whether it offered multiple answer choices, whether it included inferences, and whether it found a cause-and-effect connection. In the context of the

learning domains, the relationship between the questions and the time allotted for the lesson was identified to determine what level of intensity was observed. Because the extent of learning outcomes in each learning area varies across grades 5, 6, and 7, the extent of learning outcomes in each learning area varies across grades 5, 6, and 7. For example, the time allocated to the goals of learning "Individual and Society" and "Science, Technology, and Society" varies. For the 5th and 7th grade, the number of instructional hours assigned to 13 learning outcomes in the "Individual and Society" learning area is 37 for the formel, the number of instructional hours assigned to 13 learning outcomes in the "Science, Technology, and Society" learning area is 47 for the latter. The data are presented in a table, and which question level, grade level, and learning area is most emphasized is examined. Direct quotes were used to interpret the question levels. Three researchers conducted a comparative study of the questions over a three-month period. As the data consists of publicly accessible information and a document analysis method were used in the study, the ethics committee report has yet to be obtained.

Validity and Reliability

In order to increase the reliability of the research, it is necessary to work with different researchers and confirm the results obtained. For this purpose, the opinions of 4 experts were consulted, 3 of whom were in the field of social studies education and 1 in the field of measurement and evaluation. The data obtained from the document analysis were thoroughly documented and communicated to the reader by the nature of the data in the context of transferability (external validity). For this reason, direct quotes to the levels of questions and examples of questions were used in the study. The data were coded by three researchers, each of whom checked for consistency (internal reliability). For this purpose, the consensus/discrepancy principle proposed by Miles and Huberman (1994) was used because coding reliability needs to be examined when scoring is done by more than one researcher. For this reason, researchers first analyze the same data set and codes independently. Then, the reliability percentage is determined by numerically comparing the similarities and differences of the coding. In such studies, the coding reliability percentage must be at least 70%. (Yıldırım and Şimşek, 2013). the correlation coefficient for consensus among the three researchers [agreement/ (agreement+disagreement) x 100] was calculated as 95%. Finally, confirmability was ensured by comparing the results with the raw data. In comparison it was examined which stage the questions corresponded to in Gallagher and Aschner's classification; questions on which no consensus could be reached were also excluded from the scope of the research.

Table 2. Levels of questions in 5th grade social studies textbooks

No	Level of Question → Learning domain ↓	Low level convergent	High level convergent	Low level divergent	High level divergent	Total
1	Production, Distribution and Consumption	8	19	2	2	31
2	People, Places and Environments	3	20	2	1	26
3	Science, Technology and Society	8	16	1	1	26
4	Global Connections	3	19	3	-	25
5	Individual and Society	3	16	3	1	23
6	Culture and Heritage	6	13	2	-	21
7	Active Citizenship	8	6	4	2	20
Total		39	109	17	7	172

Results

In the study, questions in 5th, 6th, and 7th grade social studies textbooks were assessed under 4 themes of "low convergent, high convergent, low divergent, and high divergent" according to Gallagher and Aschner's question classification. For this purpose, each question level was tabulated within the learning areas. The questions in the social studies textbooks for grades 5–7, the questions asked during the lesson, and the questions used to assess students after the lesson are listed in the tables under two headings. In addition, an attempt was made to determine if the questions fell into the learning domains according to Gallagher and Aschner's question classification. Below are the results, tables, descriptions, and direct quotes.

Evaluation Of the Questions During the Unit

This was the heading of the questions in the 5th-7th grade social studies textbook that the teacher was to ask students during class. These questions consisted of "Activity, Text, Preparation, Research, Picture, and Topic Questions" The questions in the learning areas of "Culture and Heritage, Individual and Society, Science, Technology, and Society, People, Places, and Environment, Active Citizenship, Global Connections, Production, Distribution, and Consumption" were evaluated under the themes of "low-level convergent, high-level convergent, low-level divergent and high-level divergent." Tables containing the analysis of these questions in terms of level are given below.

Table 2 shows that the 5th grade questions were mainly related to the area of high-level convergent skills (109/172), followed by questions related to the area of low-level convergent skills (39/172), low-level divergent skills (17/172), and high-level divergent skills (7/172). In this context, almost 3/2 of the questions addressed to the students were related to the convergent domain at high level. Thus, students are mainly asked questions aimed at explaining an event or situation, establishing relationships, making comparisons, and questioning the why, how, and wherefore. The questions students are least likely to be asked during the course are divergent high-level questions, including high-level cognitive questions that focus on student judgment, defense, and evaluation of a topic. Below are examples of each question level.

The level of these questions are related **low level convergent**. For example;
- "Have schools been canceled due to snowfall?" (Page 98) Activity question (AQ)
- "I need to find out if schools have been canceled due to snowfall. Where can I find this information?" (Page 98) Activity question (AQ) **(Science, Technology and Society learning area)**
- "How does one explain the harshness of the Hammurabi Code?" (Page 41) Text Question (TQ)
- "What do you understand by the concept of culture?" (Page 49) Preparation question (PQ) **(Culture and Heritage learning area)**

The level of these questions are related **low level divergent**. For example;
- "How would you answer the question "Why was the Convention on the Rights of the Child needed?" (Page 23) (TQ) **(Individual and Society learning area)**
- "If you had a time machine like the one below, which years would you like to travel to? Why?" (Page 34) (PQ) **(Culture and Heritage learning area)**

Table 3. Level of questions in 6th grade social studies textbooks

No	Level of Questions → Learning Domain ↓	Low level convergent	High level convergent	Low level divergent	High level divergent	Total
1	People, Places and Environments	24	22	-	-	46
2	Production, Distribution and Consumption	11	24	2	2	39
3	Active Citizenship	8	18	-	3	29
4	Culture and Heritage	5	19	1	1	26
5	Individual and Society	5	17	-	4	26
6	Science, Technology and Society	5	10	3	1	19
7	Global Connections	4	9	2	2	17
Total		62	119	8	13	202

Table 4. Level of questions in the 7th grade social studies textbooks

No	Learning Domain	Low level convergent	High level convergent	Low level divergent	High level divergent	Total
1	Culture and Heritage	25	68	4	5	102
2	Production, Distribution and Consumption	17	39	6	6	68
3	People, Places and Environments	5	37	3	1	46
4	Science, Technology and Society	13	24	4	4	45
5	Global Connections	13	19	8	4	44
6	Individual and Society	3	27	3	5	38
7	Active Citizenship	3	23	2	2	30
Total		79	237	30	27	373

The level of these questions are related **high level divergent**. For example;
- "You should also research the Çanakkale Folk Song and evaluate and write this folk song in terms of our national unity and solidarity." (Page 55) Research question (RQ) **(Culture and Heritage learning area)**
- "Identify a problem or need that concerns your community or the whole of humanity and find a solution according to the steps given." (Page 134) (RQ) **(Production, Distribution and Consumption learning area)**

Table 3 shows that the questions in the 6th grade were mainly related to the convergent domain at a high level (119/202), followed by questions related to the convergent domain at a low level (62/202), the divergent domain at a low level (13/202), and the divergent domain at a high level (8/202), respectively. In this context, as in 5th grade, the most frequently asked questions included making explanations, establishing relationships, making comparisons, and questioning the why, how, and wherefore of an event or situation, which is the high-level convergent domain. The questions that students were asked the least consisted of low-level divergent questions in which children gave alternative answers, made predictions, drew conclusions, generalized, inferred, and hypothesized the information.
Examples of all question levels are given below.

The level of these questions are related **low level convergent**. For example;
- "What should you do when you realize that a product you bought from the market has expired?" (Page 26) Preparation question (PQ)
- "Write the absolute position of Çanakkale." (Page 89) Visual question (VQ) Activity question (AQ) **(Individual and Society learning area)**

The level of these questions are related **high level convergent**. For example;
- "How does the temperature difference in our country affect people's lives?" (Page 91) Text question (TQ) Subject question (SQ) **(People, Places and Environments learning area)**
- "Why is it illegal to print and sell pirated CDs, DVDs and books?" (Page 145) (TQ)(SQ) (Science, Technology and Society learning area)

The level of these questions are related low level divergent. For example;

- "What might be the effects of the widespread use of 3D printers on future life?" (Page 137) (TQ) (SQ)
- "What are the implications of finding water on Mars for future life?" (Page 137) (SQ) **(Science, Technology and Society learning area)**

The level of these questions are related high level divergent. For example;
- "Evaluate the characteristics of the Arabian Peninsula in terms of their suitability for Islam." (Page 49) (SQ) **(Culture and Heritage learning area)**
- "Do we consciously use the soil, which has an important role in the survival of all living things?" (Page172) (SQ) **(Production, Distribution and Consumption learning area)**

When Table 4 is analyzed, it is seen that questions at the 7th-grade level, as in the 5th and 6th-grade levels, are primarily related to the high-level convergent domain (237/373). This question level was followed by questions about low-level convergent (79/373), low-level divergent (30/373), and high-level divergent (27/373) domains in descending order. In this context, questions posed to the students, as in the 5th and 6th-grade levels, were mainly related to higher-order convergent domains. They involve students making explanations and comparisons, establishing relationships between events or situations, and questioning an event or situation's why, how, and why. In this context, questions posed to the students, as in 5th and 6th-grade levels, mainly were related to the higher-order convergent domain. They involve students making explanations and comparisons, establishing relationships between events or situations, and questioning an event's why, how, and why. The questions students were asked the least belonged to the low-level and high-level divergent fields. They consist of lower and high-level divergent questions requiring children to give alternative answers, make predictions and conclusions, generalize, make inferences and assumptions, make choices, and make judgments.
Examples of all question levels are given below.

The level of these questions are related **low level convergent**. For example;
- "How much time do you spend in front of the TV and on the Internet during the day?" (Page 21) Preparation question (PQ) **(Individual and Society learning area)**

Table 5. The time allocated to the 5th, 6th and 7th grade social studies program and the evaluation of the questions in the unit process in the books according to the Gallagher and Ashner question classification.

No	Learning domain	Level of Question							
		Low level convergent		High level convergent		Low level divergent		High level divergent	
		Question/ Time	Rate	Question/Time	Rate	Question/ Time	Rate	Question/Time	Rate
1	Individual and Society	11/38	0,28	60/38	1,57	6/38	0,15	10/38	0,26
2	Culture and Heritage	36/70	0,51	98/70	1,4	6/70	0,08	9/70	0,12
3	People, Places and Environments	32/47	0,70	79/47	1,65	5/47	0,10	2/47	0,04
4	Science, Technology and Society	26/38	0,68	50/38	1,31	8/38	0,21	6/38	0,15
5	Production, Distribution and Consumption	36/51	0,70	72/51	1,41	10/51	0,19	10/51	0,19
6	Active Citizenship	19/28	0,67	47/28	1,67	6/28	0,21	7/28	0,25
7	Global Connections	20/40	0,5	47/40	1,17	13/40	0,32	6/40	0,15

- "On the map, mark the places where the Kay is first settled." (Page 37) Visual question (VQ) Subject question (SQ) **(Culture and Heritage learning area)**

The level of these questions are related **high level convergent**. For example;

- "What are the contributions of restoration projects to the relations between the Balkan states and Türkiye?" (Page 42) Text question (TQ) Activity question (AQ)
- "Which of the places shown in the photographs is more preferable for settlement? Why?" (Page 98) (PQ) (VQ) **(People, Places Environments learning area)**

The level of these questions are related **low level divergent**. For example;

- "What developments do you think will occur in the future in the protection, dissemination and transfer of knowledge?" (Page 133) (SQ)
- "If you were a scientist, in which field would you like to work? Why?" (Page 137) (SQ) **(Science, Technology and Society learning area)**

The level of these questions are related **high level divergent.** For example;

- "Which works of the scholars who grew up in the Turkish-Islamic civilization do you think contributed more to the process of scientific development? Discuss." (Page 137) (SQ)(TQ) **(Science, Technology and Society learning area)**
- "In the first Turkish states, the wife of the ruler also attended the assemblies. Evaluate this situation in terms of democracy and women's rights." (Page 184) (SQ) **(Active Citizenship)**

When the time allocated to the 5th-7th grade social studies program and the questions in the unit process in the books were evaluated according to Gallagher and Ashner's question classification, it was seen that the question levels were not distributed evenly in terms of learning areas. Levels differ in each learning area. Accordingly, in the learning areas of "People, Places and Environments" and "Production, Distribution, and Consumption," questions related to the low-level convergent domain; in the learning area of "Active Citizenship," questions related to the high-level convergent domain; in the learning area of "Global Connections," questions related to the lower level divergent domain; in the learning area of "Individual and Society," questions related to the high-level divergent domain are concentrated.

Evaluation of End-of-Unit Evaluation Questions

This section focuses on questions in 5th, 6th, and 7th-grade social studies textbooks that were asked to evaluate the students after the lesson. These questions consisted of "multiple choice, matching, fill-in-the-blank, giving examples, true-false, definition, research, open-ended and closed-ended" questions. The questions within the learning domains of "Culture and Heritage, Individual and Society, Science, Technology and Society, People, Places and Environments, Active Citizenship, Global Connections, Production, Distribution, and Consumption" were evaluated within the framework of the themes of "low-level convergent, high-level convergent, low-level divergent and high-level divergent." Table 6 presents the analysis of these questions in terms of level are given.

Table 6. Levels of end-of-unit questions (formative assessment) in 5th grade social studies textbooks

No	Level of Question → Learning Domain ↓	Low level convergent	High level convergent	Low level divergent	High level divergent	Total
1	People, Places and Environments	13	6	-	-	19
2	Science, Technology and Society	11	8	-	-	19
3	Individual and Society	10	7	-	1	18
4	Active Citizenship	8	8	-	-	16
5	Production, Distribution and Consumption	6	9	-	-	15
6	Culture and Heritage	6	9	-	-	15
7	Global Connections	2	9	-	1	11
	Total	56	56	-	2	114

Table 7. Levels of end-unit questions (formative assessment) in 6th grade social studies textbooks

No	Learning domain	Low level convergent	High level convergent	Low level divergent	High level divergent	Total
1	Culture and Heritage	63	17	-	-	80
2	People, Places and Environments	49	14	-	-	63
3	Global Connections	45	6	1	1	53
4	Science, Technology and Society	38	13	1	-	51
5	Production, Distribution and Consumption	35	14	1	-	50
6	Active Citizenship	34	10	-	3	47
7	Individual and Society	31	9	3	1	44
Total		295	83	6	5	388

Table 6 shows that the end-of-unit questions at the 5th-grade level consisted of questions related to the low and high-level convergent (56/114). While low-level divergent questions are not asked, high-level divergent questions (2/114) are either given very little space or no questions at this level are asked to the students. In this context, the questions asked to children include recall, definition, determination, yes or no answers; explaining, relating, and comparing; the why, how, and why of an event or situation. On the other hand, questions that involve students giving alternative answers to a question, making predictions, drawing conclusions, generalizing, inferring, and hypothesizing, judging, defending, and evaluating a topic (low-level and high-level divergent) should be asked more.

Examples of question types that include these question levels are given below.

The level of these questions are related **low level convergent.** For example;

- "The course has an important place in learning about our history and culture." (Page 31) Fill in the blank (FB) **(Individual and Society learning area)**
- "One of our traditional desserts is............. " (Page 26) (FB) **(Culture and Heritage learning area)**

The level of these questions are related **high level convergent.** For example;

- "Give examples of historical monuments and natural assets in your city." (Page 59) Giving examples (GE**) (Culture and Heritage learning area)**
- "Looking at the physical map of Turkey, Serhat sees that a region he examines is generally green and shades of this color.
- According to this, which of the following cannot be said about the region Serhat examined?" (Page 86) Multiple choice (MC)
  A) It has low elevation.
  B) The landforms are simple.
  C) It generally has an elevation between 0-500 meters.
  D) Plateaus cover a large area**. (People, Places and Environments learning area)**

The level of this question is related **high level divergent.** For example;

- "What are the contributions of the Social Studies course to you as an active citizen?" (Page 31) Open-ended (OE) **(Individual and Society learning area**

When Table 7 is analyzed, it is seen that the end-of-unit questions in the 6th-grade social studies textbooks, as in the 5th-grade level, consist of questions related to the low-level (295/388) and high-level convergent (83/388) domains. Therefore, students are mostly asked questions involving knowledge and recall, followed by questions involving levels such as comparing, relating, explaining, giving examples, and interpreting. Within the scope of the learning area, it was determined that the question levels were unevenly distributed in each learning area. It was observed that questions related to the low-level convergent field were asked intensively, and this ratio was relatively high in the learning area of "Culture and heritage" (80/388). Examples of question types, including these question levels, are given below.

The level of these questions are related **low level convergent.** For example;

- "Individuals develop behaviors and assume responsibilities appropriate to their social roles." (Page 34) True/False Question (TFQ) **(Individual and Society learning area)**
- "What is it called to produce agricultural products out of season by creating suitableconditions?" (Page 194) Definition Question (DQ) **(Production, Distribution and Consumption learning area)**

The level of this question is related **high level convergent.** For example;

- Which of the following forms of government makes it easier to implement the ideas of national sovereignty, freedom, and justice? (Page 234) Multiple Choice Question (MCQ)
  A) Republic B) Monarchy   C) Oligarchy
  D) Theocracy **(Active Citizenship learning area)**

The level of this question is related **low level divergent.** For example;

- "In many areas, scientific and technical advancements greatly benefit humanity, and over time, new inventions are created. Find out what scientific and technological advancements are now being produced in the following areas, and then write about how they might affect people's lives in the future (health, education, transportation, and communication)." (Page 152) Research Question (RQ) **(Science, Technology and Society learning area)**

The level of this question is related high level divergent. For example;

- "State the importance of social cohesion for us." (Page 37) Open-ended (OE) **(Individual Society learning area)**

Table 8. Levels of end-unit questions (formative assessment) in 7th grade social studies textbooks

No	Learning domain	Low level convergent	High level convergent	Low level divergent	High level divergent	Total
1	Science, Technology and Society	37	9	-	-	46
2	Production, Distribution and Consumption	31	7	1	-	39
3	Culture and Heritage	30	5	-	1	36
4	People, Places and Environments	28	6	-	-	34
5	Global Connections	27	9	1	-	37
6	Active Citizenship	27	5	-	1	33
7	Individual and Society	17	10	-	1	19
	Total	197	51	2	3	244

Table 9. The time allocated to the 5th, 6th and 7th grade social studies program and the evaluation of the questions at the end of the unit in the books according to the Gallagher and Ashner question classification.

No	Learning domain	Level of Question							
		Low level convergent		High level convergent		Low level divergent		High level divergent	
		Question/Time	Rate	Question/Time	Rate	Question/Time	Rate	Question/Time	Rate
1	Individual and Society	58/38	1,51	26/38	0,68	3/38	0,07	3/38	0,07
2	Culture and Heritage	99/70	1,41	31/70	0,44	0/70	0	1/70	0,01
3	People, Places and Environments	90/47	1,91	26/47	0,55	0/47	0	0/47	0
4	Science, Technology and Society	86/38	2,26	30/38	0,78	1/38	0,02	0/38	0
5	Production, Distribution and Consumption	72/51	1,41	30/51	0,58	2/51	0,03	0/51	0
6	Active Citizenship	69/28	2,46	23/28	0,82	0/28	0	4/28	0,14
7	Global Connections	74/40	1,85	24/40	0,6	2/40	0,05	2/40	0,05

Table 8 shows that the end-of-unit questions in the 7th-grade social studies textbooks, as in the 5th and 6th-grade levels, consisted of questions related to the lower level (197/244) and high-level convergent domain (51/244). Similar to the 6th-grade level, the questions are intensively directed to the students concerning the low-level convergent domain. Only the students' recall, identification, and determination levels are measured. There need to be more inquiries about the low-level (2/244) and high-level (3/244) divergent areas. In terms of learning areas, it is seen that the question levels are not evenly distributed in each learning area; this ratio is relatively high in the learning area of "Science, technology and society" (46/244). On the other hand, it is revealed that questions about the low-level convergent domain are asked intensively, followed by questions about the high-level convergent domain. Below are examples of question types that include these question levels.

The level of these questions are related **low level convergent.** For example;

- "Communication is the transfer of feelings, thoughts or information to others through various means." (Page 31) True/False Question (T/F Q) **(Individual and Society learning area)**
- "The conquest of the Seigniory of   facilitated   the Ottoman Empire's transition to Rumelia." (Page 93) Fill in the Blank Question (FBQ) **(Culture and Heritage learning area)**

The level of these questions are related **high level convergent.** For example;

- What changes has digital technology caused in the production, distribution and consumption network?" (Page 179) Closed-Ended Question (CEQ)
- "Choose one of the international organizations of which Turkey is a member. Briefly explain the work of this organization." (Page 227) (CEQ) **(Global Connections learning area)**

The level of this question is related **low level divergent**. For example;

- "What should be a good planning for career choice? Explain." (Page 179) Open-ended question (OEQ) **(Production, Distribution and Consumption learning area)**

The level of this question is related **high level divergent.** For example;

- "What do you think is the most important factor in the Ottoman Empire becoming an important political power? Explain." (Page 95) (OEQ) **(Culture and Heritage learning area)**

In Table 9, the time allocated to the 5th-7th grade social studies program and the end-of-unit questions in the books were evaluated according to Gallagher and Ashner question classification. As a result, it emerged that the question levels in the context of learning areas were not distributed evenly and showed differences. Low-level convergent, high-level convergent, and high-level divergent question levels were concentrated in the learning areas of "Active Citizenship," and low-level divergent question levels were concentrated in the learning area of "Individual and Society."

When considered generally, it was found that the questions posed to students in social studies textbooks during the course

were related to "high-level convergent domain" at each grade level (5, 6, and 7). Therefore, students' skills such as "comparing, relating, explaining, transferring, summarizing, giving examples, and interpreting" are tried to be measured. In the context of the learning domain, the intensity of question levels (lower and higher level convergent; lower and higher level divergent) increased in the following learning domains: "Global connections" related to the lower-level convergent domain; "Active citizenship" associated to the higher-level convergent domain; "Individual and society" related to the lower level divergent domain; "People, places and environments" related to the higher level divergent domain. Additionally, it was found that students in the fifth grade were asked a few questions on the low-level divergent field. At the 6th and 7th-grade levels, unlike the 5th grade students needed to be asked more low-level divergent questions. According to the end-of-unit evaluation questions, it was determined that questions related to the low and high convergent domains were asked at the 5th-grade level. However, at the 6th and 7th-grade levels, the questions were primarily related to the low-level convergent domain. In the context of the learning domain, the intensity of the question level increases in the learning domain "Global Connections," related to the lower-level convergent domain; in the learning domain "Active Citizenship," related to the higher level convergent domain; in the learning domain "Individual and society" related to the lower level divergent domain; and in the learning domain "People, places, and environments" related to the higher level divergent domain. While questions related to the low and high-level divergent domains were included in the 6th and 7th-grade levels, it was observed that no questions related to the low-level divergent domain were mentioned in the 5th-grade level. During and after the lesson, it was observed that the question levels directed to the children differed in each learning domain and were not distributed evenly. The following can be said: The questions were limited to the low and high convergent domains. Low and high divergent domains needed to be given more importance. Children's remembering, defining, identifying, comparing, relating, summarizing, giving examples, and interpreting skills were prioritized.

Discussion

In the study, questions from the Social Studies textbook for the fifth, sixth, and seventh grades were assessed using Gallagher and Aschner's question classification, and an attempt was made to identify the difficulty level of the questions. The investigation led to the discovery that questions directed to students during the lesson were mainly related to the high-level convergent domain, while questions directed to evaluate students after the lesson primarily was related to the low-level convergent domain. It was also observed that questions related to the low and high-level divergent domains needed to be sufficiently included both during and after the lesson, and few questions were asked about this domain. Consequently, it has been found that the questions in the textbook are limited to the lower and upper convergent domains and that the lower and upper divergent domains need to be given more importance. Accordingly, the focus is on children's skills of remembering, defining, identifying, comparing, relating, summarizing, giving examples, and interpreting. Research shows that textbooks tend to emphasize low-level questions. This result overlaps with the results of Tarman and Kuran (2015). According to this, they attempted to determine whether and to what degree the pre-reading and assessment questions in the

social studies textbooks represent the high-level cognitive domain skills by taking Bloom's taxonomy into consideration. They found that social studies textbooks must include more question types with high cognitive levels. Similarly, Çetin (2016) also stated in his study that teachers found questions in the 5th-grade social studies textbook insufficient in terms of developing students' higher-order thinking skills and directing them to research. Şahin (2012) stated that the textbook questions were moderately effective in making students think. Accordingly, he determined that some textbook questions were prepared to measure knowledge-level behaviors while some were prepared to measure high-level behaviors. He stated that the questions were ineffective in making students think, directing them to the relevant text, and attracting students' attention. Şanlı (2020) stated that the use of high-level questions is relatively low in the 4th-7th social studies textbook. Demir and Atasoy (2018) determined that measurement and evaluation in the 5th-grade social studies textbook were carried out with preliminary questions, questions between texts, and questions in the "I Evaluate Myself" section at the end of the unit. They discovered that the questions in the "Evaluating Myself" section generally consisted of 5 different question types: true-false, fill-in-the-blank, matching, multiple-choice, and open-ended questions; however, they emphasized that open-ended questions that provide high-level thinking should be increased. Göksu and Taşyürek (2016) stated that the questions in social studies textbooks are generally at the level of knowledge and comprehension. According to Doğan and Torun's (2018) research, the majority of students did not think the first questions in social studies textbooks were enough for leading them to conduct further research. Gezer and İlhan (2015) analyzed the assessment questions according to the SOLO taxonomy. Accordingly, in the 4th grade, questions primarily aim to measure the uni structural level (not in-depth). The number of assessment questions reflecting this level decreases towards 5th grade. Questions at the ultrastructural, relational (approaching a situation from different perspectives), and extended abstract levels (generalizing knowledge, transferring knowledge to various fields) are more common in Grade 5. Towards 6th grade, questions on the structural and multi-structural level decrease, while questions on the relational construct level increase. In 6th grade, questions on uni-structural and multi-structural levels decreased; questions on the relational level increased; extended abstract decreased in 6th-grade assessment questions; in 7th grade, uni-structural level is high, and the relational level is low in the assessment questions in the textbook. In his study, Seven (2001) claimed that all social studies instructors that took part in the research, especially in the preparation and evaluation questions section of social studies textbooks, gave more space to the knowledge level in their textbooks. He stated that they did not include enough questions that measured different behaviors, such as application and comprehension. Oran and Karalı (2019) examined the evaluation problems of the 7th-grade middle school social studies textbook according to Bloom's taxonomy and stated that the evaluation questions mainly were at the knowledge level. Öğreten (2017) examined the content of the 4th-grade social studies textbook in terms of gaining the basic skills in the social studies curriculum and consulted teacher opinions on this issue. In this context, it was determined that the questions for evaluating the gains were insufficient in measurement and evaluation.

Studies conducted abroad also show similar results to those in Turkey. Using Bloom's taxonomy, all of the questions in a part of the fifth-grade social studies textbook were examined by Davis and Hunkins (1965). They came to the conclusion that 87% of the questions needed knowledge, while only 9% required understanding. Alcala (1971) determined the frequency of questions using Bloom's taxonomy after analyzing the questions in social studies textbooks for third and fourth grade. He found out that of 1108 questions, 482 were at the knowledge level, 31 were at the synthesis level, and 49 were at the evaluation level. About 7,500 questions from science and social studies textbooks and teacher's helps for the fourth and fifth grades were examined by Armbruster and Ostertag in 1989. This research revealed that the textbooks continued to employ low cognitive-level inquiries that necessitated little inference. Vanderhook (2020) tried to determine how the questions in a 10th-grade social studies textbook were distributed regarding higher-order thinking skills. This study analyzed 287 questions (test and quiz). Moreover, no empirical evidence was found for developing higher-order thinking skills in the textbook. It was found that only 9.7% of the questions were high-level questions.

In the context of the learning domain, it was determined that the intensity of the question levels during the lesson increased in the learning domains of "People, Places, and Environments" and Production, Distribution, and Consumption" concerning the low-level convergent domain; in the learning domain of "Active citizenship" relating to the high-level convergent domain; in the learning domain of "Global Connections" concerning the low-level divergent domain; and the learning domain of "Individual and Society" concerning the high-level divergent domain. It was determined that the intensity of the end-of-lesson question levels increased concerning low-level convergent, high-level convergent, and high-level divergent in the learning domain of "Active citizenship" and concerning low-level divergent in the learning domain of "Individual and Society." In this context, question levels directed to children during and after the lesson differed in each learning domain and were not distributed evenly. Oran and Karalı (2019) also analyzed the 7th-grade Social Studies textbook evaluation questions according to Bloom's taxonomy. They considered "Individual and Society, Culture and Heritage, and People, Places, and Environments" learning areas. They determined that the questions in this learning area were mainly at the knowledge level.

In light of all these results, the following suggestions can be made:

- The questions in social studies textbooks should be aimed at measuring not only lower-level cognitive skills but also higher-level cognitive skills, and in this regard, a balanced distribution of question levels should be used in each unit.
- Research should be performed in order to ascertain the cognitive levels at which the questions in social studies textbooks are presented.

Author Contributions

In every step of the article's creation, all authors took part equally. The last version of the manuscript was read and approved by all authors.

Ethical Declaration

Because the study was carried out with available data and the document analysis method, an ethics committee report was not requested. In this respect, the Ethics Committee's approval of the study is not required, and all procedures outlined by the Committee on Publication Ethics (COPE) were followed.

Conflict of Interest

There is no conflict of interest with any organization or individual relevant to the study, stated the authors.

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Quality in Education: Integration of Refugee Students into the Turkish Education System

Mülteci Öğrencilerin Türk Eğitim Sistemine Uyumunda Eğitimde Kalite Olgusunun İncelenmesi

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Abstract: This study was designed as basic interpretive qualitative study and aimed to uncover the opinions of teachers about the impact of the integration of refugee students in primary, secondary, and high school schools in Rize into the Turkish education system on the quality of education. 17 teachers and 4 school principals selected according to the convenience sampling method participated in the study. The findings revealed that the teachers consider the lack of language skills as the biggest problem that refugee students faced in the education. It was indicated that the lack of language skills negatively affected academic achievement, and the students isolated themselves from the classroom, which also caused problems in social cohesion. It is possible to say that students who did not have language problems stood out in class participation and established good friendships with Turkish students. Teachers emphasized having difficulty with parents and the main reason for this problem was shown as language deficiencies. The teachers stated that language-learning of families would increase the success of students and that language-learning courses could be provided for families.

Keywords: Refugee students, integration, immigration and education, educational policies, quality in education

Öz: Temel yorumlayıcı nitel araştırma olarak tasarlanan bu çalışmada Rize ilinde bulunan ilkokul, ortaokul ve lise düzeyindeki okullarda öğrenim gören mülteci öğrencilerin Türk eğitim sistemine uyumu ve bu sürecin eğitim kalitesine etkisi ile ilgili öğretmenlerin görüşlerinin incelenmesi amaçlanmıştır. Çalışmaya uygun örnekleme yöntemine göre seçilen 17 öğretmen ve 4 okul yöneticisi katılmıştır. Araştırma sonuçlarına göre öğretmenler mülteci öğrencilerin eğitim sürecinde karşılaştığı en büyük problemin dil eksikliği olduğunu belirtmiştir. Dil eksikliğinin akademik başarıyı olumsuz etkilemesinin yanında öğrencinin kendini sınıftan soyutladığını ve bu durumun sosyal uyum konusunda da sorunlara yol açtığı ifade edilmiştir. Dil problemi yaşamayan öğrencilerin ders katılımında öne çıktığını ve Türk öğrenciler ile iyi arkadaşlıklar kurduğunu söylemek mümkündür. Öğretmenler zaman zaman velilerle ilişkilerinde sorun yaşadıklarını ve bu sorunun temel sebebinin de yine dil eksikliğinden kaynaklandığını vurgulamışlardır. Öğretmenler, ailelerin dil öğrenmesinin öğrencilerin başarısını artıracağını belirterek ailelere yönelik dil eğitiminin sağlanması gerektiğini belirtmişlerdir.

Anahtar Kelimeler: Mülteci öğrenciler, uyum, göç ve eğitim, eğitim politikaları, eğitimde kalite

Introduction

Education, one of the basic human rights, is the most important key to development in terms of providing opportunities. It leads to the development of desirable qualities in humans (Barrett, Chawla-Duggan, Lowe, Nickel, & Ukpo, 2006). Education is an important guide to adapting to developments without any obstacles (Doğan, 1999). It develops the skills of searching for and applying valid arguments in a scientific context (Osborne, Erduran, Simon, & Monk, 2001). A modern political community is established through common education (Waters & Leblanc, 2005). It is necessary to increase the welfare and happiness of society and to support social and cultural development. While giving direction to social change, education is also affected by social change (Şenel, 1982). Political, economic, technological, and social developments and educational institutions need to restructure over time (Karaca, 2008). Schools, which are the cornerstone of education in society, make an effort to adapt to this development (Nayir, 2013). The development of human resources through a planned education brings developments in the field of production and service (Kayadibi, 2001). Therefore, investing in human resources brings various responsibilities such as investing in the right time to the right person in accordance with resource management principles. The education culture of the society is formed over time. Education, which should be sensitive to culture, is always in development (Karaçelik & Ata, 2020). The culture, which varies from society to society, affects even the parenting styles of families (Akgün & Baş, 2020). For this reason, the methods developed in the field of child education should be put forward by considering cultural differences and new problems should be avoided (Güneş, 2014). A teacher who is sensitive to culture and considers personal differences can establish quality relationships with students (Karaçelik & Ata, 2020). However, there are some innate characteristics and personal differences (Genç, 2016). Considering the innate characteristics of people and the values of the society they live in; individual differences can be stated as one of the concepts that forms social identity. Regardless of their social identity, every student has the right to receive equal education while adopting the rules and values of the culture in educational institutions, which is important for socialization (Ada & Küçükali, 2016). Efforts should be made to raise a physically and mentally healthy young generation that looks to the future with confidence and to reach the future of historical and cultural heritage (Genç, 2016).

Immigration and Quality in Education

As a society, the intention of education should be agreed and an education system that aims to develop people holistically should be established. Quality in education is the response of educated people to the expectations of society with certain knowledge, skills, and behaviors (Balkul & Ersoy, 2018).

Education quality shapes student behavior and attitudes, paves the way for dramatic economic gains, and affects the job market (Hanushek, 2005). Graduates who cannot reach academic proficiency may cause financial problems, while also causing society to face poor quality products and services (Yıldız & Ardıç, 1999). Human capital is needed for the realization of economic growth in a country (Afşar, 2009). Development of knowledge, skills, and abilities of individuals is enabled with education, which is necessary for economic growth (Doğrul, 2009). For this reason, it is possible to reduce unemployment and poverty in countries by raising the level of education (Çalışkan, Karabacak, & Meçik, 2013).

Tolerance and understanding of peace, which are very important in terms of socialization, are also crucial for a peaceful and healthy country (Tosun, Yorulmaz, Tekin, & Yıldız, 2018). People who migrate to different regions or countries by leaving their lands of birth due to economic, political, or social problems encounter different cultures, traditions, and customs. According to the 1951 Geneva Convention, member states should provide refugee children with the educational opportunities they apply to their citizens (Barkın, 2004). Education is used as a tool to ensure the social adaptation of refugee students. Therefore, countries should plan for the educational needs necessary for the education of refugee children within the education system (Börü & Boyacı, 2016). Co-education is essential for the establishment of a modern political community and schools play a key role (Waters & Leblanc, 2005). The level of education in the migrated region affects both the refugee children and the children in the migrated region (Ereş, 2015).

Education is critical for refugee children who have difficulties in our country (Gencer, 2017). The problems experienced by these children who are exposed to migration while adapting to the new situation are also reflected in their education (Nar & Gündüz, 2008). For the education of Syrian children in our country, the 'Project of Supporting the Integration of Syrian Children into the Turkish Education System' has been initiated (Çak, Bayrakdar, & Akiş, 2021). The most important aspect of this project is to teach Turkish language (Üstün & Alimcan, 2021). The difficulties experienced in understanding the language of the country they settled in, establishing social relations, and adapting to the school are observed by the teachers and efforts are made to solve the problems (Tosun, Yorulmaz, Tekin, & Yıldız, 2018). In this direction, it is thought that well-equipped teachers working in public schools and providing support to teachers will contribute to education. Otherwise, refugee children may be misled (Şahin, 2020). Preventing refugee students from being misled should be considered as an opportunity to overcome social and cultural crises that may be encountered in the future. The present study aimed to examine the quality of education in terms of various dimensions in the integration of refugee students to the Turkish education system. The perspectives of teachers and school administrators on policy and practices regarding refugee students in schools and dealing with the difficulties experienced in educational process with their reasons were also addressed through the lens of teachers.

Method

Research Design

Due to integration of refugee students into the Turkish education system was investigated within the scope of quality in education, qualitative research method was preferred in this study. Basically, as an interpretive qualitative study, the study focused on teachers' perspectives on the academic, social, and cultural states of and difficulties encountered by refugee students. Merriam (2002) poses that basic interpretive qualitative study has several characteristics such as striving to understand participants' understandings, perspectives or views about a situation or a phenomenon, having an inductive nature in terms of data analysis emphasizing common patterns, embracing rich descriptions since the focus is on how participants make meaning out of a situation or phenomenon rather than the structure and essence of inner experiences as it is the case in the phenomenological inquiry. The researcher is the primary instrument in mediating the meaning in basic interpretive qualitative study (Merriam, 2002). The primary goal of the present study was to reveal the perspectives of the participants about integration process of the refugee students rather than their experiences, and to uncover common themes about this process.

Study Group

Convenience sampling method, one of the purposeful sampling methods was employed to determine the participants actively working at the time of the research. The reason for preferring convenience sampling method is that the researchers worked in province where the research was conducted and were able to contact with teachers for face-to-face interviews. Participants consisted of 17 teachers and 4 school administrators teaching at primary and secondary schools in Rize during the 2022-2023 academic year. The demographic characteristics of the study group are given in Table 1.

21 participants (14 females and 7 males) took part in the study. In terms of ages, three were between the ages of 25-35, 10 were between the ages of 36-45 and eight were between the ages of 46-55. Three of the participants have master's level education and 18 have undergraduate level education. Six of the participants work in primary schools, six work in secondary schools, and nine work in high schools. While 17 of the participants work as teachers, four of them have administrative duties. Five participants have 5-10 years of experience, seven participants have 11-20 years of experience, and nine participants have 21-30 years of experience. When examined by field of study, six of the participants are primary school teachers, one is a science teacher, one is an it teacher, one is a guidance counselor, two are religious culture and moral knowledge teachers, one is a Turkish language teacher, three are Arabic teachers, three of them are language teachers, three are literature teachers, one is history teacher, one is English language teacher and one is vocational high school teacher.

Data Collection Tool

In the study, semi-structured interview questions were prepared to collect data. The interview questions were prepared by writing down the draft questions after reviewing the relevant literature and consulting two experts working in education administration and Turkish language teaching fields. Piloting the interview form applied to a participant contributed to reshaping the draft questions. As a result of the pilot interview two probes were added and one question was reorganized to clarify. Face-to-face interviews were conducted to examine the views of the participants on the situation and phenomenon in question. Participants were asked for demographic information such as gender, age, education level, school type, title, seniority, and field of study. Participants' views on the phenomenon of migration and refugee education under the title of quality in education were obtained through the interview questions. Interviews with the participants were conducted on a voluntary basis. Voices were recorded during the interviews, the data was stored, and the recorded data were converted into text to prepare the data for analysis.

Table 1. Demographic characteristics of the study group

	Gender	Age	Education level	School type	Title	Seniority	Field of study
1	Female	36-45	Ba*	Primary school	Teacher	11-20	Primary school teacher
2	Female	36-45	Ba	Primary school	Teacher	11-20	Primary school teacher
3	Male	46-55	Ba	Middle school	Teacher	21-30	Science teacher
4	Male	36-45	Ba	Middle school	Vice principal	11-20	IT teacher
5	Female	36-45	Ba	Primary school	Teacher	11-20	Primary school teacher
6	Female	46-55	Ba	Middle school	Vice principal	21-30	Guidance counselor
7	Male	36-45	Ba	Primary school	Teacher	11-20	Primary school teacher
8	Male	46-55	Ma**	Middle school	Principal	21-30	Religious culture and moral knowledge teacher
9	Female	36-45	Ba	Middle school	Teacher	11-20	Turkish language teacher
10	Female	36-45	Ba	High school	Teacher	5-10	Arabic language teacher
11	Male	46-55	Ma	Primary school	Principal	21-30	Primary school teacher
12	Female	25-35	Ma	High school	Teacher	5-10	Literature teacher
13	Female	25-35	Ba	Middle school	Teacher	5-10	Religious culture and moral knowledge teacher
14	Female	46-55	Ba	Primary school	Teacher	21-30	Primary school teacher
15	Female	36-45	Ba	High school	Teacher	21-30	History teacher
16	Male	36-45	Ba	High school	Teacher	11-20	English language teacher
17	Female	46-55	Ba	High school	Teacher	21-30	Literature teacher
18	Female	46-55	Ba	High school	Teacher	21-30	Arabic language teacher
19	Female	36-45	Ba	High school	Teacher	5-10	Vocational high school teacher
20	Female	25-35	Ba	High school	Teacher	5-10	Arabic language teacher
21	Male	46-55	Ba	High school	Teacher	21-30	Literature teacher

*Bachelor's Degree, **Masters' Degree

Data Analysis

Inductive data analysis, one of the characteristics of interpretive qualitative research (Merriam, 2002), was conducted by the researchers who are the primary instrument to interpret the meaning the participants created (Merriam, 2002). More specifically, content analysis was preferred in which themes were reached by using the data, coded under the categories, and the findings were interpreted (Cohen, Manion & Morrison, 2007). Firstly, draft themes were obtained out of the data collected through voice recordings. Then, the draft themes were revised. The themes were obtained inductively by establishing a relationship between the codes. The codes were associated and combined under a common concept. Then, basic categories were determined using the axis coding method. MAXQDA 11 software was used to analyze the data. The data of the participants are reported with their code names (P1, P2, etc.).

Validity and Reliability

For qualitative research, validity means conveying the researched subject as close to reality as possible (Cho & Trent, 2006, p. 319). In this context, it was ensured that the current research findings were conveyed by using direct quotations obtained from the participants. Guba (1981) used the concepts of plausibility and transferability instead of validity and consistency and confirmability instead of reliability for qualitative research. In this study, convenience sampling was used and a detailed description of both the participants and research process and results to ensure transferability, data were analyzed by two researchers for consistency and expert opinion was taken for confirmability.

Ethical Approval and Process

Each participant was informed about the purpose of the study, the confidentiality of personal information, and their rights in the study process. The data obtained will not be used for purposes other than the present study. Interview records and transcripts of the records are kept confidential.

Findings

In this section, the findings on the phenomenon of migration and the integration of refugee students into the Turkish education system at the point of ensuring quality in education are presented within the framework of the opinions and experiences of teachers and school administrators. The findings obtained in the current study were presented in a hierarchical structure consisting of themes, sub-themes, and codes. Themes, sub-themes, and codes of the research, which examines the quality of education in the integration of refugee students into the Turkish education system, were obtained based on the induction method. The findings were supported by direct quotations from the participants.

Policy and Practices

Within the scope of the answers given to the interview questions directed to the participants, the theme of policy and practices was created, and the sub-themes and codes related to the theme are shown in Table 2.

Table 2 showed the policy and practices, policies and practices related to society, and policy and practices in education sub-themes. Regarding the sub-theme of policies and practices related to society, the codes of living in a different region, lack of studies on policy and practices, unawareness of the policies, support for policies, attitude of the society, general status of the country, integration of refugees into society, peaceful country codes were obtained. On the other hand, in the sub-theme of policies and practices in education, the codes of cooperation, solution for the lack of materials, continuity of coeducation, seminars for teachers, improvement efforts, and language education were obtained.

The opinions of the participants on the sub-theme of policies and practices related to society, obtained from the research, are as follows:

I think that there is no household or person left that the government cannot reach. Our government is extremely self-sacrificing in this regard, and it shows this in numbers. The European Union promised to send us help in the care of refugees. They sent 10% - 15% but did not send the rest, and despite this, when we look at the figures, around four million dollars were spent. But as I said, this should not be seen as an expense, because these are now our brothers and sisters. (P13)

Table 2. Sub-themes and codes related to the theme of policies and practices.

Theme	Sub-themes	Codes
Policy and practices	Policies and practices related to society	➢ Living in a different region ➢ Lack of studies on policy or practices ➢ Unawareness of the policies ➢ Support for policies ➢ Attitude of society ➢ General status of the country ➢ Integration of refugees into society ➢ Peaceful country
	Policies and practices in education	➢ Partnership ➢ Solution for lack of material ➢ Continuity of co-education ➢ Seminar for teachers ➢ Improvement effort ➢ Language education

They also need to be registered. There is an uncontrolled migration. For example, they come to Türkiye. They come to the city they want to live in. This also needs to be blocked. We want a conscious and controlled distribution. We have such students who have not come to school for a year. Because there is no job. They have to go wherever their father finds a job. We have the registration, but we cannot reach the parent. Unfortunately, there is such a lack of control. I demand that this be prevented. (P19)

The opinions of the participants on the policy and practices in education sub-theme obtained from the research are as follows:

To learn Turkish, there must be education again. Maybe there can be courses opened by Public Education Centers for parents, in school conditions. There may be chat courses there. These courses may not necessarily be like teaching "A" letter but aim to bring them into society. They may even be particularly attracted to a craft course. (P8)

Turkish proficiency courses were also opened at primary and secondary school levels. I want these courses to continue. For example, recently, an eighth-grade student came and did not know any Turkish, and I was calling and communicating with another Syrian student. Since there is no such program, I placed him in any eighth-grade class. There will be a certain period until he learns Turkish and how much will he be able to learn on his own? After that, he will begin to study. Currently, the education he received without learning Turkish is very limited. This issue could have

been resolved faster this way and I think it should go with that and get resolved faster this way. (P3)

Within the scope of the answers given to the interview questions directed to the participants, the theme of undesirable behaviors was created, and the sub-themes and codes related to the theme are shown in Table 3.

Table 3 demonstrated the sub-themes of the education dimension and the social dimension related to the theme of undesirable behaviors of the participants. The codes of undesirable behaviors and lack of education related to the sub-theme of the education dimension were revealed. In the social dimension sub-theme, the codes of those not having any bad behavior, personal problems, the effect of culture and religion, war, communication problems, family, and adaptation problem were obtained.

The opinions of the participants on the education dimension sub-theme obtained from the research are as follows:

In this way, we have a very problematic refugee student. He resists a lot about dressing, does not listen to the lesson, is interested in something different in the lesson, or sleeps. (P8)

Second, let's say the kids made a problem. In this case, the control of the families is very good, and the problem does not continue. We cannot rule out this problem in Turkish children. The same behavior continues, and the family takes ownership. I don't know, maybe this is because they live as refugees in another country, but there the problem goes away. Unfortunately, it continues in the child who comes from a place with a low socio-cultural level. He is already convincing his own family in his language. (P19)

Table 3. Sub-themes and codes regarding the undesirable behaviors theme

Theme	Sub-Themes	Codes
Undesirable behaviors	Education dimension	➢ Undesirable behaviors ➢ Lack of education
	Social dimension	➢ Not having any bad behavior ➢ Personal problems ➢ The influence of culture and religion ➢ War ➢ Communication problem ➢ Family ➢ Compatibility problem

Table 4. Sub-themes and codes related to the course tools theme

Theme	Sub-theme	Codes
Course tools	Materials	➢ Solutions to the material problem ➢ No lack of material
	Resources	➢ No resources required ➢ Arabic materials

The opinions of the participants on the social dimension sub-theme obtained from the research are as follows:

I have never had such a problem with my other refugee students. One of our students has just arrived and does not speak Turkish very well. It's not negative behavior, but we just can't adapt to the lesson because he doesn't understand us. He drops out of class because he doesn't understand. I can't say that this is a negative behavior either. (P8)

I have not witnessed any undesirable behavior on behalf of my class. The children that I and my friends work with are also very well brought up on a moral point of view. That's why we didn't have such a problem. (P14)

Within the scope of the answers given to the interview questions directed to the participants, the theme of course tools were created. Table 4 shows sub-themes and codes related to the created theme.

Table 4 displayed the sub-themes of materials and resources related to the theme of course tools of the participants. The codes for the solutions to the material problem related to the sub-theme of materials and the absence of material deficiency have been reached. In the sub-theme of resources, the codes for the non-obligatory resources and Arabic materials were obtained.

The opinions of the participants on the sub-theme of materials obtained from the research are as follows:

We do not have any problems due to the branch, but let's say that there are materials that must be taken in courses such as technology design. There, too, the economy comes into play. There is a problem because the financial situation of those who come here is troubled. But somehow the teachers help them knowing their situation. Sometimes the teacher is helped by communicating with the shopkeepers. Sometimes, the problem is solved by contacting the administration. So again, it's up to the public. (P2)

We have visual cards, we can express. Or I use the smart board too much. The child understands because there is quite a visual on the smart board. We have a chess course

at school. We think you understand chess too. His teacher is also very agreeable. I don't have any difficulty in getting other resources, his father gets the resources. (P7)

The opinions of the participants on the sub-theme of sources obtained from the research are as follows:

While I was teaching them Turkish voluntarily, I sought a resource on how to teach Turkish to a foreign student and no one helped me. I heard that someone from the university was teaching Syrians. I don't know him, but I told someone who knows him. Finally, I searched and found a book. (P15)

We do not take any other resources other than textbooks. This is not mandatory and is optional. In this exam system, where the child has difficulty understanding Turkish, we do not demand that they carry the question whether they can take a source or not. Since it is not compulsory, teachers continue their education regardless of resources. (P3)

Within the scope of the answers given to the interview questions directed to the participants, the theme of the teaching process was created. Table 5 shows sub-themes and codes related to the theme created.

Table 5 showed the sub-themes of the participants' attitude towards the course and academic achievement related to the teaching process theme. The codes of in-class behaviors, compliance with the course, and the opinions of school administrators related to the sub-theme of attitude towards the course were reached. In the sub-theme of academic success, participation in the Arabic course and the effect of the language barrier to participation codes emerged.

The opinions of the participants about the attitude towards the lesson sub-theme obtained from the research are as follows:

As I said, there is no problem for those who come to Türkiye beforehand, they can express themselves. I have female students in 7th grade. They raise their hands, attend class, make jokes, laugh, and have good communication with their friends. But those who have come to Türkiye for the last two years are also having difficulties. When I ask, they cannot pronounce, understand, comprehend, or give us feedback. This is how trouble arises. (P2)

Table 5. Sub-themes and codes related to the teaching process theme

Theme	Sub-Theme	Codes
Teaching process	Attitude towards the lesson	➢ In-class behaviors ➢ Adaptation to the lesson ➢ School administrators' opinion
	Academic success	➢ Participation in Arabic class ➢ Effect of language barrier to participation

Table 6. Sub-themes and codes related to the integration of refugee students

Theme	Sub-theme	Codes
Integration of refugee students	Cultural integration	➢ Current integration status ➢ The influence of culture on the integration process ➢ Perspectives ➢ Cultural conflict
	Academic integration	➢ Learning and adaptation problems in the environment ➢ Previous learning ➢ Compatible students ➢ Teacher attitude in integration ➢ Integration of parents

It is very difficult at first; they do not participate and are only in the role of listeners. After a certain period of time, as their understanding and interpretation of Turkish improve, they can adopt a different attitude and attend the lesson. A little more like this; When the teacher asks a question, they can answer. They can put themselves in the background during the lesson. (P3)

The opinions of the participants regarding the academic achievement sub-theme obtained from the research are as follows:

And since I am an Arabic teacher, I do not have a problem with the children, I get along in every way. More often, they contact me, they come to me when something happens, or when the parents come, we get help from the guidance service. (P6)

Because they have a weak interest in the lesson, they fail the exams. Class participation is not at the desired level. (P1)

Within the scope of the answers given to the interview questions directed to the participants, the theme of integration of refugee students was created. Table 6 shows sub-themes and codes related to the theme created.

Table 6 displayed the sub-themes of cultural integration and academic integration related to the theme of integration of refugee students. The current integration status, the effect of culture on the integration process, perspectives, and cultural conflict codes related to the sub-theme of cultural integration were obtained. In the sub-theme of academic integration, the codes of learning and adaptation problems in the environment, previous learning, compatible students, teacher attitude in integration, and parents' integration were obtained.

The views of the participants on the sub-theme of cultural integration obtained from the research are as follows:

Integration has not been achieved in any way. I look at this situation from a human and emotional perspective. The situation of the children in my school is very dire in this regard. I do not think that we are in a planned and programmed, problem-solving action. Maybe it's

somewhere else and that's what I think because I haven't seen it. (P15)

The children of the families who came early studied here, progressed a lot, and socialized. The malicious ones are always a nuisance, and they are ubiquitous. But we see that those who have been trained here are healthier. The integration of those who came here as young men was more difficult. We see that the integration of those who are in the field, that is, in working life, is better. But of course, the integration of those who wander around and remain uninterested becomes more difficult and slower. The compatibility of these people is a problem. (P21)

The opinions of the participants on the academic integration sub-theme obtained from the research are as follows:

We were training in difficult conditions. You are educating Turkish children. You are trying to teach Syrian children as well. Because after all, they are also our students, but it requires a lot of effort. (P14)

Their integration is very good. I do not observe that our student is having a lot of problems. Since I am the principal of the school, I cannot see all the students, but sometimes when I meet that student, I do not see that he is having a problem. But I don't know how it works with him or with his friends. (P17)

When I enter the classroom, I call out by name; There is absolutely no stereotyped judiciary like the Syrian. there is no discrimination in any way, and I don't think any of my friends look at it that way either. I can even say that it is positive discrimination. We, as teachers, try to integrate them. There may be language problems in some courses, but we are happy with their effort, dedication, and determination to struggle. We can also be positive. (P13)

Within the scope of the answers given to the interview questions directed to the participants, the language barrier theme of refugee students was created. Table 7 shows sub-themes and codes related to the theme created.

Table 7. Sub-themes and codes related to the language barrier theme of refugee students

Theme	Sub-theme	Codes
Language barrier of refugee students	Language education	➢ Turkish at home and in the family ➢ Interaction with Turkish ➢ Turkish courses ➢ Turkish education ➢ The necessity of language education
	Other	➢ Experience in Türkiye ➢ Those who do not know

Table 8. Sub-themes and codes related to quality in education

Theme	Sub-theme	Codes
Quality in education	Quality is not adversely affected	➤ No negativity
	Failure to provide quality	➤ Readiness ➤ Decreased quality
	Language education	➤ Interaction with different cultures ➤ Language deficiency

Table 7 displayed the participants' language education and other sub-themes related to the theme of integration of refugee students. The codes of Turkish at home and in the family, interaction with Turkish, Turkish courses, Turkish education, and the necessity of language education related to the sub-theme of language education were obtained. In the other sub-theme, the codes of those who have no experience and knowledge of Türkiye were obtained.

The opinions of the participants on the sub-theme of language education obtained from the research are as follows:

I say to the family that you will speak Turkish at home, you need to learn it too. Families need to be open and willing to this situation. Afterward, a seminar and training can be given. But it will be learned on the job. That's why they need to be more involved in society. (P4)

The best environment in which a language can be learned is the laboratory where the language is found. Refugee students can learn the language in their classroom and school environment. If the Turks abroad learn a foreign language in a short time in the places where they are, it is necessary for them to learn a foreign language in this environment. Learning takes place in the natural environment of the language by establishing a dialogue with the students. (P1)

Otherwise, these students should normally be offered a separate Turkish course. It can be opened in schools, under the Ministry of National Education, Directorates of National Education or Public Education Centers. Because such a course should be opened for newcomers and those who do not speak Turkish at all. (P2)

The opinions of the participants on the other sub-theme obtained from the research are as follows:

But some ten-year-olds were born in Türkiye. They have transcended most things and are at ease and have adapted to the culture. If there is an interruption now, if it is over, those who come will somehow adapt. But every time he comes, the wheel starts to turn again and that's when trouble arises. (P2)

Within the scope of the answers given to the interview questions directed to the participants, the theme of quality in education was obtained from the data. Table 8 shows sub-themes and codes related to the created theme.

Table 8 showed the sub-themes of not adversely affecting the quality of education, inability to provide quality, and language education related to the theme of quality in education. The code of no negativity related to the sub-theme of not adversely affecting quality was obtained. In the sub-theme of not providing quality, readiness, and quality reduction codes were reached. In the sub-theme of language education, the codes of interaction with different cultures and language deficiency were obtained.

The opinions of the participants on the sub-theme of not adversely affecting the quality obtained from the research are as follows:

It is necessary to distinguish between the quality of our education system. Because my two Syrian students in the eleventh grade are among the most successful students in the class. Since they have been here for a long time, they also have a high level of language proficiency in Turkish and I cannot say that they have reduced our education quality because their perception level is also very high. Since I am a vocational course teacher for other students, I think they have the infrastructure and I cannot say that they have reduced our education quality. However, I cannot say that they have increased the quality and I try to keep them at the class level, and we do not have any problems. (P8)

The opinions of the participants on the sub-theme of not providing the quality obtained from the research are as follows:

I am speaking for my student whose class I am teaching, and I am also a primary class teacher. He's a hardworking student, he studies very well, and he only has three weak points. It's not in very bad condition either. Although he does not have a high level of proficiency in Turkish. They've been here for 7-9 years and haven't had any problems and seem to have adapted very well. (P16)

They negatively affect our education system; I cannot say that they are integrated. We have a lot of discipline problems in this regard. Their academic success is not at the desired level. We have exceptional students who have been successful. But success should not be overstated. (P1)

The opinions of the participants on the sub-theme of language education obtained from the research are as follows:

Since they have problems with the language, we have a little more difficulty with them rather than the benefit. We have difficulties in lecturing and comprehending what is being told. (P2)

When they see students with a slightly different structure in terms of quality, the children want to learn a foreign language. English is taught in our country, but since these students come from Syria, there is a tendency towards the Arabic language. (P20)

When the findings of the research are examined, it is seen that the quality of education is affected by various factors in the integration of refugee students into the Turkish education system. It is seen that the prominent ones among these factors are education policies, socialization, attitudes of internal and external stakeholders regarding education, course materials, economic situation, teaching process, language, and readiness.

Conclusion, Discussion, and Recommendations

This study aimed to reveal the perspectives of teachers and school administrators about the integration of refugee students at primary and secondary school levels into the Turkish Education system with regard to the quality of education. While investigating the positive and negative effects of refugee children on the education system in terms of their individual development and adaptation to social activities, the experiences in this process were revealed. As a result of interviews with participants, it was observed that the current integration status of refugee students differed according to school levels. The results within the scope of the research were discussed and suggestions were provided.

Findings from the interviews primarily revealed current policies and practices regarding the education of refugee students. It is possible to state that no consensus on policies and practices related to society. It is argued that with the support of policies, many practices have been implemented in our country for refugees such as financial aid. On the one hand, it is stated that this aid should not be seen as an expense upon supporting the financial aid. Similarly, in the literature, it is thought that these students should be given scholarships (Nayir & Çetin, 2019). Contrary to these views, it is stated that too many refugees are allowed to enter the country and that refugees harm the country's economy (Özdemir & Öner Özkan, 2016). It is evident in the current study that there is no order in immigration and this uncontrolled lack of control causes many problems such as attendance according to participants' views. Başar, Akan and Çiftçi (2018) note that not taking any action against these students due to a lack of legal legislation causes student absenteeism and there are problems in assessment and evaluation. Similarly, it is concluded that the frequent relocation of refugee students negatively affects the education process, and teachers and school administrators are unprepared for these students (Akdeniz, 2018). While the reason for this might be the large number of classrooms and the effort to develop a program, it is also thought that teachers may be afraid of taking extra responsibility. On the other hand, increasing the duties and responsibilities of teachers negatively affects the teaching process in schools (Erdem, 2017).

Considering the opinions about policies and practices in education in the current study, language barrier was considered as a critical problem. Teachers expect courses to be opened for both refugee students and refugee families to solve the language problem. It is possible to say that a refugee student with a language problem is deprived of education by remaining passive in the lessons. For this reason, the necessity of Turkish courses in the regions where refugee children are present has been emphasized (Yenen & Ulucan, 2020). In addition, it was stated that refugee families should be involved in society and attend courses within their knowledge and skills. The perpetuation of language problems makes it very difficult for refugee families who have to leave their own countries to establish a social bridge with the society they live in (Akıncı, Nergiz & Gedik, 2015). In this context, it is evident that the findings of the current study are in congruent with the findings of the related studies in literature.

In the current study, the theme of undesirable behaviors was divided into two sub-themes as the educational dimension and the social dimension. In the education dimension, some of the participants stated that they were faced with a problem student, while other participants stated that they did not have any problems with refugee students, and in case of such a problem, refugee families were interested in solving the problem. When compared to refugee students, the problems created by Turkish students could not be solved for much longer. It is evident that environmental and social differences, educational infrastructure, and equipment of refugee families cause some undesirable behaviors in the classroom (Delen, 2019). While some of these behaviors are listed as disobedience, lack of attention, and aggression, it is stated that the majority of parents have a positive attitude toward education (Özoruç & Sığırtmaç, 2022). Teachers and school administrators are needed to solve the undesirable behaviors of some refugee students who are excluded by their peers, witness the death of their relatives, or have family problems (Karaağaç & Güvenç, 2019). It can be stated that there are behavioral differences among refugee students, and these differences are directly related to socioeconomic status, moral problems, and family interests. However, there are also undesirable behaviors in the social dimension. Refugee students experience difficulties while learning prosocial behaviors and distinguishing the appropriate environment for this behavior (Güllüce, 2020). Refugee students who cannot adapt to the school culture are also students who occasionally resort to violence, speak inappropriately, or damage school items (Sarıer, 2020). Similar to the literature, it is possible to say that there are teachers who encounter students with problem behaviors and that those students continue their education under the supervision of counseling teachers. It is expected that school psychological counselors, who have to make a serious effort to create a healthy school culture, will break this negative perception (Kağnıcı, 2017). There might also be Turkish students who cause some refugee boys to exhibit undesirable behaviors, so environmental factors might be quite effective in the emergence of these behaviors. However, it is possible to say that there are also teachers who do not face any problems in the social field apart from the language problem. Participants stated that morally well-educated refugee children did not engage in any undesirable behavior at school and in the classroom. The reason for this result may arise from the characteristic of refugee students. It is possible to say that some refugee students are shy and introverted (Yurdakul & Tok, 2018).

It is possible to say that some teachers did not demand materials as it is not compulsory to buy materials or resources, no need for extra material in some branches, or using visual cards and smart boards instead of materials. It is known that teachers, school administrations, or shopkeepers provide support to students who are unable to buy materials due to

financial problems when requested. On the other hand, some refugee families might be in a position to meet the material cost. It was stated that teachers who were trying to solve the language problem between themselves and refugee students sought to obtain resources for learning Arabic, but they could not find such a resource with their efforts. According to equality of opportunity, which is one of the basic principles of Turkish National Education, all opportunities offered in education should be delivered to every child (Keskinkılıç Kara & Şentürk Tüysüzer, 2017). For this reason, all opportunities offered by the Ministry of National Education are used equally for every student. However, it was stated that the necessary training, material, and technical support could not be provided to the teachers who made great efforts to meet the needs of refugee students (Roxas, 2010). It is known that refugee families generally have low economic status and live in crowded houses while working population is low (Ertuş, 2017). For this reason, any resource requested by teachers causes refugee parents to find themselves in a financially difficult situation.

Another dimension compared in the study is related to the teaching process. Considering the attitude of refugee students toward the course, it is evident that there are significant differences between students who were born in Türkiye or who have been in Türkiye since a young age and those who entered Türkiye at a later age. It is known that students who have come to Türkiye in recent years have problems with communication and participation in the course, as well as teachers who state that the interest in the course is good in former students and that these students do not have any problems in expressing themselves. When the literature is examined, it is stated that refugee students, who feel like students for the first time and realize that their visibility has increased, gain self-confidence over time and try to take the floor in the lessons and participate in the interaction in the classroom (Yılmaz & Günel, 2022). It is also possible to say that the language problem should be eliminated for participation in the course. For this reason, teachers state that refugee students should go through a language education before being included in the education system (Tosun, Yorulmaz, Tekin, & Yıldız, 2018). Refugee students, who are more active in Arabic lessons compared to other lessons, try to solve their problems in social life, especially by communicating with their Arabic teachers. Similarly, refugee students are stated to be more successful in Arabic and memorization-based courses compared to other courses (Tunga, Engin, & Cagiltay, 2020).

When the participants were asked about the integration level of refugee students, which is one of the most important aims of the study, some participants stated that integration was not achieved in any way and there was no problem-solving action. Children born or raised in Turkish culture might be more inclined to adapt and make progress in their education. It has been observed that people who came to Türkiye at a young age have language problems and cultural conflicts. However, the participants stated that the integration of students who were not open to change and uninterested was very difficult. The related research show that students who have difficulty in the cultural adaptation process experience culture shock (Zavalsız & Gündağ, 2017). In this context, it is stated that Syrian families need more support to learn the sociocultural status of their new country (Martzoukou & Burnett, 2018). While it is necessary to develop policies for the integration of refugees to ensure social order, it can be stated that the first condition for the solution to this problem is language courses (Çetin, 2016).

It was stated that refugee students did not have a clear knowledge of the level of integration, but there was no problem with adaptation in general. Contrary to our findings, there are also studies indicating that refugee students have a problem with integration with Turkish students and there is an alignment among themselves (Sarıer, 2020). The participants stated that there were situations where positive discrimination as opposed to negative discrimination was experienced by refugee students and that they made a great effort to integrate those students. In cases where the adaptation problem continues, it is possible to say that this situation is usually caused by the language barrier. Because language-related issues bring problems with adaptation (Özenç & Saat, 2019). Opinions on language teaching related to the integration of refugee students were also obtained in the study. Refugee children need to be in Turkish-speaking environments to learn Turkish. Arabic is often spoken at home for refugee students who struggle to communicate in Turkish at school. The Arabic-speaking of refugee parents not only negatively affects their social life, but also complicates their children's education life. Refugees need to learn Turkish to establish healthy social relations, take an active part in social life, and achieve academic success (Akdeniz, 2018). When related studies are examined, it is evident that refugees generally have a positive attitude towards Turkish (Akkaya, 2013). People who are willing to learn Turkish or who have to learn Turkish might have achieved this to a large extent. The refugees who speak Turkish are observed to be less exposed to social exclusion and that especially those who have a profession are a value to our country (Topgül, 2016). Unlike our findings, it is stated that serious progress has been made in the education of refugees in Türkiye, and a holistic approach including long-term solutions and social policy support is needed (Yaylacı, Serpil, & Yaylacı, 2017). Policies to be regulated should be put forward in line with the concepts of equality and rights.

When the sub-dimensions related to the theme of quality in education are examined, it is revealed that the current language knowledge of refugees affects the quality. The language deficiencies of refugees are regarded as the most fundamental problem by teachers (Erdem, 2017). It is stated that teachers who think that refugee students affect the quality of education negatively, experience a lot of discipline problems in this regard, and language problem also affects academic success. However, with the presence of students with different language levels in the classroom, it is observed that teachers cannot achieve the desired efficiency (Boylu & Pınar, 2019). When the language problem is resolved, problems in terms of the quality in education might disappear. Teachers who could not adequately establish a dialogue with Syrian students state that these children should be introduced to Turkish before starting primary school (Koçoğlu & Yelken, 2018). In some studies, with a similar subject, it is emphasized that supporting refugee students and families and providing a culture-based education are very important for the development of language (Avcı, 2019). This is because the parents' inability to speak and understand Turkish and the cultural exclusion negatively affect the communication between the school and the parents (Başar, Akan, & Çiftçi, 2018).

The participants of the study generally expressed that refugee students born or raised in Türkiye had fewer problems in adapting to language and culture. Students who have been living in Türkiye for a long time are observed to be generally active in the classroom, successful in the lessons, and have a very high level of perception. It is thought that refugees trying

to integrate into society have a significant impact on increasing the quality of education (Dolapcı, 2020). It is possible to say that those students do not reduce the quality of education, but they do not have a positive effect on the quality. Moreover, it is stated that Turkish students are willing to learn a new language, as they have friends who speak Arabic. People who have a positive attitude towards refugees do not distinguish themselves (Palaz, Çepni & Kılcan, 2019). It is evident that teachers who have refugee students in their classes are more successful in communication and adaptation, which is a requirement of inclusive education (Terzi, Göçen & Altun, 2019).

In general, it is evident that the main problem of refugee students in our country is language deficiency. There is a consensus that language deficiency negatively affects school success. However, it is possible to say that as a result of cultural and moral differences, there is a problem with adaptation to school and conflicts may arise with Turkish students. In line with these emerging problems, teachers sometimes face difficulties, and they make a great effort to overcome those difficulties. The needs have been determined to increase the policies implemented to ensure the integration of refugee students and to carry out strict supervision on implementation. It is thought that parents will contribute to the education of their children by emphasizing that they should be involved in society and have responsibility rather than being supported by aids.

Suggestions for new arrangements and the content of the policies implemented were involved in the current study. Undesirable behaviors and academic failures of refugee students, and ways to take a more active part in the teaching process to cope with negative emotions can be investigated in future studies. In the interviews, it was concluded that some students were integrated, while some students had significant problems with adaptation. New studies can be carried out to reveal the differences by making a comparison between the students who are integrated and those who cannot be integrated. In terms of suggestions for practice, teachers should be informed and guided regarding the political decisions taken for refugee students. Parent training programs should be designed for the families of refugee students and the adaptation problem should be resolved more smoothly. Intensive Turkish language training programs should be provided to overcome the language barrier. To prevent cultural conflict and facilitate the adaptation process, policy makers need to consider the orientation process in detail.

Author Contributions

During the research process, the first author of the study contributed to the method, data analysis, findings, and discussion sections of the study besides translation to English, and the second author contributed to the method, discussion, and conclusion sections.

Ethical Declaration

This study was conducted with the approval decision taken at the Ethics Committee for Human Research in Social Sciences (Protocol No. 2022/278) of Recep Tayyip Erdoğan University, dated 14.11.2022, at the 2022/278 meeting.

Conflict of Interest

The authors declare that there is no conflict of interest with any institution or person within this study.

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A Thorough Investigation into Foreign Language Writing Anxiety in a Turkish EFL Context

Türkiye'de İngilizcenin Yabancı Dil Olarak Öğretimi Bağlamında Yabancı Dilde Yazma Kaygısı Üzerine Kapsamlı Bir Araştırma

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Abstract: This study sought to investigate foreign language (L2) writing anxiety of Turkish students learning English as a foreign language (EFL) by focusing on the L2 writing anxiety levels; the prevailing types, perceived causes and effects of L2 writing anxiety; and the strategies that students employed to alleviate L2 writing anxiety. The study adopted a convergent parallel mixed-methods design consisting of a quantitative survey and qualitative open-ended interviews with the students studying at English Language and Literature undergraduate program at a state university in Türkiye. A total of 138 students responded to the questionnaire and eight volunteers among them were interviewed face to face. The survey data were analysed through descriptive and inferential statistics while interview records were analysed through thematic analysis. The findings converged on the point that the students displayed high levels of L2 writing anxiety and that time constraints and assessment orientation were the prominent factors leading to anxiety. The students' L2 writing anxiety varied significantly across perceived L2 proficiency levels, demonstrating higher-level anxiety for the students reporting themselves as less proficient L2 users. Based on the interview reports, the student-perceived causes and effects of writing anxiety as well as the factors and relieving strategies were identified. Finally, recommendations for more effective strategies for alleviating English language learners' L2 writing anxiety were discussed.

Keywords: Writing anxiety, foreign language anxiety, EFL learners, L2 writing, second/foreign language learning

Öz: Bu çalışma, İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin yabancı dilde yazma kaygı düzeylerini, yaygın yazma kaygısı türlerini, algılanan kaygı nedenleri ve etkileri ile birlikte öğrencilerin bu kaygıyla baş etme stratejilerini araştırmayı amaçlamıştır. Araştırmada, Türkiye'deki bir devlet üniversitesinin İngiliz Dili ve Edebiyatı lisans programında öğrenim gören öğrencilerle yapılan bir anket ve bir açık uçlu görüşmeye dayanan paralel karma yöntemler deseni benimsenmiştir. Ankete toplam 138 öğrenci katılmış, bu öğrenciler arasından gönüllü olan sekiz öğrenci ile yüz yüze görüşmeler yapılmıştır. Anket yoluyla elde edilen araştırma verileri betimleyici ve çıkarımsal istatistiklerle, görüşme kayıtları ise tematik analizle çözümlenmiştir. Bulgular, öğrencilerin yüksek düzeyde yabancı dilde yazma kaygısı sergiledikleri ve zaman kısıtlaması ile değerlendirme odaklı olmanın kaygıya neden olan faktörlerin başında geldiği noktasında birleşmiştir. Yazma kaygısı, algılanan İngilizce yeterlilik düzeylerine göre değişkenlik göstermiş, kendilerini daha az yetkin olarak değerlendiren öğrencilerde daha yüksek düzeyde kaygı olduğu bulunmuştur. Görüşme raporlarından hareketle öğrenciler açısından yazma kaygısının nedenleri, etkileri ve kaygıyı hafifleten faktörler ve stratejiler belirlenmiştir. Son olarak, İngilizce öğrenenlerin yabancı dilde yazma kaygısını hafifletmeye yönelik daha etkili stratejilere dair öneriler tartışılmıştır.

Anahtar Kelimeler: Yazma kaygısı, yabancı dil kaygısı, İngilizceyi yabancı dil olarak öğrenenler, ikinci dilde yazma, ikinci/yabancı dil öğrenimi

Introduction

With its complex and multifaceted nature (Hyland, 2016), writing requires cognitive and emotional engagement (Cheng, 2002; Li, 2022). Effective writing is possible not only with cognitive skills and linguistic and rhetorical knowledge, but also with effective coordination of all these resources, which ascribes an important role to affective factors (Kormos, 2012). Hence, an intricate interaction has been recognized between emotion, cognition and written communication, urging second/foreign language (L2) writing research to become a discipline of its own, linked to the area of cognitive psychology, since the 1970s (Cheng, 2004a). Recent years have witnessed increased scholarly interest in emotional factors affecting academic writing performances of students in particularly higher education (Li, 2022; Zhang & Zhang, 2022). One of these factors, anxiety, has been acknowledged to have an inhibitory effect on language learning and can be inherently observed in most language classrooms (Han & Hiver, 2018; Horwitz et al., 1986).

Researchers have reached a consensus on the unfavourable effects of anxiety on language skill performance (Heidarzadi et al., 2022; Pae, 2013). Acknowledged as L2 anxiety, the

anxiety among language learners was initially approached as task- or domain-specific, which encompassed all language skill areas. Later, even though all language skill-anxieties have been accepted as the facets of L2 anxiety, it has been commonly argued that anxiety operates differently for each skill area, and that the anxieties of discrete skills should be addressed independently (Pae, 2013).

Writing anxiety, which can be observed in the forms of negative and hypercritical self-evaluations and comparisons (Han & Hiver, 2018), is recognized as a skill-specific state anxiety which is independent of, yet related to L2 anxiety (Cheng, 2004b; Cheng et al., 1999; Pae, 2013). In one of the earliest studies related to writing anxiety, it was found to be negatively correlated with the students' willingness to write and attend advance-level writing courses, resulting in worrying about being evaluated by others, being distracted, and even avoiding the writing task (Daly & Miller, 1975). Cheng (2004b) conceptualized writing anxiety into three constructs: cognitive anxiety, somatic anxiety and avoidance behaviour. The mental conditions where writers are preoccupied with negative assumptions about the effectiveness of their performance and about the perceptions of others are

the results of cognitive anxiety. Somatic anxiety manifests in physiological facets of anxiety including faster heart beats, higher nervousness and/or an upset stomach. Lastly, avoidance behaviour is the behavioural reflection of anxiety referring to avoiding the act of writing.

In a relatively recent review on the causes and effects of L2 writing anxiety and the approaches to reduce it, it was reported that anxiety had both facilitating and debilitating effects on L2 learning; however, studies proving the debilitating effects were in the majority (İlhan & Tutkun, 2020). The aforementioned conceptualization of Cheng (2004b) and the potential negative outcomes of L2 writing anxiety led to a burgeoning interest in and accumulated research in the context of teaching and learning English as a foreign language (EFL). The present study aims to add to the relevant literature by elucidating this construct with a multifocal approach in a local context of EFL writing in Türkiye.

Literature Review

It is observed that the L2 writing anxiety construct has been commonly researched descriptively either regarding its intensity, types and/or causes, or in terms of its correlation with some other constructs.

The Association of L2 Writing Anxiety with Various Constructs

Self-efficacy has been one of the constructs tested for its possible correlation with writing anxiety in many studies. Woodrow (2011), for instance, determined writing anxiety as a strongly negative predictor of self-efficacy, and a relationship was observed between anxiety and writing performance mediated by self-efficacy beliefs. In a similar vein, Kırmızı and Kırmızı (2015) provided results displaying a strong negative correlation of writing self-efficacy with writing anxiety. In two recent studies, Li (2022) and Heidarzadi et al. (2022) reported that students' writing self-efficacy was in a negative correlation with their writing anxiety. It is well-documented with the results of these studies that self-efficacy and L2 writing anxiety are strongly correlated.

Other correlational studies have focused on the association between L2 writing anxiety and various other constructs and factors associated with L2 writing. For example, Zabihi et al. (2018) explored the differential role of writing anxiety in EFL learners' narrative and argumentative writing performances with regard to the measures of accuracy, fluency and complexity. The results revealed a significant negative association between the sub-constructs of writing anxiety and all three measures in both types of writing. Sabti et al. (2019) conducted research on the relationships between two dimensions of L2 writing anxiety, namely facilitating and debilitating anxiety, and the constructs of writing goal orientation. Their results demonstrated positive relationships between mastery- and performance-approach goals and facilitating writing anxiety, and a negative relationship between a combination of debilitating writing anxiety and performance-avoidance goal, and the factors of mastery- and performance-approach goal and facilitating writing anxiety. Also, Tahmoureshi and Papi (2021) studied another motivation-related learner characteristic, namely L2 writing future-self, and the results indicated that *the ought-to L2 writing self,* which refers to a self-perception of writing performance which matches the expectations of significant others (Jang & Lee, 2019), was a positive predictor of writing

anxiety and that L2 writing anxiety was a negative predictor of L2 writing achievement. Lastly, Zhang and Zhang (2022) attempted to determine the mediating role of anxiety in the relationship between academic procrastination and L2 writing performance and found that writing anxiety escalated the negative effect of procrastination on L2 writing performance. These studies demonstrate that writing anxiety is a construct with intricate relations with a wide range of other factors in effective L2 writing.

L2 Writing Anxiety and Writing Strategy Use

There has also been a recent interest in the association between L2 writing anxiety and writing strategy use. To illustrate, Abolhasani et al. (2022) investigated the effects of L2 writing anxiety on graph writing (a type of writing activity in which students are required to interpret the visual information from a graph) performance of university students and their writing strategies, and their results showed that writing anxiety was a negative predictor of L2 writing performance and strategy use. Bailey and Almusharraf (2022) also addressed L2 writing anxiety in terms of its relation to L2 writing strategies. Among the four writing strategies of planning, monitoring, reviewing and translating, a significantly positive correlation was identified between translation strategies and L2 writing anxiety.

Descriptive Studies on L2 Writing Anxiety

Previous studies also involves descriptive approaches to L2 writing anxiety in different cultural contexts. To exemplify, Zerey (2013) marked average-to-high levels of writing anxiety among Turkish pre-service EFL teachers, and determined language difficulties, concerns over negative evaluation, limited self-confidence and unfavourable past experiences as the perceived causes of L2 writing anxiety. In another study from Türkiye, Genç and Yaylı (2019) reported average-to-high levels of L2 writing anxiety, higher anxiety during exams; and topic selection, time constraints, generating supporting ideas and a lack of effective feedback as factors related to increased anxiety. In a recently-published work, Keyvanoğlu and Atmaca (2023) noted high levels of L2 writing anxiety predicted by student gender and L2 proficiency. In a different cultural context, Mulyono et al. (2020) examined Indonesian EFL students' writing anxiety and demonstrated that all the participant students displayed writing anxiety, most commonly avoidance behaviour at a moderate level, and the variables of gender and education level did not affect the students' writing anxiety. With a similar focus, Rabadi and Rabadi (2020) indicated a high level of anxiety among Jordanian EFL students, with cognitive anxiety being the dominant type, and the causes of writing anxiety involved linguistic challenges, inadequate writing practice, low writing self-confidence and test anxiety. As the final and a rather current example, Quvanch and Na (2022) revealed a moderate level of writing anxiety for Afghan EFL students, no significant differences in the anxiety levels across genders and years of study, and significant differences across L2 proficiency. They also identified leading anxiety causes as linguistics incompetence, followed by time constraints, a perfectionist approach, and the fear of negative teacher evaluation. To summarize, these descriptive research results illustrate that there is a tendency of medium-to-high L2 writing anxiety for EFL learners in different contexts; the effect of student characteristics such as gender or education level on the L2 writing anxiety varies across studies; and that some

linguistic, social and individual factors emerge as the causes of anxiety.

The above-mentioned literature providing valuable data on mostly the adverse and debilitating influence of anxiety on L2 students' writing ability appears to involve abundant research, yet further studies are still needed for several reasons. First, the relevant research demonstrates a prevailing tendency towards quantitative methodology, drawing predominantly on descriptive or correlational data (Heiderzadi et al., 2022; Keyvanoğlu & Atmaca, 2023; Kırmızı & Kırmızı, 2015; Li, 2022; Mulyono et al., 2020; Quvanch & Na, 2022; Sabti et al., 2019; Woodrow, 2011). Qualitative and mixed-method studies, which may contribute to a more profound understanding of this skill-specific and highly personalized type of anxiety, are relatively few (Genç & Yaylı, 2019; Rabadi & Rabadi, 2020). Second, the contextual factors and individual differences among the experiencers of anxiety necessitate replicating research in different settings to reach a full-range framework to describe L2 writing anxiety. In Türkiye, the students at the English-major departments in state universities established in the past two decades suffer from low levels of L2 skill proficiencies (Altınmakas & Bayyurt, 2019; Kamaşak et al., 2021). Writing is usually the most challenging and complex area for these students since it is the most-ignored skill in prior levels of education (Altınmakas & Bayyurt, 2019), whereas it is one of the most necessarily demanded academic skills in their university departments (Altay, 2010). The emotional reactions of these students to this incompatibility remain unresolved and attract critical attention. To this end, the present study aimed to understand the L2 writing anxiety of a group of Turkish university students majoring in English Language and Literature in multiple aspects. The research sought to answer the following research questions:

1. What are the L2 writing anxiety levels and anxiety types of the participating Turkish EFL students?
2. To what extent do the differences across genders, years of study, and perceived L2 proficiencies affect the participating students' L2 writing anxiety?
3. What are the participating students' perceptions regarding the causes and effects of their L2 writing anxiety?
4. What are the strategies employed by the participants to cope with L2 writing anxiety?

Method

Research Design

The present research was designed as a convergent parallel mixed-methods study drawing on both qualitative and quantitative data sources with the aim of obtaining a thorough perspective on the subject. In this approach, the qualitative and quantitative data are collected and analysed separately, and the results are compared or related in the interpretation phase (Creswell, 2014). Using multiple datasets enabled methodological triangulation in the study, contributing to its overall credibility.

Research Sample

The participants of the study were a group of students studying at English Language and Literature Department at a state university in Türkiye in the 2021–2022 academic year. The preparatory-year students, the freshmen and the sophomores took part in the study as they actively practiced essay writing

in their courses. Total population sampling, which is a sampling method where all members of a target group are involved in a study (Etikan et al., 2016), was followed, and 138 students took part in the quantitative survey phase of the study, and eight students who volunteered by providing their contact information on the questionnaire sheets attended the interviews. Of these eight interviewees, seven were female students while one was a male student, and regarding their year of study, four of them were sophomores, two freshmen and two preparatory-year students. The students' gender, study year at the department and perceptions on their L2 proficiency were determined as the independent factors to be tested in terms of their effects on the students' responses to the questionnaire survey. Demographic information about the students responding to the questionnaire is provided in Table 1 below.

Table 1. Information about the survey participants

Variable		n	%
Gender			
	Male	33	23.9
	Female	105	76.1
Year of Study			
	Prep.	56	40.6
	Freshmen	52	37.7
	Sophomores	30	21.7
Perceived Proficiency			
	Low	20	14.5
	Intermediate	102	73.9
	High	15	10.9
	No response	1	0.7
Total		138	100

As Table 1 displays, the female students were in the majority (76.1 %) among the participants. As for the year of study, the group with the highest frequency was preparatory-year students (40.6 %), followed by the freshmen (37.7 %) and sophomores (21.7 %), respectively. Regarding the perceived L2 proficiency, 14.5 % of the students perceived themselves as low-proficiency learners, while 73.9 % and 10.9 % perceived themselves as medium-, intermediate- and high-proficiency L2 learners, respectively.

Data Collection Tools and Procedure

The quantitative research data were collected via a questionnaire survey form consisting of two parts: The personal information part inquiring about participant characteristics was determined to provide the learner variables of the study, and the Turkish version of the Second Language Writing Anxiety Inventory (SLWAI) of Cheng (2004b) adapted by Ateş (2013) was used. The original scale was utilized in the majority of studies investigating L2 writing anxiety. The Likert-type scale is composed of 22 5-point response items. Cheng determined three subscales in the SCWAI: cognitive anxiety (8 items), somatic anxiety (7 items) and avoidance behaviour (7 items). Seven items on the scale (items 1, 4, 7, 17, 18, 21, and 22) are negatively worded, and therefore, reverse scoring is required before statistical analyses. The reliability and validity of both the original and translated versions were tested (Ateş, 2013; Cheng, 2004b). The Cronbach's alpha correlation coefficient of the scale was found to be 0.82 for the present study.

The qualitative data collection was fulfilled via an open-ended interview form comprising six questions. The researcher

designed the interview questions based on a review of relevant literature (Atay & Kurt, 2006; Genç & Yaylı, 2019). The interview questions basically interrogated the students' perceptions about the sources of L2 writing anxiety. More specifically the questions inquired personal, interpersonal and physical factors; the effects of anxiety on writing performance; the circumstances in which anxiety increased or decreased; personal strategies for coping with anxiety; and finally, suggested teacher and peer behaviours to alleviate anxiety.

The ethical approval for the present study was granted by Iğdır University Scientific Research and Publication Ethics Committee on 11.05.2022 with the document number E-37077861-900-67266. Once the ethical committee approval was granted, the questionnaires and interviews were administered face-to-face within one week at the end of the 2021–2022 spring semester. The students volunteering to participate in the interviews were contacted via phone, and the interview dates were scheduled based on the availability of both the researcher and the students. The interviews, which took approximately 15 minutes, were carried out face-to-face and voice-recorded in the office of the researcher. The interview sessions were held in Turkish language for better self-expression. The researcher identified the category and theme titles directly in English and only translated the sample extracts.

Data Analysis

The student responses to the questionnaire were transferred into IBM SPSS Statistics (Version 27). Descriptive statistics were used to obtain the mean, standard deviation, minimum and maximum values for the variables of the study. Furthermore, in order to find out whether the student responses to each item varied across independent variables, inferential statistics of Independent Samples t-test and One-way Analysis of Variance (ANOVA) were applied. As for qualitative data analysis, the interview voice-records were transcribed by the researcher and the student responses were subjected to thematic analysis, where codes, categories and themes were determined after the researcher read and reread the transcriptions to achieve a deeper understanding of the meanings in the utterances (Braun & Clarke, 2006). The researcher went through the manual coding process twice and compared the extracted codes. A deductive approach was adopted during the thematic analysis. In deductive thematic analysis, the researchers identify the themes based on their theoretical or analytical scholarly interests, and explicitly focus on certain aspects of the data rather than allowing themes with little relation to the research questions to emerge (Braun & Clarke, 2006). In the present study, the third research question constituted the basic frameworks for the determination of the categories and themes.

Findings

Quantitative Findings

The students' L2 writing anxiety was measured by their responses to a total of 22 items in the SLWAI, and the mean values were interpreted according to the following categorization (Zheng, 2011):

Total score < 50 = low anxiety
50 < Total score < 60 = moderate anxiety
60 < total score = high anxiety

The mean value (M), standard deviation (SD), minimum (Min.), and maximum (Max.) values for the overall SLWAI are provided in Table 2 below. The mean value was found to be 67.55, indicating that the students in the study felt a high level of L2 writing anxiety.

Table 2. Descriptive values of the SLWAI

Scale	N	M	SD	Min.	Max.
SLWAI	138	67.55	13.74	29	106

The values for items subsumed under each L2 writing category in the SLWAI were also calculated. Table 3 presents the results for the cognitive anxiety items on the scale.

As clear from Table 3, the two items with the highest mean scores in the category of cognitive anxiety were item 9 (M = 3.90) and item 3 (M = 3.56), both of which indicated that the students had worries when their performances were assessed. The item with the lowest mean score was item number 14 (M = 2.79), which showed that the students were not as worried about being humiliated by peers due to their writing performance.

Somatic anxiety was another anxiety type found in the SLWAI. The values for the items related to this sub-construct are displayed in Table 4 below.

Table 3. Descriptive statistics of cognitive anxiety items

Item	N	M	SD	Min.	Max.
1.While writing in English, I am not nervous at all.	138	3.15	1.26		
3.While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	138	3.56	1.36		
7.I do not worry that my English compositions are a lot worse than others.	138	3.15	1.53		
9.If my English composition is to be evaluated, I would worry about getting a very poor grade.	138	3.90	1.34		
14.I am afraid that the other students would deride my English composition if they read it.	138	2.79	1.48	1	5
17.I do not worry at all about what other people would think of my English compositions.	138	3.05	1.41		
20.I am afraid of my English composition being chosen as a sample for discussion in class.	138	3.12	1.40		
21.I am not afraid at all that my English compositions would be rated as very poor.	138	3.12	1.37		

Table 4. Descriptive statistics of somatic anxiety items

Item	N	M	SD	Min.	Max.
2.I feel my heart pounding when I write English compositions under time constraint.	138	3.44	1.47		
6.My mind often goes blank when I start to work on an English composition.	138	3.36	1.47		
8.I tremble or perspire when I write English compositions under time pressure.	138	3.15	1.45		
11.My thoughts become jumbled when I write English compositions under time constraint.	138	3.64	1.35	1	5
13.I often feel panic when I write English compositions under time constraint.	138	3.47	1.38		
15.I freeze up when unexpectedly asked to write English compositions.	138	3.31	1.30		
19.I usually feel my whole body rigid and tense when I write English compositions.	138	2.88	1.42		

Table 5. Descriptive statistics of avoidance behaviour items

Item	N	M	SD	Min.	Max.
4.I often choose to write down my thoughts in English.	138	3.18	1.11		
5.I usually do my best to avoid writing English compositions.	138	2.45	1.33		
10.I do my best to avoid situations in which I have to write in English.	138	2.49	1.28		
12.Unless I have no choice, I would not use English to write compositions.	138	2.40	1.34	1	5
16.I would do my best to excuse myself if asked to write English compositions.	138	2.47	1.15		
18.I usually seek every possible chance to write English compositions outside of class.	138	2.86	1.31		
22.Whenever possible, I would use English to write compositions.	138	2.61	1.24		

As depicted in Table 4, the highest mean values in this category were observed for item 11 (M = 3.64) and item 13 (M = 3.47), both indicating the anxiety caused by time constraints, while the lowest score was observed for item 19 (M = 2.88), which implied that strong psychosomatic disorders due to writing anxiety were not common among the students.

The final sub-construct of L2 writing anxiety, according to the SLWAI, was avoidance behaviour. Table 5 illustrates the statistical values for each item in this category.

It could be inferred from Table 5 that the category of avoidance behaviour had the lowest mean scores when compared to the other two constructs of writing anxiety. The items with the highest mean values in this part were item 4 (M =3.18) and item 18 (M = 2.86), two reverse-coded items, which implied that the students avoided extracurricular writing activities. The items with the lowest mean values were item 12 (M = 2.40) and item 5 (M = 2.45), both of which were related to the avoidance of composition writing. The students reportedly did not avoid writing when required as a curricular task.

Three learner variables (gender, study year at the department, and perceived L2 proficiency level) were determined as factors to be tested for their relation to L2 writing anxiety and its sub-constructs. The independent samples t-test analysis results for gender are provided in Table 6 below.

According to Levene's test for equality of variances, no significant differences existed between the variances of each gender group (F = 0.042; p > 0.05), enabling a statistical comparison despite the unequal group numbers. As demonstrated in Table 6, student responses did not significantly differ across the gender variable for either the overall L2 writing anxiety construct or its sub-constructs. (p > 0.05).

The second independent variable in the research was the students' year of study. Preparatory-year students, freshmen and sophomores were the participant groups. Their scores were compared via one-way ANOVA test, and the results are given in Table 7 below.

Table 6. T-test results for the SLWAI and gender relationship

	Gender	n	M	SD	t	p
SLWAI Perceptions	Female	105	3.10	0.61	1.149	0.253
	Male	33	2.96	0.64		
Cognitive anxiety	Female	105	3.25	0.67	0.625	0.533
	Male	33	3.17	0.77		
Somatic anxiety	Female	105	3.36	0.98	0.856	0.394
	Male	33	3.18	1.14		
Avoidance behaviour	Female	105	2.62	0.75	-.240	0.811
	Male	33	2.66	0.74		

Table 7. Results for the SLWAI and year of study relationship

	Year	n	M	SD	F	p
SLWAI Perceptions	Prep.	56	3.04	0.61		
	Freshmen	52	3.04	0.66	0.372	0.690
	Sophomores	30	3.15	0.57		
Cognitive anxiety	Prep.	56	3.21	0.69		
	Freshmen	52	3.20	0.75	0.361	0.698
	Sophomores	30	3.33	0.60		
Somatic anxiety	Prep.	56	3.46	1.09		
	Freshmen	52	3.19	1.02	0.962	0.385
	Sophomores	30	3.26	0.89		
Avoidance behaviour	Prep.	56	2.45	0.59		
	Freshmen	52	2.71	0.85	3.322	0.039*
	Sophomores	30	2.85	0.76		

*$p < 0.05$

Table 8. Results for the SLWAI and perceived L2 proficiency relationship

	Level	n	M	SD	F	p
SLWAI Perceptions	Low	20	3.41	0.58		
	Intermediate	102	3.05	0.60	5.276	0.006**
	High	15	2.75	0.64		
Cognitive anxiety	Low	20	3.57	0.56		
	Intermediate	102	3.22	0.69	4.279	0.016*
	High	15	2.90	0.75		
Somatic anxiety	Low	20	3.77	0.92		
	Intermediate	102	3.31	1.01	3.808	0.025*
	High	15	3.84	0.97		
Avoidance behaviour	Low	20	2.87	0.69		
	Intermediate	102	2.60	0.76	1.260	0.287
	High	15	2.51	0.73		

** $p < 0.01$; *$p < 0.05$

The findings depicted in Table 7 showed that the year of study did not significantly influence student responses to the SLWAI (p > .05). As for the sub-dimensions, avoidance behaviour was the only factor in a statistically meaningful relationship with the variable of the year of study (p < 0.05). The sophomores had the highest mean value in this sub-scale, followed by the freshmen and preparatory year students, respectively.

Lastly, the students' perceptions about their L2 writing anxiety were tested across L2 proficiency groups. The one-way ANOVA test results are presented in Table 8.

According to the results given in Table 8, student responses to the SLWAI and the sub-constructs of cognitive anxiety and somatic anxiety differed significantly across their perceived levels of L2 proficiency ($p < 0.01$ and $p < 0.05$, respectively). The students perceiving themselves as higher-level L2 learners had lower anxiety, and those with the perception of lower proficiency had higher writing anxiety. In other words, the students' reported L2 writing anxiety reduced with increasing L2 proficiency perceptions.

Qualitative Findings

The study sought to make an in-depth exploration of L2 writing anxiety and with multiple aspects, therefore relied on student interviews inquiring about the underlying causes of EFL students' L2 writing anxiety, the effects of the anxiety on their performance, the personal strategies the students practiced to cope with the L2 writing anxiety in addition to their suggestions for appropriate teacher and peer behaviours to reduce anxiety. As a result of the aforementioned thematic analysis procedure, three major themes were determined: causes of anxiety, effects of anxiety and ways of coping with anxiety.

Causes of L2 Writing Anxiety

The categories and subsumed codes for the causes of anxiety theme are displayed in Table 9 below. The causes of anxiety were divided into the categories of L2- and domain-related concerns, personal factors, interpersonal factors and external factors.

As shown in Table 9, the difficulties the students confronted during writing practices due to the inadequacy of their L2 competence and their domain-specific concerns were listed in the first category. Insufficient knowledge of content, language (particularly vocabulary, grammar, and syntax), essay organization, style, genre, and finally, writing about unfamiliar topics were among the major causes of L2 writing anxiety. Some students also reported fear of writing (S3), and anxiety due to the lack of prior writing experience while one student (S4) stated she had anxiety about losing cohesion while writing.

S1 felt concerned about both content and language as she wrote. She said:

> *"I cannot write when I have insufficient knowledge, both about content and topic. Let's say I would like to write about climate change. I can only write 50–70 words, no more. (...) I always write grammatically incorrect and incomplete sentences. I feel unhappy when my sentences do not make sense. And then I feel anxiety about whether I will make it or not."*

Table 9. Codes and categories of the theme "causes of L2 writing anxiety"

Emerging theme	Emerging categories	Codes/keywords
Causes of anxiety	L2- and domain-related concerns	Insufficient content knowledge Insufficient L2 proficiency Essay components and organization Lack of prior writing experience Poor cohesion Writing style and unfamiliarity with genre Fear of writing Writing about unfamiliar/disliked topics
	Personal factors	Sense of inefficacy/inadequacy Thinking too much and too deeply Age and responsibilities Perfectionist approach Grade-focused approach
	Interpersonal factors	Comparison with peers Classmates' reluctance to participate and collaborate Peer pressure and competition Peer derision Classmates' anxiety Working with others Strict grading and hypercritical teachers Feedback in exam weeks
	External factors	Crowded, noisy and uncomfortable environments In-class feedback sessions Time constraints In-class writing

S2 also had worries about her content knowledge, besides effective essay organization and correct use of essay components. She reported:

"I feel anxiety when I do not have enough knowledge about the topic I am supposed to write about. When I have satisfactory knowledge, I can write about that topic. But this time, I ask, 'Is this what my instructor expects? Does it have an introduction? Does it include a thesis statement? Is it the heart of the matter?' All these thoughts give me anxiety."

Insufficient L2 proficiency lead students to worry about meaning as well as form. In this vein, S6 said,

"The biggest source of my anxiety is about conveying my thoughts appropriately in that language. We express our emotions effectively in our language, but in another language, can we do this correctly? (...)".

S3 found writing about a disliked topic as an anxiety-provoking factor. She reported:

"I never want to write about a topic I dislike. I would be very bored. If I force myself, I can do it, but I do not want to do that."

In the "personal factors" category, the sense of inefficacy was the most commonly shared source of anxiety. In addition, as clearly shown in Table 9, thinking too long and too deeply while writing, having a perfectionist or grade-focused approach, and age and real-life responsibilities were the reported individual factors resulting in L2 writing anxiety. In this sense, S1 emphasized that she felt inadequate despite her over-studying. She said,

"When I cannot write, the thought that I will not make it again hits me. That feeling never ends. (...) I start writing very happily, but suddenly I say, 'Will I fail again?' and that feeling does not go away."

The interpersonal factors in relation to L2 writing anxiety, as shown in Table 9, were related to the relations of the students with their instructor and peers, besides the behaviours of these actors. Self-comparison with peers, peer pressure and competitive atmosphere, peer derision, the peers' unwillingness to collaborate and participate in classroom activities, the anxiety of the peers and group work were the L2 writing anxiety factors pertaining to relations with peers, whereas strict, discouraging and hypercritical approaches were reported by students as instructor-led interpersonal sources of anxiety. Some sample quotes mentioning peer-led anxiety sources are as follows:

"When I feel that I cannot write, but everyone else can, I say, 'Am I incompetent? Is there a problem with me? (...) Am I inadequate?' (...) The cause of the anxiety I feel in class is seeing others write as I could not." (S1)

"My classmates' reluctance demotivates me to write because I cannot feel that energy. When we do group work, only two or three students join. That demoralizes me, so I cannot write. I would like to get peer feedback to see my mistakes, but I cannot. (...) Writing without knowing whether I do it correctly or not, gives me anxiety." (S4)

"I believe social factors definitely influence anxiety. For instance, we get anxious when we spend time with anxious people." (S7)

"The biggest reason for my friends' pressure on me is that I am the most active student in classes. I get to be perfect, which can be emotionally exhausting. I feel overwhelmed and bored because I feel a lot of pressure." (S8)

The students' comments about teacher-led sources of writing anxiety are exemplified below:

"I believe the instructor has a big effect. When that instructor makes eye contact with you during class or

accepts you as an individual, you feel happy and have enthusiasm to do something. (...) But some instructors do not even turn a hair when you try to contact them. That really pushes me away.” (S3)

“*I hate receiving feedback in exam weeks. We are already stressed due to exams, and entering an exam after a criticized performance creates higher anxiety*.” (S4)

“*Some instructors are too strict. I failed a course with a score of 59. I could have passed if he had added one point, but he did not. As he is so grade-focused, I felt overstressed in the exam, and I failed. I could have passed if I had been more relaxed*.” (S7)

Referring back to Table 9, it can be seen that “external factors” is the third category in the theme of Causes of Anxiety. Time constraints was the most commonly mentioned item in this category. Crowded, noisy and uncomfortable studying environments, graded assignments, in-class writing and feedback sessions and exam atmosphere were also stated as physical factors in relation to L2 writing anxiety. The following are the sample quotes for this category:

“*As I write at home, I feel relaxed because there is no time limitation and a chance of doing research, but during classes, I do not feel that relaxation. (...) The time constraint really affects me*.” (S1)

“*Our lecture hall is noisy. Also, the light is not sufficient, and I cannot say that the seats are comfortable*.” (S4)

One of the students (S3), however, believed that the in-class writing tasks and the anxiety they created had a positive effect on her writing performance. She disclosed this situation as follows:

“*I think even though the classroom environment gives me anxiety, I write better then. At dorm, I write with some help, and that paper is not my product at all. In class, when I cannot think of a sentence, I find another alternative, another word or sentence. (...) It increases my anxiety, but the effect is positive*.” (S3)

Effects of L2 Writing Anxiety

The students were explicitly asked to reflect on how their anxiety influenced their writing performance, and the majority acknowledged adverse effects, whereas there were also a few students who found the effect of anxiety positive and who did not perceive any negative or positive effects. Therefore, the theme was categorized into three groups: negative, positive and neutral effects of L2 writing anxiety.

As Table 10 presents, forgetting the already known information, feeling upset or angry, having a nervous breakdown, being unable to continue writing and being slowed down were the reported adverse effects of writing anxiety. Some sample quotes from interviews can be found below.

Table 10. Codes and categories of the theme “effects of L2 writing anxiety”

Emerging theme	Emerging categories	Codes/keywords
Effects of anxiety	Negative	Forgetting already known information
		Anger and nervous breakdown
		Anxiety as a barrier to writing
		Anxiety slows down writing
	Positive	Motivation to write better
	Neutral	Performance not affected
		Anxiety under control with planning/planned work

Table 11. Codes and categories of the theme “coping with anxiety”

Emerging theme	Emerging categories	Codes/keywords
Coping with anxiety	Anxiety-reducing factors and circumstances	Writing about favorite topics
		Peer and teacher – positive – feedback
		Teacher approval/motivation/support/attention
		Ungraded writing practices
		No time limitation
		Take-home assignments
		Being alone and focused
	Practices	Listening to music while writing
		Self-motivating words
		Giving a break to writing
		Learning new vocabulary
		Following process writing steps
		Retaining cohesion
		Improving L2 proficiency
		Doing practice and pre-study
	Suggestions	Clear and more explicit example essays
		Teacher motivation/support and feedback
		Peer support and more collective engagement in class
		Elimination of competition /peer pressure
		Less strict grading
		More interesting course books/materials

"When I start writing sentences, that anxiety all of a sudden, that perspiration. (...) It even changes the meaning of the sentence I write. I keep telling myself, 'You can do it,' but that anxiety... It stops me like a barrier. No matter how well I learn, all information I have learned so far suddenly disappears. (...) Then I feel sorry, and sometimes have a nervous breakdown after the anxiety." (S1)

"Anxiety leads to thinking too *much and that slows me down. (...) I sometimes think over a sentence for about half an hour".* (S8)

The student (S3) who reported the positive effect of anxiety on her writing performance explained:

"I think I can write better, as I feel anxious. That anxiety makes me write because I would procrastinate if I casually wanted to write something, or I would get some help. But what I write here reflects me."

Ways of Coping with L2 Writing Anxiety

The final theme of the study was ways of coping with L2 writing anxiety, which consisted of three categories: L2 writing anxiety-reducing factors and circumstances, practices and suggestions. The theme, its categories and relevant codes are demonstrated in Table 11 below.

The students were asked to disclose factors and situations reducing their writing anxiety, and, as provided in Table 11 above, they reported lower anxiety in cases of writing about their favourite topics, receiving feedback from their peers and instructors, receiving supportive, motivating and approving words, and individual attention from their instructors, writing without temporal limitations, writing ungraded take-home assignments and studying alone. The following are some sample quotes extracted from student responses:

"I write very comfortably when there is no time limitation." (S1)

"I feel less anxiety when I write take-home assignments as I have a chance of doing research. If I have background information, I feel less anxious." (S2)

"My anxiety is lower when I write about a topic that is just my cup of tea." (S3)

"I feel really good when I get feedback. I can correct the mistakes. I also feel better when I personally ask my friends and get some feedback." (S4)

The students were requested to share their specific practices or strategies to avoid or lessen their L2 writing anxiety. As seen in Table 11, listening to music, using self-motivating words, giving a break when overwhelmed, learning new vocabulary to improve L2 competence, following the steps of process writing as instructed by the instructor, focusing on persevering cohesion, and improving general L2 proficiency were mentioned by the students as their personal ways of reacting to anxiety. Below are some sample extracts:

"I always keep learning new *vocabulary. I search for the multiple meanings and uses of words. That reduces my writing anxiety."* (S1)

"I try the tactics you (the instructor) have taught us. I do the brainstorming first. I divide the topic into categories, like if I am supposed to write *three (body) paragraphs, I divide the topic into three, and then I fill in the paragraphs."* (S2)

"I do this in the exam: I say, 'You have done it before, and you can do it again.' That is what I keep telling myself." (S3)

"I do some practice. As I know that I will be asked to write essays in exams, I try to do some practice of exam-format

writing at home, *like a rehearsal, so that I will not have anxiety in exams."* (S7)

"I listen to music at full *blast before essay-writing exams."* (S8)

The final category of the third theme was based on the students' suggestions about the ideal instructor and peer behaviours to help reduce writing anxiety. As listed in Table 11 above, their demands included clear and more explicit example essays (from the instructors), motivating and supportive instructor attitudes and more frequent feedback, peer support and more collective engagement during classes, less competition and peer pressure, less strict grading and more interesting course books and materials. Sample quoted words of the students are as follows:

"Not all instructors give the same reaction as we write essays. While one supports us, another might say, 'How can you make this mistake?' That triggers our anxiety. They could say, 'You might not have the knowledge about a topic, but keep writing, keep producing'." (S2)

"(...) I do not expect them to (the instructors) to totally overlook our mistakes but they can be more tolerant about grading or evaluating us based on in-class performance." (S8)

In a nutshell, the qualitative and quantitative findings demonstrated that the sample group in the present study had high L2 writing anxiety. The students' gender and year of study did not significantly influence their anxiety, while their perceived L2 proficiency had a significant correlation with the reported anxiety. The qualitative findings enabled the researcher to make deeper observations on the causes and effects of anxiety and on the approaches to dealing with L2 writing anxiety from the perspectives of the students.

Discussion and Conclusion

The present study primarily aimed to determine the L2 writing anxiety levels of a group of Turkish EFL learners, and the findings demonstrated a high level of L2 writing anxiety, which was anticipated, considering the productive, demanding and miscellaneous nature of writing (Hyland, 2016). Furthermore, writing has always been one of the most challenging and yet, least time-devoted areas in language classrooms in Türkiye (Karaca & Inan, 2020; Kulusaklı, 2021). It is not assessed in any of the national exams (Altınmakas & Bayyurt, 2019), and contemporary and effective approaches to writing have been poorly applied in classroom practices (Graham et al., 2022). In the relevant literature, some studies have found moderate (Kırmızı et al., 2013; Li, 2022; Mulyono et al., 2020; Quvanch & Na, 2022), moderate to high (Genç & Yayli, 2019; Zerey, 2013) and high (Keyvanoğlu & Atmaca, 2023; Rabadi & Rabadi, 2020; Rezaei & Jafari, 2014) levels of writing anxiety, indicating a definite presence of at least moderate levels of learner anxiety in the L2 writing context.

The cognitive anxiety items of the SLWAI with the highest mean scores were those indicating increased anxiety when the writing performance was to be evaluated. This finding was supported by the qualitative findings of the study. The students alleged that their anxiety was higher during exams and graded assignments. These findings receive support from earlier research in Turkish EFL contexts (Genç & Yaylı, 2019). The assessment-induced anxiety could be related to test-anxiety, which is a performance anxiety type resulting from the fear of failure (Horwitz et al., 1986). Besides, the students might feel higher anxiety during exams due to accuracy concerns, as they

had no chance to check their mistakes using an external source. The students stated that they felt less anxiety when they wrote at home, mostly owing to the opportunity to do research before or during the writing task. Cheng (2004a) similarly found that as the students were overly concerned about accuracy, they quite frequently resorted to resources, such as dictionaries while writing, and their anxiety accordingly increased when they had to write without any reference in exams.

The highest-scored somatic anxiety items in the SLWAI commonly indicated that time constraints in writing tasks led to restrictive body reactions such as losing concentration, perspiring or freezing up. This result was also supported by the findings from the interview responses. Several students emphasized that their anxiety increased with limited time and, on the contrary, reduced with no time limitations. Relevant literature also provides quite a few similar results regarding the relation of timed writing to anxiety (Cheng, 2004a; Genç & Yaylı, 2019; Kırmızı et al., 2015; Quvanch & Na, 2022). The students might be experiencing anxiety due to the fear of not finishing the writing task on time, and that anxiety may prevent them from writing fluently. Two of the students already stated that their anxiety slowed down their writing. Therefore, it might be suggested that the relationship between timed writing and anxiety was bidirectional.

The inferential statistics of the study demonstrated no statistically significant difference in student responses across gender and year of study variables. Avoidance behaviour was the only sub-dimension which was affected by the year factor. The students might have developed avoidance as an anxiety-coping strategy over time as the study results indicated an increasing trend of avoidance behaviour as the year of study advanced. The gender effect has been a controversial issue in writing anxiety research as there are studies asserting no significant effects of gender (Mulyono et al., 2020; Quvanch & Na, 2022; Zerey, 2013), whereas there are also some studies suggesting higher levels of L2 writing anxiety for female learners (Bailey & Almusharraf, 2022; Cheng, 2002; Kırmızı et al., 2015; Keyvanoğlu & Atmaca, 2023). Regarding the year of study, similar results have been yielded in previous research (Cheng, 2002; Quvanch & Na, 2022; Mulyono et al., 2020), while few contradicting findings are also available (Ekmekçi, 2018). Lastly, perceived L2 proficiency was the only student feature to be in a significantly negative relationship with L2 writing anxiety. The students who presumed themselves less proficient users of English reported higher level of anxiety. Lending support to these findings, Cheng (2002) found that students' perceived L2 competence was a stronger predictive factor of writing anxiety than their actual writing performance.

In addition to the aforementioned assessment concerns and time constraints, linguistic and skill-specific incompetence, a sense of inefficacy or inadequacy, interpersonal threats, such as peer pressure and competition or a hypercritical and strict approach by instructors, and physical factors, such as noisy environments or in-class feedback sessions were claimed by the students to be among the prominent causes of writing anxiety. Many other studies elucidating the causes of L2 writing anxiety lend support to the present findings (Genç & Yaylı, 2019; İlhan & Tutkun, 2020; Quvanch & Na, 2022; Rabadi & Rabadi, 2020; Rezaei & Jafari, 2014; Zerey, 2013). Similarly, Cheng (2004a, p. 41) investigated the L2 writing anxiety sources from the EFL students' standpoints and conceptualized a similar thematising, reporting that the students' writing anxiety was closely related with instructors' teaching practices, threats in interpersonal relations, students'

presumptions about writing and about their own capabilities of writing.

Students' inefficacy in using L2 effectively influenced their ability to express themselves, which, according to their allegations, led to anxiety. A common problem with the language learning practices of Turkish EFL learners is that they rely heavily on translation while writing (Çiftçi & Koçoğlu, 2012; Mutlu et al., 2015). It might, therefore, be interpreted that the students plan the content of their writing in Turkish and become demotivated and even panicked when they fail to find the exact English equivalent of the statement they create in Turkish. In a study which lends support to this interpretation, Bailey and Almusharraf (2022) found that the students using translation strategies, either using online translation tools or translating word-for-word by themselves, were those suffering the most from L2 writing anxiety. In a vicious circle, the more anxious the students felt, the more they resorted to translation tools.

The obligation to write about unfamiliar or disliked topics or in a certain genre was identified as another source of writing anxiety. In this sense, Cheng (2004a) suggested that students felt more anxiety when their instructors assigned topics with which they had limited familiarity. Genç and Yaylı (2019) also identified unfamiliarity with the genre and essay type as one difficulty students faced in writing. One possible way to overcome that challenge could be classroom instruction and relevant activities extending the students' content-based and text-based schematic knowledge (Hamed et al., 2014).

The students with higher anxiety tendencies commonly reported the fear of making mistakes or simply the fear of writing due to the belief that they could not achieve effective writing, signalling a sense of inefficacy or weak self-confidence. Self-efficacy beliefs are among the critical motivational variables in L2 learning (Woodrow, 2011). Bandura (1993) argues that students with low self-efficacy in academic terms are more liable to achievement anxiety. Han and Hiver (2018) also assert that anxiety maintains a negative association with positive self-efficacy beliefs. Similarly, students with a robust sense of self-confidence can write better essays as their confidence enhances their engagement in writing, making them more diligent, resilient and less apprehensive (Pajares, 2003). In this vein, the studies determining a negative association between self-efficacy or self-confidence and writing anxiety are manifold (Heidarzadi et al., 2022; Kırmızı et al., 2015; Li, 2022; Pajares, 2003; Woodrow, 2011).

As an interesting finding of the study, one of the students complained that she studied excessively, literally day and night, but still could not overcome the fear of failure, resulting in increased anxiety, which, in turn, negatively affected her writing performance. Overstudying is a phenomenon related to anxiety (Horwitz et al., 1986). Those students who have excessive concerns about their performances are inclined to display compulsive effort and study more to compensate for their errors, which may lead to frustration and anxiety when the grades do not improve.

Interpersonal factors were also identified as causes of writing anxiety. Although some students agreed on the negative effects of self-comparison, peer pressure and comparison, some responses diverged on the point of working preferences in that some students asked for more collaboration and support among peers, whereas studying alone was also preferred to working in groups. This result might be due to the

differences between the students' studying habits and learning styles.

Grade-focused and hypercritical instructor behaviours were also perceived as interpersonal factors augmenting anxiety. Overly strict and critical teacher approaches may evoke various negative emotions, one of which is apparently anxiety, whereas supportive teacher attitudes and actions might alleviate, or at least to some extent reduce, L2 anxiety (Horwitz et al., 1986). The present results received support from relevant literature (Kırmızı & Kırmızı, 2015; Quvanch & Na, 2022). Cheng (2004a) reported that the instructors' strict focus on linguistic accuracy made students more frustrated and stressed, and less motivated to write. The students' fear of making mistakes was one of the main sources of writing anxiety stemming from the belief that good writing equalled to making no mistakes, which was basically a result of the hypercritical approach of the instructors, especially in grading. Rezaei and Jafari (2014) studied the L2 writing anxiety of Iranian EFL learners and reported high levels of anxiety primarily due to the fear of negative teacher comments, besides other factors. Abolhasani et al. (2022) similarly found that apprehension about teacher and peer evaluation negatively predicted the students' writing performance.

Regarding the effects of anxiety, the results primarily pinpointed negative impacts, such as blocking or slowing down thinking and writing, and feeling anger and nervous breakdowns as a result of anxiety. Likewise, recent studies assert that anxiety during writing negatively influences performance (Abolhasani et al., 2022; Tahmoureshi & Papi, 2021; Wang, 2021; Zabihi et al., 2018; Zhang & Zhang, 2022). Still, there were few students who either found anxiety as a factor motivating them to write better or did not experience any negative or positive change in their writing performance due to anxiety. Genç and Yaylı (2019) similarly reported a negative effect of writing anxiety on student performance, excluding one student who believed that anxiety boosted his performance. Cheng (2002) purports that the interplay between writing anxiety and writing performance is complex and rests on numerous variables. The student experiencing writing anxiety may be feeling it in different types, levels or intensities, which might accordingly influence the extent of its impact on each student's writing performance.

The students responding to the interview had different coping strategies to relieve writing anxiety. Some sought to mitigate its effects by listening to music, using motivating self-talk, or taking breaks, while others focused on the causes of anxiety and tried to alleviate them. For instance, some sought ways to overcome the linguistic and rhetorical difficulties by improving L2 proficiency, doing practice and pre-study or abiding by the procedural steps, such as brainstorming, outlining and drafting as described by the instructor. Focusing on the anxiety-alleviating strategies of Emirati EFL students, Qashoa (2014) similarly found that the students attempted to promote their self-confidence and have a positive attitude toward writing, enhance their background L2 knowledge, practice and exercise essay writing. Jawas (2019) also identified the coping strategies of Indonesian EFL learners' strategies for reducing anxiety as developing an essay outline, enhancing background knowledge, taking breaks during writing, discussing the problems with peers or teachers, and finally striving to stay calm and focused. Although the students participating in the present study did not actively use teacher support as a coping strategy, they actually demanded it, suggesting that it would contribute to striving against anxiety.

Recommendations, Limitations, and Suggestions for Future Research

Reflecting on the present findings, a number of recommendations could be offered to EFL writing teachers who play a key role in monitoring and managing the process of learning even in the most student-centred approaches. It is first and foremost recommended that the L2 writing teachers/instructors focus primarily on the process of writing rather than the product, as the related literature already highlights observing the challenges students encounter and being more supportive and constructive, avoiding overcritical, merely accuracy-focused comments and discouraging feedback. Relevant research has shown that teacher feedback has facilitative effects on EFL students' writing self-efficacy (Ruegg, 2018), which was found to be acquainted with writing anxiety as reported above. Peer feedback activities in pairs or small heterogeneous groups should also be encouraged by the instructors. Furthermore, topic selection and time constraints should be minimized in order to encourage students to personalize and further internalize the task of writing. The students may be asked to practice more reflective writing in order to ponder their strengths and weaknesses, which may indirectly contribute to the enhancement of their self-efficacy beliefs and self-confidence.

This study was subject to some limitations. First, the participants in the study could only be institutionally representative, limiting the generalizability of the results to larger populations. Second, the study was cross-sectional, and therefore, the students' reactions to changing factors and conditions could not be observed. Despite these limitations, the study contributed to the relevant literature by illustrating high L2 writing anxiety experienced by students majoring in L2 fields with limited linguistic proficiency. The strength of the study was providing an exhaustive account of the writing anxiety construct by describing its levels, types, causes and effects as well as the effective coping strategies reported by the students. Further studies are recommended to evaluate the practical efficacy of the research suggestions discussed above. Furthermore, intervention studies are recommended for forthcoming research as they offer the potential to provide further practical and solid implications for teachers and students in reducing skill-specific anxieties.

Author Contributions

The author declares that no other author contributed to the study and that she has read and approved the final version of the study.

Ethical Declaration

Iğdır University Scientific Research and Publication Ethics Committee granted approval for the present research on 11.05.2022 (Session no: 2022/7) with the document no. E-37077861-900-67266. The author confirms that research and publication ethics were followed in the study.

Conflict of Interest

The author declares no conflict of interest with any person or institution.

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Let's Hear Children's Emotions: The Play-Based Psychoeducation Program for the Socio-Emotional Development of Primary School Children

Çocukların Duygularını Duyalım: İlkokul Çocuklarının Sosyo-Duygusal Gelişimlerine Yönelik Oyun Temelli Psikoeğitim Programı

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Abstract: The acquisition of empathy, emotional literacy and prosocial skills is important for children's social, emotional and moral development. If these skills are supported through play in children, their acquisition will be faster and easier. Therefore, in this study, the Play-Based Socio-Emotional Psychoeducation Program including empathy, emotional literacy and prosocial skills was prepared and its effect on children was examined. The present research was the pretest-posttest quasi-experimental study. The sample of the study consisted of primary school students between the ages of 7-10. 23 children were included in the experimental group and 23 children were included in the control group. An average of 45 minutes of practice was applied to the experimental group for 10 weeks. The findings of the study showed that there was an increase in empathy, emotional literacy, and prosocial skills of the children in the experimental group after the application, but there was no change in their behaviors. These results provided evidence that the program was effective on these skills. It can be said that the current study will shed light on field workers and the play-based psychoeducation program will be an effective program that they can integrate into their practices.

Keywords: Empathy, emotional literacy, prosocial behaviors, play, psychoeducation program

Öz: Empati, duygusal okuryazarlık ve prososyal becerilerin kazanımı çocukların sosyal, duygusal ve ahlaki gelişimleri için önem taşımaktadır. Bu beceriler çocuklarda oyun yoluyla desteklenirse kazanımları daha hızlı ve kolay olmaktadır. Bu yüzden bu çalışmada empati, duygusal okuryazarlık ve prososyal becerileri içeren Oyun Temelli Sosyo-Duygusal Psikoeğitim Programı hazırlanmış ve çocuklar üzerindeki etkisi incelenmiştir. Araştırma ön test-son test kontrol gruplu yarı deneysel bir çalışmadır. Çalışmanın örneklemini 7-10 yaş arasındaki ilkokul öğrencileri oluşturmaktadır. Deney grubuna 23 çocuk, kontrol grubuna 23 çocuk dahil edilmiştir. Deney grubuna 10 hafta boyunca ortalama 45 dakikalık uygulama yapılmıştır. Çalışmanın bulguları, deney grubundaki çocukların uygulama sonrasında empati, duygusal okuryazarlık ve prososyal becerilerinde artış olduğunu, fakat davranışlarında herhangi bir değişiklik olmadığını göstermektedir. Bu sonuçlar oluşturulan programın bu beceriler üzerinde etkili olduğunu kanıtlamıştır. Mevcut çalışmanın alan çalışanlarına ışık tutacağı ve oyun temelli psikoeğitim programının uygulamalarında kullanabilecekleri etkili bir program olacağı söylenebilir.

Anahtar Kelimeler: Empati, duygusal okuryazarlık, prososyal davranışlar, oyun, psikoeğitim programı

Introduction

Play is the language of children and as natural as breathing. Regardless of their ethnicity, language and culture, play is universally a way for all children to express themselves (Drewes, 2005). According to Axline (1948), play is the strongest and most appropriate tool for children to communicate with adults, understand cause-effect relationships, perceive themselves realistically, convey the stressful events they experience, develop new competencies and learn social skills. Through play, children acquire problem-solving skills and gain a sense of power and control as they learn how to handle new experiences, thoughts, and concerns. As a result, children develop feelings of confidence and success (Drewes, 2005). Children's language development lags behind their cognitive development. Thus, they convey their awareness of what is happening in their world through play (Landreth & Bratton, 1999). In addition, play is essential for healthy development as it contributes to children's physical, cognitive, social and emotional well-being (Ginsburg et al., 2007; Öztekin & Gençdoğan, 2023). This shows us that integrating play into intervention programs is a practical and

effective way to support children's developmental areas such as social, emotional, and moral.

Emotional literacy refers to the ability to recognize, understand, and express one's own feelings and emotions and those of others (Sutton, 2023). According to Petrosino et al. (2021), emotionally literate individuals are defined as individuals who are aware of their own emotions and those of the people they communicate with, use healthy emotion regulation methods, and have developed social skills by receiving support from the power of empathy. It has also been found that emotional literacy affects individuals' well-being levels, making them happier individuals (Acton & Carter, 2016). The expanding literature also showed that emotional literacy was positively associated with self-efficacy (Malkoç & Aydın Sünbül, 2020), empathy, mindfulness, self-regulation (Petrosino et al., 2021), social competence, reduced behavioral problems, and decreased emotional distress (Kusché & Greenberg, 2012). Unfortunately, one study determined an inverse relationship between a lower than average level of emotional literacy and the likelihood of being victims of bullying among students (Harris, 2009). A poor emotional literacy hampers children's social and interpersonal adjustment (Kusché & Greenberg, 2012).

Prosocial behaviors refer to actions intended to benefit others such as helping, comforting, sharing and cooperating (Learning, 2003). These behaviors contribute to moral development, societal harmony, positive intergroup relations, and cooperation (Carlo, 2013). Prosocial behaviors are learned from infancy, even if they are not aware of them within the family (Ata & Artan, 2021). 1.5-2 year-old children begin to exhibit these behaviors, but they become more noticeable with the development of empathy between the ages of 2-7 (Dunfield & Kuhlmeier, 2013; Svetlova et al., 2010). Previous studies provided evidence that prosocial behaviors were associated with moral self-concept (Sticker et al., 2021), subjective well-being (Chen et al., 2020), strong peer attachment (Malonda et al., 2019), low dispositional greed (Bao et al., 2020) and low externalizing behaviors (Memmott-Elison et al., 2020).

Empathy refers to the understanding and sharing the feelings, thoughts, and behaviors of another individual (Basch, 1983). The development of empathic skills is considered to be an essential part of the social and emotional adaptation of individuals and empathy is crucial for interpersonal communication (Ersoy & Köşger, 2016). For example, studies revealed that child empathy was positively associated with child prosocial behaviors and negatively associated with child aggressive behaviors (Wang et al., 2019). In addition, the acquisition of empathy is a fundamental component of moral development, and empirical relationships between many forms of prosocial behaviors and empathy have been identified (Kamas & Preston, 2021; Pang et al., 2022). The deficits in empathic competencies in early childhood can lead to psychopathology later in life and lead to the emergence of antisocial behaviors, bullying, aggression, sexual offenses, and violent crimes (Di Girolamo et al., 2022; Garandeau et al., 2022). Therefore, we can say that acquiring empathy skills during childhood is effective on children's positive behaviors and mental well-being.

Social emotional development skills include the ability to identify emotions, manage their expression, and develop positive relationships with others in an empathetic manner (Akkök, 2003; Elias et al., 2006; Zins et al., 2007). Therefore, practices with emotional literacy, prosocial behaviors, and empathy may promote social emotional development. Since the verbal expression skills of children between the ages of 3-10 have not yet developed, it may be more useful to raise awareness and help them acquire some skills through play. Play is one of the most common methods used by children to practice social skills and expression of emotions. For example, children help each other more after performing rhythmic movements synchronously than asynchronously in peer play. This movement synchronization can potentially be used to facilitate socialization between peers in educational settings (Tunçgenç & Cohen, 2018). Accordingly, children can learn prosocial behaviors through plays and activities that involve movement (Bauer et al., 2021). It is also recommended to integrate play-based activities to cope with emotional problems and improve emotional literacy and empathy (Ariapooran & Gorji Chalsepari, 2019; Waite & Rees, 2014). On the other hand emotional literacy activities for children facilitate the recognition and expression of their emotions (Öksüz, 2016). Steiner's (2003) emotional literacy model consists of the recognition of emotions in self, empathy, regulation of emotions, emotional resilience, and the skills of establishing good relationships. In addition, the acquisition of prosocial and empathy skills for children is considered a step towards becoming a healthy member of society (Hoffman,

2008). Therefore, psychoeducation programs that include play-based activities are important to support the acquisition of these skills in this age group. It is known that such programs carried out with children in this period are narrowly focused on a single developmental area (Havighurst et al., 2004). For this reason, more skills that support each other were included in the psychoeducation program prepared within the scope of this study and we aimed for children to acquire these skills.

The current study aimed to examine the effects of the Play-Based Socio-Emotional Psychoeducation Program prepared for the socio-emotional development of primary school children on emotional literacy, empathy, prosocial behaviors, and child behaviors. Within this general purpose, we sought answers to the following problem situations:

- RQ1. Does the Play-Based Socio-Emotional Psychoeducation Program influence the emotional literacy levels of the children?
- RQ2. Does the Play-Based Socio-Emotional Psychoeducation Program influence the prosocial behaviors of the children?
- RQ3. Does the Play-Based Socio-Emotional Psychoeducation Program influence the empathy levels of the children?
- RQ4. Does the Play-Based Socio-Emotional Psychoeducation Program influence the children's behaviors?

Method

Research Model

The study is quasi-experimental research with a pretest-posttest control group. The independent variable of the study was the play-based psychoeducation program, and the dependent variable was the children's emotional literacy, prosocial behavior and empathy levels and general behaviors. It is possible to specify the dependent variable as the result of an event and the independent variable as the reason (Karasar, 2005). Necessary permissions were obtained from Ağrı İbrahim Çeçen University Ethics Committee and the Ministry of National Education in Agri on February, 22, 2023 (Ethic Code: 65655).

Participants

Karasar (2005) stated that the universe is of two types. One is the "universe", which is easy to define but difficult to reach, and the other is the "study universe", which is more accessible and from which the study can be carried out by determining a cluster. The population of this study consists of primary school students in Agri. The sample of the study consists of students in a primary school. The sample group of the study was selected by simple random sampling method consisted of two different classes. The randomness was applied at the selection of school and classes. First, the school was determined, then the classes in the school. Randomization at the school level aimed to minimize biases and confounding variables that could arise from individual differences across classrooms or schools. After obtaining information about whether the school was willing to participate in the study, the sample group was determined by obtaining parental consent form for the students who volunteered to participate in the study. 48 third-grade students agreed to participate in the study in two classes (25 students from one class, 23 students from the other class). After pretests were administered to all participants, analysis was performed to determine the equivalence of the

experimental and control groups. When it was seen that the experimental and control groups showed a homogeneous distribution, one of the classes was determined as the experimental group and the other as the control group with a random method. However, since the posttest data of two students from the experimental group could not be obtained, the study was completed with a total of 46 participants, 23 students in the experimental group and 23 students in the control group. Demographic information about the children participating in the study is presented in Table 1.

Table 1 showed that the experimental group consisted of 13 girls (56.5%) and 10 boys (43.5%). The majority of participants were 9 years old (n= 20). The mean age of mothers was 34.52 (sd= 4.49) and the mean age of fathers was 41.14 (sd= 6.36). The control group consisted of 12 girls (52.2%) and 11 boys (47.8%). The majority of participants were 9 years old (n= 20) and 8 years old (n= 7). The mean age of mothers was 33.70 (sd= 4.71) and the mean age of fathers was 41.09 (sd= 6.82).

Measures

General information form

A form including demographic information such as age and gender was developed by the researchers to collect general information from the participants about themselves and their parents.

Emotional literacy scale in primary school

The scale was developed by Turp and Gençdoğan (2022) to measure the emotional literacy skills of primary school children. The scale consists of 18 items and two sub-dimensions: individual emotional processes, and social emotional processes. The scale is a 4-point Likert type. An example item is "I understand how a friend feels when his/her toy is broken". High scores indicate high emotional literacy levels. Cronbach alpha values were calculated as .734 for individual emotional processes, .806 for social emotional processes and .838 for the total scale.

Child prosociality scale: Child form

The scale, developed by Ata and Artan (2022), is a 20-item scale that aims to measure children's prosociality levels. The 4-point Likert-type scale consists of three subscales: help, sharing and empathy. An example item is "If I see someone

sad, I ask why they are sad". Higher scores indicate more prosocial behaviors. Cronbach alpha values were .663 for help, .682 for sharing, .574 for empathy and .811 for the total scale.

An index of empathy for children and adolescents

The scale was developed by Bryant (1982) and adapted to Turkish culture by Gürtunca (2013). The scale is structured as 21 items and binary answers (yes-no) to measure the empathy skills of children and adolescents. An example item is "It's hard for me to understand why someone is upset". As a result of the analysis using both the test-retest method and the KR-20 formula, the scale was found to be reliable. The KR-20 value was 0.70 and the Pearson Product Moment Correlation Coefficient calculated by the test-retest method was 0.76.

Child behavior scale

The scale was developed by Ladd and Profilet (1996) and adapted to Turkish culture by Ergene et al. (2018). The 59-item scale is a 3-point Likert type and consists of six subscales: aggressive behavior to peers, hyperactivity, asocial relationship with peers, anxiety-fear, prosocial relationship with peers, and exclusion by peers. Example items are "He/she blames other children", and "He/she helps other children". Cronbach alpha values were .92 for aggressive behavior to peers, .78 for hyperactivity, .86 for asocial relationship with peers, .74 for anxiety-fear, .86 for prosocial relationship with peers, and .92 for exclusion by peers.

Data Collection

After the permissions from the necessary institutions and the approval of the school administration and the classroom teacher, parental consent forms and the Child Behavior Scale were sent to the parents of the experimental and control groups through the children to approve the consent forms and fill out the scale. In addition, the "Emotional Literacy Scale in Primary School", "Child Prosociality Scale: Child Form" and "An Index of Empathy for Children and Adolescents" were scored by the children as pretests. While the forms were being filled out, a researcher read the questions to facilitate students' follow-up. The program was applied to the experimental group once a week on a day determined by the classroom teacher through activity modules lasting approximately 45 minutes. When the application was completed, the same scales were scored by the children and their parents as posttests.

Table 1. Demographic information about the participants

Group	Variables	Participants	F	%
Experimental Group	Gender	Girl	13	56.5
		Boy	10	43.5
	Children's Ages	8 years old	2	8.7
		9 years old	20	87.0
		10 years old	1	4.3
	Mean age of mothers	34.52 (±4.49)		
	Mean age of fathers	41.14 (±6.36)		
Control Group	Gender	Girl	12	52.2
		Boy	11	47.8
	Children's Ages	7 years old	1	4.3
		8 years old	7	30.4
		9 years old	12	52.2
		10 years old	3	13.0
	Mean age of mothers	33.70 (±4.71)		
	Mean age of fathers	41.09 (±6.82)		

The experimental group attended the 10-week training between March 20, 2023 and May 26, 2023, but the control group did not attend any training during the training period. In order to comply with ethical principles, the psychoeducation program was also applied to the control group for three weeks between May 29, 2023 and June 16, 2023.

Psychoeducation Program

The psychoeducation program implemented within the scope of this study was prepared by the researchers by reviewing the literature on the study variables and examining the experimental studies in detail. While constructing the basic framework of the psychoeducation program, we focused on the Steiner's (2003) emotional literacy model and emotion-sharing models. According to Steiner (2003), the recognition of emotions in self, empathy, regulation of emotions, emotional resilience, and the skills of establishing good relationships are necessary to acquire emotional literacy and make up the fabric of daily interactions. On the other hand, emotion sharing models suppose that an empathic concern for the others' needs motivates prosocial behaviors (Batson, 2014). They argue that perceiving another person in need or distress triggers an isomorphic emotional state (i.e., affecting sharing or emotional contagion) in the observer (Paulus, 2014). In addition, the play-based activities to be included in the program have been integrated using the book "101 Favorite Play Therapy Techniques" written by Schaefer and Kaduson (2019). For example, the "Emotion Labels" activity was chosen to help children identify and express their emotions. The "Bubbles" activity was chosen as a coping method when experiencing emotions such as anger. The "Collaborative

Creativity" was chosen to encourage collaboration to support the development of positive social skills. The supervision of three experts in their field (an academic from the Child Development, Guidance and Psychological Counseling and Program Development departments) was consulted during the program construction stages, such as determining the session contents, their suitability for the developmental characteristics of the children, and examining the compatibility of the techniques with the content. After the consensus of these three experts, the program was ready for implementation. The program was applied by the researchers to the experimental group once a week with activity modules lasting approximately 45 minutes. The content of the 10-session Play-Based Socio-Emotional Psychoeducation Program is presented in Table 2.

Statistical Analysis

Participant characteristics were analyzed using percentage and frequency. For both groups, the normal distribution assumption was tested with skewness and kurtosis values, and it was found that the normality distribution was provided (±3.0). Tan (2016) suggests that a sample size of 20 or more is sufficient for the use of t-test. Moreover, De Winter (2013) states that the t test can be applied even if the sample size is below 5. The differences between the two groups on emotional literacy, prosociality, empathy, and child behaviors were analyzed using the independent sample t-test, and the differences on the pretest and posttest were analyzed using the dependent sample t-test. SPSS 25.0 was used for the analysis and the significance level was determined as $p < .05$.

Table 2. The content of the program

Sessions	Content	Achievement
Session 1	Preliminary interview	Children gain information about what they will do for 10 weeks.
Session 2	Let's meet	Children and trainers get to know each other.
		Children begin to gain the ability to express themselves within the group.
Session 3	Self-Awareness	Children get to know themselves with their strengths and weaknesses.
		Children begin to convey their feelings using the word "I".
		Children begin to accept themselves.
		Children begin to develop their self-concept.
Session 4	Emotional Awareness	Children recognize emotional facial expressions.
		Children recognize the basic emotions they experience.
		Children use words related to emotions.
		Children can tell the difference between emotions and behaviors.
Session 5	Expressing Emotion	Children express the basic emotions they experience with words.
		Children know that all emotions are important and acceptable.
		Children can convey their emotions by making them concrete.
Session 6	The Expression of Emotion in the Body	Children can contact their bodies.
		Children know what is happening in their bodies while experiencing basic emotions.
		Children tell/show where they feel emotions they experience in their bodies.
Session 7	Empathy	Children can understand the emotions of others.
		Children express that they understand the feelings of others.
		Children become more sensitive to the emotions of others.
Session 8	Prosociality	Children learn what prosocial behavior is.
		Children learn the concept of emotional prosociality.
		Children learn to share emotions within the framework of prosocial behaviors.
Session 9	Collaboration	Children recognize each other's needs in group interaction.
		Children seek support within the group when they need help.
		Children can act together to complete a task.
Session 10	Evaluation	Children express the changes before and after training.
		Children express their opinions about their development.

Table 3. Homogeneity distribution of the experimental and control groups

Variables	Experimental Group n = 23 Mean (S.d)	Control Group n = 23 Mean (S.d)	t	p
Individual emotional processes	35.48 (5.59)	33.43 (6.19)	1.175	.246
Social emotional processes	14.00 (2.92)	13.57 (3.26)	.476	.636
Help	25.17 (4.05)	24.04 (5.52)	.791	.433
Sharing	15.96 (3.43)	14.91 (4.31)	.909	.368
Prosocial-empathy	16.35 (2.71)	16.96 (3.98)	-.606	.547
Prosociality	57.48 (8.24)	55.91 (11.22)	.539	.592
Empathy	11.78 (2.61)	11.35 (2.55)	.571	.571
Aggressive behavior to peers	8.91 (2.86)	8.43 (1.70)	.689	.494
Hyperactivity	7.26 (1.86)	6.65 (1.70)	1.159	.253
Asocial relationship with peers	8.87 (2.90)	7.70 (1.49)	1.728	.091
Anxiety-fear	6.91 (2.86)	6.70 (1.58)	.319	.751
Prosocial relationship with peers	18.17 (2.29)	18.22 (2.39)	-.063	.950
Exclusion by peers	9.52 (3.53)	7.57 (1.20)	2.518	.055

p<.05

Table 4. Comparison of the scores after the application

Variables	Intervention				Comparison			
	Pre	Post	t	p	Post Intervention	Post Control	t	p
Individual emotional processes	35.48 (5.59)	39.35 (5.71)	-11.779	.000*	39.35 (5.71)	33.57 (5.63)	3.458*	.000*
Social emotional processes	14.00 (2.92)	16.78 (2.39)	-12.800	.000*	16.78 (2.39)	13.48 (3.16)	3.998*	.000*
Helping	25.17 (4.05)	28.91 (4.08)	-5.096	.000*	28.91 (4.08)	23.52 (5.38)	3.832*	.000*
Sharing	15.96 (3.43)	18.96 (3.39)	-8.184	.000*	18.96 (3.39)	14.78 (4.52)	3.541*	.001*
Prosocial-empathy	16.35 (2.71)	18.43 (2.33)	-5.067	.000*	18.43 (2.33)	15.78 (3.20)	3.209*	.002*
Prosociality	57.48 (8.24)	66.30 (6.93)	-7.803	.000*	66.30 (6.93)	54.09 (10.94)	4.524*	.000*
Empathy	11.78 (2.61)	15.13 (2.55)	-17.179	.000*	15.13 (2.55)	12.00 (2.71)	4.035*	.000*
Aggressive behavior to peers	8.91 (2.86)	8.22 (1.31)	1.274	.216	8.22 (1.31)	8.48 (1.97)	-.528	.600
Hyperactivity	7.26 (1.86)	7.65 (1.37)	-.805	.429	7.65 (1.37)	6.96 (2.03)	1.361	.180
Asocial relationship with peers	8.87 (2.90)	7.91 (2.23)	1.447	.162	7.91 (2.23)	7.65 (1.53)	.462	.646
Anxiety-fear	6.91 (2.86)	6.22 (1.83)	1.058	.302	6.22 (1.83)	6.09 (1.38)	.273	.786
Prosocial relationship with peers	18.17 (2.29)	18.43 (2.33)	-.646	.525	18.43 (2.33)	18.09 (2.39)	.499	.620
Exclusion by peers	9.52 (3.53)	8.70 (2.49)	.978	.339	8.70 (2.49)	7.61 (1.23)	1.873	.068

*p<.05

Results

The pretest scores of the participants are presented in Table 3.

When the pretest scores were compared, no statistically significant differences were obtained between the two groups in terms of empathy, emotional literacy, prosocial behaviors, and child behaviors (p>.05). Therefore, it can be said that the experimental and control groups show a homogeneous distribution.

The comparison of the scores of the experimental group from the pretest and posttest and the scores of the control group from the posttest is presented in Table 4.

It was found that there were statistically significant differences between the pretest and posttest scores of the experimental group in individual emotional processes (t_{22}=-11.779; p<.05), social emotional processes (t_{22}=-12.800; p<.05), helping (t_{22}=-5.096; p<.05), sharing (t_{22}=-8.184; p<.05), prosocial-empathy (t_{22}=-5.067; p<.05), prosociality (t_{22}=-7.803; p<.05), and empathy (t_{22}=-17.179; p<.05), but there was no statistical difference in child behaviors (p>.05). The same result was obtained in the posttests comparisons of the experimental group and the control group: individual emotional processes (t_{44}=3.458; p<0.05), social emotional processes (t_{44}=3.998; p<.05), helping (t_{44}=3.832; p<.05), sharing (t_{44}=3.541; p<.05), prosocial-empathy (t_{44}=3.209;

p<.05), prosociality (t_{44}=4.524; p<.05), and empathy (t_{44}=4.035; p<.05). Accordingly, while it can be said that there were statistically significant increases in the empathy, emotional literacy and prosocial behaviors perceived by the children after the intervention, there was no statistical difference in the child behaviors perceived by the parents.

Discussion

This study aimed to develop primary school students' skills through the Play-Based Socio-Emotional Psychoeducation Program. Within the scope of the research, the skills were determined as empathy, prosocial behaviors, and emotional literacy sub-skills. The analyses showed that the program was effective on all sub-social skill levels.

The findings of the present study showed that the psychoeducation program increased the emotional literacy levels of students in the experimental group. In other words, we have provided evidence that emotional literacy skills can be improved through the Play-Based Socio-Emotional Psychoeducation Program. Teaching emotional literacy skills through psychoeducational programs has been supported for many years, and this concept is a type of social skill for which training is organized. For example, in the doctoral thesis study conducted by Saleme et al. (2021), it was yielded that the gamified social marketing program contributed to the development of social-emotional skills and prosocial

behaviors. One of the oldest models used to support emotional literacy in educational curricula is Moseley's (1996) Circle Time model. This helps children understand their behaviors and the reactions of others to these behaviors, gain mastery over emotional impulses, and increase their confidence and self-esteem (Coppock, 2007). Later, various programs aiming at emotional development such as CASEL, RULER, PATHS were presented. In studies based on these programs, it is stated that children's emotional skills such as emotional literacy are developed and their permanence is ensured (Greenberg & Kusché, 2006; Taylor et al., 2017). Some countries, such as England and the United States, allocate time for emotional literacy activities in their curriculum (Matthews, 2005). In addition, it is recommended to develop emotional literacy programs for children and young people as a preventive tool to improve future mental health (Coppock, 2007). Educational approaches emphasize the responsibility of schools to protect children, promote their health and well-being, and address their emotional and behavioral needs (Carnwell & Baker, 2007). To achieve this, arrangements are supported to improve students' emotional literacy and social competence.

The results of this study showed that the program had a positive effect on the prosocial skills of primary school students in the experimental group. It has been determined that there are studies with similar and opposite results to this study in the relevant literature. A recent study examined the effects of an intervention program designed as a social and cognitive skills training to support children's development on children's antisocial and prosocial behaviors (Santos et al., 2023). Contrary to this study, it was found that the program was not effective. On the other hand, another program found that daily breathing exercises offered to primary school students increased prosocial behaviors, especially in girls (von Salisch & Voltmer, 2023). A study conducted to develop a new, integrative intervention to promote prosocial behaviors concluded that the program was effective in improving prosocial behaviors and related constructs (e.g., empathy) (Baumsteiger, 2019). In a systematic review study evaluating the effect of intervention programs on encouraging prosocial behaviors and reducing aggressive behaviors, it was found that the programs were effective in enhancing prosocial behaviors and reducing aggressive behaviors (Mesurado et al., 2019). Another study found that programs based on digital gamification design were effective in the acquisition of social emotional skills such as prosocial behaviors (Saleme et al., 2021). When the results of the aforementioned studies are evaluated together with the findings of the present study, it is thought that the contradictory findings may be due to the different characteristics of the study group and programs.

The current study found that the empathy skills of the students in the experimental group increased. Previous literature includes many empathy skill acquisition studies for primary school children. For example, in Han et al.'s (2021) group intervention study with children, where emotional expressions were used, it was found that the application had a positive effect on developing emotional empathy. In a systematic review study examining studies conducted with children and adolescents between the ages of 5 and 18, it was concluded that mindfulness-based programs increase empathy (Cheang et al., 2019). Rezayi (2020) stated that the empathy scores of autistic children in the experimental group increased with the Adlerian puppet therapy intervention program. Empathy is a form of skill that individuals have by nature and is nourished by their interactions in a group (Levine, 2013).

There are studies in the literature presenting the possible effects of intervention programs aiming to increase empathy (Ata, 2023; Herrles, 2023). In this regard, it has been determined that different training programs also improve empathy skills such as the Creative Writing and Social Learning Skills programs (Herrles, 2023).

This study determined that there was no change in children's behaviors. In other words, mothers stated that they did not perceive any change in their children's behavior. Consistent with this finding, Muskett's (2008) study found that parents were unable to notice the developed social skill levels of their children, suggesting that a similar situation may have occurred in the current study. However, Öztekin and Gülbahçe (2019) and Öztekin and Gençdoğan (2021) found in their studies with filial therapy, one of the types of play therapy, that the play-based program reduced children's behavioral problems. A meta-analysis study showed that preschool children benefit from socio-emotional learning interventions in different contexts (Murano et al., 2020). The difference in the results of the studies may be due to the parents not being involved in the process.

Despite its contributions, this study has some limitations. One of these limitations is that the study does not include a follow-up test. Future studies should include a follow-up test to determine the long-term effects of the program. In addition, since voluntary participation was taken as a basis, equal distribution of the study groups in terms of some demographic characteristics such as age (7-10 years old) was not achieved. Researchers can examine study variables by considering age groups one by one in their studies.

In conclusion, our study results yielded that the Play-Based Socio-Emotional Psychoeducation Program has valuable effects such as increasing emotional literacy, prosocial skills, and empathy levels among primary school students and contributes to raising more socially and emotionally equipped students. Since the study provided evidence that the program is effective on empathy, emotional literacy and prosocial skills, this program may be used to support the development of children and to eliminate the skill deficiencies in primary school. This program, which may be disseminated and put into practice in schools across the country, may be implemented by classroom and/or guidance teachers without the need for any additional training, and can be considered as a gain.

Author Contributions

All authors took an equal part in all processes of the article. All authors have read and approved the final version of the study.

Ethical Declaration

The purposes and procedure of the current study were granted approval from the Ethical Committee of Agri Ibrahim Cecen University (Session Date: February 22, 2023; Protocol Number: 65655).

Conflict of Interest

The authors declare that there is no conflict of interest with any institution or person within the scope of the study.

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Ortaokul Öğrencilerinin Prososyal ve Antisosyal Davranışlarını Etkileyen Sınıf-içi Etmenler Hakkında Öğretmen Görüşleri*

Teachers' Views on In-Class Factors Affecting Prosocial and Antisocial Behaviors of Secondary School Students

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Öz: Bu araştırmada öğretmen görüşlerinden yola çıkarak ortaokul eğitim çağındaki öğrencilerin olumlu ve olumsuz sosyal davranışlarını etkileyen sınıf içi etmenler incelenmiştir. Araştırmaya gönüllülük esasına bağlı olarak farklı okul ve branşlarda görev yapmakta olan 6 öğretmen katılım sağlamıştır. Araştırma verileri; yarı yapılandırılmış görüşme formu kullanılarak elde edilmiş, nitel araştırma yöntemlerinden olgubilim (fenomenoloji) modelle desenlenmiş, betimsel analiz tekniği ile çözümlenmiştir. Araştırmada kullanılan görüşme formu; kişisel bilgiler, sınıfın fiziksel yapısı ve sosyo-psikolojik ortam, öğretim yöntemleri, bireysel faktörler ve öğretmen faktörü başlıkları altında oluşturulan çeşitli sorulardan oluşmaktadır. Öğretmen görüşlerine göre; sınıf içi oturma düzeninin öğrencilerin fiziki özelliklerine göre tasarlanması, sınıfın temiz ve ergonomik kullanıma sahip olması, öğretmelerin ders anlatımı esnasında öğrencilere gösterdiği yakınlık, sahip olduğu mesleki beceri ve öğrenciye karşı gösterdiği sevgi temelli yaklaşım öğrencilerin prososyal davranış sergilemesine katkı sağladığı buna karşın farklı kültürden gelen öğrencilerin anlaşamama ve kıskançlık durumunun oluşturduğu sosyo-psikolojik ortamlarda antisosyal davranış sergilediği saptanmıştır.

Anahtar Kelimeler: Antisosyal davranışlar, ortaokul öğrencileri, öğretmen, prososyal davranışlar

Abstract: This research examined the in-class factors affecting the positive and negative social behaviors of secondary school students based on the opinions of teachers. Six teachers working in different schools and branches participated in the research voluntarily. The research data were obtained using a semi-structured interview form, patterned with a phenomenology model, one of the qualitative research methods, and analysed using the descriptive anaysis technique. In the interview form used in the research; personal information consists of various questions created under the headings of the physical structure of the classroom and socio-psychological environment, teaching methods, individual factors, and teacher factors. According to the teacher's opinions, it has been determined that the classroom seating arrangement is designed in line with the physical characteristics of the students. The classroom has a clean and ergonomic use, the closeness that teachers show to students during the lecture, the professional skills they have and the love-based approach they show to the student contribute to the students' prosocial behavior, while the student exhibits antisocial behavior in socio-psychological environments caused by the lack of agreement and jealousy of students from different cultures.

Keywords: Secondary school students, teacher, prosocial behavior, antisocial behavior.

Giriş

Çocukları anlamak ve ne istediklerini bilmek, onları geleceğe hazırlama adına önem arz etmektedir. Çünkü çocukları anlamak, eğitimcilerin çocuklara vereceği eğitim konusunda fikir sunmaktadır. Eğitimciler için de geleceğe umutla bakmanın en önemli anahtarı, bilge, mutlu ve özgüven dolu bir neslin yetişmesinden geçmektedir (Nelson ve Bloom, 1997). Bu yönüyle ele aldığımızda çocukları geleceğe hazırlayan en önem ortamların başında eğitim gördükleri sınıf içi ortamlar gelmektedir. Drucker'e (2011) göre de bir çocuk için aile ortamında başlayan temel eğitim, sonraki yıllarda sosyal çevre ve okul ortamında da devam etmekte ve özellikle sınıf ortamının çocuk için ifade ettiği anlam çocuğun almış olduğu eğitimin kalitesini ve niteliğini de etkilemektedir. Sınıf ortamlarında eğitim gören çocukların her biri farklı aile ve kültür yapılarından gelmektedir. Bu durumu göz önünde bulundurduğumuzda çocukların sergiledikleri davranışların birbirlerinden farklı olması da doğal bir sonuçtur (Phillips ve Lowenstein, 2011). Durum böyle olunca da çocukları bir arada tutmak, geleceğe hazırlamak ve onları anlamak sabır ve uzmanlık gerektiren bir iş durumuna gelmektedir. Nitekim öğretmenlerin sınıf içinde idareyi sağlaması birçok açıdan zor bir durum olmaktadır. Öğretmenlerin sınıf idaresini etkileyen en önemli değişkenlerden birisi de öğrencilerin sınıf içi tutum ve davranışlarıdır (Can ve Baksi, 2014). Öğrencilerin sınıf içerisinde takındıkları tutum ve davranışlar öğretmenlerin eğitim-öğretim etkinliklerinde eğitsel hedeflere ulaşabilmesi adına oldukça önem arz etmektedir. Zira Yılmaz'ın (2008) belirttiği gibi öğrencilerin istenmeyen davranışlarının önlenebilmesi durumunda öğretmenlerin eğitsel hedeflere ulaşabilmesi söz konusu olmaktadır.

Öğrencilerin sınıf içerisinde sergiledikleri davranışlarla ilgili olarak literatür incelendiğinde istenen ve istenmeyen davranış davranışlar olmak üzere iki farklı davranış kalıbının olduğunu görmek mümkündür. Genel itibariyle istenen ve arzu edilen davranış prososyal davranış olarak tanımlanmakta iken istenmeyen ve arzu edilmeyen davranış ise antisosyal davranış olarak tanımlanmaktadır. 1960'lı yıllarda özellikle ABD'de ekonomik ve toplumsal yapının değişmeye başlamasıyla birlikte psikolog Schwartz ve Tangri (1965) tarafından antisosyal davranış üzerine ilk araştırmalar yapılmıştır. Bu

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araştırmacılara göre antisocial behaviors kelimelerinin bir araya gelmesiyle ortaya çıkan antisosyal davranış terimi, sonucunda fiziki veya sözlü bir şekilde diğer insanlara zarar veren davranışları ifade etmektedir (Dodge ve ark. 2006). Söz konusu bu davranışlar hem toplum hem de derslik ortamında istenmeyen davranışlar da olabilmektedir. Arzu edilen ve istendik davranış anlamına gelen prososyal davranış (Zahn-Waxler ve ark., 1992) ise özellikle 1990'lı yıllarda bilimsel araştırmalara konu olmuştur. Genel itibariyle de prososyal davranış başkalarına yardım etmek veya onlarla paylaşmak gibi, kasıtlı olarak başka bir kişi için fayda sağlayan gönüllü davranış olarak tanımlanmaktadır (Grusec ve ark., 2002). Prososyal davranışlar, temel eğitim döneminde büyük önem taşımaktadır. Nitekim bulunduğu ortamla iyi ilişkilere sahip olmak, öğrenciyi kaliteli bir yaşam ve akademik başarı açısından olumlu yönde etkilemektedir (Arwood ve ark., 2005). Öğrencilerin hem antisosyal hem de prososyal davranışları, sınıf arkadaşlarını ve öğretmenlerini etkilediği gibi öğrencilerin eğitim kariyerlerini de etkilemektedir (Caprara ve ark., 2000). Öğrencilerin sınıf içi istenmeyen tutum ve davranışlarının önlenebilmesi, olumlu tutum ve davranışlarının geliştirilebilmesi, öğretmenlerin sınıf yönetimi başarısını pozitif yönde etkilemektedir.

Öğrencilerin sınıf ortamında prososyal ve antisosyal davranış sergilemesinin altında yatan birden çok neden olabilmektedir. Söz konusu nedenlerin tespiti noktasında, sınıf yönetiminde önemli bir role sahip olan öğretmenlerin düşünceleri önem kazanmaktadır (Eisenberg ve ark., 2006; Korkut ve Babaoğlan, 2010; Öngören ve Nurdoğan, 2023). Bu araştırmada öğrencilerin prososyal ve antisosyal davranışlarını etkileyen sınıf içi etmenlerin neler olduğu ile ilgili öğretmenlerin görüşleri incelenecektir. Bununla ilgili olarak öncelikle öğrencilerin davranışlarını etkileyen sınıf içi etmenlerin neler olduğunu öğrenmek adına kuramsal bilgilerin incelenmesi konunun tam olarak anlaşılması adına faydalı olacaktır.

Öğrenci Davranışlarını Etkileyen Sınıf İçi Etmenler

Öğrencinin davranışları, okul, aile ve sosyal çevre üçgeni içerisinde şekillenmektedir (Akyıldız, 2017). Öğrencilerin davranışlarına etki eden etmenlere yönelik eğitimcilerin yapmış olduğu sınıflandırma ise öğrencinin davranışlarına etki eden etmenlerin sınıf içi ve sınıf dışı etmenler olarak ikiye ayrılmaktadır. Buna göre öğrencilerin davranışlarına etki eden etmenlerden okul, aile, sosyal çevre özellikleri, bireyler arası uyumsuzluk ve fırsat eşitsizliği gibi sınıf dışı etkenler olarak belirlenmiştir (Akhter ve Sumi, 2014; Berliner David, 2009; Çelik, 2005; Fortin ve ark., 2006; Uitto ve ark., 2006; Yaşar, 2016). Sınıf içi etmenler ise sınıfın fiziksel yapısı ve sosyo-psikolojik ortam, eğitim programı ve öğretim yöntemleri, öğrenci özellikleri, öğretmen davranışları ve özellikleri olarak sıralamak mümkündür (Atıcı, 2014; Balay ve Sağlam, 2008; Barrett, 2010; Bayraktar, 2015; Çapri ve ark., 2011; Infantino ve Little, 2005; Kargın, 2007; Snell ve ark., 2002; Weinstein, 1977; Wheldall ve Beaman, 1994; Wanless, 2016; Yuvacı ve Dağlıoğlu, 2018; Zembat ve ark., 2020).

Okullar öğrencilerin hayatının önemli bir kısmını geçirdiği ve sosyalleşme ile birlikte formel bilgileri edindiği yerlerdir. Öğrencinin okulda geçirdiği sürenin kahir ekseriyeti de sınıf ortamındadır (Yuvacı ve Dağlıoğlu, 2018). Sınıf alanı ise insanların karşılıklı ilişkilerinin yaşantıya dönüştüğü eğitim ve öğretim faaliyetlerinin gerçekleştiği sosyal ortamlardır. Bunula birlikte çocuğun yaratıcı düşünme becerilerinin gelişiminde sosyal ortamı ile kurduğu etkileşim oldukça

önemlidir. Fakat son zamanlarda okullarda zorbalık ve disiplin problemleri gibi istenmeyen öğrenci davranışlarına daha çok rastlanmaktadır (Çapri ve ark., 2011; Snell ve ark., 2002; Şensoy ve Sağsöz 2015). Bu durumda da okul içerisinde olumlu yaşantılarla beraber olumsuz durumların yaşanabileceği ihtimali ortaya çıkmaktadır. Okulda veyahut sınıf ortamında öğrencilerin davranışlarını etkileyen çeşitli etmenler bulunmaktadır. Özellikle sınıf ortamında yüz yüze ve yakın ilişkilerin gerçekleşmesinden kaynaklı olarak öğrenci davranışlarının ne şekilde gerçekleştiğini gözlemlemek mümkün görünmektedir. Buna bağlı olarak sınıf içerisinde öğrencilerin davranışlarını etkileyen birtakım etmenler bulunmaktadır (Balay ve Sağlam, 2008; Bayraktar, 2015; Infantino ve Little, 2005; Wang ve ark., 2020; Wheldall ve Beaman, 1994).

Öğrencilerin davranışlarını etkileyen nedenlerin başında sınıfın fiziksel yapısı ve sosyo-psikolojik ortam gelmektedir. Sosyo psikolojik ortam kişinin geçmişinden günümüze doğru içerisinde bulunduğu ortamın davranışlarına yapmış olduğu etkiyi ifade etmektedir (Coşkun, 2021). Kozan ve arkadaşlarına (2019) göre sınıfların fiziksel görünüm ile birlikte sahip oldukları mimari fonksiyonlar da öğrencilerin davranışlarına etkide bulunabilir. Ayrıca sınıfın şekli, rengi, estetik yapısı ve konforlu kullanım düzeyi ve mimari yapısı içerisinde bulunan kişilerin davranışları üzerinde etkili olabilmektedir. Her ne koşulda olursa olsun psikolojik açıdan güven veren ortamlar bireylerin ilgili konulara aktif katılımcı olmasını sağlamaktadır (Wanless, 2016). Bu yönüyle düşünüldüğünde psikolojik yönden güvenli sınıf ortamları da öğrencilerin görüş ve düşünceleri, inançları, tecrübeleri ve yaratıcılıklarını ifade etmeleri açısından kendilerini rahat hissettikleri ortamlardır (Barrett, 2010; Zembat ve ark., 2020). Sınıf ortamında gerginlik ve ikili ilişkiler açısından huzursuzluk durumunun yaşandığı ortamlarda öğrencilerin kendilerini ifade etmeleri sorunlu olmakla birlikte söz konusu durum davranışlarına da yansımaktadır (Durmuşoğlu, 2008).

Eğitim programı ve öğretim yöntemleri öğrencilerin davranışlarını etkileyen bir diğer sınıf içi etmendir. Etkili bir eğitim ve öğretim programı işlevsel ve esnek olmasının yanında öğrencilerin ilgi ve gereksinimlerini karşılayabilen ve amaç, içerik ve eğitim durumları arasında iyi bir entegrasyon sağlaması gerekmektedir (Kargın, 2007). Millî Eğitim Bakanlığının 2020 yılında yayımladığı Eğitim Faaliyetleri Değerlendirme Raporu'nda da öğretim programları, öğretmen rehberliğinde öğrencilerin kazanması gereken temel bilgi ve beceriler olarak tanımlamaktadır. Bundan kaynaklı olarak da iyi ve etkili bir öğretim programı öğrencilerin davranış değişikliklerine olumlu yansır demek mümkündür (Millî Eğitim Bakanlığı, 2020). Fontana (1985) da müfredat programının, öğrencilerin kendilerini ve diğerlerini anlamaları için gerekli bilgi ve becerileri öğrettiği ve yaşamlarında kullanılacak faydalı bilgiler içerdiği ayrıca akademik anlamda kendilerini geliştirdiği müddetçe ilgilerini çekeceğini belirtmiştir.

Antisosyal öğrenci davranışları ile ilgili yapılan araştırmalar incelendiğinde; okullarda son zamanlarda zorbalık, disiplin problemleri ve arzu edilmeyen öğrenci davranışlarına daha çok rastlandığı (Çapri ve ark., 2011; Snell ve ark., 2002), öğrencilerin arzu edilmeyen olumsuz davranışlar sergilemesinde sınıf içi etmenlerin önemli yer tuttuğu (Akhter ve Sumi, 2014; Kozan ve ark., 2019; Uitto ve ark., 2006; Wanless, 2016; Yaşar, 2016), öğrencilerin davranışlarını etkileyen sınıf içi etmenlerin sınıfın fiziki yapısı ve sosyo-psikolojik ortam, eğitim programı ve öğretim

yöntemleri, öğrenci özellikleri, öğretmen davranışları ve özellikleri olarak sıralandığı (Barrett, 2010; Bayraktar, 2015; Carlo ve Randall, 2002; Infantino ve Little, 2005; Kargın, 2007; Snell ve ark., 2002; Wheldall ve Beaman, 1994; Wanless, 2016; Yuvacı ve Dağlıoğlu, 2018; Zembat ve ark., 2020) belirtilmektedir. Prososyal öğrenci davranışları ile ilgili yapılan araştırmalar incelendiğinde ise; okul öncesi çocuklarda (13-70 aylık çocuklarda) doğal gözlem yoluyla yapılan bir çalışmada öğretmen uygulamaları, materyal kullanımı vb. durumların öğrencilerde çeşitli prososyal davranışlara imkân tanıdığı (Aydın, 2021); ilköğretim öğrencilerine yönelik yapılan bir araştırmada da okul ikliminin pozitif olması ve öğretmenlerin öğrencilerle yakın ilişkiler kurması vb. durumların öğrencilerde çeşitli prososyal davranışlara imkan sağladığı ve zorba eğiliminin azaldığı sonucuna ulaşılmıştır (Toğa ve Özmusul., 2022). Bu bakımdan antisosyal ve prososyal davranışlara olanak sağlayan durumların neler olduğu yapılan araştırmalardan yola çıkarak araştırmanın en önemli problem durumunu oluşturmaktadır.

Öğretmenler, müfredat programını öğrencilere sunup uyguladığı ve sahip olduğu öğretim tarzı, kültürü, karakteri ve felsefi bakış açısı gibi faktörler sınıf yönetimine etkide bulunduğu için öğrenci davranışlarının şekillenmesinde ve yönlendirilmesinde de oldukça önemli bir unsurdur (Atıcı, 2014; Balay ve Sağlam, 2008; Çapri ve ark., 2011; Salmon, 1988; Struyven ve ark., 2006). Bundan dolayı da öğretmenlerin sınıf yönetimi ve öğrenci davranışları konusunda görüş ve değerlendirmelerinin ne şekilde olduğu konusu önem kazanmaktadır. İlgili alanda gerçekleştirilen literatür taramasında öğretmenlerin doğrudan görüşlerine yer veren çalışmalara rastlanılmaması bu araştırmanın gerekliliğini doğurmuştur. Nitekim sınıfın önemli bir parçası olan ve sınıf yönetimi konusunda lider etken olan öğretmenlerin (Balyer, 2016; Mohammadjani ve Tonkaboni, 2015; Sökmen ve ark., 2020) görüşlerine yer verilerek literatüre katkı sağlanacaktır. Ayrıca günümüz öğrenci davranışlarının ne şekilde olduğu ve nereye doğru yön aldığı ile ilgili bilgilere yer verileceğinden araştırmanın başta öğrenci, veli ve öğretmenlere de katkı sunması beklenmektedir. Buna yönelik olarak araştırmada öğretmen görüşleri baz alınarak ortaokul öğrencilerinin prososyal ve antisosyal davranışlarını etkileyen sınıf içi etmenleri incelemek amaçlanmaktadır. Bu genel amaç kapsamında araştırmada şu soruların cevapları aranmıştır:

1. Öğrenci davranışları üzerinde sınıfın fiziki özelliklerinin etkisi konusunda öğretmenlerin düşünceleri nelerdir?
2. Öğrenci davranışları üzerinde öğrenciler arasındaki sınıflarda oluşan sosyo-psikolojik ortamın etkisi konusunda öğretmenlerin düşünceleri nelerdir?
3. Öğrenci davranışları üzerinde başarı durumunun etkisi konusunda öğretmenlerin düşünceleri nelerdir?
4. Öğrenci davranışları üzerinde öğrenme öğretme süreçlerinde tercih ettikleri öğretim tarzının durumunun etkisi konusunda öğretmenlerin düşünceleri nelerdir?
5. Öğrenci davranışları üzerinde öğretmenin kişisel özelliklerinin etkisi konusunda öğretmenlerin düşünceleri nelerdir?

Yöntem

Araştırma Modeli

Bu araştırma nitel çalışma olarak tasarlanmıştır. Araştırmada, öğretmen görüşleri baz alınarak ortaokul öğrencilerinin prososyal ve antisosyal davranışlarını etkileyen sınıf içi etmenleri incelemek amaçlandığı için nitel araştırma tekniklerinden olgubilim (fenomenoloji) modeli uygulanmıştır. Olgubilim araştırmalarında bireylerin herhangi bir olay hakkındaki deneyimlerinin belirlenmesi en temel noktadır (Creswell ve Miller, 2000). Bununla birlikte olgubilim deseni bireylerin deneyimlerini sadece bir olgu ile sınırlandırmakta ve deneyimledikleri konular üzerine odaklanmaktadır (Gliner ve ark., 2015; Yıldırım ve Şimşek, 2013). Sınıf içerisinde öğrencilerin olumlu ve olumsuz davranışlarına etki eden nedenleri en iyi betimleyecek ve deneyimleyecek kişilerin öğretmenler olduğu düşünülmektedir. Nitekim öğrenci davranışlarının değerlendirmesine yönelik yapılan araştırmalarda katılımcı grubun çoğunlukla öğretmenlerden oluştuğu gözlemlenmiştir (Akyıldız, 2017; Allgaier ve ark., 2015; Balay, 2008; Çapri ve ark., 2011; Çelik, 2005; Durmuşoğlu, 2008). Bu araştırmada da öğretmenlerin öğrenci davranışlarına etki eden sınıf içi etmenler hakkındaki görüş ve deneyimlerinden ayrıntılı bir şekilde yararlanmak için olgubilim deseni kullanılmıştır.

Çalışma Grubu

Araştırmada çalışma grubunun tespit edilmesinde olasılıklı olmayan örnekleme yöntemlerinde amaçlı örnekleme yöntemi kullanılmıştır. Söz konusu yöntemin kullanılmasındaki gaye ise incelenmekte olunan araştırmanın amacı doğrultusunda farklı katılımcıdan bilgi toplamayı olanaklı kılmaktır. Bu şekilde probleme taraf olabilecek kişilerin araştırmanın amacı doğrultusunda ve farklılık gösteren durumlar arasında paylaşılan veya ortak deneyimlerinin bulunup bulunmadığı tespit edilmekte ve bu farklılığa göre problem durumunun farklı boyutları ortaya konulmaktadır (Baltacı, 2018; Etikan ve ark., 2016). Bu araştırmada da katılımcı grubunun çeşitliliğini sağlamak adına farklı ilçelerdeki ortaokullar ve aynı ilçedeki farklı ortaokul türleri tercih edilmiştir. Bununla birlikte günlük sosyal yaşama dair en yakın bilgi içeriğinin yer aldığı ve öğrencilerin en çok katılım gösteren ders olduğu için ortaokul ders müfredatında yer alan Sosyal Bilgiler dersini işleyen Sosyal Bilgiler öğretmenlerine ağırlık verilmiştir.

Bu araştırmada İstanbul ili Anadolu yakasındaki farklı ilçelerde (Maltepe, Kartal ve Pendik) ve farklı ortaokul türlerinde (İmam Hatip Ortaokulu ve Ortaokul) görev yapmakta olan toplam altı öğretmen ile görüşülmüştür. Katılımcı grubunun belirlenmesi adına araştırma konusunun deneyim ve tecrübe ile ilgili olmasından dolayı öğretmenlerin mesleki tecrübelerinin beş yıl ve üzeri olmasına ve cinsiyet dağılımının eşit olmasına özen gösterilmiştir. Araştırmanın altı (6) katılımcı ile gerçekleştirilmesi araştırmanın en önemli sınırlılığını oluşturmuştur. Bu durumu aşmak adına katılımcıların mesleki tecrübeleri önemsenerek ortalama 10 yıl üzeri mesleki tecrübeye sahip öğretmenler katılımcı olarak belirlenmiştir. Bununla birlikte katılımcıların İstanbul ilinin sadece üç (3) ilçesindeki okullardan seçilmesi de bir diğer sınırlılık durumunu oluşturmuş bunun için de seçilen ilçelerin farklı sosyal ekonomik özelliklere sahip olmalarına dikkat edilmiştir. Katılımcılara ait özellikler Tablo 1'de yer verilmiştir.

Tablo 1. Katılımcı grubun özellikleri

Rumuz	Cinsiyet	Yaş	Eğitim Durumu	Bölüm/Branş	Deneyim/Yıl
K1	Kadın	39	Lisans	Rehberlik Öğretmenliği	17 yıl
K2	Kadın	45	Yüksek Lisans	Sosyal Bilgiler Öğretmenliği	21 yıl
K3	Kadın	44	Doktora	Sosyal Bilgiler Öğretmenliği	22 yıl
E1	Erkek	46	Yüksek Lisans	Coğrafya Öğretmenliği	23 yıl
E2	Erkek	36	Lisans	Sosyal Bilgiler Öğretmenliği	12 yıl
E3	Erkek	34	Lisans	Sosyal Bilgiler Öğretmenliği	10 yıl

Veri Toplama Araçları

Olgubilim (fenomonolojik) araştırmalarda veri toplama işlemi gözlemler, belgeler ve çeşitli görüşmelerle (yapılandırılmış ve yarı yapılandırılmış) gerçekleştirilmektedir (Creswell ve Poth 2016; Yıldırım ve Şimşek, 2013). Bu araştırmada veriler görüşme yöntemi kullanılarak toplanılmış ve veri toplama aracı olarak yarı yapılandırılmış görüşme formu kullanılmıştır. Nitekim Johnson ve Turner (2003), sosyal bilimler alanındaki araştırmalarda görüşme yönteminin sıklıkla kullanıldığını belirtmiştir. Yarı yapılandırılmış görüşmeler doldurmaya dayalı testler ve anketlerde yer alan sınırlılığı ortadan kaldırması, belirli bir konuda derinlemesine bilgi edinmeye yardımcı olması, sahip olduğu belli düzeydeki standartlığı ve esnekliğinden kaynaklı yeni ve özgün fikirleri ortaya çıkarttığı için özellikle sosyal bilimler alanındaki araştırmacılarca sıklıkla tercih edilmektedir (Kallio, Pietilä, Johnson ve Kangasniemi, 2016; Yıldırım ve Şimşek, 2013). Bu araştırmada da yarı yapılandırılmış görüşme formu soruları hazırlanmadan önce konuyla alakalı literatür taraması yapılmıştır. Literatür taraması tamamlandıktan sonra oluşturulan görüşme soruları ilk olarak Sınıf Öğretmenliği alanında uzman bir öğretim görevlisinin görüşüne sunulmuştur. Akabinde ise aynı görüşme soruları Sosyal Bilgiler Öğretmenliği alanında uzman bir öğretim üyesine de görüşü alınmak üzere sunulmuştur. Bahse konu görüşme formu sorularında uzman görüşleri alındıktan sonra çeşitli düzenlemeler gerçekleştirilmiştir. Daha sonrasında da görüşme formu soruları pilot uygulamanın yapılması için ortaokulda görev yapan 1 Rehberlik Öğretmeni ve 1 Sosyal Bilgiler Öğretmenine yöneltilmiş ve uygulama toplamda 47 dakika sürmüştür. Gerçekleştirilen pilot uygulamanın sonunda yarı yapılandırılmış görüşme formu sorularına nihai şekli verilmiştir. Yarı yapılandırılmış görüşme formunun ilk bölümünde katılımcıların demografik özelliklerini tanımlayıcı soruları yer almaktadır. İkinci bölümde ise katılımcıların öğrencilerinin prososyal ve antisosyal davranışlarını etkileyen sınıf içi etmenler hakkında öğretmenlerin görüşlerini saptamayı amaçlayan sorular bulunmaktadır.

İşlem

Bu çalışmada görüşme formunun uygulanması adına ilk olarak okul idarecilerinden izin istenmiş ve izin alınan okullarda araştırmaya katılacak olan öğretmenlerden gönüllülük esasına göre öncelikle randevu talep edilmiş ve öğrenci hareketliliğinin az olduğu uygun zaman diliminde de görüşmeler gerçekleştirilmiştir. Söz konusu görüşmeler başlamadan evvel katılımcılara araştırmanın amacı ve önemi hakkında bilgi verilerek araştırmada inandırıcılığın sağlanması çalışılmıştır. Görüşmelerden elde edilecek olan verilerin bilimsel kullanım haricinde hiçbir yerde kullanılmayacağı ve kurum ve şahıs açık kimlik bilgilerinin görüşme formunda kesinlikle belirtilmeyeceğine ve mevcut kişisel bilgilerin hiçbir yerde geçmeyeceği kendilerine açıkça ifade edilmiştir. Görüşmeler, 2022 Ekim-Kasım aylarında gönüllülük esasına

göre katılımcı onayı alınarak yapılmıştır. Endişe ve kaygının olmadığı ve samimi bir ortamda yapılan görüşmeler, ortalama 20-30 dakika süreleri içerisinde olup toplamda 168 dakikalık görüşme kaydı alınarak gerçekleştirilmiştir. Yüz yüze gerçekleşen görüşmelerde veri kaybının önlenmesi maksadıyla katılımcıların rızası alınarak kayıt cihazı da kullanılmıştır. Bu sayede araştırmanın dış geçerliği sağlanmaya çalışılmıştır.

Veri Analizi

Bilimsel araştırmalarda verileri açıklayabilecek olan kavram ve temalara ulaşmada içerik analizi tekniği sıklıkla kullanıldığından (Mayring, 2000) bu çalışmada da veriler içerik analizi tekniğine göre analiz edilmiştir. Nitekim içerik analizinde veriler, tümevarımcı bir düşünceyle ortak noktalar göz önünde tutulup kodlanarak belirli temalar oluşturulmakta ve bu şekilde sunulmaktadır (Elo ve Kyngäs, 2008; Yıldırım ve Şimşek, 2013). Bundan dolayı görüşme kayıtlarından elde edilen veriler dinlenerek yazıya dökülmüştür. Dökümden elde edilen görüşler, Nvivo 12.0 programı yardımıyla araştırma yazarları tarafından kodlanmış daha sonra kodlar belirli kategori/temalar altında analiz edilmiştir. Araştırma yazarlarına göre kodlamalar arasında farklılık çıkması durumunda tekrar bir araya gelinerek ortak bir karara varılmıştır. Araştırma verilerinin ve kullanılan alıntıların ifade edilmesinde katılımcı öğretmenlere birer kod numarası (K1…E1…) verilmesi suretiyle açıklamalarda bulunulmuştur. Araştırmanın onaylanabilirliği sağlanmaya yönelik katılımcı görüşlerinden kategorize edilmiş bazı veriler doğrudan verilmiştir. Araştırmada güvenirliğin sağlanması adına elde edilen bulguların amaca yönelik ve tutarlı olması (Creswell ve Miller, 2000; Yıldırım ve Şimşek, 2013) ile ilgili değerlendirme yapmaları için iki katılımcıya (K2, E1) sunulmuş ve olumlu dönüt alınmıştır. Bununla birlikte Miles ve Huberman'ın (1994) nitel araştırmalarda kullanılmasını önerdiği güvenirlik formülünden de yararlanılmıştır (Güvenirlik Formülü: Görüş Birliği/ Görüş Birliği+ Görüş Ayrılığı). Araştırma notlarıyla birleştirilip dijital ortamda yazılı duruma getirilen görüşme kayıtlarından ortaya çıkan veriler üç farklı araştırmacı tarafından kodlanarak ana tema/alt tema ve kategorilere ayrılmıştır. Araştırmacıların ortak görüş bildirdiği ve görüş ayrılığı yaşadığı maddeler hesaplanarak araştırmanın güvenirliği 0,86 olarak hesaplanmıştır. Nitekim Miles ve Huberman'a (1994) göre de güvenirlik hesaplama sonucunun 0,70 üzerinde gerçekleşmesi araştırmanın güvenilir olduğunu göstermekte olup araştırma kapsamında elde edilen sonuçların güvenilir olduğu kabul edilmiştir.

Araştırmacının Rolü

Doğası gereği nitel araştırmalar özneldir, zira araştırmacının rolü hatta bizzat kendisi dahil anahtar veri toplama aracını oluşturmaktadır (Tekindal ve Uğuz Arsu, 2020). Bu durumu aşmak adına nitel araştırmalarda çalışmanın güvenirliğini sağlamak araştırmanın objektif olması için oldukça önem arz etmektedir. Buna yönelik olarak nitel araştırmalarda aynı

görüşme dökümünü birden fazla araştırmacının bağımsız bir şekilde kodlaması ve akabinde ortaya çıkan benzerlik ve farklılıkların tartışılması elzemdir. Bu şekilde araştırma sonuçlarının teyidi ile bulgulara son hali verilebilmektedir (Creswell ve Miller, 2000). Bu çalışmada araştırma sürecinde yer alan üç araştırmacının da bakış açısını araştırmaya katabilmek maksadıyla araştırmacıların ayrı ayrı analiz yapmasına ve ortaya çıkan bulguların (tema ve kodlar) karşılaştırılmasına dayalı bir anlayış ortaya konulmuştur. Bunun yanı sıra fenomolojik araştırmalarda birden çok araştırmacının analiz açısından tam anlamıyla ortaklaşmasının mümkün olamayacağından (Burrell ve Morgan, 2017) bu çalışmada da üç araştırmacı da analiz sürecine bağımsız bir şekilde katkı sunmuş olsa da tema ve kategorilerin son şekle getirilme sürecinin büyük ölçekte ilk yazarın sorumluluğunda gerçekleştirilmiştir.

Etik Onay Bilgileri

Bu araştırmaya ait etik onayı Marmara üniversitesinden alınmıştır.

Bulgular

Bu çalışmanın birinci araştırma sorusu, sınıfın fiziki özelliklerinin öğrenci davranışlarını nasıl etkilediğine ilişkin katılımcıların ne düşündüğünü saptamaktır. Bu kapsamda katılımcılarla yapılan görüşmelerden elde edilen verilerin analiz edilmesiyle ulaşılan tema ve kodlara Tablo 2'de yer verilmiştir.

Dersliklerin Fiziksel Özelliklerinin Öğrenci Davranışlarına Etkisine Yönelik Bulgular

Ortaokul öğretmenlerinin, öğrencilerin prososyal ve antisosyal davranışlarına etki eden sınıf içi unsurlara ilişkin görüşleri; dersliklerin fiziksel özellikleri, dersliklerdeki sosyo-psikolojik ortam, öğrenci başarı durumu, öğretmenlerin ders esnasında kullanmış oldukları öğretim yöntemi/ders anlatım şekli ve sahip oldukları kişisel özelliklerin öğrenci davranışlarına olan etkisi olmak üzere beş ana tema altında düzenlenmiştir.

Tablo 2'de verilen bulgulardan da anlaşılabileceği gibi katılımcılar dersliklerin uyumsuz oturma düzeninin olmasının, yeterli kullanım alanına sahip olmamasının, duvar renginin koyu renk olmasının ve kuzey tarafında olmasının (güneş almamasının) öğrencilerin olumsuz davranışlar göstermelerine neden olacağını ifade etmişlerdir.

Konuyla ilgili olarak K2, dersliğin sık sık havalandırılması ile birlikte öğrencinin olumlu davranışlar göstereceğini belirtmiştir. Buna göre katılımcı K2'nin görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"…özellikle renk ve havalandırmanın doğrudan etkisi var. Fiziksel olarak küçük boyutlu sınıf öğrencileri olumsuz etkiliyor. Havalandırmanın iyi ve sık olması, gün boyu sürekli güneş almaması çok önemlidir. Çok güneşli olunca öğrenciler sıcaktan (yaz kış fark etmiyor), güneş ışığı hiç almayınca bu defa soğuktan rahatsız oluyorlar. Sınıfları boyarken canlı renk seçimi bence daha olumlu etkide bulunuyor…".

Katılımcı E2, dersliklerin havalandırılmasının öğrencilerin davranışlarına olumlu davranış sergilemesinde etkili olacağını belirtmiştir. Buna göre E2'nin görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"…öğrenciler sınıf içerisinde havasız ortamlarda iken derse etkin katılım sağlayamamaktadırlar. Duvar rengi açık olan sınıflarda öğrencilerin verdikleri cevaplar tutarlı ve nettir. Oturma düzeni açısından boy sırasına göre oturulmanın mantıklı olduğunu düşünüyorum ayrıca öğrencileri tembel/çalışkan olarak ayırmanın doğru olmadığını düşünüyorum çünkü tembel olarak nitelendirilen öğrencilerin birbirlerine bakarak olumsuz davranışlar sergilemesine yol açmak mümkün görünmektedir…".

Katılımcı K1 dersliklerin yeterli kullanım alanına sahip olmamasının ve dersliklerin fiziksel yapısının (sıra/masa düzeni, duvar rengi) öğrenci davranışları üzerinde etkili olduğunu belirtmiştir. Buna göre K1'in görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"…fiziksel yapı iyi düzenlenmişse davranışlarda olumlu etkiler gözlemlenir. Bunlardan bazıları; Birlikte çalışma isteği oluşmasına katkıda bulunur, öğrencilerin güdülenmesini kolaylaştırır, öğrenmeyi destekler ya da engeller, sınıfın büyüklüğü öğrencinin etkinliklerini yapabileceği geniş alanlar sunar, sınıfın rengi öğrencilerin sürekli okula gelmesini güdüler, temiz olması öğrencilere de olumlu davranış alışkanlığı kazandırır. Oturma düzeni derslerin etkin ve akıcı bir işleyişe kavuşturur. İyi düzenlenmemiş bir sınıf ortamında öğrenciler okula gelmek istemez çünkü motive olamazlar. Öğrenciler derse motive olamadıkları zaman uyumsuz davranışlar sergilerler. Bu fiziksel yapının hepsi birbiri ile bağlantılıdır aslında, bazılarındaki bozukluk ve düzensizlik öğrencilerin ilgisini, isteğini azaltır…".

Katılımcı K3 dersliklerin duvar renklerinin öğrencinin olumlu/olumsuz davranış sergilemesinde etkili olacağını belirtmiştir. Buna göre K3'ün görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"…sınıfın rengi sarı ise dışarı çıkma isteği uyandırmakta, havasız olması uyuklamalarına, soğuk olması motivasyonlarının düşmesine sebep olmaktadır. Oksijenli ve normal ayarda ısısı olan ortam öğrencinin dinlemesini etkilemektedir. Yazın güneşe dönük bir sınıf bazen sıcaktan fenalaşmalara sebep olabiliyor. Açık, havadar, ferah sınıflar iyi havalandırılan sınıflarda davranış problemleri azdır. Birbiri ile sıkı fıkı olan çocuklar yan yana oturunca sıkıntı çıkabiliyor…".

Tablo 2. Olumlu/Olumsuz davranışların görülmesinde dersliklerin fiziki koşullarının etkisi

Ana Tema	Alt Tema	Kod	f	Katılımcılar
Dersliklerin Fiziki Koşullarının Etkisi	**Olumlu Davranış**	Havalandırmanın olması	5	K1, K2, K3, E1, E2
		Açık duvar rengi	4	K1, K2, K3, E1
		Güneş alması	3	K2, K3, E3
		Temiz tutulması	1	K1
	Olumsuz Davranış	Uyumsuz oturma düzeni	4	K1, K2, K3, E3
		Yetersiz kullanım alanı	4	K1, K2, K3, E3
		Koyu duvar rengi	3	K1, K3
		Kuzeyde olması	1	E3

Tablo 3. Olumlu/Olumsuz davranışların görülmesinde öğrenciler arasındaki sosyo psikolojik ortam etkisi

Ana Tema	Alt Tema	Kod	*f*	Katılımcılar
Öğrenciler Arasındaki Sosyo-Psikolojik Ortam	Olumlu Davranış	Benzer yaşantı durumu	2	K3, E2
		Cinsiyet yakınlığı	1	K3
	Olumsuz Davranış	Akrabalık durumu	5	K1, K2, K3, E2, E3
		Farklı kültür ve köken durumu	4	K1, K3, E1, E2
		Sosyo-ekonomik farklılık durumu	3	K1, K2, K3
		Kişisel husumet durumu	2	K1, E1
		Ailevi husumet durumu	2	K3, E2

Katılımcı E3 dersliklerde uyumsuz oturma düzeninin olmasının öğrencilerin olumsuz davranış sergilemesinde etkili olacağını ifade etmiştir. Buna göre E3'ün görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"*...geniş ve tekli sıraların bulunduğu sınıflarda olumsuz davranış görülme sıklığı, küçük ve ikili sıraların bulunduğu sınıflara göre daha düşüktür. Güney cepheye bakan sınıflarda ve kuzey cepheye bakan sınıflarda bile bu durum fark etmektedir. Güney cepheye bakan sınıflarda çocuklar daha uysal ve iyimser iken, kuzey cepheye bakan sınıflarda çocuklar daha karamsar ve içe kapanık olmaktadır...*".

Dersliklerdeki Sosyo-Psikolojik Ortamın Öğrenci Davranışlarına Etkisine Yönelik Bulgular

Bu çalışmanın ikinci araştırma sorusu, dersliklerdeki sosyo-psikolojik ortamın öğrencilerde olumlu veya olumsuz davranışların görülmesinde ne tür etki oluşturduğuna ilişkin katılımcıların ne düşündüklerini saptamaktır. Bu kapsamda katılımcılarla yapılan görüşmelerden elde edilen verilerin analiz edilmesiyle ulaşılan tema ve kodlara Tablo 3'te yer verilmiştir.

Tablo 3'te verilen bulgulardan da anlaşılabileceği gibi katılımcılar, öğrencilerin arasındaki akrabalık durumunun, farklı kültür ve köken durumunun ve sosyo ekonomik farklılık durumunun öğrencilerin olumsuz davranışlar göstermelerine neden olacağını ifade etmişlerdir.

Konuyla ilgili olarak K1 öğrenciler arasındaki farklı kültür ve köken durumu ile akrabalık durumlarının öğrencide olumsuz davranış sergileyeceğini belirtmiştir. Buna göre katılımcı K1'nin görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"*…sosyo-psikolojik ortam ile davranışlar arasında etkileşim vardır. Bunların nedenlerinden birisi farklı kültürde yetişmiş olmalarıdır. Kültür farklılıkları sınıf içinde çatışmalara neden olmaktadır. Örneğin Doğu ve Güneydoğu kökenli ailelere mensup öğrenciler ile Ege, Marmara ve Karadeniz kökenli ailelere mensup çocuklar arasında bazen sorunlar çıkabilmektedir. Buna karşın aynı zamanda öğrencilerin farklılıklara karşı olumlu davranışları da gözlenmektedir. Akrabalık ve husumet gibi durumlar olumlu ya da olumsuz davranış geliştirmelerine neden olabilmektedir. Bu durum birbirini örnek alma, onun gibi olma çabası, birliktelik, iş birliği içinde çalışma, çatışma, kıskanma, kavga şeklinde karşımıza çıkıyor...*".

Katılımcı E2 de öğrenciler arasındaki farklı kültür ve köken (Suriyeli Arap öğrenci ve Türk öğrenci) durumu ile akrabalık (kardeş, kuzen vs.) durumlarının öğrencide olumsuz davranışlar sergilemesine sebebiyet verdiğini belirtmiştir. Buna göre katılımcı E2'nin görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"*…sınıf içerisinde öğrencilerin kendi aralarında kurmuş oldukları sosyo-psikolojik ortamın öğrenci davranışlarına yansıması olduğu kaçınılmaz bir gerçekliktir. Örneğin Suriye uyruklu öğrencilerin Türk öğrencilerle hızlı bir şekilde iletişim kuramaması bu öğrencilerin birbirlerine karşın olumlu davranış geliştirmelerine engel olmaktadır. Ayrıca aynı mahalleden sokaktan ya da akraba (kardeş, kuzen) olan öğrenciler arasında davranış yönünden birbirine benzeme durumu oldukça sık yaşanmaktadır. Son olarak husumetli ailelere mensup çocukların birbirlerine karşı davranışları olumsuzdur...*".

Katılımcı K3 öğrenci aileleri arasındaki ailevi kaynaklı samimi yakınlık ve husumet durumunun varlığı öğrenci davranışları üzerinde olumlu/olumsuz etki yaratmaktadır. Buna göre katılımcı K3'ün görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"*...öğrencinin içinde bulunduğu sosyal ortam ve psikolojik ortam davranışlarını, esprilerini, deneyimlerini etkilemektedir. Ailelerinin birbirine karşı duygu ve düşünceleri öğrencilerin arkadaşlıklarını belirlemektedir. Mahallede yaşanan bir olay okula yansımakta aileler bazen okula gelip öğrenciyi bile dövmeye çalışabilmektedir. Mahallenin kültürü ailenin tek göz odada yaşaması öğrencilerin esprilerinden bile anlaşılmaktadır. Sınıfta genelde gruplaşmalar olur. Bazen bölgesel bazen de cinsiyet temelinde gruplaşırlar. Örneğin kız öğrenciler kendi aralarında olumlu davranış sergilemektedirler. Kardeş ve yakın akrabalar aynı sınıftaysa ya çok içe kapanık ya da aşırı yaramaz olurlar...*".

Katılımcı E3 ise benzer cinsiyette akraba öğrencilerin aynı sınıfta olmaları halinde birbirlerini etkilediklerini ve olumsuz davranışlar sergileyerek başka öğrenciler üzerinde baskı kurma girişimine girdiklerini belirtmiştir. Buna göre katılımcı E3'ün görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"*…ikiz öğrencilerin aynı sınıfta olduğu sınıflarda çocuklar kendini rahat ifade edememekte, birisi baskın olduğu için diğerinde içe kapanıklık olmakta. Kuzen erkek çocuklar da aynı sınıfta olunca sıkıntılar yaşanmakta. Birbirlerinden güç alıp, diğer öğrencileri ezebiliyorlar. Sınıflarda genellikle aynı yöreden olan öğrenciler, diğer öğrencileri ezebiliyor...*".

Başarı Durumunun Öğrenci Davranışlarına Etkisine Yönelik Bulgular

Bu çalışmanın üçüncü araştırma sorusu, öğrencilerdeki başarı durumunun olumlu veya olumsuz davranışların görülmesinde ne tür etki oluşturduğuna ilişkin katılımcıların ne düşündüklerini saptamaktır. Bu kapsamda katılımcılarla yapılan görüşmelerden elde edilen verilerin analiz edilmesiyle ulaşılan tema ve kodlara Tablo 4'te yer verilmiştir.

Tablo 4. Başarı/Başarısızlık durumu ile öğrencilerin sergiledikleri davranışlar arasındaki ilişki

Kategori	Alt Kategoriler	f	Katılımcılar
Başarılı Öğrenci	Çevresiyle sosyal ve uyumlu davranışlar gösterir	5	K1, K2, K3, E2, E3
	Özgüvenli hareket eder	1	K1
	Derslik ortamına uygun hareket eder	1	K2
	Nadiren de olsa davranış problemi yaşar	1	E3
Başarısız Öğrenci	Çevresiyle antisosyal ve uyumsuz davranışlar gösterir	5	K1, K2, K3, E1, E3
	Sürekli davranış problemi yaşar	4	K1, K2, K3, E1
	Derslik ortamına uygun hareket etmez	1	K3

Tablo 4'te verilen bulgulardan da anlaşılabileceği gibi katılımcılar, öğrencilerin başarılı olmaları durumunda çevresiyle sosyal ve uyumlu davranışlar gösterdiğini, derslik ortamına uygun hareket ettiklerini ve nadiren de olsa davranış problemi yaşadıklarını belirtmişlerdir. Buna karşın katılımcılar başarısız öğrencilerin de antisosyal ve uyumsuz davranışlar gösterdiğini, sürekli davranış problemi yaşadıklarını ve derslik ortamında uygunsuz hareketler sergilediklerini ifade etmişlerdir.

Konuyla ilgili olarak K2 başarılı öğrencinin çevresiyle sosyal ve uyumlu davranışlar sergilediğini ve derslik ortamında uygun hareketler gösterdiğini belirtmiştir. Buna göre katılımcı K2'nin görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"...bence burada öğrencinin karakteri de etkili bazı öğrenci başarısız ama uyumlu bir tutumda olurken bazısı da başarılı ama yaramaz olabilir. Genel olarak başarılı öğrencilerin sınıf içinde daha uyumlu olduklarını söyleyebilirim. Öğrenci eğer girdiği dersin çalışma yöntem tekniklerini bilmiyorsa bu onu hem başarısız kılarken hem de bazen olumsuz davranışlar sergilemesine neden olabiliyor...".

Katılımcı K3, öğrencinin başarısının düşmesine bağlı olarak çevresiyle antisosyal ve uyumsuz davranışlar sergilediğini ve sonuç itibariyle derslik ortamına uygun hareketler sergilemediklerini belirtmiştir. Buna göre katılımcı K3'ün görüşme dökümünden doğrudan alınan ifade örneği şöyledir: *"Başarılı öğrencilerin genellikle davranışları problemsiz olmakta ve okul ortamına uygun davranışlar sergilemektedirler. Öğrencinin başarısı düştükçe ve okulla ilgili etkinliklerde yer almadıkça olumsuz davranış sergileme olasılığı artmaktadır".*

Katılımcı K1 ise başarılı öğrencinin özgüvenli olduğunu ve bundan dolayı da diğer öğrencilerle uyumlu davranışlar sergilediğini başarısız öğrencilerin de kimseyle iletişim kurmayarak yalnızlığı tercih ettiğini bundan dolayı uyumsuz davranışlar sergileyebildiklerini belirtmiştir. Buna göre katılımcı K1'in görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"Başarılı öğrenciler daha özgüvenli, sosyal ve uyumlu ilişkiler kurabilirken, başarısız öğrenciler antisosyal ve uyumsuz davranışlar sergilemektedir. Bunun nedenleri başarılı öğrenciler sınıftaki öğrenciler tarafından kabul görmüş kişilerdir, onlar gibi olma isteği vardır, herkes onlarla oynamak, konuşmak ister. Diğer tarafta başarısız olan öğrenciler ile kimse iletişim kurmak istemez, sınıf içinde yalnız kalmışlardır genellikle hatta bazen alay etme ve dışlanma gibi durumlar ile de karşılaşılmaktadır".

Katılımcı E3 öğrencinin başarılı olması halinde bile nadiren de olsa davranış problemi yaşadığını belirtmiştir. Buna göre katılımcı E3'ün görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"Öğrenciler varlığını hissettirmek ister. Kimi öğrenci başarısıyla kendisini gösterir, kimisi de yaramazlık yaparak ben buradayım, beni görün der. Çalışkan, ders dinleyen öğrencilerde davranış problemleri nadir görünürken, Dersi dinlemeyen, derse alaka göstermeyen öğrencilerde davranış problemi sık gözükmektedir. Nadir de olsa çok çalışkan ve davranış problemi gösteren öğrenciler de olmaktadır".

Öğretmenin Kullandığı Öğretim Yönteminin Öğrenci Davranışlarına Etkisine Yönelik Bulgular

Bu çalışmanın dördüncü araştırma sorusu, öğretmenin kullandığı öğretim yöntemi/ders anlatım şeklinin öğrencilerde olumlu veya olumsuz davranışların görülmesinde ne tür etki oluşturduğuna ilişkin katılımcıların ne düşündüklerini saptamaktır. Bu kapsamda katılımcılarla yapılan görüşmelerden elde edilen verilerin analiz edilmesiyle ulaşılan tema ve kodlara Tablo 5'te yer verilmiştir.

Tablo 5. Olumlu/Olumsuz davranışların görülmesinde öğretmenlerin kullandıkları öğretim yöntemlerinin/ders anlatım şekli etkisi

Ana Tema	Alt Tema	Kod	f	Katılımcılar
Öğretmenlerin Kullandıkları Öğretim Yöntemi/Ders Anlatım Şekli	**Olumlu Davranış**	Öğrenci merkezli öğretim yöntemi kullanma	6	K1, K2, K3, E1, E2, E3
		Farklı ve çok yönlü öğretim yöntemleri kullanma	5	K1, K2, K3, E2, E3
		Öğrenciyi tanımak üzere kurulu ders anlatım yolunu kullanma	3	K2, E1, E2
		Oyun grupları, drama ve soru cevap yöntemi kullanma	2	E2. E3
		Sosyal etkinliklerle dersi gerçekleştirme	2	K1, K3
		Güncel olaylarla ilişkilendirme yapma	1	K2
	Olumsuz Davranış	Tek bir öğretim yöntemi kullanma	2	K1, E1
		Okuma (sunuş) yoluyla ders anlatma	1	E1
		Merkezi sınavlara yönelik ders anlatması	1	E3

Tablo 5'te verilen bulgulardan da anlaşılabileceği gibi katılımcılar, öğretmenlerin derslerde öğrenci merkezli öğretim yöntemi kullanma, öğrenciyi tanıma üzerine kurulu öğretim yöntemi kullanma ve farklı ve çok yönlü öğretim yöntemleri kullanmaları durumunda öğrencilerde olumlu davranışların ortaya çıktığını belirtmişlerdir. Buna karşın katılımcılar, öğretmenlerin derslerde tek bir öğretim yöntemi kullanma, okuma (sunuş) yoluyla ders anlatma ve yalnızca merkezi sınavlara yönelik ders anlatmaları durumunda öğrencilerin olumsuz davranışlar sergilediğini ifade etmişlerdir.

Konuyla ilgili olarak katılımcı E1 öğretmenlerin öğrenci merkezli öğretim yöntemi izlemesi ve düz anlatım yolunu tercih etmesi durumunda öğrencinin derste sıkılmaya başlayacağına vurgu yaparak derse aktif katılım sağlamayacağından öğrencinin olumsuz davranış sergilemesine sebebiyet vereceğini belirtmiştir. Buna göre katılımcı E1'nin görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"...öğretmenlerin ders esnasında kullandıkları öğretim yöntemleri öğrencilerin prososyal ve antisosyal davranış gelişimine çeşitli katkılarda bulunabilir. Bunun sebebi, öğrenciye zihinsel olarak ulaşım olabilir. Bundan dolayı da öğrenci merkezli bir öğretim yöntemi izlemek öğrencinin antisosyal davranış sergilememesini sağlayabilir. Eğer ki öğretmen düz okuma anlatım yolunu kullanarak dersi anlatırsa öğrenci sıkılır ve olumsuz davranış sergilemeye başlar...".

Katılımcı E3 de öğretmenin ders anlatımında düz okuma ve sadece merkezi sınavlara (AYT, TYT ve LGS) yönelik ders anlatım yollarını tercih etmesi durumunda öğrencinin derse sürekli aktif katılımı sağlanamayacağından olumsuz davranış sergileyeceğini belirtmiştir. Buna göre katılımcı E3'ün görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"Ders işleyişinde sunuş yoluyla öğretim uygulandığında öğretmen merkezli olduğu için çocukların sosyal gelişimine bir katkı sunmaz. Derste münazara, drama, beyin fırtınası gibi tekniklerle zenginleştirilince çocukların sosyal gelişimine katkı sağlar. Müfredatı yetiştirme, kalabalık sınıflar, LGS, AYT ve TYT gibi sınavlarda başarılı olma kaygısından dolayı öğretmenler sunuş yoluyla öğretime yönelmekte maalesef. Sosyal gelişim ikinci plana atılmakta...".

Katılımcı K1 ise öğretmenin derste farklı ve çok yönlü öğretim yöntemi kullanması ve öğrenciyi derse katılım sağlamasına dönük etkinlikler uygulaması durumunda öğrencinin olumlu davranış sergileyeceğini belirtmiştir. Buna göre katılımcı K1'in görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"...farklı ve çok yönlü öğretim yöntemlerini seçen bir öğretmen öğrencilerin prososyal yönünün gelişmesine katkı sağlar. Çünkü öğrenci de derse katılır, araştırır, plan yapar, geziler düzenler, yaparak yaşayarak öğrenir, birlikte iş birliği içinde öğrenirken öğreten rolüne de

geçer. Tek bir öğretim yöntemini seçen öğretmen öğrencinin daha pasif, sadece öğrenen modelde antisosyal davranışlar geliştirmesine neden olabilir...".

Katılımcı K2 öğretmenin ders anlatımında içerikteki bilgileri güncel olaylarla ilişkilendirerek anlatması gerektiğine vurgu yaparak bu sayede öğrencinin derste öğrendiklerini kendi yaşamına uyarladığını ve bu durumda öğrencinin olumlu davranış sergileyeceğini belirtmiştir. Buna göre katılımcı K2'nin görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"...öğretmenin öğrenciyi tanıması öğrenciyi yerine göre eğitimde merkeze alması, ders içeriğini mümkün olduğunca günlük hayatla ilişkilendirmesinin öğrenci davranışlarını yüzde yüz etkilediğini düşünüyorum. Çünkü anlatılan konu öğrencinin kafasında somutlaştırılınca ve öğrenci bunu kendi hayatına uyarlayınca esas o zaman olumlu davranış ortaya çıkmaktadır. Ayrıca öğretmenin sınıf içindeki tutumu öğrenci üzerinde hayat boyu olumlu ya da olumsuz sonuçlar oluşturabilmektedir. Etki tepki ve rol/model hususları bu durumda geçerlidir diye düşünüyorum...".

Öğretmenin Kişisel Özelliklerinin Öğrenci Davranışlarına Etkisine Yönelik Bulgular

Bu çalışmanın beşinci araştırma sorusu, öğretmenin kişisel özelliklerinin öğrencilerde olumlu veya olumsuz davranışların görülmesinde ne tür etki oluşturduğuna ilişkin katılımcıların ne düşündüklerini saptamaktır. Bu kapsamda katılımcılarla yapılan görüşmelerden elde edilen verilerin analiz edilmesiyle ulaşılan tema ve kodlara Tablo 6'da yer verilmiştir.

Tablo 6'da verilen bulgulardan da anlaşılabileceği gibi katılımcılar öğretmenlerin iyi kişilik özelliklerine sahip olması, öğrencilerle pozitif iletişim kurması, disiplin ve prensip sahibi olması öğrencilerde olumlu davranış gelişimi sağladığını belirtmişlerdir. Buna karşın katılımcılar öğretmenlerin derslikte aşırı otoriter ve agresif olması, tutarsız davranması ve öğrencilerin sorunlarını görmezden gelmesi sonucunda öğrencilerin olumsuz davranışlar sergilediğini ifade etmişlerdir.

Katılımcı K2 öğretmenin öğrenci ile diyalog kurması gerektiğine vurgu yaparak öğrenci ile iletişim kurmanın öğrencide güven duygusunun geliştirdiğini bu sayede öğrencinin olumlu davranışlar sergilediğini belirtmiştir. Buna göre katılımcı K2'nin görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"...öğretmenin özellikleri öğrenci üzerinde hayat boyu olumlu ya da olumsuz anlamda derin izler bırakabilir. Kısaca öğretmen öğrencinin sınıf içerisindeki olumlu/olumsuz davranışlarını da etkiler. İyi bir kişiliğe sahip ve ders anlatımında öğrencilerle diyalog kurabilen bir öğretmen öğrencisine güven verir ve öğrenci sınıf içerisinde olumlu davranış sergiler...".

Tablo 6. *Olumlu/Olumsuz Davranışların Görülmesinde Öğretmenlerin Kişisel Özelliklerin Etkisi*

Ana Tema	Alt Tema	Kod	*f*	Katılımcılar
Öğretmenlerin Kişisel Özelliklerinin Etkisi	**Olumlu Davranış**	İyi kişilik özelliklerine sahip olması	3	K1, K2, E3
		Öğrencilerle pozitif iletişim kurması	2	K1, K3
		Prensip ve disiplin sahibi olması	1	K1
		Tecrübeli ve donanımlı olması	1	E3
	Olumsuz Davranış	Aşırı otoriter ve agresif olması	2	K3, E1
		Tutarsız davranması	1	E2
		Öğrencinin sorunlarını görmezden gelmesi	1	E2

Katılımcı E3 öğretmenlerin ders esnasındaki tutumları, tecrübe ve donanımlarının öğrencilerin davranışları üzerinde etkili olduğunu ve öğretmenin öğrencilere rol model teşkil ettiğini belirtmiştir. Buna göre E3'ün görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"Öğrenciler öğretmenlerin aynasıdır. Öğretmenlerin öğrencilere hitap şekli, davranışı sınıfın iklimini etkilemektedir. Abartılı olmamakla beraber giyim kuşam konusunda serbestliği savunuyorum. Bu çağda giyim kuşamın davranışlara şekil verdiğini düşünmüyorum. Öğretmenlikte tecrübe arttıkça sınıf hakimiyeti artmaktadır. Öğretmenlerin olaylara bakış açısı ve tutumu öğrencilerin davranışlarının şekillenmesinde etki etmektedir…".

Katılımcı E2 öğretmenin tutumlarındaki tutarlılık yönüne vurgu yaparak öğrencinin tutarsız ve çelişkili anlatım sergileyen öğretmene karşı saygısız davranabileceğini ve bu durumda öğrencinin sınıfta olumsuz davranış sergileyebileceğini belirtmiştir. Buna göre katılımcı E2'nin görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"…öğretmenin sınıftaki tutumu kesinlikle davranış üzerinde etkilidir. Öğrenci öğretmeni tartar ve sınırlarını ona göre çizer. Öğretmenden çekinirse davranışlarına dikkat eder. Yani demem o ki tutarsız davranış sergileyen öğretmenin öğrencisi de kendisine tutarsız davranır, örneğin yalan söyler. Öğretmen de yalanı görmezden gelir ve de öğretmen tutarsızlık içinde kalır…".

Katılımcı E1 ise öğretmenlerin çok fazla otoriter ve agresif olmalarının öğrencilerde bıkkınlık duygusu yaratacağına vurgu yaparak öğrencilerde olumsuz davranışların görülmesine sebebiyet vereceğini belirtmiştir. Buna göre katılımcı E1'in görüşme dökümünden doğrudan alınan ifade örneği şöyledir;

"…bence öğretmenlerin öğrenci davranışları üzerinde karakterlerinin etkisi bulunmaktadır. Agresif bir öğretmenin öğrencilerinde de agresif tutumlar gözlenebilir. Çünkü öğrencilere karşı aşırı otoriter ve baskıcı olmaya çalışmak kendilerinden bezdirme ve usanma durumu yaratır bu durumda da öğrenciler antisosyal davranış eğilimine girerler".

Tartışma, Sonuç ve Öneriler

Bu çalışmada öğrencilerin olumlu ve olumsuz davranışlarını etkileyen sınıf içi etmenlerin neler olduğu ile ilgili öğretmenlerin görüşleri incelenmeye çalışılmıştır. Araştırmada dersliklerin fiziksel özelliklerinin, dersliklerdeki sosyo-psikolojik ortamın, öğrencinin başarı/başarısızlık durumunun, öğretmenin kullandığı öğretim yönteminin, öğretmenin kişisel özelliklerinin öğrenci davranışlarını etkilediğine yönelik görüşler saptanmıştır. Araştırmaya katılan öğretmenler, dersliklerin fiziksel yapısı açısından havalandırmanın bulunması, duvarların açık renkte olması ve güneş alması gibi durumlarda öğrencilerin genel itibariyle olumlu davranışlar sergilediğini buna karşın dersliklerde uyumsuz oturma düzeninin varlığı, dersliklerin yetersiz kullanım alanına sahip olmaması ve dersliklerin duvar renginin koyu olması durumunda öğrencilerin genel itibariyle olumsuz davranışlar sergilemeye başladıklarını belirtmişlerdir.

Araştırma kapsamında elde edilen bulgular konu ile ilgili daha önceki araştırma sonuçları ile karşılaştırılmıştır. Bu kapsamda dersliklerin fiziksel özelliklerinin öğrenci davranışlarına yönelik etkisi ile ilgili Weinstein (1977) yapmış olduğu araştırmada öğrencilerin dersliğin bulunduğu kat, derslik kullanım alanı ve dersliklerin oturma düzeninin öğrencilerin olumlu/olumsuz davranışları üzerinde etkili olduğunu belirtmiştir. Apter (1982) de sınıfların fiziki özellikleri ile öğrencilerin motivasyonu arasındaki ilişkiyi incelemek için yapmış olduğu araştırmada dersliklerdeki akustik, ışık, renk, sıcaklık ve koltuk düzeni gibi faktörlerin, öğrencilerin sınıftaki davranışları ve akademik becerisi üzerinde etkili olduğunu belirtmiştir. Dersliklerin kullanım alanı ile ilgili olarak Şensoy ve Sağsöz (2015) yapmış oldukları araştırmaya göre dersliklerdeki kullanım alanının yeterliliği ile öğrencilerin olumlu davranış geliştirmeleri arasında anlamlı bir ilişki olduğunu belirtmişlerdir. Aynı şekilde Lewinski (2015) de sınıfların yeterli kullanım alanına sahip olması ile öğrenci öğrenme için güdülendiğini ve bu durumda öğrencinin olumlu davranış sergilemeye başladığını belirtmiştir. Buna karşın Girmen ve arkadaşlarının (2006) yaptıkları araştırmada sınıfların kullanım alanları açısından yetersiz ve düzensiz olması durumunda öğretmenlerin öğrencilere olumlu rol model olarak öğrencinin olumlu davranış geliştirmesi konusundan katkı sunacağını belirtmektedir. Bu bakımdan dersliklerin fiziksel özellikleri ve kullanım olanakları öğrenci davranışları üzerinde etkili olduğu düşünülmektedir.

Dersliklerdeki sosyo-psikolojik ortamın öğrenci davranışlarına etkisine yönelik olarak katılımcılar, öğrenciler arasındaki akrabalık, farklı kültür ve köken durumu ve sosyo-ekonomik farklılıkların öğrencinin olumsuz davranışlar sergilemesine yol açtığını buna karşın aynı cinsiyetteki öğrencilerin yakınlık kurma durumu ve öğrenciler arasındaki yaşantı benzerliği söz konusu olunca bu öğrencilerde olumlu davranışların geliştiğini belirtmişlerdir. Nitekim Cho ve arkadaşları (2001) kırsal alanda yaşayan öğrencilerin benzer sosyo-kültürel faaliyet ve sosyo-ekonomik durumda oldukları için kendi aralarında olumlu davranışlar sergilediklerini buna karşın metropollerde yaşayan öğrencilerin farklı sosyo-kültürel ve sosyo-ekonomik geçmişe sahip olduklarından kendi aralarında olumlu davranış sergileyemediklerini belirtmektedirler. Ayrıca Wang ve arkadaşları (2020) öğrencilerin sınıf içerisindeki sağladıkları olumlu psikolojik ortama dikkat çekerek öğrencilerin kendi aralarında sosyo-psikolojik uyum sağladığı zaman akademik başarı elde ettiklerini, alınan eğitim kapsamında öğrencilerde olumlu yönde davranış değişikliği gözlemlendiğini özellikle de benzer aile yapısına sahip öğrencilerin birbirlerine daha yakın davrandıklarını belirtmektedirler. Bu değerlendirmelere karşın Abbas (2002) araştırmasında İngiltere'de farklı kültürden gelen öğrencilerin kendi aralarında hızlı bir şekilde kaynaştığını ve kurdukları etkileşim sayesinde sınıf içerisinde olumlu psikolojik ortamın oluşmasını sağladığını belirtmiştir. Buna göre dersliklerdeki sosyo-psikolojik ortamın öğrencinin davranışları üzerinde etkili olduğu düşünülmektedir.

Öğrencilerin başarılı olması durumunun davranışlarına ne tür etkide bulunduğuna yönelik katılımcılar, öğrencilerin çevresiyle sosyal ve uyumlu davranışlar gösterdiklerini, özgüvenli olduklarını ve nadiren de olsa davranış problemi yaşadıklarını belirtmişlerdir. Öğrencilerin başarısız olduğunda bunun davranışlarına ne tür etkide bulunduğuna yönelik ise katılımcılar, öğrencilerin antisosyal ve uyumsuz davranışlar gösterdiğini ve derslik ortamında olumsuz davranışlar sergilediğini belirtmişlerdir. Öyle ki Lyman ve arkadaşlarının (1984) yaptığı araştırmada öğrencilerin sorumluluk bilincine dikkat çekerek başarılı öğrencilerin görev ve sorumluk bilinci açısından yetersiz öğrencilere göre daha önde olduklarını ve çevrelerine davranış açısında daha hızlı adaptasyon

yaşadıklarını belirtmektedirler. Taşdemir ve Taşdemir (2010) de başarılı öğrencilerin başarısız öğrencilere göre sınıf ortamında diğer öğrencilerle ortak çalışma açısından daha hevesli olduklarını, sosyal problemlerin çözümü için fikir ürettiklerini, öğretmenle yakın ilişki kurmaya çalıştıklarını ve sınıf arkadaşları ile uyumlu olduklarını saptamışlardır. Bu değerlendirmelere karşın Soner (2000) başarılı olmanın tek başına öğrenci üzerinde olumlu davranış geliştirmesi konusunda yeterli olmadığını belirterek yine de başarılı öğrencilerin sınıf ortamında başarısız öğrencilere göre daha uyumlu davranışlar gösterdiğini fakat başarılı ya da başarısız olmanın özgüven duygusu üzerinde etkili olmadığını belirtmektedir. Buna göre araştırma sonuçları ve ilgili araştırmalara bakıldığında öğrencinin başarılı olmasıyla olumlu davranış sergilemesi arasında etkileşim olduğu düşünülmektedir.

Öğretmenin ders anlatımında kullandığı öğretim yönteminin öğrenci davranışlarına etkisi ile ilgili katılımcılar, öğretmenin öğrenci merkezli, öğrenciyi tanıma üzerine kurulu ve çok yönlü öğretim yöntemleri kullanması halinde öğrencilerin olumlu davranış sergilediklerini buna karşın katılımcılar, tek bir öğretim yöntemi kullanma, merkezi sınavlara yönelik ders anlatma ve sunuş yoluyla ders anlatma yöntemlerini kullanmaları durumunda ise öğrencilerin olumsuz davranış sergilediklerini belirtmişlerdir. Struyven ve arkadaşları (2006) araştırmalarında öğretim yönteminin etkisine dikkat çekmiş ve öğrenciyi harekete geçiren öğrenci merkezli öğretim yönteminin izlenmesi durumunda öğrencinin öğretmenle daha yakın ilişki kurma fırsatı yakaladığı bundan dolayı da öğrencinin sınıf içerisinde sergilediği davranışların olumlu yönde geliştiğini belirtmektedirler. Nitekim Mohammadjani ve Tonkaboni (2015) de öğretmenlerin ders anlatımında işbirlikli öğrenme yöntemi izlemesi durumunda derse katılım düzeyi düşük olan öğrencinin bile derse katılım göstermeye çalıştığını ve ders ortamında öğrenme havasının oluştuğunu bu durumda öğrencilerin olumlu davranışlar sergilemesini sağladığını belirtmektedirler. Bu değerlendirmelere karşın Blumenfeld ve Meece (1988), öğretmenin ders anlatımında öğrenci merkezli eğitimi uygulayarak öğrenciyi istendik (olumlu) davranışa sürükleyebileceğini fakat bunun gerçekleşmesinin de öğrencinin hazırbulunuşluk düzeyine bağlı olduğunu belirtmektedirler. Buna göre öğretmenlerin ders anlatımı esnasında öğrenciyi mobilize edecek öğrenci merkezli bir anlatım tarzını benimsemesi öğrencinin olumlu davranış sergilemesine katkı sunacağı düşünülmektedir.

Öğretmenin kişisel özelliklerinin öğrenci davranışlarına etkisi ile ilgili katılımcılar, öğretmenin iyi kişilik özelliklerine sahip olması, disiplin ve prensip sahibi olması ve öğrencilerle pozitif iletişim kurması durumunda öğrencilerin olumlu davranış sergilediklerini buna karşın, öğretmenin derslikte aşırı otoriter ve agresif olması, tutarsız davranması ve öğrenci sorunlarını görmezden gelmesi gibi durumlarda öğrencilerin olumsuz davranış geliştirdiklerini belirtmişlerdir. Şahin (2011) etkili bir öğretmenin sahip olması gereken kişilik özellikleri ile ilgili yapmış olduğu araştırmada öğretmenlerin çevresine ve öğrencilerine davranışlarıyla model olması, ahlaklı ve tutarlı olması ve kendisiyle barışık olması gerektiği sonucuna ulaşmıştır. Benzer şekilde Phillips ve arkadaşlarının (1985) yapmış olduğu araştırmada atılgan, hayal gücü yüksek ve ders anlatımında beceri düzeyi yüksek olan öğretmenlerin öğrencileri olumlu davranışa yönlendirmede daha etkili olduklarını tespit etmişlerdir. Buna göre mesleğini seven öğretmenlerin öğrencileri olumlu davranışlara sevk etmede daha başarılı olduklarını belirtmek mümkün görünmektedir.

Araştırmanın en önemli sınırlılığı altı (6) katılımcı ile gerçekleştirilmesidir. Bunu aşmak adına katılımcıların mesleki yeterlilik ve tecrübeleri göz önünde bulundurulmuş ve ortalama 10 yıl üzeri mesleki tecrübeye sahip öğretmenler katılımcı olarak belirlenmiştir. Ayrıca katılımcıların İstanbul ilinin sadece üç (3) ilçesindeki okullardan seçilmesi de bir diğer sınırlılık olmuştur. Bunu aşmak adına da ilçelerin farklı sosyal ekonomik özelliklere sahip ilçeler olmasına dikkat edilmiştir.

Bu araştırmada elde edilen bulgu ve sınırlılıklar temel alınarak aşağıdaki öneriler geliştirilmiştir:

- Bu çalışma derslik ortamında öğrenci davranışlarına etkide bulunan unsurların neler olduğu ile ilgili sadece öğretmen görüşleriyle sınırlı tutulmuştur. Bundan dolayı sınıf dışı öğrenci davranışlarına etki eden unsurların öğrenilmesi de önem arz etmektedir. Buna yönelik olarak öğrenci davranışlarına etki eden okul içi ve okul dışı unsurların neler olduğu ve öğrencilerin hangi koşullar altında olumlu davranışlar sergilendiğinin bilinmesi için doğrudan öğrencilere yönelik çalışmaların yapılmasının önemli olduğu söylenebilir.

- Bu araştırmada katılımcılara göre dersliklerin fiziksel özelliklerinin ve sosyo-psikolojik ortamın öğrenci davranışları üzerinde etkili olduğu ortaya çıkmıştır. Katılımcıların mesleki deneyimlerinin ortalama 10 yıl üzerinde olduğu göz önünde bulundurulduğunda dersliklerde öğrenci davranışlarına etki eden unsurların neler olduğu ile ilgili yeterli bir mesleki tecrübeye sahip oldukları anlaşılmaktadır. Ayrıca dersliklerin fiziksel yeterlilik ve sosyo-psikolojik ortam açısından uygun duruma getirilmesine yönelik öğrencilerden hayallerindeki okul ortamı ile ilgili fikirlerini almak ve okul tasarımlarında öğrencilerden alınan fikirlere de yer verilmesinin önemli olduğunu belirtmek mümkündür.

- Bu çalışmada, öğretmenin derste kullanmış olduğu öğretim yönteminin öğrenci davranışları üzerinde etkili olduğu ortaya çıkmıştır. Özellikle öğrenci merkezli yöntem ve tekniklerin öğrencilerin olumlu davranış göstermesine olumlu katkıda bulunduğu için öğrenme ve öğretme süreçlerinin öğrenci merkezli tasarlanması önerilebilir.

Bu araştırmadan elde edilecek sonuçlar 27/8/2003 tarihli ve 25212 sayılı Resmî Gazete'de yayımlanan Millî Eğitim Bakanlığı İlköğretim Kurumları Yönetmeliğinin 113. Maddesine dayandırılarak kurulan "Öğrenci Davranışlarını Değerlendirme Kurulu'nun öğrenci davranışlarını değerlendirme konusunda alacağı kararlarla ilgili yardımcı kaynak olabilmesi bakımında da önemli görülmektedir.

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Tüm yazarlar makalenin tüm süreçlerinde eşit oranda rol almışlardır. Tüm yazarlar çalışmanın son halini okumuş ve onaylamıştır.

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Extended Abstract

Understanding children and knowing what they want is important to prepare them for the future as it provides insight educators on how to educate them. For educators, the most important key to look at the future with hope is raising a wise, happy, self-confident generation (Nelson & Bloom, 1997). Considering this aspect, the most important environment that prepares children for the future is the classroom environment where they are educated. According to Drucker (2011), the basic education that starts in the family environment for a child continues in the social and school environments. The meaning of the classroom environment for the child also affects the quality of education the child receives. Each child who is educated in classroom environments comes from a different family and cultural structure. Considering this situation, it is a natural result that children's behaviors are different from each other (Phillips & Lowenstein, 2011).

When the research on antisocial behavior was examined, it was found that bullying, discipline problems, and undesirable student behaviors have been encountered more recently in schools (Çapri et al., 2011; Snell et al., 2002). In-class factors play an important role in students exhibiting undesirable negative behaviors (Akhter and Sumi, 2014; Kozan et al., 2019; Uitto et al., 2006; Wanless, 2016; Yaşar, 2016), in which the factors affecting the behavior of students in the classroom are listed as the physical structure of the classroom and the socio-psychological environment, educational program, teaching methods, student characteristics, teacher behaviors and characteristics (Barrett, 2010; Bayraktar, 2015; Infantino and Little, 2005; Kargın, 2007; Snell et al., 2002; Wheldall and Beaman, 1994; Wanless, 2016; Yuvacı and Dağlıoğlu, 2018; Zembat et al., 2020). When the research on prosocial behavior is examined, a study conducted through natural observation in preschool children (children aged 13-70 months), teacher practices, material use found that situations allow for various prosocial behaviors in students (Aydın, 2021) and the school climate is positive and teachers establish close relationships with students. In a study conducted for elementary school students (Aydın, 2021), it has been concluded that situations provide opportunities for various prosocial behaviors in students and the bullying tendency decreases (Toğa and Özmusul, 2022). In this regard, we formulated the research questions below as the core focus of what are the situations that enable antisocial and prosocial behaviors.

1- What are the thoughts of teachers about the impact of the physical characteristics of the classroom on student behavior?
2- What are the thoughts of teachers about the impact of the socio-psychological environment formed in the classrooms between students on student behavior?
3- What are the thoughts of teachers about the impact of success status on student behavior?
4- What are the thoughts of teachers about the impact of the state of their preferred teaching style on student behavior in learning teaching processes?
5- What are the thoughts of teachers about the impact of the teacher's characteristics on student behavior?

Method

This research was designed as a qualitative study. In the research, the phenomenology model, one of the qualitative research techniques, was applied in order to examine the factors affecting prosocial and antisocial behavior of secondary school students based on teacher opinions in the classroom. Determining the experiences of individuals about any event is the most basic point in phenomenological research (Creswell & Miller, 2000). However, the phenomenology pattern limits the experiences of individuals to only one phenomenon and focuses on the issues they experience (Gliner et al., 2015; Yıldırım and Şimşek, 2013). It is thought that teachers are the people who will best describe and experience the reasons that affect the positive and negative behavior of students in the classroom. As a matter of fact, in the studies conducted for the evaluation of student behavior, it has been observed that the participant group consists mostly of teachers (Akyıldız, 2017; Allgaier et al., 2015; Balay, 2008; Çapri et al., 2011; Çelik, 2005; Durmuşoğlu, 2008). In this research, a phenomenological pattern was also used to make detailed use of teachers' opinions and experiences about in-class factors affecting student behavior.

In the research, the purposeful sampling method was used in the non-probabilistic sampling methods to determine the working group. The purpose of using this method is to make it possible to collect information from different participants in accordance with the purpose of the research being studied. In this way, it is determined whether the people who may be a party to the problem have shared or common experiences in line with the purpose of the research and between different situations, and different dimensions of the problem situation are revealed according to this difference (Baltacı, 2018; Etikan et al., 2016). In this research, a total of six teachers working in different districts (Maltepe, Kartal and Pendik) and different types of secondary schools (Imam Hatip Secondary School and Secondary School) on the Anatolian side of Istanbul province were interviewed. In order to determine the participant group, due to the fact that the research topic is related to experience, care has been taken to ensure that the teachers' professional experience is minimum five years or over and that the gender distribution is equal.

Conclusion and Discussion

The findings obtained within the scope of the research were compared with the results of previous research on the subject. Weinstein (1977),in his research on the effect of the physical characteristics of classrooms on student behavior, stated that the floor where the classroom is located, the area of use of the classroom, and the seating arrangement of the classrooms affect the positive/negative behaviors of the students. Apter (1982), in his research to examine the relationship between the physical characteristics of the classrooms and the motivation of the students, found that factors such as acoustics, light, color, temperature, and seating arrangement in the classrooms have an effect on the behavior and academic skills of the students in the classroom. Regarding the usage area of the classrooms, Şensoy and Sağsöz (2015) stated that there is a significant relationship between the adequacy of the usage area in the classrooms and the positive behavior development of the students, according to their research. In the same way, Lewinski (2015) stated in his research that students are motivated for learning when the classrooms have sufficient space, and thus positive behavior is observed in the student.

This study has been limited to only the opinions of teachers about the factors that affect student behavior in the classroom environment. For this reason, it is also important to learn the factors that affect out-of-class student behaviors. In this regard, we can say that it is important to conduct studies aimed directly at students to know what in-school and out-of-school

factors affect student behaviors and under which conditions students exhibit positive behaviors.

According to the participants in this study, it was revealed that the physical characteristics of the classrooms and the socio-psychological environment were effective for student behaviors. Considering that the professional experience of the participants is +11 years, they have sufficient professional experience with the factors affecting student behavior in classrooms. Additionally, it is possible to state that it is important to obtain the ideas of the students about their imagined school environments to make the classrooms more suitable in terms of physical competence and socio-psychological environment.

In this study, it was revealed that the teaching method used by the teacher in the lesson was effective for student behavior. We can suggest that learning and teaching processes should be designed as student-centered, especially since student-centered methods and techniques contribute positively to students' behavior.

Author Contributions

All authors took an equal part in all processes of the article. All authors have read and approved the final version of the study.

Ethical Declaration

This research was conducted with the permission of the Marmara University Institute of Educational Sciences Scientific Committee, with the decision dated 19/12/2022 and numbered 10–12.

Conflict of Interest

The authors declare that there is no conflict of interest with any institution or person within the scope of the study.

Sosyal Bilgiler Dersi Öğretim Programı'nın Kültürel Yetkinlik ve Beceriler Işığında İncelenmesi: Türkiye 2018 Programı Örneği

Examining the Social Studies Curriculum in Light of Cultural Competence and Skills: A Case Study of the 2018 Program in Türkiye

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Öz: Bu çalışma Sosyal bilgiler dersi öğretim programını öğrencilerden 21. yüzyılda sahip olunması beklenen kültürel beceriler boyutuyla incelemiştir. Bu kapsamda önce literatürde bulunan çeşitli 21. yüzyıl yetkinlik ve beceri çerçeveleri incelenmiş ve bu çerçevelerin kültür ile ilgili boyutları belirlenerek konuyla ilgili özgün bir çerçeve ortaya konulmuştur. Daha sonra belirlenen bu beceri setlerinin programdaki beceri ve kazanımlara olan yansımaları incelenmiştir. Çalışmada nitel araştırma yöntemlerinden biri olan durum çalışması deseni kullanılmış, veri toplama yöntemi olarak da doküman incelemesi tekniğinden yararlanılmıştır. Elde edilen verilerin çözümlenmesi ise içerik analizi yöntemiyle yapılmıştır. Çalışma sonucunda; kültürel yetkinlikler araştırmacılar tarafından altı başlık halinde kategorize edilmiştir. Programda kültürel okuryazarlık adı altında somut bir beceriye rastlanamamış ancak konuyla doğrudan veya dolaylı olarak ilişkili olduğu düşünülen beceriler tespit edilmiştir. Programda yer verilen kazanımlar incelendiğinde ise çeşitli kültürel yetkinlikler altında yer alan 46 adet kazanım bulunmuştur. Araştırmacılar, mevcut programın kültürlerarası becerileri kazandırma konusunda yetersiz kaldığı konusunda hemfikirdir. Gelecek yıllarda yapılacak olan müfredat güncellemeleri ve yeniliklerle, kültürel becerilerin müfredat içinde daha somut ifadelerle yer alması ve programın içinde kültürler arası becerilere daha fazla vurgu yapılması beklenilmektedir.

Anahtar Kelimeler: 21. yüzyıl yetkinlik, yeterlilik ve becerileri; sosyal bilgiler öğretim programı, kültürel beceriler, kültürlerarası yeterlilikler, öğrenme kazanımları

Abstract: This study examined the Social Studies course curriculum in terms of the cultural skills expected from students in the 21st century. In this context, various 21st-century competency and skill frameworks found in the literature were examined, the cultural dimensions of these frameworks were determined, and an original framework on the subject was presented. Then, the reflections of this determined cultural framework on the skills and learning outcomes in the program were examined. A case study design was used in the study, and the document review technique was used as the data collection method. The data obtained was analyzed using the content analysis method. In the results of our work, cultural competencies have been categorized under six headings by researchers. No concrete skills under the name of cultural literacy were found in the program, but skills that were thought to be directly or indirectly related to the subject were identified. When the learning outcomes included in the program were examined, 46 learning outcomes were found under various cultural competencies. Researchers unanimously agree that the current program lacks in imparting intercultural skills. Future curriculum updates are expected to provide more concrete expressions of cultural competencies and increase emphasis on intercultural skills within the program.

Keywords: 21st-century competencies, competency and skills; social studies curriculum, cultural skills, ıntercultural competency and competencies, learning outcomes

Giriş

Bilginin ön planda olduğu 19 ve 20. yüzyıl eğitim anlayışı, yerini sadece bilmenin yetersiz kaldığı, bilginin yanı sıra farklı değer, beceri ve yetkinliklere ihtiyaç duyulan 21. yüzyıl eğitim anlayışına bırakmıştır. Nitekim günümüz dünyasına uyum sağlamak adına gereken bilgi, değer, tutum ve beceriler, geçtiğimiz yüzyılların eğitim sistemlerinin geleneksel olarak odaklandıkları tartışmalardan oldukça farklıdır. Günümüz eğitim sistemleri; eleştirel düşünebilen, problem çözme becerisi yüksek, dijital yetkinliklerle donatılmış, etkili iletişim sağlayabilen, küresel farkındalığa sahip ve kültürlerarası çeşitliliğin olduğu ortamlara uyum sağlayabilen vatandaşlar yetiştirme üzerinde tartışmaktadır. Bugün eğitim ortamları öğrencileri, hızlı yaşanan ekonomik ve sosyal değişimler nedeniyle, henüz icat edilmemiş teknolojilere ve dolayısıyla daha icat olmamış iş kollarına, doğal olarak da henüz bilmediğimiz problemlere hazırlama sorumluluğuyla yüz yüzedir. Bu noktada içinde bulunduğumuz çağın gerektirdiği yetkinliklerin, başka bir değişle 21. yüzyıl becerilerinin neler

olduğu ve okul ortamlarında ne şekilde yer alacağı problemi ortaya çıkmaktadır. Konuya ilişkin 2000'li yılların başından itibaren çeşitli çevrelerce birçok çalışma yapılmıştır. Bu çalışmalar genellikle beceri, yeterlilik ya da yetkinlik çerçeveleri isimleriyle ortaya konulmuştur. Bununla birlikte Türkiye'de 2000'li yıllar sonrası hazırlanan ve uygulamaya alınan öğretim programları bünyesine de beceriler ve yetkinlikler eklenmiştir. Bu anlamda Türk eğitim sistemi içinde bireylere beceri ve yetkinlik kazandırma adına mihver derslerden birini sosyal bilgiler dersi oluşturmaktadır. 2018 SBDÖP incelendiğinde; yeni programın Avrupa Konseyi tavsiye kararı ile hazırlanmış olan Türkiye Yeterlilikler Çerçevesi (TYÇ) bağlamında sekiz anahtar yetkinliği (anadilde iletişim, yabancı dillerde iletişim, matematiksel yetkinlik ve bilim/teknolojide temel yetkinlikler, dijital yetkinlik, öğrenmeyi öğrenme, sosyal ve vatandaşlıkla ilgili yetkinlikler, inisiyatif alma ve girişimcilik, kültürel farkındalık ve ifade) içerdiği görülmektedir. Ayrıca yeni program hazırlanırken diğer çevrelerce (ATC21S, 2010; DeSeCo, 2003; enGauge, 2002; Europan Council, 2006; ISTE, 2007;

MOE, 2010; P-21 Battelle for Kids, 2019; Trilling & Fadel, 2009) yayımlanmış olan çeşitli beceri, yetkinlik ve yeterlilik çerçevelerinin göz önünde bulundurulduğu da aşikârdır. Buradan hareketle bakıldığında TYÇ kapsamında belirtilen sekiz anahtar yetkinlikten birini de çalışmaya konu olan "kültürel farkındalık ve ifade" yetkinliğinin oluşturduğu görülmektedir.

Bilgi ve iletişim teknolojilerinde meydana gelen değişimler yaşamı daha küresel, çok kültürlü ve birbirine bağlı hale getirmiştir. Bu kapsamda yeni yüzyılın öğrencilerine kendi kültürlerini ve yabancı kültürleri tanıtmak ve diğer kültürler ile iletişime geçerek kültürel farkındalıklara saygı duyabilme becerilerini geliştirmek diğer bir ifadeyle kültürel okuryazarlıklarını geliştirmek konusunda öğretim programlarına oldukça önemli sorumluluk düşmektedir. Bu anlamda 2018 SBDÖP'nda yer alan 8 anahtar yetkinlikten biri olarak ifade edilen "kültürel farkındalık ve ifade yetkinliği" büyük önem arz etmektedir.

Kültürel beceri, yetkinlik veya yeterlilik başlıkları altında yapılan çalışmalar incelendiğinde birçok resmi kuruluş ve şirketin 21. yüzyıl becerilerinin neler olduğunu belirleme yönünde çalışmalar yaptığı ve belirli çerçeveler ortaya koyduğu görülmektedir (ATC21S, 2010; DeSeCo, 2003; enGauge, 2002; Europan Council, 2006; ISTE, 2007; MOE, 2010; P-21 Battelle for Kids, 2019; Trilling & Fadel, 2009). Bu çalışmada da uluslararası kuruluşlarca hazırlanmış olan çeşitli 21. yüzyıl yetkinlik-yeterlilik ve beceri çerçevelerinin kültürel boyutları ve bu boyutların 2018 SBDÖP'na yansımaları araştırılmıştır.

Kültürel Okuryazarlık ve Kültürel Farkındalık

Günümüz dünyasında yaşanan küreselleşmeye bağlı olarak kültürlerarası iletişimin ve dolayısıyla etkileşimin arttığı aşikârdır (İçli, 2001). Bu durum çok kültürlülük ve kültürlerarası farkındalık olgularına giderek önem kazandırmaktadır. İlgili literatür incelendiğinde, kültürel okuryazarlık, kültürlerarası farkındalık ve ifade, kültürlerarası etkileşim ve iletişim, kültürlerarası yeterlilik, kültürlerarası uyum gibi konuya benzer açılardan yaklaşan birbirinden farklı çalışmaların yer aldığı görülmektedir (Christensen, 1989; Hirsch, 1983; Hurn et al., 2013; Kim, 2017). Bu boyutların tamamı ele alındığında öncelikle karşımıza kültürel okuryazarlık kavramı çıkmaktadır. Zira bahsi geçen boyutlarda yeterlik ve yetkinliğe sahip bireylerin öncelikle kültürel okuryazar olmaları beklenmektedir. Bir edebiyat bilgini olan ED Hirsch Jr., 1987'de "*Kültürel Okuryazarlık: Her Amerikalının Bilmesi Gereken"* isimli kitabında "*kültürel okuryazar"* kavramını popüler hale getirmiştir. Hirsch bireyin topluma tam olarak katılmak için temel okuryazarlıktan daha fazlasına ihtiyacı olduğunu savunmuştur. Bu noktada Hirsch kültürel okuryazarlığı toplumsal hayat içinde kurulan ilişkilerin oksijeni olarak tanımlamıştır (Hirsch Jr, 1988). Kültürel okuryazarlık kültüre dayalı önyargı ve eşitsizliği azaltırken; çeşitliliğe ve farklılığa verilen değeri artırmaktadır (Anning, 2010). Kültürel okuryazar olmak bir bireyin gerek kendi kültürünü gerekse başka toplumlara ait kültürel yapıları bilmesini sağlarken başka kültürlere yönelik empatik değerlendirmeler yapma imkânı da sunmaktadır (Yatkın Bozkurt, Özen ve Altunbay, 2020). Kültürel okuryazar olmak farklı geçmişlere sahip insanları anlamanıza, onlarla ilişki kurmanıza ve onlarla etkileşim kurmanıza yardımcı olmaktadır. Nitekim başkalarının nasıl yaşadığını görmek, duymak ve öğrenmek bireyleri kültürel olarak daha duyarlı ve bilinçli hale getirmektedir. Farklı kültürler hakkında bilgi edinmek, insan zihnini farklı yaşam biçimlerine açabilmektedir. Bununla birlikte kültürel okuryazarlık, iletişim ve öz-yansıtma gibi çeşitli becerilerin geliştirilmesine yardımcı olmaktadır (Flavell et al., 2013). Buradan hareketle bakıldığında kültürel okuryazarlık için gerekli kabul edilebilecek yeterliliklerden birini kültürel veya kültürlerarası farkındalığın oluşturduğu söylenebilir. Bireylerde bu farkındalığın oluşturulmasında en büyük görev şüphesiz eğitim öğretim süreçlerine dolayısıyla da okullara düşmektedir. Hızla değişen toplumumuzda, okulların kültürel-kültürlerarası farkındalığı ele alması ve eğitim programlarına işlemesi gerekmektedir. Kirkwood'a (2001) göre günümüzde öğrenciler değişen bir dünya ile karşı karşıya kalacak ve öğretim ortamları farklı etnik, cinsiyet, dil, ırk ve sosyoekonomik kökenlerden gelen bireyleri içerecektir. Bu nedenle bu denli kültürel çeşitliliğin olduğu okul ortamında öğrencilerin kendi kültürel yapılarını bilerek diğer kültürel farklılıklara yönelik de bir farkındalık oluşturmaları gereklilik halini almıştır (Kirkwood, 2001).

Küresel farkındalık kavramına yönelik kapsamlı tanım yapan ilk isimlerden bir olan Harvey, öğrencileri küresel farkındalığa ulaşmaya hazırlayan beş boyut önermektedir. Bunlar, *perspektif bilinci, gezegen farkındalığı durumu, kültürlerarası farkındalık, küresel dinamikler bilgisi* ve *insan seçimlerinin farkındalığını* içerir. Kültürlerarası farkındalık boyutu, toplumlardaki fikir ve uygulamaların çeşitliliğini ve bu fikirlerin ve uygulamaların toplumlarda nasıl bulunduğunu, diğerlerinin kendi toplumunu diğer bakış açılarından algılandığı gibi nasıl görebileceğine dair kavramları içermektedir Hanvey'e (1982) göre, bu boyut, küresel bilişin en üst düzeyine atıfta bulunduğundan, elde edilmesi en zor olanıdır. Kültürler arası farkındalıkla ilgili yanlış kanı, insanların bunu, yüzeysel bilgi önyargı doğurduğu için yarardan çok zarar veren bir dizi klişeden başka bir şey olarak görmemesidir (Hanvey, 1982).

21. Yüzyıl Beceri, Yetkinlik ve Yeterlilik Çerçeveleri

İnsanoğlu var olduğu andan itibaren gerek bilgiye gerekse becerilere ihtiyaç duymuştur. Bu gereklilik tarih öncesi dönemlerde insanın doğada varoluşunu kolaylaştırırken tarihsel süreçte hayatta kalabilmesine katkı sağlamıştır. Bu durum da insanı başlangıçta hayatta kalabilmek için, sonrasında ise daha rahat bir hayat sürebilmek için kendisini sürekli anlamda bir öğrenme çabasına dolayısıyla da bilgi ve becerilerle donanmaya sevk etmiştir (Ablak, 2020). İçinde bulunduğumuz 21. yüzyılda ise yaşanan hızlı değişim insanların her gün yeni bilgi ve becerilerle donanmalarını gerekli hale getirmiştir (Boyacı ve Özer, 2019). 21. yüzyılda yaşanan değişim hayatın her noktasına nüfus eden bir hal almıştır. Nitekim bu değişim toplumsal hayata uyumdan, bireyin toplumdaki yerine; toplumsal hayatın içindeki gerekliliklerden, küresel beklentilere kadar etki etmektedir. Bu durumun oluşmasında küreselleşmenin yanı sıra bilgi ve iletişim teknolojilerinde yaşanan hızlı değişimin de etkisi yok sayılamaz düzeydedir. Böylesi hızlı bir değişim beraberinde insanlara yeni bilgiler ve beceriler edinme zorunluluğunu doğurmuştur. Bu yönüyle 21. Yüzyıl becerileri bilgi ve becerilerin birleşimiyle ortaya çıkmış bir kavram olarak bizi karşılamaktadır (Dede, 2010). Tüm bunlara bağlı olarak 21.yüzyılda hayatını sürdüren her bireyin sözü edilen becerilerle donanmış olmasını gerektirmektedir. Geçtiğimiz yüzyıllarda kişilerin sahip olduğu nicel özellikleri ön planda iken günümüzde sahip olunan nicelikleri kullanabilme nitelikleri ön plana çıkmaktadır. Toplumsal ve ekonomik

evrim, Sanayi Devrimi döneminden günümüze, bireylerin beceri setlerinde paradigmik bir değişikliğe işaret etmektedir. Sanayi Devrimi'nin başlangıcında endüstriyel sektörde çalışan bireylerden beklenen, genellikle tekrar eden ve basit görevlerin yerine getirilmesiydi ve bu görevlerde vurgu, fiziksel dayanıklılık ve manuel becerilere odaklanmaktaydı. Ancak günümüzde, küreselleşme, teknolojik ilerlemeler ve ekonomik karmaşıklıklar, iş dünyasının ve toplumun beklentilerinde köklü bir değişikliğe neden olmuştur. Günümüzde başarılı liderlik rollerini üstlenmek için sadece emir-komuta zincirini yönetmek yetersiz kalmakta, bunun yerine duygusal zekâ, etkili iletişim ve takım yönetimi gibi niteliksel becerilere vurgu yapılmaktadır. Küreselleşme, farklı kültürlerle etkileşimde bulunma zorunluluğunu beraberinde getirerek kültürel duyarlılık ve çok kültürlü iş ortamlarında etkili iletişim kurabilme yeteneklerinin önemini artırmıştır. Teknolojik ilerlemelerle birlikte, dijital becerilere sahip olmak ve bilgi iletişim teknolojilerini etkili bir şekilde kullanabilmek günümüz iş dünyasında temel bir gereklilik haline gelmiştir. İş profesyonellerinden, veri analizi yapabilme yeteneği gibi dijital beceriler talep edilmekte; bu da stratejik karar alma süreçlerinde etkin rol oynayabilme ve iş verimliliğini artırabilme gerekliliğini doğurmaktadır. Ekonomik karmaşıklıkların giderek arttığı günümüzde, iş dünyası sürekli bir değişim ve adaptasyon sürecindedir. Bu bağlamda, bireylerden sadece belirli bir uzmanlık alanına odaklanmanın ötesine geçip, çeşitli becerilere sahip olmaları ve değişen ekonomik koşullara hızla uyum sağlayabilmeleri beklenmektedir. Girişimcilik teşvik edilirken, bireylerin kariyerlerini çeşitlendirmeleri ve esnek bir şekilde yönetmeleri gerekmektedir. Bu değişim, bireylerin iş dünyasında ve toplumda etkili bir şekilde yer almalarını sağlayacak niteliksel beceri setlerinin ön plana çıkmasına zemin hazırlamaktadır. Silva (2009), bu kapsamda özellikle kişiler arası becerilerin oldukça önemli olduğunu vurgulamaktadır. 21.yüzyılda öğrencilerin ihtiyaç duyduğu becerilerin farklı olması beraberinde bu becerilerin tanımlanması ve eğitim öğretim programlarında uygulanabilmesi sorununu da beraberinde getirmiştir. Son 20 yılda, uluslararası kuruluşların, hükümetlerin, danışmanlık firmalarının ve benzerlerinin desteğiyle 21.yüzyıl beceri, yeterlilik veya yetkinlikleri isimleri altında birçok çerçeve geliştirilmiştir (Rotherham & Willingham, 2009; Salas Pilco, 2013; Silva, 2009). Bu anlamda "Uluslararası 21. Yüzyıl için Eğitim Komisyonu"

tarafından hazırlanan UNESCO'nun Delors Raporu (1996), gelecek yüzyılda hangi yeterliliklere gereksinim duyulacağını geleceğe yönelik olarak açıklamaya çalışan ilk çerçeve olarak kabul edilmektedir. Delors Raporu'nun sağladığı ilk çerçeve, yerini yirminci yüzyılın son yıllarından itibaren başlayan dinamik sosyal, teknolojik ve ekonomik değişimi içeren diğer çerçevelere bırakmıştır.

İlgili literatür incelendiğinde yeterlilik ve yetkinlik terimleri birbirinin yerine kullanıldığı görülmektedir. Yeterlilik kavramı (competence), bir alandaki yetenek (insanların ne yaptığı), yetkinlik (competency) ise bir çalışma alanını (insanların nasıl yaptığını) destekleyen tutum ve davranış anlamına gelmektedir (Moore et al., 2002). Yetkinlik kavramının eğitim alanında ve çeşitli kuruluşlarda daha yaygın olarak kullanıldığı görülmektedir (Committee, 2007; DeSeCo, 2005; MOE, 2010; United Nations Educational & Organization, 2011).

Yetkinliklerin Tanımlanması ve Seçimi (DeSeCo)

1997 yılında, Ekonomik İş birliği ve Kalkınma Örgütü (OECD), 21. yüzyıl için gerekli olan bir dizi yeterlilik üzerinde uluslararası bir fikir birliği geliştirmek amacıyla Definition and Selection of Competencies (DeSeCo) başlıklı dört yıllık bir program hazırlamıştır. Proje, İsviçre tarafından yönetilmiş ve çok disiplinli uzmanları içermektedir. Nihai rapor, DeSeCo projesinin hedeflerinden birinin temel yetkinlikler hakkında ortak bir anlayış oluşturmak olduğuna işaret eden Rychen ve Salganik (2003) tarafından sunulmuştur. Raporda yer alan üç geniş yetkinlik kategorisi Tablo 1'de özetlenmiştir.

DeSeCo Projesi'nin temel yetkinliklere yönelik kavramsal çerçevesi, bu tür yetkinlikleri üç geniş kategoride sınıflandırır. İlk olarak, bireylerin çevre ile etkili bir şekilde etkileşim kurabilmeleri için hem bilgi teknolojisi gibi fiziksel araçları hem de dil kullanımı gibi sosyo-kültürel çok çeşitli araçları kullanabilmeleri gerekir. İkincisi, birbirine giderek daha fazla bağımlı hale gelen bir dünyada, bireylerin başkalarıyla ilişki kurabilmeleridir. Bu yolda farlı geçmişlere sahip insanlarla karşılaşacaklarından, heterojen gruplarda etkileşim kurabilmeleri önemlidir. Üçüncüsü, bireylerin kendi hayatlarını yönetmek için sorumluluk alabilmeleri, hayatlarını daha geniş bir sosyal bağlama oturtabilmeleri ve özerk hareket edebilmeleridir (OECD, 2005).

Tablo 1. Yetkinliklerin tanımlanması ve seçimi (DeSeCo)

Araçları Etkileşimli Olarak Kullanma	Heterojen Gruplarda Etkileşim	Otonom Hareket Etmek
Neden?		
• Teknolojileri takip etme ihtiyacı • Araçları kendi amaçlarına göre uyarlama ihtiyacı • Diğerleriyle aktif diyalog kurma ihtiyacı	• Çeşitliliği çoğulcu bir şekilde ele alma ihtiyacı • Empatinin önemi • Sosyal sermayenin önemi	• Karmaşık dünyada kişinin kimliğini gerçekleştirme ve hedef belirleme ihtiyacı • Hakları kullanma ve sorumluluk alma ihtiyacı • Çevresini ve işleyişini anlama ihtiyacı
Hangi yetkinlikler?		
• Dili, sembolleri ve metinleri etkileşimli olarak kullanma • Bilgiyi ve bilgiyi etkileşimli olarak kullanma • Teknolojiyi etkileşimli olarak kullanma	• Başkalarıyla iyi ilişkiler kurma • İş birliği yapma, ekipler halinde çalışma • Anlaşmazlıkları yönetme ve çözme	• Büyük resim içinde hareket etme • Yaşam planları ve kişisel projeler oluşturma ve yürütme • Hakları, çıkarları, sınırları ve ihtiyaçları korumak ve savunmak

(Kaynak: Rychen, D. S., & Salganik, L. H. (Eds.). (2003). Key competencies for a successful life and well-functioning society.)
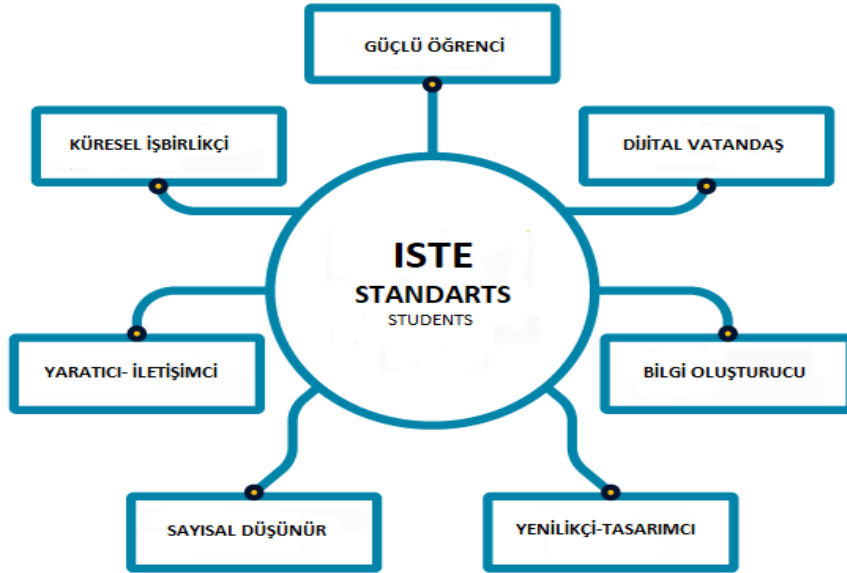
Şekil 1. Öğrenciler için ulusal eğitim teknolojisi standartları
(Kaynak: https://iste.org/professional-development/iste-u/short-courses/iste-standards-for-students)

Uluslararası Eğitimde Teknoloji Topluluğu (ISTE)

Uluslararası Eğitimde Teknoloji Topluluğu (ISTE), Öğrenciler için Ulusal Eğitim Teknolojisi Standartlarını (NETS-S) geliştiren eğitimciler ve eğitim liderlerinden oluşan, teknolojinin öğretme ve öğrenmeyi dönüştürme, yeniliği hızlandırma ve eğitimdeki zor sorunları çözme gücüne inanan bir dernektir. ISTE (International Society for Technology in Education) önderliğinde ABD'de öğretme ve öğrenmede teknolojinin kullanımına yönelik standartların belirlenmesi amacıyla 1998 yılında NETS (National Educational Technology Standards) adı altında "Öğrenci Standartlarının" ilk versiyonunu yayınlanmıştır. 2007 yılına gelindiğinde bu standartları yeniden değerlendirerek ISTE Standarts for Students (ISTE Öğrenci Standartları) olarak revize etmiştir. 2016 yılında bu standartlara son halini veren ISTE, bu standartları öğrenci, öğretmen, yönetici, eğitim liderleri, koçlar ve teknoloji eğitimcileri için de geliştirmiştir (ISTE, 2007; OECD, 2005; Stager, 2007).

Günümüzün öğrencileri, sürekli gelişen teknolojik bir ortamda gelişmeye hazır olmalıdır. ISTE Standartlarının öğrenci bölümü, öğrencinin sesini güçlendirmek ve öğrenmenin öğrenci odaklı bir süreç olmasını sağlamak için tasarlanmıştır (OECD, 2005).

enGauge 21. Yüzyıl Becerileri: Dijital Çağ için Dijital Okuryazarlıklar

Başka bir beceri çerçevesi, öğrenciler için teknolojinin etkili kullanımı konusunda kritik faktörleri açıklayan Kuzey Merkez Bölgesel Eğitim Laboratuvarı (NCREL) tarafından geliştirilmiştir. Bu çerçeve, iş hayatına atılacak olan öğrenciler için giderek daha önemli hale gelecek olan bir dizi 21. yüzyıl becerisini ortaya koymaktadır. Bu beceriler, geleneksel eğitim becerileriyle çelişmez, ancak aslında bu becerilerin yeni teknolojilere ve yeni çalışma ortamlarına uyarlanmış uzantılarıdır. Eğitim sistemi, bu 21. yüzyıl becerilerinin ilgili ve anlamlı yollarla gelişimini teşvik etmeye zorlanacaktır (Lemke, 2002).

Şekil 2. enGauge 21. Yüzyıl Becerileri: Dijital Çağ için Dijital Okuryazarlıklar (Lemke, 2002)
(Kaynak: Lemke, C. (2002). enGauge 21st Century Skills: Digital Literacies for a Digital Age.)

Tablo 2. Avrupa referans çerçevesi (Europan Council, 2006)

Yeterlilik	Tanım
Ana dilde iletişim	-Ana dilin edinimi ile ilgili yetenek
Yabancı dillerde iletişim	-Bir yabancı dilin ve kültürün kelime bilgisi, dilbilgisi, sosyal gelenekleri.
Matematiksel yeterlilik ve bilim ve teknolojide temel yeterlilikler	-Sayılar, ölçüler, temel işlemler hakkında sağlam bilgi ve ayrıca bazı matematiksel terim ve kavramları anlama. Bilim ve teknoloji için doğal dünyanın temel ilkelerini, bilimsel ilke ve yöntemleri, teknolojik ürünleri ve süreçleri bilmek esastır.
Dijital yetkinlik	-Günlük bağlamlarda BİT'i anlama ve bilgi, dijital iletişim ve internette mevcut bilgilerin geçerliliği ve güvenilirliğinin yanı sıra bilgileri eleştirel ve sistematik bir şekilde arama, toplama, işleme ve kullanma becerisi.
Öğrenmeyi öğrenmek	- Kendi tercih ettikleri öğrenme stratejilerinin yanı sıra beceri ve niteliklerinin güçlü ve zayıf yönlerini bilmek.
Sosyal ve sivil yeterlilikler	-Aileleri ve toplumları da dahil olmak üzere optimum fiziksel ve zihinsel sağlığın nasıl sağlanacağının anlaşılması. Yurttaşlık yeterliliği, demokrasi, adalet, eşitlik, vatandaşlık ve medeni haklar kavramlarının bilgisine dayanır.
İnisiyatif ve girişimcilik duygusu	-Kişisel, mesleki ve ticari faaliyetler için mevcut fırsatları belirleme yeteneği, ekonominin işleyişini anlama; ayrıca, bir işveren veya kuruluşun karşılaştığı fırsatlar ve zorluklar.
Kültürel farkındalık ve ifade	-Yerel, ulusal ve Avrupa kültürel mirası ve dünyadaki yeri hakkında farkındalık.

(Kaynak: Council, E. (2006). Recommendations of the European Council and the Council of 18 December on key competences for lifelong learning.)

Hayat Boyu Öğrenme İçin Temel Yeterlilikler: Avrupa Referans Çerçevesi

Avrupa'da eğitim ve öğretim sistemlerini giderek daha rekabetçi hale gelen uluslararası ortamın gerektirdiği yeni gereksinimlere uyarlamak bir gerçeklik haline gelmiştir. Ana bileşenlerden biri, bu süreci desteklemek için temel becerileri teşvik etmektir. Bu kapsamda aşamalı bir şekilde, yaşam boyu öğrenme kavramının bir parçası olarak, Avrupa'daki bireylerin iş ortamlarında başarılı ve yaratıcı bir rol üstlenmeleri için temel yeterlilikleri belirlemek amacıyla bir yeterlilikler referans çerçevesi formüle edilmeye başlanmıştır. Bütün bunların amacı, üye devletlerin belirlenen hedeflere ulaşma çalışmalarına etkin destek sağlamak ve aynı zamanda Avrupa düzeyinde uygun bir referans çerçevesi oluşturmaktır. Uzmanlar ve hükümet temsilcileri tarafından beş yıllık bir çalışmanın ardından Konsey ve Avrupa Parlamentosu, yaşam boyu öğrenme için bazı yetkinlikleri içeren bir çerçeve geliştirmiş ve sekiz kilit yetkinliğe ilişkin bir öneri sunmuştur (Europan Council, 2006; Hozjan, 2009).

2018 yılına gelindiğinde çerçeve zamanın gereksinimleri dikkate alınarak; "Okuma yazma yetkinliği, Çoklu dil yetkinliği, Matematiksel yetkinlik ve bilim, teknoloji ve mühendislikte yetkinlik, Dijital yetkinlik, Kişisel, sosyal ve öğrenmeyi öğrenme yetkinliği, Vatandaşlık yetkinliği, Girişimcilik yetkinliği, Kültürel farkındalık ve ifade yetkinliği" şeklinde revize edilmiştir (Union, 2019).

21. yüzyıl becerileri için ortaklık (P-21 Battelle for Kids)

P21 (21.Yüzyıl Becerileri İçin Ortaklık) oluşumu; 2002 yılında iş dünyasını, eğitim liderlerini ve politika yapıcıları 21. yüzyılın bireylerini hazırlamak amacıyla bir araya getirmiştir. Çerçevenin amacı, öğrencileri sürekli değişim ve yenilik dünyasında ihtiyaç duyulan becerileri kazanmaya hazırlamaktır. 21st Century Learning Çerçevesi, öğrencilerin kişisel, iş ve şehir hayatında başarılı olmak için ihtiyaç duyduğu bilgi ve becerileri tanımlamak ve göstermek için öğretmenlerden, eğitim uzmanlarından ve iş liderlerinden gelen girdilerle geliştirilmiştir (P21, 2019). 2018'de P21, Battelle for Kids'e katılmıştır. Bu birleşmeden bu yana geliştiriciler, daha derin öğrenmeye odaklanarak çerçeveyi sistem dönüşümü fikriyle birleştirmek için çalışmaktadırlar. Bunu yapmak için geliştiriciler 21. yüzyıl becerilerini tek başına öğretmek yerine akademik içerikle harmanlamaktadır. (Borrowski, 2019; Greenhill, 2015; P21, 2019).

Çerçeve, uluslararası düzeyde bakanlıklar ve eğitim departmanları tarafından kullanılmaktadır. Eğitimciler, politika yapıcılar, ebeveynler, topluluklar ve proje yöneticileri için kaynaklar mevcuttur (P21, 2019).

Tablo 3. 21. Yüzyıl Öğrenimi için P21 çerçevesi

Anahtar Konular	21. Yüzyıl Temaları		
	Öğrenme ve Yenilik Becerileri	Bilgi, Medya ve Teknoloji Becerileri	Yaşam ve Kariyer Becerileri
• Küresel farkındalık •Finansal, Ekonomik, İşletme ve Girişimcilik Okuryazarlığı • Sivil Okuryazarlık • Sağlık Okuryazarlığı • Çevre Okuryazarlığı	• Yaratıcılık ve Yenilik • Eleştirel Düşünme ve Problem Çözme •İletişim • iş birliği	• Bilgi okuryazarlığı • Medya okuryazarlığı • BİT (Bilgi, İletişim ve Teknoloji) okuryazarlığı	• Esneklik ve uyarlanabilirlik • Girişim ve Kendi Kendini Yönetme • Sosyal ve Kültürlerarası Beceriler • Üretkenlik ve Sorumluluk • Liderlik ve Sorumluluk
Destek Sistemleri			
• 21. Yüzyıl Standartları	• 21. Yüzyıl Becerilerinin Değerlendirilmesi		
• 21. Yüzyıl Müfredatı ve Öğretimi	• 21. Yüzyıl Mesleki Gelişimi	• 21. Yüzyıl Öğrenme Ortamları	

(Kaynak: P21. (2019). Framework for 21st century learning definitions. A Network of Battelle for Kids.)

Trilling & Fadel 21. Yüzyıl Öğrenme Çerçevesi

Bernie Trilling ve Charles Fadel, 2005'ten beri P21'in 21. yüzyıl öğrenme çerçevesini oluşturan P21'in Standartlar, Değerlendirme ve Mesleki Gelişim Komitesine eş başkanlık etmişlerdir. Bernie ve Charles, küresel eğitim rollerinde binlerce eğitimciyle konuşmuş ve 21. yüzyılda öğrenme yaklaşımına geçişte yüzlerce eğitim lideriyle bir araya gelmişlerdir. Her ikisi de öğrenmeyi yeniden şekillendirmek için yenilikçi teknolojilerin geliştirilmesine derinden dâhil olmuş olsalar da Bernie ve Charles birlikte çalışan en önemli öğrenme araçlarının zihinlerimiz, kalplerimiz ve ellerimiz olduğuna dair derin bir inancı paylaşmışlardır. Bu kapsamda çerçeve, 21. Yüzyıl Becerileri için Ortaklık (P-21) şemasına dayanmaktadır. P-21'de yer alan on bir yetkinliği, üç beceri seti ve 12 bileşende yoğunlaştırarak ortaya koymuşlardır. Öğrenme ve yenilik becerileri seti, daha yaygın becerileri içerirken, Yaşam ve kariyer becerileri seti sosyo-ekonomik bağlamla ilgilidir. Son olarak, Dijital okuryazarlık seti bilgi, medya ve teknoloji okuryazarlığı olmak üzere üç ana bileşeni içermektedir (Trilling & Fadel, 2009).

Tablo 4. Trilling & Fadel 21. Yüzyıl öğrenme çerçevesi

Öğrenme ve yenilik becerileri	Dijital Okuryazarlık Becerileri	Yaşam ve kariyer becerileri
• Eleştirel Düşünme ve • Problem Çözme • İletişim ve İş birliği • Yaratıcılık ve Yenilik	• Bilgi okuryazarlığı • Medya okuryazarlığı • Bilgi ve iletişim teknolojisi okuryazarlığı	•Esneklik ve uyarlanabilirlik •İnisiyatif alma ve Kendi Kendini Yönetme •Sosyal ve kültürler arası etkileşim •Verimlilik ve hesap verebilirlik •Liderlik ve sorumluluk

(Kaynak: Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times.* John Wiley & Sons.)

21. Yüzyıl Becerilerinin Değerlendirilmesi ve Öğretilmesi (ATC21S), 2010

ATC21S (21.Yüzyıl Becerilerinin Değerlendirilmesi ve Öğretilmesi) projesi; beceri temelli sınıf ve müfredat oluşturması amacıyla birçok ülkeden 250'den fazla araştırmacıyı bir araya getirmiştir. 2008'de üç büyük teknoloji şirketi (Cisco, Intel ve Microsoft), üniversitelerden mezun olan öğrencilerin becerileriyle ilgilenmeye başlamışlardır. Bu şirketler dijital çağdaki öğrencilerin öğrenme ortamlarında kendilerini istihdama hazırlayamayacak beceriler ile mezun olmaları konusunda alarma geçmiştir. Hızlı değişen teknolojik gelişmeler ve iş dünyası ile birlikte 21.yüzyıl becerilerine odaklanarak ve bu kapsamdaki gerekli ihtiyaçları belirlemişlerdir. Bu noktada ATC21S, gelişmiş bir işgücünü desteklemek ve öğrencilerin 21. yüzyıl becerilerini geliştirmelerine yardımcı olmak amacıyla öğretme ve öğrenme kaynaklarıyla beraber yenilikçi değerlendirmeler sunmaktadır. (Binkley et al., 2010; Griffin & Care, 2014). Bu kapsamda 4 kategoride gruplandırılmış 10 beceri aşağıdaki gibi tanımlanmaktadır.

Tablo 5. Yüzyıl becerilerinin değerlendirilmesi ve öğretilmesi (ATC21S)

21. yy. Becerileri İçin Kategoriler	21.yy. Becerileri
Düşünme yolları	1. Yaratıcılık ve yenilik 2. Eleştirel düşünme, problem çözme, karar verme 3. Öğrenmeyi öğrenme, üst biliş
Çalışmanın yolları	4. İletişim 5. İş birliği (takım çalışması)
Çalışmak için araçlar	6. Bilgi okuryazarlığı (kaynaklar, kanıtlar, önyargılar vb. üzerine araştırmaları içerir) 7. BİT okuryazarlığı
Dünyada yaşamak	8. Vatandaşlık – yerel ve küresel 9. Yaşam ve kariyer 10. Kişisel ve sosyal sorumluluk – kültürel farkındalık ve yeterlilik dahil

(Kaynak: Suto, I. (2013). 21st Century Skills: Ancient, Ubiquitous, Enigmatic. *Research Matters: A Cambridge Assessment Publication*, *15*, 2-8.)

Tablo 6. 21. yüzyıl yeterliliklerinin alanları ve bileşenleri – Singapur Eğitim Bakanlığı

Temel Değerler	Sosyal ve Duygusal Yetkinlikler	Alanlar	Bileşenler
-Saygı -Sorumluluk -Direnç -Dürüstlük -Katkı -Uyum	-Öz farkındalık -Öz yönetim -Sosyal farkındalık -İlişkileri yönetimi -Sorumlu karar verme	Yurttaş okuryazarlığı, küresel farkındalık ve kültürler arası beceriler	-Aktif toplum yaşamı -Ulusal ve kültürel kimlik -Küresel farkındalık -Sosyo-kültürel duyarlılık ve farkındalık
		Eleştirel ve yaratıcı düşünme	-Sağlam akıl yürütme ve karar verme -Yansıtıcı düşünme - Merak ve yaratıcılık -Karmaşıklıkları ve belirsizlikleri yönetme
		Bilgi ve iletişim becerileri	-Açıklık -Bilgi yönetimi -Bilginin sorumlu kullanımı -Etkili iletişim kurmak

(Kaynak: Salas Pilco, S. Z. (2013). Evolution of the framework for 21st century competencies. *Knowledge Management & E-Learning: An International Journal.*)

21. Yüzyıl Yetkinlikleri- Singapur Eğitim Bakanlığı, 2010

Eğitim politikalarına kılavuzluk etmek amacıyla uluslararası kuruluşlar tarafından geliştirilen çerçevelerin yanı sıra Singapur gibi hükümetler de kendi özel bağlamına göre toplumlarının ihtiyaç duyduğu yetkinlikleri ana hatlarıyla belirtmişlerdir. Bu çerçeve, Singapurlu öğrencilerin "hızlı değişen ve son derece bağlantılı bir dünyada gelişmek" için yetkinliklerini geliştirmek için uygulanmıştır. (Salas Pilco, 2013).

Tablo 6 incelendiğinde 21. yüzyıl yeterliklerinin alanını ve bileşenlerini detaylandırdığı görülmektedir. Bu özel kavramsal şemanın belki de en önemli özelliği, bütüncül bir yaklaşım ile oldukça talepkâr olan toplumda büyüyen genç Singapurlular için çok yönlü bir eğitim sağlamasıdır (Salas Pilco, 2013).

Çalışmanın Amacı

Bu çalışma, 2018 Sosyal Bilgiler Dersi Öğretim Programı'nın kültürel yetkinlik ve beceriler açısından değerlendirilmesine odaklanmaktadır. "Kültürel yetkinlik ve beceriler" terimi, bireyin kendi kültürüne dair becerilerini kapsarken aynı zamanda farklı kültürlerle ilişkilerini de içermektedir. Bu bağlamda, kültürel yetkinlik ve beceri terimi aynı zamanda kültürlerarası yetkinlik ve becerileri içermektedir. Bu kapsamda çeşitli uluslararası kuruluşlar ve çevrelerce 21. yüzyıl beceri, yetkinlik ve yeterlilik isimleriyle ele alınmış çerçeveler incelenerek bu çerçevelerin kültürel boyutları harmanlanıp konuyla ilgili olarak özgün bir "21. Yüzyıl Kültürel Yetkinlik ve Beceriler Çerçevesi" sunulması amaçlanmıştır. Daha sonra bu harmanlanmış çerçevede yer alan kültürel becerilerin 2018 Sosyal Bilgiler Dersi Öğretim Programı'ndaki beceri ve kazanımlara olan yansımaları incelenmiştir.

Çalışma kapsamında aşağıdaki sorulara yanıt aranmıştır;

1. 21.yüzyıl beceri, yetkinlik ve yeterlilik çerçevelerinde kültürel yetkinlik ve beceriler ne şekilde ifade edilmiştir?
2. 21.yüzyıl öğrencilerinin ihtiyacı olan kültürel yetkinlik ve beceriler nelerdir?
3. 2018 Sosyal Bilgiler Dersi Öğretim Programındaki kültür ile ilişkili beceriler nelerdir?
4. 2018 Sosyal Bilgiler Dersi Öğretim Programındaki kültür ile ilişkili kazanımlar nelerdir?

Yöntem

Bu çalışmada, durum çalışması deseni kullanılmış ve veri toplama yöntemi olarak doküman incelemesi tekniği tercih edilmiştir. Doküman incelemesi, araştırılması planlanan olgu veya olgulara yönelik önemli bilgi kaynakları sunan yazılı materyallerin analiz edilmesini kapsamaktadır (Yıldırım ve Şimşek, 2016). Bu doğrultuda elinizdeki çalışmada, SBDÖP'nda yer alan kültürel yetkinlik ve becerilerin tespit edilmesi amaçlandığından, konuyla ilişkili derinlemesine analiz imkânı tanıması sebebiyle doküman incelemesi tekniği kullanılmıştır.

Veri Kaynakları

Çalışmanın veri kaynağını 2018 yılında MEB Talim Terbiye Kurulu Başkanlığı tarafından onaylanıp uygulamaya konulan 2018 Sosyal Bilgiler Dersi Öğretim Programı ve çeşitli 21.yüzyıl beceri, yetkinlik ve yeterlilik çerçeveleri (ATC21S, 2010; DeSeCo, 2003; enGauge, 2002; Europan Council, 2006; ISTE, 2007; MOE, 2010; P-21 Battelle for Kids, 2019; Trilling & Fadel, 2009) oluşturmaktadır. Çalışmada kullanılacak dokümanlar ilgili kurumların internet sitelerinin ilgili bölümlerinden elde edilmiştir.

Verilerin Analizi

Elde edilen verilerin çözümlenmesinde nitel araştırma yöntemlerinden olan içerik analizi kullanılmıştır. İçerik analizinde yapılan işlem, birbirine benzeyen verileri belirli kavramlar ve temalar çerçevesinde bir araya getirmek ve bunları okuyucunun anlayabileceği bir şekilde düzenleyerek yorumlamaktır. Bu doğrultuda araştırmacılar tarafından önce çeşitli uluslararası 21. yüzyıl beceri, yetkinlik ve yeterlilik çerçeveleri kültürel beceriler açısından analize tabi tutularak bu çerçevelerde yer alan kültür ile ilişkili beceriler ortak bir çatıda toplanmıştır. Daha sonra belirlenen bu boyutlardan yola çıkarak özgün bir çerçeve oluşturulmuş ve belirlenen bu çerçeve ışığında 2018 Sosyal bilgiler dersi öğretim programında yer alan 27 adet beceri ve 131 adet kazanımın kültürel becerileri yansıtıp yansıtmadığı araştırmacılar tarafından bağımsız olarak incelenmiş ve bu analizler karşılaştırılmıştır. Bu kapsamda elde edilen bulgular tablolar halinde sunulmuştur.

Bulgular

Bu bölümde ilk olarak uluslararası kuruluşlar tarafından hazırlanmış çeşitli 21. yüzyıl beceri, yetkinlik ve yeterlilik çerçevelerinde yer alan kültürel ifadeler incelenmiş daha sonra bu ifadelerden yola çıkarak kültürel yetkinlik ve becerilerin özgün bir çerçevesi oluşturulmuştur. Son olarak ise 2018 Sosyal Bilgiler Dersi Öğretim Programı'nda yer alan beceriler ve kazanımlar oluşturulan özgün çerçeve kapsamında incelenmiş ve bu kapsamda elde edilen bulgular tablolar halinde sunulmuştur.

21.Yüzyıl Beceri, Yetkinlik ve Yeterlilik Çerçevelerinin Kültürel Boyutuna İlişkin Bulgular

Uluslararası kuruluşlarca 21. yüzyıl beceri, yetkinlik ve yeterlilik isimleri adı altında çalışılmış çeşitli çerçevelerde yer alan kültür ile ilişkili ifadeler tablo 7'de gösterilmiştir. Bu kapsamda kültürel bilinç, çeşitliliğe saygı, kültürel anlayış, başka kültürlere saygı, başka kültürleri takdir etme, farklılıkları görme ve anlama, kültürel anlayış geliştirme, kültürel ortamlarda yapıcı bir şekilde iletişim kurma, kültürel ortamlarda etkili biçimde çalışma, sosyal ve kültürel farklılıklardan yararlanma ve kültürel empati geliştirme temalarının sık olarak vurgulandığı görülmektedir (Tablo 8).

21. Yüzyıl Öğrencilerinin İhtiyacı Olan Kültürel Yetkinlik ve Becerilere İlişkin Bulgular

Uluslararası 21. yüzyıl beceri, yetkinlik ve yeterlilik çerçevelerinin kültürel boyutu incelenerek Tablo 9'da ifade edildiği gibi özgün bir "21. Yüzyıl Kültürel Yetkinlik ve Beceriler Çerçevesi" ortaya konulmuştur. Bu yetkinlikler; "kültürel farkındalık yetkinliği, kültürel saygı ve takdir yetkinliği, kültürel iş birliği yetkinliği, kültürel etkileşim, iletişim ve müzakere yetkinliği, kültürel empati ve güven yetkinliği ve son olarak kültürel girişimcilik yetkinliği" olmak üzere 6 başlık altında kategorize edilmiştir. Ayrıca hazırlanan çerçevede bu yetkinliklerin içerdiği becerilerde sunulmuştur.

Tablo 7. Çeşitli 21.Yüzyıl Çerçevelerinde İfade Edilen Kültürel Boyutu

Çeşitli 21.Yüzyıl Çerçevelerinin Kültürel Boyutu
- Kişinin kendi kültürünün ve başkalarının kültürlerinin gelenekleri, değerleri ve inançlarındaki benzerlikleri ve farklılıkları anlama ve takdir etme becerisi **(enGauge-2002)**.
- Farklı Takımlarla Etkili Bir Şekilde Çalışma: Kültürel farklılıklara saygı duyma ve çeşitli sosyal ve kültürel geçmişlerden gelen insanlarla etkili biçimde çalışma, -Yeni fikirler yaratmak ve hem yeniliği hem de işin kalitesini artırmak için sosyal ve kültürel farklılıklardan yararlanma, - Farklı fikir ve değerlere açık görüşlülükle yanıt verme **(P21-2007)**.
- Diğer kültürleri öğrenenler ile ilişki kurarak kültürel anlayış geliştirirler **(ISTE-2007-2016)**.
- İlgili beceriler hem takdir hem de ifade ile ilgilidir: Sanat eserlerinin ve performansların takdir edilmesi ve beğenilmesi ve kişinin doğuştan gelen yeteneklerini kullanarak çeşitli medya aracılığıyla kendini ifade etmesi, - Yaratıcı ve ifade edici bakış açılarını başkalarının görüşleriyle ilişkilendirebilme ve kültürel faaliyetteki sosyal ve ekonomik fırsatları belirleyebilme ve gerçekleştirebilme becerisini içerir **(Europen Council -2006)**. -Kültürel farkındalık ve ifade yeterliği, fikirlerin ve anlamların, farklı kültürlerde ve bir dizi sanat ve diğer kültürel formlar aracılığıyla nasıl yaratıcı bir şekilde ifade edildiğine ve iletildiğine yönelik anlayışa sahip olma ve saygı duymayı kapsamaktadır, - Kendi düşünceleri ile toplumdaki rolüne ve yerine dair hislerini çeşitli ortamlarda ve yollarla anlama, geliştirme ve ifade etme ile meşgul olmayı içerir, -Beceriler; simgesel ve soyut fikirleri, tecrübeleri ve duyguları bir dizi sanatsal ve diğer kültürel formlarda empatiyle ifade etme ve yorumlama becerisini içerir, - Beceriler ayrıca, sanatsal ve diğer kültürel formlar aracılığıyla kişisel, sosyal ya da ticari değer için fırsatları tanımlama ve gerçekleştirme becerisi ile bireysel ve toplu olarak yaratıcı süreçlere katılma becerisini de içermektedir **(Europen Council-2018)**.
- Başkalarıyla iyi ilişkiler kurma becerisi; bu yeterlilik, bireylerin kendilerinin hoş karşılandıkları, dâhil edildikleri ve geliştikleri bir ortam yaratmak için başkalarının değerlerine, inançlarına, kültürlerine ve geçmişlerine saygı duyup takdir edebildiklerini varsayar. Başkalarıyla iyi iş birliği yapmak şunları gerektirir: Empati- Duyguların etkili yönetimi- öz farkındalık **(DeSeCo-2003)**.
- Farklı sosyal durumlarda yapıcı bir şekilde iletişim kurma becerisi (başkalarının görüş ve davranışlarına hoşgörü; bireysel ve toplu sorumluluk bilinci), - Diğer bireylerde güven ve empati yaratma becerisi, - Dünyanın geri kalanının kültürel kimliğiyle etkileşim içinde olan ulusal kültürel kimliğin bilinci ve anlayışı; Çeşitliliğin neden olduğu farklı bakış açılarını görme ve anlama ve kişinin kendi görüşlerine yapıcı bir şekilde katkıda bulunma becerisi, - Müzakere becerisi **(ATCS-KSAVE-2010)**.
- Sosyal ve kültürler arası etkileşim; Kültür ve tarzdaki farklılıklardan bağımsız olarak ekip üyeleri ve sınıf arkadaşlarıyla etkili ve yaratıcı bir şekilde çalışabilme becerisi, 21. yüzyılın temel yaşam becerisidir **(Trilling & Fadel- 2009)**.
-Sosyo-kültürel duyarlılık ve farkındalık (Advancing 21st Century Competencies in Singapore, 2010).

Tablo 8. Çeşitli 21.Yüzyıl Çerçevelerinde Ortak Olarak İfade Edilen Kültürel Yetkinlik ve Beceriler

Ortak Olarak İfade Edilen Kültürel Yetkinlik ve Beceriler
- Ulusal kültürel kimliğin bilinci ve anlayışı (Kişinin kendi kültürünün gelenekleri, değerleri ve inançlarını anlama becerisi).
- Başka kültürlerin değerlerine, inançlarına, kültürlerine ve geçmişlerine saygı duyup takdir etme
-Çeşitliliğin neden olduğu farklı bakış açılarını görme ve anlama, kültürel anlayış geliştirme
- Farklı sosyal durumlarda yapıcı bir şekilde iletişim kurma
- Çeşitli sosyal ve kültürel geçmişlerden gelen insanlarla etkili biçimde çalışma (Kültür ve tarzdaki farklılıklardan bağımsız olarak ekip üyeleri ve sınıf arkadaşlarıyla etkili ve yaratıcı bir şekilde çalışabilme becerisi)
- Sosyal ve kültürel farklılıklardan yararlanma (Kültürel faaliyetteki sosyal ve ekonomik fırsatları tanımlama, gerçekleştirme ve yaratıcı süreçlere katılma)
-Farklı kültürlerdeki fikirlerin onların sanatsal eserlerine nasıl yansıdığı konusunda anlayış geliştirme, empati ile ifade etme ve yorumlama

Tablo 9. Araştırmacılar tarafından Oluşturulan 21. Yüzyıl Kültürel Yetkinlik ve Beceriler Çerçevesi

Kültürel Yetkinlikler	Beceri Setleri
Kültürel farkındalık	-Ulusal kültürel kimliğin ve farklı kültürlerin bilinci ve anlayışı (Kişinin kendi kültürünün ve başka kültürlerin gelenekleri, değerleri ve inançlarını anlama becerisi).
Kültürel saygı ve takdir	-İçinde yaşadığı toplumun ve başka kültürlerin; değerlerine, inançlarına, kültürlerine ve geçmişlerine saygı duyup takdir etme
Kültürel iş birliği	-Çeşitli sosyal ve kültürel geçmişlerden gelen insanlarla etkili biçimde çalışma (Kültür ve tarzdaki farklılıklardan bağımsız olarak ekip üyeleri ve sınıf arkadaşlarıyla etkili ve yaratıcı bir şekilde çalışabilme becerisi)
Kültürel etkileşim, iletişim ve müzakere	-Farklı sosyal durumlarda yapıcı bir şekilde iletişim kurma
Kültürel empati ve güven	-Diğer bireylerde güven ve empati yaratma becerisi, -Çeşitliliğin neden olduğu farklı bakış açılarını görme ve anlama, kültürel anlayış geliştirme, -Farklı kültürlerdeki fikirlerin onların sanatsal eserlerine nasıl yansıdığı konusunda anlayış geliştirme ve empati ile ifade etme ve yorumlama
Kültürel girişimcilik	-Sosyal ve kültürel farklılıklardan yararlanma (Kültürel faaliyetteki sosyal ve ekonomik fırsatları tanımlama, gerçekleştirme ve yaratıcı süreçlere katılma)

Tablo 10. 21. yy. Öğrenme Çerçevelerinde ve Sosyal Bilgiler Dersi Öğretim Programında Ortak Olarak İfade Edilen Beceriler

2018 Sosyal Bilgiler Dersi Öğretim Programında Yer Alan Beceriler		
1. Araştırma*	11. Hukuk okuryazarlığı	21. Politik okuryazarlık*
2. Çevre okuryazarlığı*	12. İletişim**	22. Problem çözme**
3. Değişim ve sürekliliği algılama*	13. İş birliği**	23. Sosyal katılım**
4. Dijital okuryazarlık	14. Kalıp yargı ve önyargıyı fark etme**	24. Tablo, grafik ve diyagram çizme ve yorumlama
5. Eleştirel düşünme**	15. Kanıt kullanma*	25. Türkçeyi doğru, güzel ve etkili kullanma**
6. Empati**	16. Karar verme*	
7. Finansal okuryazarlık*	17. Konum analizi*	26. Yenilikçi düşünme**
8. Girişimcilik**	18. Medya okuryazarlığı	27. Zaman ve kronolojiyi algılama*
9. Gözlem*	19. Mekânı algılama*	
10. Harita okuryazarlığı*	20. Öz denetim*	
* Kültürel beceriler ile dolaylı olarak ilişkili ** Kültürel beceriler ile doğrudan ilişkili		

2018 Sosyal Bilgiler Dersi Öğretim Programı'nda Yer Alan Kültürel Becerilere İlişkin Bulgular

2018 Sosyal Bilgiler Dersi Öğretim Programı'nda 27 adet beceriye yer verilmiştir. Programda sözü edilen beceriler arasında doğrudan kültürel okuryazarlıklar ya da kültürel kelimesi adı altında bir becerinin yer almadığı görülmekte fakat bu becerileri doğrudan ya da dolaylı olarak destekleyen kültürel becerilerin olduğu anlaşılmaktadır. Doğrudan ilişkili olduğu düşünülen kültürel beceriler; "eleştirel düşünme, empati, girişimcilik, iletişim, iş birliği, kalıp yargı ve önyargıyı fark etme, problem çözme, sosyal katılım, Türkçeyi doğru, güzel ve etkili kullanma ve yenilikçi düşünme olmak üzere 10 tanedir (Tablo 10).

2018 Sosyal Bilgiler Dersi Öğretim Programı'nda yer alan Kültür ile İlişkili Kazanımlara Yönelik Bulgular

Bu bölümde dördüncü, beşinci, altıncı ve yedinci sınıf kademelerindeki Sosyal Bilgiler Dersi Öğretim Programı'nda yer alan kazanımlar araştırmacı tarafından ortaya konulan "21. Yüzyıl Kültürel Yetkinlik ve Beceriler Çerçevesi" ışığında incelenmiştir. Bu kapsamda yer alan kazanımlar tablolar halinde sunulmuştur.

Dördüncü Sınıf Sosyal Bilgiler Dersi Öğretim Programında Yer Alan Kazanımlara Yönelik Bulgular

2018 Dördüncü Sınıf Sosyal Bilgiler Dersi Öğretim Programı'nda yer alan kazanımlar araştırmacılar tarafından bu çalışmada ortaya konulan "21. Yüzyıl Kültürel Yetkinlik ve Beceriler Çerçevesi" ışığında incelendiğinde; 4.1.4. numaralı kazanımın " Kültürel güven ve empati yaratma, yetkinliği ile ilişkili olduğu, 4.1.5. numaralı kazanımın "kültürel saygı ve takdir" ile ilişkili olduğu, 4.2.2. numaralı kazanımın "kültürel farkındalık" ile ilişkili olduğu, 4.7.1. numaralı kazanımın " Kültürel farkındalık" ile ilişkili olduğu, 4.7.2. numaralı kazanımın "kültürel etkileşim, iletişim ve müzakere" ve "kültürel girişimcilik" yetkinlikleri ile ilişkili olduğu, 4.7.3. numaralı kazanımın "kültürel farkındalık" ile ilişkili olduğu, 4.7.4. numaralı kazanımın ise "kültürel saygı ve takdir" yetkinlikleriyle ilişkili olduğu görülmektedir.

Bunun yanında öğretim programında yer alan kazanımlar incelendiğinde; insanlar, yerler ve çevreler, bilim, teknoloji ve toplum, üretim, dağıtım ve tüketim ile etkin vatandaşlık öğrenme alanlarında yer alan kazanımların 21. yy. öğrenme çerçevelerinde ifade edilen kültürel yetkinlik-yeterlilik ve beceriler ile doğrudan ilişkili olmadığı görülmektedir (Tablo 11).

Tablo 11. Dördüncü Sınıf Sosyal Bilgiler Dersi Kazanımlarının Kültürel Boyutu

Öğr. Alanı	Kaz. No	Kazanım
Birey ve Toplum	SB.4.1.4	Kendisini Farklı Özelliklere Sahip Diğer Bireylerin Yerine Koyar.
	SB.4.1.5	Diğer Bireylerin Farklı Özelliklerini Saygı ile Karşılar.
Kültür ve Miras	SB.4.2.2.	Ailesi ve Çevresindeki Millî Kültürü Yansıtan Ogeleri Araştırarak Örnekler Verir.
Küresel Bağlantılar	SB.4.7.1.	Dünya Üzerindeki Çeşitli Ülkeleri Tanıtır.
	SB.4.7.2.	Türkiye'nin Komşuları ve Diğer Türk Cumhuriyetleri ile Olan İlişkilerini Kavrar.
	SB.4.7.3.	Farklı Ülkelere Ait Kültürel Unsurlarla Ülkemizin Sahip Olduğu Kültürel Unsurları Karşılaştırır.
	SB.4.7.4.	Farklı Kültürlere Saygı Gösterir.

Beşinci Sınıf Sosyal Bilgiler Dersi Öğretim Programında Yer Alan Kazanımlara Yönelik Bulgular

2018 beşinci sınıf sosyal bilgiler dersi öğretim programında yer alan kazanımlar "21. Yüzyıl Kültürel Yetkinlik ve Beceriler Çerçevesi" ışığında incelendiğinde; 5.2.2., 5.2.3., 5.2.4. ve 5.2.5. numaralı kazanımların özellikle "kültürel farkındalık" yetkinlikleri ile ilişkili olduğu, 5.5.3, ve 5.7.1 numaralı kazanımların "kültürel girişimcilik", 5.7.2. numaralı kazanımın "kültürel etkileşim, iletişim ve müzakere", 5.7.3. numaralı kazanımın "kültürel farkındalık, kültürel iş birliği, kültürel etkileşim, iletişim ve müzakere, kültürel saygı ve takdir" yetkinlikleri ile ilişkili olduğu, 5.7.4 numaralı kazanımın ise "kültürel saygı ve takdir" yetkinliklerine vurgu yaptığı görülmektedir.

Beşinci sınıf sosyal bilgiler dersi öğretim programında yer alan kazanımlar incelendiğinde; birey ve toplum, insanlar, yerler ve çevreler, bilim, teknoloji ve toplum ve etkin vatandaşlık öğrenme alanlarında yer alan kazanımların 21. yy. öğrenme çerçevelerinde ifade edilen kültürel beceriler ile doğrudan ilişkili olmadığı görülmektedir (Tablo 12).

Tablo 12. Beşinci Sınıf Sosyal Bilgiler Dersi Kazanımlarının Kültürel Boyutu

Öğr. Alanı	Kaz. No	Kazanım
Kültür ve Miras	SB.5.2.2.	-Çevresindeki doğal varlıklar ile tarihî mekânları, nesneleri ve eserleri tanıtır.
	SB.5.2.3	-Ülkemizin çeşitli yerlerinin kültürel özellikleri ile yaşadığı çevrenin kültürel özelliklerini karşılaştırarak bunlar arasındaki benzer ve farklı unsurları belirler.
	SB.5.2.4	-Kültürel ögelerin, insanların bir arada yaşamasındaki rolünü analiz eder.
	SB. 5.2.5.	-Günlük yaşamdaki kültürel unsurların tarihî gelişimini değerlendirir (Gündelik hayatta yerleşmiş kültürel unsurların sürekliliği ve değişimi üzerinde durulur).
Üretim, Dağıtım ve Tüketim	SB. 5.5.3.	-Çevresindeki ekonomik faaliyetlerin, insanların sosyal hayatlarına etkisini analiz eder (Ekonomik faaliyetlerin nüfus, yerleşme, eğitim ve kültür üzerindeki etkileri üzerinde durulur).
Küresel Bağlantılar	SB. 5.7.1.	-Yaşadığı yer ve çevresinin ülkemiz ile diğer ülkeler arasındaki ekonomik ilişkilerdeki rolünü araştırır (Tarım, sanayi, turizm, ulaşım, eğitim, kültür endüstrisi gibi ekonomik faaliyet alanlarından uygun olanlara değinilir).
	SB.5.7.2.	- Ülkeler arasındaki ekonomik ilişkilerde iletişim ve ulaşım teknolojisinin etkisini tartışır.
	SB.5.7.3.	- Turizmin uluslararası ilişkilerdeki önemini açıklar.
	SB. 5.7.4.	- Çeşitli ülkelerde bulunan ortak miras ögelerine örnekler verir (Ülkemizden ve dünyanın farklı ülkelerinden örnekler seçilerek ortak mirasın anlamı üzerinde durulur).

Altıncı Sınıf Sosyal Bilgiler Dersi Öğretim Programında Yer Alan Kazanımlara Yönelik Bulgular

2018 altıncı sınıf sosyal bilgiler dersi öğretim programında yer alan kazanımlar "21. Yüzyıl Kültürel Yetkinlik ve Beceriler Çerçevesi" ışığında incelendiğinde; 6.1.2. numaralı kazanımın "kültürel farkındalık" yetkinliği ile ilişkili olduğu, 6.1.3. numaralı kazanımın "kültürel saygı ve takdir, kültürel etkileşim, iletişim ve müzakere ve kültürel empati ve güven" yetkinlikleri ile ilişkili olduğu, 6.1.4. numaralı kazanımın "kültürel etkileşim, iletişim ve müzakere, kültürel iş birliği ve kültürel girişimcilik" yetkinlikleri ile ilişkili olduğu, 6.2.1., 6.2.3. ve 6.2.4. numaralı kazanımların "kültürel farkındalık" yetkinliği ile ilişkili olduğu, 6.2.5., 6.7.1., 6.7.2. ve 6.7.3. numaralı kazanımların "kültürel etkileşim, iletişim ve müzakere, kültürel iş birliği ve kültürel girişimcilik" yetkinlikleri ile ilişkili olduğu ve son olarak 6.7.4. numaralı kazanımın "kültürel farkındalık" yetkinliği ile ilişkili olduğu görülmektedir.

Tablo 13. Altıncı Sınıf Sosyal Bilgiler Dersi Kazanımlarının Kültürel Boyutu

Öğr. Alanı	Kaz. No	Kazanım
Birey ve Toplum	SB.6.1.2.	-Sosyal, kültürel ve tarihî bağların toplumsal birlikteliğin oluşmasındaki yerini ve rolünü analiz eder (Din, dil, tarih gibi kültürü oluşturan unsurlar ele alınır).
	SB.6.1.3.	-Toplumda uyum içerisinde yaşayabilmek için farklılıklara yönelik ön yargıları sorgular (Farklı kişi ve gruplara karşı zaman zaman rastlanan kalıp yargı ve ön yargı örnekleri incelenir. Toplumsal birlikteliğin özel gereksinimli bireylerin yanı sıra farklı sosyoekonomik gruplara mensup olanlar ile farklı etnik, dinî ve mezhepsel aidiyetlere saygı duymayı gerektirdiği üzerinde durulur).
	SB.6.1.4.	-Toplumsal birlikteliğin oluşmasında sosyal yardımlaşma ve dayanışmayı destekleyici faaliyetlere katılır.
Kültür ve Miras	SB.6.2.1.	-Orta Asya'da kurulan ilk Türk devletlerinin coğrafi, siyasal, ekonomik ve kültürel özelliklerine ilişkin çıkarımlarda bulunur (Destan, yazıt ve diğer kaynaklardan yararlanılır).
	SB.6.2.3.	-Türklerin İslamiyet'i kabulleri ile birlikte siyasi, sosyal ve kültürel alanlarda meydana gelen değişimleri fark eder.
	SB.6.2.4.	-Türklerin Anadolu'yu yurt edinme sürecini XI ve XIII. yüzyıllar kapsamında analiz eder (Türkiye Selçukluları Dönemi'nde gerçekleştirilen kültürel faaliyetlerin Anadolu'nun yurt edilme süreci üzerindeki etkisine vurgu yapılır).
	SB.6.2.5.	-Tarihî ticaret yollarının toplumlar arası siyasi, kültürel ve ekonomik ilişkilerdeki rolünü açıklar (Tarihî İpek ve Baharat yolları, ilgili haritalar üzerinden ele alınır).
Küresel Bağlantılar	SB.6.7.1.	-Ülkemizin Türk Cumhuriyetleri ve komşu devletlerle olan kültürel, sosyal, siyasi ve ekonomik ilişkilerini analiz eder,
	SB.6.7.2.	-Ülkemizin diğer ülkelerle olan ekonomik ilişkilerini analiz eder
	SB.6.7.3.	-Ülkemizin sahip olduğu siyasi, askerî, ekonomik ve kültürel özelliklere bağlı olarak uluslararası alanda üstlendiği rolleri analiz eder.
	SB.6.7.4.	-Popüler kültürün, kültürümüz üzerindeki etkilerini sorgular (Kültürümüze ait olmayan unsurların, medya araçları yoluyla toplum hayatını nasıl etkilediği fark ettirilir).

Altıncı sınıf sosyal bilgiler dersi öğretim programında yer alan kazanımlar incelendiğinde; insanlar, yerler ve çevreler, bilim, teknoloji ve toplum, üretim, dağıtım ve tüketim ve etkin vatandaşlık öğrenme alanlarında yer alan kazanımların 21. yy.

öğrenme çerçevelerinde ifade edilen kültürel yetkinlik-yeterlilik ve beceriler ile doğrudan ilişkili olmadığı görülmektedir (Tablo 13).

Yedinci Sınıf Sosyal Bilgiler Dersi Öğretim Programında Yer Alan Kazanımlara Yönelik Bulgular

2018 yedinci sınıf sosyal bilgiler dersi öğretim programında yer alan kazanımlar "21. Yüzyıl Kültürel Yetkinlik ve Beceriler Çerçevesi" ışığında incelendiğinde; 7.1.3.numaralı kazanımın, "kültürel farkındalık, 7.2.5. ve 7.7.3. numaralı kazanımların ise "kültürel empati ve güven" yetkinlikleri ile ilişkili olduğu görülmektedir.

Tablo 14. Yedinci Sınıf Sosyal Bilgiler Dersi Kazanımlarının Kültürel Boyutu

Öğr. Alanı	Kaz. No	Kazanım
Birey ve Toplum	SB.7.1.3.	-Medyanın sosyal değişim ve etkileşimdeki rolünü tartışır (Seçilen bir iletişim kanalının (TV, İnternet, akıllı telefonlar vb.) bireyler arasındaki iletişimi ve toplumsal olarak da kültürü nasıl değiştirdiği ele alınır).
Kültür ve Miras	SB.7.2.5.	-Osmanlı kültür, sanat ve estetik anlayışına örnekler verir (Yerli ve yabancı seyyahların seyahatnamelerinden örneklere yer verilir).
Küresel Bağlantılar	SB.7.7.3.	-Çeşitli kültürlere yönelik kalıp yargıları sorgular.

Yedinci sınıf sosyal bilgiler dersi öğretim programında yer alan kazanımlar incelendiğinde; insanlar, yerler ve çevreler, bilim, teknoloji ve toplum, üretim, dağıtım ve tüketim ve etkin vatandaşlık öğrenme alanlarında yer alan kazanımların 21. yy. öğrenme çerçevelerinde ifade edilen kültürel yetkinlik-yeterlilik ve beceriler ile doğrudan ilişkili olmadığı görülmektedir (Tablo 14).

Sonuç, Tartışma ve Öneriler

Günümüzde hızla gelişen teknoloji ile küreselleşen dünyamızda, öğrenciler farklı etnik, cinsiyet, dil, ırk ve sosyoekonomik kökenlere sahip bireylerle karşı karşıya gelmektedirler. Bu nedenle bu denli kültürel çeşitliliğin olduğu ortamlarda öğrencilerin diğer kültürel farklılıklara yönelik bir farkındalık oluşturmaları bu farklılıkları empati, saygı ve takdir ile karşılamaları ve çeşitliliğin neden olduğu bu farklılıkları fırsata dönüştürmeyi bilmeleri bir gerekmektedir. İlköğretim seviyesinde yukarıda sözü edilen bu becerilerin öğrencilere kazandırılması konusunda en büyük görev ise kuşkusuz Sosyal Bilgiler eğitimine ve eğiticilerine düşmektedir. Bu gerekçelere dayanarak elinizdeki çalışma Türkiye'de yürürlükte olan Sosyal Bilgiler Dersi Öğretim Programını kültürel beceriler açısından incelemiştir. Bu kapsamda önce literatürde yer alan çeşitli uluslararası kuruluşlarca hazırlanmış 21. yüzyıl yetkinlik ve beceri çerçeveleri incelenmiş daha sonra bu çerçevelerden yola çıkarak 21. yüzyılda öğrencilerden sahip olunması beklenilen kültürel yetkinlik ve becerilerin özgün bir çerçevesi oluşturulmuştur. Ardından bu çerçeve ışığında Sosyal Bilgiler Dersi Öğretim yer alan beceri ve kazanımlar incelenmiştir. 21. yüzyılda küreselleşme, çok kültürlülük ve kültürler arası

ilişkilerin önemi göz önünde bulundurulduğunda kültürel beceriler konusunda Sosyal Bilgiler Dersi Öğretim Programından beklenen; mevcut beceriler arasında yer alan çevre okuryazarlığı, harita okuryazarlığı, finansal okuryazarlık, dijital okuryazarlık ve hukuk okuryazarlığı örneklerinde olduğu gibi kültürel okuryazarlıklarında somut bir şekilde ifade edilmesi olmuştur.

Programda sözü edilen beceriler arasında kültürel okuryazarlık ya da kültürel beceriler adı altında somut olarak bir ifadenin yer almadığı görülmekte fakat bu yetkinlikleri doğrudan veya dolaylı olarak destekleyen becerilerin yer aldığı görülmektedir. Bu kapsamda eleştirel düşünme, empati, girişimcilik, iletişim, iş birliği, kalıp yargı ve önyargıyı fark etme, problem çözme, sosyal katılım, Türkçeyi doğru, güzel ve etkili kullanma ve yenilikçi düşünme becerileri doğrudan kültürel beceriler ile ilişkilendirilmiştir. Sözü edilen bu becerilerin araştırmacılar tarafından kültürel boyutunun kategorize edilmesinin oldukça zor olduğunu belirtmekte fayda vardır ancak burada asıl önemli olan kültür, kültürel, kültürler arası vb. ifadeler altında programda somut bir beceriye vurgu yapılmadığıdır.

Programda yer alan dördüncü, beşinci, altıncı ve yedinci kademe öğrencilerine ait kazanımlar incelendiğinde kültürel farkındalık yetkinliğinde 14 adet, kültürel saygı ve takdir yetkinliğinde 5 adet, kültürel iş birliği yetkinliğinde 6 adet, kültürel etkileşim-iletişim ve müzakere yetkinliğinde 9 adet, kültürel güven ve empati yetkinliğinde 4 adet ve son olarak kültürel girişimcilik yetkinliğinde 8 adet kazanım bulunmuştur. Bu noktada bazı kazanımlar birden çok yetkinliğin kapsamına girmiştir.

Araştırmacılar tarafından kültürel farkındalık yetkinliği altında yer alan kazanımların büyük çoğunluğunun ulusal kültürel kimliğin bilinci ve anlayışı (kişinin kendi kültürünün geleneklerini, değerlerini ve inançlarını anlama becerisi) ile ilişkili olduğu kanaatine varılmıştır. Yapılan değerlendirmeler sonucu başka kültürleri anlama becerilerinin yalnızca dördüncü sınıf küresel bağlantılar öğrenme alanında yer alan bir numaralı (dünya üzerindeki çeşitli ülkeleri tanıtır) ve üç numaralı (farklı ülkelere ait kültürel unsurlarla ülkemizin sahip olduğu kültürel unsurları karşılaştırır) kazanımlarda açık bir şekilde ele alındığı sonucuna varılmıştır. Bu yönüyle değerlendirildiğinde mevcut programın kültürler arası becerileri kazandırabilmesi yönüyle yetersiz kaldığı konusunda araştırmacılar tarafından fikir birliğine varılmıştır.

Türkiye Yeterlilikler Çerçevesi, anahtar yetkinlikleri Sosyal Bilgiler Dersi Öğretim Programında somut bir şekilde yer almaktadır. Bu yetkinliklerden biri de kültürel farkındalık ve ifade yetkinliği olarak karşımıza çıkmaktadır. Öğretim programında yer alan yetkinlikler başlığı altında; eğitim sistemimizin yetkinliklerde bütünleşmiş bilgi, beceri ve davranışlara sahip karakterde bireyler yetiştirmeyi amaçladığından ve bu yetkinliklerin öğrencilerin hem ulusal hem de uluslararası düzeyde; kişisel, sosyal, akademik ve iş hayatlarında ihtiyaç duyacakları beceri yelpazeleri olduğundan bahsedilmektedir. Bu çalışmada kültürel yetkinliklerin beceri yelpazeleri (setlerini) ayrıntılı olarak incelenmiş ve ortaya konulmuştur. Sosyal Bilgiler Dersi Öğretim Programında yer alan beceri ve kazanımlara kültürel bağlamda bakıldığında ise bu beceri yelpazelerinin yeterince ele alınmadığı görülmektedir. Kültürel becerilerin önemi yukarıda da vurgulandığı üzere tartışılmaz bir gerçeklik haline gelmiştir. İlerleyen yıllarda programlarda yapılacak revize ve yeniliklerle kültürel becerilerin daha kapsamlı bir şekilde ve somut ifadelerle programda yer alacağı düşünülmektedir.

Çalışma uluslararası kuruluşlar tarafından hazırlanmış çeşitli 21. yüzyıl beceri, yetkinlik ve yeterlilik çerçeveleri (ATC21S, 2010; DeSeCo, 2003; enGauge, 2002; Europan Council, 2006; ISTE, 2007; MOE, 2010; P-21 Battelle for Kids, 2019; Trilling & Fadel, 2009) ile sınırlıdır. Sözü geçen bu çalışmalarda yer alan yetkinlik ve beceriler zaman geçtikçe güncellenmekte ve revize edilmektedir. Yeni yapılacak çalışmalarda bu güncelliğin takip edilmesi araştırmacıların yararına olacaktır. Ayrıca bu çalışma uluslararası alanda yer alan 21. yüzyıl öğrenme çerçevelerinden yola çıkarak özgün bir "Kültürel Yetkinlik ve Beceriler Çerçevesi" ortaya koymuştur. Sözü geçen bu çerçeveden farklı kültürel çalışmalarda yararlanılabilir.

Yazar Katkı Oranı

Tüm yazarlar makalenin tüm süreçlerinde eşit oranda rol almışlardır. Tüm yazarlar çalışmanın son halini okumuş ve onaylamıştır.

Etik Kurul Beyanı

Yazarlar çalışmasının etik kurul iznine tabi olmadığını ve çalışmanın tüm sürecinde Committee on Publication Ethics (COPE)' tarafından belirlenen kurallara uyulduğunu beyan etmektedir.

Çatışma Beyanı

Yazarlar çalışma kapsamında herhangi bir kurum veya kişi ile çıkar çatışması bulunmadığını beyan etmektedir.

Kaynakça

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Extended Summary

Introduction

The understanding of education in the 19th and 20th centuries, where knowledge was at the forefront, has been replaced by the understanding of education in the 21st century, where knowledge alone is insufficient and different values, skills, and competencies are needed. The knowledge, values, attitudes, and skills required to adapt to today's world are quite different from discussions that have traditionally focused on the education systems of past centuries. Today's education system aims to raise citizens who can think critically, have high problem-solving skills, are equipped with digital competencies, can communicate effectively, have global awareness, and can adapt to environments with intercultural diversity. In the century we live in, it has become very important to adapt to an increasingly multicultural social life. Being culturally literate helps you understand, relate to, and interact with people from different backgrounds. Seeing, hearing, and learning about how others live make individuals more culturally sensitive and aware. Learning about different cultures can open the human mind to different lifestyles. It also helps develop various skills such as cultural literacy, communication, and self-reflection. Undoubtedly, the biggest responsibility in imparting these skills to individuals falls on educational processes and, therefore, schools. In our rapidly changing society, schools need to address cultural and intercultural awareness and integrate it into educational programs. According to Kirkwood (2001), today's students will face a changing world, and teaching environments will include individuals from different ethnic, gender, language, race, and socioeconomic backgrounds. In this study, first of all, an original framework about cultural competence and skills was determined based on various 21st-century learning frameworks in the international literature. Then, the learning areas (thematic strands), learning outcomes, and skills included in the current Social Studies Curriculum in force in Turkey were examined in detail in light of this framework.

Method

In this study, a case study design was employed, and the document analysis technique was chosen as the data collection method. Document analysis was utilized for its capability to facilitate in-depth exploration concerning the identification of cultural competencies and skills in the Social Studies Curriculum for Primary Education. The 2018 Social Studies Curriculum, approved and implemented by the Ministry of National Education Board of Education and Discipline in 2018, along with various 21st-century skill, competency, and qualification frameworks (ATC21S, 2010; DeSeCo, 2003; enGauge, 2002; Europan Council, 2006; ISTE, 2007; MOE, 2010; P-21 Battelle for Kids, 2019; Trilling & Fadel, 2009), served as the data source for the study. Content analysis, a qualitative research method, was employed for the analysis of the obtained data. In content analysis, the process involves organizing similar data within specific concepts and themes and interpreting them in a way that the reader can understand. In this context, the researchers initially subjected various international 21st-century skill, competency, and qualification frameworks to analysis regarding cultural skills. The skills related to culture within these frameworks were consolidated under common themes. Subsequently, an original "Cultural Competence and Skills Framework" was developed based on these dimensions. Using this framework, the researchers independently examined 27 skills and 131 learning outcomes in the 2018 Social Studies Curriculum to determine whether they reflect cultural skills. The results of these analyses were then compared, and the findings were presented in tabular form.

Findings

As a result of the examinations carried out within the scope of the study, a framework regarding cultural competence and skills was first put forward. This framework is categorized under six headings: cultural awareness competence, cultural respect and appreciation competence, cultural cooperation competence, cultural interaction, communication, and negotiation competence, cultural empathy and trust competence, and finally cultural entrepreneurship competence. These competencies include the 21st-century skill sets that today's students are expected to have both in their cultural environment and in intercultural environments.

In the second stage of the study, the skills included in the Social Studies Curriculum were examined in light of the created framework. As a result, it was observed that there were no skills directly containing the word cultural literacy or culture among the skills in the curriculum, but there were skills that directly or indirectly supported cultural competencies. Cultural skills that are thought to be directly related; "There are 10 skills: critical thinking, empathy, entrepreneurship, communication, collaboration, recognizing stereotypes and prejudices, problem solving, social participation, skills to use Turkish correctly, beautifully and effectively and innovative thinking skills. In the final stage of the study, the learning outcomes (achievements) related to the learning areas (thematic elements) in the curriculum were examined in light of the framework created by the researchers. It has been determined that, at the 5th, 6th, and 7th grade levels, a total of fifteen learning outcomes are related to cultural awareness competence, five are related to cultural respect and appreciation competence, six are related to cultural collaboration competence, nine are related to cultural interaction, communication, and negotiation competencies, four are related to cultural empathy and trust competencies, and eight are related to cultural entrepreneurship competencies. Additionally, it has been observed that nine learning outcomes emphasize multiple competencies and skill sets.

The researchers have concluded that the majority of the learning outcomes under the "cultural awareness" competency are associated with awareness and understanding of national cultural identity (the ability to understand one's own culture's traditions, values, and beliefs).

Discussion, Conclusion and Suggestions

This study has examined the Social Studies Curriculum currently in effect in Turkey in terms of "cultural skills." In this context, various 21st-century competency and skill frameworks studied by international organizations in the literature were reviewed. Based on this, a framework for the cultural competencies and skills expected from students in the 21st century was developed. Subsequently, the skills and achievements in the curriculum were examined in light of this framework. Social Studies Curriculum includes 27 skills. While the mentioned skills do not directly include a concrete expression under the name of cultural literacy or cultural skills, it is observed that fundamental and supporting skills that underpin these competencies are present. It is worth noting that

categorizing the cultural dimension of these skills is challenging for researchers. Considering the importance of globalization, multiculturalism and intercultural relations in the 21st century, a skill called "cultural literacy" was expected to be included in the program. This is similar to existing skills in the programme, such as environmental literacy, map literacy, financial literacy, digital literacy and legal literacy.

They concluded that the majority of the learning outcomes examined within the scope of "cultural awareness competence", one of the competences determined within the scope of the research, were related to national-cultural identity awareness and understanding. In this regard, while the current program is considered sufficient in terms of imparting cultural skills, it may be lacking in developing intercultural skills.

This study is limited to various 21st-century learning frameworks prepared by international organizations (ATC21S, 2010; DeSeCo, 2003; enGauge, 2002; Europan Council, 2006; ISTE, 2007; MOE, 2010; P-21 Battelle for Kids, 2019; Trilling & Fadel, 2009). The competencies and skills in these studies are updated and revised over time. Tracking these updates in future research would be beneficial for researchers. Additionally, this study has presented an original framework for cultural competencies and skill sets based on international 21st-century learning frameworks. This framework can be used in different cultural studies.

Author Contributions

All authors took an equal part in all processes of the article. All authors have read and approved the final version of the study.

Ethical Declaration

The authors declare that their work is not subject to the approval of the ethics committee and that the rules set by the Committee on Publication Ethics (COPE) were followed throughout the whole process of the study.

Conflict of Interest

The authors declare that there is no conflict of interest with any institution or person within the scope of the study.

Examining the Ability to Use Information and Communication Technologies in Primary School Life Sciences Course in the Context of Computer Ethics

İlkokul Hayat Bilgisi Dersi Bilgi ve İletişim Teknolojilerini Kullanma Becerisinin Bilişim Etiği Bağlamında İncelenmesi

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Abstract: The aim of this research is to examine the skill of using information and communication technologies in the context of computer ethics in the primary school life sciences course. In line with this aim, the research was conducted using a qualitative method, and a case study design was preferred. The study group consisted of 21 primary school teachers from the provinces of Antalya (2), Aydın (1), Afyonkarahisar (1), Bursa (14), Gaziantep (1), Kahramanmaraş (1), and Şırnak (1) in Türkiye. The research data were collected through semi-structured interview forms and documents. Both content analysis and descriptive analysis methods were used in the analysis of the data. According to the findings of the research, it was revealed that there were no unethical behaviors in the context of computer ethics related to the skill of using information and communication technologies in the life sciences curriculum. However, it was understood that primary school teachers included unethical behaviors in the context of computer ethics, even though they were not included in the curriculum, considering the safety of students. Based on these results, it is recommended that the Ministry of National Education include unethical behaviors in the context of computer ethics in the life sciences curriculum.

Keywords: Life science lesson, primary school, technology, computer ethics

Öz: Bu araştırmanın amacı ilkokul hayat bilgisi dersi bilgi ve iletişim teknolojilerini kullanma becerisini bilişim etiği bağlamında incelemektir. Bu amaca bağlı olarak araştırma nitel yöntem ile yürütülmüştür. Nitel araştırma deseni olarak durum çalışması tercih edilmiştir. Araştırmanın çalışma grubunu Türkiye'nin Antalya (2), Aydın (1), Afyonkarahisar (1), Bursa (14), Gaziantep (1), Kahramanmaraş (1) ve Şırnak (1) illerinden araştırmaya katılan 21 sınıf öğretmeni oluşturmuştur. Araştırmanın verileri yarı yapılandırılmış görüşme formu ve dokümanlar aracılığı ile toplanmıştır. Verilerin çözümlenmesinde hem içerik analizi hem de betimsel analiz yöntemi kullanılmıştır. Araştırmanın bulgularından elde edilen sonuca göre hayat bilgisi öğretim programında bilgi ve iletişim teknolojilerini kullanma becerisi ile ilişkili olarak bilişim etiği bağlamında etik dışı davranışlara yer verilmediği ortaya çıkmıştır. Buna rağmen sınıf öğretmenleri tarafından öğrencilerin güvenliği düşünülerek öğretim programında yer almasa bile bilişim etiği bağlamında etik dışı davranışlara yer verdikleri anlaşılmıştır. Bu sonuçlara bağlı olarak Millî Eğitim Bakanlığı tarafından hayat bilgisi dersi öğretim programında bilişim etiği bağlamında etik dışı davranışlara yer verilmesi önerilmektedir.

Anahtar Kelimeler: Hayat bilgisi dersi, ilkokul, teknoloji, bilişim etiği

Introduction

Life sciences is a course taught in the 1st, 2nd, and 3rd grades of primary school, aiming to provide students with fundamental knowledge, skills, and values related to individuals, society, and nature (MEB [MoNE], 2018). In this context, the ability to use information and communication technologies is among the basic life skills aimed to be gained. As stated in the 2018 Life Studies course curriculum, the important thing is to use information and communication technologies skills by primary school students in accordance with their purpose (MoNE, 2018). Computer ethics is used in the use of this skill in accordance with its purpose. Computer ethics is an applied ethical field that examines the behaviors individuals exhibit during the use of information and communication technologies, as well as the written and unwritten rules that individuals should adhere to in this process (Leymun, 2018; Tıngöy, 2009). Also known as computer ethics, information technology ethics is now a highly regarded and vibrant field (Müller, 2022). The aim in computer ethics is to ensure that individuals experience a safer and smoother process in using information and communication technologies (Fidan, 2016).

Therefore, it is considered important for primary school students to be aware of ethical and unethical behaviors in the context of computer ethics, starting from the first grade. In the context of information ethics, there have been studies conducted for students in Türkiye from primary school to university level (Karadeniz, 2015; MoNE, 2014; MoNE, 2018). In the 19th National Education Council held in 2014, under the topic of school security, a recommendation was made to conduct educational activities for students, teachers, and parents on the ethical use of information technologies to ensure psychological safety in schools and to prevent the inappropriate use of mobile phones at school (MoNE, 2014). As of the first semester of the 2018-2019 academic year, the Ministry of National Education updated the curriculum for the 1st, 2nd, 3rd, 4th, 5th, and 6th grades of primary education in the field of Information Technologies and Software Course and added the Ethics and Security unit to its content (MoNE, 2018). In the study conducted by Paksoy (2015), the compliance of middle school students with computer ethics rules in performance tasks was examined. Çelik and Gündoğdu (2019) aimed to develop a scale to determine the attitudes of high school students towards ethical values in the field of information technology. Since 2014, Anadolu University has made the computer ethics course compulsory for all

postgraduate students and started offering this course through distance education (Karadeniz, 2015). In the study conducted by Söylemez and Balaman (2015), the factors that are thought to affect students' ethical use of information and communication technologies were tried to be determined.

The primary school period is considered a critical period for the development of many cognitive and social skills (Levinson et al., 2020). During this period, students acquire the skill of using information and communication technologies in life sciences courses while also being aware of ethical issues they may encounter. It is anticipated that their awareness of what is ethical and unethical while exhibiting behaviors related to this skill will contribute to their safer and more ethical use of this skill. In this context, when research conducted abroad is examined, Masrom et al. (2012) examined ethical problems in information and communication technology in primary schools in Malaysia and found cybercrimes, cyberbullying, internet fraud, and hacking were among the ethical problems identified. However, cyberbullying was seen as the main ethical issue in Malaysian primary schools. In the research conducted by Varlan and Tomazei (2018), four categories of ethical problems were defined in the use of information and communication technologies as general ethical problems, software piracy, plagiarism and cheating, and computer security. In the literature, the issue of IT ethics is seen as so important that Paltiel et al. (2022) review and discuss the issue of IT ethics education, emphasizing the importance of teaching IT ethics to students to prevent them from experiencing ethical problems.

When the research conducted in the context of computer ethics in primary schools was examined, it was seen that there were mostly studies on the ethical dimension of primary school teachers' use of information technologies (Baysa, 2020; Baysan & Çetin, 2019; Ersoy, 2014). In the study conducted by Baysan and Çetin (2019), it was aimed to develop a measurement tool with psychometric properties to determine the ethical use of information and communication technologies in education for teachers.

When the literature was examined, it was observed that there was no direct research on the relationship between the ability to use information and communication technologies and computer ethics in the 2018 life sciences curriculum. However, Armağan Erbil and Doğan (2019) determined the needs that emerged according to the teachers' opinions for the primary school life sciences course curriculum, and in this context, it was revealed that classroom teachers emphasized the importance of effective and correct use of information and communication technologies. IT ethics can be inferred from the emphasis on correct use. Kılınç and Ersoy (2013) evaluated the 2009 life sciences curriculum in the context of developing ethical awareness in general according to teacher opinions, but this study also did not address computer ethics. In addition, it should not be ignored that the ICT competencies of classroom teachers constitute an important dimension in the process of supporting the development of students' skills in using ICT in life science teaching. The competence of classroom teachers in the field of information and communication technologies positively affects the reflection of this competence on students (Redecker, 2017). In this context, studies conducted to determine the bit competencies of classroom teachers were

examined. In these studies, it was determined that the ICT competencies of classroom teachers were at a high level (Aydoğmuş & Karadağ, 2020; Dağlıoğlu, 2023; Dikmen et al, 2021). This finding can be inferred that classroom teachers are competent in information and communication technologies, and in this context, they can adequately support the development of their students' skills in using information and communication technologies in life science teaching. In the context of these evaluations, the purpose of this research is to examine the ability to use information and communication technologies in the primary school life sciences curriculum in a computer ethics context. The study aims to answer the questions, in this context, "Is computer ethics included in the life science curriculum? Are students informed about unethical behaviors by teachers while gaining the ability to use information and communication technologies in life science teaching? If so, what unethical behaviors in the context of computer ethics are brought to the students' attention, and how are the reasons explained by the teachers?"

The purpose of the research

The aim of this research is to examine the ability to use information and communication technologies in the primary school life sciences course within an ethical context. The sub-objectives determined in line with this general purpose are as follows:

1. How is the inclusion of computer ethics in the ability to use information and communication technologies in the life sciences course curriculum?
2. How do 2nd grade teachers include computer ethics in the process of gaining the ability to use information and communication technologies in teaching life sciences?

Methodology

The Research Design

The study was designed using the qualitative research method of a case study. According to Yıldırım and Şimşek (2016), the purpose of a case study is to comprehensively analyze one or several cases within their own boundaries (context, time, etc.). At the same time, this method allows for the individual description and interpretation of these situations. In this research, the life sciences curriculum and the opinions of primary school teachers regarding the computer ethics situation in the use of life sciences information and communication technologies will be individually described and interpreted within their own boundaries; hence, this method was chosen. Additionally, Merriam (2013) defines a case study as "an in-depth description and examination of a limited system". According to her, this limited system can be an individual, a group, an institution, a policy, or even a program. The crucial aspect is specificity, meaning the study should focus on a particular event, phenomenon, or program. In this research, the specific and limited system is the relationship between the ability to use information and communication technologies and information ethics in the context of the opinions of primary school teachers and the life sciences curriculum. This relationship has been examined and described.

Table 1. Demographic information about the study group

Sequence No	Code	Age	Gender	Years of Service	Grade Level Taught	Province of Employment
1	T1	32	Male	7	1	Bursa
2	T2	55	Male	35	1	Bursa
3	T3	40	Male	17	2	Bursa
4	T4	31	Female	8	2	Bursa
5	T5	35	Female	15	3	Bursa
6	T6	38	Female	16	1	Bursa
7	T7	31	Female	8	1	Bursa
8	T8	32	Female	6	1	Bursa
9	T9	47	Female	27	1	Bursa
10	T10	39	Female	17	3	Bursa
11	T11	33	Male	10	1	Bursa
12	T12	31	Female	10	1	Bursa
13	T13	46	Male	23	3	Bursa
14	T14	39	Female	19	1	Bursa
15	T15	32	Male	9	2	Gaziantep
16	T16	28	Female	2	1,2,3 (Multigrade class)	Şırnak
17	T17	34	Female	12	3	Afyonkarahisar
18	T18	33	Female	12	2	Antalya
19	T19	24	Female	3	1	Antalya
20	T20	34	Male	12	1	Aydın
21	T21	36	Male	8	1	Kahramanmaraş

The Study Group

The research aimed to evaluate the ability to use information and communication technologies in the context of computer ethics in a primary school life sciences course. For this reason, the study group consisted of primary school teachers who taught life sciences courses in the 1st, 2nd, and 3rd grades in the second semester of the 2022-2023 academic year. A total of 21 primary school teachers were reached within this context. These teachers were included in the research from various provinces in Türkiye, including Antalya (2), Aydın (1), Afyonkarahisar (1), Bursa (14), Gaziantep (1), Kahramanmaraş (1), and Şırnak (1). Demographic information about the study group is presented in Table 1. The selection of teachers was primarily based on voluntariness. Among the volunteers, participants were selected using the criterion sampling method, which is a type of purposeful sampling. In the criterion sampling, the criterion used was teaching 1st, 2nd, and 3rd grades.

Data Collection Tools

Case studies are studies in which data are collected from multiple sources and analyzed in depth (Creswell, 2012). In this context, the research data was collected through a semi-structured interview form and documents. Before finalizing this form, pilot interviews were conducted with three different participants. During the pilot interviews, a total of 15 different unethical behaviors encountered in the process of using information and communication technologies in the context of teaching life sciences were presented under the question "Do you include any or all of the following unethical behaviors - included in the Ministry of National Education resources - in teaching the ability to use information and communication technologies in a life skills course? Why?" Participants ticked the checkboxes next to the behaviors they included in their lessons and were asked to provide examples and reasons at the bottom. During the pilot interviews, it was observed that the first question was understood differently, and it was unclear which item the participants should address in their responses

to the second and third questions. Additionally, to account for the possibility that participants might express new views beyond these questions, another question was added to the form. As a result, the final semi-structured interview form consists of two sections. The first section was created to collect information related to the participants, such as age, gender, years of service, the grade level they teach, and the province where they work. In the second section, two different questions are included: "1. While teaching the ability to use information and communication technologies in a life science course, do you discuss the wrongness of the following unethical behaviors - as found in the Ministry of National Education resources? Please tick 'yes' if you do or 'no' if you don't. Why?" "2. Besides the behaviors related to information ethics mentioned above, are there any specific behaviors that you wish to see in children for the development of their information and communication technology skills? If so, what are they?" Under the first question, there is a table that lists 15 different unethical behaviors considered within the scope of computer ethics. For each behavior, there are options for "yes," "no," and an explanation ("why"). When a participant selects "yes" or "no," they are also asked to provide an explanation for their choice. The 2018 life sciences curriculum, which was valid for the 2022-2023 academic year, was used as a document source.

Data Collection Process

The data was collected between June 1, 2023, and June 15, 2023, during the second semester of the 2022-2023 academic year. The data was collected in two different ways: through face-to-face interviews and online interviews. Participants were first provided with preliminary information about the research, given a participant consent form to read, and those who voluntarily wished to participate in the research signed and dated the consent form to confirm their participation. Before online interviews, the consent form was also confirmed by participants, scanned, and sent to the researcher via email. All interviews were conducted by the researcher personally,

and each interview lasted an average of 10 minutes. After each interview, the researcher asked participants if they wanted to add anything beyond the data provided in the interview form, and the interviews were completed in this manner.

The Data Analysis

The data obtained from interviews and documents was first converted into text. Before data analysis, the answers given by a total of 23 participants were reviewed, and the answers given by two participants were removed from the data because they could not be related to the research. Each participant was assigned a code to ensure clarity and comprehensibility in data analysis. For example, participant number one was coded as "T1." Within the scope of the analysis of the data related to the first sub-objective of the research, the 2018 life sciences curriculum was examined from two different perspectives. The first perspective involved determining whether the concept of ethics was mentioned at any point in the context of the ability to use information and communication technologies. The second perspective examined whether the unethical behaviors mentioned in the second sub-objective of the research were addressed in the curriculum.

The data obtained from the interviews was analyzed using both content analysis and descriptive analysis methods. In content analysis, codes/themes were created based on the responses provided by the participants. In the second sub-problem, the reasons why teachers did not mention unethical behavior to their students during the life sciences lesson about using information and communication technologies were analyzed using content analysis. Codes/themes were created based on the responses of the participants, and definitions explaining these themes were also provided. The data obtained through the descriptive method was summarized and interpreted according to the predetermined themes. Data related to the second sub-problem of the research, which focused on the justifications for the unethical behaviors related to computer ethics that teachers make students aware of during the development process of the ability to use information and communication technologies in life skills course, were coded and defined according to the dimensions of computer ethics (Fidan, 2016). In the first stage, multiple definitions were created, and in the second stage, similar definitions with related meanings were combined. In both methods, the analyzed data were supported with direct quotations.

Validity and Reliability

Meriam (2013) suggests five different strategies for validity in qualitative research, which include triangulation, participant validation, ensuring appropriate and sufficient participation in data collection processes, specifying the researcher's stance, and expert examination. In this research, all five strategies were used. Triangulation, a type that involves the participation of more than one researcher, was employed (Seale, 1999). Miles and Huberman's (1994) formula for reliability was used, which is stated as: Reliability = Agreement/ (Agreement + Disagreement). According to Miles and Huberman (1994), this ratio should be at least 80%. As a result, it was found that the agreement was 84%. Secondly, the primary school teachers who were interviewed were contacted again, and feedback on the findings was requested. All participating primary school teachers provided feedback that confirmed their opinions. Thirdly, in the findings and discussion section, the opinions of teachers regarding unethical behaviors included and not included in the development of information and

communication technology skills in life sciences course were presented. This was done to ensure adequate participation and to search for data supporting alternative explanations (Patton, 2014) in line with data collection processes. The researcher's perspective, biases, and assumptions, which are part of the researcher's stance (Maxwell, 2012), were provided in the next section. Lastly, the findings and conclusions of this research were presented to an expert in the fields of life sciences course and computer ethics for their input.

Meriam (2013) suggests that four strategies can be used to ensure reliability in qualitative research. The previous paragraph emphasized the use of three of these strategies (triangulation, expert examination, and researcher's position). The fourth strategy is the audit technique, which allows readers to replicate the researchers' results using their methods (Lincoln & Guba, 1985). In this context, efforts have been made to include direct statements that support the findings. Detailed information about how these findings were obtained can be found in the data analysis section (Dey, 1993). Lastly, the validity and reliability of a study are significantly dependent on ethical considerations. Ethical considerations and, in this context, validity and reliability have been ensured in the research. Details regarding ethical considerations will be provided in the next section.

The Role of the Researcher and Ethical Considerations

There are several studies on the ethical aspects in primary education conducted by the researcher. In this context, it can be inferred that the researcher has a strong tendency towards ethical considerations. Therefore, the researcher has been personally involved in all stages of the research, from the design and planning to the implementation and report writing. The researcher has managed all phases of the research.

While preparing the research proposal, a sample of the semi-structured interview form and participant consent form required for scientific ethics committee approval were attached to the application petition. Thus, ethics committee approval was obtained without any problems in the application. Before the interviews, each participant signed and approved the consent form without writing their name and surname. The explicit consent of the participants was obtained. No non-voluntary participants were included in the study. Although it was stated in the consent form, the research data would not be shared with third parties for other purposes.

It was stated that coding would be performed on the participants' responses in the research report. It was also mentioned that if, for any reason, a participant did not wish to continue the interview, it would not pose a problem for the researcher. The emphasis was placed on the importance of the participant feeling comfortable during the interview and expressing their views without any form of bias or influence, which was considered ethical. Throughout the interview, the researcher did not make any interventions to create bias or to change the participant's perspective. All these ethical procedures were applied in online interviews as well.

Findings

1. The Findings related to the First Sub-Purpose of the Research

The answer to the first sub-purpose of the research aimed to determine whether the 2018 life sciences curriculum included the topic of computer ethics. In this context, the life sciences curriculum was examined from two different perspectives. The

first perspective involved whether the concept of "ethics" was mentioned at any point in the curriculum in the context of using information and communication technologies. The second perspective was whether unethical behaviors, as mentioned in the second sub-purpose of the research, were included in the curriculum. In this regard, the life sciences curriculum was examined under the headings specified in its content.

The paragraph discussing "Taking Initiative and Entrepreneurship" under the competency section includes the statement, "It also includes being aware of ethical values and supporting good governance." This statement generally emphasizes ethical values. Based on this, it can be inferred that computer ethics is not included in this context.

One of the special aims of the life sciences course is "Use information and communication technologies in accordance with its purpose." This statement does not directly imply computer ethics. When considered in the context of appropriate use, it can be interpreted as emphasizing correct usage. Again, it can be observed that computer ethics and unethical behaviors related to computer ethics are not directly addressed in this context.

In the fourth article under the heading "Aspects that Teachers Should Pay Attention to When Implementing the life sciences Curriculum," it is stated that "Students should be allowed to use living and non-living beings in their environment as teaching materials with attention to ethical issues." This statement does draw attention to ethics but is not in the context of computer ethics.

Under the heading, "First Grade Learning Outcomes and Descriptions" in the "Safe Life" unit, there is the learning outcome "LS.1.4.6. Uses technological tools and equipment safely." This learning outcome focuses on the safe use of electronic devices such as computers, televisions, mobile phones, tablets, game consoles, and electric household appliances. It also highlights the importance of being cautious in situations that could lead to technology addiction, such as the internet and computer games. It is worth noting that while the text emphasizes safe use, it does not explicitly address ethical considerations.

Under the heading "Second Grade Learning Outcomes and Descriptions" in the "Safe Life" unit, there is the learning outcome "LS.2.4.5. Becomes sensitive to the safe use of technological tools and equipment." The description related to this learning outcome emphasizes that the students should focus on warning those around them, within the framework of courtesy rules, when necessary, about the safe use of technological products. This highlights not only safe usage but also encourages students to consider etiquette and politeness when addressing these issues. In this context, it can be inferred that the aim may indirectly be to create awareness about ethical usage.

Based on all these evaluations, it can be inferred that the primary school social studies curriculum lacks specific content regarding the need for students to be aware of computer ethics they should adhere to and the digital unethical behaviors they should avoid when it comes to the skill of using information and communication technologies.

2. The Findings related to the Second Sub-Purpose of the Research

The second sub-purpose of the research aimed to investigate whether primary school teachers included computer ethics in the process of supporting the development of students' skills in using information and communication technologies in the life sciences course. In this context, Table 2 presents which of the 15 different unethical behaviors in the context of computer ethics were addressed in the development of skills related to using information and communication technologies in the life sciences course, along with their justifications.

According to the data in Table 2, in the process of enhancing the development of life skills using information and communication technologies in the life sciences course;

The teachers who participated in the research expressed the unethical behaviors they found as follows: Of the 21 teachers,

20 of them have stated that using the Internet or social media with the intent to harm others,

14 of them believe that obtaining all the information for a project assignment from internet websites while preparing project assignments,

10 of them think that posting a photo taken by our friend on our social media account as if it's our own,

14 of them find sharing private information that our friend has shared exclusively with us on our social media account as,

10 of them consider hacking into the social media accounts of our friends or other individuals as,

15 of them think that unauthorized copying and distributing of personal data,

10 of them consider copying software that we haven't paid for and using it as if it's our own property,

7 of them believe that deceiving users by creating fake content,

14 of them believe that creating and disseminating content contrary to public morality,

11 of them consider downloading movies without permission by using our neighbor's wireless network,

9 of them view deleting or altering photos on our friend's social media account without their permission, after accessing their account from our computer,

3 of them see creating a fake web journal (blog) for a company with the intention of causing harm to the company,

10 of them consider using content without proper attribution or citation,

13 of them believe that people create fake profiles by hiding their real identities,

2 of them say that companies pay blog writers to prepare biased content to increase their reputation.

Of the 15 different unethical behaviors that are included in the development of skills in using information and communication technologies in the life sciences course, the most frequently mentioned is using the internet or social media to harm people. The least frequently encountered behavior is having companies pay web journalists (blog writers) to prepare biased content to enhance their reputation.

Table 2. Unethical behaviors covered in the life sciences course and their justifications.

S.N	Unethical behavior	Grade level	Privacy and security			Cyberbullying			Basic principles				Communication and social impact	Cybercrimes
			To ensure the safety of children on the Internet	In order for them to use information and communication technologies	To protect the rights of those who seek to access accurate information	Because it hinders people's fundamental rights and freedoms	Violation of privacy	Violation of personal rights and being a crime	The unethical aspect of sharing someone's private information	The teacher's concern for ethical behavior individually.	Having technology usage rules	Because it is unethical behavior	Because moral rules apply in the digital realm, too, when explaining ethical principles	Because it is legally a crime
1	Using the internet or social media with the intent to harm others	1 (10) 2 (5) 3 (4) Multigrade Class (1,2,3) (1)	T1, T4, T6, T10, T12, T11, T13, T17	T16, T18, T21		T7, T20				T14	T15	T3, T8, T19	T2, T5	
2	Obtaining all the information for a project assignment from Internet websites.	1 (6) 2 (5) 3 (2) Multigrade Class (1,2,3) (1)	T6, T13									T19		
3	Showing the photo taken by our friend as our own on our social media account.	1 (7) 2 (1) 3 (2)	T6, T20, T21					T2, T5, T7, T11				T3, T9, T17		

No	Statement	Ratings								
4	Sharing private information that our friend has shared with us exclusively on our social media account.	1 (10) 2 (1) 3 (3)	T6, T13		T2, T7, T11, T17, T20	T3, T5, T8, T9, T18, T21	T14			
5	Hacking our friends' or other people's social media accounts.	1 (6) 2 (2) 3 (2)	T6		T2, T3, T5, T7, T11, T17, T18, T20				T21	
6	Copying and distributing personal data without permission.	1 (8) 2 (4) 3 (3)	T6		T2, T4, T5, T7, T10, T18, T20		T14	T1, T15		T3, T11, T17, T21
7	Copying and using software without paying for it as if it's our own.	1 (5) 2 (2) 3 (2) Multigrade Class (1,2,3) (1)	T6	T20						T10, T18 T2, T5, T11, T16, T21
8	Deceiving users by creating and using fake content.	1 (5) 2 ( ) 3 (2)	T6	T21	T2, T7, T10				T5, T20	
9	Creating and disseminating content that goes against general morality.	1 (7) 2 (3) 3 (4)	T6, T13		T2, T7, T10, T18			T11, T15	T5, T8, T17, T19, T20, T21	
10	Downloading movies without permission by using our neighbor's wireless network.	1 (6) 2 (3) 3 (2)			T2, T5, T7		T14	T15	T3, T8, T17	T18, T20, T21

#	Item	Rating												
11	Deleting or altering photos on our friend's social media account without their permission, after accessing their account from our computer.	1 (7) 2 () 3 (2)	T6, T13					T2, T5, T7, T9, T20		T14			T21	
12	Creating a fake web journal (blog) for a company with the intention of causing harm to the company.	1 (2) 2 () 3 (1)						T21				T5		T2
13	Using content without proper attribution or citation.	1 (6) 2 (2) 3 (1) Multigrade Class (1,2,3) (1)	T6					T5, T7		T16	T4, T17, T16, T20	T2, T18	T21	
14	Creating fake profiles by concealing individuals' real identities.	1 (7) 2 (1) 3 (5)	T6					T7, T13, T17		T14			T2, T8	T3, T5, T10, T11, T20, T21
15	Creating biased content by paying blog writers to enhance the reputation of companies.	1 (2) 2 () 3 ()											T2, T21	
		Frequencies of the items (f)	25	3	1	2	5	41	6	7	10	14	16	21

In the context of teachers enhancing the development of information and communication technology skills in life sciences course, they address the reasons for unethical behavior within the framework of computer ethics. These reasons are categorized under the themes of computer ethics dimensions, such as privacy and security, cyberbullying, basic principles, communication and social impact, and cybercrimes. Among the reasons most frequently emphasized for making students aware of each unethical behavior, the following stand out: Within the context of cyberbullying, the attack on personal rights and its criminal nature (41); under the theme of privacy and security, the goal of ensuring the safety of children in the online environment (25); the fact that these unethical behaviors are also considered illegal under the theme of cybercrimes; it has been understood that, under the theme of communication and social impact, moral rules remain valid in the digital realm when discussing ethics (16). The least frequently emphasized reasons include the protection of the right of those seeking accurate information under the theme of privacy and security (1) and the prevention of the fundamental rights and freedoms of individuals under the theme of cyberbullying. Below are the quotations supporting these findings.

"I am conducting an information and awareness campaign for safe internet usage for the safety of children." (T6, 1)

"To prevent them from experiencing cyberbullying within their age group." (T13, 1)

"I am sensitive in my use of the Internet and social media because I value ethical behavior on an individual level." (T14, 1)

"I emphasize the importance of using technology or tools for the benefit of humanity, regardless of what they use, and I value raising awareness about the purposes and intentions behind their Internet use. Even if they use the internet solely for homework, I always make sure to discuss the various uses and purposes of the Internet." (T16, 1)

"I tell them that not all information from internet websites is accurate, so they should also search for knowledge from books, magazines, or older family members. I encourage them to express the information they acquire in their own words." (T18, 2)

"I always explain it. The reason is the interference with personal privacy." (T11, 3)

"Because it's not right to share people's private information." (T3, 4)

"Because it's not only morally wrong but also illegal." (T3, 5)

"This issue is of great significance in today's conditions. That's why I emphasize that intruding into any kind of account, not just on social media, is wrong and is regarded as theft. I explain that instead of becoming hackers, we should aim to have our own legitimate earnings." (T18, 5)

"I teach within the context of personal rights and freedoms and the rules of technology usage." (T15, 6)

"I'm saying that personal information is private and should not be shared with anyone because it belongs to individuals. To explain this, I use an example from myself: when Ayşe's mother asked me for Ali's mother's number, I first tried to obtain Ali's mother's permission before

sharing it. I emphasize that neither our personal identity numbers nor our parents' card numbers or passwords should be given to anyone." (T18, 6)

"I had used an internet-based application in our class. I explained that this application was created by people and we can use it for free to the extent that they allow, but certain features are paid for because there is effort involved. Just like a farmer charges for the product they grow in their field when selling it to a buyer, I emphasized that when using an application in the online environment, there is also someone's effort behind it, and it's a form of production. I want them to realize the importance of recognizing the value of labor and to be individuals who do not engage in labor theft." (T16,7)

"It does not comply with moral values." (T5,8)

"I'm talking about it being unethical and immoral." (T3, 10)

"Permission must be obtained, but it should also be understood that it may harm the internet company. I do not agree with this." (T17, 10)

"Using things that don't belong to us without permission is theft. That's why we talked about the importance of getting permission before using them." (T18, 10)

"It means entering private space. It is disrespectful and a crime." (T5, 11)

"Because I care about my students realizing where they obtained this information when they prepare any research assignments. It is important for me that they realize they've taken this information without permission if they don't mention the source of the information." (T16, 13)

"We talked about the need to indicate where we obtained the information we received while preparing the project assignment. During the lesson, to set an example, if I make a quotation myself, I explicitly mention where I got it from. If we write a poem, I always make sure to mention the author of the poem." (T18, 13)

Table 3 shows which of the 15 different unethical behaviors that the participants did not include in the development of the skill of using information and communication technologies in the life sciences course and their reasons in the context of information ethics.

According to the data in Table 3, 1 out of the 21 teachers who participated in the research did not mention that using the internet or social media to harm others is wrong and unethical in the process of supporting the development of life skills and information technology usage skills in life sciences courses. The justification provided was that first-grade students do not have a need for it due to their age.

"It is not observed in children at this age due to their age." (T9, 1)

Out of the 21 teachers who participated in the research, six did not mention that obtaining all the information for a project assignment from internet websites is wrong and unethical in the process of supporting the development of life skills and information technology usage skills in a life sciences course. The justification provided included the young age of the students, the lack of project assignments in primary school, and the guidance for students to use different sources.

Table 3. Unethical behaviors not covered in the life sciences course and their justifications.

S.N	Unethical behaviors	Code/Theme Grade level	The students' young age and the fact that a 2nd-grade student may not have the knowledge to prepare content. (Students' age)	The students not being social media users.	The students not knowing how to post photos on social media. (Social media)	Not feeling the need to provide information due to the nature of life skills class topics, as it may not have a corresponding learning outcome.	Because it was taught in Turkish lesson (Curriculum)	Lack of project assignments in primary school	Guiding students towards parents, books, and the lack of sufficient skills in accessing accurate information on internet websites. (Using different sources)	The students not having direct interaction with the internet and social media. (The socio-economic background of the students)
1	Using the internet or social media with the intent to harm others.	1 (1) 2 () 3 ()	T9							
2	Obtaining all the information from websites while preparing the project assignment.	1 (5) 2 () 3 (1)	T12, T14					T7	T1, T8, T10	
3	Showing the photo taken by our friend as our own on our social media account	1 (4) 2 (4) 3 (2) Multigrade Class (1,2,3) (1)	T8, T12, T14, T15	T4, T10, T18	T1	T19				T13, T16
4	Sharing private information that our friend has shared with us exclusively on our social media account.	1 (2) 2 (3) 3 (1) Multigrade Class (1,2,3) (1)	T12, T15	T1, T4, T10		T19				T16
5	Hacking our friends' or other people's social media accounts.	1 (4) 2 (3) 3 (2) Multigrade Class (1,2,3) (1)	T4, T8, T9, T12, T14, T15	T1, T10		T19				T13, T16
6	Copying and distributing personal data without permission.	1 (3) 2 (1) 3 (1) Multigrade Class (1,2,3) (1)	T8, T9, T12			T19				T13, T16

#	Statement	Distribution								
7	Copying and using software without paying for it as if it's our own.	1 (6) 2 (4) 3 (2)	T1, T3, T4, T7, T8, T9, T12, T14, T17			T15, T19				T13
8	Deceiving users by creating and using fake content.	1 (6) 2 (5) 3 (1) Multigrade Class (1,2,3) (1)	T1, T3, T4, T8, T9, T11, T12, T14			T15, T18, T19				T13, T16
9	Creating and disseminating content that goes against general morality.	1 (3) 2 (2) 3 () Multigrade Class (1,2,3) (1)	T1, T3, T4, T9, T12, T14							T16
10	Downloading movies without permission by using our neighbor's wireless network.	1 (3) 2 (2) 3 (3) Birleştirilmiş Sınıf (1,2,3) (1)	T1, T4, T6, T9, T12			T10, T11, T19				T13, T16
11	Deleting or altering photos on our friend's social media account without their permission, after accessing their account from our computer.	1 (4) 2 (5) 3 (2) Multigrade Class (1,2,3) (1)	T1, T8, T12, T15, T17	T3, T4, T18		T10, T11, T19				T16
12	Creating a fake web journal (blog) for a company with the intention of causing harm to the company.	1 (9) 2 (6) 3 (3) Multigrade Class (1,2,3) (1)	T1, T3, T4, T6, T7, T8, T9, T11, T12, T14, T15, T17, T18, T20			T10, T19				T13, T16
13	Using content without proper attribution or citation.	1 (6) 2 (3) 3 (2)	T1, T2, T8, T9, T12, T14			T10, T11, T19	T15			T13
14	Creating fake profiles by concealing individuals' real identities.	1 (3) 2 (4) 3 () Multigrade Class (1,2,3) (1)	T1, T4, T9, T12, T15			T18, T19				T16
15	Creating biased content by paying blog writers to enhance the reputation of companies.	1 (9) 2 (5) 3 (3) Multigrade Class (1,2,3) (1)	T1, T3, T4, T5, T6, T7, T8, T9, T11, T12, T14, T15, T20			T10, T18, T19				T13, T16
			90	11	1	25	1	1	3	20

Among the 21 teachers who participated in the research, 11 of them did not include the unethical behavior of presenting a photo taken by a friend on our social media account as if it were our own in the process of supporting the development of information and communication technology skills in the life sciences course. Their reasons for not addressing this behavior included student age, students not being social media users, the behavior not being in the curriculum, and students' socio-economic background not being suitable.

"My students do not use social media (T4, 3)

"I don't talk about these topics because they are in a younger age group." (T8, 3)

"I didn't feel the need to because they don't have social media accounts. (T10, 3)

"It wasn't considered necessary based on the class level and socio-economic background." (T13, 3)

"I don't talk about social media-related topics because their ages are young, and I don't want to encourage social media usage. I only provide them with technology usage rules." (T15, 3)

"I haven't discussed this topic, I believe, because my students are not directly engaging with the Internet and social media. Since they are not involved in social media trends and interactions, it didn't seem meaningful to address this. It might feel superficial and not relevant to them." (T16, 3)

Among the 21 teachers who participated in the research, 7 of them did not include the unethical behavior of sharing private information that our friend shared only with us on our social media account in the process of supporting the development of information and communication technology skills in the life sciences course. Their reasons for not addressing this behavior included the students' young age, the fact that students were not social media users, and the students' socio-economic background.

"I didn't feel the need to because they don't have social media accounts." (T10, 4)

Among the 21 teachers who participated in the research, 11 of them did not include the unethical behavior of hacking into the social media accounts of friends or other individuals in the process of supporting the development of information and communication technology skills in the life sciences course. Their reasons for not addressing this behavior included the students not being of an age where they might engage in this behavior, the students not being social media users, and the students' socio-economic background, which might limit their access to the necessary equipment for the internet and social media in their homes.

"I didn't talk to this age group about it because they are too young." (T4, 5)

Among the 21 teachers who participated in the research, six of them did not include the unethical behavior of unauthorized copying and distributing personal data in the process of supporting the development of information and communication technology skills in the life sciences course. Their reasons for not addressing this behavior included the belief that students were not of an age where they might engage in this behavior, the lack of this behavior in the life sciences curriculum, and the students not having a sufficient socio-economic background.

Among the 21 teachers who participated in the research, 12 of them did not include the unethical behavior of copying and using software that we haven't paid for as our own in the process of supporting the development of information and

communication technology skills in the life sciences course. Their reasons for not addressing this behavior included the belief that students had not reached the age limit required to exhibit this behavior, the absence of this unethical behavior in the life sciences curriculum, and the socio-economic background of the students.

"A question that is not appropriate for my 2nd grade student's level." (T3, 7)

Among the 21 teachers who participated in the research, 13 of them did not include the unethical behavior of creating fake content to deceive users in the process of supporting the development of information and communication technology skills in the life sciences course. Their reasons for not addressing this behavior included the belief that students were not of an age where they might engage in this behavior, the absence of this unethical behavior in the life sciences curriculum, and the inappropriateness of the students' socio-economic background.

Among the 21 teachers who participated in the research, 10 of them did not include the unethical behavior of downloading movies without permission by using our neighbor's Wi-Fi network in the process of supporting the development of information and communication technology skills in the life sciences course. Their reasons for not addressing this behavior included the belief that students were not of an age where they might engage in this behavior, the lack of this unethical behavior in the life sciences curriculum, and the inappropriateness of the students' socio-economic family structure.

"I don't remember mentioning this as a direct internet network. As I mentioned, my students do not have a wireless network; they use mobile internet, and they sometimes use their parents' phones for limited periods, rarely for homework and occasionally for games. I guess I didn't think of mentioning it because it's not part of their daily life." (T16, 10)

Among the 21 teachers who participated in the research, 12 of them did not include the unethical behavior of deleting or changing the photos in the account of our friend who logged into our computer's social media account without permission in the process of supporting the development of information and communication technology skills in the life sciences course. Their reasons for not addressing this behavior included the belief that students were not of an age where they might engage in this behavior, the absence of this unethical behavior in the life sciences curriculum, and the inadequacy of the students' socio-economic family structure.

"I didn't mention it because it didn't come up in the curriculum. I didn't mention it because it's not covered in the developmental stages." (T11, 11)

"It's not a problem my students have encountered at their age." (T17, 11)

18 of the 21 teachers who participated in the research did not mention that it was wrong and unethical to create a fake blog (blog) of a company to harm companies in the process of supporting the development of skills in using information and communication technologies in life sciences course. The justification was stated that the students were not old enough to exhibit this unethical behavior, this unethical behavior was not included in the life sciences course curriculum, and the students' socio-economic family structure was inadequate.

"I don't think it's necessary, especially at the primary school level, because they wouldn't harm company accounts." (T7, 12)

"It hasn't come up at the primary school level. (T11, 12)

Of the 21 teachers who participated in the study, 11 of them did not mention that using content without citing sources is wrong and unethical in the process of supporting the development of information and communication technology skills in life sciences course. They stated that students are not at an age where they can exhibit this behavior, the life sciences curriculum does not address this behavior, it is addressed in the primary school Turkish lessons, and it is not in line with the socio-economic family structure of the students.

Of the 21 teachers who participated in the study, 8 of them did not mention that creating fake profiles by concealing their real identities is wrong and unethical in the process of supporting the development of information and communication technology skills in life sciences courses. They provided the rationale that students are not at an age where they can exhibit this unethical behavior, the life sciences curriculum does not address this behavior, and it is not in line with the socio-economic family structure of the students.

Of the 21 teachers who participated in the study, 18 of them did not mention that having paid writers create biased content for web logs (blogs) to enhance the reputation of companies is wrong and unethical in the process of supporting the development of information and communication technology skills in life sciences courses. They provided the rationale that students are not at an age where they can exhibit this unethical behavior, the life sciences curriculum does not address this behavior, and it is not in line with the socio-economic family structure of the students.

"Because my second-grade student doesn't know how to prepare content." (T3, 15)

"It contains information beyond the level." (T5, 15)

In the development of information and communication technology skills in the life sciences courses, the unethical behaviors that were least frequently addressed among the 15 different ones were creating a fake blog for a company to harm its reputation and paying blog writers to create biased content to enhance a company's image. The behavior that was addressed least frequently was using the internet or social media to harm individuals.

The teachers who participated in the research were asked if they had any recommendations for behaviors related to computer ethics beyond the unethical behaviors included in the interview form. In this context, teachers with codes T1, T3, T4, T5, T6, T7, T8, T9, T10, T11, T13, T14, T15, T16, T17, T18, T19, T20, and T21 found the unethical behaviors that needed to be emphasized to students in the context of computer ethics, as presented in the interview form, to be sufficient. Only participant T2 suggested adding the behavior of developing and selling game cheats to the 15 different unethical behaviors examined in the research. It can be concluded that, except for participant T2, all teachers considered the 15 different ethical behaviors examined in the research to be sufficient. Supporting quotes for these findings are directly provided below.

"Developing and selling game cheats is an inappropriate behavior." (T2)

"I think the content above is sufficient." (T4)

"The above examples are sufficient." (T5)

Results, Discussion And Recommendations

In this research, two main questions have been explored: First, how is the inclusion of computer ethics in the ability to use information and communication technologies in the life sciences course curriculum? Second, how do 2nd grade teachers include computer ethics in the process of gaining the ability to use information and communication technologies in teaching life sciences? The study attempts to find answers to these two questions based on the findings obtained from the research.

It was understood that while ethical values were emphasized under the competencies heading in the life sciences course curriculum, computer ethics was not included. Although the curriculum highlights the appropriate use of information and communication technologies among its specific objectives, it does not address computer ethics. Furthermore, while the curriculum emphasizes the importance of ethics in its implementation, it does not incorporate computer ethics. Under the title of first grade achievements and explanations in the life sciences course curriculum, there is an emphasis on safe use of information and communication technologies under the title of "learning outcomes and explanations." Considering the relationship between safe use and the ethical dimensions of privacy and security (Fidan, 2016), it can be interpreted that the life science curriculum partially addresses computer ethics in two of its first-grade learning outcomes. However, it is worth noting that these two learning outcomes are inherently part of the "safe life" unit in the life sciences curriculum. In the second-grade section of the life sciences curriculum, there is a discussion of safe use and etiquette rules related to information and communication technologies. However, the curriculum lacks detailed explanations regarding safe use and etiquette rules. Considering the importance of etiquette rules in the use of information and communication technologies, this can be evaluated within the framework of fundamental principles in the context of computer ethics. Based on all these evaluations, it is determined that the life sciences curriculum does not directly include computer ethics or unethical behaviors that students should avoid in relation to computer ethics. Interestingly, according to the 2009 life science curriculum, which was in effect prior to the 2018 curriculum, teachers considered the learning outcomes related to ethics, personal qualities, and life skills to be sufficient for developing ethical awareness (Kılınç & Ersoy, 2013). However, in the primary school 1st, 2nd, 3rd, and 4th grade Information Technologies and Software class curriculum, there is a theme for ethics and security as the second theme. Among the specific learning outcomes of the curriculum is the need for students to use technology ethically and safely. The learning outcomes within the ethics and security theme include understanding the importance of respecting the rights of others when using technology, taking responsibility when using technology, explaining behaviors on the internet that may disturb others, and recognizing the ethical rules to follow when using the internet (MoNE, 2018). In light of all these assessments, it is recommended that the MoNE consider including discussions of ethical and unethical behaviors within the context of computer ethics in the life knowledge curriculum. Addressing unethical behaviors in the context of information and communication technology skills contributes to the development of individual ethical awareness and consciousness. The ability for this awareness and consciousness to be formed in the individual at a young age depends on the quality of ethical education given in primary schools (Çelen, 2012; Duymaz, 2013; Fidan, 2016; Kılınç & Ersoy, 2013).

In the process of developing the skill of using information and communication technologies in the life sciences course,

primary school teachers' inclusion of computer ethics in the context of unethical behavior was examined. As a result of this examination, it was found that among the fifteen different unethical behaviors, the most frequently addressed ones by primary school teachers in life sciences courses were using the internet or social media to harm people, unauthorized copying and distribution of personal data, sourcing all information from internet websites while preparing a project assignment, sharing our friends' private information that they only shared with us on our social media accounts, creating and disseminating content that goes against general morality. On the other hand, the least frequently addressed unethical behaviors were found to be paying bloggers to create biased content to improve a company's reputation and creating a fake company blog to harm companies.

The fact that teachers address these unethical behaviors in life sciences courses despite their absence from the curriculum is an important finding. Similarly, Hur, Kim, Song, and Lee (2009) examined the necessity of information and communication ethics education in primary schools and defined a narrative approach that could be used for such education. The content of the narrative approach includes topics like protecting personal information, copyright, the information society, and cyber etiquette. Among the reasons for this result in the current study, frequently emphasized opinions by primary school teachers include the view that engaging in these behaviors is considered an attack on personal rights and a crime, prioritizing the safety of their children in the online environment, and the belief that societal moral standards should also apply in the digital realm.

In the process of developing the skill of using information and communication technologies in the life sciences course, the extent to which primary school teachers address unethical behaviors in the context of information ethics was examined. As a result of this examination, it was found that among the fifteen different unethical behaviors, the least frequently addressed ones by primary school teachers in life sciences courses were creating a fake company blog to harm companies and paying bloggers to create biased content to improve a company's reputation. On the other hand, the most frequently unaddressed unethical behaviors were using the internet or social media to harm people, sourcing all information from internet websites while preparing a project assignment, and unauthorized copying and distribution of personal data. The reasons frequently emphasized by primary school teachers for not addressing unethical behaviors in the context of the development of information and communication technology skills among students include: students not reaching the required age level to engage in these behaviors; the lack of these unethical behaviors in the life sciences curriculum and students not having a socio-economic background that provides them with sufficient access and knowledge to use information and communication technologies effectively. Less frequently mentioned reasons include: students not knowing how to post photos on social media, the teacher addressing these unethical behaviors in the Turkish language class and the absence of project assignments in primary school. These reasons collectively contribute to the lack of emphasis on addressing unethical behaviors related to information and communication technologies in the classroom. In the current research, emphasizing students' awareness of age-appropriate unethical behaviors is in line with the findings of Dill and Anderson (2003). When examining policies related to the ethical and legal use of technology in schools in the United

States, it is notable that one of the most important areas of concern is similar to restricting students' access to materials that are only suitable for adults. In this context, although the life sciences curriculum does not explicitly include discussions of unethical behaviors in the context of information and communication technology skills, it is evident that primary school teachers consider the needs of students when addressing these issues in the life sciences course. Given the importance of children's safety and well-being, it is recommended that primary school teachers incorporate discussions of computer ethics in the development of information and communication technology skills, even when not explicitly stated in the curriculum. This approach can help students become more aware of ethical considerations and ensure their safe and responsible use of technology. In addition, classroom teachers can be given awareness training on information security in the context of information ethics.

When the results of both sub-problems of the research are compared, it can be seen that unethical behaviors, which are included in the Ministry of Education resources under the title "Guide for Ethical Use of Technology" (MoNE, 2023), are not included in the life sciences course curriculum, but they are considered in the context of computer ethics by the majority of primary school teachers. It is an extremely important result for the safety of the students that they include these unethical behaviors that should not be done in the life sciences course in the development process of the ability to use information and communication technologies. Similarly, in a study conducted by Armağan-Erbil and Doğan (2019), it was observed that teachers emphasize the appropriate and effective use of information and communication technologies from a young age. These findings highlight the importance of teachers in guiding students to use technology ethically and responsibly. In the current research, the insights of primary school teachers and the analysis of the life sciences curriculum were used to arrive at conclusions. In future research, including the perspectives of primary school students and an examination of life sciences textbooks would make the research more comprehensive and stronger.

Author Contribution

The author declares that no other author has contributed to the study and that he has read and approved the final version of the study.

Ethical Declaration

The purposes and procedure of the current study were granted approval from the ethical committee of Bursa Uludağ University. (Session Date: 31 July 2023; Session Number: 2023-03-65).

Conflict of Interest

The authors declare that there is no conflict of interest with any institution or person within the scope of the study.

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Examining the Effectiveness of a Positive Psychology-Based Psychoeducation Program on Adolescents' Character Strengths

Pozitif Psikoloji Temelli Bir Psikoeğitim Programının Ergenlerin Karakter Güçleri Üzerindeki Etkinliğinin İncelenmesi

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Abstract: In recent years, recognizing character strengths and virtues, strengthening them, and ensuring their use in all areas of life has become one of the important areas of study. Considering the positive and developmental effects of various studies on children, adolescents, and adults, it appears that conducting studies to develop character strengths is important for individual and community mental health. This study was aimed to increase the character strengths, self-esteem, optimism, gratitude levels and reduce the pessimism levels of adolescents. A 2x3 split-plot experimental design with pre-test, post-test, follow-up test and control group were used in the study. A total of 32 students participated in the research. A 15-session intervention program based on positive psychology was applied to the participants in the experimental group. Character Strengths Inventory (VIA-IS-P), Pears-Harris Self-Concept Scale for Children, Optimism-Pessimism Scale and Gratitude Scale were used to collect data in the study. Research revealed that the positive psychology-based psychoeducation program applied was effective in increasing adolescents' self-esteem, optimism, gratitude, and total character strength levels and reducing their pessimism levels; the applied psycho-education program has a medium effect value in increasing adolescents' character strengths, self-esteem and optimism levels and decreasing their pessimism levels, and a high effect value in increasing their gratitude levels.

Keywords: Character strengths, optimism, gratitude, self-esteem

Öz: Son yıllarda karakter güçlerinin ve erdemlerin fark edilmesi, güçlendirilmesi ve yaşamın her alanında kullanılmasının sağlanması önemli çalışma alanlarından biri hâline gelmiştir. Yapılan çeşitli araştırmalar çocuklar, ergenler ve yetişkinler üzerindeki olumlu ve geliştirici etkileri göz önüne alındığında, karakter güçlerini geliştirmeye yönelik çalışmalar yapılmasının birey ve toplum ruh sağlığı için önemli olduğunu göstermektedir. Bu çalışmada ergenlere yönelik pozitif psikoloji temelli ve karakter güçlerini geliştirme odaklı bir psiko-eğitim programı hazırlanmış ve ergenlerin karakter güçleri, özsaygı, iyimserlik, şükran düzeylerinin artırılması ve kötümserlik düzeylerinin azaltılması amaçlanmıştır. Çalışmada ön test, son test, izleme testli, kontrol gruplu 2x3'lük split-plot deneysel desen kullanılmıştır. Araştırmaya toplamda 32 öğrenci katılmıştır. Deney grubundaki katılımcılara 15 oturumluk pozitif psikoloji temelli müdahale programı uygulanmıştır. Veri toplama araçları olarak Karakter Güçleri Envanteri (VIA-IS-P), Pears-Harris Çocuklar İçin Öz Kavramı Ölçeği, İyimserlik-Kötümserlik Ölçeği ve Şükran Ölçeği kullanılmıştır. Verilerin analizinde betimsel istatistikler, Mann Whitney-U testi ve Wilcoxon işaretli sıralar testinden yararlanılmıştır. Araştırma sonuçları, psiko-eğitim programının ergenlerin öz saygı, iyimserlik, şükran ve toplam karakter güçleri düzeylerini artırmada ve kötümserlik düzeylerini azaltmada etkili olduğunu; psiko-eğitim programının ergenlerin karakter güçleri, öz saygı, iyimserlik, düzeylerini artırmada ve kötümserlik düzeylerini azaltmada orta, şükran düzeylerini artırmada ise yüksek etki değerine sahip olduğunu ortaya koymuştur. Ulaşılan bulgular çerçevesinde araştırmacı ve uygulayıcılara öneriler sunulmuştur.

Anahtar Kelimeler: Karakter güçleri, iyimserlik, şükran, öz saygı

Introduction

William James, one of the pioneers of psychological science, once said in an article he wrote more than a hundred years ago: "*We are only half awake compared to the state in which we ought to be. Our fires are damped our drafts are checked. We use only a small portion of our mental and physical resources*" (James, 1907). According to James (1907), human beings were creatures that performed below their true potential and had different strengths that they could have used but did not use. This area of discussion, introduced by William James, came to the fore again nearly a hundred years later, in the early 2000s, with Martin Seligman as president of the American Psychological Association (APA). Different discussions within this framework paved the way for the emergence of the positive psychology approach. Seligman (2021) as, APA president, said, "*I do not believe that you should spend more effort than necessary to fix our weaknesses. Instead, I believe that the greatest success and deepest emotional satisfaction in*

life comes from developing and using your unique strengths." His statements paved the way for the emergence of the field of positive psychology by emphasizing the inadequacy of the pathology and disease-oriented model. Positive psychology focuses on topics such as character strengths, optimism, gratitude, forgiveness, flow, positive personality traits, self-esteem, psychological well-being and happiness. In this respect, this approach aims to move individuals from a positive state to a more advanced level, rather than from a negative state to positive (Seligman, 2002). With the process that started in the early 2000s, interest in positive psychology increased worldwide, positive psychology courses were opened in world universities, postgraduate programs in the field of positive psychology were opened, and high-impact journals in this field were published (Wedding & Niemiec, 2018).

One of the topics and practice areas addressed by the positive psychology approach is the issue of character strengths and virtues (Park & Peterson, 2008; Peterson &

Seligman, 2004). Strong character traits are defined as stable and universal personal characteristics that are expressed through thinking, feeling, willing and action. Accordingly, both the person and others value and benefit from these characteristics. Therefore, these characteristics are considered the cornerstones of human well-being and human development (Wedding & Niemiec, 2018). According to another definition, character expresses the morally valuable aspects of all the emotions, thoughts and behaviors of the individual; the combination of characteristics defined as valuable and good character constitutes character strengths (Park & Peterson, 2008).

Character and self are structures open to change and development at almost every age. Changes in character also greatly affect the self. Individuals who are satisfied with their own self are those who have high self-esteem, high level of adaptation, effective coping strategies and high psychological resilience (Adams, 1995). Individuals who are satisfied with their own self are also more at peace with their past, more satisfied with their present, and more hopeful about the future so they are more likely to be more optimistic and more grateful (Park, et al., 2004). These results reveal the importance of individuals having a more developed self and character structure in order to increase individual and social health. In this regard, the importance of discovering and using character strengths draws attention.

Peterson & Seligman (2004), as a result of both empirical and historical analyzes they conducted, made categorizations based on approximately 200 virtues and put forward a model consisting of 24 character-strengths. Accordingly, character strengths must have features such as being universal, not limited to a culture, being measurable, being satisfactory, not detracting from other features, and being characteristic (Wedding & Niemiec, 2018). After the classification of character strengths, studies on recognizing, developing, and using character strengths in various areas of life have begun to increase. Dimensions related to our state of well-being, such as relationships, flow, success, meaning, and positive emotions, become possible thanks to a good character (Park & Peterson, 2009; Peterson, et al., 2007; Wedding & Niemiec, 2018).

Awareness and effective use of character strengths creates satisfaction within and around the individual, increases the quality of life, and gives the individual a sense of success (Park & Peterson, 2005). The benefits of discovering and using character strengths are important in terms of reducing individuals' negative behaviors and increasing their positive behaviors (Botvin et al., 1995; Compton and Hoffman, 2013). In terms of reducing negative behaviors, it makes it easier to cope and adapt to difficult situations by reducing stress and dysfunction (Modini et al., 2015). In terms of increasing positive behaviors, it increases positive outcomes such as self-acceptance, supportive social relationships, success, competence/effectiveness, respect for others and respect from others, respect for life, mental and physical health, satisfying work/school life, subjective well-being and healthy individual-family-society (Kabakçı, 2016). Similar studies have shown that realizing one's strengths and using them in various areas of life is positively related with happiness, raising healthy children, business success, higher well-being, and hope (Park, et al., 2006; Proctor, et al., 2009; Seligman, 2019; Wedding & Niemiec, 2018).

Character strengths also have a positive relationship with well-being in the field of education (Proctor, et al., 2011).

Longitudinal research results have revealed that young people with more personal strengths at the age of 16 have a lower risk of developing psychiatric disorders, experience fewer educational and occupational problems, encounter fewer interpersonal difficulties, and have less criminal behavior when they reach the age of 22 (Bromley, et al., 2006).

Character strengths are not innate and difficult to change qualities, like talents (Park & Peterson, 2004). Unless certain abilities are innate, there are serious limitations in acquiring or improving them later. Unlike talents, character strengths such as courage, love of learning, multi-faceted perspective, loving-being-loved, self-control, responsibility, gratitude, self-esteem, curiosity can be built from scratch or even built on a weak foundation, with sufficient perseverance, awareness, and positive attitude. They can take root and flourish with training (Seligman, 2002). This reveals that character strengths can be developed through systematic training and effort.

One of the concepts closely related to character strengths, self and strong personality traits is self-esteem. Self is, in its most general definition, the person's thoughts about himself (Rosenberg, 1986), the sum of everything that he or she can say about himself/herself (James, 1950; 1963). Positive and negative evaluations about the self-determine the degree of self-respect of the person and this attitude is defined as self-esteem. Positive evaluations that are realistic indicate high self-esteem, and negative evaluations indicate low self-esteem (Rosenberg, 1979). Research has shown that realistic and improved self-esteem has protective and improving effects on the individual (Maxvell & Doman, 2000). Accordingly, it is expected that a person's perception and evaluation of his or her own self will significantly affect the awareness of character strengths and the level of use of these strengths.

Self-esteem begins to develop in connection with the self-image from childhood and becomes a decision-making mechanism for personality development during adolescence. When the young individual who tests himself during adolescence and believes in his capabilities sees that he has a developed and realistic self-esteem, he will experience this period with a high level of functionality and build a healthy personality structure that can be maintained after adolescence and into adulthood (Kohut, 2009). Positive psychology positions self-esteem among positive emotions and argues that if an individual has self-esteem, regardless of whether it is low or high, then the individual has a strong resource and this resource can be strengthened (Ulusoy, 2020).

One of the positive personality traits discussed within the framework of character strengths and conceptualized in different ways in the literature is optimism. Optimism is generally defined as the tendency to think more positively and have more positive experiences (Scheier & Carver, 1985; Carver et al., 2010; Carver & Scheier, 2014). Positive thinking is not a way of thinking disconnected from reality; it is an internal source of motivation from which the individual receives support in order to achieve vital goals (Demirci, 2017). While the tendency to think positively is related to optimism, the tendency to think negatively is associated with pessimism (Seligman, 2007). Optimistic individuals think that no matter what the event or situation is, it is temporary, the negativity is specific to the event or situation, and is not largely due to their own personality traits (Seligman, 2002). Individuals with true optimism experience less stress, stand more confident in life, and become more successful and hopeful; They know that they have the power to cope with events more easily and effectively and they respect themselves

more (Peterson & Seligman, 1984). Pessimistic individuals, on the other hand, think that the negative events and situations they experience are caused by deficiencies in their own self; internalizes these shortcomings. They generalize a negative event to other life events and think that the negative consequences of the events will be permanent. This mindset leads the individual to despair and increases life obstacles (Seligman, 2021). Optimism has a nature that emerges and can be improved through learning experiences (Seligman, 2007). Considering its effects on individuals, increasing optimism from an early age thereby reducing pessimism accelerates the personal and social development of individuals (Seligman, 2002).

Gratitude is one of the concepts discussed in the literature in the context of strong character traits and used as a healing power in the field of mental health in recent years (Kardaş & Yalçın, 2018). Gratitude in the field of psychology, is appreciating, focusing on the positive aspects of one's possessions, being satisfied with one's situation, focusing on the beautiful aspects of life and events, expressing admiration and satisfaction, and being able to thank oneself and others (Kardaş & Yalçın, 2018). Feeling gratitude increases the individual's personal and social well-being, increases self-esteem by making the individual aware of the value he gives himself and his environment, and is a preventive mechanism against mental diseases by contributing to less negative emotions (Lyubomirsky, 2008). In addition to being considered as a personality trait in some sources, the concept of gratitude is also considered as a virtue or habit, with cognitive-affective-behavioral dimensions (Emmons, 2004), an emotion that occurs independently of personality and events (Kardaş & Yalçın, 2018; Emmons, 2009). Gratitude is also a strength of character that can be learned and developed. Due to its impact on individuals, it has become one of the broad study areas of positive psychology, distinguishing it from other character strengths (Peterson & Seligman, 2004).

Gratitude and optimism are interrelated concepts. There are similarities between them in terms of approaching situations and events from a positive perspective. However, while the feeling of gratitude is mostly considered to be related to evaluating the present positively and accepting the past, optimism also includes positive expectations for the future (Lyubomirsky, 2009). At this point, the coexistence and development of optimism and gratitude have an integrative effect on the individual's satisfaction with his entire life (Peterson et al., 2007). A high level of satisfaction with the past, present and future also increases individuals' self-satisfaction and therefore increases his/her self-esteem (Peterson & Seligman, 1984). Thus, it enables the individual to achieve holistic well-being, which is the ultimate goal of positive psychology (Carr, 2017).

Considering its positive and developmental effects on children, adolescents, and adults, it seems that conducting studies to develop character strengths is important for individual and community mental health. In this study, a psycho-educational program focused on character strengths was prepared for adolescents, and it was aimed to increase the levels of character strengths, self-esteem, optimism, gratitude and reduce the levels of pessimism in adolescents. For this purpose, the hypotheses that the character strengths-focused developmental positive psychology-based intervention program has a positive effect on character strengths, self-esteem, optimism and gratitude and a negative effect on pessimism in adolescents were tested.

Method

Research Design

A 2x3 split-plot experimental design with pre-test, post-test, follow-up test and control group were used in the study. Split-plot model is a mixed design consisting of two factors, in which inter- and intra-group measurements are used together (Büyüköztürk, 2017). The first factor refers to the experimental procedure conditions (experimental and control groups), and the second factor refers to repeated measurements (pretest, posttest, follow-up test).

Research Sample

A total of 54 8th grade students studying at a school in the center of Van province in the 2022-2023 academic year participated in the study. 48 of the participants were women and 6 were men. Students' participation in the study was completely voluntary.

Research Instruments

Character strengths inventory (VIA-IS-P): This short form of the inventory, developed by Peterson & Seligman (2004) to evaluate six virtues and 24 character-strengths and revised for adolescents, were used for measuring the character strengths. The Cronbach Alpha internal consistency coefficient of the VIA-Character Strengths Inventory (VIA-IS-P) Turkish Form subscales ranged between .63 and .89, and the average was calculated as .75. Corrected item-total correlations ranged from .27 to .83. The findings show that the scale provides construct validity.

Pears-Harris self-concept scale for children: The scale (Piers & Harris, 1964) is used to determine the development of the self-concept in children (9-19 years old). The total score of the scale is 80 and a high score from the scale means that the individual is positive about himself/herself. The Cronbach Alpha internal consistency values of the scale ranges between 0.81 and 0.89.

Optimism-pessimism scale: It was developed by Çalışkan & Uzunkol (2018) to measure the optimism and pessimism levels of adolescents between the ages of 11-16. As a result of the exploratory factor analysis, a structure consisting of 16 items and two dimensions was revealed, explaining 43.24% of the total variance. As a result of reliability studies, Cronbach Alpha reliability coefficients were calculated as .86 for optimism and .82 for pessimism.

Gratitude scale: The scale developed by Kardaş & Yalçın, (2019) aims to measure the level of gratitude felt by individuals. The lowest score that can be obtained from the scale is 25, while the highest score is 125. High scores indicate high levels of gratitude. The scale consists of 6 dimensions in total. These dimensions has been named as positive social comparison, expressing gratitude, focusing on the positive, appreciating the contributions of family and environment, experiencing a feeling of abundance instead of deprivation, and being grateful for simple things. The Cronbach Alpha internal consistency value of the scale was calculated as 88.

The structure and content of the psycho-educational program: The positive psychology-based intervention program, developed as 15-sessions for adolescents, was created on the basis of Group Guidance Services within the scope of School Counseling Services. One of the important points to work on character strengths in the context of Counseling services is 'prominent strengths'. Starting character strengths training with prominent strengths can enable young

individuals to highlight their strengths rather than their weaknesses. Thus, it gives the message that character strengths actually exist within their own selves and that the main purpose is to ensure that these already existing strengths emerge (Park & Peterson, 2009). For this reason, the character strengths sessions of the psycho-education program were created with the objectives of 'recognizing character strengths, revealing existing character strengths, and recognizing character strengths that have not come to the fore'.

In the literature, two main approaches to optimism are discussed: 'dispositional optimism and optimistic explanation style'. Optimistic explanation style is a skill that begins to develop in childhood when cause-effect relationships begin to be established. With effective social and environmental experiences, children and adolescents can be enabled to have a more optimistic view of life before entering adulthood and to invest in their future by turning this perspective into a character trait (Metalsky, et al., 1982). This study is based on the goal that optimism can be learned through environmental experiences. The 'Optimistic Explanation Style' approach, which belongs to Seligman's 'Learned Optimism Theory', has been the mainstay of the optimism sessions. Based on the 'Optimistic Explanation Style' approach, the Adversity-Thought-Consequence model was presented and taught in the optimism sessions. This model, which is a Cognitive

Behavioral Model, is positioned in this program in 6 sessions, on 'gaining the ability to catch pessimistic thoughts and transform these thoughts into optimistic thoughts'.

When the literature on the concept of gratitude is examined, it is stated that feeling grateful is a feature that naturally develops and is maintained in individuals, unless there are obstacles from the environment (Kardaş & Yalçın, 2018). Considering the disruptive effects of environmental stimuli, it is possible that negative behaviors such as superiority, inability to accept shortcomings, jealousy, and grudges, which have the potential to develop in individuals, especially from childhood, may turn into some even more negative personality traits if not intervened. It is stated that this situation may prevent gratitude (Emmons, 2009). This may also suggest that the development of character strengths has a facilitating effect on the development of gratitude. Therefore, it is recommended to address situations that may hinder the development of gratitude before gratitude interventions (Kardaş & Yalçın, 2018). Based on this perspective, the gratitude sessions of the psycho-educational program started with the acquisition of 'recognizing situations that may prevent gratitude'. Other gratitude outcomes and activities were designed based on the 6 sub-dimensions of the gratitude model put forward by Kardaş & Yalçın (2019) for two groups.

Table 1. Content of positive psychology-based adolescent psycho-education program

Sessions	Attainments	Activities
Session 1	Understand the goals of the developmental positive psychology-based intervention program.	Meeting, group rules and informing about group process
Session 2	Being able to recognize and classify character strengths.	Character powers cube Character powers board
Session 3	Recognizing which character strength(s) are dominant.	My dominant strength in my life script (Scenario writing technique)
Session 4	Using the dominant character strength in daily life.	I use my dominant strength (Role-play technique)
Session 5	Recognizing character strength(s) that are not come to forefront	Building my dominant strength (Play dough technique) (Circle technique)
Session 6	Understanding the concepts of optimism-pessimism.	My point of view (Video, story, photo interpretation technique)
Session 7	Recognizing and distinguishing what thoughts and feelings are Understanding how thoughts and emotions affect each other.	My list of feelings and thoughts (Case study technique) Twister game
Session 8	Recognizing how optimistic and pessimistic thinking styles affect our reactions to events. Realizing that pessimistic thoughts can turn into optimistic thoughts.	Thought production machine (Metaphor technique) Boomerang emotion-thought game
Session 9	Understanding what the explanation style is. Recognizing the pessimistic thoughts and realize that they can be transformed into optimistic thoughts. Understanding the Conflict-thought-consequence model.	Optimistic or pessimistic? (Exposition technique) Cts model with 6 thinking hats technique
Session 10	Understanding the ways to transform pessimistic thoughts into optimistic thoughts.	I'm optimistic now (6 thinking hats technique)
Session 11	Developing a real 'optimistic perspective'.	Movie day (Pollyanna) (Movie watching technique)
Session 12	Recognizing situations that may prevent gratitude.	Who is in front of me? (Empty chair technique)
Session 13	Focusing on the positive features about oneself and accept the negative aspects. Focusing on the good characteristics and strengths instead of shortcomings or flaws in oneself.	My letter of gratitude (Letter writing technique)
Session 14	Finding things to be grateful for in the family and environment. Expressing gratitude.	Gratitude storm (Brainstorming technique) Gratitude rose (Material development)
Session 15	Evaluation and termination	Gratitude party (Certificate of participation)

Since the character strengths, optimism and gratitude attainments and activities created for the psycho-education program are also self-esteem enhancing activities, and it is thought that these will affect the self-esteem level of adolescents, direct self-esteem activities were not included in the program. Positive intervention activities were designed by using the methods of scenario writing, role playing, circle, case study, playing games, creative thinking, use of metaphor, direct expression, 6 thinking hats, empty chair, letter writing, movie analysis, brainstorming, material development' teaching.

Implementation of the Psycho-education Program

1st session - introduction and group rules: Practitioner introduces himself. It explains the purpose of the group. She says that they will be together for 15 weeks and that continuous and active participation in the group is important. As an introductory activity, each member is asked to introduce themselves and then tell them about an aspect/feature/trait that they like most about themselves. The group's cohesion is ensured. The group rules are determined. After the group rules are determined, the students/members are thanked, and the session ends with homework.

Note: It is important to warmly welcome members in each session, talk about homework assigned at the beginning of the sessions, and encourage each member to share.

2nd session - character strengths: The concepts of 'character', 'strengths' and 'character strengths' are mentioned. Members are asked what they know about these concepts. Concepts are explained. It is mentioned that there are 24 character strengths, all of them are grouped under six virtues and that they can be used in many areas of life (e.g. family, social environment, school, etc.).

After the information is given, the practitioner distributes the intact intelligence cubes and one indelible colored pencil. He states that these cubes will be the 'Cube of Virtues and Powers'. Each member writes 6 virtues in the middle parts of the cubes, and the character strengths representing each virtue on the remaining parts. After the writing process is completed, the cubes are mixed. Members are asked to restore the cubes during the sessions and the cubes are presented to the members as gifts. Then the group move on to the second activity.

The practitioner hangs a large piece of cardboard on the board, which is divided into 6 sections, with 6 virtues as headings in each section. She takes out the jar containing two sample sentences representing each character strength, taken from the 'VIA Character Strengths Inventory'. She asks each member to draw a piece of paper from the jar, tell which character strength this paper belongs to, and stick it under the title of whichever virtue it represents. All members do this until the papers run out. After the papers are completed, the evaluation phase begins. Homework is assigned and the session ends.

3rd session - character strengths: Information is given about the dominant character strength(s). Members are asked which character strength is dominant in them and why. After discussing the answers, the activity begins.

Worksheets containing life scenarios reflecting 24 character strengths are distributed. Scenarios are read. Each member scores the 5 scenarios they feel closest to, between 1-10, and the 5 character strengths that each member gives the highest score are revealed. Scenarios and ratings are talked about. These 5 powers are often described as the dominant powers.

An evaluation is made, homework is assigned and the session ends.

4th session - character strengths: Information is given about the importance of using dominant character strengths in daily life and how they are used. The group leader starts the activity.

Members are divided into 6 groups. The group leader takes out two jars containing papers. In one jar there are 6 virtues (1-knowledge-wisdom, 2-courage, 3-humanity-love, 4-justice, 5-moderation/temperance, 6-transcendence) and in the other 6 social environments (1-school, 2-hospital, 3- There are market/market, 4-holiday center, 5-relief area, 6-official institution (e.g. bank, police station, civil registry office, etc.) Each group draws one card from the virtue jar and one from the social environments jar in daily life. Based on the two papers drawn, the groups are asked to write a scenario. For example, if the papers drawn are courage - hospital, a scenario in which the virtue of courage is at the forefront is designed in a hospital environment. After the scenarios are prepared, all groups act out the scenarios. After the animations are completed, an evaluation is made, and homework is given. Then the session is terminated.

Note: In order for all members to integrate with each other, it is important to ensure that the groups are distributed randomly and that there is no grouping.

5th session - character strengths: Members were asked: *'So far, we have talked about virtues and character strengths. You have all evaluated your own character strengths. You discovered what character strengths you have. You have learned the most dominant character strengths, the ones that stand out in you. In fact, you have started to reveal different aspects of yourself, that is, to discover yourself. Maybe you've never heard what we talked about before. However, starting from today, you know the answers to many questions such as what character strength is, what is the place and importance of these strengths in our lives, and how do we use these strengths. Now, we will make a sculpture of our dominant power in the first row using play dough. I care about this statue because these statues will remain as a memory of our group, we will have created a concrete product that belongs to our character strengths, and when we see this statue, we will have the opportunity to think about ourselves and our character traits. For this reason, I think this exercise will be an important point in your self-discovery process.'* and the activity is started.

All members take out their play dough. Everyone shapes their statue by thinking about their own dominant power and answering the question, "What would this dominant power of mine look like if it were a statue?" After the sculptures are finished, an evaluation is made, and the second activity begins.

All members and the practitioner sit in a circle. Each member is asked to name their dominant character strength, and the other members are asked to evaluate these strengths mentioned by their friends. After the evaluations for each member are completed, a prominent feature of the group is considered, and this feature is given as the name of the group. After the activity is over, an evaluation is made in the circle, homework is given and the session ends.

Note: The purpose of this event is to show members that their strengths are also noticed from the outside and to encourage them to embrace their own strengths. Therefore, as it should be from the beginning of the sessions, the practitioner can act as a good observer of the positive aspects of the members in this activity, initiate conversations by giving examples of

the undiscovered strengths of the members, show active participation, and encourage other members to speak and express their opinions.

6th session - optimism: The concepts of 'optimist' and 'pessimist' are emphasized. A short film depicting optimistic and pessimistic perspectives is watched, photographs are examined, and the selected story is read. To reinforce the concepts of optimist and pessimist, members are asked how they think in general, whether they tend to think optimistically or pessimistically, and the answers are discussed. Then the group move on to the next activity.

Members are provided with scientifically based information supported by research on the differences between optimistic and pessimistic people (thinking styles, health, success, problem-solving skills, happiness levels, etc.). It is learned what members think about the information. There is a debate about whether optimistic thinking is necessary or not. The session is evaluated, homework is given, and the session is terminated.

7th session - optimism: The concepts of emotion and thought are discussed. Definitions of concepts are made. The activity that supports understanding the relationship between emotion and thought, is started.

Worksheets containing various sample situations are distributed to members. They are given time to write their feelings and thoughts in the boxes opposite the sample situations. Written feelings and thoughts are read by members. If there are examples where emotion is used instead of thought and thought is used instead of emotion, these are emphasized more and distinctions between emotion and thought are made. After discussing what has been written, we move on to the next activity.

Members are divided into groups of four. The rules of the Twister game are explained. Apart from these rules, it is stated that there is another rule: 'In order to be able to participate and continue the game, it is necessary to know whether the sentences/words prepared by the practitioner express feelings or thoughts.' The game starts and, if desired, the game can be continued after the session is over. An evaluation is made, homework is assigned and the session ends.

8th session - optimism: A case study on optimistic and pessimistic thinking is shared. Members are asked to think of situations they encounter in daily life that cause them to think negatively, as in the case study. Then, in order to change the outcome of these situations, they are asked to imagine our brain as a machine' and produce thoughts that can change the outcome. The homework given in the previous session is used to provide case study diversity. Case studies are discussed. The practitioner points out that when members share, 'thoughts reveal emotions, which in turn result in reactions.' An evaluation is made, and the next activity is started.

The practitioner takes the Boomerang stick. He asks what the stick is and how it might have anything to do with the session. Answers are received. Then, what the boomerang stick is, and its brief history are explained. All members are given the opportunity to try Boomerang. After the trials are completed, the evaluation phase begins, homework is given and the session ends.

Note: It is recommended to go outdoors to play the boomerang game. The purpose of the Boomerang game is to explain that thoughts lead to emotions. The following expressions can be used: "As you can see, the boomerang has two ends. Today we will call one of these ends the thought end and the other the emotion end. Whatever speed

and angle you throw the boomerang, it will come back to you at that angle and speed. In other words, just as we throw the end of it, which we call thought, the emotion end follows the thought end and returns to us at the same speed and shape we threw it. The logic of boomerang is to throw the stick at the right angle and speed and have it come back to our hand in the same way. Boomerang is a difficult skill to master, but with practice you can make your boomerang return directly to your hand. It may take some time, but once you master it, the feeling of a boomerang returning to your hand is truly amazing. Changing our thoughts is an equally difficult skill. However, once you learn it and learn it by constantly repeating it, you will not believe the changes in you, and you will start to enjoy life more."

9th session - optimism: It is said that the differences in thinking between optimistic and pessimistic people arise from their 'explanatory style'. It is explained what optimistic and pessimistic explanation styles are. Then, the 'catching pessimistic thoughts' phase of the TDS Model (Adverse - Thought - Result) is explained by using the 6 thinking hats technique. When using the 6-hat thinking technique, white, black, red, blue, green and yellow hats made of cardboard are used. At the end of the session, an evaluation is made, homework is given and the session ends.

10th session - optimism: The second stage of the TDS Model, 'transforming captured pessimistic thoughts into optimistic thoughts' is explained.

Note: Each hat color represents a concept of the TDS model. The practitioner wears hats representing the concepts while explaining these concepts so that the subject attracts attention, the concepts are remembered, and the direct expression technique is not boring. While members are asked to give examples of situations related to the subject, members can be made to wear hats that match the examples they give.

11th session - optimism: The theme of 'Developing a truly optimistic perspective' is emphasized. The movie Pollyanna (2003), which allows talking about realistic optimism, is watched. After the movie is finished, an evaluation is made, homework is given and the session ends.

12th session - gratitude: Information is given about the concept of gratitude. The necessity and importance of gratitude and the situations that prevent the development of gratitude are mentioned. The activity begins.

Members are divided into 9 groups. Each group draws one of the cards, on one side of which the situation that prevents gratitude is written, on the other side, a situation that expresses the opposite meaning of this situation and a dialogue about these situations are written. The drawn cards are read. Then the groups are asked to write an original dialogue about the situations. After the dialogues are written, two chairs are brought to the middle of the classroom. One of the chairs is the 'positive me' chair, the other is the 'negative me' chair. Members are asked to act out positive dialogue when sitting in the 'positive me' chair, and negative dialogue when sitting in the 'negative me' chair. The same member simulates sitting on both chairs and imagines himself/herself sitting in the empty chair. After the animations are done, the person, who imagines himself sitting in the other chair, tells how he feels about the sentences he heard and whether he is grateful for what he heard. The same activity can be continued by two different members sitting opposite each other on chairs. After the activity is completed, an evaluation is made, homework is given, and the session is terminated.

13th session - gratitude: Members are asked to write letters under predetermined headings to remind them of their strengths and positive aspects and to support them in expressing their feelings of gratitude. After the letters are finished, members who want to share them read their letters. Sharing is done. After the activity is completed, an evaluation is made, homework is given, and the session is terminated.

14th session - gratitude: Brainstorming technique is explained. The blackboard in the classroom is divided into two. One side of the board is reserved for 'Words Expressing the Feeling of Gratitude', and the other side is reserved for 'Things We Are Thankful For in Our Lives'. By brainstorming, suitable words and concepts for both headings are produced and written under the headings. What was written is discussed and the next activity is started.

Members are asked to make a wind rose as large as possible and in the colors, they want, using the papers they brought. After the wind roses are finished, it is desired to write an expression of gratitude on each branch of the wind rose, and under the expressions of gratitude, things, or people for whom gratitude is given or for which gratitude is forgotten should be written. It is recommended to use what is written on the board. Wind roses are discussed after they are completed. An evaluation is made, homework is assigned and the session ends.

15th session - evaluation and termination: The last session ends with a party so that all members remember this day with positive emotions. Before moving on to the party, the topics discussed, and activities carried out throughout all sessions are remembered and short evaluations are made. The activities that are enjoyed the most are talked about. After the evaluations are completed, the practitioner distributes name-specific certificates to each member stating the subject of the psychoeducation and the success achieved. He thanks each of them for their participation. He appreciates them for their success. In the first session, it produces the articles in which each member introduces himself and which is decided to be published at the end of 15 sessions. He distributes them to their owners. Members who want to read and evaluate themselves are given the right to speak. Members who share their articles are asked what they think, and the development process is discussed. Psychoeducation is completed by having a gratitude party.

Procedure

Participant, parent, school and Van Yüzüncü Yıl University Social and Humanities Publication Ethics Committee permissions are received first (In the decision of the relevant board dated 30.05.2023 and numbered 2023/14-13).

An announcement was made to the 8th grade students at Lütfiye Binnaz Saçlı Secondary School, within the borders of the central İpekyolu district of Van province, that a psychoeducation program would be implemented, the content of the training was explained and 88 students who wanted to participate voluntarily were determined. Preliminary interviews were held with the students who applied for the training and information was given about the purpose and details of the training. As a result of preliminary interviews, a total of 54 students remained. The remaining 54 students were randomly divided into the experimental and control groups. A pre-test was administered to both groups before the training started. A psychoeducation program consisting of 15 sessions of 45 minutes (one class hour) was applied to the experimental group in the school's conference hall, two days a week. The control group was given a 45-minute efficiently studying program once a week for three weeks. A post-test was administered at the end of the training to the students who attended the experimental and control groups continuously throughout the training period. In the post-test application, there were 16 students in the experimental group and 17 students in the control group. In order to equalize the numbers of both groups, a random student's posttest was removed from the control group. Four weeks after the posttest was administered, a follow-up test was applied to the experimental group. The process was concluded with a total of 32 students, 16 participants from the experimental group and 16 participants from the control group.

Data Analysis

SPSS Statistics 26 program was used to analyze the research data. Since the number of samples in the experimental (16) and control (16) groups was below 30, non-parametric tests were used, assuming that the data were not normally distributed. Mann Whitney-U test was applied to test the significance of the difference between the character strengths, self-esteem, optimism, pessimism, and gratitude pre-test scores of the participants in the experimental and control groups. Wilcoxon Signed Rank Test was used to examine whether there was a significant difference between the pre-test and post-test scores of the experimental and control groups. In order to determine whether the applied psychoeducation program had a significant effect on the character strengths, self-esteem, optimism, pessimism and gratitude scores of the experimental and control groups, a difference score was obtained by subtracting the post-test scores of the participants in both groups from the pre-test scores for all dependent variables. Mann-Whitney U-Test was applied again to determine whether the obtained difference score created a statistically significant difference between the experimental and control groups.

Findings

The mean and standard values of the pre-test, post-test, and follow-up tests of the participants in the experimental and control groups in the study for self-esteem, character strengths, optimism, pessimism and gratitude are presented in Table 2.

Since the number of participants in the current study was limited, Mann Whitney U test was performed to determine whether there was a significant difference between the pre-test scores of the experimental and control groups. Whitney U test results for character strengths, self-esteem, optimism, and pessimism and gratitude variables are given in Table 3.

When Table 3 is examined, according to the Whitney U test results, the participants in the experimental and control groups had character strengths (U=119.500, p=.75), self-esteem (U=124.000, p=.88), optimism (U=106.500, p=.42). No statistically significant difference was found between the two groups in terms of pre-test scores, pessimism (U=99.500, p=.28) and gratitude (U=109.000, p=.47). This finding reveals that the character strengths, self-esteem, optimism, pessimism and gratitude scores of the participants in the experimental and control groups did not differ before the applied psycho-education program.

In the light of the findings obtained above, Wilcoxon signed-rank test was performed to determine whether there was a significant difference between the pre-test and post-test scores of the experimental and control groups, the results obtained from the experimental group are given in Table 4.

Table 2. Mean and standard deviation values

Variable	Group	Process	N	Mean	SD
Character Strengths	Experiment	Pre-test	16	306.06	30.57
		Post-test	16	346.63	27.37
		Follow-up test	16	348.5	28.14
	Control	Pre-test	16	291.50	62.11
		Post-test	16	292.88	62.05
Self-esteem	Experiment	Pre-test	16	41.81	8.20
		Post-test	16	56.00	5.14
		Follow-up test	16	57.00	4.97
	Control	Pre-test	16	41.88	8.93
		Post-test	16	43.13	9.27
Optimism	Experiment	Pre-test	16	23.50	7.25
		Post-test	16	34.25	7.31
		Follow-up test	16	34.69	7.16
	Control	Pre-test	16	25.25	7.77
		Post-test	16	26.00	7.73
Pessimism	Experiment	Pre-test	16	23.88	6.97
		Post-test	16	16.38	3.93
		Follow-up test	16	16.00	3.81
	Control	Pre-test	16	21.69	6.25
		Post-test	16	21.44	6.50
Gratitude	Experiment	Pre-test	16	76.38	13.87
		Post-test	16	100.06	7.52
		Follow-up test	16	100.44	7.26
	Control	Pre-test	16	77.88	20.92
		Post-test	16	78.81	21.39

SD:Standart Devitation N:Number of Samples

Table 3. Results of the non-parametric Mann Whitney-U test

Variable	Group	N	S.M.	S.T.	U	Z	p
Character Strengths	Experimental	16	17.03	272.50	119.500	-.32	.75
	Control	16	15.97	255.50			
	Total	32					
Self-esteem	Experimental	16	16.75	268.00	124.000	-.15	.88
	Control	16	16.25	260.00			
	Total	32					
Optimism	Experimental	16	15.16	242.50	106.500	-.81	.42
	Control	16	17.84	285.50			
	Total	32					
Pessimism	Experimental	16	18.28	292.50	99.500	-1.08	.28
	Control	16	14.72	235.50			
	Total	32					
Gratitude	Experimental	16	15.31	245.00	109.000	-.72	.47
	Control	16	17.69	283.00			
	Total	32					

Table 4. Wilcoxon signed rank test

Variable	Post-test/Pre-test	N	S.M.	S.T.	Z	p
Character Strengths	Negative Ranks	0	.00	.00	-4.38	.000
	Positive Ranks	25	13.00	325.00		
	Equal	7				
Self-esteem	Negative Ranks	0	.00	.00	-4.72	.000
	Positive Ranks	29	15.00	435.00		
	Equal	3				
Optimism	Negative Ranks	0	.00	.00	-3.93	.000
	Positive Ranks	20	10.50	210.00		
	Equal	12				
Pessimism	Negative Ranks	17	9.41	160.00	-3.26	.000
	Positive Ranks	1	11.00	11.00		
	Equal	14				
Gratitude	Negative Ranks	0	.00	.00	-4.11	.000
	Positive Ranks	22	11.50	253.00		
	Equal	10				

As a result of the analysis, between the pre-test and post-test scores of the students, character strengths (Z = -4.38; p < .05), self-esteem (Z = -4.72; p < .05), optimism (Z = -3.93; p < .05), pessimism (Z = -3.26; p < .05), gratitude (Z = -4.11; p < .05); a significant difference was found in favor of pre-test scores. According to these findings, it can be said that the program implemented to increase students' character strengths, self-esteem, optimism, and gratitude levels and to increase their pessimism levels is effective.

Table 5. Descriptive statistics

Group	Variable	N	Mean	S.E.
Experimental	DifferenceCS	16	40.56	8.09
	DifferenceSE	16	14.19	3.92
	DifferenceOpt	16	10.75	8.87
	DifferencePsm	16	-7.50	5.76
	DifferenceGrt	16	23.69	8.15
Control	DifferenceCS	16	1.38	1.86
	DifferenceSE	16	1.2500	.77
	DifferenceOpt	16	.75	1.39
	DifferencePsm	16	-.25	.77
	DifferenceGrt	16	.94	1.57

CS= Character Strength SE= Self-Esteem Opt= Optimism Psm= Pessimism Grt= Gratitude

When Table 5 is examined, it is seen that the difference between the character strengths, self-esteem, optimism and gratitude post-test scores and pre-test scores of the participants in the experimental group is higher and the pessimism scores are lower, compared to the control group. The results of the Mann Whitney U test, which was conducted to determine whether these difference scores obtained by subtracting the post-test scores from the pre-test scores create a significant difference between the experimental and control groups, are given in Table 6.

As seen in Table 6, the difference between the character strengths (U=000, p=.00), self-esteem (U=000, p=.00), optimism (U=3.000, p=.00) and gratitude (U). =.500, p=.00) post-test and pre-test scores of the participants in the experimental group is significantly higher than the control group. When examined in terms of the pessimism dependent variable, it is seen that the difference between the post-test and pre-test scores of the participants in the experimental group is statistically significantly lower than the control group (U = 18.000, p = .00).

Table 6. Results of the Mann Whitney-U test

Variable	Group	N	S.M.	S.T.	U	Z	p
Character Strengths	Experimental	16	24.50	392.00	000	-4.85	.000
	Control	16	8.50	136.00			
	Total	32					
Self-esteem	Experimental	16	24.50	392.00	000	-4.87	.000
	Control	16	8.50	136.00			
	Total	32					
Optimism	Experimental	16	24.31	389.00	3.000	-4.85	.000
	Control	16	8.69	139.00			
	Total	32					
Pessimism	Experimental	16	9.63	154.00	18.000	-4.34	.000
	Control	16	23.38	374.00			
	Total	32					
Gratitude	Experimental	16	24.47	391.50	.500	-4.88	.000
	Control	16	8.53	136.50			
	Total	32					

Table 7. Cohen value calculated to reveal the effectiveness of the difference between groups

Variable	Group	Process	Mean	Standard Deviation	Cohen's d	Effect Size
Character Strength	Experimental	Pre-test	306.06	30.57		
		Post-test	346.63	27.37	-1.99	-0.70
		Follow-up test	348.5	28.14		
	Control	Pre-test	291.50	62.11		
		Post-test	292.88	62.05		
Self-esteem	Experimental	Pre-test	41.81	8.20		
		Post-test	56.00	5.14	-2.07	-0.71
		Follow-up test	57.00	4.97		
	Control	Pre-test	41.88	8.93		
		Post-test	43.13	9.27		
Optimism	Experimental	Pre-test	23.50	7.25		
		Post-test	34.25	7.31	-1.47	-0.59
		Follow-up test	34.69	7.16		
	Control	Pre-test	25.25	7.77		
		Post-test	26.00	7.73		
Pessimism	Experimental	Pre-test	23.88	6.97		
		Post-test	16.38	3.93	1.32	0.55
		Follow-up test	16.00	3.81		
	Control	Pre-test	21.69	6.25		
		Post-test	21.44	6.50		
Gratitude	Experimental	Pre-test	76.38	13.87		
		Post-test	100.06	7.52	-3.42	-0.86
		Follow-up test	100.44	7.26		
	Control	Pre-test	77.88	20.92		
		Post-test	78.81	21.39		

Table 8. Wilcoxon signed rank test

Variable	Follow-up test-Post-test	N	S.M.	S.T.	Z	p
Character Strengths	Negative Ranks	0	.00	.00	-2.97	.003
	Positive Ranks	11	6.00	66.00		
	Equal	5				
Self-esteem	Negative Ranks	0	.00	.00	-2.72	.006
	Positive Ranks	9	5.00	45.00		
	Equal	7				
Optimism	Negative Ranks	0	.00	.00	-2.33	.020
	Positive Ranks	6	3.50	21.00		
	Equal	10				
Pessimism	Negative Ranks	4	2.50	10.00	-1.86	.063
	Positive Ranks	0	.00	.00		
	Equal	12				
Gratitude	Negative Ranks	0	.00	.00	-1.89	.059
	Positive Ranks	4	2.50	10.00		
	Equal	12				

According to the results obtained to show the effectiveness of the difference between groups, the applied psychoeducation program has a moderate effect size in increasing the character strengths (d=-0.70; p≥0.5), self-esteem (d=-0.71; p≥0.5), optimism (d=-). 0.59; p≥0.5) levels of adolescents and reducing their pessimism levels (d=0.55; p≥0.5), and has a high effect size in increasing their gratitude (d=-0.86; p≥0.8) levels.

As seen in Table 8, a statistically significant difference was found between the character strengths (Z = -2.97; p =.003), self-esteem (Z = -2.72; p =.006) and optimism (Z = -2.33; p =.020) in the post-test and follow-up test scores of the participants in the experimental group, in favor of the follow-up test scores. However, it was determined that there was no statistically significant difference between the participants' pessimism (Z = -1.86; p =.063) and gratitude (Z = -1.89; p =.059) in the post-test and follow-up test scores. These findings show that the significant effect of the psychoeducation program applied in the experimental group on the participants' character strengths, self-esteem and optimism continues to increase over time. In addition, it can be said that the program maintained the participants' gratitude levels, although it did not increase them over time, and similarly kept their pessimism scores low, although it did not reduce them further. When all the findings are evaluated as a whole, it can be said that the psycho-educational program developed is effective and maintains this effect over time.

Discussion, Conclusion, and Recommendations

Positive psychology does not only consider reducing or eliminating the individual's problem as an ultimate goal, it also aims to increase the well-being and quality of life and the lifelong development of the individual (Seligman & Csikszentmihalyi, 2000). In order for the lifelong development process to progress in a healthy way, it is important to experience productively the childhood period, when life begins to be discovered, and the adolescence period, when personality development is largely shaped. Positive psychology emphasizes the importance of discovering character strengths and using them in daily life to increase the productivity of childhood and adolescence and support lifelong development.

According to Park & Peterson (2008), the critical period for the development of character strengths is childhood and adolescence. Adulthood periods are not delayed periods for the

discovery and proper use of character strengths. However, intervening in the experiences and values that are often stereotyped in the individual until adulthood may be more difficult than in youth. Erikson (1963) suggests that certain strengths are necessary foundations for other strengths. For example, strengths such as genuineness, open-mindedness, perspective, leadership, forgiveness, and spirituality are character strengths that are more common in adults than in young people. The basis of these powers lies in strengths such as love of learning, creativity, social intelligence, self-esteem, teamwork and optimism, which are more frequently observed in children and adolescents than in adults. For this reason, character strengths that begin to be discovered in the early stages of life and become a part of the self-increased intellectual, emotional, and behavioural predictability of adulthood (Park & Peterson, 2008).

Studies on character strengths show that life satisfaction and subjective well-being (Brdar et al., 2011; Proctor et al., 2011) are highly related to character strengths, and the strongest predictors of these two variables are hope, love, gratitude, optimism, and enthusiasm for life (Park et al., 2004; Peterson et al., 2007; Brdar & Kashdan, 2010; Gillham et al., 2011). In addition to these findings, Shoshani & Slone (2016) revealed that the discovery and development of character strengths play an important role, especially on the psychological resilience of adolescents. Based on the importance of character strengths, in this study, a psycho-educational program focused on character strengths was developed for adolescents, and with this intervention program, it was aimed to increase the levels of character strengths, self-esteem, optimism, gratitude and reduce the levels of pessimism in adolescents.

The findings of this study revealed that the Positive Psychology-Based Psychoeducation Program was effective in increasing adolescents' self-esteem, optimism, gratitude, and total character strength levels and reducing their pessimism levels. When looking at the degree of this effect, it was observed that it had a medium level of effect on character strengths, self-esteem, increasing optimism and reducing pessimism, and a high level of effect on increasing gratitude. Based on this result, it can be said that the developed program has a medium and high level of impact. Considering the permanence of the program over time in developing character strengths, self-esteem, optimism, and gratitude in adolescents and reducing pessimism, it was concluded that the program continued to increase its effect on character strengths, self-

esteem and optimism over time. It has been revealed that it maintains gratitude levels over time, although it does not increase them, and similarly keeps pessimism scores low, although it does not decrease them further.

Martinez-Marti & Ruch (2014) found that all character strengths were positively related to psychological resilience. Similarly, these researchers determined that, despite different socio-demographic variables, character strengths increase self-efficacy, optimism, life satisfaction, developing positive social relationships and self-esteem. Studies (Lyubomirsky 2001; Lyubommirsky et al., 2006; Ferguson & Goodwin, 2010; Tagay & Şahin-Baltacı, 2017), examining the role of self-esteem and optimism in the subjective well-being of adolescents have determined that optimism and self-esteem have a direct and significant relationship with subjective well-being. In another study, Kardaş et al., (2019) examined the effects of gratitude, optimism, hope and life satisfaction on psychological well-being. It was concluded that gratitude, optimism, hope, life satisfaction and psychological well-being were positively related to each other, and gratitude was the strongest predictor of psychological well-being. Various studies also (Chan, 2013; Lin, 2015) have found that gratitude is an important and strong predictor of well-being and is positively related to life satisfaction (Robustelli & Whisman, 2018). The Positive Psychology Based Adolescent Psycho-education Program developed within the framework of this study revealed positive relationships between character strengths, self-esteem, optimism, and gratitude variables. This shows that the experimental findings in this study are consistent with the correlational research results in the literature.

Ongoing studies on character strengths have shown that awareness and effective use of character strengths increases happiness and reduces depressive symptoms (Seligman et al., 2005; Gander et al., 2013). It has also been found to increase students' desire to study and their well-being (Forest et al., 2012), and is one of the strong predictors of life satisfaction (Park & Peterson, 2009). Similarly, it has been determined that using character strengths at a low level reduces emotional control and increases social anxiety (Hofmann, 2007), while using character strengths more often leads to less stress and greater success in creating and achieving life goals (Wood et al., 2011; Li & Liu, 2016).

The results obtained from the studies have revealed that if character strengths, self-esteem, optimism, and gratitude are developed; and pessimism is reduced, individuals' cognitive, affective and behavioural well-being will increase. Considering that the Positive Psychology Based Adolescent Psycho-education Program is effective on increasing character strengths, self-esteem, optimism, gratitude and reducing pessimism, it is predicted that the well-being of adolescents who discover their character strengths through the prepared psycho-educational program will increase, starting from adolescence and continuing into adulthood.

In the light of current findings, it is recommended to increase the number of programs aimed at developing character strengths and prepare them for different age groups. The Positive Psychology-Based Psychoeducation Program developed within the scope of this study was prepared for adolescents and 8th grade students in the 14-year-old group were preferred as the sample group. Conducting a study on what the results would be if the program was applied to the 14-18 age group could expand the application area of the program. The program has been prepared as 15 sessions. The application

was carried out 2 days a week and the program took approximately 8 weeks to complete. If it is implemented as 1 lesson per week during guidance hours in schools, the completion time of the program reaches 16 weeks. If this time is too much for practitioners and students, it may be recommended to reduce the number of activities in the program or implement them gradually. Although the participants of this program were determined voluntarily, most of the participants were women. It would be better if the balance between men and women was taken into account in future studies. Finally, since the program includes cognitive-affective-behavioural gains, it is important to consider that the person who will implement it should have application competence in group guidance.

Author Contributions

All authors were equally involved in all processes of the article. All authors read and approved the final version of the study.

Ethical Declaration

This study was carried out with Van Yüzüncü Yıl University Social and Humanities Publication Ethics Committee permission (In the decision of the relevant board dated 30.05.2023 and numbered 2023/14-13).

Conflict of Interest

The authors declare that there is no conflict of interest with any institution or person within the scope of the study.

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İlkokul Yöneticilerinin Hizmetkâr Liderlik Davranışları ile Öğretmenlerin Örgütsel Mutluluk Düzeyleri Arasındaki İlişkinin İncelenmesi*

An Examination of the Relationship Between Servant Leadership Behaviors of Primary School Administrators and Organizational Happiness Levels of Teachers'

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Öz: Bu çalışmanın amacı, ilkokul yöneticilerinin hizmetkâr liderlik davranışları ile öğretmenlerin örgütsel mutluluk düzeyleri arasındaki ilişkiyi incelemektir. İlişkisel (korelasyonel) tarama modelinin kullanıldığı bu araştırmanın evrenini 2022-2023 eğitim-öğretim yılında Aksaray ili merkez ve merkeze bağlı ilkokullarda görev yapmakta olan toplam 1247 öğretmen oluşturmaktadır. Araştırmanın örneklemini ise Aksaray ili merkez ve merkeze bağlı resmi ilkokullardan basit seçkisiz örnekleme yöntemiyle gönüllü olarak seçilen 412 öğretmen oluşturmaktadır. Araştırmada veri toplama aracı olarak "Yönetici Hizmetkâr Liderlik Ölçeği" ve "Örgütsel Mutluluk Ölçeği" kullanılmıştır. Verilerin analizinde SPSS 26.0 paket programı kullanılmıştır. Araştırmada betimsel istatistikler, t-testi, ANOVA testi, ölçekler arasındaki ilişkileri saptamak için Pearson korelasyon ve hizmetkar liderliğin örgütsel mutluluğun yordayıcısı olup olmadığını saptamak için de Regresyon Analizi yapılmıştır. Araştırmada, öğretmen algılarına göre ilkokul yöneticilerinin hizmetkâr liderlik davranışları ve öğretmenlerin örgütsel mutlulukları yüksek düzeyde bulunmuştur. Öğretmenlerin okuldaki örgütsel mutluluk düzeyleri mesleki kıdem ve mevcut okuldaki çalışma süresi değişkenlerine göre anlamlı farklılık gösterirken; cinsiyet, eğitim düzeyi ve mevcut okul yöneticisiyle çalışma süresi değişkenlerine göre ise anlamlı farklılık göstermemektedir. İlkokul yöneticilerinin hizmetkâr liderlik davranışları ile öğretmenlerin örgütsel mutluluk düzeyleri arasında orta düzeyde ve pozitif yönlü anlamlı bir ilişki olduğu saptanmıştır. İlkokul yöneticilerinin hizmetkâr liderlik davranışları, öğretmenlerin örgütsel mutluluk düzeylerini yordamaktadır.

Anahtar Kelimeler: Liderlik, hizmetkâr liderlik, mutluluk, örgütsel mutluluk

Abstract: The purpose of this study is to examine the relationship between the servant leadership behaviors of primary school administrators and the organizational happiness levels of teachers. The population of this research, in which the correlational screening model is used, consists of a total of 1247 teachers working in Aksaray city center, and primary schools affiliated to the center in the 2022-2023 academic year. The sample of the research consists of 412 teachers who were selected voluntarily by simple random sampling method from Aksaray city center and public primary schools affiliated to the center. "Executive Servant Leadership Scale" and "Organizational Happiness Scale" were used as data collection tools in the research. SPSS 26.0 package program was used to analyze the data. In the research, descriptive statistics, t-test, ANOVA test, Pearson correlation to determine the relationships between the scales, and Regression Analysis were used to determine whether servant leadership is a predictor of organizational happiness. In the study, according to teachers' perceptions, the servant leadership behaviors of primary school administrators and the organizational happiness of teachers were found to be high. While teachers' organizational happiness levels at school differ significantly according to the variables of professional seniority and working time at the current school; There is no significant difference according to the variables of gender, education level and working time with the current school administrator. It was determined that there was a moderate and positive significant relationship between the servant leadership behaviors of primary school administrators and the organizational happiness levels of teachers. Servant leadership behaviors of primary school administrators predict teachers' organizational happiness levels.

Keywords: Leadership, servant leadership, happiness, organizational happiness

Giriş

Örgütler, hızlı teknolojik gelişmeler ve küreselleşmenin etkisiyle, insan kaynakları konusunda çeşitli dönüşümler yaşamaktadır. Artık örgütler dil, din ve kültür farklılıklarına sahip çalışanları bünyelerinde barındırmaktadırlar. Bu çeşitlilik, örgütlerin rekabet gücüne katkı sağlayabileceği gibi, aynı zamanda yöneticilerin yeni sorunlarla karşılaşmasına da neden olabilmektedir. Shore ve diğerleri (2009) tarafından yapılan çalışmada da belirtildiği gibi, bu çeşitlenme örgütlerin liderlik yaklaşımlarını da etkilemektedir. Liderlik, bir grup insanı etkileme süreci olarak tanımlanmaktadır (Northouse, 2012). Ancak, günümüzde yaşanan hızlı değişimler, liderlerin bu süreci yönetmelerini zorlaştırmaktadır. Bu nedenle

liderlerin, değişen koşullara ve çeşitlenen insan kaynaklarına uygun liderlik yaklaşımları sergilemeleri gerekmektedir. Bu hem liderlerin hem de örgütlerin başarısı açısından oldukça önemlidir. Örgütlerin başarısı, örgütlerin vizyonunu ve hedeflerini belirleyen, çalışanların bu hedeflere ulaşması için gerekli motivasyonu sağlayan, ihtiyaçlarına ve beklentilerine cevap veren liderlerle mümkündür (Özkan, 2020). Bu bağlamda, insan odaklı liderlik kavramı da önem kazanmaktadır.

İnsan odaklı liderlik anlayışı, örgütlerdeki çalışanların motivasyonunu arttırır ve örgüte bağlılığını sağlar. Bu nedenle insani değerlere önem veren, onların gelişimine destek olan ve onlara öncelik veren liderlerin olduğu örgütlerde, çalışanların daha mutlu olduğu ve daha üretken oldukları düşünülmektedir

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* Makale birinci yazarın yüksek lisans tezinden üretilmiştir.

(Fındıkçı, 2013). Geleneksel liderlik tarzlarını kullanan liderlerin baskıcı, katı ve yönlendirici davranışlar sergileyerek örgütlerde sorun yarattığı bilinmektedir. Bu sorunları ortadan kaldırmak adına toplu hareket etme ve iş birliğine önem veren, karar almada çalışanlarının görüşlerini dikkate alan, çalışanlarının gelişimine destek veren, etik değerlere bağlı, çalışanlarını güçlendiren ve pozitif yönlü iletişimle örgütlerin gelişimine önem veren insan odaklı liderlik yaklaşımlarının daha çok ön plana çıktığı görülmektedir (Akdöl, 2015). Bu yeni liderlik yaklaşımlarından biri, Greenleaf (1977) öncülüğünde ortaya çıkan ve liderde olması gereken bütün özelliklere sahip geleneksel liderlik anlayışı dışında çalışanının çıkarlarını düşünen ve hizmet etme düşüncesi içerisinde olma özelliklerini taşıyan (Temiz, 2016) "Hizmetkâr Liderlik" modelidir. Greenleaf tarafından geliştirilen bu liderlik modeli adını, Hermann Hesse'nin "Doğuya Yolculuk" adlı romanındaki Leo adlı karakterin davranışlarından almıştır. Roman, Leo'nun bir manastırda hizmetkâr olarak çalışırken, liderlik vasıflarını keşfetmesini ve geliştirmesini konu almaktadır. Greenleaf, bu romanda Leo'nun liderlik tarzını incelerken, onun hizmetkâr liderlik modeline uygun davrandığını fark etmiştir. Greenleaf, liderliğin öncelikle bir hizmet olduğuna inanan bir liderlik teorisyenidir. Ona göre liderlik, öncelikle başkalarına hizmet etmek ve onların ihtiyaçlarını karşılamakla ilgilidir (Spears, 2004). Bu nedenle lider olmak isteyen bir kişi, kendini geri plana atarak başkalarının ihtiyaçlarına odaklanmalıdır. Smith'e (2005) göre hizmetkâr liderlik, hizmet ettiren değil hizmet edendir. Kouzes ve Posner'e (2019) göre ise hizmetkâr liderlik, hizmet etmekten ve başkalarına yardım etmekten keyif almak, karşılık beklemeden fedakârlık yapmaktır. Barbuto ve Hayden (2011) ise hizmetkâr liderliği samimi bir ilişkinin temsili olarak lider-takipçi arasında gerçekleşen ortak hareket etme anlayışı olarak ifade etmiştir.

Hizmetkâr liderliğin çalışanlarına sorumluluk almalarını ve potansiyellerini ortaya çıkarmada cesaret vermesi (Yukl, 2002), birlikte ulaşılmak istenen hedefe varıldığında liderin kendini geri plana atması (Duyan ve Dierendonck, 2014), beraber hareket etme bilinci oluşturması (Koçel, 2015), eleştiriye açık olması ve çalışanlarının değerli olduğunu hissettirmesi (Van Dierendonck ve Nuijten, 2011), etik davranışlar sergileyerek çalışanlarına karşı alçakgönüllü ve içten olması (Wong ve Davey, 2007), örgüt içerisinde olumlu iklim oluşturması (Clark, 2002) ve otoriter olmak yerine ikna yeteneğinin kuvvetli olması (Spears, 2004) gibi özellikleriyle yöneticiler tarafından uygulanabileceği ve çalışanların mutluluklarına olumlu katkı sağlayacağı düşünülmektedir (Akyüz ve Eren, 2013).

Hizmetkâr liderlik birçok duyguyu ve düşünceyi etkilemektedir. Bunlardan biri de insanlığın en büyük arayışlarından biri olan ve antik çağlardan günümüze kadar pek çok düşünür, filozof ve bilim insanı tarafından farklı şekillerde ele alınan "mutluluk" kavramıdır. Mutluluk, kişinin iç dünyasında hissettiği bir duygu olarak tanımlanabilir. Bu duygu, genellikle kişinin hayatındaki olumlu deneyimlerden kaynaklanır ve kişinin kendisini iyi hissetmesini sağlar (Arıcı, 2020). Araştırmacılar her çağda üzerinde tartışılan mutluluk konusunun, birey ve örgüt üzerinde önemli olduğunu kabul etmişler fakat tanımı konusunda birlik sağlayamamışlardır (Waterman vd., 2008). TDK (2022) mutluluğu; "Bütün özlemlere eksiksiz ve sürekli olarak ulaşılmaktan duyulan kıvanç durumu, mut, ongunluk, kut, saadet, bahtiyarlık, saadetlilik" olarak tanımlamıştır. Warr (2007) mutluluğu, bireyin hayatındaki olumsuz duygularında azalma ve buna bağlı olarak olumlu duygularında artış olması olarak tanımlar. Mahmoudi ve diğerlerine (2019) göre mutluluk, bireyin hayatta sahip olmak istediği hedefler açısından hayatının daha anlamlı hale gelmesidir. Yani, bireyin kendisine belirlediği hedeflere ulaştığında, yoğun bir şekilde hissettiği duygudur.

Mutluluk hem bireyin kişisel hem de bulunduğu örgüt içindeki hayatını etkileyen bir kavram olarak kendini göstermektedir (Arslan, 2018). Çalışanlar zamanlarının çoğunu örgütlerde geçirdikleri için kişisel yaşamlarında karşılaştıkları olumlu ya da olumsuz durumlar karşısında neler hissettiklerini örgüte yansıtabilmektedirler. Bu bakımdan iş yerinde mutlu olan kişilerin örgüte aidiyet duygularının arttığı, örgüte daha faydalı oldukları, yaratıcılıklarının arttığı ve kendilerini güvende hissettikleri bir ortamda daha üretken oldukları göz önüne alındığında şöyle denilebilir: Mutluluk duygusu bireyin hem özel hayatı hem de çalıştığı ortam açısından önemlidir. Örgütsel mutluluk, çalışanları olumlu yönde güçlendirmekle kalmaz, aynı zamanda onları örgüt içinde daha verimli ve etkili kılar. Çalışanların birlikte hareket etmesini sağlayarak kurum içi iletişimi sürdürür. İyi iletişim aynı zamanda çalışanlar arasında sevgi ve saygı bağları da oluşturur (Hosseinpour Reza ve Esmaeili Leyli, 2016; Mahmoudi vd., 2019). Örgütsel mutluluk aynı zamanda iş birliğini artırarak örgüt içindeki çatışmaları azaltır ve örgüt içinde çalışanları mutlu eden olumlu bir atmosfer yaratır (Çakır ve Yavuz, 2022).

Gavin ve Mason (2004) tarafından yapılan araştırmaya göre, örgütlerde çalışan insanların çoğu, sosyal varlıklar olarak algılanmakta ve liderlerinin kendilerini iyi yönetmeleri durumunda mutlu olacaklarını düşünmektedirler. Bu nedenle, örgütlerin yöneticileri çalışanlarının ihtiyaçlarını anlamalı, onları dinlemeli ve çalışma ortamlarını daha keyifli hale getirmek için adımlar atmalıdırlar. Eğitim açısından bakıldığında okullar, girdileri ve çıktıları insanlardan oluşan toplumsal örgütlerdir. Okullar, örgüt olarak ayakta kalabilmelerini sağlayacak bileşenlere sahiptir. Bunlar; yöneticiler, öğretmenler, öğrenciler, veliler ve çalışanlardır. Türk eğitim sisteminde kayıtlı 19 milyondan fazla öğrenci ve 1 milyondan fazla öğretmen bulunmaktadır (MEB, 2023). Bu kadar büyük bir nüfusu bir araya getiren bir örgüt ortamında mutluluğun yüksek olması beklenmektedir. Bu bakımdan öğretmenlerin, inovasyona önem veren ve temel amacı toplumun ihtiyaç duyduğu yetenekleri yetiştirmek olan bir eğitim örgütünün en önemli neferleri olmaları ve kendilerini bu örgüt içinde mutlu hissetmeleri önemlidir. Öğretmenlerin okulda mutlu ve üretken olmalarını isteyen yöneticilerin, öğretmenlerin motivasyonunu yüksek tutacak liderlik davranışları sergilemeleri gerekmektedir (Kocabaş ve Karaköse, 2005).

Karnak (2020) çalışanların mutluluk düzeyinin eğitim örgütlerini doğrudan etkileyen bir faktör olduğuna dikkat çekmiştir. Seppala (2016) örgütsel mutluluğu etkileyen faktörleri ilham, ilişkiler, iş hayatının kalitesi ve liderlik olarak açıklamaktadır. Saenghiran (2013) ise örgüt içindeki çalışanların duygu, düşünce ve davranışlarını önemseyen, onların örgüte yönelik tutumlarını dikkate alan ve olumlu liderlik davranışları sergileyen liderlerin mutlu bir örgüt yapısı için çok önemli olduğuna dikkat çekmiştir. Bu bağlamda eğitim örgütlerinin başarısı çalışanların mutluluğuna bağlıdır ve örgütsel mutluluğu arttırmak için çalışanların ilişkileri, iş hayatının kalitesi ve liderlerin tutumu gibi faktörlere dikkat edilmesi önemlidir. Okullarda etkili ve kaliteli bir eğitim öğretim ortamı sağlamak için öğretmenlerin kurumunu benimsemeleri, kurum içinde yüksek motivasyona sahip

olmaları ve kendilerini güvende, mutlu ve başarılı hissetmeleri gerekir. Bunu sağlamak için, kurum içinde birçok değişkeni dikkate almak gerekir. Okulun lideri konumunda olan okul yöneticilerinin sergilediği hizmetkâr liderlik davranışları, bu değişkenlerden biri olabilir. Bu bağlamda hizmetkâr liderliğin örgütsel mutluluk üzerindeki önemli bir etkisinin olduğu düşünülmektedir. Bu araştırmada, ilkokul yöneticilerinin hizmetkâr liderlik davranışları ile öğretmenlerin örgütsel mutluluk düzeyleri arasındaki ilişki incelenmek istenmiştir. Bu ilişkiyi ortaya çıkarmak amacıyla aşağıdaki alt problemlere cevap aranmıştır.

1. Öğretmen algılarına göre ilkokul yöneticilerinin hizmetkâr liderlik davranışları ile öğretmenlerin örgütsel mutlulukları ne düzeydedir?
2. Öğretmenlerin örgütsel mutluluk düzeyleri bazı demografik değişkenlere (cinsiyet, eğitim düzeyi, mesleki kıdem, mevcut okuldaki çalışma süresi, mevcut okul yöneticisiyle çalışma süresi) göre farklılaşmakta mıdır?
3. İlkokul yöneticilerinin hizmetkâr liderlik davranışları ile öğretmenlerin örgütsel mutluluk düzeyleri arasında anlamlı bir ilişki var mıdır?
4. İlkokul yöneticilerinin hizmetkâr liderlik davranışları öğretmenlerin örgütsel mutluluk düzeylerini anlamlı bir şekilde yordamakta mıdır?

Yöntem

Araştırmanın Modeli

Bu araştırmada bağımsız değişken hizmetkâr liderlik ile bağımlı değişken örgütsel mutluluk arasındaki ilişkinin ortaya çıkarılması amaçlandığı ve en az iki değişken arasında karşılaştırma yapılacağı için ilişkisel tarama modeli kullanılmıştır. İlişkisel tarama modeli, evreni temsil eden topluluk içeresinden topluluğun tamamına bağlı kalarak ya da içinden seçilen bir grup örneklem üzerinden yapılan tarama modeli türüdür (Karasar, 2023). Bu tarama modelinde, değişkenlerin birlikte değişip değişmediği; değişme varsa bunun nasıl, ne düzeyde ve hangi yönde olduğu saptanmaya çalışılır (Büyüköztürk vd., 2023).

Evren ve Örneklem

Araştırmanın evrenini 2022-2023 eğitim-öğretim yılında Aksaray ili merkez ve merkeze bağlı resmi ilkokullarda çalışmakta olan toplam 1247 öğretmen oluşturmaktadır. Araştırmanın örneklemini belirlemek için Aksaray merkez ve merkeze bağlı resmi ilkokullardan basit tesedüfi örnekleme yöntemiyle 1247 kişilik evren için 294 kişiye ulaşılmak istenmiştir (Büyüköztürk vd., 2023). Bu doğrultuda elektronik ortamda "*Google Form*" üzerinden hazırlanan ölçeklere ait form Aksaray İl Milli Eğitim Müdürlüğünün verdiği izinle araştırma evrenini oluşturan merkez ve merkeze bağlı toplam 110 resmi ilkokula okulların iletişim kanalları vasıtasıyla ulaştırılarak öğretmenlerin gönüllü bir şekilde doldurmaları istenmiştir. Evreni temsil eden ilkokullardan 412 öğretmene ait veri girişi toplanmıştır. Öğretmenlerden elde edilen toplam 412 veriden sonra yapılan analizle birlikte değerlendirme dışına alınan veri olmadığı tespit edilmiştir. Bu veri seti üzerinde yapılan analizler için toplanan 412 verinin, ulaşılmak istenen örneklem büyüklüğünü fazlasıyla karşıladığı görülmektedir.

Tablo 1. Ankete katlan öğretmenlere ait demografik bilgiler

Değişkenler	Kategori	f	%
Cinsiyet	Kadın	210	51.0
	Erkek	202	49.0
Eğitim Düzeyi	Lisans	289	70.1
	Lisansüstü	123	29.9
Mesleki Kıdem	1-5 Yıl	43	10.4
	6-10 Yıl	54	13.1
	11-15 Yıl	94	22.8
	≥ 16	221	53.6
Mevcut Okuldaki Çalışma Süresi	1-5 Yıl	212	51.5
	6-10 Yıl	118	28.6
	11-15 Yıl	33	8.0
	≥ 16	49	11.9
Mevcut Okul Yöneticisiyle Çalışma Süresi	1-4 Yıl	276	67.0
	5-8 Yıl	136	33.0

Tablo 1'deki verilen bilgiler incelendiğinde; cinsiyet açısından ölçekteki sorulara cevap veren öğretmenlerin 210'u (%51) "kadın", 202'sinin (%49) ise "erkek" olduğu görülmektedir. Eğitim düzeyine bakacak olursak; 289 (%70.1) katılımcı "lisans"; 123 (%29.9) katılımcı ise "lisansüstü" mezunudur. Mesleki kıdem değişkeni incelendiğinde; katılımcıların 43'ü (%10.4) "1-5 yıl"; 54'ü (%13.1) "6-10 yıl"; 94'ü (22.8) "11-15 yıl" ve 221'i (%53.6) ise "≥ 16" mesleki kıdeme sahiptir. Mevcut okuldaki çalışma süresi değişkeni incelendiğinde; katılımcıların 212'si (%51.5) "1-5 yıl"; 118'i (%28.6) "6-10 yıl"; 33'ü (%8.0) "11-15 yıl" ve 49'u (%11.9) ise "≥ 16" mevcut okulunda çalışmaktadır. Mevcut okul yöneticisiyle çalışma süresi değişkeni incelendiğinde ise; katılımcıların 276'sı (%67.0) "1-4 yıl" ve 136'sı (%33.0) "5-8 yıl" aralığında mevcut yöneticileriyle birlikte çalışmakta oldukları görülmektedir.

Veri Toplama Araçları

Araştırmada bulgulara sağlıklı bir şekilde ulaşabilmek için geçerliği ve güvenirliği kanıtlanmış ölçeklerden yararlanılmıştır. Verilerin değerlendirilmesi amacıyla; "*Kişisel Bilgi Formu*", 29 maddeden oluşan "*Örgütsel Mutluluk Ölçeği*" (Arslan ve Polat, 2017) ve 20 maddeden oluşan "*Yönetici Hizmetkâr Liderlik Ölçeği*" (Konan vd., 2015) ilgili kişilerden izin alınarak kullanılmıştır. Ölçeklerdeki soruları yanıtlayan öğretmenlerin görev yapmakta oldukları okulların listesinin en güncel haline Milli Eğitim Bakanlığı'nın resmi sitesinden ulaşılmıştır. Veriler "*Google Form*" aracılığıyla gönüllülük esasına göre toplanıp SPPS 26.0 paket programına aktarılmış ve analizleri yapılmıştır.

Kişisel Bilgi Formu

Uzman görüşleri dikkate alınarak hazırlanan bilgi formunda araştırmaya katılan öğretmenler için; cinsiyet, eğitim düzeyi, mesleki kıdem, mevcut okuldaki çalışma süresi ve mevcut okul yöneticisiyle çalışma süresi değişkenlerine ilişkin sorular yer almaktadır.

Yönetici Hizmetkâr Liderlik Ölçeği

Ölçek, Konan ve diğerleri (2015) tarafından geliştirilmiştir. Ölçek, 20 madde ve "Kişiler Arası Destek" (6 madde), "Topluluk Oluşturma" (5 madde), "Fedakârlık" (3 madde), "Eşit Olma" (3 madde) ve "Ahlaksal Bütünlük" (3 madde) olmak üzere 5 alt boyuttan oluşmaktadır. Ayrıca ölçek, 5'li Likert yapıda olup; "1 (Hiçbir Zaman)" ile "5 (Her Zaman)"

arasında olacak şekilde derecelendirilmiştir. Konan ve diğerleri (2015) tarafından ölçeğin Cronbach Alfa katsayıları tüm boyutlarda α= .88 olarak belirlenmiştir. Mevcut araştırmanın Cronbach Alfa katsayıları "Kişiler Arası Destek" boyutunda α= .93, "Topluluk Oluşturma" boyutunda α= .94, "Fedakârlık" boyutunda α= .94, "Eşit Olma" boyutunda α= .89 ve "Ahlaksal Bütünlük" boyutunda ise α= .90 olarak bulunmuştur. Ayrıca ölçeğin "güvenilirlik katsayısı" toplamda α= .98 olarak bulunmuştur. Mevcut araştırmanın güvenirlik katsayı değerlerinin ölçeğin orijinal katsayı değerlerinin üzerinde olduğu görülmektedir (Konan vd., 2015). Ayrıca araştırmada ölçeğe ilişkin "Doğrulayıcı Faktör Analizi" (DFA) de yapılmıştır. Ölçeğin uyum değerleri (χ2/df= 4.250, RMSEA= 0.089, CFI=0.95, GFI=0.86, AGFI=0.86, NFI= 0.93) hesaplanmış ve araştırma için istenilen düzeyde olduğu tespit edilmiştir.

Örgütsel Mutluluk Ölçeği

Ölçek, Arslan ve Polat (2017) tarafından geliştirilmiştir. Ölçek, 29 maddeden ve "olumlu duygular" (9 madde), ters puanlama yapılması gereken "olumsuz duygular" (12 madde) ve "potansiyeli gerçekleştirme" (8 madde) olmak üzere 3 boyuttan oluşmaktadır. Arslan ve Polat (2017) ölçeğin alt boyutlarının ayrı ayrı değil tamamının ortalamasının alınarak değerlendirilmesi ve yorumlanması gerektiğini ifade etmiştir. Ayrıca ölçek, 5'li Likert yapıda olup; "1 (Hiç)" ile "5 (Tamamen)" arasında olacak şekilde derecelendirilmiştir. Arslan ve Polat (2017) tarafından ölçeğin Cronbach Alfa katsayıları "olumlu duygular" boyutunda α= .94, "olumsuz duygular" boyutunda α=.95 ve "potansiyeli gerçekleştirme" boyutunda α=.92 olarak belirlenmiştir. Mevcut araştırmanın Cronbach Alfa katsayıları "olumlu duygular" boyutunda α=.96, "olumsuz duygular" boyutunda α=.95 ve "potansiyeli gerçekleştirme" boyutunda ise α=.95 olarak bulunmuştur. Ayrıca ölçeğin "güvenilirlik katsayısı" toplamda α=.97 olarak bulunmuştur. Mevcut araştırmanın güvenirlik katsayı değerlerinin ölçeğin orijinal katsayı değerleriyle örtüştüğü görülmektedir (Arslan ve Polat, 2015). Ayrıca araştırmada ölçeğe ilişkin "Doğrulayıcı Faktör Analizi" (DFA) de yapılmıştır. Ölçeğin uyum değerleri (χ2/df= 2.132, RMSEA= 0.052, CFI= 0.97, GFI=0.88, AGFI=0.88, NFI= 0.94) hesaplanmış ve ölçeğin araştırma için istenilen düzeyde olduğu tespit edilmiştir.

Veri Toplama Süreci

Karamanoğlu Mehmetbey Üniversitesi Bilimsel Araştırma Yayın Etik Kurulu tarafından 24 Ekim 2022 tarihinde saat 10.00'da yapılan toplantıda, araştırmanın yapılması etik yönden sorun teşkil etmediği 24.10.2022 tarih ve 06-2022/136 sayılı Bilimsel Araştırma ve Yayın Etik Kurulu Kararı yazısı ile araştırmacılara bildirilmiştir. Okullardan veri toplamak için ise Aksaray İl Milli Eğitim Müdürlüğünden 18.12.2022 tarih ve E-76490249-605.01-66117741 sayılı veri toplama ve anket izni alınmıştır. Alınan izinlerden sonra yaklaşık 3 ay süren veri toplama süreci 2023 Mart ayına kadar devam etmiştir.

Verilerin Analizi

SPSS 26.0 paket programı kullanılarak, ilkokullarda görev yapan 412 öğretmenden toplanan verilerin analiz aşamasına geçilmiştir. Araştırmada ilkokul yöneticilerinin hizmetkâr liderlik davranışları bağımsız değişken, öğretmenlerin örgütsel mutluluk düzeyleri ise bağımlı değişken olarak incelenmiştir. Ayrıca araştırmada bağımlı değişkenin bazı demografik değişkenlere (cinsiyet, eğitim düzeyi, mesleki kıdem, mevcut okuldaki çalışma süresi, mevcut okul yöneticisiyle çalışma süresi) göre ilişkileri de incelenmiştir. Araştırmada kullanılan verilerin normal dağılıp dağılmadığına bakmak için normallik testi yapılmıştır. Verilerin normal dağıldığını kabul etmek için basıklık ve çarpıklık değerlerinin -1.5 ile +1.5 aralığında olması yeterlidir (Tabachnick ve Fidell, 2013). Yapılan normallik testi sonucuna göre çarpıklık değerleri -1.149 ile -.880 arasında basıklık değerleri ise +.652 ile +.968 arasında olduğu görülmüştür. Bu sonuçlara göre veriler parametrik testler kullanılarak analiz edilmiştir. Verilerin analizi için tanımlayıcı istatistiksel teknikler, bağımsız örneklem t-testi, tek yönlü varyans analizi (ANOVA), Pearson korelasyon analizi ve çoklu regresyon analizi teknikleri kullanılmıştır. Verilerin istatistiksel olarak anlamlılık düzeyini ortaya koymak için p değeri "<.05" ve "<.01" olarak alınmıştır.

Bulgular

Öğretmen Algılarına Göre İlkokul Yöneticilerinin Hizmetkâr Liderlik Davranışları ile Öğretmenlerin Örgütsel Mutluluk Düzeylerine Dair Bulgular

Öğretmen algılarına göre ilkokul yöneticilerinin hizmetkâr liderlik davranışları ile öğretmenlerin örgütsel mutluluk düzeylerine dair bulgular Tablo 2'de gösterilmiştir.

Tablo 2. Öğretmenlerin hizmetkâr liderlik ve örgütsel mutluluk algılarına dair betimleyici istatistikler

Boyutlar	n	$\bar{x}$	ss
Yönetici Hizmetkâr Liderlik Ölçeği	412	3.93	.91
Kişiler Arası Destek	412	3.88	.92
Topluluk Oluşturma	412	3.96	.92
Fedakârlık	412	3.88	1.05
Eşit Olma	412	3.76	1.06
Ahlaksal Bütünlük	412	4.18	.95
Örgütsel Mutluluk Ölçeği	412	3.83	.79

Tablo 2'ye göre "Yönetici Hizmetkâr Liderlik Ölçeği" toplam puanlarının "aritmetik ortalaması" X̄=3.93, "standart sapması" ss=.91; "kişiler arası destek" alt boyutu puanlarının "aritmetik ortalaması" X̄=3.88, "standart sapması" ss=.92; "topluluk oluşturma" alt boyutu puanlarının "aritmetik ortalaması" X̄=3.96, "standart sapması" ss=.96; "fedakârlık" alt boyutu puanlarının "aritmetik ortalaması" X̄=3.88, "standart sapması" ss=1.05; "eşit olma" alt boyutu puanlarının "aritmetik ortalaması" X̄=3.76, "standart sapması" ss=1.06; "ahlaksal bütünlük" boyutu puanlarının "aritmetik ortalaması" X̄=4.18, "standart sapması" ss=.95 olarak hesaplanmıştır. "Örgütsel Mutluluk Ölçeği" toplam puanlarının ise "aritmetik ortalaması" X̄=3.83, "standart sapması" ss=.79 olarak hesaplanmıştır.

Öğretmenlerin Örgütsel Mutluluk Düzeylerinin Bazı Demografik Değişkenlere Bağlı Olarak İncelenmesine Dair Bulgular

Cinsiyet, eğitim düzeyi ve mevcut okul yöneticisiyle çalışma süresi değişkenlerine göre öğretmenlerin örgütsel mutluluk düzeylerine dair t-testi sonuçları Tablo 3'te verilmiştir.

Tablo 3. Örgütsel mutluluğun bazı değişkenlerine göre t-testi sonuçları

Değişkenler	Kategori	n	x̄	Ss	t	Sd	p
Cinsiyet	Kadın	210	3.88	.77	1.27	410	.45
	Erkek	202	3.78	.81			
Eğitim Düzeyi	Lisans	289	3.86	.80	1.17	410	.66
	Lisansüstü	123	3.76	.77			
Mevcut Okul Yöneticisiyle Çalışma Süresi	1-4	276	3.81	.76	-.52	410	.18
	5-8	136	3.86	.85			

p>.05

Tablo 4. Örgütsel mutluluğun bazı değişkenlerine göre ANOVA sonuçları

Değişkenler	Kategori	n	x̄	Ss	VK	KT	Sd	KO	F	p	Fark
Mesleki Kıdem	(a)1-5	43	3.93	.68	Grup Arası	7.32	3	2.44			
	(b)6-10	54	3.92	.63	Grup İçi	253.34	408	.62			c-**d***
	(c)11-15	94	3.58	.89	Toplam	260.67	411		3.93	.00*	
	(d)≥16	221	3.89	.79							
	Toplam	412	3.83	.79							
Mevcut Okuldaki Çalışma Süresi	(a)1-5	212	3.83	.75	Grup Arası	5.88	3	1.96			
	(b)6-10	118	3.68	.84	Grup İçi	254.78	408	.62			b-**c***
	(c)11-15	33	4.08	.79	Toplam	260.67	411		3.14	.02*	b-**d***
	(d)≥16	49	4.00	.78							
	Toplam	412	3.83	.79							

*p<.05 Not. VK: Varyans Kaynağı KT: Kareler Toplamı KO: Kareler Ortalaması *Farklılık koyu harfe gelen grup lehinedir.

Tablo 3'teki t-testi sonuçlarına göre, öğretmenler algılarına yönelik örgütsel mutluluk ölçeğinin toplamı cinsiyet değişkeni açısından [$t_{(410)}$=1.27, p>.05], eğitim düzeyi açısından [$t_{(410)}$=1.17, p>.05] ve mevcut okul yöneticisiyle çalışma süresi açısından [$t_{(410)}$=-.52, p>.05] anlamlı bir farklılık göstermemektedir.

Öğretmenlerin örgütsel mutluluk düzeylerinin mesleki kıdem ve mevcut okuldaki çalışma süresi değişkenlerine göre yapılan ANOVA testine dair bulgular Tablo 4'te verilmiştir.

Tablo 4'teki ANOVA testi sonuçlarına göre, öğretmenlerin algılarına yönelik örgütsel mutluluk ölçeğinin toplamı mesleki kıdem değişkeni açısından [$F_{(3,408)}$=3.93, p<.05], mevcut okuldaki çalışma süresi değişkeni açısından [$F_{(3,408)}$=3.14, p<.05] anlamlı bir farklılık göstermektedir. Bu farklılığın hangi gruplar arasında olduğunu belirlemek amacıyla Post-Hoc testlerinden mesleki kıdem için varyanslar eşit dağılmadığından Tamhane's ve mevcut okuldaki çalışma süresi değişkeni için varyanslar homojen dağıldığından LSD testi yapılmıştır. Farklılıkların mesleki kıdem değişkeninde, "≥16 yıl" ile "11-15 yıl" grupları arasında "≥16 yıl" lehine; mevcut okuldaki çalışma süresi değişkeninde ise "6-10 yıl" ile "11-15 yıl" ve "6-10 yıl" ile "≥16 yıl" grupları arasında "11-15 yıl" ve "≥16 yıl" grubu lehine anlamlı farklılık tespit edilmiştir.

İlkokul Yöneticilerinin Hizmetkâr Liderlik Davranışları ile Öğretmenlerin Örgütsel Mutluluk Düzeyleri Arasındaki İlişkiye Dair Bulgular

Araştırmada ilkokul yöneticilerinin hizmetkâr liderlik davranışları ile öğretmenlerin örgütsel mutluluk düzeyleri arasındaki ilişkiyi belirlemek amacıyla Pearson korelasyon analizi yapılmış ve sonuçları Tablo 5'te gösterilmiştir.

Tablo 5'teki verilere göre ilkokul yöneticilerinin hizmetkâr liderlik davranışları ile öğretmenlerin örgütsel mutluluk düzeyleri arasında "*orta düzeyde ve pozitif yönlü*" (r=.629, p<.01) anlamlı bir ilişki görülmektedir. İlkokul yöneticilerinin hizmetkâr liderlik davranışları ile örgütsel mutluluk ölçeği alt boyutlarından "olumlu duygular" (r=.620, p<.01), "olumsuz duygular" (r=.548, p<.01) ve "potansiyeli gerçekleştirme" (r=.487, p<.01) arasında "*orta düzeyde ve pozitif yönlü*" anlamlı bir ilişki olduğunu göstermektedir.

Örgütsel mutluluk ile hizmetkâr liderlik ölçeği alt boyutlarından "kişiler arası destek" (r=.616, p<.01), "topluluk oluşturma" (r=.555, p<.01), "fedakârlık" (r=.588, p<.01), "eşit olma" (r=.593, p<.01) ve "ahlaksal bütünlük" (r=.616, p<.01) arasında "*orta düzeyde ve pozitif yönlü*" anlamlı bir ilişki görülmektedir.

Tablo 5. Hizmetkâr liderlik ile örgütsel mutluluk arasındaki ilişkiye dair korelasyon analizi

		1	2	3	4	5	6	7	8	9	10
1	Hizmetkâr Liderlik Ölçeği	—									
2	Kişiler Arası Destek	.965**	—								
3	Topluluk Oluşturma	.931**	.880**	—							
4	Fedakârlık	.938**	.869**	.824**	—						
5	Eşit Olma	.952**	.898**	.839**	.897**	—					
6	Ahlaksal Bütünlük	.917**	.849**	.781**	.871**	.884**	—				
7	Örgütsel Mutluluk Ölçeği	.629**	.616**	.555**	.588**	.593**	.616**	—			
8	Olumlu Duygular	.620**	.612**	.520**	.592**	.595**	.617**	.932**	—		
9	Olumsuz Duygular*	.548**	.529**	.501**	.503**	.510**	.546**	.874**	.709**	—	
10	Potansiyeli Gerçekleştirme	.487**	.483**	.441**	.453**	.458**	.453**	.843**	.760**	.552**	—

**p<.01 Not. *Olumsuz duygular boyutuna ait maddeler ters puanlanmıştır.

Tablo 6. Hizmetkâr liderliğin örgütsel mutluluğu yordamasına ilişkin çoklu regresyon analizi sonuçları

	Değişken	β	Standart Hata	t	p	Tolerans	VIF
	Sabit		.154	10.16	.00*		
Yordayıcı Değişken (Hizmetkâr Liderlik)	Kişiler Arası Destek	.32	.09	3.03	.00*	,131	7.65
	Topluluk Oluşturma	.00	.07	.00	.99	,208	4.80
	Fedakârlık	.05	.07	.53	.59	,153	6.55
	Eşit Olma	-.02	.08	-.19	.84	,120	8.33
	Ahlaksal Bütünlük	.31	.07	3.54	.00*	,182	5.50

*p<.05 $F_{(5,406)}$= 56.604 R=.641 R²=.411

İlkokul Yöneticilerinin Hizmetkâr Liderlik Davranışlarının Öğretmenlerin Örgütsel Mutluluk Düzeylerini Yordamasına Yönelik Bulgular

Araştırmada ilkokul yöneticilerinin hizmetkâr liderlik davranışları öğretmenlerin örgütsel mutluluk düzeylerini anlamlı bir şekilde yordayıp yordamadığını belirlemek için çoklu regresyon analizi yapılmış ve analiz sonuçları Tablo 6'da verilmiştir.

Tablo 6'daki verilere göre, yordayıcı *(hizmetkâr liderlik ve alt boyutlar)* değişkenler ile yordanan değişken (*örgütsel mutluluk*) arasındaki ilişkinin anlamlı [$F_{(5,406)}$=56.604, p<.05] olduğu, VIF (<10) ve tolerans değerlerinin (>.1) olması nedeniyle çoklu bağlantı probleminin olmadığı tespit edilmiştir (Hair vd., 2006). Buna bağlı olarak kişiler arası destek [t=3.03, p<.05] ve ahlaksal bütünlük [t=3.54, p<.05] boyutlarının örgütsel mutluluk üzerinde %95 güven düzeyinde anlamlı bir etkisinin olduğu görülmektedir. İlkokul yöneticilerinin hizmetkâr liderlik davranışları öğretmenlerin örgütsel mutluluk düzeylerinin yaklaşık %41.1'ini açıklamaktadır (R²=.411). Örgütsel mutluluğun %58.9'u ise modele eklenmeyen farklı değişkenler aracılığıyla açıklanabilir.

Sonuç ve Tartışma

Araştırmada öğretmenlerin ilkokul yöneticilerinin hizmetkâr liderlik davranışlarını "Çoğu Zaman" yüksek düzeyde algıladıkları sonucuna ulaşılmıştır. Araştırma sonucunu destekleyici olarak Arslan (2021), Usta ve Ünsal (2018), Chang ve diğerleri (2016) ve Livovich (1999) tarafından yapılan çalışmalarda, öğretmenlerin hizmetkâr liderlik algılarının yüksek düzeyde olduğu sonucuna ulaşılmıştır. Bu sonuçlar doğrultusunda, okul yöneticilerinin kendi çıkarlarını değil öğretmenlerin çıkarlarını ön plana aldıkları, öğretmenlerle kurdukları ilişkide karşılıklı anlayış çerçevesinde samimi ve içten oldukları, öğretmenlere değerli olduklarını hissettirdikleri, okul ortamında eşit ve adil davrandıkları, eleştiride yapıcı davrandıkları ve öğretmenlerinin beklentilerine cevap verecek hizmet odaklı bir yaklaşım sergiledikleri söylenebilir. Literatürde araştırma sonuçlarından farklı çalışmalar da bulunmaktadır. Çelik ve Okçu (2019) yaptığı çalışmada yöneticilerin hizmetkâr liderlik davranışlarını düşük düzeyde; Black (2010) ise orta düzeyde sergiledikleri sonucuna ulaşmaları mevcut araştırmayı desteklemediğini göstermektedir.

Araştırmada ilkokulda çalışan öğretmenlerin örgütsel mutluluklarının ölçeğin toplamında "Sıklıkla" yüksek düzeyde olduğu sonucuna ulaşılmıştır. Literatürde araştırmayla örtüşen destekleyici çalışmalar da bulunmaktadır. Arslan (2021), Bayram (2020), Korkut (2019) Afifah (2017), Aelterman ve diğerleri (2007) ve Suhail ve Chaudhry (2004) tarafından yapılan çalışmalarda da örgütsel mutluluğun yüksek düzeyde olduğu tespit edilmiştir. Bu sonuçlar, öğretmenlerin örgütsel mutluluk düzeylerinin yüksek olmasının çeşitli faktörlere bağlı

olduğunu göstermektedir. Öğretmenlerin örgütsel mutluluk düzeylerinin yüksek olması, öncelikle görev yaptıkları kurumlarda yöneticilerinden ilgi ve destek görmeleriyle ilişkili olabilir. Ayrıca öğretmenlerin, kendilerini okulda güvende hissetmeleri, çalıştıkları ortamın potansiyellerini ortaya çıkarmaya elverişli olması, mesleklerine karşı haz duymaları, okul ortamında olumlu ilişkilerin ve yardımlaşmanın çokça olması gibi faktörler de örgütsel mutluluk düzeylerini etkileyen diğer faktörler olarak söylenebilir. Araştırma sonucundan farklı olarak Elmas (2021) ilkokul, ortaokul ve lise öğretmenleri üzerinde yaptığı çalışmada öğretmenlerin örgütsel mutluluklarının orta düzeyde olduğunu ve bunun 2020 yılında yaşanan "Pandemi" etkisinden kaynaklandığını ifade etmiştir. Bu da göstermektedir ki yaşanılan toplumsal olayların negatif etkisi öğretmenlerin mutluluk düzeylerinin azalmasına neden olabilmektedir.

Araştırmada cinsiyet, eğitim düzeyi ve mevcut okul yöneticisiyle çalışma süresi değişkenlerine göre öğretmenlerin örgütsel mutluluk düzeyleri anlamlı farklılık göstermemektedir. Literatür incelendiğinde Aksoy (2022), Huang (2016), Corra ve diğerleri (2009) cinsiyet; Uysal (2022) ile Habibzadeh ve Allahvirdiyani (2011) eğitim düzeyi ve Delioğlan (2022) ise mevcut okul yöneticisiyle çalışma süresi değişkeni ile örgütsel mutluluk arasında anlamlı bir farklılığın olmadığı sonucuna ulaşmışlardır. Buna bağlı olarak öğretmenlerin okul ortamında cinsiyet ayrımı ve eğitim düzeyi farklılığı gözetmeden aynı duygulara sahip oldukları ve aynı zamanda okul yöneticisiyle çalışma süresinin örgütsel mutluluğu etkilemediği söylenebilir. Araştırmadan farklı olarak Raj ve diğerleri (2019), Hori ve Kamo (2017), Greenstein (2016) ve Tiefenbach ve Kohlbacher (2013) yaptıkları çalışmalarda cinsiyet farklılığının mutluluğun belirleyicisi olduğu sonucuna ulaşmışlardır. Kun ve Gadanecz'in (2019), Macaristan'da öğretmenlerin örgütsel mutlulukları üzerinde yaptıkları çalışmada, öğretmenlerin eğitim düzeylerindeki artışa bağlı olarak örgütsel mutluluk düzeylerinde de pozitif bir artışın olduğu yönünde bir sonuca ulaşmış olmaları araştırmayı desteklemediğini göstermektedir. Araştırmada mesleki kıdem ve mevcut okuldaki çalışma süresi değişkenleri ile öğretmenlerin örgütsel mutluluk düzeyleri arasında anlamlı bir farklılık vardır. Bu farklılığın meslekte tecrübeli öğretmenler lehine olduğu söylenebilir. Öğretmenlerin mevcut okuldaki çalışma süreleri ve kıdemleri arttıkça okul ortamının onlar için daha mutlu bir hale geldiği söylenebilir. Öğretmenlerin mesleki kıdemleri ve buna bağlı olarak mevcut okullarındaki çalışma süreleri arttıkça okuldaki tüm paydaşlarına yönelik daha kolay ve etkili iletişim kurabilmelerinin önü açılabilecektir. Paydaşları arasında gerçekleşen bu etkileşim sayesinde, öğretmenlerin daha tecrübeli olmalarına bağlı olarak okulda bütünleşmenin sağlanacağı ve bunun da mutluluklarına katkı sağlayacağı söylenebilir. Literatürde araştırmayı destekleyen çalışmalarda bulunmaktadır. Karnak (2020) ve Çetin ve Polat (2019) mesleki kıdem ile örgütsel mutluluk arasında anlamlı bir

ilişkinin ve bunun genç öğretmenler lehine olduğu sonucuna ulaşmışlardır. Kahveci ve Köse (2019), Brouskeli ve diğerleri (2018) ve Perie ve Baker (1997) yaptıkları çalışmalarda mesleki kıdem ve okuldaki çalışma süresinin mutluluğun belirleyicisi olmadığı sonucuna ulaşmaları yapılan araştırmayı desteklemediğini göstermektedir.

Araştırmada ilkokul yöneticilerinin sergilemiş oldukları hizmetkâr liderlik davranışları ile öğretmenlerin örgütsel mutluluk düzeyleri arasında *"pozitif yönlü ve orta düzeyde"* anlamlı bir ilişki olduğu sonucuna ulaşılmıştır. Literatür incelendiğinde örgütsel mutluluk kavramının farklı farklı birçok liderlik kavramları ile ilişkilendirildiği çalışmalar görülmektedir. Dönüşümcü Liderlik (Al-Hadravi vd., 2023), Dağıtımcı liderlik (Liu vd., 2022), okul yöneticilerinin liderlik stilleri (Aytaç, 2021), okul müdürlerinin öğretim liderlikleri (Kuvvet, 2019) ve paternalist liderlik (Akdeniz ve Erkuş, 2016) gibi birçok farklı liderlik türüyle ilişkilendirilen çalışmaların olduğu görülmüştür. Bu çalışmaların hepsinde de örgütsel mutlulukla pozitif yönde anlamlı bir ilişkinin olduğu sonucuna ulaşılmıştır. Bu bağlamda öğretmenlerin örgütsel mutluluk düzeylerinin okul yöneticilerinin sergilemiş oldukları liderlik davranışlarına bağlı olarak arttığı söylenebilir. Abdullah ve Ling (2016) yaptıkları çalışmada okul yöneticilerinin örgütsel mutluluğu artırmak için mutlaka pozitif bir okul iklimi yaratmalarının önemini vurgulamıştır.

Araştırmada ilkokul yöneticilerinin sergilemiş oldukları hizmetkâr liderlik davranışları öğretmenlerin örgütsel mutluluk düzeylerini anlamı bir şekilde yordamaktadır. Yordayıcı değişkenlerin öğretmenlerin örgütsel mutluluk düzeylerine etkisi önem sırasına göre kişiler arası destek ve ahlaksal bütünlük alt boyutları olarak belirtilebilir. Topluluk oluşturma, fedakârlık ve eşit olma alt boyutlarının ise örgütsel mutluluğun üzerinde anlamlı bir etkisinin olmadığı söylenebilir. Araştırmaya benzer bulgulara sahip Sarıbıyık (2022) dağıtımcı liderliğin ve Arslan (2021) ise hizmetkâr liderliğin öğretmenlerin örgütsel mutluluk düzeylerini anlamlı bir şekilde yordadığı sonucuna ulaşmışlardır. Clercq ve diğerleri (2014) yaptıkları araştırmada, çalışanların işe bağlılığı ile hizmetkâr liderlik arasındaki ilişkiyi inceleyerek hizmetkâr liderliğin işe bağlılığı anlamlı bir şekilde yordadığı sonucuna ulaşmışlardır. Muller ve diğerleri (2018) tarafından yapılan araştırmada da, hizmetkâr liderliğin örgütteki iş görenlerin performansını olumlu yönde etkilediği belirlenmiştir. Bu araştırma ve benzer bulgulara ait çalışmaların sonuçlarına göre yöneticilerin sergilemiş oldukları liderlik davranışlarının öğretmenlerin örgütsel mutluluğunu etkilemede önemli bir paya sahip olduğu söylenebilir.

Öneriler

1. Millî Eğitim Bakanlığı'nın stratejik planı doğrultusunda, okul yöneticilerinin gelişimini desteklemek amacıyla yeni bir mesleki gelişim yaklaşımı, sistemi ve modeli oluşturulacağı vurgulanmakta ve bu yeni sistem ve modelin çağdaş normlara uygun olması hedeflenmektedir (MEB, 2019). Bu bağlamda, okul yöneticilerinden öğretmenlerin ve öğrencilerin akademik ve sosyal gelişimlerini destekleyecek, eğitim sürecini yönetecek ve okul içi iletişimi sağlayacak yeterliliklere sahip hizmetkâr liderlik davranışları göstermeleri istenebilir.

2. Genel olarak araştırmada öğretmenler okul yöneticilerini birer hizmetkâr lider olarak algılamaktadırlar. Ancak hizmetkâr liderliği oluşturan alt boyutlardan eşit olma boyutu diğer boyutlara göre en düşük ortlamaya sahiptir. Bu doğrultuda okul yöneticilerinden, öğretmenlerine karşı yapıcı eleştiride bulunması, fikirlerinin tartışılmasını teşvik etmesi ve öğretmenlerinin öğrenme sürecindeki ihtiyaçlarını anlayıp gerekli desteği sağlayarak öğrenme arzularını artırıcı çalışmalar yapmaları istenebilir.

3. Araştırma sonucuna göre hizmetkâr liderliğin sadece kişiler arası destek ve ahlaksal bütünlük boyutlarının öğretmenlerin örgütsel mutluluk düzeylerine etkisinin olduğu görülmektedir. Okul yöneticilerini bu konuda bilgilendirmek amacıyla seminerler düzenlenebilir.

4. Araştırmada hizmetkâr liderlik ile örgütsel mutluluk arasında *"pozitif yönlü ve orta düzeyde"* anlamlı bir ilişki olduğu sonucuna ulaşılmıştır. Bu sonuca bağlı olarak okul yöneticilerinin hizmetkâr liderlik davranışlarında gözlemlenen artış öğretmenlerin örgütsel mutluluk düzeylerini de arttırmaktadır. Bu ilişkinin daha güçlü hala getirilebilmesi için ilkokul yöneticilerinin hizmetkâr liderlik davranışları ile ilgili (hizmet içi eğitim, kurs, seminer, konferans, vs.) mesleki alanda eğitim alması ve bu alanda kendilerini geliştirmeleri önerilebilir.

Yazar Katkı Oranı

Etik Kurul Beyanı

Çatışma Beyanı

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Extended Summary

Introduction

It is essential for teachers to have a high level of happiness in educational organizations whose input and output are human, both for the school, for themselves, and for their students. As the efficiency and productivity of teachers who are happy at school will increase, the emergence of a quality education will be ensured in this way. It can be said that one of the factors that will ensure this is the leadership behaviors shown by the managers. Saenghiran (2013) stated that it is important for leaders to care about the feelings, thoughts and behaviors of their employees in the organization, to take into account their attitudes towards the organization and to show positive leadership behaviors for a happy organizational structure. In this context, the effect of leadership on the happiness of the organization is a remarkable issue.

The high level of organizational happiness of teachers in schools has an important role in increasing their commitment and performance to the school, as well as in achieving the school's purpose. The leadership behaviors shown by the administrators can positively affect the perceptions of the teachers towards the school and make them aware of their high-level performances and also their responsibilities towards the school. Teachers who realize that they are supported by school administrators, their needs and interests are taken into account, can increase their level of commitment to the school and be happy within the organization.

Today, it is seen that leadership approaches that attach importance to collective action and cooperation, take the opinions of their employees in decision-making, support the development of their employees, adhere to ethical values, empower their employees, give importance to the development of their employees, and have multidimensional communication come to the fore. (Akdöl, 2015). One of these emerging leadership approaches is the "Servant Leadership" model, which was put forward by Greenleaf (1977). It includes all the characteristics that a leader should have, apart from traditional leadership approaches, who thinks about the interests of their employees, wants them to be happy and acts with the idea of serving (Temiz, 2016). In this study, it is aimed to reveal the relationship between the servant leadership behaviors of the administrators and the organizational happiness levels of the teachers according to the perceptions of the teachers.

Method

This research aims to examine the relationship between the servant leadership behaviors of primary school administrators and the organizational happiness levels of teachers. It was conducted as a descriptive research in the relational screening model. In the research, a relational screening model was used because a comparison was made between at least two variables. The population of this research consists of 1247 teachers working in Aksaray city center and public primary schools affiliated to the center in the 2022-2023 academic year. The sample of the study consists of 412 teachers working in different branches selected by simple random method from Aksaray center and official primary schools affiliated to the center. In order to reach the findings in a healthy way, scales with proven validity and reliability were used in the study. In order to evaluate the data; Personal information form, Organizational Happiness Scale consisting of 29 items (Arslan & Polat, 2017) and Executive Servant Leadership Scale consisting of 20 items (Konan et al., 2015) were used with the permission of the relevant persons. Descriptive statistics, t-test, ANOVA test, Pearson correlation analysis and regression analysis techniques were used for the data analysis.

Conclusion and Discussion

Firstly, it was concluded that teachers perceived the servant leadership behaviours of primary school administrators at a high level "Most of the Time". Supporting the research result, studies conducted by Arslan (2021), Usta and Ünsal (2018), Chang et al. (2016) and Livovich (1999) found that teachers' perceptions of servant leadership behaviours were at a high level. In line with these results, it can be said that school administrators prioritise the interests of teachers rather than their own interests, are sincere and sincere in their relationships with teachers within the framework of mutual understanding, make teachers feel valued, act equally and fairly, act constructively in criticism, and exhibit a service-oriented approach to meet the expectations of teachers. There are also studies in the literature that differ from the research results. For example, Çelik and Okçu (2019) found that administrators exhibit servant leadership behaviours at a low level. Black (2010) concluded that administrators exhibit servant leadership behaviours at a medium level, which does not support the current research.

Secondly, it was concluded that the organisational happiness of primary school teachers was at a high level "Frequently" on the whole scale and in all sub-dimensions. Accordingly, it can be interpreted that teachers experience both positive and negative emotions in the school environment. It can also be said that this situation does not prevent teachers from revealing their current potential. There are also supportive studies in the literature that overlap with the research. In the studies conducted by Korkut (2019), Afifah (2017), Aelterman, et al. (2007) and Suhail and Chaudhry (2004), it was determined that organisational happiness was at a high level. According to these results, it can be said that teachers' high levels of organisational happiness are due to the fact that they receive attention and support from their administrators in the institutions where they work, they feel safe at school, the environment in which they work is conducive to revealing their potential, they feel pleasure towards their profession, and there is a lot of positive relationships and cooperation in the school environment. Frey and Stutzer (2002) stated that an individual's experiences affect his/her emotions and he/she reflects these emotions to the organisation. In the current study, it is seen that teachers perceive the negative emotions dimension at a high level. Accordingly, it can be said that the high level of perception of the negative emotions dimension by the teachers stems from their unhappiness that is not caused by the institution they work for and the fact that they reflect this to the organisation. Unlike the research result, Elmas (2021) stated in his study on primary, secondary and high school teachers that teachers' organisational happiness was at a medium level, and this was due to the "Pandemic" effect experienced in 2020.

In the study, it was concluded that there is a significant relationship between the servant leadership behaviours exhibited by primary school administrators and teachers' organisational happiness levels "positively and moderately". When the literature is examined, it is seen that the concept of organisational happiness has been associated with many different leadership concepts in the past years. It was seen that there are studies associated with many different types of

leadership such as distributive leadership (Liu vd., 2022), leadership styles of school administrators (Aytaç, 2021), paternalistic leadership (Akdeniz & Erkuş, 2016), instructional leadership of school principals (Kuvvet, 2019). In all of these studies, it was concluded that there was a significant positive relationship. In this context, it can be said that teachers' organisational happiness levels increase depending on the leadership behaviours exhibited by school administrators. Abdullah and Ling (2016) stated in their study that school administrators should create a positive school climate to increase organisational happiness.

In the study, servant leadership behaviours exhibited by primary school administrators predict teachers' organisational happiness levels in a meaningful way. The fact that servant leadership behaviours exhibited by school administrators have a statistically significant effect on teachers' organisational happiness shows that this type of leadership has an important role in ensuring organisational happiness. Sarıbıyık (2022) found that distributive leadership and Arslan (2021) found that servant leadership significantly predicted teachers' organisational happiness levels. According to the results of this research and studies with similar findings, it can be said that the leadership behaviours exhibited by administrators have an important share in affecting teachers' organisational happiness.

Suggestions

In line with the strategic plan of the Ministry of National Education, it is emphasized that a new professional development approach, system and model will be created in order to support the development of school administrators, and this new system and model is aimed to comply with contemporary norms (MEB, 2019). In this context, it can be recommended that school administrators adopt servant leadership behaviors. In this research, data was obtained by taking only teacher perceptions into account. A similar research, conducting a qualitative study and considering the opinions of school stakeholders (civil servants, permanent employees, permanent workers, TYP personnel, parents and students), separately or together, can enrich the literature in this field.

Author Contributions

This research was produced from a master's thesis prepared at a state university. The first author of the study carried out the problem identification, literature review, data collection and writing stages. The second author, who is the master's thesis advisor, gave ideas at all stages of the article and made it ready for publication. The article was prepared with the joint contributions of both authors.

Ethical Declaration

This study was carried out with the approval decision taken at the Karamanoğlu Mehmetbey University Ethics Commission (Protocol No. 2022/136) meeting numbered 06 dated 24.10.2022.

Conflict of Interest

The authors declare that there is no conflict of interest with any institution or person within the scope of the study.

Müzik Öğretmenlerinin Lisans Eğitimi Alan Bilgisi Derslerinin Mesleki Kullanılabilirliğine İlişkin Görüşleri
Music Teachers' Opinions on The Professional Usability of Undergraduate Level Field Education Courses

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Öz: Bu araştırma, müzik öğretmenlerinin lisans eğitimlerinde almış oldukları alan bilgisi derslerinin mesleki kullanılabilirliğine ilişkin görüşlerini tespit etmeyi amaçlamaktadır. Eğitim fakültelerine bağlı müzik eğitimi bölümlerinin lisans öğretim programı "Öğretmenlik Meslek Bilgisi", "Alan Bilgisi" ve "Genel Kültür" dersleri olmak üzere üç kategoriden oluşmaktadır. Bu üç kategori içerisinde "Alan Bilgisi" derslerinin en çok ders saati ve krediyi içermesi nedeniyle bu derslerde edinilen bilgi ve becerilerin mesleki kullanılabilirliği araştırmanın temel problemini oluşturmaktadır. Araştırmanın çalışma grubunu 2006-2007 eğitim öğretim yılında yürürlüğe giren program ile öğrenim görmüş ve daha sonra Millî Eğitim Bakanlığına bağlı okullara atanmış on yedi müzik öğretmeni oluşturmaktadır. Nitel araştırma tekniklerinden durum çalışması yönteminin kullanıldığı bu araştırmada veriler yedi sorudan meydana gelen yarı yapılandırılmış bir görüşme formunun uygulanmasıyla elde edilmiş ve betimsel analiz yöntemiyle çözümlenerek yorumlanmıştır. Araştırmada elde edilen bulgular kapsamında, müzik öğretmenlerinin lisans öğretim programı "Alan Bilgisi" derslerinde edindikleri bilgileri çalışma hayatlarında aktif olarak kullandıkları sonucuna varılmış, ayrıca lisans müfredatına ve hizmet içi eğitime eklenmesini istedikleri dersler tespit edilmiştir. Bunun yanı sıra çalıştıkları MEB'e bağlı okullardaki fiziki şartların yetersizliği, enstrüman tedarik sorunu, ders saatlerinin azlığı gibi nedenlerle aldıkları eğitimleri yeterince uygulayamadıklarını da ifade etmişlerdir.

Anahtar Kelimeler: Öğretmen yetiştirme, program değerlendirme, müzik eğitimi

Abstract: This study aims to determine the opinions of music teachers on the professional usability of the field education courses they have taken during their undergraduate education. The undergraduate curriculum of the departments of music education consists of three categories as "field education", "professional teaching education", and "liberal education" courses. Among these categories, "field knowledge courses" have the highest number of course hours and credits; therefore, the professional usability of the knowledge and skills acquired in these courses constitute the main problem of the study. The study group of the research consists of 17 music teachers who appointed to schools affiliated to the Ministry of National Education. In this research, in which case study method, -one of the qualitative research techniques- was used, the data were obtained by applying a semi-structured interview form consisting of seven questions and analyzed and interpreted by descriptive analysis method. Within the scope of the findings, music teachers actively use the knowledge they acquired in the undergraduate curriculum field education classes in their working lives. Additionally, they stated that education was disrupted due to inadequate physical conditions and course durations.

Keywords: Teacher training, curriculum evaluation, music education

Giriş

Öğretmen yeterliliklerinin öğretmen yetiştirme programı sürecinde öğretmen adayına sunulan teorik ve uygulamalı çalışmalar aracılığı ile kazandırılması ve beklenen düzeylere eriştirilmesi gereklidir (YÖK, 1998). Öğretmenlerin nitelikli ve yeterli bir biçimde yetiştirilebilmesinde özellikle hizmet öncesi eğitimin yerinin önemli bir boyut oluşturduğu ifade edilebilir. Hizmet öncesi eğitimin temel noktası ise yükseköğretimde öğretmen yetiştiren fakültelerin öğretim programlarıdır (Çoban, 2011'den akt, Aksakal vd., 2016). Ülkemiz, Cumhuriyetten bu yana müzik öğretmeni yetiştirmeye ilişkin köklü bir deneyime sahiptir. 1924 yılında Atatürk'ün önderliğinde Musiki Muallim Mektebi'nin eğitim vermeye başlamasından bu yana, yüz yıldır müzik öğretmeni yetiştirilmektedir.

1990-1999 yılları arasında yürütülen milli eğitim geliştirme projesi kapsamında öğretmen yetiştirme programlarında birtakım yeniliklere gidilmiş bu kapsamda Müzik ve Resim-İş Ana Bilim Dalları, Güzel Sanatlar çatısı altında toplanmıştır. Proje kapsamında hâlihazırdaki müzik öğretmenliği programları gözden geçirilip standardize edilmiş ve 1998 yılında uygulanmaya başlanmıştır (Kalyoncu, 2004). 1998 yılındaki yapılanmanın ardından, 2006 yılında başka bir yapılanmaya gidilmiş, programlarda yer alan ortak derslerin

dışında kalan yaklaşık %25 oranındaki derslerin belirlenme yetkisi üniversitelere verilmiş ve genel kültür derslerinin sayısı arttırılmıştır. Buna göre; %25-30 meslek bilgisi, %50-60 alan bilgisi ve %15-20 genel kültür derslerinden oluşmuştur. Programlarda yer alan genel kültür derslerinin oranları arttırılırken, uygulama derslerinin oranları azaltılmıştır (YÖK, 2018). Yapılan bu köklü değişiklerin ardından 2018 yılında revize edilen müzik öğretmenliği programı günümüzdeki son şeklini almıştır.

Geliştirilen son müzik eğitimi lisans programından mezun olmuş öğrencilerin sayısının yeterli olmaması nedeniyle, bu çalışmada 2006-2007 eğitim öğretim yılında yürürlüğe giren müzik eğitimi lisans programından mezun olmuş öğretmenler ile görüşülmüştür. 2018 programında bulunan alan eğitimi derslerinden; ses eğitimi, piyano eğitimi, batı müziği teori ve uygulaması, armoni ve eşlikleme, çok sesli koro, Türk halk müziği teori ve uygulaması, Türk sanat müziği teori ve uygulaması, gitar eğitimi ve eşlikleme, orff çalgıları, orkestra oda müziği, bireysel çalgı eğitimi gibi derslerin isimlerinde ufak değişikler olmasına rağmen içeriklerinin 2006 programı ile aynı olması nedeniyle çalışmanın bulgularının güncel program ile benzerlik göstereceği düşünülmüştür. YÖK'ün 2006 ve 2018 müzik eğitimi lisans programları incelendiğinde ilgili alan derslerinin içeriklerinin benzer olduğu ancak ders

saatlerinde farklılıklar olduğu görülmektedir. Bunun yanı sıra Türk müziği odaklı alan derslerine yoğunlaşıldığı ve ders saatlerinin arttırıldığı görülmektedir.

Araştırma kapsamında ilgili araştırmalar incelendiğinde Müzik eğitimi alan bilgisi derslerine ilişkin az sayıda çalışmaya rastlanmıştır. "Alan bilgisi dersleri müzik öğretim teknikleri ve alandaki uygulamaların temellerini oluşturmaktadır." (Dündar, 2003). Kalyoncu'nun (2004) da belirttiği üzere müzik öğretmeninin yeterlilikleri arasında alan bilgisine sahip mesleki olarak donanımlı müziksel davranış biçimleri geliştiren öğretmenlerin yetişmesi önem arz etmektedir. Buradan yola çıkarak müzik öğretmenliği yapan öğretmenlerin alan bilgilerini, mesleklerinde ne ölçüde kullandıklarını ortaya koymak önem arz etmektedir. Alan yazın incelendiğinde müzik öğretmenlerine ilişkin mesleki yeterlilikler kapsamında pek çok çalışma yer alırken, derinlemesine inceleme yapan ve doğrudan bilgi aktarımı sağlayan çalışmaların sınırlı olduğu görülmüştür. Müzik öğretmenliği mesleğine yeni başlamış, müziksel bir davranış geliştirmeye başlayan öğretmenlerin aldıkları lisans eğitimlerindeki alan derslerine odaklı az sayıda çalışmaya rastlanmıştır. Müzik öğretmenlerinin mesleki yaşantılarında önemli bir yer tutan alan derslerinin kullanılabilirliğini ortaya koymak eğitim öğretimin verimli işleyişi bakımından önem arz etmektedir. Bu doğrultuda "Müzik Öğretmenlerinin Lisans Eğitimi Alan Bilgisi Derslerinin Mesleki Kullanılabilirliğine İlişkin Görüşleri nelerdir?" sorusu problem cümlesini oluşturmaktır.

Müzik Öğretmenliği Programlarında Alan Bilgisi

Müzik eğitimini mesleki, özengen ve genel olarak 3 farklı kategoriye ayıran Uçan (2005) etkili öğrenme ortamlarının gerçekleşebilmesi için mesleki müzik eğitimi programlarının oluşturulma ve uygulama aşamalarının iyi bir şekilde tasarlanmasının önemine dikkat çekmiş, hedeflenen kazanımlara ulaşılması için bunun bir gereklilik olduğunu vurgulamıştır. Mesleki müzik eğitimini ise düzeyi, kapsamı ve süresi bakımından diğer müzik eğitimi türlerinden farklı görüldüğü söylenebilir.

Eğitim Fakültelerinin lisans programlarına bakıldığında müzik öğretmeni adaylarına yönelik alan bilgisi, öğretmenlik meslek bilgisi ve genel kültür dersleri yer almaktadır. Bu üç alan kıyaslandığında öğrencilerin çalışma saati olarak en çok zaman ayırdıkları kategori alan bilgisi dersleridir. Örneğin bireysel çalgı ders saati haftada bir saat olmasına rağmen bir saatlik derste verilen ödevlendirme öğrencinin tüm haftasını alabilmektedir. Öğrencinin özellikle de uygulamalı alan derslerine bireysel olarak ayırdığı çalışma saati oldukça fazladır.

Öğretmenlerin sahip oldukları alan bilgilerinin mesleki yaşantılarındaki önemi ise yadsınamayacak kadar fazladır. Gerek çaldıkları enstrümanları gerek sesleri gerekse teorik bilgileri ile iyi bir donanıma sahip olan müzik öğretmenlerinin, öğrencileri üzerinde hâkimiyet kurma becerisi yüksek olacaktır. Derslerini daha verimli bir şekilde yürütecek sanatsal aktiviteleri ile görev yaptıkları okullarda fark yaratacaklardır. Bundan sebep öğrenim gördükleri üniversitelerde aldıkları alan eğitimlerinin çeşitliliği ve içeriği önem arz etmektedir. Bu çalışmaya katılan araştırma grubu, YÖK'ün 2006 yılında almış olduğu 2006-2007 eğitim-öğretim yılında yürürlüğe giren öğretmen yetiştirme programına tabi olarak eğitim görmüştür. Bu nedenle araştırma grubunun mezun olduğu yıllara ait olan alan eğitimi derslerine Ek 1'de yer verilmiştir.

İlgili alan yazını incelediğimizde eğitim fakülteleri müfredatının mesleki kullanılabilirliğine yönelik pek çok çalışma dikkat çekmektedir. Kalyoncu (2004) 1998 yılında revize edilmiş merkezi müzik öğretmenliği lisans programının temel müzik öğretmeni yeterlikleriyle ilişkisini incelemiştir. Demircan (2010) İlköğretim Matematik Öğretmenliği programındaki alan derslerinin öğretmen ve öğretmen adayı görüşleri doğrultusunda mesleki kullanılabilirliğini belirlemeyi amaçlamıştır. Karip (2019) Resim İş Öğretmenliği programında yer alan, meslek bilgisi, alan eğitimi ve genel kültür derslerinin müfredattaki dağılımını ve öğretmen görüşleri ile öğretmenlik mesleğine olan katkılarını incelemiştir. Konak (2020) Görsel Sanatlar öğretmenlerinin lisans müfredatlarında aldıkları Atölye Derslerinin mesleki kullanılabilirliğine ilişkin görüşlerini belirlemeyi amaçlamıştır. Olaç vd., (2016) göreve yeni başlayan sınıf öğretmenlerinin lisans eğitimlerinde aldıkları derslerin öğretmenlik deneyimlerine katkılarını ve eksikliklerini belirlemeyi amaçlamışlardır. Sezgin (2021) Müzik Öğretmenliği lisans programı alan eğitimi dersleri ile milli eğitim bakanlığı müzik öğretmeni özel alan yeterliklerinin birbiriyle arasındaki ilişkiyi kapsam ve içerik açısından incelemiştir. Kılınç ve Bulut (2017) Güzel Sanatlar Liselerinde görev yapmakta olan viyola öğretmenlerinin lisansta aldıkları Türk Müziği derslerine dair görüşlerini belirlemeyi amaçlamışlardır. Gökçe (2019) müzik öğretmenlerinin, müzik bölümü öğrencilerinin ve öğretim üyelerinin müzik öğretmeni yetiştirme programına dair görüşlerini incelemiş; Öztürk (2011), Müzik öğretmenliği müfredatı kapsamında alınan piyano derslerinin müzik öğretmenlerinin mesleki tecrübelerine katkısını araştırmış; Er ve Albuz (2017). Güzel Sanatlar Lisesi müziksel işitme okuma ve yazma dersi öğretmenlerinin özel alan bilgisi yeterliklerine ilişkin incelemelerde bulunmuşlardır.

Araştırmada aşağıdaki alt problemlere cevap aranmıştır.

1. Müzik öğretmenlerinin lisans eğitimlerinde aldıkları alan bilgisi derslerinin meslek hayatlarına sağladığı katkılar nelerdir?
2. Müzik öğretmenlerinin lisans eğitimlerinde aldıkları alan bilgisi derslerinin uygulanabilirliğine ilişkin görüşleri nelerdir?
3. Müzik öğretmenlerinin mesleki deneyimleri bağlamında müzik öğretmeni yetiştirme lisans programına ilişkin önerileri nelerdir?

Yöntem

Araştırmanın Deseni

Bu araştırmada, Müzik Öğretmenliği lisans programındaki alan bilgisi derslerinin meslek hayatlarına sağladığı katkıları ve mesleki kullanılabilirliğini belirlemek amaçlanmıştır. Bu amaca yönelik müzik öğretmenlerinin mesleki deneyimleri ışığında görüş ve önerilerini belirlemek için nitel araştırma desenlerinden durum çalışması tercih edilmiştir.

Durum çalışması; bir duruma ilişkin derinlemesine anlayış geliştirme, belirli bir örnek teşkil etmek için bir durumu kullanarak, gerçek yaşam ve bağlamın ortam içindeki durumunun araştırılmasını olanaklı kılar (Creswell, 2013). Bu nedenle 2006 müzik öğretmenliği lisans programını değerlendirmek amacıyla müzik eğitimi alanında mesleki tecrübelere sahip olan öğretmenlerin deneyimlerini belirlemek üzere görüşlerine başvurulmuştur.

Çalışma Grubu

Çalışma grubu amaçlı örneklem yöntemlerinden tipik durum örnekleme yöntemi ile seçilmiştir (Lincoln ve Guba, 1985). Tipik durum örnekleme; araştırma problemi ile ilgili olarak evrende yer alan çok sayıdaki tipik bir durumun belirlenerek bu örnek üzerinden bilgi toplanmasını gerektirir. Burada esas olan sıra dışı olmayan ortalama tipik bir durumun seçilmesidir (Büyüköztürk vd., 2014). Nitel araştırmalarda veriler öznler arası olarak üretilmiştir. Bu nedenle çalışmanın bu bölümünde araştırmanın özneleri olan katılımcılara ve araştırmacıya ilişkin bilgilere yer verilmiştir.

Katılımcıların Özellikleri

Çalışma grubunu; Erzincan Binali Yıldırım Üniversitesi Eğitim Fakültesi Müzik Öğretmenliği Ana Bilim Dalından mezun olmuş Milli Eğitime bağlı çeşitli okullarda görev yapan 17 müzik öğretmeni oluşturmaktadır. Bu çalışmada YÖK'ün 2006 yılında almış olduğu kararla 2006-2007 eğitim-öğretim yılında yürürlüğe giren öğretmen yetiştirme programına tabi olarak eğitim görmüş öğretmenler çalışmanın evrenini oluştururken, tipik özelliklere sahip görüşme yapılan 17 müzik öğretmeni ise çalışmanın örneklemini oluşturmaktadır. Müzik öğretmenliği müfredatındaki alan derslerinin mesleki kullanılabilirliğini anlamak amacıyla yürütülen çalışmada, görüşme yapılan öğretmenlerin programdaki alan derslerini hatırlayabilmeleri sebebiyle görevdeki hizmet süresi 1-7 yıl arasında olan öğretmenler örneklem grubu olarak tercih edilmiştir.

Tablo 1. Araştırma grubunun cinsiyet özellikleri

Cinsiyet	n
Kadın	10
Erkek	7
Yaş	**n**
20-25	9
30-35	6
35-40	2

Tablo 1'de görüldüğü üzere araştırma grubunu 10 kadın 7 erkek öğretmen oluşturmaktadır. Araştırma grubunun yaş aralıklarına bakıldığında 20-25 yaş arası 9, 30-35 yaş arası 6, 35-40 yaş arası 2 öğretmendir.

Araştırmacının Rolü

Çalışmayı yürüten araştırmacı söz konusu üniversitenin Eğitim Fakültesi'nde 13 yıldır akademisyenlik görevini sürdürmektedir. 12 yıldır müzik öğretmeni mezun etmekte olan araştırmacı çalışma grubunu oluşturma konusunda herhangi bir zorluk çekmemiştir. Ayrıca yapılan son programa ilişkin YÖK tarafından düzenlenen bir toplantıda yer almıştır. Araştırmacının nitel araştırma konusunda çalışmaları mevcuttur. Araştırmacı 1998 YÖK Lisans programı çerçevesinde eğitim almış olup, uzun yıllar YÖK 2006 lisans programında öğrenci yetiştirmiştir. Araştırmacı güncellenen 2018 YÖK Lisans müfredatı ile alan eğitimi derslerinin çeşitliliğine hakimdir. Bu bağlamda araştırmada kendini deneyimlerine dayalı olarak alan eğitimi derslerinin önemini ve çeşitliliğini ortaya koymaya çalışan bir eğitimci olarak konumlandırmıştır. Söz konusu araştırmacı bir eğitimci olarak öğrencileri ve meslektaşları ile deneyimlerine dayalı gerçekleştirdiği görüşmeler ışığında öğretmenlik mesleğinde alan eğitimi odağında pek çok yaşam deneyimine rastlamıştır.

Nitel araştırmalarda araştırmacı daha katılımcı bir rol oynar. Kendi varsayımları ve önyargılarının farkında olması araştırmacıdan beklenen bir sorumluluktur. Bu bağlamda araştırmacı bu sorumluluklar çerçevesinde, alandan ve ilgili üniversitede görev yapan biri olarak mezun ettiği öğrencilerinden (MEB'e bağlı olarak görev yapmakta olan müzik öğretmenlerinden) rastgele seçimlerle çalışma grubunu oluşturmuş, bu sayede olası yanlılıkları kontrol altına almaya çalışmıştır.

Veri Toplama Yöntemi ve Aracı

Verilerin toplanma aşaması sırasında öğretmenlere araştırmacı tarafından oluşturulan yedi sorudan meydana gelen yarı yapılandırılmış görüşme formunu doldurmaları istenmiştir. Veri toplama aracının geliştirilme aşamasında araştırmacı tarafından literatür taraması yapılmış ardından görüşme formu üç farklı alan uzmanından alınan dönütler doğrultusunda düzenlenmiştir. Görüşme formu deneme uygulaması yapıldıktan sonra ise son şeklini almıştır. Görüşme tekniğini kullanmanın amacı genellikle bir hipotezi test etmek değil, bunun aksine diğer insanların deneyimlerini ve bu deneyimleri nasıl anlamlandırdıklarını anlamaya çalışmaktır (Türnüklü, 2000). Yarı yapılandırılmış görüşme formunu oluşturan sorular araştırmanın alt problemlerine cevap arar nitelikte olup, sorulara örnek olarak; "Çalıştığınız kurumlarda, lisansta aldığınız alan bilgisi derslerinin uygulanabilirliğine ilişkin görüşleriniz nelerdir?" ve "Lisans eğitiminiz boyunca aldığınız alan bilgisi derslerinden hangisi/hangilerinin meslek hayatınıza katkısı olduğunu düşünüyorsunuz? Neden?" verilebilir.

Veri Toplama Süreci

Verilerin toplanması sürecinde araştırmacı, ülkenin dört bir yanında görev yapmakta olan öğrencilerine bireysel olarak ulaşmış olup araştırmanın amacı ve kapsamı hakkında bilgi verdikten sonra görüşme formunu yazılı bir şekilde doldurmalarını talep etmiştir. Görüşmeler 2021-2022 güz öğretim yılında telefon ve elektronik posta yoluyla gerçekleşmiştir.

Verilerin Analizi

Çalışmada yarı yapılandırılmış görüşme formundan elde edilen veriler içerik analizi yöntemi ve eksensel kodlamalar ile çözümlenerek yorumlanmıştır. İçerik analizi, çeşitli veri toplama teknikleri ile elde edilmiş verilerin daha önceden belirlenmiş temalara göre özetlenmesi ve yorumlanmasını içeren nitel bir veri analiz türüdür. Bu analiz türünde araştırmacı görüştüğü ya da gözlemlediği kişilerin görüşlerini çarpıcı bir biçimde yansıtabilmek için doğrudan alıntılara sıklıkla yer verilebilir (Yıldırım ve Şimşek 2011).

Bulgularda verilen temalar çalışmanın ana amacına hizmet eden 3 araştırma sorusu ile oluşturulmuştur. Bu bağlamda "Meslek Hayatına Katkı", "Alan Bilgisi Derslerinin Uygulanabilirliği" ve "Müfredata İlişkin Öneriler" şeklinde üç ana eksen belirlenmiştir. Bu nedenle bu çalışmada eksensel kodlama (Saldana, 2016) uygulanmıştır. Daha sonra yarı yapılandırılmış görüşme formundan alınan cevaplar doğrultusunda, eksenler bağlamında kodlamalar yapılmıştır. İçerik analizi yöntemine uygun olarak eksenler ve kodlara ilişkin doğrudan alıntılar yapılmıştır. Oluşturulan eksenler ve kodlar tablolarda yer almaktadır.

Geçerlilik ve Güvenirlik Çalışmaları

Nitel araştırmalarda geçerliğin ve güvenirliğin sağlanması amacıyla Lincoln ve Guba'nın önerdikleri (inandırıcılık,

aktarılabilirlik, tutarlık, teyit edilebilirlik) ölçütleri doğrultusunda çalışılmaya özen gösterilmiştir (Yıldırım ve Şimşek, 2011).

Uzun süreli etkileşimi sağlamak için görüşme yapılan Türkiye'nin dört bir yanında görev yapmakta olan öğretmenlere görüşme formu gönderilmiş, geri dönüşler için uygun zamanlarında ayrıntılı cevap vermelerini sağlayacak yeterli süre verilmiştir. Aktarılabilirlik noktasında raporlaştırma aşamasında çalışma grubuna ait doğrudan alıntılara sıklıkla yer verilmiştir. Alıntı yapılırken katılımcılara kodlar verilerek katılımcı öğretmenler Ö1, Ö2, Ö3… olarak belirtilmiştir. Tutarlılık için ise görüşmelerden elde edilen veriler, araştırmacı tarafından farklı zamanlarda gözden geçirilmiş ve sağlaması yapılmıştır. Verilerin geçerliliğini sağlama konusunda çalışma süresi ve yaşları farklı Türkiye'nin altı farklı bölgesinde görev yapmakta olan öğretmenler ile görüşülmüştür. Görüşme soruları hedeflenen çalışma grubuna uygulanmadan önce beş katılımcı ile sınırlı tutularak pilot uygulaması yapılmıştır. Alınan dönütler doğrultusunda araştırma soruları gözden geçirilmiştir. Akabinde teyit edilebilirliğini sağlamak için uzman incelemesine gidilmiştir. Bunun için veriler raporlaştırıldıktan sonra üç farklı alan uzmanına danışılmıştır. Uzmanlardan gelen görüş ve önerilerin yer aldığı dönütlere göre düzenlemeler yapılmıştır.

Bulgular

Araştırmanın alt problemleri doğrultusunda 3 başlık altında toplam 12 tema tespit edilmiştir. Çalışmada, müzik öğretmenleri ile yapılan görüşmeler sonucunda toplanan verilerin analizi ile elde edilen başlıklar aşağıda sıralanmıştır:

"1-Müzik öğretmenlerinin lisans eğitimlerinde aldıkları alan bilgisi derslerinin meslek hayatlarına sağladığı katkılar nelerdir?" Problem sorusuna ilişkin bulgulara yer verilmiştir.

Tablo 2. Müzik öğretmenlerinin lisans eğitimlerinde aldıkları alan bilgisi derslerinden meslek hayatlarına katkısı olan derslere ilişkin tema ve kodlar tablosu

Temalar/Kodlar	f
Müfredata Yönelik Ders Anlatımında	
Okul Çalgıları	11
Müzik Kültürü	10
Güncel ve Popüler Müzikler	8
Bireysel Çalgı	5
Bireysel Ses Eğitimi	4
Eşlik Çalma	3
Öğretim Teknolojileri ve Materyal Tasarımı	3
Belirli Günler ve haftalar kapsamında	
Koro ve Yönetimi	14
Bireysel Çalgı	8
Bireysel Ses Eğitimi	7
Orkestra/Oda Müziği ve Yönetimi	6
Güzel Sanatlar bölümlerine öğrenci hazırlama	
Bireysel Ses Eğitimi	9
Piyano	8
Eşlik Çalma	8
Yarışmalara Öğrenci Hazırlama	
Bireysel Ses Eğitimi	9
Eşlik Çalma	8
Bireysel Çalgı	7
Destekleme ve Yetiştirme Kursları Kapsamında	
Bireysel Çalgı	12
Piyano	8

MEB'e bağlı çeşitli okullarda görev yapmakta müzik öğretmenleri lisans eğitimlerinde aldıkları alan bilgisi derslerinden hangilerini mesleki yaşantılarında hangi kapsamda kullandıklarına dair açıklamalarda bulunmuşlardır. Müfredata yönelik ders anlatımlarında lisans eğitimlerinde aldıkları derslerden; okul çalgıları (f=11), müzik kültürü (f=10), güncel ve popüler müzikler (f=8), piyano eşlik (f=3), bireysel çalgı (f=5), bireysel ses eğitimi (f=4), öğretim teknolojileri ve materyal tasarımı (f=3), faydalandıklarını ifade etmişlerdir. Bulgulara ilişkin doğrudan alıntı örnekleri verilmiştir.

Ö3: "Materyal tasarımı dersinden edindiklerim oldukça işime yaradı. Dersi öğrencilere sevdirmek ve eğlenceli hale getirmek için bu derslerde edindiğim bilgiler daha çok işime yarıyor. Öğrettiğim konuyla ilgili çeşitli oyunlar türetiyor burada materyal tasarımı dersinden faydalanıyorum."

Ö1: "Ses Eğitimi dersinin temel kazanımı sağlıklı nefes almayı ve doğru ses üretmeyi öğrenmektir. Seslerini kullanmayı yeni öğrenen öğrencilere eser seslendirirken rehberlik etmemizi sağlar. Seslerin doğru fonetiğini öğrenen öğrenci telaffuz başta olmak üzere konuşma becerisini de geliştirmiş olurlar."

Ö10: "Şarkı söyleme etkinliklerinde okul çalgıları ve eşlik çalma derslerinde edindiğim bilgileri kullanmam öğrencilerin derse katılımını ve müziğe olan ilgisini arttırıyor."

Ö:15 "Okul çalgıları dersinde ise temel düzeyde öğrendiğimiz çalgılar (bağlama, gitar, blok flüt, elektronik org) öğrencilerin seslendirdiği eserin türüne göre çalgılarla eşiklik etmemde yardımcı olmuştur. Örneğin seslendirilen eser Türk Halk Müziği formunda ise bağlama ile komalı seslerin diyatonik dizilerden duyum olarak farklı olduğu hissettirilmiştir."

Tablo 2'teki frekans değerlerine bakıldığında müzik öğretmenlerinin müfredata yönelik ders anlatımlarında lisans eğitimlerinde aldıkları teorik derslerden büyük ölçüde yararlandıkları anlaşılmaktadır. Bunun yanı sıra okul çalgıları ve ses eğitimi derslerinin de ne derece önemli olduğu doğrudan alıntılarla desteklenmiştir.

Belirli günler ve haftalardaki etkinlikleri hazırlamada lisans eğitimlerinde aldıkları derslerden; koro ve yönetimi (f=14), bireysel çalgı (f=8), bireysel ses eğitimi (f=7), orkestra/oda müziği ve yönetimi (f=6) olduğunu belirtmişlerdir. Bulgulara ilişkin doğrudan alıntılara yer verilmiştir.

Ö4: "Koro ve Yönetimi dersinin meslekteki yeri ve önemi yadsınamaz. Milli Bayramlarımız için bizlerden koro isteniyor. Her özel günde koro olması gerekli koro dersi ve yönetimi bu bağlamda büyük önem taşıyor".

Bir müzik öğretmeninin göreve atandıktan sonra almış olduğu eğitimi ve yeteneklerini sergileyeceği belirli günler ve haftalar etkinlikleri son derece önem arz etmektedir. Bu bağlamda tablo 2 incelendiğinde; öğretmenlerin seslerini kullanma ve çalgı çalma becerilerinin yanı sıra koro yönetebilme becerilerine de hâkim olmalarının önemini kavradıkları anlaşılmaktadır.

Güzel sanatlar bölümlerine öğrenci hazırlamada lisans eğitimleri boyunca aldıkları; bireysel ses eğitimi (f=9), piyano (f=8), eşlik çalma (f=7) derslerinden faydalandıklarını belirtmişlerdir.

Yarışmalara öğrenci hazırlama noktasında lisans eğitimleri süresince aldıkları; eşlik çalma (f=8), bireysel ses eğitimi

(f=9), bireysel çalgı (f=7) derslerinden yararlandıklarını ifade etmişlerdir.

Destekleme ve yetiştirme kursları kapsamında ise lisansta aldıkları; bireysel çalgı (f=12), piyano (f=8) derslerinden yararlandıklarını belirtmişlerdir.

Bir müzik öğretmeni diğer branş öğretmenlerine kıyasla öğrencileri ile ders dışı etkinliklerde sıklıkla buluşmaktadır. Güzel sanatlar bölümlerine ya da okullar arası yarışmalara hazırlanma gibi birebir eğitime başvurulan noktalarda yine öğretmenin çalgısına hâkim olabilmesi, belirli düzeyde eşlik yapabilmesi, sesini kullanabilmesi ve nasıl kullanılacağını gösterebilmesinin önemi tablo 2'te görülmektedir.

"Müzik öğretmenlerinin lisans eğitimlerinde aldıkları alan bilgisi derslerinin uygulanabilirliğine ilişkin görüşleri nelerdir?" Problem sorusuna ilişkin bulgulara yer verilmiştir.

Tablo 3. Müzik öğretmenlerinin lisans eğitimlerinde aldıkları alan bilgisi derslerinin uygulanabilirliğine ilişkin tema ve kodlar tablosu

Temalar/Kodlar	f
Fiziki Ortam Yetersizliği	
Okullarda müzik sınıflarının olmayışı	12
Okullarda yeterli araç gerecin olmayışı	8
Enstrüman tedarik sorunu	9
Sınıf mevcutlarının fazla olması	10
Maddi imkansızlıklar	9
Ders sürelerinin yetersizliği	11
Seviye Farklılıkları	
Lisansta aldıkları eğitimin okullarda verdikleri derslere göre ileri düzeyde olması	12
Ortaokul ve lise seviyelerinde kaynak nota bulamama	8
Ailelerin sosyokültürel seviyelerinin destekleyici olmaması	7
Müfredata bağlı ilerleme gerekliliği	10

Milli Eğitime bağlı çeşitli okullarda görev yapmakta müzik öğretmenleri lisans eğitimlerinde aldıkları alan bilgisi derslerinin eğitim vermekte oldukları öğrencilerine uygulanabilirliğine ilişkin görüşlerini aldığımızda genellikle olumsuz cevaplar ile karşılaşılmıştır. Uygulanabilirlik kapsamında Fiziki ortam yetersizliği konusunda; okullarda müzik sınıfının olmayışı (f=12), okullarda yeterli araç gerecin olmayışı (f=8), enstrüman tedarik sorunu (f=10), sınıf mevcutlarının fazla olması (f=10), maddi imkansızlıklar (f=9), ders sürelerinin yetersiz olması (f=11) şeklinde ifade etmişlerdir. Bulgulara ilişkin doğrudan alıntı örnekleri verilmiştir.

Ö16: "Milli Eğitime bağlı okulların çoğunda bir müzik sınıfı dahi yok ve benimkinde de öyle. Dolayısıyla okulda herhangi bir enstrümanla çocukları buluşturmak çok çok zor şayet kendimiz bireysel sazlarımızı okula götürebilirsek bunu sağlayabiliyoruz. Ailelerin sosyoekonomik yapısı da çocukların müzik alanında gelişim göstermesi açısından pek destekleyici ve uygun değil. Yine de eğitici olarak çocuklara müziği en doğru biçimde aktarmaya çalışıyoruz"

Ö5: "Alan Bilgisi derslerimizin hepsini aktif olarak uygulayamıyoruz. Bunun sebebi okullarımızın birçoğunda müzik sınıfı bulunmamaktadır. Zamanla her okulda bir piyano olursa, bir müzik sınıfı açılırsa daha güzel işler ortaya çıkar. Koro hazırlarken kulaktan öğretimle gidiyoruz."

Ö:3 "Ders süremiz her kademede 1 saat olduğundan ve sınıf mevcutları da fazla olduğundan derinlemesine bir müzik eğitimi verme şansım yok dolayısıyla ilgili alan

derslerimizden basit düzeyde faydalandığımı söylemek daha doğru olur"

Tablo 3'teki frekans değerleri ve doğrudan alıntılar ışığında öğretmenlerin birçoğu eğitim vermekte oldukları öğrencilerinde müzikal davranış geliştirme konusunda; ders sürelerinin yetersizliği, fiziki ortamların elverişsiz olması, enstrüman tedarik sorunu gibi imkansızlıklar sebebi ile kendilerini yetersiz gördükleri anlaşılmıştır.

Öğretmenlerin lisans eğitiminde aldıkları dersleri uygulama noktasında seviye farklılığı problemi ortaya çıkmaktadır; lisansta aldıkları eğitimin okullarda verdikleri derslere göre ileri düzeyde olması (f=12), ortaokul ve lise seviyesine göre kaynak nota bulamama (f=8), ailelerin sosyokültürel seviyelerinin destekleyici olmaması (f=7), müfredata bağlı ilerleme gerekliliği (f=10), gibi sorunlarla karşılaştıklarını ifade etmişlerdir.

Ö11: "Öğrendiklerimi öğretemiyor, kullanamıyor oluşum dersin öğretmenlik alanı için gereksiz oluşundan değil çalıştığım kademedeki öğrencilerin bilgi düzeyinin düşük olması ve derse yönelik tutumdan kaynaklandığını düşünüyorum."

Ö7: "Müfredata bağlı ilerlemek zorunda olduğumuz için çocuklara temel müzik eğitimi verebiliyorum, onun dışında da imkanlar doğrultusunda Blok Flüt öğretebiliyorum, seslerini nasıl kullanmaları gerektiğini ve koronun nasıl olması gerektiğini basit düzeyde uygulamalı olarak göstermeye çalışıyorum".

Tablo 3'e bakıldığında müzik öğretmenlerinin bilgilerini istedikleri gibi aktaramama noktasında seviye farklılıkları problemi görülmektedir. Genel bir başlık altında toplanan farklılıklar teması kodlarda ayrıntılı olarak ele alınmıştır. Burada en dikkat çekici olanı öğretmenlerin ilköğretim ya da ortaöğretim öğrencilerine yönelik yaşadıkları pedagojik sorunlardır.

Uygulanabilirlik başlığı altında birinci alt probleme oranla daha karamsar cevaplar dikkat çekmektedir. Bunun nedeni bu soruların daha çok müfredata yönelik uygulanabilirlik odaklı sorulmasından kaynaklı olduğu söylenebilir.

"3-Müzik öğretmenlerinin mesleki deneyimleri bağlamında müzik öğretmeni yetiştirme lisans programına ilişkin önerileri nelerdir?" Problem sorusuna ilişkin bulgulara yer verilmiştir.

Tablo 4. Müzik öğretmenlerinin mesleki deneyimleri bağlamında Müzik Öğretmeni Yetiştirme Lisans Programına önerilerine ilişkin tema ve kodlar tablosu

Temalar/Kodlar	f
Müfredata Eklenilmesi önerilen dersler	
Ses Sistemleri ve Cihazları Kullanımı	4
Türk Halk Oyunları	5
Orff Çalgıları	9
Diksiyon Eğitimi	3
Müfredattan çıkarılması önerilen dersler	
Çalgı Bakım Onarım Bilgisi	4
Eğitim Müziği Besteleme	5
Ders Saatinin Arttırılması Önerilen Dersler	
Okul Çalgıları	12
Koro ve Yönetimi	11
Bireysel Ses Eğitimi	6
Ders saatlerinin azaltılması önerilen dersler	
Geleneksel Türk Sanat Müziği	7
Geleneksel Türk Halk Müziği	8
Armoni-Kontrpuan-Eşlik	4
Hizmetiçi Eğitime İhtiyaç Duyulan Dersler	
Koro ve Yönetimi	8
Orff ve Suzuki Yöntemleri	10

Milli Eğitime bağlı çeşitli okullarda görev yapmakta olan müzik öğretmenleri lisans eğitimlerinde aldıkları alan bilgisi derslerine yönelik tecrübeleri nezdinde, müzik eğitimi programına ilişkin önerileri sorulduğunda müfredata eklenilmesi gereken dersler'i; ses cihazlarının kullanımına ilişkin (f=4), Türk halk oyunları (f=5), orff çalgıları (f=9), diksiyon eğitimi (f=3) şeklinde ifade etmişlerdir. Bulgulara ilişkin doğrudan alıntı örnekleri verilmiştir.

Ö1: "Biz müzik öğretmenleri olarak gerek zümre toplantılarında gerek il bazında gerçekleşen toplantılarda müzik ses sistemi konusunda sorunlar yaşıyoruz. Sahne önünde olduğumuz için sahne arkasını pek bilemiyoruz. O nedenle görev yaptığımız okullarda amfi bağlamak gibi basit düzeyde işlemleri çok zor çözüyoruz. O nedenle ses sistemi kullanma konusunda bir alan dersi olmalı."

Ö6: "Oyun, Dans ve Müzik dersi alan dersi olarak değiştirilmeli ve ayrıca Türk Halk Oyunları yahut Türk Halk Dansları dersi olmalıdır. Oyun Dans ve Müzik dersi kinestetik edim üzerine olsa da temel beceri müzikal harekettir, müziğe göre hareket etmektir. Bedenini vurmalı bir çalgı olarak kullanacağı (parmak şıklatma, alkış gibi) beden perküsyonu etkinlileri de öğrencilerin pasif dinleyici değil de aktif katılımcı olmasını sağlayacaktır. Ayrıca oyunla gerçekleştirilen kazanımların ilköğretim çağındaki çocuklarda kalıcı izli olacağının kesinliği su götürmez bir gerçektir"

Ö:3 "Okul çalgıları dersinde gitar, blokflüt, bağlamanın yani sıra orff çalgılarının da görülmesi, özellikle ilkokul ve ortaöğretim 9. Ve 10. Sınıf öğrencilerin hem derse olan ilgisini hem de bireysel becerilerini daha da arttırmaktadır."

Müfredattan çıkarılması önerilen dersler; çalgı bakım onarım (f=4), eğitim müziği besteleme (f=5) şeklindedir.

Ö15: "Lisans eğitimi boyunca aldığım alan bilgisi derslerinden Çalgı Bakım ve Onarım dersi kazanımlarının katkısı olmamıştır. Çünkü ders müfredatının içerisindeki teferruata öğretmenlikte ihtiyaç duymadım. Çalgıyla ilgili azami yaptığımız teknik iş tel değiştirmekle sınırlıdır. Teknik donanım bulunsa bile tesviye gibi bakım işleri yapmak için yine luthier'e ihtiyaç duyulur."

Ders saatlerinin arttırılması önerilen dersler okul çalgıları (f=12), koro ve yönetimi (f=11), bireysel ses eğitimi (f=6) şeklindedir.

Ders saatlerinin azaltılması önerilen dersler ise; geleneksel Türk halk müziği (f=8), geleneksel Türk sanat müziği (f=7), armoni-kontrpuan-eşlik (f=4) şeklindedir.

Ö7:"Türk Halk Müziği ve Türk Sanat Müziği dersleri ders saatleri azaltılıp, bu müzik türlerine uygun çalgılarla Okul Çalgıları dersine yer verilebilir. Böylece nazariyat ve uygulamayla çalgı üzerinden kazanımlar gerçekleştirilebilir."

Lisans eğitimlerinde aldıkları alan derslerinden hizmetiçi eğitime ihtiyaç duydukları dersler arasında ise; Orff ve Suzuki yöntemleri (f=10), koro ve yönetimi (f=8) alanında ihtiyaçları olduklarını bildirmişlerdir.

Ö17: "Hizmetiçi eğitimlerde Özel Öğretim Yöntemleri dersinde öğrendiğimiz özellikle Off, ve Suzuki yöntemlerinin eğitiminin verildiği etkinliklere katılmak isterim. Orff yöntemindeki ifade etme ve yaratıcılık becerilerini alanında uzman eğitimcilerle uygulamalı olarak öğrenmek mesleki gelişimime katkı sağlayacaktır".

Tablo 4'e genel olarak baktığımızda müzik öğretmenlerinin müzik eğitimi lisans programına ait olan derslerin eklenmesi ya da çıkarılmasından ziyade programdaki derslerin saatlerinin

arttırılması ve azaltılmasına yönelik daha çok fikir beyan etmişlerdir. Bunun yanında öğretmenlerin neredeyse tamamı en az bir alan olmak üzere hizmet içi eğitime ihtiyaç duyduklarını belirtmişlerdir.

Sonuç, Tartışma ve Öneriler

Müzik öğretmenlerinin lisans eğitimlerinde aldıkları alan bilgisi derslerinin meslek hayatlarına sağladığı katkılar nelerdir? Problem durumuna yönelik bulgular doğrultusunda aşağıdaki sonuçlara ulaşılmıştır.

Araştırmaya katılan öğretmenlerin MEB'de verdikleri müzik derslerindeki müfredata yönelik ders anlatımlarında lisans eğitimlerinde aldıkları derslerden en çok okul çalgıları, müzik kültürü, güncel ve popüler müzikler derslerinden faydalandıklarını, bunların yanında ise, az sayıda öğretmen piyano eşlik, bireysel çalgı eğitimi, ses eğitimi, materyal tasarımı gibi derslerden faydalandıklarını ifade etmişlerdir. Bu sonuç; Çevik'in (2009) Müzik Eğitimi Ana Bilim Dalı öğrencilerinin müzik tarihi dersi hakkında görüşlerini almak için yaptığı çalışmasında öğrencilerin büyük çoğunluğunun bu derse ilişkin düşüncelerinin olumlu olduğu dersin lisans programı boyunca devam etmesi gerektiğini vurgulamaları sonucu ile örtüşmektedir. Gökalp ve Şahin'in (2013) Okul çalgıları dersinin içeriğine yönelik yaptıkları araştırmada Türkiye genelinde on farklı müzik eğitimi bölümünden dokuzunun bu dersin içeriğinin meslek hayatına katkı sağlayacağı sonucu ile örtüşmektedir. Belirli günler ve haftalardaki etkinlikleri hazırlamada lisans eğitimlerinde aldıkları derslerinden en çok koro ve yönetimi dersinden faydalandıklarını, bunun yanında çalgı eğitimi, bireysel ses eğitimi, orkestra/oda müziği ve yönetimi derslerinden de faydalandıklarını belirtmişlerdir. Okur (2019) Koro ve yönetimi dersinin süre ve içerik açısından değerlendirilmesine ilişkin gerçekleştirdiği tez çalışmasında uygulama yöntem ve teknik için ayrılan sürenin yeterli olmadığı sonucuna ulaşmış ve bu sonuçla aslında dersin önemli bir alan eğitimi dersi olduğunu ortaya koymuştur.

Görüşme sağlanan öğretmenler, güzel sanatlar bölümlerine öğrenci hazırlamada bireysel ses eğitimi, piyano, eşlik çalma gibi derslerden faydalandıklarını belirtmişlerdir. Yarışmalara öğrenci hazırlama kapsamında; eşlik çalma, bireysel ses eğitimi, çalgı eğitimi, derslerinden yararlandıklarını ifade etmişlerdir. Destekleme ve yetiştirme kursları kapsamında ise lisansta aldıkları; bireysel çalgı, piyano derslerinden yararlandıklarını belirtmişlerdir. Örneğin okulunda piyano olan öğretmenler üniversitelerin müzik bölümlerine hazırlanan öğrencilerine basit düzeyde piyano ve işitme dersi verdiklerini belirtmişlerdir. Öğretmenlerin büyük bir çoğunluğu, eşlik çalma becerilerinde zayıf olduklarını ve derslerinde bilgisayar destekli eşlikler çaldıklarını ifade etmişlerdir. Nitekim Kardeş ve Demirci (2016) Müzik öğretmenlerinin derslerinde herhangi bir okul şarkısına eşlik yapabilme veya eşliği bulunmayan bir şarkıya doğaçlama eşlik yapabilme konusunda kendilerini yetersiz hissettiklerini, görüşme sağlanan öğretmenlerin lisans eğitimlerinde almış oldukları eşlik eğitimini yeterli düzeyde görmediklerini tespit etmişlerdir. Yine Pala vd., (2016) Ortaöğretimde görev yapan müzik öğretmenlerinin piyano ya da org enstrümanlarını müzik eğitiminde nadiren kullandıklarını tespit etmişlerdir.

Görüldüğü üzere öğretmenler lisans eğitimleri boyunca aldıkları alan derslerini sadece MEB müfredatında değil, pek çok alanda kullanabilmektedirler. Özellikle de müfredat dışı etkinliklerde görüşme sağlanan öğretmenlerin seslerini ve enstrümanlarını sıklıkla kullandıkları anlaşılmaktadır. Bunun

yanında koro yönetimi dersi özellikle de önemli günler ve haftalar kapsamındaki etkinler noktasında en çok faydasını gördükleri derslerin başında gelmektedir.

Müzik öğretmenlerinin lisans eğitimlerinde aldıkları alan bilgisi derslerinin uygulanabilirliğine ilişkin görüşleri nelerdir? Problem durumuna yönelik bulgular kapsamında aşağıdaki sonuçlara ulaşılmıştır.

Uygulanabilirlik kapsamında fiziki ortam yetersizliği konusunda; okullarda müzik sınıfının olmayışı, okullarda yeterli araç gerecin olmayışı, enstrüman tedarik sorunu, sınıf mevcutlarının fazla olması, ders sürelerinin yetersiz olması, maddi imkansızlıklar gibi problemlerle karşılaşılmıştır. Okullardaki fiziki şartlarla paralel olarak lisans eğitimlerinde aldıkları alan bilgisi derslerini uygulayabildiklerini belirten müzik öğretmenleri zaman ve materyal sıkıntısı yaşadıklarını dile getirmişlerdir. MEB ders müfredatında müzik dersi saatlerinin sadece bir saat olması, öğrencilerin müzik dersini yeteri kadar ciddiye almaması, ülkemizin özellikle de taşra kesimlerinde müzik, resim gibi sanat derslerine beklenilen değerin verilmemesi dersin işlenişini ve verimini önemli düzeyde düşürmektedir. Konuyla ilgili olarak Lehimler (2015) Müzik dersi saatinin yetersizliği, okullardaki fiziksel ve teknik koşulların yeterli olmayışı, bunun yanı sıra bazı çalgıların satın alma, taşıma ve koruma sorunlarından sebep müzik öğretmenlerinin bireysel çalgılarını derslerinde yeterince kullanmadıklarını tespit etmiştir.

Öğretmenlerin lisans eğitiminde aldıkları dersleri uygulama noktasında ise seviye farklılığı problemi ortaya çıkmaktadır. Lisansta aldıkları eğitimin okullarda verdikleri derslere göre ileri düzeyde olması, ortaokul ve lise seviyesine göre kaynak nota bulamama, ailelerin sosyokültürel seviyelerinin destekleyici olmaması, müfredata bağlı ilerleme gerekliliği gibi sorunlarla karşılaştıklarını ifade etmişlerdir. Konuyla ilgili Gökçe'nin (2019) yılında yapmış olduğu yüksek lisans çalışmasındaki katılımcılar verdikleri cevaplarda, nota öğretimi gibi teorik konularda öğrenci seviyesine inmede problem yaşadıklarını ve bu konu hakkında programda herhangi bir eğitimin olmadığını ifade etmişlerdir.

Müzik öğretmenlerinin mesleki tecrübeleri nezdinde Müzik Öğretmenliği Müfredatına ilişkin önerileri nelerdir? Problem durumuna yönelik bulgular kapsamında aşağıdaki sonuçlara ulaşılmıştır.

Görüşme sağlanan öğretmenler müfredata eklenmesi gereken dersler kapsamında; ses cihazlarının kullanımı, Türk halk oyunları, orff çalgıları, diksiyon derslerinden bahsetmişlerdir. Müfredattan çıkarılması önerilen dersler ise; çalgı bakım onarım, eğitim müziği besteleme şeklindedir. Nitekim bu dersler güncellenen son programda bulunmamaktadır. Ders saatlerinin arttırılması önerilen dersler kapsamında okul çalgıları, koro yönetimi, ses eğitimi; ders saatlerinin azaltılması önerilen dersler kapsamında geleneksel Türk halk müziği, geleneksel Türk sanat müziği, armoni-kontrpuan-eşlik dersleri dikkat çekmektedir. Lisans eğitimlerinde aldıkları alan derslerinden hizmet içi eğitime ihtiyaç duydukları dersler arasında ise; Orff-Suzuki yöntemleri ile koro ve yönetimi alanlarında eğitimlere ihtiyaçları olduklarını bildirmişlerdir. Bu noktada özellikle bu iki dersin hizmet içi eğitim kapsamında alınmak istenmesi bu derslerin öğretmenlerin kendi kendilerine öğrenmeleri güç olan dersler olması, bir eğitmenden ve grup ile almaları gereken dersler olmasından kaynaklı olabilir.

Görüşmeye katılan müzik öğretmelerinin büyük bir çoğunluğu orff çalgılarının kullanımıyla ilgili bir ders açılması yönünde fikir beyan etmişlerdir. Özellikle ilköğretim aşamasındaki öğrencilere bu yönde eğitimler verildiğinde öğrencilerin müziğe karşı olan ilgisinin arttığı ve müziği daha kolay öğrendiklerini belirtmişlerdir. Konuyla ilgili Sungurtekin 2005 yılında tamamladığı yüksek lisans tezinde görüşme sağladığı öğretmenlerin birçoğunun derslerinde çelik üçgen, marakas, parmak zil, kastanyet, simbal gibi Orff çalgılarını kullandıklarını tespit etmiştir.

Kalaycı ve Baysal (2019) Sosyal Bilgiler öğretim programlarının karşılaştırmalı analizine yönelik gerçekleştirdikleri çalışmalarında, son güncellenen programlar hazırlanırken önceden hazırlanmış programlara ilişkin belirtilen eksiklik ve yetersizliklerinin dikkate alınmadığını tespit etmişler, bu nedenle öğretim programlarının öğretmen yetiştirme süreçlerine beklenen katkıyı sağlamadığını belirtmişlerdir. Bu ve bunun gibi nedenlerle eğitim fakülteleri müfredatına dair sahadaki öğretmenlerin görüşlerini almak yenilikçi eğitim sistemimize ışık tutabilir.

Çalışmaya ilişkin öneriler şu şekilde sıralanabilir:

Çalışma bir de 2018 müfredatından mezun olmuş ve atanmış öğretmenler ile bir kez daha yapılabilir. Bu araştırma tipik örneklem ile seçilmiş 17 öğretmen ile sınırlıdır. Daha geniş bir örneklem grubu ile çalışılabilir. Çalışma tipik bir durumu ortaya koyma gerekçesi ile tek bir üniversiteden mezun öğretmenler ile sınırlıdır. Daha fazla sayıda üniversiteden mezun öğretmenler ile çalışma genişletilebilir.

Nitel bir çalışma yapıldığı için örneklem sayısı sınırlı tutulmuş olup karma yöntemler veya nicel araştırma yöntemleri ile daha fazla öğretmene ulaşılabilir. Çalışmanın sonuçları doğrultusunda MEB bünyesindeki müzik öğretmenlerine; koro yönetimi, ses sistemlerini kullanma, Orff çalgılarının kullanımı, diksiyon eğitimi, Türk halk oyunları gibi hizmet içi eğitimler düzenlenebilir.

Müzik öğretmenliği müfredatındaki bazı derslerin içeriği, öğretmen adaylarının alan eğitimine dair öğrendiklerini, ilk ve ortaöğretim seviyelerine yönelik ne şekilde aktaracaklarına yönelik düzenlenebilir. MEB'e bağlı okullardaki müzik derslerinin verimli işlenmesine yönelik fiziki şartların iyileştirilmesine yönelik çalışmalar yapılabilir.

Yazar Katkı Oranı

Yazar çalışmada başka bir yazarın katkısı olmadığını ve çalışmanın son halini okuduğunu ve onayladığını beyan etmektedir.

Etik Kurul Beyanı

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Extended Summary

Introduction

It is necessary to gain teacher competencies through theoretical and practical studies presented to the teacher candidate during the teacher training program and to reach the expected levels (YÖK, 1998). It can be stated that the place of pre-service education constitutes an important dimension in the training of teachers in a qualified and sufficient manner. The main point of pre-service education is the curriculum of the faculties that train teachers in higher education (Çoban, 2011, cited by Aksakal et al, 2016).

The main purpose of the institutions that train music teachers is to train teachers who will teach music lessons, manage music education studies and guide their environment in this field in secondary schools and vocational schools. Since the Republic, our country has a deep-rooted experience in training music teachers. Since the establishment and opening of the Music Teachers' School in 1924 under the leadership of Atatürk, music teachers have been trained for nearly a hundred years.

When the undergraduate programs of the Education Faculties are examined, there are field knowledge, teaching profession knowledge and general culture courses for music teacher candidates. When these three fields are compared, the category in which students spend the most time as study hours is field knowledge courses. For example, although the individual instrument course hour appears once a week, homework given in an hour-long course can take the entire week of the student. The working hours that the student allocates individually to the field courses are quite high.

Method

In this research, a case study, one of the qualitative research methods, was used in order to determine the opinions and suggestions of music teachers about the professional usability of the field knowledge courses in the Music Teaching undergraduate program.

The working group consists of 17 music teachers who graduated from Erzincan Binali Yıldırım Faculty of Education, Department of Music Teaching, working in various schools affiliated to the National Education. In the study, teachers who started to study according to the 2006 program, which was put into practice in the 2006-2007 academic year, were interviewed with the teachers whose duration of service was between 1-7 years because they could remember the field courses in the program.

During the data collection phase, teachers were asked to fill out a semi-structured interview form consisting of seven questions created by the researcher. This form was created in line with the feedback received from three different field experts and took its final form after the trial application.

During the data collection process, the researcher reached out to students working from all over the country individually, and after giving information about the purpose and scope of the research, she asked them to fill out the interview form in written form.

In the research, the qualitative data obtained as a result of the interviews were analyzed with descriptive analysis. In this type of analysis, the researcher often includes direct quotations in order to reflect the views of the individuals she has interviewed or observed in a striking way.

The researcher who conducted the study has been working as an academician at the Education Faculty of the mentioned university for 13 years. For this reason, the researcher did not have any difficulties in finding the sample group.

Findings, Discussion and Results

"Which of the content knowledge courses that music teachers took in their undergraduate education contributed to their professional life?" In line with the findings regarding the problem situation, the following conclusions were reached:

The teachers who participated in the research stated that they mostly benefited from school instruments, music culture, current and popular music, lessons from the lessons they took in their undergraduate education. They also made use of lessons such as piano accompaniment, individual instrument training, voice training and material design. They declared that they mostly used the choir and management courses they took in their undergraduate education in preparing the activities on certain days and weeks, and they also took advantage of individual instrument training, voice training, orchestra and chamber management courses. They stated that they profited by lessons such as voice training, piano, playing accompaniment in preparing students for fine arts departments. During the preparations of students for competitions, they defined that they made use of accompaniment playing, voice training, individual instrument lessons. Within the scope of support and training courses; they stated that benefited from individual instrument and piano lessons.

For example, teachers who have piano in their school stated that they give basic piano and hearing lessons to students who are preparing for music departments at universities. The majority of the teachers stated that they were weak in playing accompaniment skills and that they played internet-supported accompaniments in their lessons. Kardeş and Demirci (2016) have defined that the music teachers do not use accompaniment in the lessons, they feel inadequate to accompany any school song, to improvise a song that has no accompaniment and is read as a transcript, or to play the accompaniment of a song whose accompaniment is ready, and that the accompaniment education they received during their undergraduate education is not at a sufficient level.

"What are the opinions of music teachers on the applicability of the content knowledge courses they took in their undergraduate education?" The following conclusions were reached within the scope of the findings regarding the problem situation:

Regarding the lack of physical environment within the scope of applicability; problems such as lack of music class in schools, lack of sufficient equipment in schools, problem of supplying instruments, large number of classrooms, insufficient course times and financial impossibilities were encountered. The music teachers, who defined that they could apply the field knowledge lessons in parallel with the physical conditions in the schools, declared that they had time and material problems. On the subject, Lehimler (2015) determined that teachers do not use their main instruments sufficiently in their lessons. It is due to insufficient physical and technical conditions in the schools and to the lack of lesson hours, and the transportation, purchasing and protection problems of some of the instruments.

The problem of level difference arises at the point of applying the courses taken by the teachers in their undergraduate education. They stated that they encountered

problems such as the fact that the education they received at the university was at an advanced level compared to the courses they gave in schools, they could not find source notes according to the secondary and high school levels, the socio-cultural levels of the families were not supportive, and the necessity of progress depending on the curriculum.

What are the recommendations of music teachers regarding the Music Teaching Curriculum in terms of their professional experience? The following conclusions were reached within the scope of the findings regarding the problem situation:

As a result of the courses that should be added to the curriculum, they talked about the use of sound devices, Turkish folk dances, orff instruments, and diction lessons. The suggested courses to be removed from the curriculum are instrument maintenance and composing educational music. The courses such as school instruments, choir management, voice training were proposed to increase the course hours. The courses such as Turkish folk music, traditional Turkish art music, harmony lessons draw attention were proposed to reduce the course hours. As in-service training, the researcher determined the need for the field courses they take at the university may include Orff and Suzuki methods and choir management.

The majority of the music teachers who participated in the interview expressed their opinion about opening a lesson on the use of orff instruments. They stated that especially when primary school students are given education in this direction, students' interest in music increases and they learn music more easily. Finally, Sungurtekin in his master's thesis, which he completed in (2005) argued "The majority of teachers use Orff instruments in their lessons. However, instruments such as metallophone and xylophone are used less frequently. Maracas, steel triangle, finger cymbal, cymbal, castanets, wooden blocks etc. instruments are preferred".

Author Contribution

The author declares that no other author has contributed to the study and that he has read and approved the final version of the study.

Ethical Declaration

The purposes and procedure of the current study were granted approval from the ethical committee of the Erzincan Binali Yıldırım University (Ethics Committee's Decision Date: 30.05.2022, Ethics Committee Approval Issue Numbers: 05/05.

Conflict of Interest

The author declares that there is no conflict of interest.

Ek 1. Müzik Öğretmenliği Alan Bilgisi Dersleri

1. Sınıf alan eğitimi dersleri

I.YARIYIL	T-U-K	II.YARIYIL	T-U-K
Müziksel İşitme Okuma Yazma I	2-2-3	Müziksel İşitme Okuma Yazma II	2-2-3
Piyano I	1-0-1	Piyano II	1-0-1
Bireysel Çalgı I	1-0-1	Bireysel Çalgı II	1-0-1
Bireysel Ses Eğitimi I	1-0-1	Bireysel Ses Eğitimi II	1-0-1
Okul Çalgıları I	0-2-1	Okul Çalgıları II	0-2-1

2. Sınıf alan eğitimi dersleri

III.YARIYIL	T-U-K	IV.YARIYIL	T-U-K
Müziksel İşitme Okuma Yazma III	2-2-3	Müziksel İşitme Okuma Yazma IV	2-2-3
Piyano III	1-0-1	Piyano IV	1-0-1
Bireysel Çalgı III	1-0-1	Bireysel Çalgı IV	1-0-1
Bireysel Ses Eğitimi III	1-0-1	Bireysel Ses Eğitimi IV	1-0-1
Okul Çalgıları III	0-2-1	Elektronik Org Eğitimi	0-2-1
Koro II	2-2-3	Koro III	2-2-3
Armoni- Kontrupuan- Eşlik I	2-0-2	Armoni-Kontrupuan- Eşlik II	2-0-2
Geleneksel Türk Halk Müziği	2-0-2	Geleneksel Türk Halk Müziği Uygulaması	0-2-1

3. Sınıf alan eğitimi dersleri

V.YARIYIL	T-U-K	VI.YARIYIL	T-U-K
Müziksel İşitme Okuma Yazma V	2-0-2	Müziksel İşitme Okuma Yazma VI	2-0-2
Piyano V	1-0-1	Piyano VI	1-0-1
Bireysel Çalgı V	1-0-1	Bireysel Çalgı VI	1-0-1
Eşlik Çalma	0-2-1	Müzik Biçimleri	2-0-2
Orkestra Oda Müziği I	1-2-2	Orkestra Oda Müziği II	1-2-2
Koro IV	1-2-2	Koro V	1-2-2
Armoni- Kontrupuan- Eşlik III	2-0-2	Armoni-Kontrupuan- Eşlik IV	2-0-2
Geleneksel Türk Sanat Müziği	2-0-2	Geleneksel Türk Sanat Müziği Uygulaması	0-2-1
Eğitim Müziği Dağarı	2-0-0	Çalgı Bakım Onarım Bilgisi	0-2-1

4. Sınıf alan eğitimi dersleri

VII.YARIYIL	T-U-K	VIII.YARIYIL	T-U-K
Özel Öğretim Yöntemleri II	2-2-3	Eğitim Müziği Besteleme	2-2-3
Piyano VII	1-0-1	Piyano ve Öğretimi	1-0-1
Bireysel Çalgı VII	1-0-1	Bireysel Çalgı ve Öğretimi	1-0-1
Türk Müziği Çok Seslendirme	1-0-1	Orkestra Oda Müziği ve Yönetimi	1-2-2
Orkestra Oda Müziği III	0-2-1	Okul Öncesi Müzik Eğitiminde G.Yaklaşımlar	0-2-1
Koro VI	2-2-3	Koro ve Yönetimi	0-2-1

Evaluation of the Emergency Remote Teaching from Different Perspectives: Student, Faculty Member and Educational Managers' Opinions

Acil Uzaktan Öğretim Sürecinin Farklı Bakış Açılarıyla Değerlendirilmesi: Eğitim Yöneticisi, Öğretim Üyesi ve Öğrenci Görüşleri

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Abstract: In this study, it was aimed to examine the perception of emergency remote teaching in the emergency remote teaching process carried out in higher education institutions during the pandemic process in the context of the perception of emergency remote teaching, roles in the emergency remote teaching process, the advantages and disadvantages aspects in this process and the measurement and evaluation process according to the opinions of students, faculty members and educational managers. For this purpose, survey forms were conducted with five students, faculty members and educational managers. Phenomenology method, one of the qualitative research methods, was used in the study. The data obtained were analyzed using content analysis technique. As a result of the analysis, it was seen that students evaluated emergency remote teaching spatially by associating it with the concepts of difference, freedom and distance, while faculty members and managers mostly looked at emergency remote teaching under the dimension of access to information. All three stakeholders in the study group stated that the most positive aspect of emergency remote teaching is that it provides access to resources such as the ability to watch the courses afterwards and access to documents at all times.

Keywords: Emergency remote teaching, phenomenology, higher education, student, faculty member and educational manager

Öz: Bu çalışmada pandemi sürecinde yükseköğretim kurumlarında yürütülen acil uzaktan öğretim sürecinde öğrenci-akademisyen ve yönetici görüşlerine göre uzaktan öğretim algısı, uzaktan öğretim sürecindeki roller, bu süreçteki zorluklar ve kolaylıklar ile ölçme değerlendirme süreci ve uzaktan öğretimin geleceğine ilişkin algılarının karşılaştırmalı olarak incelenmesi amaçlanmıştır. Bu amaç doğrultusunda beşer öğrenci, akademisyen ve eğitim yöneticisi ile görüşmeler gerçekleştirilmiştir. Çalışmada nitel araştırma yöntemlerinden fenomenoloji yöntemi kullanılmıştır. Elde edilen veriler içerik analizi tekniğiyle analiz edilmiştir. Analizler sonucunda öğrencilerin uzaktan öğretimi farklılık, özgürlük ve uzaklık kavramlarıyla ilişkilendirerek mekânsal olarak değerlendirdikleri, akademisyen ve yöneticilerin ise daha çok bilgiye erişim yolu boyutu altında uzaktan öğretime baktıkları görülmüştür. Çalışma grubundaki her üç paydaş da uzaktan öğretimin en olumlu yönünün derslerin sonradan izlenebilmesi, dokümanlara her daim ulaşım gibi kaynaklara erişim imkânı sağlaması olarak belirtmiştir.

Anahtar Kelimeler: Acil Uzaktan öğretim, fenomenoloji, yükseköğretim, öğrenci, akademisyen, eğitim yöneticisi

Introduction

In general, remote teaching refers to a teaching environment structured on environments where teachers and students are separated in terms of time and space (Kaya, 2002, p. 11; Moore & Kearsley, 1996, p. 6; Verdiun & Clark, 1989, p. 24). Remote teaching, which first started in 1728 with mail (Holmberg, 1995, p. 47; İşman, 2008, p. 3), has started to change its form by utilizing mass media such as radio, television, cinema and the internet over time with the developing information and communication technologies. In social life, some individuals with disabilities, lack of financial means, distance to educational institutions and similar disadvantages cannot benefit from formal education. In addition, formal education may be interrupted when unexpected situations such as epidemics, migration, war and natural disasters occur. In this case, urgent distance education applications are put into action. Emergency distance education, on the other hand, refers to the situation in which the normal education process ends in crisis and disaster situations and the sudden transition to an alternative education process without a plan and program (Hodges et al., 2020).

With the emergence of the Covid-19 pandemic, schools were closed in many countries around the world and it was reported that 1 billion 750 million students were affected by this process (UNESCO, 2020). After the first Covid-19 case was reported by the Ministry of Health on March 11, 2020 in Turkey, the Council of Higher Education (HEC) decided on March 23, 2020 that education and training activities in universities will continue with emergency remote teaching (HEC, 2020a). Following this decision, many Higher Education Institutions in Turkey started the emergency remote teaching process as of March 30, 2020. Higher education institutions that have started compulsory and emergency remote teaching and are inexperienced in this regard have sought an alternative and effective teaching tool using online platforms such as Moodle, Microsoft Teams, Zoom, Google Meet, Adobe Connect, Gmail, and Collaborate. It is clear that many higher education institutions that try to adapt to emergency remote teaching unpreparedly face some problems in many aspects such as infrastructure, equipment and implementation of the educational process.

As a result of the evaluations made by HEC on June 4, 2020 regarding remote teaching, the rate of courses that can be taught by remote teaching in formal education was increased from 30% to 40%, and it was recommended that at least 10% of the courses in formal education be given by remote teaching methods (YÖK, 2020b). As of the fall semester of the 2021-2022 academic year, it was decided to switch to face-to-face

education in formal education programs at universities and it was stipulated that theoretical courses in formal programs can be given face-to-face or at certain rates by remote teaching according to the course of the pandemic (YÖK, 2021). Remote teaching activities are still being carried out in many higher education institutions that conduct formal education within the rates determined by YÖK.

When the relevant literature is examined, it is revealed that research on the evaluation of remote teaching has increased considerably during the pandemic period. These studies revealed the following findings in remote teaching: faculty members lack the skills to use information and communication technologies (Dubey & Pandey, 2020; Goh & Sandars, 2020), learning and teaching resources are scarce (Crawford, et al. 2020; Sahu, 2020), applied courses are not suitable for remote teaching (Mahdy, 2020; Topuz, et al. 2021; Yolcu, 2020), low motivation of students (Rajap, 2020), technical problems (Adnan & Anwar, 2020; Altun Ekiz, 2020; Atılgan, et al. 2020), insufficient student-lecturer interaction (Abbasi, et al. 2020; Atılgan, et al. 2020; Yolcu, 2020), and problems in assessment and evaluation (Bozkurt, 2020; Adıgüzel, 2020; Eroğlu & Kalaycı, 2020).

It is seen that studies on emergency remote teaching processes during the pandemic in higher education institutions in Turkey mostly focus on the views of higher education students (Akdemir & Aktaş, et Al. 2020; Altun Ekiz, 2020; Kılıç, 2020; Mahdy, 2020; Ramos-Morcillo, et Al. 2020; Serçemeli & Kurnaz, 2020; Stambekova, et Al., 2021; Topuz et Al., 2021; Yağan, 2021; Yılmaz, 2020; Yolcu, 2020). It can be claimed that studies analyzing the opinions of faculty members about emergency remote teaching during the pandemic period are relatively few in number compared to studies examining student opinions (Almaghaslah & Alsayari, 2020; Altınpulluk, 2021; Elberkawi, et Al. 2021; Eycan & Ulupınar, 2021; Koç, 2020; Kurnaz & Serçemeli, 2020). In the studies of Karadağ, et al. (2021) and Korkmaz, et al. (2021), faculty members' and students' opinions were evaluated together. It can be said that there are very few studies in which the views of important stakeholders such as faculty members and students are evaluated together. Özdoğan and Berkant (2020) evaluated remote teaching activities within both the Ministry of National Education and the YÖK and included the opinions of Provincial Directorate of National Education officials, educational managers, teachers, school psychological counselors, faculty members, students and parents. Navickiene et al. (2021) aimed to determine the qualitative changes in remote teaching due to the pandemic and evaluated the problems arising in terms of educational managers, faculty members and students by conducting semi-structured interviews with 15 people including rectors, deans and department chairs.

When the studies in the literature are evaluated in general, it is seen that the studies aimed at identifying the problems related to emergency remote teaching in higher education during the pandemic are mostly addressed within the scope of the opinions of students and faculty members; there are only a small number of studies addressing the opinions of educational managers. In addition, there is no study in which the views of educational managers, faculty members and students are evaluated together. Studies related to the emergency remote teaching process carried out in higher education, including the views of educational managers, faculty members and students involved in the education process together will enable the problems that arise in the functioning of the emergency remote

teaching process to be identified from different perspectives. Suggesting solutions to the problems put forward from different perspectives is extremely important in terms of ensuring success and quality in emergency remote teaching. Feedback from students, faculty members and educational managers can help identify the shortcomings and difficulties in the emergency remote teaching process. This feedback can be used to improve the process by identifying the problems encountered in emergency remote teaching. Students' opinions are important in determining the difficulties, needs and expectations they face in the emergency remote teaching process. Students' views on access difficulties, technological barriers, suitability of learning materials and support systems can help make the education program more appropriate and accessible. Faculty members' views on emergency remote teaching can be used to improve teaching methods and provide a more effective learning environment. The views of educational managers can help evaluate the strategic aspects of the emergency remote teaching program. In this respect, the views of these three stakeholders are important.

The aim of this study is to examine the emergency remote teaching process carried out in higher education institutions during the pandemic period according to the views of students, faculty members and educational administrators. Within the framework of this general purpose, the sub-objectives of the study were determined as follows:

H1. How are the perceptions of the emergency remote teaching process carried out during the pandemic period compared to the views of students, faculty members and educational administrators?

H2. How are the roles related to the emergency remote teaching process carried out during the pandemic period compared to the views of students, faculty members and educational administrators?

H3. How are the perceptions of the most difficult and easiest aspects of the emergency remote teaching process carried out during the pandemic period compared to the views of students, faculty members and educational administrators?

H4. How are the perceptions of the assessment and evaluation process in the emergency remote teaching process carried out during the pandemic period compared to the views of students, faculty members and educational administrators?

H5. How are the perceptions of teachers, faculty members and educational administrators about the future of emergency remote teaching comparatively?

Method

Research Model

In this study, the phenomenological approach is adopted as one of the qualitative research types. The main reason for choosing this method is the desire to determine the opinions of students, faculty members and educational managers regarding the emergency remote teaching process carried out in higher education institutions during the pandemic. Because in phenomenological approach, the individual's experience of a subject or situation is important (van Manen, 2007, p.12). Rose, et Al. (1995) define phenomenology as an approach adopted to describe individuals' expressions of their experiences, perceptions, perspectives and feelings about a phenomenon.

Table 1. Participant demographics

	Participant Code Name	Gender	Field of Study	Before the Pandemic DE	After the Pandemic DE
Student	Ahmet	Male	Social Studies	Yes	No
	Mehmet	Male	Social Studies	Yes	No
	Ela	Female	Social Studies	Yes	No
	Lale	Female	Social Studies	No	Yes
	Nergis	Female	Social Studies	Yes	No
Faculty Member	Nevra	Female	Social Studies	No	Yes
	Fırat	Male	Social Studies	Yes	Yes
	Eren	Male	Science	No	Yes
	Dolunay	Female	Social Studies	No	Yes
	Kayra	Male	Science	No	Yes
Educational Manager	Ekin	Male	Science	Yes	Yes
	Sezen	Female	Social Studies	No	No
	Belgin	Female	Science	Yes	Yes
	Selim	Male	Social Studies	No	Yes
	Bilge	Male	Social Studies	Yes	Yes

Study Group

Within the scope of the study, maximum variation sampling methods were used among purposive sampling methods. The purpose of selecting maximum variation sampling is to create a relatively small sample and to reflect the diversity of individuals who may be parties to the problem being studied in this sample to the maximum extent (Patton, 1987). Maximum variation sampling is a sampling strategy in which researchers include individuals or situations that differ according to some of their characteristics and qualities (Creswell, 2020). Within the scope of this study, participants from different professions (students, faculty members and educational administrators), gender, professional seniority and fields were determined in order to ensure maximum diversity in the study group. Since it is important to reach data saturation rather than saying a clear number before determining the study group in qualitative research, the data collection process was terminated when data saturation was reached after the interviews were conducted with the participants who met the inclusion criteria (Leininger, 1998). The study group of the research consists of students, faculty members and educational managers involved in the emergency remote teaching process during the COVID-19 pandemic at a higher education institution in the Black Sea Region. In the study, five people from each of the three stakeholders were included to ensure the diversity of individuals who could be a party to the problems related to the emergency remote teaching process. Three of the students are 2nd year students and two are 3rd year students. The students are studying in various departments of social sciences. Three of them are female and two are male. Faculty members are classified according to their professional seniority as one between 1-5 years, two between 5-10 years, and two between 10-15 years. Three of them are female and 2 of them are male. Two faculty members are specialized in social sciences and three faculty members are specialized in science. Three of the administrators are male and two are female. Two administrators specialized in science-related fields while three administrators specialized in social sciences. According to their professional seniority, the tenure of three administrators is between 5-10 years, while the tenure of two administrators is between 10-15 years. In addition, when classified according to their emergency remote teaching experience before the pandemic, it was seen that one of the students, all of the faculty members and four of the

administrators had emergency remote teaching experience before the pandemic. The real names of the participants were kept confidential and they were included in the study using different names so as not to be associated with their own names. Detailed information about the participants is given in Table 1.

Data Collection Tool and Analysis

Survey forms consisting of open-ended questions were developed to enable participants to evaluate the emergency remote teaching process carried out in higher education institutions during the pandemic process. Survey forms were prepared as three separate forms for students, faculty members and educational managers. During the development of the questions, the literature was scanned and the titles and contents that may be relevant were determined. In this context, a question pool was created and the questions to be included in the survey form were discussed and decided among the researchers. The draft form was updated into a final edition by taking expert opinions.

In the data collection process, first of all, the students, faculty members and educational manager to whom the survey form would be sent were determined and these people were tried to be reached via e-mail and digital media. The people reached were explained the purpose of the study and the research process explaining the data collection method and asked to fill out the survey form. Alternative participants with the same characteristics were found and survey forms were continued to be sent instead of the participants who did not return or who stated that they were not available. Participants who agreed to participate in the study were given a one-month period to answer the questions. Participants who did not respond at the end of the process were reminded.

The data obtained from the survey forms with the participants were analyzed by the content analysis method. Content analysis refers to an effort to reduce and make sense of voluminous qualitative data in order to identify key consistencies and meanings (Patton, 2014). Within this framework, the data collected in the study were divided into codes and categories by the researchers and presented under certain headings, supported by direct citations. In qualitative data analysis, the competence of the researcher conducting the analysis is important for validity and reliability (Krefting, 1991). The researchers who analyzed this study consisted of

individuals who have qualitative research experience, are experts in the field of social science and have a good command of the cognitive characteristics of the study group. Therefore, it can be said that the researchers are competent in conducting and concluding the research based on their previous studies and publications. However, the verifiability of the collected data is another important consideration. In this context, the qualitative data were transcribed at the first stage and analyzed by a researcher. In order not to be limited to the personal comments of the coding researcher, the codes and themes obtained were discussed with other researchers, and the participant views were repeatedly reviewed. The results obtained from the qualitative data were confirmed by taking the opinion of another expert outside the study about the coding process and codes. According to Miles et al. (2014), it is stated that the process of calculating inter-coder reliability in inductive content analysis harms the nature of the qualitative study. Instead, it is stated that the whole process should be explained in detail (which codes and themes were changed and how, which codes and themes were differentiated until consensus was reached and how this distinction was unified in common opinion, etc.). In this study, the content analysis process was explained in detail.

Results

The findings obtained within the scope of this study, which was carried out to evaluate the emergency remote teaching applied in higher education institutions during the pandemic process in the student-faculty member and educational manager triangle, are given under subheadings related to six subproblems.

A Comparative Analysis of Participants' Views on Their Perceptions of "Emergency Remote Teaching"

Within the scope of the first subproblem of the study, the participants' comparative views on "emergency remote teaching perception" were analyzed and the findings are presented in Table 2.

When Table 2 is examined, it is seen that the themes created within the scope of student opinions are more when compared to faculty members and educational manager. However, it is seen that the views under the theme of "way of accessing information" are more prominent in the views of educational managers. than faculty members and students. Regarding this finding, student Ela gave the following view:

Ela (S): *"A system of learning in freer spaces where there is no physical contact, where communication is limited to the virtual environment, squeezed behind screens."* (Communication style, perception of space, psychological reflections)

A Comparative Analysis of Participants' Views on "Roles in The Emergency Remote Teaching Process"

Within the scope of the second subproblem of the study, the comparative views of the participants on "the roles to be fulfilled in the emergency remote teaching process" were analyzed and the findings are presented in Table 3.

When Table 3 is examined, the codes of "active participation" and "fulfilling responsibilities" come to the fore for students, while the codes of "increasing students' motivation" and "guiding students" come to the fore for faculty members. The opinions of the educational managers were collected under the themes of "communication process" and "management process". Regarding this finding, educational administrator Selim stated the following:

Selim (EM): *"In order for the emergency remote teaching process to be carried out without any disruption, the* educational manager *must plan the entire process before the emergency remote teaching, then ensure that the process is carried out effectively and efficiently, and check whether the courses are conducted on time, completely and in line with the goals/plans specified at the beginning by operating the control mechanism in certain periods. In this context, occasional technical problems in the emergency remote teaching process make it difficult to follow/execute the process."* (Regular monitoring of the system, Providing technical support)

Table 2. Participants' comparative views on "emergency remote teaching perception"

	Theme	Codes	Participants
Student	*Course participation process*	Low interactive participation	Ahmet (S)
	The way to Access information	Through the internet	Mehmet (S)
		Through electronic means	Lale (S)
	Form of communication	Limited communication	Ela (S)
		Away from physical contact	Ela (S)
		Difference	Lale (S), Nergis (S)
	Perception of space	Freedom	Ela (S)
		Distance	Nergis (S)
	Psychological reflections	Lack of motivation	Ahmet (S), Ela (S)
		Feeling stuck behind the screen	Ela (S)
Faculty Member	*The way to Access information*	Via the computer	Kayra (FM)
		Through electronic means	Fırat (FM), Eren (FM)
		Written	Fırat (FM)
	Perception of space	Freedom	Kayra (FM)
		Flexibility	Kayra (FM), Dolunay (FM)
	Perception of time	Flexibility	Dolunay (FM), Kayra (FM)
Educational Manager	*The way to Access information*	Through the internet	Ekin (EM), Sezen (EM), Belgin (EM)
		Through electronic means	Belgin (EM), Selim (EM)
		Alternative	Selim (EM), Bilge (EM)
	Form of communication	Online communication	Ekin (EM)
	Perception of space	Freedom	Selim (EM),
	Perception of time	Flexibility	Selim (EM)

Table 3. Participants' comparative views on the "roles to be fulfilled in the emergency remote teaching process

	Theme	Codes	Participants
Student	*During the online course*	Active participation	Ahmet (S), Mehmet (S), Ela (S), Lale (S)
		To know how to use Office applications	Ahmet (S)
		Doing assignments	Ahmet (S), Mehmet (S), Ela (S)
	Apart from online courses	Ful filling responsibilities	Ahmet (S), Mehmet (S), Ela (S), Lale (S)
		Keep up with course recordings	Ahmet (S), Ela (S)
		Turning broad time into an opportunity	Ahmet (S), Nergis (S)
Faculty Member	*For students*	To increase the motivation of students	Nevra (FM), Eren (FM), Kayra (FM)
		Evaluating students' feedback	Nevra (FM), Eren (FM)
		Guiding students	Nevra (FM), Fırat (FM), Kayra (FM)
		Communicating with students	Nevra (FM), Fırat (FM)
		Being encouraging and supportive	Nevra (FM), Kayra (FM)
Educational Manager	*The process of communication*	Ensure coordination	Ekin (EM)
		Informing	Sezen (EM)
		Must be tolerant	Sezen (EM), Bilge (EM)
		Management open to dialogue	Ekin (EM), Belgin (EM), Bilge (EM)
	The management process	Regular monitoring of the system	Sezen (EM), Belgin (EM), Selim (EM)
		Provide technical support	Sezen (EM), Belgin (EM), Selim (EM)
		Receiving feedback	Belgin (EM), Bilge (EM)

Table 4. Participants' comparative views on the on the "most difficult and easiest aspects of emergency remote teaching"

	Theme	Codes	Participants
Student	*Difficult features*	Communication gap	Ahmet (S)
		Lack of motivation	Ahmet (S), Lale (S), Nergis (S)
		Technical problems	Ela (S), Lale (S)
		Course attendance is low	Lale (S)
		Inability to learn applied courses	Mehmet (S)
	Easy features	Ability to Access course recordings again	Ahmet (S), Mehmet (S), Ela (S), Lale (S), Nergis (S)
		Saving time	Ahmet (S), Mehmet (S), Ela (S), Lale (S), Nergis (S)
		Opportunity for self-improvement	Ahmet (S), Lale (S)
Faculty Member	*Difficult features*	Course attendance is low	Nevra (FM), Fırat (FM), Eren (FM), Dolunay (FM), Kayra (FM)
		Lack of communication	Fırat (FM), Kayra (FM)
		Lack of feedback	Fırat (FM), Eren (FM)
		Assessment and evaluation process	Dolunay (FM)
	Easy features	Flexibility in time and space	Nevra (FM), Eren (FM), Dolunay (FM), Kayra (FM),
		Using online applications	Nevra (FM)
Educational Manager	*Difficult features*	Lack of communication	Ekin (EM), Sezen (EM), Belgin (EM), Bilge (EM)
		Technical problems	Sezen (EM), Selim (EM), Bilge (EM)
		Assessment and evaluation process	Selim (EM)
		Preparing course material	Belgin (EM)
		Course attendance is low	Belgin (EM)
		Managing the online work flow	Sezen (EM)
		Lack of previous ERT experience	Selim (EM)
	Easy features	Flexibility in time andspace	Sezen (EM), Belgin (EM), Selim (EM), Bilge (EM)
		Fast resource sharing	Belgin (EM)
		Following the lesson regularly	Belgin (EM)
		Using online applications	Ekin (EM)

A Comparative Analysis of The Participants' Views on "Conveniences and Difficulties in The Emergency Remote Teaching Process"

Within the scope of the third sub-problem of the study, the participants' comparative views on "the most difficult and easiest features of emergency remote teaching (ERT)" were analyzed, and the findings are presented in Table 4. When Table 4 is examined, it is seen that the opinions of the students under the theme of "easy features" come to the fore, while the opinions of the faculty members and educational managers under the theme of "difficult features" come to the fore. Regarding this finding, faculty member Dolunay stated the following:

Dolunay (FM): *"Making the lessons interactive and exam evaluation were the areas where I had the most difficulty. The easiest thing was that the lessons were uninterrupted, independent of time and space."* (Course attendance is low, Assessment and evaluation process, Flexibility in time and space)

A Comparative Analysis of The Participants' Views on "Assessment and Evaluation Process in Emergency Remote Teaching"

Within the scope of the fifth subproblem of the study, the comparative opinions of the participants regarding the "assessment and evaluation processes in emergency remote

teaching" were examined and the findings were presented in Table 5.

When Table 5 is examined, it is seen that the students have positive opinions about assessment and evaluation in emergency remote teaching under the codes "evaluation with assignment in education" and "performance grades are motivating", while they have negative opinions under the code "cheating". In faculty members and educational manager negative opinions under the "unfair" code come to the fore. Faculty member Nevra commented on this finding as follows:

Nevra (FM): *"Perhaps the most difficult or doubted issue in the emergency remote teaching process is assessment and evaluation. When online exams are conducted, it is questionable to what extent students answer the questions themselves, especially to what extent the exam result of a* student who does not turn on his/her camera during the exam reflects the reality. On the other hand, when given assignment, students can prepare good assignments with their own efforts by making use of various sources. It is difficult to study for the exam and to use only one's own knowledge." (The subject I find most difficult).

A Comparative Analysis of The Participants' Views on "The Future of Emergency Remote Teaching Process"

Within the scope of the sixth subproblem of the study, the participants' comparative views on "the future of emergency remote teaching" were analyzed and the findings are presented in Table 6.

Table 5. Participants' comparative views on the "assessment and evaluation processes in emergency remote teaching"

	Theme	Codes	Participants
Student	*Disadvantages*	Cheating	Ahmet (S), Mehmet (S)
		No scope validity	Ela (S)
		Technological disruptions during the exam	Ela (S)
		Assignment is over whelming	Nergis (S)
	Advantages	Performance gradesare motivating	Ahmet (S), Nergis (S)
		Evaluation with assignment	Ahmet (S), Mehmet (S)
Faculty Member	*Disadvantages*	Unfair	Fırat (FM), Eren (FM), Dolunay(FM)
		Difficult issue	Nevra (FM)
		Inefficient	Fırat (FM), Kayra (FM)
		Problems in practical exams	Dolunay (FM)
		Plagiarism in assignments	Dolunay (FM)
	Advantages	I did not struggle	Eren (FM)
Educational Manager	*Disadvantages*	Unfair	Ekin (EM), Sezen (EM), Belgin (EM), Selim (EM), Bilge (EM)
		Plagiarism in assignments	Sezen (EM), Selim (EM)
	Advantages	-	

Table 6. Participants' comparative views on the "future of emergency emergency remote teaching"

	Theme	Codes	Participants
Student	*Optimist*	Can continue in theoretical courses	Ahmet (S)
		Can be used as a hybrid	Ahmet (S), Ela (S), Lale (S), Nergis (S)
		Can be continued in elective courses	Ela (S), Lale (S)
	Pessimist	It should never be used	Mehmet (S)
		Can only be usedfor self-improvement	Mehmet (S)
		It cannot replace formal education	Ela (S), Lale (S)
		Prevents socialization, should not continue	Nergis (S)
Faculty Member	*Optimist*	Can continue in theoretical courses	Fırat (FM), Dolunay (FM)
		Can be used as a hybrid	Kayra (FM), Eren (FM), Fırat (FM), Nevra (FM)
		It can be used in symposiumetc processes	Nevra (FM)
		It can be used if everyone is economically equal	Dolunay (FM)
	Pessimist	It cannot replace formal education	Fırat (FM), Kayra (FM)
		Mis communication lead stounqualified education	Fırat (FM)
Educational Manager	*Optimist*	Can be used as a hybrid	Ekin (EM), Sezen (EM), Belgin (EM), Selim (EM), Bilge (EM)
		Can continue in theoretical courses	Belgin (EM)
	Pessimist	It cannot replace formal education	Ekin (EM), Sezen (EM), Selim (EM)
		Cannot be used in applied courses	Belgin (EM)

When Table 6 is examined, it is seen that the opinions under the code "It can be used as a hybrid" come to the fore in the majority of the participants' opinions. In addition, "can continue in theoretical courses" and "it cannot replace formal education" are other noteworthy findings. Regarding this finding, education administrator Belgin expressed the following opinion:

> Belgin (EM): *"I think that there will be a hybrid education system in the future. Courses suitable for emergency remote teaching can continue to be given remotely. It can continue to be used in theoretical courses, courses in which computer programs are used. It cannot replace formal education in application-oriented departments where resources other than computers are used as materials."* (Can be used as hybrid, can continue in theoretical courses, cannot be used in applied courses)

Discussion and Conclusion

In this study, which aims to evaluate various aspects of the emergency remote teaching process carried out during the pandemic from different perspectives, it can be said that the opinions of the participants differed at some points and emphasized similar issues at other points. In line with the first subproblem of the study, it was concluded that students' perceptions of emergency remote teaching were mostly shaped under the dimension of space perception. Under this heading, students expressed their perceptions of emergency remote teaching as difference, freedom and distance. Similarly, in the study of Aktaş, et al. (2020), in which they investigated the attitudes of students of sports science towards emergency remote teaching during the isolation days caused by the Covid-19 virus, students' views on emergency remote teaching focus on the 'disappearance of time and space limits'. In the current study, the perceptions of faculty members and educational managers about emergency remote teaching are mostly under the heading of 'way of accessing information'; 'through computer', 'in electronic media' or 'accessing information in writing'. In the study of Korkmaz, et al. (2021), in which faculty members and students' views on the emergency remote teaching process were evaluated, it is seen that the features of the way of accessing information such as 'technological access' and the opportunity to 'use different strategies, methods and technologies' stand out among the views of faculty members on emergency remote teaching.

According to the result obtained from the second subproblem of the study, students perceived their roles in the emergency remote teaching process in two different ways: during and outside the online courses. In terms of roles during the course, active participation is emphasized the most, while outside the course, fulfilling assignment and responsibilities and keeping up with course recordings are the most prominent roles. Faculty members, on the other hand, emphasized the roles they should fulfill only for the students in this process: increasing their motivation and providing feedback to them. The views of the educational managers were grouped under two themes: communication and management process. It is seen that they emphasized some skills such as being open to dialogue in management, which indicates the importance of mutual interaction and being tolerant in the communication process. In the management process, it was found that they thought more system-oriented and emphasized roles such as monitoring this system and providing the necessary technical support.

In the context of the fourth subproblem of the study, the aspects that the participants found the most difficult and the easiest in the emergency remote teaching process were investigated. The students stated that the most difficult situation regarding the emergency remote teaching process is the lack of motivation. This result is similar to the results of similar studies in the literature. Özer and Turan (2021) concluded in their study that emergency remote teaching leads to a lack of motivation for students and is not suitable for students' study habits. Similarly, in the studies of Akdemir and Kılıç (2020), Balaman and Tiryaki (2021), Bertiz, et al. (2023), Mahdy (2020), Özer and Turan (2021), Rajap (2020) lack of motivation was shown among the problems arising in the emergency remote teaching process. In the current study, faculty members emphasized the most difficult situations as the lack of active participation of students in the course and educational managers emphasized the lack of communication. In the findings of Bertiz et al. (2023) study in which they evaluated the emergency remote teaching process by interviewing 84 instructors, the lack of interaction was seen as a weakness of remote teaching due to reasons such as the lack of face-to-face interaction and the inability to use gestures and facial expressions sufficiently. In the current study, the easiest aspects were stated by students as the opportunity to access the course recordings again, and by faculty members and educational managers as flexibility in time and space. In the study of Bertiz et al. (2023), independence from time and space was seen as a positive situation in terms of remote teaching according to faculty members.

According to the fifth problem of the research in which the assessment-evaluation process was examined in the emergency remote teaching process, the participants' opinion that this process is unfair is predominant. Atılgan, et al. (2020) found that exam security and technical problems are the main problems related to the assessment and evaluation process in emergency remote teaching. In the studies of Adıgüzel (2020), Bozkurt (2020), Eroğlu and Kalaycı (2020) it was also revealed that assessment and evaluation in the emergency remote teaching process is a problematic phenomenon. Özalkan (2021) emphasized that without a healthy and fair measurement and evaluation for the trainees, it is out of the question to control the functioning of the education system. Therefore, it seems essential to take measures to ensure fair measurement and evaluation in remote teaching. In the current study, a few of the students who expressed positive views on assessment and evaluation emphasized that performance grades were motivating and that the assessment by assignment process was fairer. A similar result was found in the study conducted by Kürtüncü and Kurt (2020).

In line with the last subproblem of the study, the opinions of the participants about the future of emergency remote teaching were examined. The opinions of all participants are classified into positive and negative themes. The common point emphasized in the positive views is that emergency remote teaching and formal education can be used as a hybrid or only in theoretical courses, while the negative views emphasize that emergency remote teaching can never replace formal education. Similarly, Abbasi (2020) surveyed 377 students studying at the faculty of medicine and dentistry in Pakistan and found that students were more inclined to formal education rather than emergency remote teaching. In addition, Balaman and Tiryaki (2021), Mahdy (2020), Topuz et al. (2021) and Yolcu (2020) and also revealed that emergency

remote teaching can only be applied in theoretical courses and is not suitable for applied courses.

Limitations of the Study

Within the scope of this research, the limited number of studies conducted on the concept of emergency remote teaching in the period when the research was conducted despite a comprehensive literature review, and the possibility of giving biased answers to some questions, due to the fact that some of the study group are students, can be expressed as research limitations.

Suggestions

When the results of the current research are compared with the results of the research in the national and international literature, it can be said that the problems experienced and encountered in the emergency remote teaching process during the pandemic period are similar. Nevertheless, in accordance with the results obtained in the study, the following recommendations can be listed:

- Emergency remote teaching should not be completely abandoned, but it can be used in theoretical courses depending on the course content.
- Based on the emphasis on ease of resource access, online platforms can be used to allow students to access course materials during emergency remote teaching processes.
- In cases where emergency remote teaching is used, process-based methods may be preferred in order to carry out a fairer assessment and evaluation.
- Group work and group assignments can be given to ensure that students interact with their classmates.

Author Contributions

All authors were equally involved in all processes of the manuscript. All authors have read and approved the final version of the manuscript.

Ethical Declaration

The research was approved by Samsun University Ethics Committee dated 11.03.2021 and numbered 2021-8.

Declaration of Conflict

The authors declare that there is no conflict of interest with any institution or person within the scope of the study.

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Genişletilmiş Özet

Amaç

Acil uzaktan öğretim süreci ile ilgili yapılmış literatürdeki araştırmalar genel olarak değerlendirildiğinde, yükseköğretimdeki acil uzaktan öğretim ile ilgili sorunların tespitine yönelik çalışmaların büyük oranda öğrenci ve öğretim üyelerinin görüşleri kapsamında ele alındığı; eğitim yöneticilerinin görüşlerinin ele alındığı çalışmaların az sayıda olduğu görülmektedir. Bunun yanında eğitim yöneticisi, öğretim üyesi ve öğrencilerin görüşlerinin bir arada değerlendirildiği bir çalışmaya rastlanılmamıştır.

Yükseköğretimde yürütülen acil uzaktan öğretim süreci ile ilgili çalışmalarda, öğretim sürecine dâhil olan eğitim yöneticisi, öğretim üyesi ve öğrencilerin görüşlerine bir arada yer verilmesi, acil uzaktan öğretim sürecinin işleyişinde ortaya çıkan sorunların farklı açılardan tespit edilebilmesine olanak sağlayacaktır. Farklı bakış açılarıyla ortaya konan sorunlara çözüm önerilerinin getirilmesi acil uzaktan öğretimde başarı ve kalitenin sağlanması bakımından son derece önemlidir.

Bu çalışmanın amacı, pandemi döneminde yükseköğretim kurumlarında yürütülen acil uzaktan öğretim sürecini öğrenci, akademisyen ve eğitim yöneticilerinin görüşlerine göre incelemektir. Bu genel amaç çerçevesinde çalışmanın alt amaçları aşağıdaki gibi belirlenmiştir:

1. Pandemi döneminde yürütülen acil uzaktan öğretim sürecine ilişkin algılar öğrenci, akademisyen ve eğitim yöneticilerinin görüşlerine göre karşılaştırmalı olarak nasıldır?
2. Pandemi döneminde yürütülen acil uzaktan öğretim sürecine ilişkin roller öğrenci, akademisyen ve eğitim yöneticilerinin görüşlerine göre karşılaştırmalı olarak nasıldır?
3. Pandemi döneminde yürütülen acil uzaktan öğretim sürecinin en zor ve en kolay yönlerine ilişkin algılar öğrenci, akademisyen ve eğitim yöneticilerinin görüşlerine göre karşılaştırmalı olarak nasıldır?
4. Pandemi döneminde yürütülen acil uzaktan öğretim sürecindeki ölçme ve değerlendirme sürecine ilişkin algılar öğrenci, akademisyen ve eğitim yöneticilerinin görüşlerine göre karşılaştırmalı olarak nasıldır?
5. Öğretmen, akademisyen ve eğitim yöneticilerinin acil uzaktan öğretimin geleceğine ilişkin algıları karşılaştırmalı olarak nasıldır?

Yöntem

Bu araştırmada nitel araştırma türlerinden durum çalışması kullanılmıştır. Durum çalışması, sınırlı bir sistemin derinlemesine betimlenmesi ve incelenmesi olarak tanımlanmaktadır (Merriam, 2013). Creswell (2007)'e göre ise durum çalışması; araştırmacının belli bir zaman ile sınırlandırılmış bir ya da birden fazla durumu gözlem, görüşme, görsel-işitsel materyaller, raporlar, dokümanlar gibi çoklu kaynaklardan yola çıkarak derinlemesine incelediği durumların ve bu durumlarla ilgili temaların tanımlandığı nitel bir araştırma yöntemidir.

Çalışma Grubu

Çalışma kapsamında amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örneklemesi yöntemleri kullanılmıştır. Maksimum çeşitlilik örneklemesi seçilmesindeki amaç göreli olarak küçük bir örneklem oluşturmak ve bu örneklemde çalışılan probleme taraf olabilecek bireylerin çeşitliliğini maksimum derecede yansıtmaktır (Patton, 1987). Araştırmanın çalışma grubunu, Karadeniz Bölgesindeki bir yükseköğretim kurumunda COVID-19 pandemisi sırasındaki uzaktan öğretim sürecine dâhil olan öğrenci, akademisyen ve yöneticiler oluşturmaktadır. Araştırmada uzaktan öğretim sürecine yönelik problemlere taraf olabilecek bireylerin çeşitliliğini sağlayabilmek adına her üç paydaştan beşer kişi çalışmaya dâhil edilmiştir.

Veri Toplama Aracı ve Verilerin Analizi

Katılımcıların pandemi sürecinde yükseköğretim kurumlarında yürütülen uzaktan öğretim sürecini değerlendirmelerini sağlamak amacıyla anket formları geliştirilmiştir. Anket formları öğrenci, akademisyen ve yönetici için 3 ayrı form olarak hazırlanmıştır.

Verilerin toplama sürecinde; öncelikle anket formunun gönderileceği öğrenci, akademisyen ve yöneticiler belirlenerek, bu kişilere e-posta ve dijital ortamlardan ulaşılmaya çalışılmıştır. Ulaşılan kişilere çalışmanın amacı ve veri toplama yöntemini açıklayan araştırma süreci anlatılmış ve anket formunu doldurmaları talep edilmiştir. Dönüş alınamayan ya da uygun olmadığını belirten katılımcıların yerine aynı özelliklere sahip olan alternatif katılımcılar bulunarak anket formları gönderilmeye devam edilmiştir. Katılımcılarla yapılan görüşmelerden elde edilen veriler içerik analizi yöntemiyle analiz edilmiştir. İçerik analizi, hacimli bir nitel veriyi temel tutarlılıkları ve anlamları belirlemeye yönelik veri indirgeme ve anlamlandırma çabasını ifade eder (Patton, 2014). Bu çerçevede araştırmada toplanan veriler, araştırmacılar tarafından kodlara ve kategorilere ayrılmış ve belirli başlıklar altında doğrudan alıntılarla desteklenerek sunulmuştur. Nitel veri analizinde, analizi yapan araştırmacının yetkinliği geçerlik-güvenirlik noktasında önem arz etmektedir (Krefting, 1991). Bu çalışmanın analizini yapan araştırmacılar nitel araştırma deneyimine sahip, sosyal bilim alanında uzman ve çalışma grubunun bilişsel özelliklerine hâkim bireylerden oluşmaktadır. Dolayısıyla araştırmacıların, araştırmayı yürütme ve sonuçlandırma noktasında yetkin olduğu daha önceki çalışma ve yayınlarından yola çıkarak söylenebilir. Bununla birlikte toplanan verilerin doğrulanabilir olması dikkat edilmesi gereken hususlardan bir diğeridir. Bu kapsamda nitel veriler ilk aşamada transkript edilmiş ve bir araştırmacı tarafından analiz edilmiştir. Kodlama yapan araştırmacının kişisel yorumları ile sınırlı kalmamak adına elde edilen kod ve temalar üzerinde diğer araştırmacılarla tartışılmış, katılımcı görüşlerine tekrar tekrar bakılmıştır. Araştırmanın dışında yer alan bir diğer uzmandan da kodlama süreci ve kodlarla ilgili görüş alınarak nitel verilerden yola çıkarak ulaşılan sonuçlar teyit edilmiştir.

Bulgular

Pandemi sürecinde yükseköğretim kurumlarında yürütülen acil uzaktan öğretim sürecini öğrenci-akademisyen ve yönetici üçgeninde değerlendirme amaçlı gerçekleştirilen bu çalışma kapsamında elde edilen bulgular 6 alt probleme ilişkin alt başlıklar halinde verilmiştir.

- Çalışmanın birinci alt problemi kapsamında katılımcıların "acil uzaktan öğretim algısı"na yönelik görüşleri incelenmiştir.

- Çalışmanın ikinci alt problemi kapsamında katılımcıların "acil uzaktan öğretim sürecinde yerine getirilmesi gereken rollere" yönelik görüşleri incelenmiştir.
- Çalışmanın üçüncü alt problemi kapsamında katılımcıların "acil uzaktan öğretimde en zorlanılan ve en kolay bulunan yönlere" yönelik görüşleri incelenmiştir.
- Çalışmanın dördüncü problemi kapsamında katılımcıların "acil uzaktan öğretimde ölçme-değerlendirme süreçlerine" yönelik görüşleri incelenmiştir.
- Çalışmanın beşinci alt problemi kapsamında katılımcıların "acil uzaktan öğretimin geleceğine" yönelik görüşleri incelenmiştir.

Sonuç

Pandemi sürecinde yürütülen acil uzaktan öğretim sürecinin çeşitli yönlerini farklı bakış açılarıyla değerlendirmeyi amaçlayan bu araştırmada katılımcıların görüşlerinin bazı noktalarda ayrıştığı, yer yer ise benzer konulara vurgu yaptıkları söylenebilir. Çalışmanın birinci alt problemi doğrultusunda öğrencilerin acil uzaktan öğretim algılarının; daha çok mekân algısı boyutu altında şekillendiği sonucuna ulaşılmıştır. Bu başlık altında öğrenciler acil uzaktan öğretim algılarına ilişkin olarak; farklılık, özgürlük ve uzaklık şeklinde görüş bildirmişlerdir. Akademisyen ve yöneticilerin ise daha çok bilgiye erişim yolu boyutu altında uzaktan öğretime ilişkin; bilgisayar aracılığıyla, elektronik ortamlarda ya da yazılı olarak bilgiye erişim şeklinde değerlendirmeler yaptıkları görülmüştür.

Çalışmanın ikinci alt probleminden elde edilen sonuca göre acil uzaktan öğretim sürecinde öğrenciler rollerini; online dersler esnasında ve dışında olmak üzere iki farklı şekilde algıladıklarını belirtmişlerdir. Ders esnasındaki rollere ilişkin en çok aktif katılım sağlamaya vurgu yaparken, ders dışında ise en çok ödev ve sorumlulukları yerine getirmek ile ders kayıtlarını takip etmek şeklinde rollerin ön plana çıktığı görülmektedir. Akademisyenler ise bu süreçte sadece öğrenciler için yerine getirmeleri gereken rolleri belirterek; onların motivasyonu artırmak ve onlara geri bildirimde bulunmak şeklinde vurgulamışlardır. Yöneticilerin görüşlerinin ise iletişim ve yönetim süreci olmak üzere iki tema altında toplandığı görülmüştür. İletişim sürecinde karşılıklı etkileşimin önemini belirten diyaloga açık yönetim ile bu süreçte toleranslı olmak şeklinde bazı becerileri vurguladıkları görülmektedir. Yönetim sürecinde ise daha çok sistem odaklı düşündükleri, bu sistemin takibini yapmak ve gerekli teknik destek sağlamak gibi rolleri vurguladıkları tespit edilmiştir.

Çalışmanın üçüncü alt problemi bağlamında katılımcıların acil uzaktan öğretim sürecinde en çok zorlandıkları ve en kolay buldukları yönler araştırılmıştır. Öğrenciler acil uzaktan öğretim sürecine dair en çok zorlandıkları durumun motivasyon eksikliği olduğunu belirtmişlerdir. Bu sonuç literatürdeki benzer çalışmaların sonuçlarıyla benzerlik göstermektedir. Akademisyenler en çok zorlandıkları durumları; öğrencilerin derse aktif katılımının az olması, yöneticiler ise iletişim eksikliği olarak vurgulamışlardır. Bu süreçte en kolay yönler olarak ise öğrenciler tarafından; ders videolarına tekrar erişim imkânı, akademisyen ve yöneticiler tarafından ise zaman ve mekânda esneklik olarak ifade edilmiştir.

Acil uzaktan öğretim sürecinde ölçme-değerlendirme sürecinin incelendiği araştırmanın problemine göre katılımcılarda bu sürecin adaletsiz olduğuna yönelik görüş ağırlık göstermektedir. Ölçme ve değerlendirmeye yönelik olumlu şekilde görüş bildiren öğrencilerden birkaçı kanaat notlarının motive edici olduğunu ve ödev ile değerlendirme sürecinin daha adil olduğunu vurgulamışlardır.

Çalışmanın son alt problemi doğrultusunda acil uzaktan öğretimin geleceği hakkında katılımcıların görüşleri incelenmiştir. Tüm katılımcıların görüşleri olumlu ve olumsuz temalar şeklinde sınıflandırılmıştır. Olumlu görüşlerde ortak olarak vurgulanan nokta; uzaktan öğretim ve örgün öğretimin hibrit olarak ya da yalnızca teorik derslerde kullanılabileceği iken, olumsuz görüşlerde ise uzaktan öğretimin asla örgün öğretimin yerini alamayacağı ön plana çıkarılmıştır.

Öneriler

Bu çalışmada elde edilen sonuçlar doğrultusunda şu öneriler sıralanabilir:

- Uzaktan öğretimden tamamen vazgeçilmeyerek, ders içeriklerine bağlı olarak teorik derslerde kullanılması sağlanabilir.
- Kaynak erişimi kolaylığına yapılan vurgudan yola çıkılarak hem yüz yüze hem de uzaktan öğretim süreçlerinde öğrencilerin ders materyallerine erişebilmesi için online platformlar kullanılabilir.
- Uzaktan öğretim kullanıldığı durumlarda daha adil bir ölçme değerlendirme gerçekleştirebilmek için sürece dayalı yöntemler tercih edilebilir.
- Uzaktan öğretim sürecinde yaşanan iletişim eksikliğini giderebilmek için tüm katılımcıların sürece dâhil olduğu etkinlikler düzenlenebilir.
- Öğrencilerin sınıf arkadaşlarıyla etkileşimini sağlamaya yönelik olarak grup çalışmaları yapılabilir, grup ödevleri verilebilir.

Yazar Katkı Oranları

Tüm yazarlar makalenin tüm süreçlerinde eşit olarak yer almıştır. Tüm yazarlar makalenin son halini okumuş ve onaylamıştır.

Etik Kurul Beyanı

Araştırma Samsun Üniversitesi Etik Kurulu tarafından 11.03.2021 tarih ve 2021-8 sayı ile onaylanmıştır.

Çatışma Beyanı

Yazarlar, çalışma kapsamında herhangi bir kurum veya kişi ile çıkar çatışması olmadığını beyan eder.

Developing Reading Fluency: An Action Research*

Akıcı Okumayı Geliştirme: Bir Eylem Araştırması

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Abstract: In this study, it was aimed to improve the reading fluency performance of a primary school 3rd grade student who has reading difficulties. This study was carried out in the spring semester of 2021 in the form of action research, one of the qualitative research methods. First of all, in order to determine the student's current reading performance, texts at his/her own grade level were read and the student's actual reading level and reading fluency problems were determined. In order to determine the reading fluency levels of the students, the Prosodic Reading Scale was used together with the the Informal Reading Inventory. After determining the current reading performance of the student, a 7-week action plan was prepared and implemented, with two hours of lessons per week (three hours in the last week) and 15 lesson hours in total. Within the scope of the action plan, reading texts at grade levels appropriate to the current situation of the student were used. In order to improve the student's reading fluency performance, the fluent reading strategies specified in the related literature were examined and in this study, repeated reading, paired reading and word drill techniques were used. In addition, the parents of the student were interviewed at the end of the study and their opinions about their child's performance were obtained. As a result, it was seen that the strategies and techniques used had a positive effect on every component of reading fluency (accuracy, speed, prosody).

Keywords: Reading fluency, paired reading, word drill techniques, repeated reading, action research

Öz: Bu çalışmada okuma güçlüğü yaşayan bir ilkokul 3. sınıf öğrencisinin okuma akıcılığı performansının geliştirilmesi amaçlanmıştır. Çalışma 2021 yılı bahar yarıyılında, nitel araştırma yöntemlerinden eylem araştırması şeklinde yürütülmüştür. Öncelikle öğrencinin mevcut okuma performansını belirlemek için kendi sınıf seviyesinde metinler okutulmuş ve öğrencinin gerçek okuma düzeyi ile akıcı okuma sorunları belirlenmiştir. Öğrencinin okuma akıcılığı düzeylerini belirlemek için Yanlış Analiz Envanteri ile birlikte Prozodik Okuma Ölçeği kullanılmıştır. Öğrencinin mevcut okuma performansının tespitinden sonra haftada 2 ders saati (son hafta 3 saat) ve toplamda 15 ders saati olacak şekilde 7 haftalık eylem planı hazırlanmış ve uygulanmıştır. Eylem planı kapsamında öğrencinin mevcut durumuna uygun sınıf seviyelerinde okuma metinleri kullanılmıştır. Öğrencinin akıcı okuma performansını artırmak için ilgili alan yazında belirtilen akıcı okuma stratejileri incelenmiş ve bu çalışmada tekrarlı okuma, eşli okuma ve kelime tekrar tekniği kullanılmıştır. Ayrıca öğrencinin velisi ile de çalışma sonunda görüşme gerçekleştirilmiş ve çocuğunun performansı hakkında görüşleri alınmıştır. Sonuç olarak, bu çalışmada kullanılan strateji ve tekniklerin okuma akıcılığının her bileşenini (doğruluk-hız-prozodi) olumlu yönde etkilediği görülmüştür.

Anahtar Kelimeler: Akıcı okuma, eşli okuma, kelime tekrar tekniği, tekrarlı okuma, eylem çalışması

Introduction

Reading is a basic skill that affects an individual's life from the early stages to the end. In other words, reading is a skill that a person needs from childhood to death. Reading affects the students' performance in not only verbal lessons but also science courses. For example, Jordan, Kaplan, and Hanich (2002) stated that students who have problems in reading are also behind their peers in mathematics lessons. For this reason, difficulties in reading and reading comprehension negatively affect not only the course performance of students directly related to verbal reading, but also their general academic performance. The continuation of this situation, even if there is no disability, will cause low academic performance and consequently weakness in academic skills, negative learning experiences and loss of motivation. Reading problems and literacy-related problems that cannot be resolved in the early stages continue into adulthood, resulting in low levels of education, unskilled employment, and often unemployment (Maughan et al., 2020). For this reason, reading is one of the most basic and important skills that all students are expected to acquire.

Reading, in its simplest form, is the process of making sense of written symbols (Gough & Tunmer, 1986). According to Akyol (2003), reading is seen as the process of constructing meaning in an organized environment, based on interaction between the author and the reader, in which prior knowledge is used, in accordance with an appropriate method and purpose.

As it can be understood from the definitions of reading, reading basically consists of two main steps: decoding and reading comprehension (Güldenoğlu et al., 2012; Turna & Güldenoğlu, 2019). These two specified steps develop and take place in a hierarchical order. However, it should be noted that the main purpose of reading is reading comprehension because every reading action that does not reach the meaning cannot go beyond pronunciation. More precisely, in order for a healthy reading process to function, the analysis must be done smoothly, and the meaning must be reached by reading the analyzed words fluently. From this point of view, fluency

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emerges as a component that acts as a bridge between decoding and understanding.

Reading fluency is defined as reading the words encountered in the text without difficulty, that is, with the least effort, with appropriate emphasis, intonation, and pauses at the speaking rate (Zutell & Rasinski, 1991). In another definition, fluent reading is defined as reading by paying attention to punctuation marks, emphasis and intonation, avoiding backtracking and word repetitions, avoiding spelling out and unnecessary postures, paying attention to meaning units, and performing as if speaking, (Akyol, 2010). In other words, fluency is the vocalization of the texts/symbols in the text with appropriate speed and accuracy with appropriate intonation (Speece & Ritchey, 2005). Reading fluency, which consists of three main components: speed, accuracy and prosody, is a prerequisite skill required for reading comprehension (Hudson et al., 2009; Klauda & Guthrie, 2008; Kuhn, et al., 2010; Rasinski & Samuels, 2011). With reading fluency, instead of giving meaning to the words in the text one by one, the whole text is processed and the way to reach the meaning is opened.

Reading speed is the number of correct words an individual reads in one minute. For this, the number of words read incorrectly is subtracted from the total number of words read in a minute, and thus the reading speed is determined by reaching the correct number of words read in one minute (Deeney, 2010). Reading speed can also be calculated by dividing the total number of correctly read words by the total reading time and then multiplying the division by 60 (Rasinski, 2010). Reading speed can increase through repeated readings (Keskin & Akyol, 2014). A slow reading speed prevents a healthy understanding of the relationships between word and word groups and therefore, between sentences. Reading accuracy is the correct reading/voicing of the words in the text. Reading accuracy is expressed as the percentage value obtained by multiplying the total number of correct words read in the text divided by the total number of words by 100 (Akyol et al., 2014, p. 10; Hudson et al., 2005; Rasinski, 2004). In other words, reading accuracy is the ratio of correctly read words to the total words. Accordingly, reading accuracy of 89% and below is considered as anxiety level, instructional level between 90-94% and above 95% as independent level (Rasinski & Hoffman, 2003). The inability to read the words in the text significantly affects both reading speed and comprehension, as it will cause them to be read again or the meaning to differ. Prosody, on the other hand, is expressed as the reading of the text in an appropriate tone with appropriate emphasis and pauses (Keskin & Akyol, 2014).

When the related literature is examined, it is seen that there is a positive relationship between fluency and reading comprehension (Baştuğ & Keskin, 2012; Björn et al., 2016; Çetinkaya et al., 2016; Kim, 2015; Klauda & Guthrie, 2008; Yıldız et al., 2014). In other words, students who have difficulties in fluency also have difficulties in reading comprehension. For this reason, in order for reading to reach its goal, first of all, if there are difficulties related to fluency, they should be eliminated. Otherwise, the student who reads very slowly, inaccurately and in an inappropriate tone will spend her cognitive processes and attention on vocalization, and it will be very difficult for him/her to reach the meaning. However, students with reading difficulties often make reading errors such as speed reading without attention, skipping words, adding, and repeating (Akyol & Kodan, 2016). Methods such as paired reading, repeated reading, structured fluent reading, choral reading, echo reading, and word drill techniques are used to improve students' fluent reading (Keskin & Baştuğ, 2013).

In this study, repeated reading, paired reading and word drill techniques were used from fluent reading strategies. In the literature, it is seen that each strategy and technique has positive effects on reading fluency. However, the debate on which strategy or technique is more effective continues (Tobin & Hill, 2012). At this point, the issue of which strategy or strategies will contribute more to students gains importance. For this reason, an intervention program was created by selectin three of the strategies that were found to be effective in eliminating the reading problems of students with reading difficulties by researching the relevant literature. In this study, in order to improve reading fluency, it was deemed appropriate to use the repeated reading strategy, which has come to the fore in many studies (taking into account the student's situation). Related studies in the literature also indicate that the repeated reading strategy has positive effects on reading fluency and thus contributes positively to reading comprehension performance (Escarpio & Barbetta, 2016; Landa & Barbetta, 2014; Tam et al., 2006). Secondly, it was decided to use the paired reading strategy, which allows students to read texts at a higher level than their reading level (Vygotsy, 1978) and has positive contributions to reading fluency (Topping et al., 2012) and to students' reading motivation, self-esteem and teacher-student relationships (Monteire, 2013). Finally, the word drill technique (Berg & Lyke, 2012), which allows the learner to quickly analyze the words and correct the incorrect words, was chosen.

Repeated reading means having the reader read the same text more than once. The aim here is to enable the student to read the words in the text automatically without the need for decoding (Burns & Wagner, 2008). Thus, with the gaining of familiarity with the words in the text, a decrease in reading errors and an increase in reading speed are expected. Although there is no clear number of repetitions to be made, studies in the related literature are generally done three times or until the fluency criterion is met (Lee & Yoon, 2017; Musti-Rao et al., 2009). Repeated reading is accepted as one of the most effective methods in gaining reading fluency (O'Connor et al. 2007). Paired reading is simultaneous repetitions with a peer or an adult. At this point, the point to be noted is that the spouse should be a more competent reader than the reader. In this way, the act of reading is performed at the same time. The word drill technique, on the other hand, is the repetition of the words that students misread during reading. In this technique, the teacher makes the student read a text, and after reading, writes all the words that the student misread on a card. The teacher presents the words that the student misread as written on the cards one by one. The teacher reads the word and the student repeats the word. Each word that is read correctly is removed from the table. The teacher repeats the operations until the student correctly reads the words presented to him (Rosenberg, 1986).

In this study, it is aimed to increase reading fluency by eliminating the reading difficulties of a third grade student who has reading difficulties. Escarpio and Barbetta (2016) examined the effect of repeated reading on reading fluency in their study. As a result of the study, they concluded that repetitive reading is more effective on reading fluency than non-repetitive reading. Dotson-Shupe (2017) investigated the effect of repeated reading strategy on reading comprehension skills. As a result of the study conducted in the form of action research, they found that the repeated reading strategy improved reading comprehension skills. Kardaş-İşler and

Şahin (2016) examined the effectiveness of the paired reading strategy to overcome the reading difficulties of a primary school student with reading difficulties and found that the paired reading strategy improved the student's reading fluency. Erdoğan and Şenocak-Kasranoğlu (2017) examined the effect of word drill technique on reading fluency in an action research study. As a result of the study, they found that the word drill technique made significant contributions to the reading fluency of students with reading difficulties. In this context, paired reading and repeated reading strategy and word drill technique were used to increase the student's reading fluency. For this purpose, answers to the following questions will be sought:

1. How was the current situation among the students' reading speed, accuracy, and reading fluency skills during the action plan process prepared and implemented for the elimination of reading difficulties and the development of reading fluency skills?
2. How has the student's reading speed improved during the action plan process prepared and implemented for the elimination of reading difficulties and the development of reading fluency skills?
3. How has the student's reading accuracy improved in the course of the action plan prepared and implemented for the elimination of reading difficulties and the development of reading fluency skills?
4. How did the student's reading prosody develop during the action plan process prepared and implemented for the elimination of reading difficulties and the development of reading fluency skills?
5. What are the students' views on the reading activities applied to develop reading fluency skills?
6. What are the views of the parents of the students about the reading activities applied to develop reading fluency skills?

Method

Research Model

This study was carried out using the action research model, which is one of the qualitative research methods. Action research focuses on development and improvement. Action research, which integrates research and actions that include different and multiple steps and have a flexible range of action (Somekh, 2006), instead of a single method/technique, is the definition of the problem, taking action/intervention to solve the problems, seeing how successful the interventions are, or it is a research model that includes retry processes (Gürgür, 2016; O'Brien, 2001).

This action research was planned and continued with the action research model designed by Whitehead and McNiff. According to Whitehead and McNiff (2006), this model is an internal circular design of the model by following the steps of determining the initial level, piloting the process to plan the process more controlled, reviewing the applications and revisiting the application to continue from where it left off. Then, the external circular design of the model was carried out with the steps of observe, reflect, act, evaluate, review and move in new directions. The action plan model is cyclically presented in Figure 1.

In this study, which aims to increase the reading fluency performance of a third grade student who has reading difficulties, firstly, a preliminary assessment was made to determine the initial level and current performance. In the analysis made for the pre-assessment, the reading accuracy of the student was found to be the teaching level in the first grade text. In the preliminary evaluations, it was decided to conduct a pilot application with first-class texts in the meetings held with the validity committee in order to plan the action study and to clarify the initial level. In the pilot applications, each session was re-analyzed with the "review" step, and it was found that the first grade texts had an independent level according to the Informal Reading Inventory. The intervention program to be carried out was determined by holding repeated meetings of the validity committee and by examining the relevant literature, and an action plan was created with second-class texts within the framework of the last internal cyclical steps of the model, revisit and observe and reflect the external cyclical steps. During the action process, a total of seven weeks (three hours in the last week) and 15 hours of intervention program was applied with the student for two hours on two different days a week (Tuesday-Friday) and the "take the action" step was fulfilled. The "review" step was carried out by listening to the audio recordings of the texts read with the student in each session, and the changes in the student's reading fluency skills were reviewed in the process through tables and graphics, and the process development performance was presented in the findings of the research. In order to carry out the "move to new directions" step, which is the last step of the model, a process evaluation was made with semi-structured interview forms with both the student and the parent, and the action plan was finalized by making various recommendations and directions for the student to be successful in his academic life and in the development of reading skills after the action study.

Characteristics of the Participant

Within the scope of the research, a pseudonym (Eren) was used in order to conceal the identity of the participant studied in order to develop reading fluency skills. Although Eren did not have any reported disability, it was determined that he did not have any mental disability as a result of the evaluations and observations made by two separate special education experts. However, as a result of the observations made, it was observed that he did not experience any language problems.

Eren, a third year primary school student, attends a public primary school. Eren's father works as a teacher at a public school and his mother works as an academic at a public university. Eren lives with his mother and father. His mother stated that Eren had difficulties in doing his homework and therefore, he did not like doing homework. It was stated that although he did not have an intellectual disability, his attention was quickly distracted while doing homework and during the study hours. During the studies, attention was paid to keep the door and window of the room closed in order not to distract the participant, and that there were no distractions on the table where the study was carried out.

Behavioral observations of his family were used. Although the participant is calm and harmonious, he has a very social personality. It has been observed that he initiates and maintains communication. Eren, who continued his third grade in a public school, completed his first and second grade education in a private primary school. During the interview with Eren, it was learned that he did not like his teacher at his former school and therefore did not do/fulfill his school assignments.
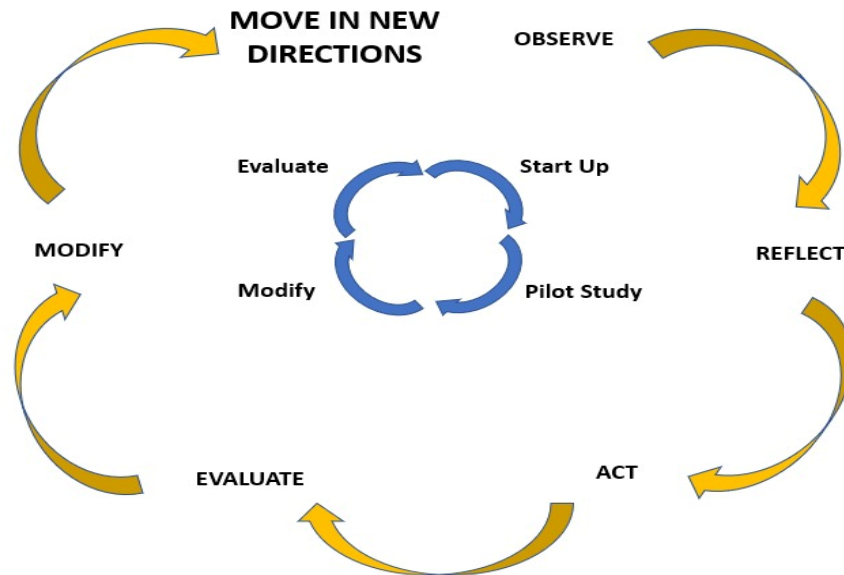
Figure 1. Action plan cycle

It has been observed that the participant has no deficiencies in pronouncing sounds and recognizing letters, but he makes mistakes in adding or subtracting sounds or syllables to the words he reads, misreading, and leaning too much towards the book during reading, so he cannot achieve the proper sitting position. In addition, it was determined that the participant made word recognition errors due to the fact that he read the texts very quickly.

Study Environment

The study was generally carried out in an empty office at the university on weekdays when the participant was available (because the participant's mother was also an academic). Since the participant had come to the working environment with his mother many times before, he had no difficulties in getting used to the environment. There were a table and two chairs in the environment where the study would be conducted, and there was no object or material that would distract the student. Throughout the study process, a sensitive attitude was displayed towards the parents by being in frequent contact with their opinions, wishes and demands. It is thought that the communication with the parents has a positive contribution to the learning and teaching environment and process.

Data Collection Tools

In this study titled "Developing Reading Fluency: An Action Research", the texts in the 1st, 2nd and 3rd Grade Turkish Textbooks presented to the students by the Ministry of National Education were used. In the study, voice recordings were taken (with the approval of the family) in order to better evaluate the reading performance of the student. Below are the tools used with their details:

1. *Reading Texts:* Texts in Turkish Textbooks prepared by the Ministry of National Education to determine the student's reading performance and apply them in teaching were used. At this stage, the student's parents were interviewed and attention was paid to select texts from the books that the student did not actively use as textbooks at school. In this way, it was assumed that the possibility of encountering the text before the student was eliminated. In addition, each selected text was shown to an academician, who is a field expert, before the session and his opinion was taken.

2. *Voice Records*: In order to evaluate the reading performance of the student participating in the study in each session, the reading performances were audio recorded. In this way, the student's reading speed, reading accuracy, mistakes, etc. are identified more clearly.

3. *The Informal Reading Inventory* (Akyol, 2016), which is one of the assessment tools including various dimensions to determine and evaluate the situation about reading, consists of a guide for word comprehension and percentage determination. The inventory consists of four parts: error types and symbols, word recognition level and percentage determination guide, question scale and comprehension levels table. Thus, it provides an opportunity to determine the level of vocabulary, types of errors and reading comprehension levels of the readers. With this inventory, three types of reading levels are determined.

Independent Level: It refers to the child's ability to read and understand materials appropriate to his/her level without the need for the help of a teacher or other adult.

Instructional Level: It refers to the child's ability to read and understand as desired with the support of a teacher or an adult.

Frustration Level: It refers to the level at which the child understands very little of what he reads and/or makes many reading mistakes.

In the Inventory, the level of word recognition is at least 99%; those with 90% or more comprehension level are defined as Independent Level, word recognition level between 91-99% and comprehension level between 51-89% are defined as Instructional level, word recognition level is defined as 90% and below, and readers with 50% and below comprehension level are defined as Frustration level.

4. *Prosodic Reading Scale:* In the study, the Prosodic Reading Scale developed by Keskin, Baştuğ, and Akyol (2013) was used to evaluate prosodic reading, which is a subcomponent of fluent reading skills. In the 5-point Likert-type scale consisting of 15 items, the lowest score for each item is 0, the highest score is 4, and the highest possible score is 60. In order for the prosodic reading to be considered successful, the total score must be 50% or more (over 30 points).

5. *Interview Forms:* In order to evaluate the reading process and to ensure social validity, semi-structured interview

questions were prepared by the researchers in order to make the interviews with both students and parents more systematic. The prepared questions were presented to three field experts and given their final form after the necessary arrangements were made with the feedback received. As a result, semi-structured interview forms consisting of three questions were created. In this context, the following questions were asked to the student:

1. What do you think about the reading process we conducted together?
2. I want you to remember the word drill cards and repeated reading lessons we performed. How did these studies that we did together affect your reading development?
3. Were these reading exercises we carried out fun? Would you like to continue the same reading studies with me in the coming days?

The following questions were asked to the student's mother:

1. What do you think about the reading process we carried out with your child?
2. How did the reading activities we carried out using word drill and repeated reading techniques affect your child's reading development?
3. How did these reading activities we carried out affect your child? Would you like your child to continue the same reading exercises with me in the coming days?

Data Analysis

In this study, which aims to develop reading fluency skills, the data obtained from the voice recordings of each week related to the development of reading fluency skill were used in the process after determining the current situation with pre-applications and pilot applications in the analysis of the data. The Informal Reading Inventory was used to determine the participant's reading performance. Reading speed and accuracy were calculated with recorded sessions. In addition, the student's prosodic reading performance was also evaluated according to the Prosodic Reading Scale.

Action Process and Applications

Determination of Reading Fluency Level

In order to determine Eren's current reading level, firstly, the texts suitable for his grade level were determined and used in the pre-assessment process. Determining the reading level took 2 lesson hours (80 minutes).

Eren, who was a third grader, was given a text called "Sabunun Öyküsü" from the Turkish Textbook of third graders and consists of 178 words. The reading time was recorded as three minutes 17 seconds (197 seconds). He made a reading error in 27 words in total. 24 of these errors were adding/removing sounds or syllables to the word, and three of them were skipping and passing errors. According to the Informal Reading Inventory, the reading accuracy was 79% and it was considered unsuccessful in word recognition because it was below 91%. In this case, the reading performance level of the student in the third grade text was at the level of frustration. The prosodic reading performance of the student was also evaluated with the voice recording. As a result, prosodic reading performance was also below 50%. For this reason, Eren was evaluated with another text at a lower class level.

Afterwards, Eren was given a text which is entitled "Efe Tiyatroya Gidiyor", and consisting of 118 words in the second grade Turkish Textbook. The reading time was recorded as one minute 40 seconds (100 seconds). He made a reading error in 12 words in total. 10 of these mistakes are adding/removing sounds or syllables to the word, two of them are skipping mistakes. According to the Informal Reading Inventory, the reading accuracy was 89% and it was considered unsuccessful because the word recognition level was below 90%. In this case, the student's reading level was at the level of Frustration. The prosodic reading performance of the student was also evaluated with the voice recording. As a result, prosodic reading performance was also below 50%. For this reason, Eren was evaluated with another text at a lower class level.

With the frustration level of the reading performance at the second grade level, he was asked to read a text at the first grade level, which is a subclass. In this context, the text called "Bay Yavaş" (Mr. Slow) consisting of 84 words in the first grade Turkish Textbook was read. The reading time was recorded as 1 minute 25 seconds (85 seconds). He made a reading error in seven words in total. Five of these errors were determined as adding/removing sounds or syllables to the word, and two as skipping errors. According to the Informal Reading Inventory, the reading accuracy was 92%, and the student's reading level was determined as successful at the instructional level, according to the success percentage between 90-99%. The prosodic reading performance of the student was also evaluated with the audio recording. As a result, the prosodic reading performance has also increased by 50%.

At the meetings held by the validity committee, it was decided to conduct a pilot study with Eren. By using the first grade level texts. Due to the shyness that Eren may experience in the working environment, a 4-hour pilot study was conducted with the participant. In this context, four different texts selected from the textbooks were read to the students at the first grade level. As a result of the evaluations carried out, it was understood that Eren's reading accuracy level was at the independent reading level and his prosodic reading was successful in the last two applications of the first grade texts. Therefore, it was decided to start the actual action practice with the second grade texts.

Action Plan for Reading Fluency and Elimination of Reading Errors

Although the participant, Eren, who was determined for the study, was a third grader, his reading level was found to be at the level of Frustration in the second grade in the pre-assessment study. It was seen that Eren made a lot of addition and subtraction errors while reading. It has been observed that he often has difficulty in recognizing words, adding sounds or syllables to words or removing them. In addition, he read without emphasis and intonation, and without paying attention to punctuation marks. As a result of the evaluations done with the Informal Reading Inventory, the following studies were carried out to eliminate the student's reading errors and to increase his reading fluency performance.

This study, which aims to increase reading fluency performance, was carried out as two lessons (80 minutes) per week (three lesson hours in the last week) to cover one lesson hour on Tuesdays and Fridays. In other words, the action plan was completed in seven weeks and 15 hours. In order to improve reading fluency, the relevant literature was examined and it was decided to use repeated reading, paired reading and word drill techniques to improve reading fluency.

In order to make Eren more ready for reading and to feel comfortable, it was ensured that he got used to the environment by chatting about the topics related to topics from his daily life. In order for Eren to trust and approach the researcher sincerely, the researcher introduced himself to Eren and had a little chat. In addition, the researcher tried to increase the motivation of the participant by saying that he would help the participant while reading, that he would not get angry when he made a mistake, that these studies did not have a note value and that they should be quite comfortable, and that they would read together with different techniques in order for their reading to be successful and to gain fluency. Before starting the next sessions, the researcher asked "How are you? How is school going? Has anything important happened to you since we talked?" By asking such questions, the student was relieved and the studies started in this way.

The practitioner and participant sat opposite each other around a table in an empty room. The practitioner said the participant "Now I will give you a text. I want you to read this text aloud in a normal speaking tone. You can start when you're ready." He gave the instruction and took one copy of the text to be read in front of the student and the other in front of him and started to work. The student's reading performance was simultaneously recorded with a voice recorder. While the student was reading the text, the practitioner followed him and noted the words he read with difficulty or inaccuracy. Then, he created word cards related to the text by writing the words that the student read incorrectly or with difficulty on the pre-prepared word cards.

After the student finished reading the text, these word cards were read to the student. The practitioner provided assistance where the student could not read or had difficulty. If there were words that the student did not know the meaning of, their meanings were also explained. This activity continued until the student read each word fluently. After repeating the words with the word cards, the practitioner said to the student, "Now we will read the same text aloud with you at the same time. "If you're ready, let's get started." As in the first reading process, the practitioner followed the words that the student read incorrectly or with difficulty. If different words were detected from the first reading, they were added to the vocabulary cards after reading. After the second reading was finished, word repetitions were made through the word cards prepared with the student. Then, for the third and final time, he said to the student, "Now I want you to read the same text aloud once more. You can start when you're ready." instruction was given and the student was asked to read the text independently.
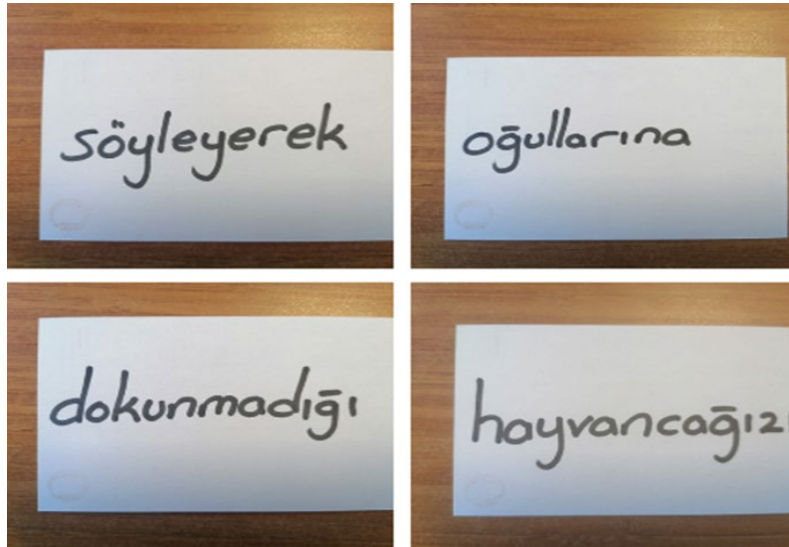

Figure 2. Example of created word cards

Figure 3. Examples of word cards created for the second time on misread words
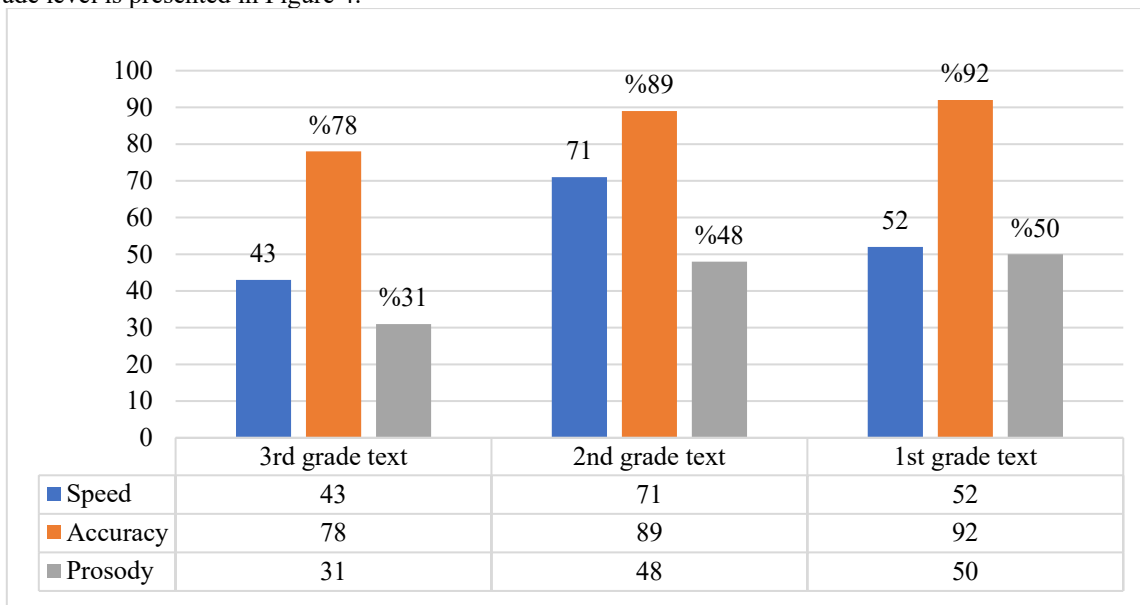
Thus, the text was read three times in total, and one of them was in pairs. Afterwards, before starting every other session, the word cards created in the previous session were read, and then The texts were started to be read. At the end of each session, verbal reinforcers such as "You were great again, Eren. You become more perfect in every lesson. Let's see. High five" and reinforcers like reading medal were given to increase the motivation of the student.
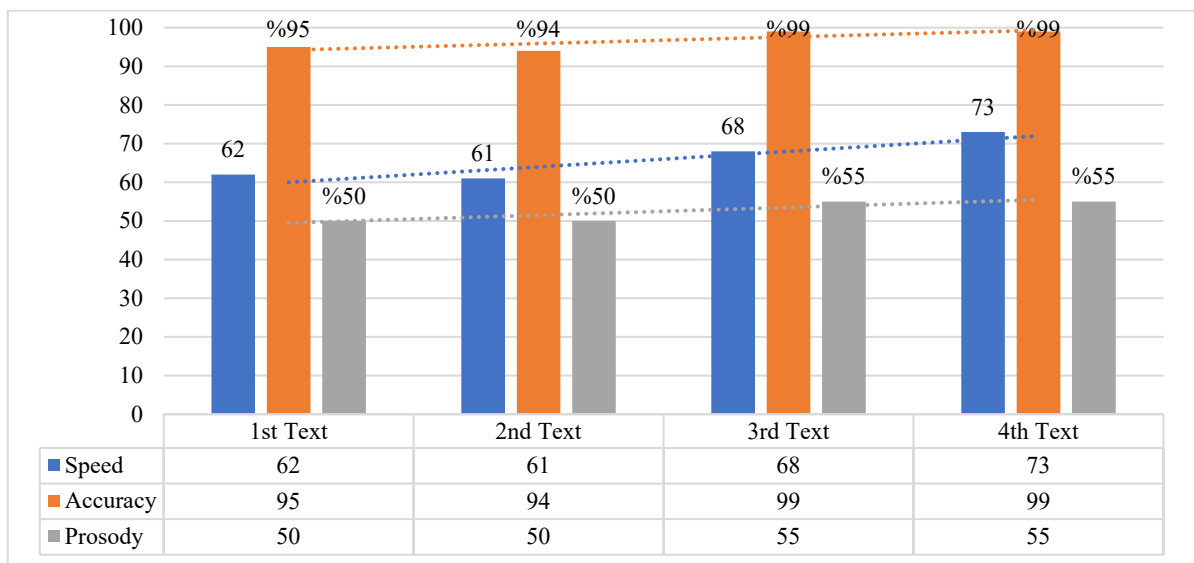
Results

In this section, the effectiveness of the activities and techniques applied throughout the action plan to increase reading fluency performance is evaluated. The first question of the research was, *"What is the current situation in the student's reading speed, reading accuracy and reading prosody skills, with the action plan prepared and implemented for the elimination of reading difficulties and the development of fluent reading skills?"* The findings related to the question are presented in Figures 1 and 2. In order to reveal the current reading performance of the student, the texts were read starting from her own grade level. The student's reading performance at each grade level is presented in Figure 4.

As seen in Figure 4, it is seen that the student reads 48 correct words per minute in the text read at the 3rd grade level, his reading accuracy is 78%, and the prosodic reading level is below 50% (31%). According to the Informal Reading Inventory, the student's reading performance was at the level of frustration. For this reason, text reading was started at the second grade level, which is a subclass of the student. When we look at the text reading performance at the second grade level, it is seen that the student reads 71 words per minute correctly, has a reading accuracy of 89%, and has a prosodic reading performance of less than 50% (48%). In this case, since the second grade reading level of the student was at the level of frustration, the first grade text, which is a subclass, was made to be read. Accordingly, the first-grade student read 52 correct words per minute. In addition, the reading accuracy was 92% and the prosodic reading was 50%.

In the research, a pilot study was conducted to reveal the current situation of the student by reading four different texts at the first grade level. In Figure 5, the student's reading speed, accuracy and prosody of the four texts are presented.

	3rd grade text	2nd grade text	1st grade text
■ Speed	43	71	52
■ Accuracy	78	89	92
■ Prosody	31	48	50

Figure 4. Student's current reading performance

	1st Text	2nd Text	3rd Text	4th Text
■ Speed	62	61	68	73
■ Accuracy	95	94	99	99
■ Prosody	50	50	55	55

Figure 5. The level of reading fluency skills of the student in the pilot application with first grade texts
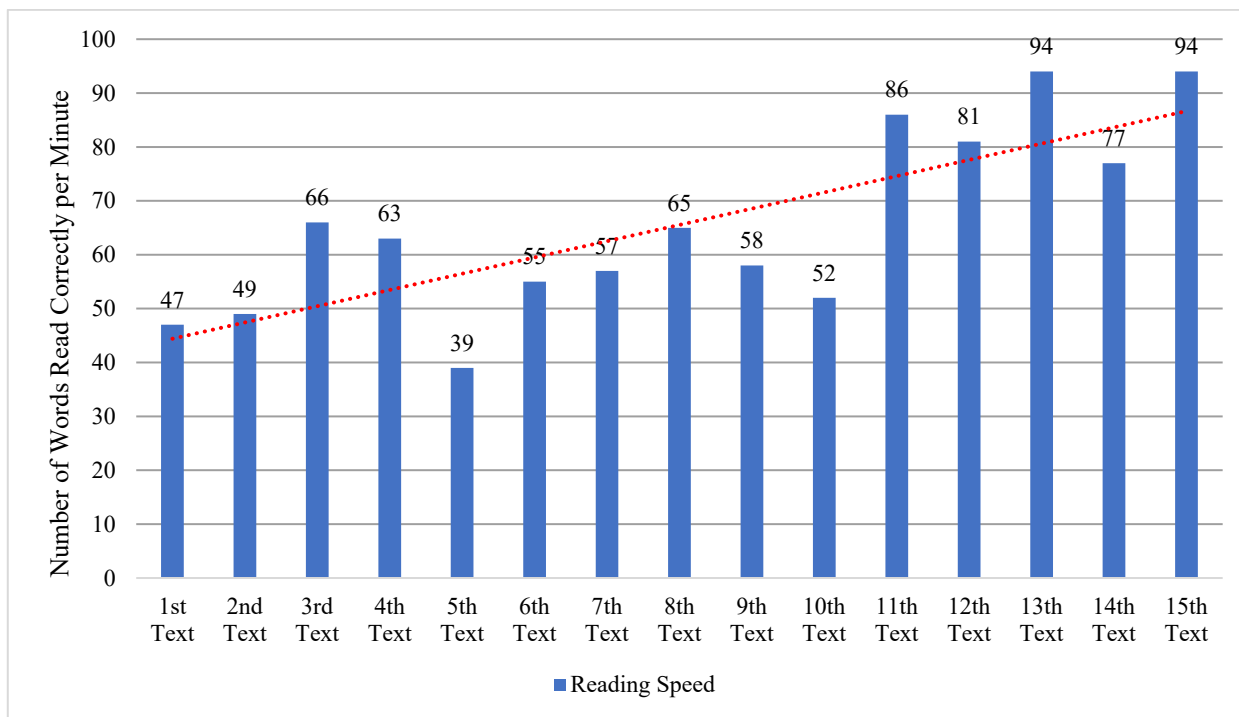
Figure 6. Student's reading speed development with the prepared and implemented action plan

As seen in Figure 5, the correct number of words read by the student per minute is 62, 61, 68 and 73, respectively. The word recognition percentages obtained in each session were determined as 95%, 94%, 99% and 99%, respectively. According to the Incorrect Reading Inventory, the student's word recognition level in the first two texts was found to be at the level of instruction, while the last two texts were at the independent level. The reading prosody level was determined as 50%, 50%, 56% and 56%, respectively, and it was found to be prosodic as well. For this reason, the student's actual practice was continued with the second grade level texts.

The second question of the research is as follows: *"How has the student's reading speed improved in the process of the action plan prepared and implemented for the elimination of reading difficulties and the development of fluent reading*

*skills?"* Findings related to each session are presented in Figure 6.

When Figure 6 is examined, it is seen that Eren's reading speed has increased in general from the first application to the last application, although there are occasional decreases. While reading 47 words per minute were read in the first session, it increased to 94 words in the last session. It is thought that these declines are due to the student's low mood or motivation that day. When we look at the graph in general, it is seen that the student's performance has increased significantly.

The third question of the research is as follows: *"How has the student's reading accuracy improved during the action plan process prepared and implemented to eliminate reading difficulties and develop fluent reading skills?"* The findings related to the question are presented in Figure 6.
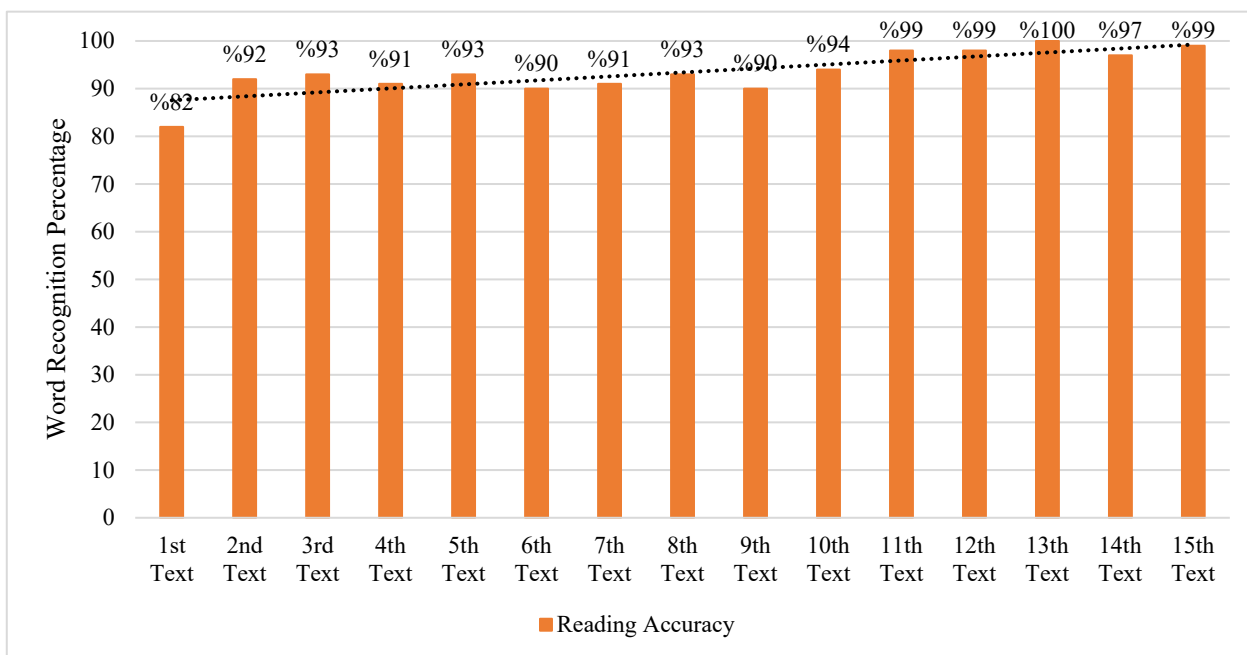
Figure 7. The relationship between the implemented action plan and the student's reading accuracy
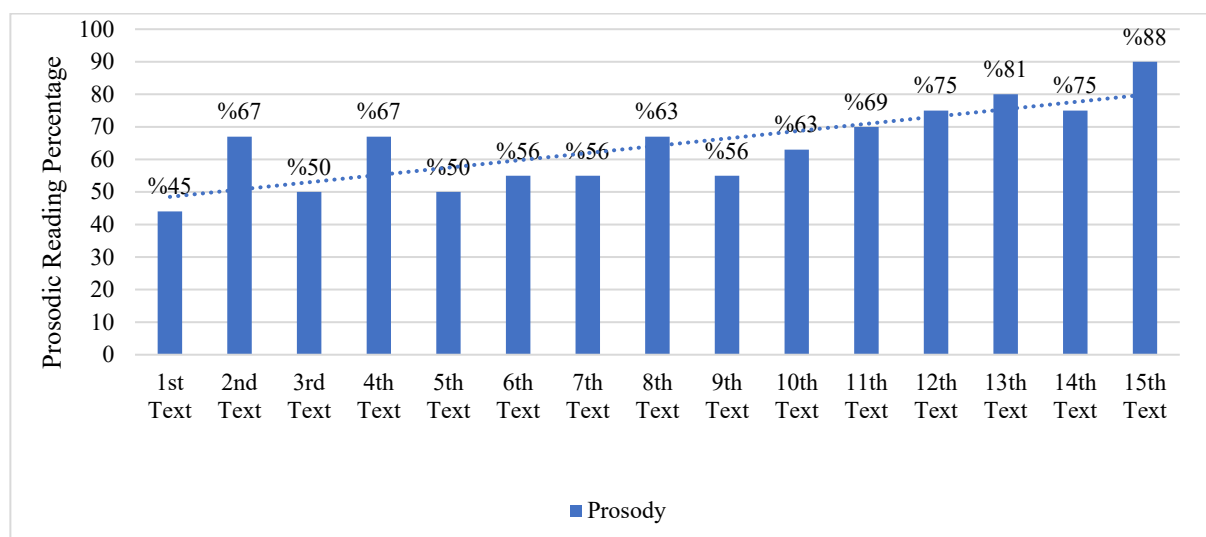
Figure 8. The development of the student's reading prosody with the implemented action plan

As seen in Figure 7, the student's reading accuracy in the first session is 82%. It is seen that the reading accuracy increased during the following sessions and reached 99% accuracy in four of the last five sessions.

The fourth question of the research is as follows: *"How has the student's reading prosody developed during the action plan process prepared and implemented to eliminate reading difficulties and develop fluent reading skills?"* The findings related to the question are presented in Figure 8.

According to Figure 8, it is seen that the prosodic reading of the student has improved significantly. Reading prosody, which was 44% in the first session, increased to 88% in the last session. In addition, after the first five sessions, it is seen that the prosodic reading of the student is consistently above 50% (successful).

The fifth question of the research is as follows: *"What are the views of the student about the reading activities applied to develop reading fluency skills?"* The three interview questions asked to the student and the student's answers are as follows:

"What do you think about the reading process we conducted together?"

"I was extremely happy with my reading activities. My reading accelerated because everyone says so. I loved it a lot. I loved you too. Because you speeded up my reading. You also gave me a reading medal because I came first."

I want you to remember the word cards and repeated reading lessons we performed. How did these studies that we did together affect the reading development?

"I liked the word card quiz the most. The number of cards was gradually decreasing, but I liked the card competitions the most. I sped up by reading it over and over. Because I finish my Turkish tests fast and I correctly answered all the questions in my test yesterday. My reading lessons increased (improved) my reading."

Were these reading exercises we carried out fun? Would you like to continue the same reading studies with me in the coming days?

"I had so much fun. Please don't let these lessons end. Because I just increased my reading speed. I love you very much, if it continues, I will be very happy."

When the answers given by the student to the interview questions are examined, it is seen that the student is aware of the increase in his reading speed. In this context, it is seen that he can finish Turkish tests faster and his reading accuracy

increases. In addition, that the student enjoys the applications very much is another point that draws attention.

The sixth and last question of the research, "*What are the parents' views on the reading activities applied for the development of reading fluency skills?*" The three interview questions asked to the parents and their answers are as follows:

What do you think about the reading process we carried out with your child?

"The reading practice you carried out differed from the normal book-reading work we did at home in two ways. The first is to improve my child's reading, to gain fluent reading skills, etc. I did not have any knowledge about the subject and I used to make the child read aloud by sitting next to him constantly, thinking that the more books he reads, the more he will improve. The other point was that I could choose books with smaller fonts to motivate him by showing that he could read books above his level. The fact that your application process is gradual, systematic and planned, and that you are working on more micro-texts, increased the motivation at the time of reading and also prevented the situations of withdrawal for later. At the same time, I can say that the visibility of concrete outputs in shorter time periods is a source of both participation in action work and willingness to other reading areas. The fact that my child's reading fluency skills did not develop in the first two years of his primary school education created a feeling of helplessness beyond sadness. I was bringing him together with quality works, and I was helping him choose and buy children's books from very important publishing houses around the country. I was doing regular reading hours. However, all this was not enough for him to read fluently, so he couldn't help me feel like a Hamster spinning in a circle. Therefore, it is difficult for me to describe the state of being able to read without any distress with just a feeling of happiness. More than that, I don't know how to express more."

How did the reading activities we carried out using word drill techniques and repeated reading affect your child's reading development?

"Our individual reading studies gave way to silent reading studies over time. Because when he read aloud, there could be anger or intimidation at the slightest hang-up. When we made repeated readings in shorter texts with your suggestion in aloud readings, he could now see where he

made a mistake in the next reading, and his reading motivation increased as he accelerated on that text. I observed its most obvious effect in live lessons beyond our individual studies. Under normal circumstances, when it was his turn to read a question in live classes, he panicked and delayed answering the question, using technical failures as an excuse. However, as the work progressed, he began to read and answer the questions fluently in the lessons."

How did these reading activities we carried out affect your child? Would you like your child to continue the same reading exercises with me in the coming days?

Now, the most important thing to read is to read aloud, so he does not feel the anxiety he feels about attending the lesson. He himself is aware of this development, and at the end of the lesson or reading exercise, asks, "I read fast now, you realize that, don't you?". I can say that this also contributes to reading habits and reading comprehension studies. Now he can choose a book from his library and read that book. We, as parents, wish him to continue his reading studies, being aware of the positive contributions of this study."

When the parents' views on the practice are examined, it is seen that the parents are aware of the increase in their child's reading performance. He stated that the systematic, planned and progress of the study at the student's level increased the motivation of the child and reduced the level of anxiety. She also stated that she was aware of the mistakes his child made while reading. The parent, who stated that another positive effect of the increase in his child's reading performance was during school lessons, observed that his child now reads fluently and answers the questions. In addition, it is seen that this situation guides the efforts of the parents regarding their child, increases their own motivation and as a result, they are happy with the development of their child.

Discussion, Conclusion and Recommendations

In this study, it was aimed to increase the reading performance of a third grade student with reading difficulties by using reading fluency strategies. The reading level of the student was determined according to the Informal Reading Inventory, by initially reading the texts from the student's own grade level but shifting to reading the texts at the lower grade levels. As a result of the evaluations, it was seen that the student was below his own grade level. After the grade level was determined, an action plan was created and the study started with the second grade texts.

Due to difficulties in phonological skills and slow decoding, the majority of students will lag behind their peers in reading performance in the next school years (Zentall, 2014). This shows that students' reading fluency skills should be developed in the early period and reading difficulties should be eliminated. One of the most recommended strategies to overcome fluent reading difficulties is repeated reading (Gedik & Akyol, 2022; National Reading Panel, 2000; Therrien & Hughes, 2008; O'Connor et al., 2007). However, it will be more effective to use repeated reading together with other strategies and techniques, one of these other strategies is paired reading and the other is the word drill technique, which allows to correct errors during reading (Welsch, 2007). For this reason, the three strategies mentioned in this study were used together. In addition to the use of strategy, there are studies showing that giving positive feedback and reinforcement to students increases their performance and motivation

(Kostewicz & Kobina, 2011). For this reason, after each session, the student was given both positive feedback and reinforcement. Considering the findings of the study, the interviews with the student also support this finding.

The student's reading performance, which was at the instructional level in the first session, increased significantly with the sessions, but finally the free independent level was reached. It is seen that the strategies used have a significant effect on increasing the reading speed from 47 words per minute to 94 words per minute as a result of the as a result of teaching. It is thought that the student gains speed, especially with the repeated readings and the word drill technique. This is because with repeated readings, the words that were difficult to read at first became automatic both with the created word cards and by re-reading the text, and the reader was able to read the words fluently without the need for decoding. The word drill technique is one of the important techniques that help students with reading difficulties to read correctly due to the repetition of the wrong or unreadable words until they are read correctly with the help of the practitioner/teacher (Casey et al., 2003; Chafouleas et al., 2004). In this way, the student gains familiarity with the word and makes fewer mistakes because he repeats the words he has difficulty with frequently. The findings of the study also show that the student's reading accuracy and word recognition skills improve. Studies in the related literature also supported this view (Liu & Todd, 2016; Sağlam et al., 2020; Serrano & Huang, 2018; Strickland et al., 2013; Uzunkol, 2013; Yılmaz, 2008). For this reason, it is important to make frequent word repetitions with students who have problems in word recognition and decoding. For example, Erdoğan and Şenocak-Kasranoğlu (2018) examined the effect of word drill technique on reading fluency and reading comprehension in their action study. According to the findings of the research, they concluded that the word drill technique increased reading fluency.

It is stated that the reading comprehension performance of the readers who read by paying attention to the necessary emphases and pauses while reading together with speed and accuracy in reading is higher (Rasinski et al., 2009). In this context, when we look at the findings on prosody, which is another component of reading fluency, it is seen that the participant received 50%, 50%, 55% and 55% scores respectively in the pilot applications made with the 1st grade texts and 44% in the last session from the 2nd grade texts that were started to be implemented. It is seen that it reaches 88% score. It is remarkable that the strategies and techniques used in the study improved the student's prosodic reading as well as speed and accuracy. It is thought that this situation is mostly due to paired reading studies although repetitive reading and word drill techniques are also effective. The reason for this is that in paired reading, the practitioner reads by paying attention to punctuation marks and emphases and becomes a model for the student simultaneously. Accordingly, the student has the opportunity to adjust his speed and emphasis according to the practitioner, who is a better reader than himself. According to Rasinski (2003), paired reading affects the student's/reader's adjustment of rhythm, regulating speed, and thus prosody all of which constitute the fluency. In addition, paired reading also contributes to the reader's motivation, enjoyment of reading, development of self-esteem and reading by paying attention to punctuation marks. (Monteiro, 2013; Zutell & Rasinski, 1991). Studies in the literature also show that paired reading improves reading performance (Topping et al., 2012; Yılmaz & Kadan, 2019).

Reading fluency is an important indicator of reading comprehension, and therefore fluent readers seem to have better reading comprehension performances (Bilge & Kalenderolu, 2022; Ciuffo et al., 2017; Rasinski et al., 2011; Yıldırım et al., 2017). In other words, there is a positive relationship between reading fluency and reading comprehension. Yıldırım et al. (2017) examined the effect of reading fluency on the reading comprehension performance of 4th-8th grade students and found positive relationships between fluency and reading comprehension at each grade level. In addition, it was found that contribution of fluency to comprehension performance varies between 14-35%. However, this predictive level increases in accordance with the grade level. In the light of these findings, although reading fluency is generally seen as an important skill to be acquired in primary school, its importance gradually increases in the following grade levels. For this reason, it is considered important to solve the difficulties/problems existing in reading fluency in the early period.

When all the findings are considered together, it can be concluded that paired reading, repeated reading and word drill techniques significantly affect each component of reading fluency. It is also seen that the student's reading motivation increases and he enjoys reading. The findings obtained from the interview with the student also show that the student enjoys the application process and is aware of the increased reading performance. In addition, it is seen from the interviews with the parents that the motivation of the student increased and the self-confidence of not only the student but also the parent himself increased. In the interview with the parent, it shows that the student/child is aware of his development and the level of anxiety has decreased. Similarly, Lee and Szczerbinski (2021) found in their study that after paired reading activities, parents' children read more and more types of books, their self-confidence increased, and they began to enjoy reading more.

In addition to all these, these strategies and techniques, which are very advantageous in terms of time and cost, can be carried out in almost any environment as individual and group studies. In addition, these and similar strategies and techniques should be used not only in the classroom environment, but also by families in the home environment, and the development of the child should be supported. In addition, this study was conducted with a single student with the three methods and techniques mentioned above. These points stand out as the limitations of the study. In future studies, it is recommended to conduct studies with more students using different methods and techniques.

Author Contributions

All authors took an equal part in all processes of the article. All authors have read and approved the final version of the study.

Ethical Declaration

The purposes and procedure of the current study were granted approval from the ethical committee of Niğde Ömer Halisdemir University. (Date: 28 January 2021; Session Number: E-86837521-050.99-15413).

Conflict of Interest

The authors declare that there is no conflict of interest with any institution or person within the scope of the study.

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Expectations of Syrian Refugee and Turkish Parents Living in Gaziantep from Preschool Teachers in the Context of Inclusive Education

Gaziantep'te Yaşayan Suriyeli Mülteci ve Türk Ebeveynlerin Kapsayıcı Eğitim Bağlamında Okul Öncesi Öğretmenlerinden Beklentileri

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Abstract: The purpose of this study is to comparatively reveal what parents of both Syrian refugee and Turkish children in a multicultural educational environment expect from preschool teachers in the context of inclusive education. This study was designed as a phenomenology study from qualitative research designs. In this study, conducted using the interview technique, the views of Syrian refugee and Turkish parents with preschool-age children on their expectations from teachers in the context of inclusive education were examined. The study group consisted of 20 parents, 10 Turkish parents and 10 Syrian refugee parents living in Gaziantep city centre, selected by snowball sampling method. According to the results, it was determined that the expectations of Turkish and Syrian parents overlapped in some points, while in some cases they diverged. When the parents' expectations from the teachers were analyzed, it was concluded that Syrian refugee parents had expectations mainly related to language. In contrast, Turkish parents had expectations mostly related to the affective characteristics of the teacher.

Keywords: Inclusive education, foreign children, parent expectations, preschool education

Öz: Bu araştırmanın amacı, çok kültürlü bir eğitim ortamında yer alan hem Suriyeli mülteci hem de Türk çocukların ebeveynlerinin; okul öncesi öğretmenlerinden kapsayıcı eğitim bağlamında neler beklediklerini karşılaştırmalı olarak ortaya koymaktır. Bu çalışma nitel araştırma desenlerinden fenomenoloji çalışması olarak tasarlanmıştır. Görüşme tekniği kullanılarak yapılan bu araştırmada, okul öncesi eğitim çağında çocuğu olan Suriyeli mülteci ve Türk ebeveynlerin kapsayıcı eğitim bağlamında öğretmenlerden beklentilerine yönelik görüşleri incelenmiştir. Araştırmanın çalışma grubunu kartopu örnekleme yöntemiyle seçilen ve Gaziantep şehir merkezinde yaşayan 10 Türk ebeveyn ve 10 Suriyeli mülteci ebeveyn olmak üzere toplam 20 ebeveyn oluşturmuştur. Araştırmanın sonucunda Türk uyruklu ve Suriye uyruklu ebeveynlerin beklentilerinin bazı noktalarda örtüştüğü görülürken, bazı durumlarda ise ayrıştığı tespit edilmiştir. Ebeveynlerin öğretmenlerden beklentilerine bakıldığında Suriyeli mülteci ebeveynlerin daha çok dil ile ilgili; Türk ebeveynlerin ise daha çok öğretmenin duyuşsal özellikleri ile ilgili beklentilerinin olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Kapsayıcı eğitim, yabancı uyruklu çocuklar, ebeveyn beklentileri, okul öncesi eğitim

Introduction

Inclusive education is a philosophy and practice based on human rights, social justice, and a system of thought that advocates for children with special needs to be educated with their peers in regular classrooms. It was first used to educate individuals with special needs in the Salamanca Declaration (Dede, 1996). Mitchell (2015) extends this conceptual framework and emphasizes that inclusive education goes beyond children with disabilities and targets all children needing exceptional support. Today, inclusive education is accepted as an understanding that defends the equal right to education for all students, considering differences in language, religion, gender, culture, ethnicity, etc. Therefore, inclusive education emphasizes the importance of providing environments that enable each individual to receive education under the same conditions as their peers (Education Reform Initiative [ERI], 2016). Inclusive education, which includes various aspects such as vision, curriculum, assessment, teaching, learning, admission, access, support, resources, and leadership, emphasizes the process of meeting the diverse needs of all learners and promoting their participation in learning, culture, and communication while reducing rejection within the education system and minimizing attrition for all children (Ehsaan & Shahid, 2016; Peng, 2008). Today, inclusive education has become more than just about mainstreaming students, including girls, migrants, refugees, individuals with low socio-economic status, and religious and ethnic minorities.

Inclusive education is essential in advocating that all children receive education equally and exercise their rights equally. Inclusive education will ensure that every child has access to education and that discrimination between individuals is eliminated (Öztürk et al., 2017). Inclusive education aims to provide equal opportunities for all children, including those with special needs, and underlines the importance of guidance and counselling programs in supporting individual students (Pautina et al., 2020). According to Ainscow and Cesar (2006), inclusive education should take a much broader perspective, becoming a reform that promotes diversity and aims to eliminate social exclusion. The need for inclusive education to ensure full participation and access to quality learning opportunities for all children, including children with disabilities, is emphasized by researchers, who also recommend developing strategies for empowerment and skills development (Bombardelli, 2020). The importance of teacher training and empowerment to effectively support students with learning disabilities in inclusive classrooms is emphasized (Prinsloo, 2001). In short, the main goals of inclusive education are to provide equal opportunities, eliminate social exclusion and support the individual needs of all students in learning

environments.Recently, especially since 2011, there has been an increase in projects and practices for migrant students in inclusive education practices in Turkey due to intensive migration from Syria. In parallel with this, studies on inclusive education have gained weight. Due to Turkey's long border with Syria, there are a large number of Syrian migrants in some provinces (Özcan, 2018). The number of Syrians in Turkey is stated as 3 million 622 thousand 486 people as of October 2022. The number of Syrian refugees living in Gaziantep is 464,599 (Refugees Association, 2022). In the early 2000s, studies were carried out for individuals who were placed in camps built in border regions. However, in the following years, more comprehensive educational activities have started for Syrian refugees who settled in various provinces of Turkey, especially as of 2014 (Özcan, 2018).

According to the statement made by the Ministry of National Education on June 8, 2021, there are 35,707 Syrian children in preschool education (Refugees Association, 2022). Syrian children have access to all levels of education. In order to ensure equality of opportunity in preschool education, many institutions are working to ensure that Syrian children receive education in the same environment as their peers. The Ministry of National Education (MoNE) is one of the leading institutions carrying out these efforts. MoNE's most well-established work in this regard is the Inclusive Education Project. Launched in 2011 with the support of UNICEF, the project consists of three phases. The first phase includes the support provided to Syrian teachers under the title "Training of Syrian Teachers" (MoNE, 2017), while the second phase includes the support provided to Turkish teachers under the title "Training of Teachers with Foreign National Students in their Classrooms" (MoNE, 2018). In the last phase, ten more training modules were added to the projects with the support of UNICEF and Erciyes University. Thus, the project became more detailed and was developed under "inclusive education". With the Inclusive Education Project, the professional development of teachers was supported, as well as their social, emotional and personality development. In this way, it was aimed to provide a holistic education (MONE, 2022).

Education has a significant impact on the development of countries. If developments are expected in a country regarding politics, economy and society, it is necessary to address education first. The first and essential education step is preschool education (Baran et al., 2007). Children's experiences in the preschool period determine their behaviours towards school, learning and abilities, which in turn affect their school success. Children with positive experiences in this period develop positive attitudes towards learning, school and their abilities. In case of negative experiences, on the other hand, the child may develop problems that will affect his/her entire educational life. In addition, it is known that children who have negative experiences in this period have low self-esteem, show low achievement in later life and exhibit more behavioural problems. For a child to grow and develop healthy and positive attitudes towards learning, it is necessary to create an environment where quality cognitive stimuli, rich language interactions, and positive social and emotional experiences are offered to the child and the child's independence is supported. This is only possible with a healthy family environment and a qualified preschool education (MoNE, 2013). In addition, teacher characteristics are one of the main determinants of preschool education quality and children's development. Children only explore and take advantage of learning opportunities in supportive environments where they feel

valued, loved and safe. The most critical component of this supportive environment is the consistent and secure relationship between the teacher and the child (MoNE, 2013).

In Turkey, research on Syrian refugees and inclusive education has been conducted with teachers, school principals and parents (Bozkır et al., 2020; Çalamak & Erdemir, 2019; Durmuş, 2022; İli, 2020; Özcan, 2018; Özoruç & Sığırtmaç, 2020; Tanrıkulu, 2017; Taştekin et al., 2016; Tümkaya & Çopur, 2020; Ünal & Aladağ, 2020; Ünay et al., 2021; Yalçın & Simsar, 2020). Studies are also conducted abroad on Syrian refugees and inclusive education (Brun & Shuayb, 2020; Cohen, 2019; El-Jabali, 2019; Madziva & Thondhlana, 2017; Stanek, 2017). These studies conducted in our country and abroad are mainly aimed at revealing what the problems related to inclusive education are and what the solutions to these problems are.

Ünal and Aladağ (2020) conducted a study on expectations regarding inclusive education with teachers working in primary education institutions where it is implemented and who have inclusive students in their classes. This study determined the educational practices and problems for inclusive students, teachers' expectations and solution suggestions for inclusive education. Similarly, Yağan (2020) included the opinions of teachers, foreign and Turkish students and their parents about the everyday experiences and future expectations of Turkish and foreign students. While the expectations of Turkish and foreign students and their families were evaluated comparatively in this study, the expectations and opinions of teachers were also reached. Doğrul and Akay (2019) included a study comparing Turkish and Syrian parents' views and expectations regarding preschool education. In this study, while the views of families from two different cultures on preschool education were similar, there were differences in their expectations for preschool education.

The literature emphasizes the importance of understanding parents' expectations of teachers. Bıkmaz and Güler (2000) found that parents in private and public schools expected teachers to be loving, understanding, and compassionate, but their expectations of teachers' professional characteristics were low. Kupiec (2019) found that teachers often adopt an instrumental model of cooperation with parents, imposing principles on parents and expecting them to make efforts in areas where they are not professionally prepared. Tatar and Horenczyk (2000) investigated parents' expectations of teachers. They found that mothers generally have higher expectations of fairness, help and support than fathers and that female students have higher expectations of help and competence for their parents. Finally, Dozza and Cavrini (2012) examined parents' perceptions of teacher efficacy. They emphasized the importance of teachers' knowledge, enthusiasm, and ability to motivate students, involve parents, respect diversity, and manage the classroom effectively. The findings regarding parents' expectations of teachers emphasize the importance of understanding and meeting parents' expectations for effective parent-teacher collaboration.

These studies also indicate that there has been a recent increase in the number of Syrian children enrolled in preschool education. It is seen that the studies conducted so far are related to recommendations to teachers, teachers' perceptions and attitudes, policies, family participation, administrators' opinions, the experiences of Syrian children in preschool classrooms and studies to understand the peer culture they create, problems and interventions (Özger & Akanser, 2019; Şayan, 2022; Tuncer, 2020). When the relevant literature is

examined, there are studies on parents' expectations from preschool teachers and educational institutions (Çetinkaya et al., 2021; Cui et al., 2016; Konca, 2020). However, there is no comparative study on the expectations of families from different cultures whose children receive preschool education from teachers in the context of inclusive education. For this reason, the purpose of this study is to comparatively reveal what parents of both Syrian refugee and Turkish children in a multicultural educational environment expect from preschool teachers. Knowing what these parents expect from teachers in the context of inclusive education will benefit teachers in self-evaluation, evaluating all aspects of educational environments and organizing teaching methods. In the study, the question "What are the expectations of Syrian refugee and Turkish parents living in Gaziantep from teachers in the context of inclusive education?" was sought to be answered.

Research Model

Method

This study was designed as a phenomenology study from qualitative research designs. A semi-structured interview technique was used in the study. Semi-structured interviews are a method that enables both fixed-choice answers and in-depth exploration of the relevant field (Büyüköztürk et al., 2022). In this study, which aims to examine parents' expectations regarding inclusive education, this technique was preferred for the participants to express their opinions in detail.

According to Lester (1999), phenomenological research aims to understand subjective experiences and gain insight into people's motivations and actions. *Phenomenological research* is defined as an approach that seeks to understand the meaning, structure and essence of lived experiences through the participants' perspectives. According to Knaack (1984),

phenomenological research is conducted to explore subjective experiences, gain insights, analyze root meanings, and understand human behaviour from the participants' perspective. In the current study, phenomenology was utilized as it was aimed to reveal the expectations of parents from families in the context of inclusive education through their own subjective experiences and understandings.

Working Group

The study group of the research consisted of 10 Turkish and 10 Syrian refugee parents whose children attend preschool education institutions in Gaziantep, and they were selected by snowball sampling method. Some children attend an independent state preschool, and some attend a preschool within a primary school. In the snowball sampling method, a reference person related to the subject of the study is selected, and other people are reached through this person (Biernacki & Waldorf, 1981). Preferring snowball sampling in research provides advantages in terms of cost and efficiency and is a valuable method for finding hidden populations (Johnson, 2014). Drăgan and Isaic-Maniu (2012) state that snowball sampling is helpful for minority populations and provides flexibility in determining the sample size. Atkinson and Flint (2001) emphasize that snowball sampling is adequate for accessing hidden and hard-to-reach populations. The reasons underlying the preference for snowball sampling in this study are similar to the literature. Snowball sampling was preferred because Syrian refugee families are in small groups; they tend not to integrate with the majority of society due to their lack of language skills, and it is not easy to interact with them because they are not involved in the family participation process. The study group was reached through the parents in the institutions where one of the researchers worked.

Table 1. Demographic information of the parents participating in the interview

Nickname	TC/SYRIAN	Profession	Age	Proximity	Education Status	Employment Status	Monthly Income	Total Children	Age of the child	Social Support
TC1	Turkish	Cook	44	Father	High school	Working	8000 tl	4	51 months	No
TC2	Turkish	Housewife	27	Mother	License	Not working	Not fixed	3	54 months	No
TC3	Turkish	Housewife	31	Mother	High school	Not working	7000 tl	2	50 months	No
TC4	Turkish	Housewife	30	Mother	Middle school	Not working	10000 tl	3	51 months	No
TC5	Turkish	Housewife	34	Mother	Associate degree	Not working	10000 tl	1	4 years old	No
YB1	Syrian refugee	Housewife	35	Mother	License	Not working	Not fixed	2	5 years old	No
YB2	Syrian refugee	Housewife	27	Mother	Undergraduate student	Not working	Not fixed	2	67 months	No
TC6	Turkish	Housewife	36	Mother	Associate degree	Not working	9000 tl	2	53 months	No
YB3	Syrian refugee	Housewife	37	Mother	Primary school	Not working	Not fixed	5	70 months	No
YB4	Syrian refugee	Housewife	23	Mother	Middle school	Not working	Not fixed	5	63 months	No
TC7	Turkish	Teacher	32	Mother	License	Working	Did not specify	1	64 months	No
YB5	Syrian refugee	Housewife	31	Mother	License	Not working	7000 tl	2	58 months	No
YB6	Syrian refugee	Freelance Accounting	41	Father	Phd	Working	Not fixed	4	50 months	No
YB7	Syrian refugee	Freelance Accounting	36	Father	Master's degree	Working	20000 tl	2	57 months	No
TC8	Turkish	Housewife	34	Mother	License	Not working	Variable	2	63 months	No
YB8	Syrian refugee	Tailor	31	Father	Primary school	Working	6000 tl	5	5 years old	Yes
YB9	Syrian refugee	Factory Worker	30	Father	License	Working	Minimum	3	5 years old	Yes
YB10	Syrian refugee	Housewife	35	Mother	Primary education	Not working	Did not specify	6	50 months	No
TC9	Turkish	Housewife	25	Mother	Primary school	Not working	Not fixed	2	65 months	No
TC10	Turkish	Housewife	44	Mother	Primary school	Not working	10000 tl	5	71 months	No

In Table 1, while T.C. refers to Turkish participants, SA refers to Syrian refugee participants. Social support refers to the economic assistance they can receive from municipalities, aid organizations, associations or relatives.

Data Collection Tool

In this study, in which a semi-structured interview technique was used, the interview form was developed by the researchers based on the idea of inclusive education in preschool. The draft form created by the researchers was finalized by a qualitative research specialist and an early childhood education specialist after receiving expert opinions. Then, a pilot study was conducted on 2 participants, and it was decided that the interview form was appropriate, the questions were understandable, and the study duration was ideal (See Appendix 2). Participants were also asked to complete a demographic information form (See Appendix 1).

Data Collection

First, ethics committee permission from Hasan Kalyoncu University was obtained (19.12.2022-27805). After the ethics committee's permission, the informed consent form was sent to the participants, and the volunteer participants were identified. Interviews lasting 25-30 minutes were conducted with each participant. These interviews were conducted face-to-face at the participants' homes, at the participants' workplaces and school. The interviews were recorded using a voice recorder with the participants' permission. As a result of the interviews, an average of 23 minutes of audio recording was obtained for each participant. Participants were informed that their names would be expressed with codes and that their information would never be shared.

Data Analysis

In this study, the data collected through interviews were transcribed, and then content analysis was used to analyze the data. Büyüköztürk et al. (2022) mentioned that there are several methods related to content analysis. One is to capture the vital information the interviewee wants to say and thus ensure that only that information is included in the research. Information that is not necessary and outside the subject of the research is not included. In content analysis, an analytical approach, the data obtained from the participants are synthesized and relevant categories and themes are reached. According to Ravindran (2019), the basic steps of content analysis, such as data preparation, reading and reflection, coding, categorization and theme development, should be followed when analysing qualitative research. While analyzing the data of this study, participants were first assigned a pseudonym. Syrian refugee parents were assigned pseudonyms such as YB1 and YB2, while Turkish parents were assigned pseudonyms such as TC1 and TC2. Then, coding was carried out in line with the answers given by each participant regarding the expectations; categories were formed from these codes and themes were reached from these categories.

Trustworthiness

The concepts of reliability and validity in quantitative research are replaced by the concept of trustworthiness in qualitative research.

Credibility, transferability, dependability, and confirmability criteria provide the trustworthiness of the research (Arastaman et al., 2018). In this study, tactics that support the honesty of the participants were used (each interviewee was allowed to refuse to participate in the research). In this way, the research was conducted only with participants who sincerely wanted to contribute to the data collection process and were ready to offer their opinions of their own free will.

Another factor is inter-coder reliability. The two researchers in this study coded the data independently using the same data set and then held a meeting to reach a consensus on the coding. Different codes were discussed, and finally, a consensus was reached. Thus, definitions were made more precise. Dependability is another factor that strengthens the study. In this context, the findings must be written as clearly and in detail as possible for the study to be reproducible. In this study, the detailed explanation of the research process ensures this. Finally, regarding the sample size, the aim was to reach data saturation in the research. The data obtained were analyzed continuously, and when the responses started to repeat each other, it was inferred that data saturation was reached and the data collection process was terminated.

Limitations of the Study

The study's limitation is the need for an interpreter during the interviews with foreign national parents and obtaining information through translation. At this point, the possibility of misunderstandings due to translation was included as a limitation of the study since it is a situation that is not in the researchers' hands.

Findings

This study, conducted to determine the expectations of Syrian refugee and Turkish parents living in Gaziantep from preschool teachers in the context of inclusive education, reached three different themes. The first one is "expectations for developmental areas," the second one is "expectations for inclusive practices," and the third one is "expectations for teachers' professional competencies." Table 2 shows the themes and subheadings of these themes.

Expectations for Development Areas

In the interviews, three subheadings were reached in line with this theme. These are expectations for self-care skills, expectations for supporting social-emotional development and expectations for language development. Regarding the development of self-confidence, the parent coded YB5 expressed his expectation as *"If it strengthens self-confidence, this is the most important thing"*, while the parent coded TC6 regarding the support of communication and self-confidence said, *"Let me tell you in terms of my own daughter, frankly, I think for my own daughter. You know, because she has a timid structure, she is always waiting to be called. Some other children have it, but some do not, and I saw that in the last program I attended. I wonder if something extra should be done for timid children. I'm thinking about it. I want them to support speaking more."* He expressed his expectations from the teacher.

Table 2. Parents' expectations from preschool teachers

Expectations for Development Areas	Expectations for Inclusive Practices	Professional Expectations from Teachers
Expectations for Self-Care Skills Support with eating	**Anti-Discrimination Attitude** Non-discrimination Fairness	**Expectations for Primary School Readiness** Preparing for primary school
Expectations For Supporting Social-Emotional Development Supporting the development/support of social skills Developing/supporting self-esteem Supporting communication	**Expectations for Harmonization** Promoting a sense of trust Support with adaptation Organizing activities to support the integration of children	**Expectations for Affective Characteristics of Teachers** Love, tolerance, listening, consideration of individual differences Gentle Compassion, patience Interest
Expectations for Language Development Supporting communication Effective use of body language by the teacher while communicating Supporting language skills/increasing activities for this purpose Teaching other foreign languages		**Positive Discipline Approach** Positive education of children instead of fear-oriented education
		Making Activities Events to take forward Doing activities Play and painting
		Teacher Family Cooperation Sharing information about the child

Regarding expectations for self-care skills, the parent coded TC1 said, *"I mean, our expectations from teachers, for example, my child never eats at school, the teacher never helps. Unfortunately, in that regard, the child goes hungry and comes back hungry. I mean, if he only eats something in his diet, he doesn't eat anything else. So we cannot achieve this at home. I mean, it is also because of his other sisters, but we want him to eat there. There, too, if he doesn't eat, the teacher doesn't do anything."*

Regarding language development, TC3, *"I mean, it is very important that he/she can communicate well with other children."* IC2, *"I mean, it is about language."* PT3 *"Language... M's speech is a bit slow, and we want to make it easier for him to speak Turkish. We ask the teachers to facilitate him by explaining when the teacher deals with him because, after that, he says he does not know the meaning of the Turkish words. So he will show this sign, come and talk. Without going slowly, the teacher does so; when he says "come", you know, because the teacher marks it, he knows the meaning of "come", but some words, but he memorizes the word without knowing it. For example, when the teacher talks about something, he explains it with body language. To help a little bit. This is the most important thing I want."*

Expectations for Inclusive Practices

Two sub-dimensions were found in the theme of expectations from teachers for inclusive practices. The sub-dimensions of this theme are anti-discriminatory attitudes and expectations for adaptation. Regarding an anti-discriminatory attitude, TC7 said, *"I want to be treated equally and without discrimination among friends. This is already enough."* YB6: *"The most important thing is comfort, I mean, we need to be together at school, at school, in sports. This is the most important. The*

main thing is that Arabs, Turks, Kurds are all one nationality. This is actually the most important thing. We need it without any difference." IC8: *"There is no problem with education. But the teacher discriminates. I want children to be treated fairly."*

"It's just that, I mean, some activities are just chatting with their friends, I mean, if they do an activity, children talk to each other more. For example, for example, this friend of mine will tell you what he does and what he likes. Activities to integrate children." P4 *"It's just that they are strange (in the sense of foreign, small) and my child is a bit scared, he doesn't know anything. Especially on the first day, he goes there, comes back home, he is scared. I just say trust, how to trust him, I mean children trust, children to feel trust at school to feel trust, so they will be fine. So I expect if teachers just trust."* PT7 stated their expectations: *"I want him to adapt to his class and school and I want him to support him."*

Professional Expectations from Teachers

Under this theme, five sub-dimensions were found: expectations for primary school readiness, teacher's affective characteristics, positive discipline approach, conducting activities, and teacher-family cooperation. In this context, the expectations for primary school readiness were as follows: PT7 *"To prepare him/her for the first grade."* TC9: *"I don't expect anything from teachers because they do everything necessary. I mean, they are very helpful, but I expect him to be a little more prepared for starting primary school."* *"For example, when I was in Syria, they started reading and writing in kindergarten. That is how it is."*

Responses to the expectations regarding the affective characteristics of the teacher: TC4 *"Let me say, love. I would say more love, such as tolerance, hugging, listening, and understanding what you say. Each child has different*

characteristics. I think they should act according to their characteristics." PT5 *"To do it kindly."* TC5 *"Compassion. Right now, I am talking according to my son's age; of course, since I cannot see further, since I have not experienced it, my first child is already my first child. Compassion is a moderate approach. I wish patience, patience. What else can I say to our teachers?"* PT10 *"Um. I mean. Care."* TC10 *"We are satisfied now, I mean, we have no problems. You know, B. is more on top of it because of his hearing, I'm sure our teacher is already doing what he needs to do. I expect him to be more active with B. For example, I expect him to be more active in his speech. For example, I would like him to be more interested in B. while B is doing his lesson.'*

Regarding expectations for a positive discipline approach, TC6 said, *"I saw and heard the children making threatening statements (they are watching us with a camera) while talking among themselves. It was a situation that shook my confidence to hear them talking like the principal is watching you on camera, use less napkins. I think it would be better if videos about saving and wasting are explained with educational information instead of such a conversation."*

In the dimension of doing activities, YB5 said, *"For example, playing games, practising with them, taking a nap, things like that. Painting, painting can be more educational."* TC8 *"I would like my child to move forward. TC5 said, "I think he is young right now, so I will not say education at first because he is only four. Of course, education is involved, but it is more important for her to socialize and do activities. Also, the fact that he is under the tutelage of a person like a teacher will allow him to deal with our child more professionally. We are face-to-face with our children a lot. Therefore, it would be best for me if the teacher gave basic education and did activities. Of course, for my child as well."* IC7 said, *"We want the teacher to give us regular information about the child's education and general situation. We want her to tell us what we should consider about the child. "* They expressed their expectations for teacher-family cooperation.

Comparison of Expectations of Syrian Refugee and Turkish Parents

The following table compares Syrian refugee parents' and Turkish parents' responses regarding their expectations from teachers.

Table 3: Comparison of Syrian Refugee and Turkish parents' responses

Turkish Parents' Answers	Syrian Refugee Parents' Responses
Expectations for Development Areas	**Expectations for Development Areas**
Expectations for self-care skills	Expectations for self-care skills
Support with eating	-
Expectations for Supporting Social-Emotional Development	**Expectations for Supporting Social-Emotional Development**
Development of social skills	Improving self-esteem
Ensuring socialization	Supporting self-esteem
Supporting social skills	-
	-
Expectations for Language Development	**Expectations for Language Development**
Supporting Communication	**Supporting Language Skills**
-	Activities to develop language skills
-	Using the teacher's body language effectively while communicating
-	Teaching other foreign languages
Expectations for Inclusive Practices	**Expectations for Inclusive Practices**
Anti-discrimination attitude	Anti-discrimination attitude
Non-discrimination	Anti-discriminatory attitude
-	Fairness
Expectations for Harmonization	**Expectations for Harmonization**
-	Organizing activities to support the integration of children
-	Support with adaptation
-	Promoting a sense of trust
Professional Expectations from Teachers	**Professional Expectations from Teachers**
Expectations for primary school readiness	Expectations for primary school readiness
Preparing for primary school	Preparing for first grade
-	Supporting literacy
Expectations for Affective Characteristics of Teachers	**Expectations for Affective Characteristics of Teachers**
Love, tolerance, listening, consideration of individual differences	Giving confidence
Compassion, patience	The teacher is kind
Relevance	Interest
Positive Discipline Approach	**Positive Discipline Approach**
Positive education of children instead of fear-based education	-
Making Activities	**Making Activities**
Supporting and doing activities	Play games and drawing
Events to take forward	-
Teacher-family cooperation	Teacher-family cooperation
-	Sharing information about the child

Table 3 shows that the expectations of Syrian refugee and Turkish parents from preschool teachers differed in some sub-dimensions while they overlapped in others. While the Turkish parents expressed the expectation for self-care skills, Syrian refugee parents did not have such an expectation. It is seen that both groups have expectations about supporting their social-emotional development. It is seen that both Turkish and Syrian refugee parents have expectations under the sub-heading of anti-discrimination attitude. Expectations regarding adaptation were expressed only by foreign national parents. It was observed that both groups had expectations for language development. Within the scope of supporting school readiness, Turkish and Syrian refugee parents had expectations from teachers. Only Turkish parents had expectations of positive discipline. While both groups had expectations regarding activities, only Syrian refugee parents expressed their expectations regarding teacher-family cooperation.

Conclusion and Discussion

This study aimed to obtain the expectations of both Turkish and Syrian refugee parents, whose children attend preschool education institutions, and preschool teachers. It was observed that parents in both groups had similar expectations from preschool teachers, such as preparing their children for primary school, ensuring children's socialization, and having positive affective characteristics for children. In the study conducted by Cui et al. (2016), it is seen that parents expressed their views on the dimensions of love, respect, patience, and preparation for primary school. Research supports these expectations and suggests that developing a sense of trust in refugee children is very important for inclusive education. According to Veck and Wharton (2021), young refugee children show much healthier progress in all areas of development in inclusive and trusting school cultures where they feel listened to and welcomed. Block et al. (2014) found that children in schools that adopt an inclusive education philosophy achieve much higher achievement scores. Bešić et al. (2020) argued that inclusive education practices that promote trust and support for refugee children, especially when supported through language acquisition, achieve successful outcomes and play an important role in developing a sense of belonging in children.

The parents' opinions, such as trust, love, patience, interest, preparing children for primary school, ensuring children's socialization show that when the preschool period is considered, parents express their opinions in line with the needs of this age period for their children. When we look at the main objectives of preschool education, ensuring children's physical, mental and emotional development and acquiring good habits, preparing them for primary school; creating an everyday upbringing environment for children from unfavourable environments and families; ensuring that children speak Turkish correctly and beautifully (MoNE, 2013) come to the forefront. In this context, the expectations of families overlap with the principles of the preschool education program.

In the statements given by Turkish national parents regarding their expectations of teachers, expectations for the affective characteristics of the teacher ranked first, followed by supporting their social-emotional development and having them do activities. Syrian refugee parents' expectations for language development ranked first. Afterwards, expectations for adaptation, expectations for the affective characteristics of the teacher, preparing children for primary school and supporting their social-emotional development were observed. In the study conducted by Doğrul and Akay (2019), it was seen that parents had similar expectations regarding foreign language teaching, primary school preparation and adaptation. Syrian refugee parents' expectations for teacher-family cooperation and language expectations indicate that they have different expectations from Turkish parents. The fact that Turkish parents included statements indicating that they have expectations for self-care skills and positive discipline understanding draws attention as points where they differ from Syrian refugee parents.

Studies show that parents' expectations are in the direction of supporting developmental areas, increasing social activities, preparing their children for primary school and cooperating with families. Erşan (2019) examined parents' views on their expectations from preschool education institutions and teachers. Parents expressed their opinions as preparation for primary school, social activities, learning by doing, foreign language education, positive attitude towards the child, cooperation with the family, providing a good education, effective communication, being a good model, and being away from violence and pressure. This study observed that parents expressed similar expectations from the teacher regarding preparation for primary school, positive attitude towards the child, foreign language education, and cooperation with the family. The study conducted by Konca (2020) is similar to the results of this study in that teachers should be patient, recognize individual characteristics and be tolerant. In the study by Çetinkaya et al. (2021) on the expectations of parents from preschool institutions and the status of preschool institutions in meeting these expectations, it was found that parents' expectations from teachers were positive attitude towards the child, providing good education, effective communication, being a good model, and being away from violence and pressure. The positive attitude towards children and adequate communication dimensions found in this study are similar findings.

This study concluded that Syrian refugee parents had expectations mainly related to language, while Turkish parents had expectations mostly related to the affective characteristics of the teacher. The fact that Syrian refugee parents have expectations primarily related to language shows that they expect their children to communicate, adapt, and integrate in the early period. These findings also point to the need to conduct school studies focusing on language acquisition, which is an essential step in the adaptation process for refugee children.

Research generally reveals that integration programs for migrant students in Turkey have been neglected. Tösten, Toprak, and Kayan (2017) found that Syrian refugee students in Turkish public schools face challenges such as post-traumatic stress disorders, difficulties in understanding and communicating in the classroom, crowded classrooms, and lack of teacher participation in decision-making processes. Akar (2010) identified challenges faced by schools in immigrant communities, such as resource scarcity, overcrowding, low academic achievement, intercultural problems, and lack of parental awareness. Aydın, Gündoğdu, and Akgül (2019) emphasized the importance of integrating Syrian refugee children into the national education system and the need for education and training that promotes refugee integration and multiculturalism. Collectively, these findings suggest that integration programs for migrant students in

Turkey have been neglected. Research provides recommendations for integration programs for migrant students based on an ecological approach. Şimşek, Kurt, and Kula (2020) propose a school-based integration program for immigrant students in Turkey using the Ecological Systems Approach to address the multidimensional nature of school adjustment. Serdarević and Chronister (2005) emphasized the usefulness of an ecological framework for conducting cross-cultural psychological research with immigrant populations and the importance of collaboration between families and teachers.

Similarly, Stebleton (2011) applies Bronfenbrenner's human ecology framework to understand the needs of immigrant college students and suggests strategies for academic advising. Salinas (2007) examines the educational experiences of immigrant children and emphasizes the importance of nurturing educational experiences, social capital and family values for academic success. These articles emphasize the importance of considering ecological factors and context in designing programs to support immigrant students' integration and academic success. In line with the findings of this study, the importance of implementing collaborative systematic adaptation programs between teachers and parents becomes much more straightforward.

Research shows that parents have generally positive attitudes towards inclusive education, but there are some differences in their expectations of teachers. Stevens and Wurf (2020) found that parents believe that inclusive education benefits their children but that teachers must be better prepared to support children with special needs in inclusive classrooms. Paseka and Schwab (2019) found that parents perceived more inclusive teaching practices when their children attended inclusive classrooms, but there was no difference in resource perceptions between inclusive and regular classrooms. Lui et al. (2015) found that knowledge and perceived social norms influence parents' attitudes towards inclusion. Boer, Pijl, and Minnaert (2010) also found that most parents had positive attitudes towards inclusive education but had concerns about the availability of services and individualized instruction in regular schools. Parents generally expect teachers to be well-prepared to support children with special needs and value well-coordinated, individualized educational programs. In conclusion, this study and other studies investigating parents' expectations (Cui et al., 2016; Çetinkaya et al., 2021; Doğrul & Akay, 2019; Erşan, 2019; Konca, 2020) found that parents' expectations from preschool teachers and preschool education institutions vary according to their priorities, but primarily their expectations are based on the philosophy of inclusion.

Recommendations

Suggestions for Researchers

This study was conducted using a qualitative method. Researchers are recommended to conduct a more comprehensive study using quantitative methods with a larger sample group.

Recommendations for Teachers

Based on the research, teachers are recommended to include activities for both groups that will enable children and parents to mingle. Teachers are also recommended to be more collaborative with families to learn their expectations and increase family involvement activities.

Recommendations for Policymakers

It is recommended to include projects for foreign parents with preschool-age children and their children to support them in speaking Turkish before they start school.

It is recommended that collaborative systematic adaptation programs be developed and implemented between teachers and parents to include all children and parents in the classroom environment.

Author Contributions

Both authors planned the study and conducted the literature review together. The first author contributed to the data collection process. The first and second authors carried out the descriptive analysis together. The authors also contributed to the article's writing and read and approved the final version of the study.

Ethical Declaration

This study was conducted with the approval decision taken at the Hasan Kalyoncu University Scientific Research and Publication Ethics meeting 2022/53, held on 15.12.2022.

Conflict of Interest

The authors declare that there is no conflict of interest with any institution or person within the scope of the study.

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Attachments
Appendix 1. Demographic Information Form:
Proximity to the child: Mother   Father
Age of the mother:
Father's age:
Mother's education level:
Father's education level:
Mother's employment status: Not working Working
Occupation:
Father's employment status: Not working Working
Occupation:
Your monthly income:
Total number of children:
Age of the child in the study:
Gender:
Number of child:
Your level of social support:
1) I do not receive social support.
2) Wife
3) Parents
4) Relatives
5) Neighbour
6) Health personnel
7) Other...................

Appendix 2. Interview Questions:
Questions for Syrian Refugee Families
How is your school life going?
What are the challenges you face at school?
How are your child's friendships (who does your child play with the most, is he/she opens to communication, can he/she mixes with Turkish children?)
What do you think your child needs most at school?
What are your expectations from teachers in terms of your child's education?
In your opinion, how is your child's communication with his/her teacher at the school he/she attends?
Questions for Turkish Families
How is your school life going?
There are Syrian refugee children in your child's class; what are the difficulties you face at school in this context?
How are your child's friendships (who does your child play with the most, is he/she opens to communication, can he/she mixes with foreign children?)
What do you think your child needs most at school?
What are your expectations from teachers in terms of your child's education?
In your opinion, how is your child's communication with his/her teacher at the school he/she attends?