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İçindekiler | Contents

Makaleler | Articles

Servet UYGUN - Mehmet MURAT

Investigation of Teachers' Proactivity, Psychological Well-Being and Professional Satisfaction **130**
Öğretmenlerin Proaktivite, Psikolojik İyi Oluş ve Mesleki Doyumunun İncelenmesi

Ersan AKARSU - Zehra ATBAŞI

The Effect of Edmark Reading Program Functional Words Series Presented with Tablet Computer in Acquiring Functional Reading Skills for Students with Intellectual Disabilities **156**
Zihinsel Yetersizliđi Olan Öğrencilere İşlevsel Okuma Becerilerinin Kazandırılmasında Tablet Bilgisayar ile Sunulan Edmark Okuma Programı İşlevsel Kelimeler Serisinin Etkisi

Meryem İrem GÖKBULUT - Hayriye Nevin GENÇ

A Content Analysis on Theses Related to Inquiry-Based Learning Approach **174**
Sorgulamaya Dayalı Öğrenme Yaklaşımı ile İlgili Tezler Üzerine Bir İçerik Analizi

Nilüfer AYBİRDİ - Turgay HAN - Pembe TÖNGEL

The Impact of Extensive Listening on Listening Anxiety, Listening Skills and Attitude towards English Courses **194**
Kapsamlı Dinlemenin Dinleme Kaygısı, Dinleme Becerisi ve İngilizce Dersine Yönelik Tutum Üzerindeki Etkisi

Erdem DEMİRBEK - Feyza Nur EKİZER

Implications of AutoGPT on Feedback in English Language Pedagogy: A Qualitative Inquiry into Teachers' Perspectives **212**
AutoGPT'nin İngiliz Dili Pedagojisinde Geribildirim Üzerindeki Etkileri: Öğretmen Algıları Üzerine Nitel Bir Araştırma

Serap EFE KENDÜZLER

An Investigation of the Effects of Dialogic Reading Program Applied in Children's Homes on Children's Language Development

Examining the Relationship Between Risky Behaviors, Moral Disengagement and Çocuk Evinde Uygulanan Diyaloğa Dayalı Okuma Programının Çocukların Dil Gelişimine Etkilerinin İncelenmesi

230

Nedim SARIGÜZEL

Village Education in The Journal of Eğitim Hareketleri (1955- 1960)

Eğitim Hareketleri Dergisi'nde Köy Eğitimi (1955-1960)

245

Yıldız YILDIRIM GÖRGÜLÜ - Vildan ÖZDEMİR - İsmail KARAKAYA

Views of Assessment and Evaluation Experts on Assessment and Evaluation Units in Schools

Okullarda Ölçme ve Değerlendirme Biriminin Bulunmasına Yönelik Ölçme ve Değerlendirme Uzman Görüşleri

267

Selami ÇELİK - Nevin ÖZDEMİR

The Attitudes of 8th Grade Students Towards the Republic of Turkey Revolution History and Kemalism Course

8. Sınıf Öğrencilerinin Türkiye Cumhuriyeti İnkılap Tarihi ve Atatürkçülük Dersine Yönelik Tutumları

288

Büşra GİDER - Hatice BUDAK

Investigating the Relationship between Attachment and Marital Satisfaction in Couples' Marital Experiences

Çiftlerin Evlilik Deneyimlerinde Bağlanma ve Evlilik Doyumu İlişkisinin İncelenmesi

312

Kıymet SOYATA - Aysel ATEŞ

Professional Development Activities of Lecturers: An Action Research

Öğretim Görevlilerinin Mesleki Gelişim Faaliyetleri: Bir Eylem Araştırması

335

Investigation of Teachers' Proactivity, Psychological Well-Being and Professional Satisfaction

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ABSTRACT

The aim of the study was to examine teachers' proactivity, psychological well-being and professional satisfaction levels and the relationship between them. In order to reach this purpose, a quantitative cross-sectional study, one of the quantitative research methods, was used. Within the scope of the determined purpose, firstly, it was examined whether there was a significant difference in terms of seniority, number of close friends, working in the hometown/abroad, being a teacher/administrator, and marital status. Secondly, it was investigated whether there is a significant relationship between proactivity, psychological well-being and professional satisfaction. The study group of the research consists of 162 teachers working in Kilis. "Abbreviated Proactivity Scale", "Psychological Well-being Scale", "Occupational Satisfaction Scale" and "Personal Information Form" were used as data collection tools. Independent sample t-test, ANOVA, Pearson correlation analysis and regression analysis were used to analyze the data. As a result of the study, significant positive relationships were found between proactivity, psychological well-being and occupational satisfaction variables. Regarding demographic variables, it was determined that proactivity differed according to seniority and number of close friends; psychological well-being differed according to the number of close friends and being a teacher/administrator. Professional satisfaction differed according to seniority, number of close friends and working in hometown/abroad. No difference was found in any of the variables of the study according to marital status. There was a moderate positive and significant relationship between psychological well-being and proactivity. A weak positive and significant relationship between psychological well-being and professional satisfaction. A weak positive and significant relationship between proactivity and professional satisfaction. Suggestions were made in line with these results.



Öğretmenlerin Proaktivite, Psikolojik İyi Oluş ve Mesleki Doyumunun İncelenmesi

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ÖZET

Araştırmanın amacı öğretmenlerin proaktivite, psikolojik iyi oluş ve mesleki doyum düzeylerinin ve aralarındaki ilişkinin incelenmesi olarak belirlenmiştir. Belirlenen amaca ulaşabilmek için nicel araştırma yöntemlerinden ilişkisel tarama modeli kullanılmıştır. Belirlenen amaç kapsamında ilk olarak kıdem, yakın arkadaş sayısı, memlekette/gurbette çalışma, öğretmen/yönetici olma, medeni durum açısından anlamlı farklılık olup olmadığına bakılmıştır. İkinci olarak proaktivite, psikolojik iyi oluş ve mesleki doyum arasında anlamlı ilişki olup olmadığı araştırılmıştır. Araştırmanın çalışma grubu Kilis'te görev yapan 162 öğretmenden oluşmaktadır. Veri toplama aracı olarak "Kısaltılmış Proaktivite Ölçeği", "Psikolojik İyi Oluş ölçeği", "Mesleki Doyum Ölçeği" ve "Kişisel Bilgi Formu" kullanılmıştır. Verilerin analizinde bağımsız örneklem t-testi, ANOVA, Pearson korelasyon analizi ve regresyon analizi kullanılmıştır. Araştırma sonucunda proaktivite, psikolojik iyi oluş ve mesleki doyum değişkenleri arasında pozitif yönlü anlamlı ilişkiler bulunmuştur. Demografik değişkenler açısından bakıldığında proaktivitenin kıdem ve yakın arkadaş sayısına göre farklılaştığı; psikolojik iyi oluşun yakın arkadaş sayısı ve öğretmen/yönetici olma durumuna göre farklılaştığı; mesleki doyum değişkeninin ise kıdem, yakın arkadaş sayısı ve memlekette/gurbette çalışma durumuna göre farklılaştığı belirlenmiştir. Medeni durum değişkenine göre araştırmanın hiçbir değişkeninde farklılık bulunmadığı görülmüştür. Psikolojik iyi oluş ile proaktivite arasında orta düzeyde pozitif anlamlı bir ilişki; psikolojik iyi oluş ile mesleki doyum arasında zayıf düzeyde pozitif ve anlamlı bir ilişki; proaktivite ile mesleki doyum arasında zayıf düzeyde pozitif ve anlamlı bir ilişki saptanmıştır. Bu sonuçlar doğrultusunda önerilerde bulunulmuştur.

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INTRODUCTION

Teaching profession is one of the most fundamental elements of a state's education system that also prioritizes students and parents. It is seen that achieving the new goals set in the field of education is linked to the competencies and qualifications of teachers, and it is emphasized that any kind of innovation movement can only be implemented through teachers (Ministry of National Education [MoNE], 2017). Therefore, in order to continue to be effective, teachers will need to acquire certain competencies or be able to use the conditions in their favor.

According to the definition provided by the Cambridge dictionary (2020), the word proactive means "taking precautions by making changes ahead of time; acting in advance". Bindl and Parker (2011) define proactivity as spontaneous, future-oriented and change-oriented behavior. Proactivity can be seen as a tendency towards proactivity, a personality trait that does not exist in all employees (Bolino et al., 2010). Proactive individuals look for opportunities, take initiative, are willing to act and persevere until they bring about a meaningful transformation (Bateman & Crant, 1993). Parker and Collins (2010) suggested that the behaviors that together best explain the way proactive people work are taking responsibility (Morrison & Phelps, 1999), speaking up (LePine & Van Dyne, 1998), taking measures against problems (Frese & Fay, 2001) and individual innovation. Teachers are alone when they are with the group they teach and are likely to encounter many unexpected situations, so they are expected to take more personal initiative (Frese et al., 1996) or show proactive behavior (Crant, 2000). MoNE (2017) emphasizes the transfer of target personality traits to students through the modeling of teachers with the statement "becomes a role model for students with his/her attitudes and behaviors" in the Attitudes and Values - Approach to Students section among the general competencies that teachers should have.

While discussions about human beings fostering a positive self-perception or enjoying life started with Socrates and Plato, Aristotle's 'eudemonia' began to be systematically examined and addressed. Since then, mental well-being, which has become a subject that many scientists have been working on, is now considered within the framework of psychological well-being (Roothman et al., 2003; as cited in Atan, 2020). Although psychological well-being is a phenomenon focused on individuals' skills and personal development, it can be seen as related to concepts such as "self-actualization, full functionality or maturity" in some studies (Manzano et al., 2017). Fredrickson (1998) put forward that the energy and motivation of individuals to act may increase with positive emotions or decrease with negative emotions as a result of the transformative effect of emotions on thoughts, not on emotions. According to this view, an increase in psychological well-being may also increase the motivation to act proactively. Again, it is evident that psychological well-being has a role in shaping people's professional lives (Göçen, 2019). Holman et al. (2018) emphasized that an increase in the level of psychological well-being can positively affect personal health status, satisfaction at work and job retention. From the perspective of teachers, it is seen that psychological well-being is influenced by the working environment and general teaching competencies, which in turn affects even the basic vital needs of students and has a positive impact on learning outcomes (Jeon et al., 2018).

Occupational satisfaction refers to the working individuals' satisfaction with his/her ongoing profession (Kuzgun & Bacanlı, 2012). Başaran (2008) defined job satisfaction as the state of pleasure that emerges when working individuals evaluate their work and working processes, and said that the level of job satisfaction can be seen by the degree of this pleasure. The important factors affecting professional satisfaction encompass some components such as the overlap between the requirements of the profession and the competencies of the individual and the physical condition of the working environment, human relations in the working environment, salary, assurance, being rewarded and appreciated, opportunity for advancement, authority and responsibility given, daily working time.

(Kuzgun et al., 1999). According to the 'Life Tables' published by TurkStat (2020), life expectancy at birth in Turkey was 78.6 years between 2017 and 2019. Considering this data, today's working life lasts up to 40 years, occupying almost half of the average human life. It is observed that teaching is one of the professions that need high motivation in order to be efficient and productive in terms of its mission and meaning. Gümüştaş and Gülbahar (2022) emphasize the importance of highly motivated teachers in both revealing the potential of students and making the education system sustainable with radical changes. The argument posits that high motivation will facilitate a teacher to achieve professional satisfaction and to adapt to the conditions in the dynamic and variable educational process (Gümüştaş & Gülbahar, 2022). Proactivity is considered to be important in terms of effectiveness in professional studies as it characterizes finding opportunities in variable and challenging conditions; psychological well-being is the ability to feel socially, emotionally and physically well; and professional satisfaction is the satisfaction of being a member of the work done.

Looking at the relationship between psychological well-being and proactivity, Loretto et al. (2005) found that an increase in perceived autonomy and control, which are sub-dimensions of proactivity, facilitate psychological well-being, that is, it helps better mental health. Hahn et al.'s study (2012) revealed that eudaimonic (being alive and energetic) well-being has a significant effect on taking personal initiative. An important finding of Jawahar and Liu's (2017) study is that employees' psychological well-being can be increased by encouraging proactive ways of thinking and behaving at work. Aslan and Uyar (2020) found a statistically significant positive relationship between proactive work behavior and positive affect, but no statistically significant relationship was found between negative affect and proactive work behavior.

The relationship between psychological well-being and occupational satisfaction has been addressed in different studies. As per the investigation carried out by Gowan (2012), psychosocial employability measures were found to be important as predictors of psychological well-being and occupational satisfaction. Being resilient, balancing work and family, being more optimistic and completing a university degree can lead to better psychological well-being and improved work outcomes (productivity and satisfaction). The most important outcome of Milyavskaya et al.'s (2013) study, which shed light on future studies, is that need satisfaction at all levels impresses psychological well-being, and thus more need satisfaction leads to better psychological well-being over time. However, it is possible to experience need satisfaction in one domain and need frustration in another domain because each domain can be experienced independently. Jones et al.'s (2015) examined the role of sub-dimensions of psychological well-being in the relationship between personality and occupational satisfaction. The results show that self-acceptance, environmental mastery, and life purpose fully explain extraversion and occupational satisfaction, and partially explain conscientiousness and occupational satisfaction. Self-acceptance, environmental mastery and life purpose also moderated the relationship between neuroticism and occupational satisfaction. The findings lead to the conclusion that work-related psychological well-being is influenced by personality traits, occupational satisfaction, and growth and development (Jones et al., 2015). The outcomes of the research undertaken by Lorente et al. (2018) revealed that job meaningfulness and general occupational satisfaction mediate the relationships between job characteristics (social support, time pressure, and decision latitude) and well-being. In addition, occupational satisfaction partially mediates the relationship between meaningfulness and well-being. The results reported by Satuf et al. (2018) showed the protective effect of occupational satisfaction on health, happiness, subjective well-being and self-esteem, as well as reinforcing the importance of maintaining a positive perspective on one's job. Comparing individuals experiencing occupational dissatisfaction with those experiencing satisfaction, this study found that those who positively evaluated their jobs were more likely to be healthy, and the most significant effects were identified in the dimensions of emotional performance

and mental health.

According to the findings from the research by Chan (2006), proactive personality positively impacts perceptions of work, commitment to the organization, occupational performance and occupational satisfaction in individuals who have the ability to correctly characterize and evaluate the event in new situations encountered. Strauss et al.'s study (2015) revealed that high professional satisfaction and high adjustment affect proactivity differently. Employees with low professional satisfaction who showed high levels of proactivity in the first assessment did not show high levels of proactivity in the next assessment after a period of time had passed. The results suggest that high fit can enhance proactivity, while high satisfaction can sustain proactivity. The conclusions drawn from Jawahar and Liu's (2017) study demonstrated that both proactive personality and work engagement have a positive relationship with individuals' occupational and life satisfaction. The findings of Li et al.'s (2017) study show that proactive personality has a significant and positive effect on teachers' professional satisfaction. In addition, self-efficacy and job commitment were found to mediate the relationship between proactive personality and teachers' job satisfaction in a simple and sequential manner. Kuo et al. (2019) indicated that psychological safety is a moderator/mediator in the positive relationship between proactive personality and job satisfaction. In addition, the results suggest that high psychological safety in the workplace can substitute the effect of proactive personality on occupational satisfaction.

Studies on the relationship between proactivity, psychological well-being and occupational satisfaction variables are limited. It is seen that coping strategies in the environmental dominance sub-dimension of psychological well-being are compatible with the characteristics of proactive people, so it is thought that proactive personality may increase psychological well-being. Satuf et al. (2018) revealed in their research that occupational satisfaction has an important role in individuals' psychological well-being. For these reasons, proactivity and professional satisfaction were included in the present study along with psychological well-being, and examining the relationship between variables can contribute to the field regarding the measures to be taken to increase the psychological well-being levels of teachers. The results of the research may be suggestive for pre-service teachers, teachers, parents, students, and institutions and individuals who organize the content of pre-service teachers' education. The variables in this study were analyzed in terms of the variables of working in the hometown/abroad and being a teacher/administrator ensuring its difference from other studies. For these reasons, it is thought that the current study will contribute to future scientific studies on the issues addressed in this paper.

This study aims to examine the relationship between teachers' psychological well-being, proactivity and professional satisfaction. An answer was sought to unveil the level of the relationship between proactivity, psychological well-being and professional satisfaction of teachers working in Kilis and the differentiation in terms of demographic variables (seniority, number of close friends, working in the hometown/abroad, being a teacher/administrator, marital status). Accordingly, the research questions were formulated as follows:

1) Is there a significant relationship between teachers' proactivity, psychological well-being and professional satisfaction?

2) Do teachers' proactivity, psychological well-being and professional satisfaction differ significantly in terms of seniority, number of close friends, working in hometown/abroad, being a teacher/administrator and marital status?

3) Do teachers' proactivity and professional satisfaction significantly predict their psychological well-being levels?

METHOD

In this section, information about the research model, study group, data collection tools and processes, data analysis and ethics is presented.

Research Model

In this study, the relational survey model, one of the quantitative research methods, was used to determine used to identify teachers' proactivity, professional satisfaction and psychological well-being. Survey models are research approaches that aim to describe a situation that existed in the past or currently exists. The relational survey model endeavors to determine whether there is a change between two or more variables together, and if so, to determine the degree (Karasar, 2014). The relationships observed as a result of the survey can be interpreted not as cause-and-effect relationships but as interdependence, partial dependence or complete independence.

Participants

The study group of the research consists of 162 teachers working in schools affiliated with MoNE in Kilis province in the 2022-2023 academic year. While forming the study group, the snowball sampling method was preferred so as to alleviate some problems such as accessing the small number of teachers in Kilis and the transportation difficulties the participants encountered, hence allowing the researchers to form the study group easily. In the snowball sampling method, after contacting an individual while collecting data, the sample is formed in a chain by interviewing other individuals with the help of this individual.

Data Collection Tools and Processes

The Abbreviated Proactivity Scale (Akin et al., 2011), Psychological Well-Being Scale (Telef, 2013) and Professional Satisfaction Scale (Kuzgun et al., 1999) were employed as data collection tools to determine the proactivity, psychological well-being and professional satisfaction levels of the teachers who constituted the study group. In order to obtain the demographic information of the participant teachers, the Personal Information Form prepared by the researcher was used.

Personal Information Form

The Personal Information form, which was designed by the researchers and includes demographic information of the participants (seniority, working in hometown-abroad, being a manager-teacher, number of close friends, marital status).

Abbreviated Proactivity Scale

The 'Abbreviated Proactivity Scale' was developed by Bateman and Crant (1993) and adapted into Turkish by Akin et al (2011). Consisting of 10 items, the scale is a 5-point Likert-type, unidimensional and non-reversal scale. As the score increases, the level of proactivity increases. Exploratory factor analysis for the construct validity of the scale yielded a unidimensional scale with item factor loadings ranging from .38 to .69. While Cronbach's Alpha internal consistency coefficient was calculated between .79 and .85 in the analysis performed for the original scale, it was calculated as .86 in the Turkish adaptation study and .92 in this study.

Psychological Well-Being Scale

The 'Psychological Well-being Scale' developed by Diener et al. (2010) was used to measure the psychological well-being levels of teachers. The scale was adapted into Turkish by Telef (2013). It is a 10-item unidimensional scale that was formed in a 7-point Likert type and does not contain reverse items. As the score increases, the level of psychological well-being increases. The exploratory factor

analysis conducted for the Turkish form of the scale, revealed that the factor loadings of the items ranged between .54 and .76. The Cronbach's Alpha internal consistency coefficient of the original scale was found to be .80. As a result of the reliability analysis, Cronbach's Alpha internal consistency coefficient was calculated as .89.

Occupational Satisfaction Scale

The 'Professional Satisfaction Scale' developed by Kuzgun et al. (1999) was used to determine the professional satisfaction levels of teachers. The scale consists of 20 items and is a 5-point Likert type. Negative items are scored in reverse order. An increase in the score indicates an increase in professional satisfaction. As a result of the reliability analysis conducted in the original study, Cronbach's Alpha coefficient was found to be .75 and .73 in this study.

Data Analysis

In order to determine the use of parametric or non-parametric tests in the analysis of the data, the suitability of the data for normal distribution was examined. Whether the data were normally distributed or not was decided by examining the kurtosis and skewness values. According to Tabachnick and Fidell (2013), if these values are between -1.5 and 1.5, the data are considered to be normally distributed.

The kurtosis value of the Abbreviated Proactivity Scale data used in this study was calculated as .72, skewness value -1.08. The kurtosis value of the Psychological Well-Being Scale data was calculated as -.18, skewness value .70. The kurtosis value of the Occupational Satisfaction Scale data was calculated as .15, skewness value -.51. While deciding on the normal distribution, histogram, Q-Q Plot, Boxplot graphs and Kolmogorov-Smirnov test results were evaluated. Since the data were normally distributed, independent sample t-test, ANOVA test and Pearson correlation test were used as parametric tests. Kruskal-Wallis test was used when looking at the differentiation according to the number of close friends variable, since the number of data in some groups was less than 30.

Ethics

This study is based on a master's thesis. As a result of the evaluation of the University Social and Human Sciences Ethics Committee dated 04.11.2022, it was determined in the decision numbered 2022/12 that the research did not contain any ethical drawbacks.

FINDINGS

In this section, descriptive statistics related to the variables in the study, t-test, ANOVA and Kruskal-Wallis test results of differentiation according to demographic variables, correlation analysis conducted to determine the relationships and regression analysis results to determine the predictive power between variables are presented.

Table 1
Descriptive Statistics of Variables (N=162)

| Scales | \bar{X} | ss | Skewness | Kurtosis |
|---------------------------|-----------------------------|-----------|-----------------|-----------------|
| Proactivity | 52.06 | 10.71 | -1.08 | .72 |
| Psychological Well-Being | 44.03 | 7.60 | -.70 | -.18 |
| Professional Satisfaction | 68.25 | 7.57 | -.51 | .15 |

Table 1 showed that the mean score of Proactivity is 52.06, the mean score of Psychological Well-Being is 44.03, and the mean score of Occupational Satisfaction is 68.25. In addition, skewness kurtosis values (-1.08 and .72) were compatible with normal distribution criteria (Tabachnick & Fidell, 2013).

Table 2

ANOVA test results on whether teachers' proactivity, psychological well-being and professional satisfaction levels differ according to seniority variable

| | Seniority | N | \bar{X} | ss | f | p | Difference |
|---------------------------|-----------|----|-----------|-------|-------|--------|------------|
| Proactivity | (1)0-10 | 89 | 53.93 | 9.15 | 4.417 | .014* | 1>3 |
| | (2)11-20 | 38 | 51.61 | 10.38 | | | |
| | (3)21+ | 35 | 47.74 | 13.44 | | | |
| Psychological Well-Being | (1)0-10 | 89 | 45.05 | 7.52 | 1.838 | .162 | Yok |
| | (2)11-20 | 38 | 43.03 | 7.66 | | | |
| | (3)21+ | 35 | 42.51 | 7.56 | | | |
| Professional Satisfaction | (1)0-10 | 89 | 70.47 | 6.24 | 9.976 | <.001* | 1>2 |
| | (2)11-20 | 38 | 66.34 | 7.49 | | | 1>3 |
| | (3)21+ | 35 | 64.66 | 8.92 | | | |

When Table 2 is examined, it is seen that there are statistically significant differences between teachers in terms of proactivity levels according to seniority variable. Accordingly, teachers with 0-10 years of experience had higher levels of proactivity than teachers with over 21 years of experience.

It is seen that there are no significant differences between teachers in terms of psychological well-being levels according to the seniority variable. It was found that the level of psychological well-being among teachers did not differ according to the duration of professional experience variable.

This result indicated that there are significant differences between teachers in terms of professional satisfaction levels according to the seniority variable. Teachers with 0-10 years of experience had higher professional satisfactions cores than teachers with 11-20 years of experience, and teachers with 0-10 years of experience had higher professional satisfactions scores than teachers with over 21 years of experience.

Table 3

Kruskal-Wallis test results on whether teachers' proactivity, psychological well-being and professional satisfaction levels differ according to the number of close friends variable

| | No. of Close Friends | N | \bar{X} | ss | f | p | Difference | | |
|---------------------------|----------------------|----|-----------|-------|---------|--------|------------|-----|-----|
| Proactivity | (1)0 | 19 | 35.47 | 10.73 | 64.285 | <.001* | 2>1 | 5>1 | |
| | (2)1 | 38 | 49.53 | 8.97 | | | | 4>2 | |
| | (3)2-4 | 37 | 52.60 | 8.83 | | | | 3>1 | 5>2 |
| | (4)5-6 | 41 | 56.07 | 5.52 | | | | 4>1 | 5>3 |
| | (5)7+ | 27 | 60.41 | 7.26 | | | | | |
| Psychological Well-Being | (1)0 | 19 | 28.95 | 3.42 | 153.304 | <.001* | 2>1 | 3>2 | |
| | (2)1 | 38 | 39.26 | 2.38 | | | 3>1 | 4>2 | 5>3 |
| | (3)2-4 | 37 | 44.49 | 1.39 | | | 4>1 | 5>2 | 5>4 |
| | (4)5-6 | 41 | 48.46 | 1.29 | | | 5>1 | 4>3 | |
| | (5)7+ | 27 | 53.96 | 1.85 | | | | | |
| Professional Satisfaction | (1)0 | 19 | 61.42 | 10.08 | 31.830 | <.001* | 3>1 | | |
| | (2)1 | 38 | 66.53 | 7.34 | | | 4>1 | | |

| | | | | |
|--------|----|-------|------|-----|
| (3)2-4 | 37 | 67.51 | 5.89 | 5>1 |
| (4)5-6 | 41 | 70.32 | 6.33 | 5>2 |
| (5)7+ | 27 | 73.33 | 5.08 | 5>3 |

When Table 3 is examined, it appears that there are significant differences between teachers in terms of proactivity levels according to the number of close friends variable. The findings indicated that it can be said that teachers with no close friends have lower proactivity levels than other teachers, teachers with 1 close friend have lower proactivity levels than teachers with 5-6 and 7+ close friends, and teachers with 2-4 close friends have lower proactivity levels than teachers with 7+ close friends.

It is evident that there are significant differences between teachers in terms of psychological well-being levels according to the number of close friends variable. Accordingly, as the number of close friends increases, psychological well-being increases significantly.

Evidently there are significant differences between teachers in terms of professional satisfaction levels according to the number of close friends variable. Teachers with no close friends had higher professional satisfaction scores than teachers with 2-4, 5-6 and 7+ close friends, and teachers with 7+ close friends had higher professional satisfaction scores than teachers with 1 and 2-4 close friends.

Table 4

T-test results on whether teachers' proactivity, psychological well-being and professional satisfaction levels differ according to the variable of working in hometown/abroad

| | Working at home/abroad | N | \bar{X} | ss | t | p |
|---------------------------|------------------------|----|-----------|-------|--------|-------|
| Proactivity | Working at home | 73 | 50.63 | 12.37 | -1.534 | .127 |
| | Abroad | 89 | 52.21 | 9.04 | | |
| Psychological Well-Being | Working at home | 73 | 43.82 | 8.01 | -0.307 | .760 |
| | Abroad | 89 | 44.19 | 7.29 | | |
| Professional Satisfaction | Working at home | 73 | 66.86 | 8.37 | -2.129 | .035* |
| | Abroad | 89 | 69.38 | 6.69 | | |

Table 4 shows that there is no significant difference between teachers working in their hometown and teachers working abroad in terms of proactivity and psychological well-being. Accordingly, the level of proactivity and psychological well-being in teachers did not differ according to the status of working at home or abroad.

The results demonstrated a significant difference between teachers working in their hometown and expatriate teachers in terms of professional satisfaction. Accordingly, the level of professional satisfaction of expatriate teachers is significantly higher than that of teachers working in their hometowns.

Table 5

T-test results on whether teachers' proactivity, psychological well-being and professional satisfaction levels differ according to marital status variable

| | Marital Status | N | \bar{X} | ss | t | p |
|---------------|----------------|-----|-----------|-------|--------|------|
| Proactivity | Married | 111 | 51.29 | 11.01 | -1.338 | .183 |
| | Single | 51 | 53.71 | 9.94 | | |
| Psychological | Married | 111 | 43.82 | 7.74 | -0.505 | .614 |

| | | | | | | |
|---------------------------|---------|-----|-------|------|--------|------|
| Well-Being | Single | 51 | 44.47 | 7.35 | | |
| Professional Satisfaction | Married | 111 | 67.78 | 7.76 | -1.172 | .243 |
| | Single | 51 | 69.28 | 7.12 | | |

When Table 5 is examined, it is obvious that there is no significant difference between married teachers and single teachers in terms of proactivity, psychological well-being and professional satisfaction. The findings indicated that it was found that the level of proactivity, psychological well-being and professional satisfaction did not differ according to the marital status variable.

Table 6

T-test results on whether teachers' proactivity, psychological well-being and professional satisfaction levels differ according to the variable of being a teacher-administrator

| | Status as a Teacher-Administrator | N | \bar{X} | ss | t | p |
|---------------------------|-----------------------------------|-----|-----------|-------|-------|-------|
| Proactivity | Teacher | 119 | 52.19 | 10.78 | 0.267 | .790 |
| | Administrator | 43 | 51.67 | 10.64 | | |
| Psychological Well-Being | Teacher | 119 | 44.78 | 7.55 | 2.131 | .035* |
| | Administrator | 43 | 41.93 | 7.45 | | |
| Professional Satisfaction | Teacher | 119 | 68.58 | 7.18 | 0.930 | .354 |
| | Administrator | 43 | 67.33 | 8.59 | | |

When Table 6 is analyzed, it can be concluded that there is no significant difference between teachers and administrators in terms of proactivity and professional satisfaction. As evident in the table, the level of proactivity and professional satisfaction in teachers does not differ according to the variable of fulfilling their duties as teachers or administrators.

According to Table 6, there is a significant difference between teachers and administrators in terms of psychological well-being. Accordingly, the level of psychological well-being of teachers is significantly higher than that of administrators.

Table 7

Pearson correlation coefficients for the relationships between proactivity, psychological well-being and professional satisfaction scores

| | | Proactivity | Psychological Well-Being |
|---------------------------|---|-------------|--------------------------|
| Psychological Well-Being | r | .67 | |
| Professional Satisfaction | r | .39 | .43 |

Upon examining Table 7, it is evident that there exists a statistically significant, moderate positive correlation between proactive personality and psychological well-being ($r=.67$; $p<.05$). Additionally, a statistically noteworthy, weak positive correlation between proactive personality and occupational satisfaction ($r=.39$; $p<.05$) is observed. Furthermore, a statistically important, moderate positive correlation between Professional satisfaction and psychological well-being ($r=.43$; $p<.05$) is also evident.

Table 8

Coefficients of determination at each step in the stepwise regression analysis applied to psychological well-being scores

| Model | R | R ² | Adj. R ² | R ² Change | F Change | Sig. |
|-------|--------------------|----------------|---------------------|-----------------------|----------|-------|
| 1 | 0.665 ^a | 0.442 | 0.438 | 0.442 | 126.549 | <.001 |
| 2 | 0.689 ^b | 0.474 | 0.468 | 0.474 | 71.772 | <.001 |

a.: (Fixed), Proactivity

b.: (Fixed), Proactivity, Professional Satisfaction

Table 9

Regression coefficients obtained at each stage, significance of coefficients, partial correlations and multicollinearity statistics

| Model | | Regression Coefficients | | Standardized Coefficients | t | Partial Correlation | Multiple Link Statistics | |
|-------|---------------------------|-------------------------|------------|---------------------------|---------|---------------------|--------------------------|------|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Fixed) | 19.47 | 2.23 | | 8.74** | | | |
| | Proactivity | .47 | .04 | .67 | 11.25** | .67 | 1.00 | 1.00 |
| 2 | (Fixed) | 8.83 | 4.01 | | 2.20** | | | |
| | Proactivity | .42 | .04 | .59 | 9.40** | .54 | .85 | 1.18 |
| | Professional Satisfaction | .20 | .06 | .20 | 3.15** | .18 | .85 | 1.18 |

As seen in Table 8 and Table 9, the stepwise regression analysis for the prediction of psychological well-being scores was completed in 2 stages. Proactivity and occupational satisfaction were found to be significant predictors. In the first step, the variable of proactivity occurred in the analysis as the strongest predictor of psychological well-being or the largest explanatory variable of the variance in psychological well-being scores and explained 44.2% of the total variance. In the second step, in addition to the proactivity variable, the occupational satisfaction variable, which contributed to the variance in psychological well-being, became apparent in the analysis as an important predictor. The contribution of this variable to the variance was 3.2% and the two variables in total increased the contribution to the variance in psychological well-being scores to 47.4%. As a result, observation suggests that proactivity and professional satisfaction variables explain 47.4% of the total variance in psychological well-being scores.

DISCUSSION

The aim of this study was to examine teachers' proactivity, psychological well-being and professional satisfaction levels. In this context, the relationship between the variables and their differentiation in terms of demographic variables was discussed.

During the analysis of the data obtained from the study, it is seen that there are significant differences between teachers in terms of proactivity levels according to the duration of professional experience. The results illustrated that teachers with 0-10 years of experience have higher proactivity levels than teachers with over 21 years of experience. When the literature is examined, it appears that there are results that support this result. Bertolino et al. (2011) and Jawahar et al. (2012) found that new employees tend to exhibit more proactive behaviors than employees with high professional seniority. It is estimated that the fact that junior employees are exposed to more unexpected situations due to their lack of experience may predispose them to

exhibit more proactive behavior. There are also studies showing that there is no relationship between professional seniority and proactivity (Alanoğlu & Karabatak, 2018; Hatipoğlu, 2019; Kalkan, 2019; Karabatak, 2018).

Apparently there are no significant differences between teachers in terms of psychological well-being levels according to the duration of professional experience variable. The existing literature comprises some studies supporting the results of the research (Ağaçbacak, 2019; Ertürk et al., 2016; Karaçam & Pular, 2016). Some studies, unlike the results of the present study, suggest that psychological well-being differs according to professional seniority. A few studies have found that psychological well-being tends to increase as career progression increases (Dorociak et al., 2017; Karadeniz & Zabcı, 2020). Studies showing that psychological well-being differs according to professional seniority are common (Aydoğan, 2019; Çelebi, 2016; Köylü & Gündüz, 2019; Yılmaz et al., 2023). However, it can be concluded that the relationship between professional seniority and psychological well-being is quite contradictory. While some studies show that professional seniority does not affect psychological well-being, some show that beginners have higher levels of psychological well-being. In contrast, others show that veterans have higher levels of psychological well-being. The reasons for the higher psychological well-being of veterans may be that they are experienced with possible problems that may arise during work and meet problems calmly, can handle things in a shorter way and can spend more time on self-care. The higher psychological well-being of beginners may be related to the quality of work, enthusiasm for work, and the satisfaction of producing.

It is evident that there are significant differences between teachers in terms of professional satisfaction levels according to the seniority variable. As a result, it can be said that teachers with 0-10 years of experience have higher professional satisfaction scores than teachers with 11-20 years of experience, and teachers with 0-10 years of experience have higher professional satisfaction scores than teachers with over 21 years of experience. In other words, it appears that teachers with less than 10 years of experience have higher satisfaction than teachers in the other two groups. When the studies in the field are reviewed, there are studies in which professional satisfaction shows different results according to seniority (Altınkurt & Yılmaz, 2014; Kitapçı, 2001; Öztürk & Özdemir, 2010; Polat, 2019) and studies that do not show different results (Gafa & Dikmenli, 2019; Güneş, 2020; Karaaslan et al., 2020; Yıldız, 2021). However, there are also studies in which professional satisfaction was found to be linearly and inversely related to seniority. Kitapçı (2001) and Öztürk and Özdemir (2010) reported in their studies that professional satisfaction was low in the first years of the profession and increased as the years progressed. Altınkurt and Yılmaz (2014), who found the same result with the results of our research, revealed that teachers' professional satisfaction was higher in the first years. As a result, when the relationship between professional satisfaction and professional seniority is examined, it appears that many different results emerge. It can be inferred that seniority has a low or no significant effect on professional satisfaction. The fact that the effect of other variables is higher is also seen from the contradictory results that emerge when the results are analyzed according to the years of professional seniority.

It is seen that there are significant differences between teachers in terms of proactivity levels according to the number of close friends variable. Accordingly, it can be said that teachers with no close friends have lower proactivity levels than other teachers, teachers with 1 close friend have lower proactivity levels than teachers with 5-6 and 7+ close friends, and teachers with 2-4 close friends have lower proactivity levels than teachers with 7+ close friends. According to the results of the study, it is obvious that those with a high number of close friends may exhibit

more proactive behaviors than those with a low number of close friends. There is a chance that those with a high number of friends can produce more solutions because they witness more experiences. It is presupposed that those who have strong social relationships may act more proactively because they may act freely in taking initiative and trying some solutions since their anxiety about being evaluated may be lower (Frese & Fay, 2001). In the literature, there is no study in which proactivity and the number of close friends were studied together. Studies can be conducted to understand both the quantity and quality of the number of friends and social environment of people with proactive personality.

Apparently there are significant differences between teachers in terms of psychological well-being levels according to the number of close friends variable. Accordingly, as the number of close friends increases, psychological well-being increases significantly. When the results of the study are analyzed, it appears that psychological well-being increases as the number of friends increases. Thompson et al. (2022) conducted a study with adults with an average age of 69 (SD= 4.29) and found that the number of friends is beneficial for psychological health up to a certain point. The number of friends, which is associated with a decrease in loneliness up to four close friends, decreases to three close friends for anxiety and two close friends for depression and stress. The reason for these thresholds in the number of friends may be due to the fact that as the network grows, relationships with members within the network become shallower and emotional closeness decreases (Roberts et al., 2009). In a review study conducted by Pezirkianidis et al. (2023), the link between psychological well-being and adult friendships was examined. According to the results of this study, the number of friends is positively related to well-being. Although psychological well-being has been examined less than the number of friends, there are many studies showing that social support mechanisms positively affect psychological well-being in relation to the number of close friends (Arfianto et al., 2020; Chen et al., 2021; Jackman et al., 2020; Sheykhgafshe & Shabahang, 2020). As a result, more research is needed on how psychological well-being will change according to the number of friends. Because, although there is a limited number of studies on the number of friends, the effect of social support on well-being has been revealed in many studies, but there are not enough results on the quantity and quality of social support. Today, friendship is seen as inevitably necessary for psychological health. The effect of friendship on the emergence and acceleration of well-being in people's lives is claimed to be the most important contribution to people (Anderson & Fowers, 2020). In light of this information, investigating the effect of the number of friends on well-being will contribute to the field.

Evidently there are significant differences between teachers in terms of professional satisfaction levels according to the number of close friends variable. Accordingly, it was revealed that teachers with no close friends had lower professional satisfaction scores than teachers with 2-4, 5-6 and 7+ close friends, and teachers with 1 and 2-4 close friends had lower professional satisfaction scores than teachers with 7+ close friends. When the literature is examined, among the few studies on how professional satisfaction is affected by the number of close friends, Erdil et al. (2004) found that the professional satisfaction of those who develop friendship and work friendship at work is higher. Although not directly on the number of friends, there are studies in which friendship is included as a context. In Gafa and Dikmenli's (2019) study, the relationship between professional satisfaction and loneliness in work life was examined and a strong negative relationship was found. Accordingly, as loneliness in work life decreases, professional satisfaction increases. In Neto's (2015) study, teachers' professional satisfaction decreased as their loneliness level increased, while in Chan and Qiu's (2011) study, loneliness and professional satisfaction

were positively correlated. In their study, Koçak and Eves (2010) found that school administrators' perceptions of social support differed according to their level of competence, and those with higher perceived social support levels had higher professional satisfaction. In the light of the results, the increase in the number of close friends also increases professional satisfaction. Especially when the number of close friends increases, there is a significant increase in professional satisfaction.

It is seen that there is no significant difference between teachers working in their hometown and teachers working abroad in terms of proactivity. In the reviewed literature, there are no studies in which working at home or abroad is presented as a variable. However, there are studies in which working abroad is considered as a variable. It was found that a proactive personality increased job performance in expatriate CEOs in which proactivity was considered together with the variable of working abroad (Lauring et al., 2019). In Hua et al.'s study (2019), it was observed that proactive personality facilitates social adaptation when intercultural differences increase for expatriates (Hua et al., 2019). Considering these results, although there is no study that reveals the effect of working at home or abroad on the level of proactivity, it can be said that proactive personality is a feature that helps working abroad. In addition, it is thought that working in expatriation may cause more proactive behavior because it exposes the individual to different cultural factors.

As a result of the research, it appears that there is no significant difference in terms of psychological well-being between teachers working in their hometown and expatriate teachers. When the existing studies are examined, there are no studies in which working at home or abroad is presented as a variable. However, there are studies in which working abroad is considered a variable. Viswanathan et al. (2019) investigated the psychological well-being and work adaptation of Indians in the United States and found that an employee who has achieved good cross-cultural adaptation has a higher level of general psychological well-being. As the differences between the cultural environment in which one grows up and the cultural environment in which one works increase, difficulties in achieving psychological well-being may increase. It is estimated that the reason for the difference between the results of this study and the results of Viswanathan et al.'s (2019) study is that they are local and international studies. As a result, working in a different culture may have an impact on individuals' psychological well-being as it may cause adaptation problems. However, there is a need to test this view with more studies.

According to the results of the study, The results of the study indicate that the level of professional satisfaction of expatriate teachers is significantly higher than that of teachers working in their hometown. In the literature review, no study was found in which the status of working in hometown or expatriate was used as a variable. There is a need for studies that include this variable in professional satisfaction research. Evidently working in the hometown and abroad differentiates the lifestyle and responsibilities of individuals. Since individuals working in their hometown have more family and cultural responsibilities, they have difficulty in allocating time for their work outside of working hours, which reduces the quality of the work done, and the decreased output quality may trigger dissatisfaction. Considering that cultural differences are also a factor in this regard, it can be predicted that the satisfaction of some employees may be lower in expatriates. The academic background and quality of the work will be decisive in this regard. Although professional roles do not change, working in the country of origin or expatriation may affect professional satisfaction due to the change in social roles.

There is no significant difference between married teachers and single teachers in terms of proactivity. In the literature, it is seen that proactivity has been little studied with the marital status

variable. In the existing studies, it is revealed that there is no connection between marital status and proactive personality, which supports the results of this study (Alanoğlu & Karabatak, 2018; Uncuoğlu Yolcu, 2017). Evidently proactivity, which is a personality trait, is not related to marital status, but the reliability of the current results will increase if it is addressed in different samples with more studies.

There is no significant difference between married teachers and single teachers in terms of psychological well-being. In the field, there are a large number of studies in which marital status is found to be related to psychological well-being, which differs from the results of this study (Coombs, 1991; Çelebi, 2016; Dündar & Demirli, 2018; Liu & Shuzhuo, 2011; Williams, 2003). It can be said that the effect of marital status on psychological well-being stems from factors such as the social status of marriage, marital quality, emotional support and sense of closeness. As one of the few studies supporting the results of this study, Aydoğan's (2019) study reveals that psychological well-being does not differ according to marital status. As a result, the effect of marital status on psychological well-being is seen in the studies mentioned above. Since variables such as the social status of marriage and marital quality are thought to be highly influential, not only being married but also living in accordance with social rules and social perspective may be a factor that will increase psychological well-being.

Apparently there is no significant difference between married teachers and single teachers in terms of professional satisfaction. Studies in the existing literature support the results of the research (Bil, 2018; Erdoğan, 2017; Gafa & Dikmenli, 2019; Öztürk & Şahbudak, 2015; Ünal, 2015). Some studies show that married teachers have higher professional satisfaction (Çanak, 2014; Gündoğdu, 2013; Sharma & Jyoti, 2009; Dost & Cenkseven, 2008). However, there are also studies showing that single teachers have higher professional satisfaction (Yavuzkurt, 2017; Akıtcı & Öztürk, 2014). As a result, it is seen that the effect of marital status on occupational satisfaction does not have a clear tendency. The quality of marriage, if the individual is married, and the quality of life, if the individual is single, may arise as key catalysts that affect occupational satisfaction rather than marital status. Since the increase in social and personal responsibilities of marriage for some people can have negative effects, it can also negatively affect their professional life, but it can be said that it is not a generalizable conclusion.

There is no significant difference between teachers and managers in terms of proactivity. In the literature, there are no studies in which managers and employees are examined together and their proactivity levels are compared.

It appears that there is a significant difference between teachers and administrators in terms of psychological well-being. Accordingly, it can be said that the psychological well-being level of teachers is significantly higher than that of managers. When the studies were examined, it was seen that there were studies in which managers and employees were examined together, but there were no studies in which psychological well-being levels were compared.

It is seen that there is no significant difference between teachers and administrators in terms of professional satisfaction. There are many studies on professional satisfaction in the literature, but there are not enough studies comparing managers and employees. Ağaoğlu (2011), one of the few comparative studies, found no difference between the professional satisfaction of administrators and employees, similar to the results of this study. The results of the study also found that those who have a managerial position have higher professional satisfaction than teachers (Yıldız, 2021; Emlek, 2005). There is a need for more studies due to the small number of comparison studies between administrators and employees in the literature. While there are

studies in which there is no difference between teachers and administrators and studies in which administrators have higher professional satisfaction, there is no study in which teachers have higher professional satisfaction. Accordingly, it is thought that organizational climate, status, conditions of private schools, the structure of student-parent-teacher communication and the adopted management styles may have an effect on the professional satisfaction of teachers and administrators.

A positive, moderate and statistically significant relationship was found between proactivity and psychological well-being ($r=.67$; $p<.05$). Studies supporting the results of this study were found in the body of research. In these studies examined, a positive relationship between proactivity and psychological well-being was reported (Aslan & Uyar, 2020; Hahn et al., 2012; Loretto et al., 2005; Wang et al., 2018). It is seen that the autonomy and initiative-taking dimensions of proactivity are more highly related to psychological well-being. Individuals who can act more autonomously and responsibly may contribute positively to their psychological well-being due to their higher ability to take action without feeling vulnerable or helpless in the face of problems. As a matter of fact, feeling alive and full of energy in the eudaimonic well-being dimension of psychological well-being was found to be more highly related to proactive behavior (Hahn et al., 2012). Therefore, it is thought that there may be a cyclical relationship between proactive behavior and psychological well-being.

A positive, weak, and statistically significant relationship was found between proactivity and professional satisfaction ($r=.39$; $p<.05$). When the literature is examined, studies that support the results of this study are frequently encountered. In the studies examined, a positive relationship between proactivity and professional satisfaction was reported (Chan, 2006; Jawahar & Liu, 2017; Kuo et al., 2019; Li et al., 2017; Straus et al., 2015). The relationship between proactivity and occupational satisfaction is influenced by some characteristics of the work environment. Feeling psychologically safe at work was found to mediate the relationship between proactivity and occupational satisfaction (Kuo et al., 2019). Jawahar and Liu (2017) reported that work engagement plays a key role in the emergence of proactive behaviors. In their study, Straus et al. (2015) found that high job satisfaction helps to maintain and sustain the level of proactivity, whereas when low job satisfaction is observed, the level of proactivity decreases over time. Based on these results, it is seen that proactivity is easier to emerge when professional satisfaction is high. It is thought that taking measures to increase occupational satisfaction will make it easier to benefit from the characteristics of proactive people.

A positive, weak, and statistically significant relationship was found between professional satisfaction and psychological well-being ($r=.43$; $p<.05$). A review of the literature reveals a prevalence of studies that corroborate the findings of this study. In the studies examined, a positive relationship between psychological well-being and professional satisfaction was reported (Jones et al., 2015; Kundi et al., 2021; Lorente et al., 2018; Milyavskaya et al., 2013; Satuf et al., 2018). Upon examination of the results, it is obvious occupational satisfaction mostly impresses psychological well-being. High occupational satisfaction positively affects the individual's life in many ways. Satuf et al. (2018) state that high occupational satisfaction can lead to better health, happiness, self-esteem and subjective well-being. Kundi et al. (2021) report that job engagement will decrease when job insecurity is high, while Gowan (2012) suggests that psychological well-being and occupational satisfaction may be high in areas where it is easy to settle in a new job even if one has to leave the job. As a result, the psychological health of employees who love their jobs, are engaged and have a positive perception is positively affected. It is an undeniable reality that experiencing occupational dissatisfaction can occupy a large area in our lives mentally in our

time when most of the day is spent at work or with work-related activities, and it is inevitable that this situation will negatively affect psychological health. On the other hand, in cases where psychological health is impaired, professional activities may be disrupted, resulting in a decrease in performance and a subsequent decrease in satisfaction. However, even in periods of low psychological well-being, healthy socialization at work and the feeling of being useful by working can reflect positively on individuals.

A review of the literature reveals that, there are not many studies on whether psychological well-being is predicted by proactivity and occupational satisfaction, but there are some studies. According to Loretto et al. (2005), the increase in perceived autonomy and control, which are sub-dimensions of proactivity, increases psychological well-being, but the extent of the effect was not analyzed. The environmental dominance dimension, one of the six denominators of Ryff's (2014) psychological well-being model, contains the features provided by proactivity. Keeping what is going on around under control by acting autonomously and responsibly can both help individuals feel better and prevent the emergence of different problems by making them feel safe. Satuf et al. (2018) found that occupational satisfaction has a positive and protective effect on psychological well-being. Since work life occupies a large part of daily life, workplace experiences and the results of these experiences appear as occupational satisfaction and thus affect psychological well-being. Lorente et al. (2018) found that occupational satisfaction has a mediating effect between job characteristics (social support, time pressure, decision freedom) and psychological well-being. Regardless of the characteristics of the job, individuals' level of satisfaction with their job affects their psychological well-being. In study carried out by Hahn et al. (2012), a reverse prediction was observed and it was found that the eudaimonic dimension of psychological well-being predicts proactivity. When psychological well-being is taken out of the pattern of feeling emotionally well only and the dimensions of vigor and energeticness are also considered, it is seen that the vitality that proactive people need can emerge thanks to the high level of psychological well-being. Considering all these studies, that having a proactive personality positively affects psychological well-being, but more studies are needed to determine to what extent it has an effect. Although the positive effects of occupational satisfaction on psychological health are constant, it is seen that more studies are needed to examine the level of predicting psychological well-being. In order to increase psychological well-being, it is necessary to exhibit more proactive behaviors and increase occupational satisfaction. This will lead to more potential for action, a more flexible mind and the opportunity to be more productive. In other words, proactive people can increase their psychological well-being in terms of their openness to experience, taking responsibility and having resilience in the face of problems. In addition, it appears that the general psychological well-being of people with high occupational satisfaction is also increased and maintained.

CONCLUSION

This study, it is uncovered that proactivity is significantly differentiated according to seniority and number of close friends; psychological well-being is significantly differentiated according to number of close friends; and occupational satisfaction is significantly differentiated according to seniority, working in hometown/nationality and number of close friends. When the relationships between the variables of proactivity, the investigation of psychological well-being and occupational satisfaction revealed that there was a moderate positive and significant relationship between psychological well-being and proactivity at a high-level limit, a weak positive and significant relationship between psychological well-being and occupational satisfaction, and a weak positive and significant relationship between proactivity and occupational

satisfaction.

SUGGESTIONS

In line with these activities, workshops and seminars that will increase interaction with members of the profession and contribute to personal and professional development requires closer attention to increase the psychological well-being of teachers. Teachers' authority and responsibilities can be increased or reviewed as a factor that will support both psychological well-being and proactivity. In order to increase professional satisfaction, the proliferation of personal and economic rights seems to be a priority in terms of meeting physiological needs. It is crucial to enhance professional satisfaction by augmenting intellectual knowledge, so that younger generations can be made aware of the happenings in every corner of the globe. Based on the fact that expatriate teachers have higher professional satisfaction, a larger-scale research can be conducted throughout Turkey and measures can be taken to encourage expatriate work in the light of strong results. The data collection process was stopped in order to evaluate the results of the research in a healthy way due to the major earthquake that occurred in the city during the collection of the research data, the research was conducted with 162 participants and reflects the situation before the earthquake. Teachers' proactivity, psychological well-being and professional satisfaction may differ after the earthquake; therefore, a new study can be conducted after the earthquake. It was observed that the variable of working in the hometown or expatriate country, which was included in this study, was found to be related to the professional satisfaction of the employees. The inclusion of this variable in different samples and more studies may provide more information about the effect of working at home or abroad on people's psychological state characteristics.

Ethics Committee Approval

04/11/2022 dated and 12 numbered ethics committee approval was given by Gaziantep University, social and human sciences ethics committee.

Author Contributions

Research Design (CRediT 1) Author 1 (%60) – Author 2 (%40)

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Conflict of Interest

There is no conflict of interest in our study.

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The Effect of Edmark Reading Program Functional Words Series Presented with Tablet Computer in Acquiring Functional Reading Skills for Students with Intellectual Disabilities

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ABSTRACT

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Keywords:

Teaching with a tablet computer, Edmark Reading Program Functional Words Series, Functional reading, students with intellectual disabilities, Special education.

This study aims to examine the effect of the Edmark Reading Program Functional Words Series, which is presented with a tablet computer, on the acquisition of functional reading skills by three high school students with moderate intellectual disabilities. The design of the study is a multiple-probe model with an inter-subject probe phase, which is one of the single-subject research models. While the dependent variable is identified as functional reading skill, the independent variable of the present study is the Edmark Reading Program Functional Words Series offered via a tablet computer. The participants of the study are three male students with moderate intellectual disability. The starting level of the experimental process of the research, the implementation of the Edmark Reading Program Functional Words Series consisted of monitoring and generalization stages. The data obtained in the research were analyzed and interpreted graphically. As a result of the research, it was found that the Edmark Reading Program Functional Words Series, which was tested with a tablet computer, was effective in acquiring functional reading skills of students with moderate intellectual disability. In addition, the participants of the research were able to generalize the 10 target words that were taught in the real environment as well as in the teaching environment, and they were able to continue reading one and three weeks after the teaching. The interviews conducted to determine the social validity of the research revealed that parents, teachers and participant students expressed positive opinions about the program offered via tablet computer.



Zihinsel Yetersizliği Olan Öğrencilere İşlevsel Okuma Becerilerinin Kazandırılmasında Tablet Bilgisayar ile Sunulan Edmark Okuma Programı İşlevsel Kelimeler Serisinin Etkisi

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öğrenciler,
Özel eğitim.

ÖZET

Bu araştırmada, lise kademesinde orta düzeyde zihinsel yetersizliği olan üç öğrenciye işlevsel okuma becerilerinin kazandırılmasında tablet bilgisayarla sunulan Edmark Okuma Programı İşlevsel Kelimeler Serisi'nin etkisinin incelenmesi amaçlanmıştır. Araştırmanın deseni tek denekli araştırma modellerinden, denekler arası yoklama evreli çoklu yoklama modelidir. Araştırmanın bağımlı değişkeni; işlevsel okuma becerisidir. Bağımsız değişkeni ise tablet bilgisayar aracılığı ile sunulan Edmark Okuma Programı İşlevsel Kelimeler Serisi'dir. Araştırmanın katılımcıları orta düzeyde zihinsel yetersizliği olan üç erkek öğrencidir. Araştırmanın deney süreci başlama düzeyi, Edmark Okuma Programı İşlevsel Kelimeler Serisi'nin uygulanması izleme ve genelleme aşamalarından oluşmuştur. Araştırmada elde edilen veriler grafiksel olarak analiz edilerek ve yorumlanmıştır. Araştırmanın sonucunda, tablet bilgisayarla sunulan Edmark Okuma Programı İşlevsel Kelimeler Serisi'nin orta düzeyde zihin yetersizliği olan öğrencinin İşlevsel okuma becerisini kazanmasında etkili olduğu bulunmuştur. Ayrıca araştırmanın katılımcıları öğretimi yapılan 10 hedef kelimeyi öğretim ortamı dışında, gerçek ortamında da genelleyebilmişler ve öğretimden bir ve üç hafta sonra da okumayı sürdürebilmişlerdir. Araştırmanın sosyal geçerliğini belirlemek amacıyla yapılan görüşmelerde ebeveynlerin ve öğretmenlerin ve katılımcı öğrencilerin tablet bilgisayar aracılığı ile sunulan programa yönelik olumlu görüş bildirdikleri bulunmuştur.

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INTRODUCTION

Since the learning characteristics and learning speeds of individuals affected by intellectual disability cause delays in the acquisition of reading and writing skills, the choice of literacy teaching method is extremely important (Özgüç et al., 2016). Classroom support with appropriate reading-writing strategies and materials have the potential to contribute to greatly contribute to the reading and writing of individuals affected by intellectual disability (Akçamete, 2003). This can be possible with a functional reading-writing method in which the individual characteristics of individuals affected by intellectual disability are prioritized, their learning style and speed are taken into account, the words they encounter frequently in their lives are selected, and the teaching is structured.

The learning characteristics and learning speeds of individuals affected by intellectual disability require alternative literacy instruction in cases where it is not possible to teach literacy with classical literacy instruction within the formal education age. The functional reading-writing process becomes a necessity for students for whom classical reading-writing teaching methods have been tried and failed. Functional reading refers to visual recognition in its shortest form. The reason why it is defined in this way is the teaching of visual recognition of the written symbols of the relevant words in order to enable individuals to use the skills that will ensure their independent living in social life (Browder & Lalli, 1991; Conners, 1992). In other words, functional reading is the minimum reading of visual stimuli of the skills necessary for an individual to live independently (Bender et al., 2008).

The teaching of functional reading skills involves the acquisition of the skills necessary for the individual to review written and printed materials or the teaching of the vocabulary required for a particular activity (Browder & Snell, 2000; Özgüç et al., 2016). It is important that the words learned through the activities involving functional learning will facilitate the daily life of the individual. The words that the individual encounters in his/her daily life and those that he/she is likely to encounter in his/her future life gain importance in functional reading. Functional reading is taught in areas that require the ability to decide which movie to watch from the DVD movie list, to choose the TV channel or TV program they want, to find their own name from the list, to find the names of their family members from the list, to read the names of streets, to read the basic words used in business (Browder & Snell, 2000; Özgüç et al., 2016). In practice, very few individuals with moderate intellectual disabilities can be taught reading skills. These skills can range from reading warning signs such as "stop", "exit", "no entry", "danger of death", etc., which are necessary for the individual to function independently and to be protected from dangers, to comprehend simple reading materials. The measure of simplicity here is that the reading material is meaningful and familiar to the individual.

During functional reading instruction, the primary focus is to ensure that individuals can acquire the skills necessary in reading to sustain their daily lives (Er, 2020; Thomas, 1996). Two types of functional reading are mentioned in some studies. The first one is generalized functional reading and the other is restricted reading (Browder & Snell, 2000; Er, 2020). Generalized functional reading involves teaching the words needed by the individual to review written materials or during any activity. Restricted functional reading, on the other hand, involves teaching a limited group of words or keywords that the individual will use frequently in his/her life (Browder & Snell, 2000; Er, 2020; Başal & Batu, 2002). In restricted functional reading, it is important to prefer words that will help the individual to continue his/her daily life (Başal & Batu, 2002; Browder & Snell, 2000).

Demirok and Akçam (2019) stated that the use of intensive and systematic prompting with repeated trials is effective in teaching literacy in children with intellectual disabilities. In

functional reading instruction, structured programs are preferred because of their manageable implementation and their core system that leaves fewer decisions about the process to the teacher as well as having less margin for error (Bereiter, 1972; Bereiter & Engleman, 1966; Ellson et al., 1965; Er, 2020). There are systematically structured functional reading programs. One of the most important implementations of these programs is the Edmark Reading Program Functional Word Series Program (EFWS) The aim of the Edmark Reading Program is to increase individuals' recognition of frequently encountered words, vocabulary, comprehension and fluency levels. Moreover, there are many features that make EFWS advantageous. First of all, since the program is easy to implement, staged and sequential, a minimum level of training is sufficient for the instructor. Secondly, since the lessons of the program are pre-structured, the instructor does not need to make a lesson plan again. Therefore, the program allows the instructor to have more time to spend longer active teaching time with the individual and to spend the entire lesson doing active teaching instead of doing preliminary preparation. Finally, the Edmark Reading Program is designed to present new words in a mostly "error-free" way for individuals who have reading difficulties, who are challenged learners, and whose motivation declines rapidly. In the literature, there are studies testing the effectiveness of functional reading from the 1970s to the present day. Among the studies in the literature, there are studies evaluating whether the Edmark Reading Program is effective or not (Barrier, 1981; Browder & Xin, 1998; Brown, 1984; Henning & Pickett, 2000; Mayfield, 2000; Meeks et al., 2014; Sugasawara & Yamamoto, 2007; Swain, 2015). In Turkey, there are few studies on teaching functional reading to individuals with special educational needs (Çatak & Tekinarslan, 2008; Elçin, 2015; Er, 2020; Ohene-Djan & Sen, 2007; Özak, 2007; Subakan & Koç 2019).

As a result of scientific developments in the fields of special education and technology, new teaching methods and materials are introduced. These technological developments are also used in functional reading instruction. It is thought that teaching functional reading via computer will contribute to presenting concrete examples to individuals with intellectual disabilities, who are known to have attention, perception and memory deficits, and to make teaching more concrete with visual and auditory presentations. As in all levels of formal education, the vast majority of studies showing the effectiveness of the use of technology in the education of individuals with intellectual disabilities and in functional reading instruction have shown that technology-supported instruction is effective (Er, 2020).

In this study, it is aimed to test the effectiveness of EFWS using tablet computer technology in high school students with moderate and severe intellectual disabilities and to reveal what its possible effects are. Since the research on functional reading instruction is very limited in our country, this study will guide other future research on teaching functional reading skills in the implementation and research of technology-supported and systematic structured programs.

METHOD

This study aims to examine the effectiveness of EFWS in teaching functional literacy to individuals with intellectual disabilities by using the multiple probe model with inter-subject probe phase, one of the single-subject research models.

Research Model

In this study, the multiple probe model with an inter-subject probe phase, one of the single-subject research models, was used. This model aims to replicate the effect of the independent variable on the dependent variable in at least three participants and gives the opportunity to evaluate its permanence (Tekin İftar ve Kırcaali-İftar, 2012).

In research, models that aim to measure the effectiveness of an application or program

from different variables or conditions are referred to as "Multiple Baseline Models" (Tekin-İftar, 2018). This model can be applied in two different ways as probe phase and probe trial. In this study, which aims to determine the effectiveness of EFWS presented to three students with intellectual disabilities via a tablet computer, the multiple probe design with between-subjects probe phase, one of the single-subject research designs, was used. Multiple probe design with a between-subjects probe phase is a research model in which the effectiveness of an independent variable is examined on three different participants (Tekin-İftar, 2012). In this study, the dependent variable was determined as functional reading skills. The independent variable is the EFWS presented through a tablet computer.

Sample/Study Group/Participants

The participants of this study were three students with intellectual disabilities who continued their education at a special education application school, Level III (High School) within the MoNE in Konya in the 2020-2021 academic year. A number of criteria were determined for the selection of students with intellectual disabilities participating in the study. These included (a) the participants have an officially certified report from the relevant specialty of a full-scope medical faculty hospital or city hospital with a diagnosis of moderate or severe intellectual disability; (b) the three participants who have been taught reading for the first time but have not yet learned to read are between the ages of 14 and 27, which is the age limit for enrollment in Level III of the participating student's educational practice schools; (c) no study on functional literacy instruction had been conducted with any of the participants prior to the study; (d) they had the skill of naming the pictures presented through the tablet computer; (e) they had the skill of showing the functional words spoken through the tablet computer by touching them; (f) they had the skill of fulfilling the commands given by the practitioner, (g) the attention span of the participants for the visual and auditory stimuli given was at least 5 min (h) obtaining the written permission of their parents and teachers for the participants to be included in the study; (i) finally, in the preferences of the participant students; teacher and parent interviews, determining whether the participant students met the criteria, and filling out and signing the forms for the necessary permissions were carried out.

Table 1. *Demographic Characteristics of Participants*

| Participants | Gender | Age | Grade | Education Environment | Diagnosis | Intelligence Division |
|--------------|--------|-----|----------|-----------------------|--------------------|-----------------------|
| Student 1 | M | 21 | 11.Grade | Ind. Ed. Class. | Moderate Int. Dis. | 55 |
| Student 2 | M | 19 | 10.Grade | Ind. Ed. Class. | Moderate Int. Dis. | 50 |
| Student 3 | M | 17 | 10.Grade | Ind. Ed. Class. | Moderate Int. Dis. | 55 |

The first participant has been attending the 11th grade at the special education practice school where he is currently enrolled for four years. Student 1 has the ability to communicate by forming two- and three-word sentences. He can communicate with his peers and family members in his immediate environment. He can initiate communication by asking questions and can respond to simple questions asked to him, yet has limitations in the pronunciation of some words, which creates difficulties in comprehension of his speech. He can match the interactive visuals shown on the tablet computer, say their names, and show the desired one among the visuals presented on the tablet computer. The average duration of listening to a video story is 11 minutes. He has the skills to recognize and use writing utensils, hence possessing the ability to go over the written forms of sounds with dots with a pen. Unsuccessful literacy attempts were made with this participant in

previous years with different teachers using traditional methods. The participant cannot distinguish any other sound except the sound "e". No functional reading work has been done with the participant before.

The second participant has been enrolled for two years in the 10th grade at the special education practice school where he is currently enrolled. Student 2 has self-care skills, large muscle-small motor skills and communication skills. He can independently perform daily living skills such as kitchen skills, clothing care, house cleaning and organization. He can independently perform basic math and social life skills, can follow the instructions given to him and he can follow an activity carefully for at least 15 minutes. Additionally, he speaks less than average and he has a calm structure. He responds to questions in a low voice and later than the other subjects. In previous years, phonics-based literacy teaching was attempted but the attempts were unsuccessful. He does not have reading and writing skills and no functional reading study was conducted with the participant before the research.

The third participant has been studying in the 10th grade at the special education practice school where he is currently enrolled for the last two years. Student 3 can independently perform self-care, communication and large muscle-small motor skills. He has basic math skills. He is able to fulfill two- and three-step instructions given to him and fulfill social life skills. He has fine and gross motor skills, he has receptive language skills, uses some sounds incompletely and incorrectly while fulfilling expressive language skills. He has limited fluency in speech and limited understanding due to pronunciation and he has limitations in initiating a conversation and asking questions. He does not have reading and writing skills.

Data Collection Instruments and Procedures

Three different data collection instruments were created for the study. These are 1) Criterion Dependent Measurement Instrument, 2) Social Validity Forms, and 3) Reliability Forms. In this part of the study, information about the data collection instruments, the contents of these instruments and how they were used in the implementation process of the study are described.

The criterion-dependent measurement instruments in the study were created to reveal the students' performances in the baseline, probe, monitoring and generalization sessions for 10 target words on the tablet computer. A sample criterion-dependent measurement instrument is given in Appendix 6 in the APPENDICES section.

In order to obtain baseline and probe data for the 10 target words on the tablet computer presented to the students, the sub-stages of the word reading stage of the application were transformed into notifications. Proper criteria were determined for all the statements and questions were created for the students' performance in meeting the criteria for the statements. Students' pre-implementation data were collected with this criterion-dependent measurement instrument.

Used in the Implementation Phase

In this study, as mentioned before, EFWS consists of the stages of reading the target word presented via tablet computer, matching the word with the image, matching the image with the word, and reading the target words from the given sentence and text. All these stages are in a sequence from simple to complex according to the order of occurrence. Therefore, criterion-dependent measurement instruments with sub-stages were prepared for each stage in line with the words taught. In the study, three different measurement instruments were developed to determine student performances in the baseline assessment, instructional sessions and generalization sessions in the real environment. Appropriate criteria were determined for all statements, and questions were created for students' performance in meeting the criteria for the specified statements. These instruments help the practitioner

and the students to decide whether to continue to the next stage while also assisting the practitioner in determining whether to move on to the next stage or to a new target word with the participants who meet the criterion. Sample measurement instruments can be found in Appendix 7 in the APPENDICES section.

Criterion Dependent Measurement Instruments Used in the Final Instructional Generalization Phase (Real Environment)

The study was designed to reveal the participants' performances towards the target words after the presentation of the target words to the participants with the tablet computer to determine the level of performance of the participants in reading the target words after 1 and 3 weeks and the level of their reading performance in real environments such as products, menus including the target words. In order to measure the participants' performances in real environments, they were evaluated on whether they could read the words functionally in different writing styles and font sizes on four different products, menus, and signboards in real environments, considering the environments they frequently use in daily life. Students are expected to read the word functionally on at least three different products in the real environment. Students' performance data for the target words were recorded. A sample measurement instrument is given in Appendix 8 in the APPENDICES section.

Analysis

In this part of the study, the data recorded in the Social Validity Forms, Implementation Reliability Forms, and Inter-observer Reliability Forms were interpreted and calculated after the EFWS implementation with tablet computers in teaching functional reading skills to students with intellectual disabilities.

Analysis of the Implementation

In order to measure the students' functional reading performances for the target words and to determine their progress in the implementation, measurement procedures were carried out by the researcher at the baseline level, during the implementation process, in the end-of-instruction mass probe sessions, generalization in the real environment, and 1- and 3-week follow-up sessions, and the data were recorded on the recording forms. The data obtained in this study were shown and interpreted graphically. In the graph, the horizontal line indicates the number of weeks and sessions, while the vertical line shows the target 10 words taught. The findings of the study were designed according to the multiple probe model with a between-subjects procedure and the graph was created and interpreted according to this design. In the graph, the effect of the independent variable on the dependent variable was analyzed. In this context, the study examined the effect of teaching sessions using EFWS delivered via tablet computer on students' acquisition of functional reading skills.

Social Validity Data Analysis

Semi-structured interviews were conducted face-to-face by filling out the Teacher and Family Social Validity Forms prepared by the researcher using open-ended questions. After obtaining the necessary permissions, a voice recorder was used to record the responses to the questions asked to teachers, parents and participants. These recordings were then tabulated and interpreted by the researcher using descriptive analysis method.

Implementation Fidelity -Data Calculation

Implementation fidelity is a reliability study carried out by monitoring and evaluating the implementer by a different observer in order to determine to what extent the implementer acts in accordance with the evaluation and implementation plan prepared (Er, 2020; Tekin İftar & Kırcaali İftar, 2012). Video recordings were taken continuously during the implementation process. The

implementation videos were watched by an expert teacher who completed his/her postgraduate education in the Department of Special Education, and implementation fidelity forms were filled out. The average of the baseline assessment sessions was calculated as 100%. The average implementation fidelity of the instructional sessions was calculated as 99.64% (maximum 99.72% and minimum 99.57%). The average of the first follow-up sessions was 99.87% and the average of the second follow-up sessions was 99.93%. The implementation fidelity of the generalization sessions was calculated as 100%.

Table 2. *Implementation Fidelity Data*

| STUDENTS | | | | | GENERALIZATION | TOTAL |
|-----------|-----|-------|-----|-------|----------------|-------|
| Student 1 | 100 | 99,72 | 100 | 99,87 | 100 | 99,93 |
| Student 2 | 100 | 99,65 | 100 | 99,76 | 100 | 99,90 |
| Student 3 | 100 | 99,57 | 100 | 100 | 99,80 | 99,92 |
| Total | 100 | 99,64 | 100 | 99,87 | 99,93 | 99,90 |

Inter-observer Reliability Data Calculation

Inter-observer reliabilities of the baseline, end of instruction, probe and follow-up sessions were calculated. Two different observers monitored 30% of the videos from all phases, recorded the data and made their calculations. One of the observers was an expert who was an observer in the previous phase, and the other was a teacher who graduated from the field of special education and was working at the school while pursuing her master's degree in the field of special education. A 40-minute briefing meeting was held with the second observer in order to overcome the differences in observation experience and knowledge about the process between the two observers. Then, the two observers recorded the data of 30% of the application videos separately through unbiased assignment, and the inter-observer reliability data were calculated by comparing the reliability forms of the application.

Table 3. *Inter-observer Reliability Data*

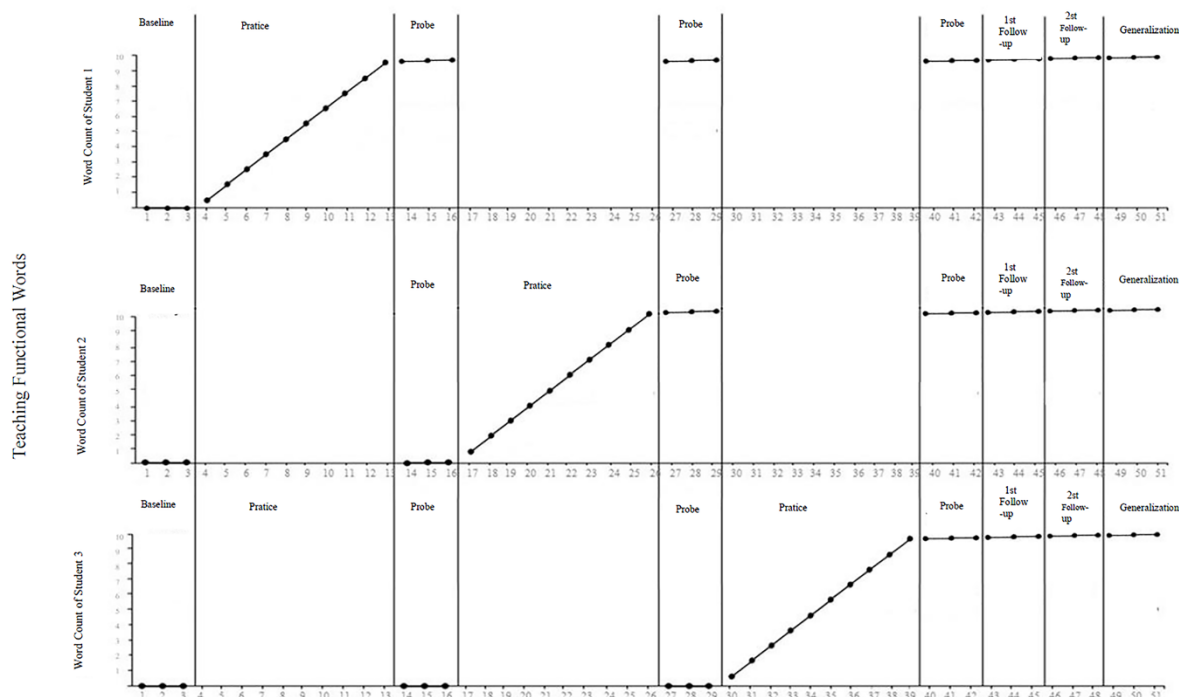
| PARTICIPANTS | OBSERVER RELIABILITY IN EVALUATION SESSIONS |
|--------------------|---|
| First Participant | 99,4% |
| Second Participant | 100% |
| Third Participant | 100% |
| Total | 99,85% |

Ethics

This research was ethically approved by Necmettin Erbakan University Social and Human Sciences Scientific Research Ethics Committee with the decision numbered 2021/242 on 16.04.2021.

RESULTS

In this study, the effectiveness of EFWS presented with a tablet computer in teaching functional reading skills to three high school students with intellectual disabilities was tested using the multiple probe design of the multiple probe model, one of the single-subject research methods, with an inter-subject probe phase. In this part of the study, the results obtained during the implementation are presented. The results are listed according to the research objectives.



Graph 1. Functional Reading Levels of Three Participant Students for Baseline, Practice, Probe, Follow-up and Generalization Sessions

End-of-Instruction Findings

The findings regarding the effect of EFWS presented with a tablet computer on the acquisition and maintenance of functional reading skills of all students participating in the study are presented in Graph 1. The functional words determined in accordance with the needs and preferences of the three students participating in the study were “Water, Milk, Tea, Egg, Soup, Meatball, Cake, Soap, Toilet, Market”. The end-of-instruction findings of the first, second and third students in the study are given below, respectively.

The number of functional words to which Student 1 responded correctly in the probe, practice and monitoring phases regarding his functional reading skills is shown in Graph 1. As can be seen in the graph in the figure, in the baseline phase, Student 1’s functional reading skill was at the level of 0%. After obtaining stable data, the implementation phase was started. In Student 1’s practice phase, there was a 100% change in the correct response percentages for 10 functional target words. In Student 1’s practice phase, there were the words “Water, Milk, Tea, Egg, Soup, Meatball, Cake, Soap, Toilet, Market”.

Student 1 was able to read independently at the end of all teaching sessions of EFWS provided with a tablet computer. Student 1 was able to read the 10 functional words that he could not read at the baseline level in the mass probe sessions. The correct response percentage of the Student 1 for reading the 10 target words was 100% and the implementation phase was completed. After the end of the instruction of the functional words in the EFWS, the student performed at the 100% level in the follow-up sessions organized 1 and 3 weeks later. In the generalization sessions, the student also performed at 100% level in the assessments of functional words in the real environment.

The number of correct responses of the student in the baseline assessment, probe, practice, monitoring and generalization phases for the functional reading skills of Student 2 is shown in Graph 1. As seen in Graph 1, in the baseline phase, the number of correct responses of Student 2 in functional

reading skills was 0. After obtaining stable data, the implementation phase was started. The number of correct responses of Student 2 for 10 functional words in the practice phase varied between 0 and 10. Student 2 was able to read the 10 functional words that he could not read at the baseline level in the probe sessions. Student 2's number of correct responses was found to be 10, and the implementation phase was terminated at the performance level. After Student 2 teaching of the functional words in the EFWS ended, he performed at 100% level in the follow-up sessions held after the first and third weeks. In the evaluations of the functional words in the real environment in the generalization sessions, Student 2 responded correctly to all 10 words and performed at 100% level.

The number of correct responses of Student 3 in the baseline assessment, probe, practice, monitoring and generalization phases for functional reading skills are shown in Graph 1. As shown in Graph 1, in the baseline phase, Student 2's number of correct responses in functional reading skills was 0. After obtaining stable data, the implementation phase was started. In the practice phase of Student 3, the number of correct responses for 10 functional words was between 0 and 10. In the implementation phase of Student 3, the instructional sessions organized for the 10 functional words started in the 30th session and ended in the 42nd session. Student 3 responded correctly for all 10 functional words. Student 3 met the criterion for reading the identified functional words, the intervention sessions ended and the third probe sessions were conducted. In the last probe sessions, the same interactive web page presented with the tablet computer used to obtain baseline data was used. Student 3 was able to do the EFWS presented with the tablet computer independently at the end of all instructional sessions. Student 3 was able to read 10 functional words that he could not read at the baseline level in the mass probe sessions. Student 3 correct response number was found to be 10, and the implementation phase was terminated at the performance level. Student 3 performed at the 100% level in the follow-up sessions held 1 and 3 weeks after the end of the teaching of the functional words in the EFWS. In the evaluations of the functional words in the real environment in the generalization sessions, Student 3 responded correctly to all 10 words and performed at the 100% level.

The findings regarding the first aim of the study, which is the effect of EFWS provided with a tablet computer on students' acquisition and maintenance of functional reading skills, are presented in Graph 1. As seen in Graph 1, the participant students did not have functional reading skills in any word at the baseline level. In the process of applying EFWS to the students, there was a 100% increase between the baseline and functional reading levels. Student 1, Student 2 and Student 3 were able to read the words "Water, Milk, Tea, Egg, Soup, Meatball, Cake, Soap, Toilet, Market" in the implementation sessions. Graph data were in the direction of the vertical slope, and at the end of the instruction, students were able to read all the words in the probe sessions. In the third probe, follow-up and generalization sessions taken after the intervention, there was no change compared to the probe sessions taken at the end of the instruction, and the functional reading levels of the students remained the same. When the follow-up data collected one and three weeks after the end of the intervention were analyzed, there was no change in the first and second follow-up sessions compared to the end-of-instruction probe sessions, and the functional reading levels of the students remained the same. The results of the follow-up evaluation show that all students maintained their end-of-instruction performances one and three weeks later. In the generalization session for all students, there was no change compared to the probe sessions and the functional reading levels of the students remained the same. The probe data of the generalization session showed that the participants were able to generalize their end-of-instruction performances to the real environment (market, café) as well as their performances in the follow-up sessions conducted one and three weeks later.

As a result, Student 1, Student 2, and Student 3 were able to read all of the words "Water, Milk, Tea, Egg, Soup, Meatball, Cake, Soap, Toilet, Market" with the EFWS presented with the tablet

computer. The rate of change in the functional reading levels of three students in the end-of-instruction probe data compared to the baseline data was 100%. These results show that the EFWS presented via tablet computer is effective in teaching and generalizing functional reading skills to individuals with moderate intellectual disability and maintaining them for one and three weeks after the end of the intervention.

Social Validity Findings

In this section, the effectiveness of EFWS in teaching functional reading skills to students with intellectual disabilities through tablet computers was analyzed by collecting and calculating data with Parent, Teacher, and Participant Social Validity Forms. For this reason, teacher and parent social validity forms and participant social validity forms, which were created by the researcher to obtain the opinions of students, parents and teachers after the implementation, were used. The social validity forms in the study were prepared as open-ended questions and applied in the form of semi-structured interviews. Parents and teachers expressed positive opinions on all of the questions posed to the three participants regarding the social validity of functional reading instruction. The parents of the participants stated that their children started to go to school more willingly and developed positive attitudes towards school and functional reading. They also stated that their children were able to read the 10 target words they acquired during the implementation.

The majority of the parents stated that the 10 target words taught supported their children's independent lives, were a start for them to stand on their own feet in daily life, and helped them love school and reading. Teachers and parents expressed that there was no negative or disliked aspect of the implementation process of the research. Again, parents and teachers expressed that the implementation process was carried out in a healthy way despite the restrictions due to the COVID-19 pandemic while also highlighting that their children/students learned quickly and developed positive attitudes towards reading and school. They thought that it would be extremely beneficial to extend this practice to other individuals with moderate intellectual disabilities. In summary, the social validity findings show that EFWS is an effective method for teaching functional reading to students with intellectual disabilities with tablet computers in terms of social validity when the opinions of parents and teachers are considered.

In the interviews with the participants, it is evident that they responded positively to all the questions asked. They indicated their happiness and satisfaction with participating in this study. They expressed that they would like to learn new words other than the ten words they learned and that they would like to continue this study with their other teachers. Participants also indicated that they were able to read some of the functional words they learned when they saw them outside of school or at home. They also expressed that the functional words they learned to read through the tablet computer were useful for them. The participants further expressed they did not have any difficulties during the study.

DISCUSSION AND CONCLUSION

In this study, the effectiveness of EFWS delivered via tablet computer in teaching functional reading skills to three participants with moderate intellectual disability at high school level was investigated. The findings of this study proved that EFWS delivered via tablet computer is effective in teaching functional reading skills to the participants. After the implementation of the EFWS delivered via Tablet Computer, the participants maintained their performance for the 10 target words in generalization sessions and follow-up sessions in the first and third weeks. According to the social validity findings, which is another aim and result of the study, parents, teachers, and participants expressed positive opinions about the implementation of EFWS delivered via tablet computer. In this context, it is concluded that EFWS offered via tablet computers has social validity. The positive opinions

about the implementation of EFWS presented through tablet computers showed that functional reading instruction can be provided to a wider audience in the ongoing process.

In this study, the effect of EFWS delivered via a tablet computer on teaching functional reading skills to three students with moderate intellectual disability was tested. When the post-instruction findings of the participants of the study were analyzed, it was found that they gained functional reading skills for all 10 target words. Therefore, EFWS delivered via tablet computer to all three participants was found to be effective. There is no study on EFWS provided to children with moderate intellectual disability via tablet computer. On the other hand, Er (2020) conducted a study investigating the effectiveness of EFWS with cards. Another local study is the study conducted by Eliçin (2015) testing the effectiveness of the program presented through a tablet computer in teaching functional reading skills to children with ASD. In the international literature, there are studies investigating whether the Edmark Reading Program is effective (Barrier 1981; Brown, 1984). In recent studies, there are studies comparing the Edmark Reading Program with other literacy methods (e.g., Bruni & Hixon, 2017). The results of these studies suggest that the Edmark Reading Program is effective for individuals with intellectual disabilities. Considering the findings of this study, it supports other research findings presented in prior studies.

In this study, as of 2018, functional reading contents according to the Edmark Reading Program, which is included in the Turkish, Reading and Writing course curricula and textbooks in the second and third level schools of the Ministry of National Education Special Education Implementation School, were designed as interactive web pages presented with tablet computers and used as assistive technology. In this respect, the study is considered to be important in terms of being one of the few studies conducted in Turkey. It was stated that it would be beneficial to work with error-free teaching methods in the implementation of EFWS to individuals with special education needs (Edmark, 2013). As can be seen in the literature review, there are studies examining the effect of Instructional Management with Simultaneous Prompting in the implementation of functional reading skills (Er, 2020; Schuster et al., 1992; Waugh et al., 2011). Although most of these studies were not conducted for the Edmark Reading Program, they can be examined in terms of the techniques used in vocabulary instruction sessions. In this study, it was observed that the simultaneous prompting method used in the implementation phase was effective and in this respect, it coincided with the results of other studies (Mechling & Gast, 2003). When the literature is analyzed, the results of many studies demonstrate that participants with moderate to severe intellectual disability acquire functional word reading skills (Eliçin, 2015; Er, 2020; Fiscus et al., 2002). Three participants of this study had moderate intellectual disability and could read 10 target words functionally. This study is in parallel with the results of other studies analyzed in the literature.

When the first question of the study is analyzed, the effectiveness EFWS presented with a tablet computer on the reading of target words by the participant individuals was investigated. In the research, it has to be clear that EFWS presented with a tablet computer is effective. The graph analysis shows that all three participant students learned to read ten target words. When the research findings are evaluated in terms of effectiveness, it is observed that the EFWS teaching study supports the findings of other studies conducted with children with intellectual disabilities in national and international literature.

In the second question of the study, the effect of tablet computer instruction on the reading of target words by the participants was analyzed. It is seen that teaching with a tablet computer has an effect on the reading of target words by the participant individuals. In the second question, teaching with tablet computers was effective in EFWS, in which individuals with moderate intellectual disability participated. However, there are differences between the participant individuals in terms of the duration

of instruction with the tablet computer. It is considered that the differences in the total session duration between the participant individuals stem from their previous experience of using tablet computers or portable devices. There was a significant difference between the first participant, the second participant and the third participant. This is believed to be due to the fact that the first participant has more experience in the use of tablet computers than the other participant individuals.

Thirdly, an answer was sought to the the third research question whether the participants maintained their performances. When the results of the research are examined, it can be shown that the participant can continue to read all ten target words functionally after one and three weeks. Due to the COVID-19 restrictions and the health problems of the participants, the follow-up session to be held five weeks later could not be conducted. This shows that the participant individuals maintained their performance after one and three weeks. It is thought that the participants maintained their performances in 1 and 3 weeks due to the fact that EFWS has a systematic structure, teaching with simultaneous prompting, which is one of the errorless teaching methods, the content is more remarkable because it is interactive and presented with a tablet computer, this time is used more for teaching and repetitions since it does not require preliminary preparation for the materials, and generalization is carried out in real environments.

In the fourth question of the study, following the teaching of EFWS provided to the participant individuals with a tablet computer, the participants' families were asked about their views on functional reading performances. The opinions of the families and teachers of the participant students revealed that the 10 words taught contributed to their children's independence. The parents of Student 2 stated that their child could easily buy the product he wanted in the market by reading the functional words he learned. The parent of the third participant said that he could now find his place by reading the toilet sign outside the home and at school. He stated that he could read the ten target words taught on labels, food and beverage menus, on products, and on signs in school or community areas. This is likely to be due to the number of repetitions of the target words presented with the tablet computer in the instructional sessions, the number of repetitions in the monitoring sessions, and the fact that the generalization sessions were conducted in the real environment.

In the fifth question of the research, the participants were asked about the opinions of their teachers regarding the functional reading performances of the participants after the teaching of EFWS presented with a tablet computer. In line with the findings of the research, classroom teachers reported that EFWS presented with a tablet computer was effective for the participant students. They concluded that the teaching of target words was faster and more permanent than other traditional methods. Teachers also concluded that the teaching of EFWS presented with a tablet computer was beneficial for the development of independent living skills of the participant students. This is considered to be due to the fact that the selection of target words by the researcher was made by taking into account the needs of the participant students in line with the opinions of parents and teachers.

In the sixth question of the study, the question “What are the opinions of the participant individuals about their own performance levels in exhibiting functional reading skills after the implementation of EFWS presented with a tablet computer?” was sought to be answered. The participant students were pleased to participate in the study and they wanted to continue this study with other teachers by learning new words. Three participant students also stated that the functional vocabulary reading study was useful for them. This is considered to be due to the fact that the study was presented on a tablet computer, there was visual and auditory support in the program, and the generalization sessions were conducted in real environments. The social validity findings collected and analyzed in this study show that in addition to the objectives of the study, they also overlap with the main objectives of other studies on teaching functional reading skills in the literature.

Moreover, when studies similar to this study are examined in the literature, one can conclude that there are studies that reveal the comparative effectiveness of different teaching methods in literacy teaching and the effectiveness of computer-based instruction in literacy teaching. The research findings of Akçin's (2013) study showed that and in that particular study, prompt fading instruction were equally effective in helping participants learn to read visual words. When the results of the study are considered, it is estimated that the fixed waiting time instruction method, which is one of the errorless instruction methods, is effective in functional word reading. In this sense, the results revealed that EFWS using the simultaneous prompting instruction method, which is one of the errorless instruction methods used in this study, was effective. Akçin's (2013) study and this study are in parallel in terms of the effectiveness of the results by using errorless teaching methods in terms of literacy learning. Özak (2008) investigated the effectiveness of simultaneous prompting presented via computer in teaching reading skills to students with intellectual disabilities. , This study demonstrated that simultaneous prompting instruction via computer was effective in teaching reading skills to students with intellectual disabilities. According to the findings of the study, it has been observed that the subjects achieved high levels of retention and generalization (Özak, 2008). It is also observed that the results of this study are similar to the results of Özak's (2008) study in terms of the effectiveness of the simultaneous prompting instruction method presented via computer in functional literacy instruction. Therefore, it can be concluded that both studies have effective results in terms of both the use of computer and the use of simultaneous prompting method in literacy instruction.

There are a number of limitations in this study. One of these limitations is that 1 and 3 weeks follow-up data were collected. The fifth week follow-up data collection was not possible due to COVID-19 pandemic restrictions and health problems of the participant students. The second limitation is that 10 target words that are assumed to be functional were determined by asking the participant students, their families, teachers, and finally themselves, hence being taught. Moreover, in the study, whether the participant students were able to read the taught words functionally was tested in a small number and limited amount of real environments, and it would be more useful to test the functional reading of the target 10 words more comprehensively and by directly observing the participants in real-life environments. Another limitation is the need for an internet connection since EFWS, which is presented with a tablet computer, works through a website. The words in the tablet program need to be changed; for example, when one set is finished, the words of the other set should be activated. The need for an internet connection for EFWS is among the limitations of this study. In order to improve or repeat this study in future research, web design of the content to be used in functional reading instruction or tablet computer applications will be necessary. In this case, a budget should be allocated for the designs to be done. However, considering the possibility of repeating the study in future research, the website was designed as an open address. For future research, the researcher and the content used in the study can be reached at www.islevselokuma.com.tr.

The present study demonstrated that EFWS presented with a tablet computer was effective for teaching functional reading skills to individuals with moderate intellectual disabilities. The results of this research can be listed as follows; (a) EFWS presented with tablet computer was effective in teaching target words for functional reading to students with intellectual disabilities, (b) the use of tablet computer was effective in the implementation of EFWS for students with intellectual disabilities, (c) simultaneous prompting method was effective in teaching target words to students with intellectual disabilities with EFWS presented with tablet computer, (d) after teaching with EFWS presented with tablet computer, students with intellectual disabilities can generalize the target words to the real environment (market, café), (e) after teaching with EFWS presented with tablet

computer, the reading levels of students with intellectual disabilities continue after 1 and 3 weeks, (f) the opinions of families, teachers and students regarding the social validity of the research in the implementation of EFWS presented with tablet computer to students with intellectual disabilities are affirmative. The effectiveness of EFWS presented with a tablet computer was tested on individuals with moderate and severe intellectual disabilities in a special education application school in Konya province. Functional reading instruction was provided with EFWS for ten target words.

Future studies can be carried out in different settings (children's homes), with different people (parents, teachers), with different groups with different developmental disabilities (ASD, Multiple Disabilities). In this study, in the effectiveness of EFWS presented with a tablet computer, individuals with moderate and severe intellectual disabilities were practiced reading the word, matching the word with the image, reading the word in sentence and text for ten target words. Research can be conducted in which writing stages are included along with functional reading.

Ethical Statement

This study is based on the master's thesis titled "The Effect of Edmark Reading Program Functional Words Series Presented with Tablet Computer in Acquiring Functional Reading Skills for Students with Intellectual Disabilities" submitted on 16.04.2024 under the supervision of Associate Professor Zehra ATBAŞI.

Ethics Committee Approval

16/04/2021 dated and 2021/242 numbered ethics committee approval was given by Necmettin Erbakan University, social and human sciences ethics committee.

Author Contributions

Research Design (CRediT 1) Author 1 (%60) – Author 2 (%40)

Data Collection (CRediT 2) Author 1 (%55) – Author 2 (%45)

Research - Data analysis - Validation (CRediT 3-4-6-11) Author 1 (%60) – Author 2 (%40)

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A Content Analysis on Theses Related to Inquiry-Based Learning Approach

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ABSTRACT

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The aim of this study is to investigate 32 master's and 16 doctoral theses in the Higher Education Thesis Center (<http://tez2.yok.gov.tr/>), which were conducted between 2008 and 2022 in science education and which are about inquiry-based learning approach, by content analysis method. The data obtained through document analysis were analyzed by content analysis. In addition, it was aimed to identify the frame on inquiry-based learning in science education and to identify deficiencies and orientations. Document analysis method was used in the study. "Science Education Thesis Classification Form" was created by the researchers by examining the categories and themes created in the content analysis studies in the literature. Theses were accessed by searching the words "inquiry-based" and "inquiry-based learning" on the Council of Higher Education Thesis Center. Theses were examined in the categories of thesis type, year of publication, research method of the thesis, research model type of the thesis, sample size of the thesis, sample level of the thesis, data collection tool of the thesis and data analysis method types of the thesis. The data obtained were calculated with MS-Excel program. The analyzed postgraduate theses were evaluated separately as master's and doctoral theses. Frequency and percentage values were given in tables. As a result of the research, it was concluded that while the majority of the theses examined were master's theses, the theses conducted within the scope of doctorate were much less; quantitative research model was preferred more in the studies, and the most studies were conducted in 2019. It was found that undergraduate students were selected as the sample in the majority of the theses within the scope of the study; fewer studies were conducted at the primary education level, and the range of 51-100 was the most preferred number in sample size. At the end of the study, suggestions were made for future studies.



Sorgulamaya Dayalı Öğrenme Yaklaşımı ile İlgili Tezler Üzerine Bir İçerik Analizi

Makale Bilgisi

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ÖZET

Bu çalışmanın amacı fen eğitiminde 2008-2022 yılları arasında yapılmış ve sorgulamaya dayalı öğrenme yaklaşımını konu edinen Yüksek Öğretim Tez Merkezi'nde (<http://tez2.yok.gov.tr/>) yer alan 32 adet yüksek lisans ve 16 adet doktora tezlerini içerik analizi yöntemi ile incelemektir. Araştırmada doküman analizi kullanılarak elde edilen veriler, içerik analizi ile analiz edilmiştir. Ayrıca fen eğitiminde sorgulamaya dayalı öğrenme konusundaki çerçevenin belirlenip eksikliklerin ve yönelimlerin belirlenmesi amaçlanmıştır. Araştırma doküman incelemesi yöntemi ile gerçekleştirilmiştir. Literatürdeki içerik analizi araştırmalarında oluşturulan kategori ve temalar incelenerek araştırmacılar tarafından “Fen Eğitimi Tez Sınıflama Formu” oluşturulmuştur. “Sorgulamaya dayalı” ve “sorgulamaya dayalı öğrenme” kelimeleri YÖKTEZ veri tabanında taratılarak tezlere ulaşılmıştır. Tezler; tezin türü, tezin yayımlandığı yıl, tezin araştırma yöntemi, tezin araştırma model türü, tezdaki örneklem büyüklüğü, tezdaki örneklem düzeyi, tezin veri toplama aracı ve tezdaki veri analiz yöntem türleri kategorilerinde analiz edilmiştir. Elde edilen veriler MS-Excel programı ile hesaplanmıştır. İncelenen lisansüstü tezler yüksek lisans tezleri ve doktora tezleri şeklinde ayrı ayrı değerlendirilmiştir. Frekans ve yüzde değerleri tablolar aracılığı ile verilmiştir. Araştırma sonucunda incelenen tezlerin çoğunluğu yüksek lisans tezi iken doktora kapsamında yapılan tezlerin çok daha az olduğu; çalışmalarda nicel araştırma modelinin daha çok tercih edildiği, 2019 yılında en fazla çalışmanın yapıldığı gibi sonuçlara ulaşılmıştır. Çalışma kapsamındaki tezlerin büyük çoğunluğunda lisans öğrencilerinin örneklem olarak seçildiği; ilköğretim kademesinde daha az çalışma yapıldığı, 51-100 aralığının örneklem büyüklüğünde en fazla tercih edilen rakam olduğu bulgularına ulaşılmıştır. Çalışma sonunda gelecekte yapılması planlanan çalışmalara öneriler getirilmiştir.

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INTRODUCTION

Education is defined as the process of creating desired behavioral changes in individuals through various learning experiences (Demirel, 2004). Inquiry-based learning approach, which takes place in every field of education, is actively used in the lesson plans. Inquiry-based learning approach enables students to solve the problems and reach different solutions by engaging in research while solving them (Taşlı, 2003, cited in Maytar, 2008). The generation aimed by the educational society is to raise individuals who question knowledge, continually reach for new information as they inquire, and can solve problems through exploration and inquiry.

Education is affected by this rapid change and transformation. For this reason, countries have felt the need to review their education systems and have made radical reforms in this field. As a result, behaviorist teaching approaches have been abandoned and approaches based on active learning have been adopted. Curricula developed in line with existing needs aim to raise individuals who can use ways of acquiring information, question the information they obtain, and have high-level thinking skills (Öztürk & Özel, 2021). Therefore, inquiry-based learning has great importance today. Inquiry-based learning approach is based on asking questions. Teaching starts by asking the right questions and each question arouses curiosity in students. In this way, students reach new information and solutions by questioning (Genç, 2020).

Science can be defined as all of the activities that include the fields of physics, chemistry and biology and aim to explain the physical and biological universe (Çepni, 2007). Science is the process of thinking about the nature of knowledge, understanding existing knowledge and creating new knowledge. In other words, it can be defined as natural science. It is the basis of knowledge and skills that enable people to understand and interpret the environment in which they live (Hançer et al., 2003).

Science plays an important role in the development of countries. For this reason, the importance of science continues to increase rapidly day by day. Great efforts and endeavors are being made to improve the quality standards of science education (Yaşa & Koçak, 2022). These efforts are generally focused on improving the curriculum programs, providing schools to effectively carry out these improved programs and developing appropriate teaching methods (Ayas, 1995).

Keeping up with the changing world has become more important in recent centuries. The objectives in the traditional curriculum are mostly aimed at cognitive skills. In today's modern science education system, on the contrary, education programs are used to develop affective and psychomotor skills. For this reason, traditional, rote-based science education has been replaced by education that provides creative thinking, enables the acquisition of scientific process skills, based on inquisitive learning, and encourages individuals to create products with the skills they have acquired. (Asal, 2020).

The purpose of the science education is to raise individuals as science literate. Individuals who grow up with this understanding, reach information more quickly, approach events with suspicion, have the ability to analyze natural phenomena and find solutions to the problems they face in daily life with scientific methods (Eroğlu, 2006).

Science education is not only a process of acquiring knowledge, but also a process of scientific research and discovery. As science and technology have developed rapidly in recent years, the use of different learning approaches has become inevitable. Accordingly, inquiry-based learning approach was emphasized in the science curriculum in 2013 (Karaman & Karaman, 2016). In the 2018 science curriculum, it is seen that the inquiry-based learning approach is based on an interdisciplinary perspective (MEB, 2018). In different approaches in science teaching, it is seen that individuals realize their learning and questioning by themselves, by doing and experiencing, with the inquiry-based learning approach.

The form of inquiry varies according to the objectives to be gained by the individual. In the science course, it can be aimed at conducting more open-ended investigations that require higher level thinking. The important issue here is to improve the quality of learning by helping students learn to work like scientists (NRC, 2000).

Content analysis is a qualitative research method in which some words of a text or a study are summarized with categories through coding (Büyüköztürk et al, 2013). Content analysis is collecting similar data groups in studies and interpreting them in a language that the reader is able to understand (Yıldırım & Şimşek, 2011, p. 227). Literatures in a specific field can be examined through content analysis method (Falkingham & Reeves, 1998). Çalık and Sözbilir (2014) discuss content analysis: meta-synthesis, meta-analysis and descriptive content analysis.

In other words, content analysis is a form of research that enables the dissemination of the researched concept and has an important place in the creation of research (Çalık & Sözbilir, 2014). Many studies on content analysis have been conducted to date. In the light of the findings obtained in the studies (Kaya, 2022; Kula & Sadi, 2016; Bayraklı, 2019 and Tok, 2019), it is easy to determine how many researches have emerged in which field and on which subject, and to determine the deficiencies of the researchers who will conduct studies on the subject and to access information. In addition, studies on content analysis provide important benefits to the literature on the subject in terms of determining the existing deficiencies in the relevant field, revealing the qualifications of the studies and their usability (Kanlı et al., 2014).

The inquiry-based learning approach has been the subject of many studies until today and content analysis articles contribute to the development of the research field. By reviewing content analysis articles, researchers can gain insight into how existing methods and techniques can be developed or improved and guide future research. Although in the literature from Turkey, there are a number of journal articles that aimed to investigate graduate theses, the current study aims to conduct a deeper analysis with an inclusive perspective, thus, this research is significant in addressing the gap in the literature (Derman, 2023; Özalp & Kaymakçı, 2022). In the literature review conducted within the scope of the key words of the study, no content analysis study related to the theses in Türkiye on inquiry-based learning approach was found. For this reason, this study analyzed the postgraduate theses in science education in which inquiry-based teaching was used. It is thought that this study will play a role in determining the development and trends of graduate theses on inquiry-based learning in Türkiye, give clues to determine the missing aspects of the studies and guide researchers who want to work on the same subject. For this purpose, the research question of the study was determined as follows.

What are the descriptive characteristics (type, publication year), methodological procedures (research method, type of research, sample size, sample level, data collection tools, type of data analysis method) of graduate studies on inquiry-based learning in science education between 2008 and 2022?

METHOD

Research Design

In this study, the systematic review method was used. In a systematic review, the steps are clearly planned and fully described, all activities are transparent, and all important methodological decisions are grounded in theory and/or pragmatism and left to the reader to judge (Dickson et al., 2014). We employed the qualitative research method of document analysis as a data collection method to examine postgraduate theses and dissertations published between 2002 and 2023, which we accessed through the tez.yok.gov.tr website. Document analysis is a research method that can yield better results in studies that utilize documents as a primary source, and it is described as an economical method (Mogalakwe,

2006). The data obtained from the research using document analysis were analyzed by content analysis (Şenyiğit, 2021).

Research Instruments and Processes

The population of the study consists of all postgraduate theses scanned with the keywords 'inquiry-based' and 'inquiry-based learning' in the National Thesis Center and open to access between 2008 and 2022. Accordingly, the sample of the study consists of master's and doctoral theses in which inquiry-based learning approach is used in science education. Within the scope of this study, a total of 48 postgraduate theses, 32 master's theses and 16 doctoral theses were examined.

Information Sources and Search Strategy

The theses on inquiry-based learning approach in the field of science education were scanned by using the "Detailed Search" section on the website of the National Thesis Center of the Council of Higher Education. The names of the theses, the departments and contents of the theses were taken into consideration while classifying. Access to the analyzed postgraduate theses was carried out in two phases as "Inquiry-Based" and "Inquiry-Based Learning" screening.

Inclusion and Exclusion Criteria

When the criteria to be considered were based on thesis type, year, research methods, models, sample level, sample size, data collection tools and data analysis method type, some exceptions were made. The exceptions were as follows: there were 81 theses on inquiry-based learning that do not fit the science education screening but fit the inquiry-based learning screening. Thirty-three of these theses were conducted in other departments and divisions. These theses were not included in the study.

Data Analysis

A coding sheet prepared by the researcher was used to examine the postgraduate theses open to online access at the Higher Education Thesis Center. During the process of content analysis, the coding was constantly reviewed and the form was updated again with new codes. The data to be analyzed in line with the research problems determined in the study were selected, a coding sheet was prepared, the data were divided into sections and evaluated in the coding sheet. The findings obtained by making necessary corrections and coding were interpreted. The coding sheet used during content analysis was created by making use of similar studies conducted in this field. (Bayraklı, 2019; Kaltakçı Gürel, et al., 2017; Köseoğlu, 2018; Yavuz, 2016; Çiltaş et al., 2012). Two expert researchers checked the validity and reliability of this research. Experts analyzed the documents if topics of the documents are appropriate for focus of this study or not. The classification was made by reading the theses, evaluating descriptions and applications in related parts and filling out the theses classification form. The reliability of the coding was assessed using the reliability formula proposed by Miles and Huberman (1994). According to the formula, the inter-coder agreement percentage was calculated as 91%. Miles and Huberman (1994) suggest that achieving a reliability percentage of at least 90% indicates that the codes are reliable. Therefore, it can be said that the obtained agreement percentage (91%) is acceptable, indicating that the coding is reliable and valid.

The codes for the imprint of the study were determined as follows.

- The type of the studies was subcategorized as master's degree (MA) and doctoral degree (PhD).
- The year of the studies was coded to include the years 2008-2022.

-The method of the studies was sub-categorized as quantitative, qualitative and mixed methods (quantitative + qualitative).

-Sample size was subcategorized as 0-50, 51-100, 101-150, 151-200, 201-250, 251-300, 351 and above.

-The sample level was subcategorized as primary school 3rd and 4th grade, secondary school 5th, 6th, 7th and 8th grade, undergraduate student and teacher codes.

-Data collection tools were coded in 35 different ways.

-In the category of data analysis method types, coding was done under 16 different headings.

The data obtained during the study were analyzed using MS-Excel program. Frequency and percentage values were calculated and tables were made.

FINDINGS

In this part of the study, the findings of the study were given within the framework of " What are the descriptive characteristics (type, publication year), methodological procedures (research method, type of research, sample size, sample level, data collection tools, type of data analysis method) of graduate studies on inquiry-based learning in science education between 2008 and 2022?

Findings Related to the Title of the Theses

The distribution of the postgraduate studies published between 2008 and 2022 according to their types was examined and frequency and percentage values were calculated. The obtained data were presented in Table 1.

Table 1

Distribution by Thesis Type

| Type of Thesis | Frequency (F) | Percentage (%) |
|-----------------|---------------|----------------|
| Master's Degree | 32 | 66.68 |
| PhD | 16 | 33.33 |
| Total | 48 | 100 |

When Table 1. was examined, it was seen that there were 32 master's theses and 16 doctoral theses among 48 studies in total. When the data given in Table 1 were examined, 66.68% of the studies were master's theses, while 33.33% were doctoral theses. In this context, master's theses constituted the majority of the studies conducted.

The distribution of postgraduate studies published between 2008 and 2022 according to their years were examined, and frequency and percentage values were calculated separately as master's and doctoral dissertation. The obtained data were presented in Table 2.

Table 2

Distribution by Years

| Years | Master's Thesis | | Doctoral Thesis | |
|-------|-----------------|----------------|-----------------|----------------|
| | Frequency (F) | Percentage (%) | Frequency (F) | Percentage (%) |
| 2008 | - | 0.00 | 1 | 6.25 |
| 2009 | - | 0.00 | - | 0.00 |
| 2010 | - | 0.00 | - | 0.00 |
| 2011 | - | 0.00 | 1 | 6.25 |
| 2012 | - | 0.00 | - | 0.00 |
| 2013 | - | 0.00 | - | 0.00 |

| | | | | |
|-------|----|-------|----|-------|
| 2014 | 2 | 6.25 | 4 | 25.00 |
| 2015 | 2 | 6.25 | 1 | 6.25 |
| 2016 | 4 | 12.50 | 2 | 12.50 |
| 2017 | 1 | 3.12 | 2 | 12.50 |
| 2018 | 5 | 15.62 | 3 | 18.75 |
| 2019 | 11 | 34.37 | 1 | 6.25 |
| 2020 | 2 | 6.25 | - | 0.00 |
| 2021 | 3 | 9.37 | - | 0.00 |
| 2022 | 2 | 6.25 | 1 | 6.25 |
| Total | 32 | 100 | 16 | 100 |

In the examination, it was concluded that the highest number of studies among 32 master's theses was conducted in 2019 with a value of 34.37%, and no study on the inquiry-based approach in science teaching was conducted between 2009-2010 and 2012-2013. It was seen that the least study was conducted in 2017 with a value of 3.12%. When 16 doctoral thesis were examined, it was concluded that the highest number of studies was conducted in 2014 with a value of 25.00%; no doctoral thesis were conducted on the subject in 2009, 2010, 2012, 2013, 2020 and 2021. When the data given in Table 2. were examined, it is concluded that the number of studies increases with the passing of the year when looking at the frequency values of the studies according to the years.

Findings Related to Methodology

The distribution of the postgraduate studies published between 2008 and 2022 according to the research type; quantitative, qualitative, mixed research types were examined, and frequency and percentage values were calculated separately as master's and doctoral theses. The obtained data were presented in Table 3.

Table 3
Distribution by Research Type

| Research Type | Master's Thesis | | Doctoral Thesis | |
|---------------|-----------------|----------------|-----------------|----------------|
| | Frequency (F) | Percentage (%) | Frequency (F) | Percentage (%) |
| Quantitative | 16 | 50.00 | 8 | 50.00 |
| Qualitative | 4 | 12.50 | 3 | 18.75 |
| Mixed | 12 | 37.50 | 5 | 31.25 |
| Total | 32 | 100 | 16 | 100 |

When Table 3. was examined, it was found that mixed method was used in 12 theses, qualitative method in 4 theses and quantitative method in 16 theses. It was observed that quantitative research method had the highest rate of use in published master's theses. It was observed that qualitative research was not preferred much in master's theses. In doctoral theses, mixed method was used in 5 theses, qualitative method in 3 theses and quantitative method in 8 theses. It was observed that quantitative research method had the highest rate of use in published doctoral dissertations, while qualitative research method was least preferred in doctoral thesis. If we look at the research methods used in doctoral and master's theses as a whole, the vast majority of the studies were conducted with quantitative research method, and qualitative research method was not preferred much in the studies.

The distribution of postgraduate studies published between 2008 and 2022 according to the research model were examined and frequency and percentage values were calculated separately for master's and doctoral theses. The data obtained as a result of the analysis were presented in Table 4.

Table 4
Distribution by Research Model

| Research Model | Master's Thesis | | Doctoral Thesis | |
|---------------------|-----------------|----------------|-----------------|----------------|
| | Frequency (F) | Percentage (%) | Frequency (F) | Percentage (%) |
| Full Experimental | 2 | 6.25 | - | 0.00 |
| Quasi-Experimental | 12 | 37.50 | 7 | 43.75 |
| Single Sample | - | 0.00 | 1 | 6.25 |
| Survey | 2 | 6.25 | - | 0.00 |
| Action Research | 1 | 3.13 | 2 | 12.50 |
| Case Study | 4 | 12.50 | 1 | 6.25 |
| Explainer | - | 0.00 | 1 | 6.25 |
| Explanatory | 1 | 3.13 | - | 0.00 |
| Convergent parallel | 2 | 6.25 | 1 | 6.25 |
| Embedded | 7 | 21.88 | 3 | 18.75 |
| Multiphase | 1 | 3.13 | - | 0.00 |
| Total | 32 | 100 | 16 | 100 |

When Table 4. was examined, it was found that the quasi-experimental research model was the most preferred model with a distribution of 37.50%. This research model is followed by embedded, case study, single sample and survey model. In doctoral dissertations, the quasi-experimental research model with a distribution of 43.75% was the most preferred model. This research model was followed by embedded and action research model. Considering the thesis levels, it was determined that in both master's and doctoral theses, the quasi-experimental research model was used the most. While experimental, survey, explanatory and multiphase models were preferred in master's theses, they were not preferred in doctoral theses.

The distribution of postgraduate studies published between 2008 and 2022 were examined according to the sample size, and frequency and percentage values were calculated separately as master's and doctoral studies. The data were presented in Table 5.

Table 5
Distribution According to Sample Size

| Sample Size | Master's Thesis | | Doctoral Thesis | |
|---------------|-----------------|----------------|-----------------|----------------|
| | Frequency (F) | Percentage (%) | Frequency (F) | Percentage (%) |
| 0 - 50 | 11 | 34.38 | 7 | 43.75 |
| 51 - 100 | 17 | 53.13 | 6 | 37.50 |
| 101 - 150 | - | 0.00 | 2 | 12.50 |
| 151 - 200 | 2 | 6.25 | - | 0.00 |
| 201 - 250 | - | 0.00 | 1 | 6.25 |
| 251 - 300 | - | 0.00 | - | 0.00 |
| 301 - 350 | 1 | 3.13 | - | 0.00 |
| 351 and above | 1 | 3.13 | - | 0.00 |
| Total | 32 | 100 | 16 | 100 |

When the preferred sample sizes in Table 5. was examined, it was found that the highest number of sample in master's theses was the range of 51-100 with a value of 53.13%. There was no studies in the 101-150, 201-250 and 251-300 range in master's theses. It was found that the range with the lowest percentage in master's theses was 301-350 and 350 and above. In doctoral theses, unlike master's theses,

the number of theses in the range of 0-51 was higher with a value of 43.75% and there was no study with more than 250 sample.

The distribution of graduate studies published between 2008 and 2022 were examined according to the sample level, and frequency and percentage values were calculated separately as master's theses and doctoral dissertations. The obtained data were presented in Table 6.

Table 6
Distribution According to Sample Level

| Sample Level | Master's Thesis | | Doctoral Thesis | |
|--------------------|-----------------|----------------|-----------------|----------------|
| | Frequency (F) | Percentage (%) | Frequency (F) | Percentage (%) |
| Primary School (3) | 1 | 3.13 | - | 0.00 |
| Primary School (4) | 1 | 3.13 | - | 0.00 |
| Middle School (5) | 4 | 12.50 | 2 | 11.76 |
| Middle School (6) | 4 | 12.50 | 1 | 5.88 |
| Middle School (7) | 8 | 25.00 | 4 | 23.53 |
| Middle school (8) | - | 0.00 | 2 | 11.76 |
| Undergraduate | 8 | 25.00 | 6 | 35.29 |
| Teachers | 6 | 15.63 | 2 | 11.76 |
| Total | 33 | 100 | 17* | 100 |

* In some studies, more than one sample level was used.

When the sample levels in Table 6. was examined, it was observed that most of the master's theses were conducted on secondary school 7th grade and undergraduate students with a value of 25.00%. It was found that 8th grade students were not included in master's theses and the least preferred sample level was 3rd and 4th grade. In doctoral dissertations, the sample level was mostly undergraduate students with a distribution of 35.29%. It was found that primary school 3rd and 4th grade students were not included in doctoral studies. The least preferred sample level among the sample levels included in the study was found the 6th grade level of secondary school.

Findings Related to Data Collection Method Information

The distribution of graduate studies published between 2008 and 2022 were examined according to data collection tools, and frequency and percentage values were calculated separately for master's and doctoral studies. The obtained data were presented in Table 7.

Table 7
Distribution According to Data Collection Tools

| Data Collection Tools | Master's Thesis | | Doctoral Thesis | |
|------------------------|-----------------|----------------|-----------------|----------------|
| | Frequency (F) | Percentage (%) | Frequency (F) | Percentage (%) |
| Self-Efficacy Scale | 4 | 4.55 | 4 | 6.06 |
| Attitude Scale | 4 | 4.55 | 8 | 12.12 |
| Anxiety Scale | 1 | 1.14 | 2 | 2.04 |
| Perception Scale | 5 | 5.68 | 4 | 6.06 |
| Motivation Scale | 2 | 2.27 | 2 | 3.03 |
| Environment Scale | 1 | 1.14 | - | 0.00 |
| Belief Scale | - | 0.00 | 1 | 1.52 |
| Critical Thinking | 2 | 2.27 | 2 | 3.03 |
| Disposition Scale | 2 | 2.27 | 2 | 3.03 |
| Conceptual | 5 | 5.68 | 5 | 7.58 |
| Understanding Test | 5 | 5.68 | 5 | 7.58 |
| Science Process Skills | 10 | 11.37 | 4 | 6.06 |

| Test | | | | |
|--------------------------------------|-----|-------|-----|-------|
| Scientific Literacy Test | 1 | 1.14 | - | 0.00 |
| Metacognitive Awareness Scale | 2 | 2.27 | 2 | 3.03 |
| Science Teaching Scale | 2 | 2.27 | - | 0.00 |
| Achievement Test | 7 | 7.95 | 8 | 12.12 |
| Mental States Examination | - | 0.00 | 1 | 1.52 |
| Creative Thinking Test | 3 | 3.41 | 2 | 3.03 |
| Kolb Learning Style Inventory | 2 | 2.27 | - | 0.00 |
| Survey | 4 | 4.55 | 2 | 3.03 |
| Semi-structured interview form | 17 | 19.32 | 11 | 16.67 |
| Observation Form | 2 | 2.27 | 1 | 1.52 |
| Diary | 1 | 1.14 | 2 | 3.03 |
| Photo and Video | - | 0.00 | 1 | 1.52 |
| Worksheets | 8 | 9.09 | 3 | 4.55 |
| Student Assignments | 1 | 1.14 | - | 0.00 |
| Misconceptions Identification Test | 1 | 1.14 | - | 0.00 |
| Self-Regulation Skill Scale | 1 | 1.14 | - | 0.00 |
| Logical Thinking Group Test | 1 | 1.14 | - | 0.00 |
| Innovative Science Experiments Scale | - | 0.00 | 1 | 1.52 |
| Scale Unused | 1 | 1.14 | - | 0.00 |
| Total | 88* | 100 | 66* | 100 |

*In some studies, more than one data collection tool was used.

When the distribution of master's and doctoral theses according to the data collection tools given in Table 7 was examined, the Semi-structured interview form was used the most in master's theses with a value of 17.05%. This was followed by the Science Process Skills Test with 11.37% and the worksheets with 9.09%. In doctoral theses, the most used tools was semi-structured interview form with 16.67%. It was found that the semi-structured interview form tool used in the studies was the most used data collection tool in master's theses with a value of 19.32% and in doctoral theses with a value of 16.67%.

Findings Related to Data Analysis Method

The distribution of graduate studies published between 2008 and 2022 according to the type of data analysis method used in the research were examined, and frequency and percentage values were calculated separately as master's and doctoral studies. The obtained data were presented in Table 8.

Table 8
Distribution According to Type of Data Analysis Method

| Type Of Data Analysis Method | Master's Thesis | | Doctoral Thesis | |
|---|-----------------|----------------|-----------------|----------------|
| | Frequency (F) | Percentage (%) | Frequency (F) | Percentage (%) |
| Qualitative Data Analysis Method | 22 | 26.50 | 20 | 39.22 |
| Descriptive Analysis | 13 | 15.66 | 8 | 15.69 |
| Content Analysis | 9 | 10.84 | 12 | 23.53 |

| Quantitative Data Analysis Method | 61 | 73.50 | 31 | 60.78 |
|--|-----------|--------------|-----------|--------------|
| Dependent Samples t-Test | 16 | 19.28 | 7 | 13.73 |
| Independent Samples t-Test | 13 | 15.66 | 8 | 15.69 |
| Mann Whitney U Test | 4 | 4.82 | 1 | 1.96 |
| Wilcoxon Test | 4 | 4.82 | 3 | 5.88 |
| Kolmogrov-Smirnov and ShapiroWilks | 7 | 8.43 | 2 | 3.92 |
| Paired Sample t-Test | 1 | 1.20 | - | 0.00 |
| ANOVA | 5 | 6.02 | 2 | 3.92 |
| ANCOVA | 5 | 6.02 | 4 | 7.84 |
| MANCOVA | - | 0.00 | 3 | 5.88 |
| Pearson Moment Correlation | 1 | 1.20 | - | 0.00 |
| Kaiser-Meyer-Olkin Test | 1 | 1.20 | - | 0.00 |
| Shapiro-Wilk | 4 | 4,82 | 1 | 1.96 |
| Total | 83* | 100 | 51* | 100 |

*In some studies, more than one data analysis method was used.

In Table 8., frequency and percentage values showing the distribution according to the type of data analysis method were examined. In master's theses, the dependent samples t-test with a distribution of 19.28% was used as the data analysis method type, followed by independent samples t-test with 15.66%, descriptive analysis with 15.66% and content analysis with 10.84%. In doctoral dissertations, the most commonly used data analysis method was content analysis with a value of 23.53 %.

DISCUSSION

When the distribution of postgraduate studies on inquiry-based learning approach in science teaching according to the title of the theses, it was determined that master's theses were more in number than doctoral theses. Köseoğlu (2018) conducted a content analysis of the postgraduate studies conducted in the science teaching discipline and found that the majority of the postgraduate theses were at the master's level. Sünger (2019), in his study on the concept of augmented reality, found that master's theses were more numerous than doctoral theses. Tok (2019) reached the same findings in his study in which he conducted a content analysis of the studies on science teaching in Turkey. The results of Özarıslan (2019), who examined mathematics and science education together in Turkey, also support the findings. Similar studies that concluded that the number of master's theses is higher than the number of doctoral theses coincide with this result of the study (Genç, 2020). Based on these results, the fact that master's studies are more than doctoral studies can be explained by the fact that the number of master's students is higher than the number of doctoral students (Yavuz, 2016). In addition, the fact that doctoral theses are more difficult, comprehensive and time-consuming to write than master's theses supports the increase in master's studies.

It was determined that 81 postgraduate studies on inquiry-based learning were conducted in Turkey. 48 postgraduate study were conducted in science education. It was determined that the first postgraduate study in Turkey was completed in 2008. It was determined that master's studies were mainly conducted in 2019 and doctoral studies were conducted in 2014. In recent years, there has been a significant increase in the number of theses. It was determined that 11 graduate studies were conducted between 2008-2015 and 37 graduate studies were conducted between 2015-2022. Since 2014, the number of graduate studies on inquiry-based learning approach in science education has increased. Tok (2019), in his study on science teaching in Turkey, examined the studies conducted between 2008-2018 and concluded that the number of studies conducted has increased since 2013. The increase in studies on science education since 2013 is in line with the findings of this study.

When the research method of the postgraduate studies on inquiry-based learning approach in science education were examined, it was concluded that the highest distribution was in quantitative research method. This method was followed by mixed research method. The least preferred research method in the studies was qualitative research method. This result is similar to the results of Kula and Sadi's (2016) content analysis of 363 articles in order to determine the trends in science education in Turkey. It was found that mixed research method was preferred more in doctoral studies than in master's studies. This may have provided deeper information and increased data diversity by supporting the quantitative data with qualitative data.

It was concluded that the most preferred research model in the postgraduate studies was the quasi-experimental design. When the literature was examined, Evrekli et al. (2011) stated that the experimental design was mostly preferred in their study in which postgraduate theses in the field of science education conducted between 2005-2009 were examined. Chang & Hsieh (1997) concluded that experimental design was preferred more in their study of doctoral dissertations. In qualitative studies, it was determined that the most preferred research model was case study (Küçüközer, 2016). These studies are in parallel with the findings obtained in this study. It can be said that the fact that the experimental design model is preferred more than other research models in the studies conducted is due to the fact that the data can be accessed more easily and the data can be analyzed in a shorter time.

Considering the sample size of postgraduate studies, it was concluded that the distribution in master's theses was more in the range of 51-100 sample, while the distribution in doctoral studies was more in the range of 0-51 sample. Polat (2013) examined 34 master's theses in science education and concluded that the highest distribution was in the range of 51-100 sample with a rate of 41.2%. Yavuz (2016) reached similar results in the number of samples in doctoral dissertations. Bayraklı (2019) conducted a content analysis of master's theses conducted with experimental research in science education and found that the number of 31-60 individuals was preferred the most, while the number of 91 or more individuals was the least. The reason for this situation may be that the experimental research method is preferred in most of the postgraduate studies. In the experimental research method, there are two groups, an experimental group and a control group, and in order to analyze the data on these groups, there should be at least 25-30 people in each group. This explains why the sample size is over-distributed in the range of 51-100 people (Köseoğlu, 2018).

Considering the sample level of the postgraduate theses used in the study, it was found that more studies were conducted on secondary school 7th grade and undergraduate students. The least studies were conducted at the level of primary school and secondary school 8th grade. A study in parallel with this study belongs to Bayraklı (2019). In his study titled Content analysis of master's theses conducted with experimental research method between 2008-2018 in the field of science education, found that the highest sample level consisted of students at the 7th grade level of secondary school. Küçükoğlu & Ozan (2013) found that secondary school students and undergraduate students were more preferred in terms of sample level in their study. The fact that the sample of middle school students is easily accessible and more in number is an advantage for the researchers. Since the science course takes place in secondary education, it is inevitable to conduct studies on student groups at this level. The reason why 8th grade students were not included much in the studies can be attributed to the high school transition exams.

When the postgraduate studies were examined, it was concluded that interview form, SPS scale, achievement test and conceptual understanding tests were preferred more than other data collection tools. Yavuz (2016) found that interview forms were mostly used as data collection tools in postgraduate studies on project-based instruction in the field of science education in Turkey. Parallel results were found in Sünger's (2019) study in which he analyzed the studies in the field of science education. When Özarslan (2019) examined the studies that addressed the fields of mathematics and science education

together in Turkey, he concluded that achievement tests were mostly used as data collection tools. Kabuklu & Kurnaz (2019) also found that the most preferred data collection tool was the interview form.

When the postgraduate studies on inquiry-based learning approach in science teaching were examined, in some studies, more than one type of data analysis method was used, and it was concluded that dependent samples t-test, independent samples t-test and descriptive analysis types were used more in data analysis method types. In their study, Gülbahar & Alper (2009) found that descriptive analysis, t-test and ANOVA were used more in data analysis method types. Similar results were found in the literature review (Küçüközer, 2016; Polat, 2013; Kula & Sadi, 2016).

While descriptive analysis and t-tests were used more in master's studies, descriptive analysis and content analysis method types were used more in doctoral studies. Güngör & Saraçoğlu (2023) reached parallel results with the findings of the study. The reason for the high number of descriptive analysis and content analysis studies can be considered as the use of quantitative + qualitative data analysis methods together in studies using the mixed research model, which enables quantitative data to be supported by qualitative data (Kaya, 2022).

SUGGESTIONS

Based on the results obtained from the process and discussion part of the research, some suggestions were presented for new researchers who will conduct studies in graduate thesis applications related to the inquiry-based learning approach used in science.

It is suggested that studies on inquiry-based learning approach in science teaching should be increased in future studies. In addition, it is also recommended that content analysis studies related to studies on inquiry-based learning approach in science education should be conducted periodically.

When the postgraduate theses on inquiry-based learning approach in science teaching were examined according to the research model, it was found that the distribution was highly quantitative. It is recommended that studies using different research models should be increased in future studies.

It was determined that the majority of postgraduate theses were conducted with secondary school and undergraduate students. It is recommended that the sample level of the studies should be more at the primary school level. In addition, when we consider the educational life of students, we come across the relationship between school, family and teacher. For this reason, studies in which school administrators and parents are selected as samples can be conducted.

It was determined that the majority of postgraduate theses are master's studies. It is noteworthy that there are few studies conducted at the doctoral level. It is recommended that doctoral studies, which are original studies and contribute a lot to the field, should prefer inquiry-based learning approach in science teaching as a subject and increase their number.

The number of samples used in the studies examined was between 51-100 sample at the graduate level. Therefore, it was determined that sample groups consisting of a small number of individuals were preferred. It is recommended to use different sample groups and increase the sample size in future studies.

In the research, it was found that interview form and achievement test were mostly preferred as data collection tools. It was seen that the number of studies in which more than one data collection tool was used was less than the studies in which one data collection tool was used. In future studies, it is recommended that more than one data collection tool should be used to increase the validity and reliability of the studies by providing data diversity.

Ethic

This study is based on the master's thesis entitled “A content analysis related to theses about inquiry-based teaching in science education between 2008 – 2022”, submitted under the supervision of Hayriye Nevin GENÇ on 22 March 2023 date.

Ethics Committee Approval

The main data source documents of this study are the postgraduate theses included in the research. Systematic content analysis of these documents was conducted in the study. Therefore, this study does not require ethics committee permission.

Author Contributions

Research Design (CRediT 1) Author 1 (%50) – Author 2 (%50)

Data Collection (CRediT 2) Author 1 (%80) – Author 2 (%20)

Research - Data analysis - Validation (CRediT 3-4-6-11) Author 1 (%60) – Author 2 (%40)

Writing the Article (CRediT 12-13) Author 1 (%50) – Author 2 (%50)

Revision and Improvement of the Text (CRediT 14) Author 1 (%20) – Author 2 (%80)

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Conflict of Interest

The authors declare that they have no conflict of interest.

Sustainable Development Goals (SDG)

Sustainable Development Goals: Does not support

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APPENDIX

| Rank | Examined Dissertation |
|------|--|
| 1 | Açıkgöz, D. (2019). <i>Investigation of science teachers' attitudes to inquiry-based teaching according to some variables</i> . [Master dissertation]. Amasya University. |
| 2 | Aksoy, Y. (2019). <i>Determining primary school teachers' understanding of inquiry-based science teaching</i> . [Master dissertation]. Muğla Sıtkı Koçman University. |
| 3 | Alakoyun, L. (2020). <i>The effectiveness of process oriented guided inquiry learning in teaching pure substances and mixtures to middle school students</i> . [Master dissertation]. Çukurova University. |
| 4 | Alkış Küçükaydın, M. (2017). <i>An investigation of primary school teachers' pck towards science subjects using an inquiry-based approach</i> . [Doctoral dissertation]. Amasya University. |
| 5 | Arı, Ü. (2017). <i>Investigation of effect of scaffolded inquiry-based instruction</i> . [Doctoral dissertation]. Fırat University. |
| 6 | Athl, H. (2021). <i>The effects of activity-based and inquiry-based education in science education on attitudes, motivation and anxiety of 5th grade students</i> . [Master dissertation]. Gazi University. |
| 7 | Atun, T. (2016). <i>Effect of inquiry based science teaching on self-regulated learning skills development in 5th grade students</i> . [Master dissertation]. Hacettepe University. |
| 8 | Bilir, U. (2015). <i>Impact of inquiry-based learning process on academic achievement of students in science teaching</i> . [Master dissertation]. Uludağ University. |
| 9 | Can, Y. (2019). <i>The effect of inquiry based learning approach on the 7th grade students conceptual understanding of pressure concept</i> . [Master dissertation]. Balıkesir University. |
| 10 | Ceylan, A. (2019). <i>The effect of v-diagram usage on science process skills and general chemistry laboratory perceptions of pre-service science teachers in inquiry based learning environment</i> . [Master dissertation]. Aydın Adnan Menderes University. |
| 11 | Cin, M. (2018). <i>The effect of inquiry based learning with innovative science experiments on student's conceptual understanding level, epistemological beliefs and attitudes towards science course</i> . [Master dissertation]. Dokuz Eylül University. |
| 12 | Coşkun, A. (2021). <i>Examples of science history and its scientific inquiry opinions and</i> |

- science achievements of 7th grade students of investigation-based cell subject teaching effect.* [Master dissertation]. Aydın Adnan Menderes University.
- 13 Çambay, Ö. (2022). *An examination of the effect of guided-inquiry-based instruction on conceptual understanding, inquiry learning skills, and learning styles of students.* [Doctoral dissertation]. Fırat University.
- 14 Çamlıbel, D. (2018). *The effectiveness of teaching methods based on inquiry supported by interactive board in science teaching.* [Master dissertation]. Kırıkkale University.
- 15 Çavuşlu, Z. (2014). *Determining pre-service science teachers' self-efficacy beliefs about inquiry based science.* [Master dissertation]. Çanakkale Onsekiz Mart University.
- 16 Demirkıran, Z. A. (2016). *The effects of research and inquiry-based applications in science studies course.* [Master dissertation]. İstanbul Aydın University.
- 17 Dinçol Özgür, S. (2016). *The effect of inquiry based learning on gifted and talented students' understanding of acids-bases concepts and motivation towards science learning.* [Doctoral dissertation]. Hacettepe University.
- 18 Duban, N. (2008). *Conducting science and technology course through inquiry-based learning approach in primary education: An action research.* [Doctoral dissertation]. Anadolu University.
- 19 Ecevit, T. (2018). *The effectiveness of argumentation based inquiry teaching practices in science teacher education.* [Doctoral dissertation]. Hacettepe University.
- 20 Ercan, E. (2019). *The effect of inquiry based laboratory on students' self efficacy, creativity perception and science process skills.* [Master dissertation]. Hacettepe University.
- 21 Gedik, İ. (2019). *The effect of inquiry based learning approach on conceptual change and durability processes of middle school 6th grade students about the concept of density.* [Master dissertation]. Balıkesir University.
- 22 Güney, S. (2017). *Investigation of teacher feedbacks in inquiry based learning in science classes.* [Master dissertation]. Adnan Menderes University.
- 23 Güney, T. (2015). *The effect of simulation aided science laboratory applications based on inquiry on science process skill: An example of the force and motion unit.* [Master dissertation]. Kırıkkale University.
- 24 Kaplan Parsa, M. (2016). *Effect of collaborative inquiry-based learning environment on creative thinking, inquiry learning skills, attitudes towards Science and Technology lesson.* [Doctoral dissertation]. Marmara University.
- 25 Karapınar, A. (2016). *The impact of inquiry-based learning environment on scientific process skills, inquiry skills and scientific reasoning skills of pre-service teachers.* [Master dissertation]. Celal Bayar University.
- 26 Kayacan, K. (2014). *The effect of inquiry based learning enriched with self regulated activities on preservice science teachers ' conceptual understanding about force and motion and academic self efficacy.* [Doctoral dissertation]. Gazi University.
- 27 Keçeci, G. (2014). *The effects of inquiry-based science teaching on students' science process skills and attitudes.* [Doctoral dissertation]. Fırat University.
- 28 Kırıcı, M. G. (2019). *The effect of STEM supported research questioning based learning*

- approach on the conceptual understanding and scientific creativity of 7th grade students.* [Master dissertation]. Van Yüzüncü Yıl University.
- 29 Kırıktaş, H. (2014). *The effect of inquiry based science teaching on pre-service-science teachers' academic achievement, science process skills and attitudes towards biology laboratory practice.* [Master dissertation]. Dokuz Eylül University.
- 30 Kırılmazkaya, G. (2014). *The effects of web based inquiry science teaching development on preservice teachers concept learning and scientific process skills.* [Doctoral dissertation]. Fırat University.
- 31 Koyunlu Ünlü, Z. (2015). *An action research of supporting inquiry learning with instruction technologies in science and technology course.* [Doctoral dissertation]. Gazi University.
- 32 Oktan, S. (2022). *Reflections on guided inquiry based science laboratory applications.* [Master dissertation]. Akdeniz University.
- 33 Ordu, S. (2019). *Determining science teachers epistemological beliefs and exploring their influence on science teachers practices.* [Master dissertation]. Zonguldak Bülent Ecevit University.
- 34 Ozan, C. E. (2018). *Effective learning based on guided inquiry in science education.* [Master dissertation]. Amasya University.
- 35 Öz, R. (2015). *The effect of science center applications developed according to inquiry based learning approach on 7th graders' academic achievement, scientific literacy and skills of inquiry learning.* [Master dissertation]. Marmara University.
- 36 Özer, M. (2019). *Evaluation of effect of technology supported inquiry based science teaching: Light and sound example.* [Master dissertation]. Giresun University.
- 37 Saka, T. (2018). *Development and evaluation of teacher workbook material based on guided inquiry for teaching 5th grade physic topics.* [Doctoral dissertation]. Trabzon University.
- 38 Salur, İ. (2019). *The effect of inquiry based teaching tezDetay.jspon science teacher candidates' achievements, inquiry learning and critical thinking skills.* [Master dissertation]. Necmettin Erbakan University.
- 39 Saylan Kırmızıgül, A. (2019). *The comparison of computer-aided, activity-based and inquiry-based teaching approaches in science education.* [Doctoral dissertation]. Erciyes University.
- 40 Silsüpür, T. (2022). *Investigation of in- Service primary teachers' self-efficacy beliefs on inquiry-based teaching.* [Master dissertation]. Kırıkkale University.
- 41 Şahintepe, S. (2018). *The effect of inquiry based learning approach on the students' metacognitive awareness and science process skills.* [Master dissertation]. Afyon Kocatepe University.
- 42 Tuncar, M. (2019). *Inquiry-based learning components in Turkey and Singapore's 3'rd grade science curriculum.* [Master dissertation]. Hacettepe University.
- 43 Ulu, C. (2011). *The effect of using inquiry based approach known as the science writing heuristic on concept learning, science process and metacognition skills in science teaching.* [Doctoral dissertation]. Marmara University.

- 44 Usta Gezer, S. (2014). *The effects of reflective inquiry based general biology laboratory activities' on preservice science teachers' laboratory self-efficacy perceptions, critical thinking tendencies and scientific process skills*. [Doctoral dissertation]. Marmara University.
- 45 Uysal, M. G. (2019). *The effect of technology integrated inquiry based teaching approach to secondary school students 'conceptual understanding of eclipses*. [Master dissertation]. Balıkesir University.
- 46 Ünal, A. (2018). *Effects of the inquiry based and social network aided laboratory activities on students' various perceptions, attitudes and success*. [Doctoral dissertation]. Kastamonu University.
- 47 Ünlü, P. (2021). *Reflections of prospective science teachers on science practices at home based on open ended inquiry*. [Master dissertation]. Akdeniz University.
- 48 Varlı, B. (2018). *The effect of inquiry based learning approach to science success, inquiry, self regulation and meta cognitive skills*. [Master dissertation]. Amasya University.
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The Impact of Extensive Listening on Listening Anxiety, Listening Skills and Attitude towards English Courses

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ABSTRACT

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Listening anxiety,
Attitude.

This study aimed to explore the effects of extensive listening (EL) to podcasts on English as a foreign language (EFL) learners' listening anxiety, listening proficiency and attitudes towards English school lessons. Two intact classes with a total of 45 female tenth graders were assigned as the experimental and control groups of the study. At the outset of the study, the participants' level of listening competence was measured through the Key English Test (KET) developed by Cambridge University. The "Foreign Language Listening Anxiety Scale" (FLLAS) and the "Scale of Attitudes towards English Courses" (SATEC) were administered subsequently to both groups. The experimental group received the treatment including 15 podcasts for EL practice. All the quantitative measurements were repeated after the treatment. Quantitative data was triangulated through semi-structured interviews with a sub-sample of 10 students. The results demonstrated that the students in the experimental group significantly improved their listening comprehension skills. The treatment reduced students' listening anxiety while the reverse was true for the students in the control group receiving traditional second/foreign language (L2) instruction only. The findings of the study encourage L2 teachers to consider authentic input, namely podcasts, as a source of reducing students' listening anxiety and improving listening proficiency. The fact that students' attitudes remained stable in both groups provides guidance for future research.



Kapsamlı Dinlemenin Dinleme Kaygısı, Dinleme Becerisi ve İngilizce Dersine Yönelik Tutum Üzerindeki Etkisi

Makale Bilgisi

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Tutum.

ÖZET

Bu çalışma, podcastleri kapsamlı dinleme olarak uygulamanın, yabancı dil olarak İngilizce öğrenen öğrencilerin dinleme kaygısı, dinleme yeterliliği ve İngilizce okul derslerine yönelik tutumları üzerindeki etkilerini araştırmayı amaçlamıştır. Araştırmanın deney ve kontrol grubuna toplam 45 onuncu sınıfta öğrenim gören kız öğrencinin bulunduğu iki sınıf atanmıştır. Araştırmanın başlangıcında katılımcıların dinleme yeterliliği düzeyi Cambridge Üniversitesi tarafından geliştirilen Key English Test ile ölçülmüştür. Daha sonra her iki gruba da “Yabancı Dil Dinleme Kaygısı Ölçeği” ve “İngilizce Derslerine Yönelik Tutum Ölçeği” uygulanmıştır. Deney grubundan okul dışında 15 podcast dinlemeleri istenmiştir. Uygulamadan sonar tüm nicel ölçümler tekrarlandı. Üçgenleme yöntemi nicel verilerin 10 öğrenciden oluşan bir alt örnekleme yapılan yarı yapılandırılmış görüşmeler yoluyla gerçekleştirildi. Sonuçlar, deney grubundaki öğrencilerin dinlediğini anlama becerilerini önemli ölçüde geliştirdiklerini gösterdi. Uygulama öğrencilerinin dinleme kaygısını azaltırken, yalnızca geleneksel ikinci / yabancı dil eğitimi alan kontrol grubundaki öğrenciler için bunun tersi geçerliydi. Araştırmanın bulguları ikinci dil öğretmenlerini, öğrencilerin dinleme kaygısını azaltacak ve dinleme yeterliliğini geliştirecek bir kaynak olarak podcastler gibi özgün girdileri dikkate almaya teşvik etmektedir. Öğrencilerin tutumlarının her iki grupta da sabit kalması gelecekteki araştırmalar için yol gösterici niteliktedir.

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INTRODUCTION

Acquiring a second language depends on how much language learners are exposed to the target language and what language learners are provided with in the language learning process. This process can be facilitated by the use of authentic materials not only during instruction but also outside the classroom. Having acknowledged its benefits in terms of confidence and motivation as a result of vocabulary acquisition and grasping grammatical rules implicitly (Reinders & Cho, 2010), as with extensive reading (Elley, 1991; Pigada & Schmitt, 2006), extensive listening (EL) has gained popularity in the last decade (Renandya & Jacobs, 2016). Ivone and Renandya (2019) defined EL as a method that facilitates listening to a high amount of comprehensible and enjoyable input in the target language. Since EL is listening practice beyond the school, it extends the time foreign language learners are exposed to the target language. EL can improve word recognition skills (Renandya & Jacobs, 2016), thereby developing listening fluency (Rodgers, 2016). The basic difference between intensive listening (IL) and EL is mainly implemented during language courses and involves a focus on details. Therefore, it not only provides rather restricted amount of input but also fails to encourage learner autonomy. EL, on the other hand, contributes to learner independence by providing language learning opportunities outside the classroom (Ivone & Renandya, 2019). Bearing in mind that anxiety can be related to the context (Kimura, 2017) language learners may be less anxious when listening to the foreign language in non-formal settings.

In tandem with advancing technology, language learning has gone beyond the classroom and language learners can easily get access to a great variety of digital materials for L2 practice (Vonkova et al., 2021). The use of digital sources such as podcasts (i.e., digital audio files) and vodcasts (i.e., podcasts with video content), classified as authentic support materials in educational contexts, has attracted considerable attention in non-native language learning contexts since then. As podcasts are the study materials of the current implementation, vodcasts are not relevant to this study. Podcasts as learning sources foster motivation by promoting learner autonomy (O'Bryan & Hegelheimer, 2007). Regarding repeated listening opportunities with no time and space constraints (Evans, 2008) and without feeling the stress encountered during face-to-face instruction (Buckingham, 2017), listening to podcasts outside school can be an enjoyable way to improve listening fluency and reduce listening anxiety.

Recently, numerous studies have employed EL as a source of improving listening skills in L2 teaching (e.g., Alm, 2013; Chang & Millett, 2016; Gavenila et al., 2021; Karlin & Karlin, 2021; Lee & Cha, 2017; Rahimi & Soleymani, 2015; Saeeddakhtar et al., 2021). Alm (2013), for example, examined the effects of using podcasts for EL practice. The study revealed positive student attitudes towards using podcasts for listening practice. Moreover, implementation was found to foster learners' listening strategy use. Similar conclusions were drawn by Lee and Cha (2017) investigating to what extent listening logs affected Korean university students' listening competence. As in Alm's study, writing listening logs performed as EL practice by students consisted of three phases: listening to materials, writing about the listening material and reflection on listening competence. According to the results, writing listening logs had a significant impact on listening skills. Likewise, students' self-confidence and attitudes towards listening practice were affected positively.

Furthermore, Chang and Millett (2016) investigated the effect of performing EL activities in Taiwanese university context. It was concluded that the more listening activities students completed the more they improved their listening competence in the target language. Another study yielding positive results related to EL in higher education contexts was conducted by Karlin and Karlin (2021) in Japan. The study compared the impact of IL and EL on listening comprehension skills. The study also showed that the use of audiobooks for EL practice significantly improved listening proficiency. Evidence supporting EL in terms of reducing listening anxiety was also reported from Iranian context. Rahimi and

Soleymani (2015) focused on the effect of mobile learning through podcasts on students' listening anxiety and listening comprehension skills. Their study indicated that, in comparison to desktop computers, the use of mobile devices for EL practice enhanced listening competence while reducing listening anxiety. Gavenila et al. (2021) similarly highlighted that feeling less anxious during EL activities had a positive impact on listening skills. Saeeddakhtar et al. (2021) also endorsed a positive relationship between EL practice and vocabulary learning. Additionally, they found that listening to podcasts, in particular outside the class, had a positive influence on listening skills and vocabulary learning.

Few studies reported conflicting results related to students' motivation or listening anxiety while performing EL (e.g., Chang, 2010; Şendağ et al., 2019). For instance, Chang (2010) examined in the Taiwanese context whether listening anxiety would decrease when listening skills improved and determined that the participants in the EL group outperformed the formal instruction group in listening comprehension tasks. Notably, their level of listening anxiety was higher after the treatment due to novelty and being exposed to a high quantity of listening practice for the first time. Similarly, a study revealing the challenges of implementing digital materials in EL practice in foreign language learning was undertaken in the Turkish context. Şendağ et al. (2019) conducted a quasi-experimental study exploring the impact of using podcasts in teacher-led IL, i.e., listening practice during instruction, and mobile-assisted EL in higher education. The study pointed out that the use of podcasts in instructor-led IL improved listening and speaking skills. However, participants in the EL group reported negative factors such as difficulty in arranging a quiet study place and lack of motivation fostered by an instructor.

On the other hand, evidence supporting the concept of using podcasts for listening practice was reported from a Turkish high-school context. Şengül (2014) examined whether the use of podcasts had an effect on 9th-grade students' listening skills and attitudes toward learning a foreign language and found a positive relationship. Furthermore, a study investigating the use of digital materials in terms of enhancing listening competence was conducted by Gönülal (2020). The study showed that while increasing motivation, listening to digital materials improved students' listening skills and pronunciation. Similarly, Polat (2019) compared the influence of employing podcasts and non-authentic videos on Turkish university students' listening proficiency and listening anxiety. The researcher found that students with a higher level of foreign language competence profited more from the implementation in terms of improving listening skills and experiencing reduced listening anxiety.

The review of the literature indicated that several studies examined the effect of EL on listening comprehension skills (e.g., Chang & Millett, 2016; Gönülal, 2020; Karlin & Karlin, 2021; Lee & Cha, 2017). However, the impact of listening to podcasts on students' listening anxiety and attitudes toward learning English is rather underexplored and further comparative studies are needed. Thus, the present mixed methods study attempted to examine the impact of EL using podcasts on Turkish EFL learners' listening anxiety, listening comprehension skills and attitudes towards English courses. To the best knowledge of the authors, no study has been conducted in this domain with 10th graders in Turkish context. Accordingly, the research questions below guided this study:

1. How does extensive listening to podcasts affect Turkish EFL students' listening comprehension skills?
2. How does extensive listening to podcasts affect Turkish EFL students' listening anxiety?
3. Does using podcasts impact students' attitudes towards English courses?
4. What are Turkish EFL students' perceptions of listening to podcasts?

METHOD

Research Design

This study involving a two-group pretest-posttest design followed a sequential mixed-methods research design. On the basis of quantitative data, qualitative data was collected subsequently (Cameron, 2009). The aim of using both quantitative and qualitative methods was to better understand the research problem and to shed light on the research questions (Creswell, 2012). The influence of listening to podcasts on students' listening anxiety, listening proficiency and attitudes toward learning English was explored by comparing the scores gathered before and after the intervention. Data was triangulated by using various data collection instruments in the present study (Dörnyei, 2007). Table 1 displays an outline for the research design.

Table 1
Outline of Research Design

| | Experimental Group | | Control Group | |
|------------------------------|--------------------|----------|---------------|----------|
| | Pretest | Posttest | Pretest | Posttest |
| Attitude Scale | X | X | X | X |
| Listening Comprehension Test | X | X | X | X |
| Listening Anxiety Scale | X | X | X | X |
| Implementation | | X | | |
| Interview | | X | | |

Participants

The present study included 45 female tenth graders attending a high school providing education, particularly for female students in Ordu, a city in Turkey. Of the participants selected through 'convenient sampling' (Dörnyei, 2007, p. 98), 23 were attained to the treatment group and 22 to the control group. The participants were sampled as they were easily accessible sources of data for the research on account of workplace and assignment and participation was voluntary.

Research Instruments

Prior to the study, students' past experiences and perceptions related to listening to podcasts were obtained through the following written close-ended questions involving 'yes' and 'no' choices:

1. Have you had any experiences related to listening to podcasts?
 2. Do you think that listening to podcasts can be beneficial in improving listening skills?
- Information collected through this pre-study facilitated comparing students' perceptions before and after treatment.

Quantitative measures

In order to examine students' listening proficiency levels the listening part of the A2 Key Test, previously known as the Key English Test (KET) constructed by Cambridge University, was administered to both groups. The same test was administered after the treatment to answer the first research question examining the impact of listening to podcasts on listening comprehension skills. The A2 Key Test for Schools includes three sections for testing the four basic skills. The listening part, with a duration of 35 minutes, consists of 25 questions. A reliability value of .86 is reported on the website for the listening section of the test. Further quantitative data was collected through two questionnaires. In order to determine students' listening anxiety levels, the "Foreign Language Listening Anxiety Scale"

(FLLAS) developed by Polat and Erişti (2018) was employed to both of the groups before and after the treatment. The scale is composed of 18 items with answers based on a 5-point Likert scale. Polat and Erişti calculated an internal consistency coefficient of .90 (n= 215) which ensured an acceptable level for reliability. The “Scale of Attitudes towards English Courses” (SATEC) with an internal consistency coefficient of .73 (n= 844) designed by Kazazoğlu (2013) containing 27 items with Likert scaled responses was applied to both groups to explore the attitudes towards English courses before and after the treatment. In the present study, the reliability of the SATEC by means of students’ pre-scores was found as $\alpha=0.91$ while it was $\alpha=0.85$ for the FLLAS. Regarding the post-scores, the reliabilities were $\alpha=0.89$ and $\alpha=0.91$ for the SATEC and the FLLAS, respectively. According to these results, the scales indicated a good internal consistency for students’ both pre- and post-scores. Permission to use the scales in the present study was obtained from the researchers.

Reliability analysis and item statistics for scales

The present study applied two scales:

- The Scale of Attitudes Towards English Courses (SATEC)
- The Foreign Language Listening Anxiety Scale (FLLAS)

The item statistics and the reliability analysis for the two scales were conducted on the scores of pre- and post-tests separately and internal consistency results are given in Table 2.

Table 2
Internal Consistency Results as a Reliability Indicator

| | | Cronbach Alpha |
|-----------|-------|----------------|
| Pre-Test | SATEC | 0.914 |
| | FLLAS | 0.853 |
| Post-Test | SATEC | 0.888 |
| | FLLAS | 0.908 |

Qualitative measures

To answer the final research question and gain a comprehensive understanding of students’ perspectives on the intervention, a semi-structured interview was held with 10 voluntary students who received the treatment. Relying on the data obtained from the questionnaires, students with rather different levels of anxiety (i.e., high and low) were individually included in the interview sessions. The interviews were conducted in Turkish, assuming that the students could express their thoughts better in their native language. The study researchers translated the utterances of the interviewed students. The following teacher-developed interview questions sought students’ views about whether EL to podcasts had an effect on listening proficiency by enhancing listening skills:

1. How did you feel while listening to podcast activities?
2. What do you think about the difficulty or ease of the podcasts you listened to?
3. How do you define the effect of listening to podcasts on listening anxiety?
4. How do you describe the level of anxiety you felt before and after listening to podcasts? (high, medium, low)
5. How do you define the impact of listening to podcasts on listening comprehension?
6. Are you planning to continue listening to podcasts in the future?

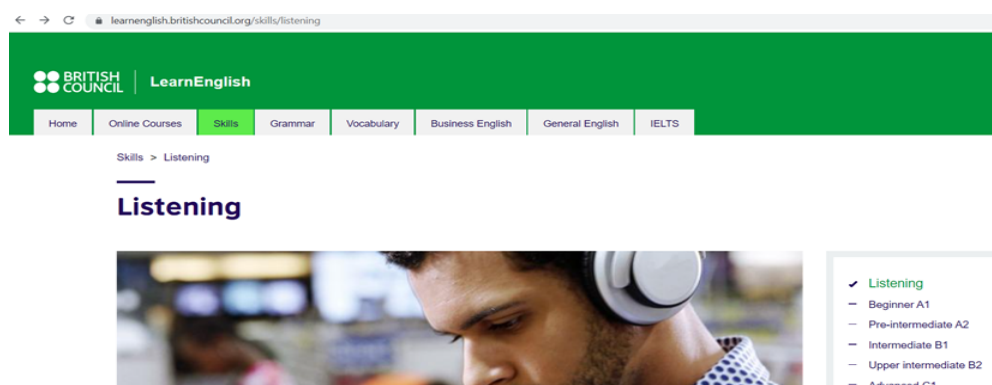
7. Do you think you will recommend your friends to listen to podcasts?
8. Has listening to podcasts affected your attitudes towards English courses?

Procedure

The study applied a listening comprehension test before the treatment to determine the participants' listening proficiency levels. The pretest yielded similar results for all the participants. After having been assured confidentiality and anonymity, students were given consent forms. All the participants received two compulsory English classes per week during which an EFL textbook encompassing various topics based on the four basic skills was utilized. One of the study researchers was the instructor of both groups. Besides this regular instruction following a fixed syllabus, the experimental group was tasked with a total of 15 EL activities which were based on voluntariness and not a part of the grading system. The treatment lasted for seven weeks covering April and May in the school year 2021-2022. The experimental group received a presentation on the use of podcasts and was instructed to listen to 3 podcasts per week outside school. Podcasts used for the implementation were retrieved from the British Council website (<https://learnenglish.britishcouncil.org/skills/listening>). The screenshot of the listening section on the British Council website is shown in Figure 1.

Figure 1

The Screenshot of the Listening Section on the British Council Website



The students in the treatment group listened individually to a total of 15 podcasts and worked on the follow-up questions provided on the website. The treatment involved an easy-to-difficult order of podcasts, yet the students were free to determine the time and place to exercise the EL activities. Intending to reinforce the compulsory instruction (O'Bryan & Hegelheimer, 2007; Stanley, 2006), the content of the podcasts chosen for the intervention was in line with the topics of the pre-determined textbook entitled "Count me in (10)". The first seven podcasts were at the A2 level involving conversations related to different topics such as arranging a meeting, invitations, or understanding explanations. The next eight podcasts were at the B1 level and were dialogues about for example school life or TV series. The duration of each podcast was approximately 5 minutes. Textual support was provided through the transcripts already added to the podcasts on the website.

To examine the impact of the treatment, pretests and posttests were applied to both groups. The same measurements undertaken before the treatment were repeated after the treatment ended to identify the effect of the treatment on listening anxiety, attitudes towards English courses and listening proficiency.

Data Analysis

In the analysis of the quantitative data statistical analysis was employed. Firstly, the data was checked for normality assumption by the Shapiro-Wilk test. The Levene's test was performed to analyze the homogeneity of variances. Cronbach alpha was used as an internal consistency measure for the two scales used in the study. Next, a paired samples t-test was employed to examine whether the pre- and post-scores of the participants indicate any statistically significant difference for the control and experimental group. Finally, an analysis of covariance (ANCOVA) was applied to the students' post-scores by controlling their pre-scores in order to see the efficacy of the podcast listening treatment. The effect size was measured by a partial eta squared.

The 'constant comparative method' (Glaser & Strauss, 1967, p.101) was employed in analyzing qualitative data by categorizing it into discrete patterns to formulate a substantive theory. Reading through the transcripts of the semi-structured interviews enabled making a general sense of the data at the outset. During the evaluation process, new data was continuously included in the analysis by grouping similar patterns or forming further theoretical categories. To ensure data accuracy and achieve objectivity, the authors coded the same data independently. Simple agreement calculation yielded a high rate (%90) for intercoder agreement (Geisler & Swarts, 2019). To be more concrete, the sum of agreements was divided by the final number of codes and multiplied by 100. At the final stage, discrepancies were resolved by discussion and necessary changes were made collaboratively.

FINDINGS

First of all, the written questions related to students' past experiences with listening to podcasts and their expectations of the implementation were analyzed. From a total of 23 students in the intervention group, 21 students pointed out that they had not previously listened to podcasts. Nevertheless, as with the two students who knew about podcasts, they believed that listening to podcasts could be beneficial for improving listening skills. The second question also revealed that out of the 21 students who had no experience with podcast listening 2 students doubted its benefits.

The descriptive statistics of scores for both groups

The means, the standard deviations, and the corresponding mean differences of overall scores for the SATEC, the FLLAS, and the listening comprehension test are displayed in Table 3.

Table 3

Descriptive Statistics for Students' Scores

| Group | Scores | Satec | | | Fllas | | | Listening Test | | |
|------------------------|-----------|-------|------|------|-------|------|-------|----------------|-------|-------|
| | | M | SD | Md | M | SD | Md | M | SD | Md |
| Control (n=22) | Pre test | 3.59 | 0.57 | 0.01 | 2.95 | 0.63 | 0.17 | 39.82 | 12.74 | 13.27 |
| | Post test | 3.60 | 0.52 | | 3.13 | 0.75 | | 53.09 | 12.96 | |
| Experimental (n=23) | Pre test | 3.31 | 0.68 | 0.10 | 2.93 | 0.60 | -0.30 | 42.96 | 15.22 | 21.74 |
| | Post test | 3.40 | 0.57 | | 2.63 | 0.51 | | 64.70 | 15.00 | |

M: Mean, SD: Standard deviation, Md: Mean differences

The pre and post score differences for the control and experimental groups

A paired samples t-test was used to examine whether the pre- and post-test scores of the participants in the control group were statistically different. The results indicated a non-significant difference between the pre- and the post-scores obtained from the SATEC and the FLLAS ($t(21)=-0.187$, $p=.85$ and $t(21)=-1.012$, $p=.32$). However, the mean of the pre-scores of the listening comprehension

test ($M=39.82\pm 12.74$) was lower than the mean of the post scores ($M=53.09\pm 12.96$) and this difference was defined as statistically significant at .01 level ($t(21)=-4.383$, $p<.01$).

The same process was repeated for the scores of the treatment group. The results indicated no difference between the scores obtained from the SATEC ($t(22)=-1.405$, $p=.17$). However, the mean of the pre-scores obtained by FLLAS ($M=2.93\pm 0.6$) was determined to be higher than the mean of post-scores ($M=2.63\pm 0.51$) and this difference was recorded as statistically significant at .05 level ($t(22)=2.281$, $p<.05$). It is essential to note that the FLLAS is a scale of measure for anxiety and the items are all negatively worded. That is to say, a decrease in means indicates a decrease of students' listening anxiety. Finally, a significant difference was determined between the mean of pre-scores ($M=42.96\pm 15.22$) and the mean of post-scores ($M=64.70\pm 15.00$) obtained through the listening comprehension test ($t(22)=-8.443$, $p<.01$). The results of the paired samples t- tests for the control and experimental group are provided in Table 4.

Table 4

The Results of the Paired Samples t- Tests for Control (n=22) and Experimental Group (n=23)

| | | M | SD | SE | t- | p- |
|-----------------------------|------------|-------|-------|------|--------|------|
| SATEC control | Pre-Score | 3.59 | 0.57 | 0.12 | - | 0.85 |
| | Post-Score | 3.60 | 0.52 | 0.11 | -0.187 | |
| FLLAS control | Pre-Score | 2.95 | 0.63 | 0.13 | - | 0.32 |
| | Post-Score | 3.13 | 0.75 | 0.16 | -1.012 | |
| Listening test control | Pre-Score | 39.82 | 12.74 | 2.72 | - | 0.00 |
| | Post-Score | 53.09 | 12.96 | 2.76 | -4.383 | |
| SATEC experimental | Pre-Score | 3.31 | 0.68 | 0.14 | - | 0.17 |
| | Post-Score | 3.40 | 0.57 | 0.12 | -1.405 | |
| FLLAS experimental | Pre-Score | 2.93 | 0.60 | 0.12 | - | 0.03 |
| | Post-Score | 2.63 | 0.51 | 0.11 | 2.281 | |
| Listening test experimental | Pre-Score | 42.96 | 15.22 | 3.17 | - | 0.00 |
| | Post-Score | 64.70 | 15.00 | 3.13 | -8.443 | |

The effects of podcast listening treatment

At this stage, an ANCOVA was conducted to analyse the effectiveness of the podcast listening treatment on students' post-scores under the control of their pre-scores. Data was checked for the assumptions before conducting the ANCOVA. Additionally, for each test, the adjusted and unadjusted means and standard errors are presented in Table 5.

Table 5

Unadjusted and Covariate Adjusted Descriptive Statistics for Instruction Type

| | Groups | N | Pre-Scores | | Post-Scores Initial | | Post-Scores Adjusted By Covariate | |
|----------------|--------------|----|------------|-------|---------------------|-------|-----------------------------------|-------|
| | | | M | SE | M | SE | M | SE |
| Listening Test | Control | 22 | 39.818 | 2.716 | 53.091 | 2.763 | 53.976 | 2.532 |
| | Experimental | 23 | 42.957 | 3.173 | 64.696 | 3.127 | 63.849 | 2.476 |
| SATEC | Control | 22 | 3.593 | 0.122 | 3.604 | 0.111 | 3.494 | 0.059 |
| | Experimental | 23 | 3.307 | 0.142 | 3.404 | 0.119 | 3.509 | 0.058 |
| FLLAS | Control | 22 | 2.955 | 0.134 | 3.129 | 0.160 | 3.125 | 0.130 |
| | Experimental | 23 | 2.935 | 0.124 | 2.630 | 0.105 | 2.634 | 0.127 |

ANCOVA results for the listening comprehension test and for each scale are provided in the subsequent tables. The corresponding assumptions are also given under each table.

RQ1: The impact of EL to podcasts on Turkish EFL students' listening comprehension skills

To see whether listening to podcasts led to an improvement in listening proficiency, the scores of the pretest and posttest of the listening comprehension test were compared. The results of ANCOVA indicated a significant impact of the podcast listening treatment on students' post-scores for the listening comprehension test while controlling their pre-scores ($F(1,42)=7.72$, $p<.01$, $\eta^2= .155$). The results obtained through this measurement are given in Table 6.

Table 6
The Results of ANCOVA for the Listening Comprehension Test

| Source | Of Variations | Type III Sum Of Squares | Df | Mean Square | F | Sig. | Partial Squared η^2 | Eta |
|---------------------|---------------|-------------------------|----|-------------|--------|------|--------------------------|-----|
| Pre-scores | | 2590.474 | 1 | 2590.474 | 18.490 | .000 | .306 | |
| Treatment (Podcast) | | 1081.849 | 1 | 1081.849 | 7.722 | .008 | .155 | |
| Error | | 5884.214 | 42 | 140.100 | | | | |

R Squared = .411 (Adjusted R Squared = .383)

The standardized residuals are normally distributed by Kolmogorov Smirnov test, $KS(45)=.081$, $p>.05$

The homogeneity of variances between groups is not violated by Levene's test, $F(1,43)=.002$, $p=.963$

The interaction effect pre-scores * treatment is statistically non-significant as an indication of equal regression slopes $F(1,41)=.991$, $p=.325$.

RQ2: The impact of EL to podcasts on Turkish EFL students' listening anxiety

To explore whether podcast listening affected students' listening anxiety, the "Foreign Language Listening Anxiety Scale" was applied to the groups before and after the treatment. For the scores of the FLLAS, after controlling students' pre-scores, the ANCOVA displayed a statistically significant effect of the treatment on the post-scores ($F(1,42)=7.31$, $p<.05$, $\eta^2= .148$). Estimated marginal mean in the control group ($M=3.13$, $SE=0.13$) was higher than the experimental group mean ($M=2.63$, $SE=0.13$). The results of the analysis run are presented in Table 7.

Table 7
The Results of ANCOVA for FLLAS

| Source | Of Variations | Type Iii Sum Of Squares | Df | Mean Square | F | Sig. | Partial Squared η^2 | Eta |
|---------------------|---------------|-------------------------|----|-------------|-------|------|--------------------------|-----|
| Pre-scores | | 1.854 | 1 | 1.854 | 4.986 | .031 | .106 | |
| Treatment (Podcast) | | 2.716 | 1 | 2.716 | 7.305 | .010 | .148 | |
| Error | | 15.616 | 42 | .372 | | | | |

R Squared = .438 (Adjusted R Squared = .406)

The standardized residuals are normally distributed by Kolmogorov Smirnov test, $KS(45)=.102$, $p>.05$

The homogeneity of variances between groups is not violated by Levene's test, $F(1,37)=3.406$, $p=0.072$

The interaction effect pre scores * treatment is statistically non-significant as an indication of equal regression slopes $F(1,41)=0.124$, $p=0.727$.

RQ3: The impact of using podcasts on students' attitudes towards English courses

To reveal if the intervention and control groups differ in terms of attitude after the treatment pre- and post-scores of the "Scale of Attitudes towards English Courses" were evaluated. Regarding the scores of the SATEC, the ANCOVA results demonstrated that there was no statistically significant effect of the podcast listening treatment on students' post-scores under the control of their pre-scores ($F(1,42)=.31$, $p=.86$, $\eta^2=.001$). The results obtained are provided in Table 8.

Table 8
The Results of ANCOVA for SATEC

| Source | Type III Sum of Squares | Df | Mean Square | F | Sig. | Partial Eta Squared |
|---------------------|-------------------------|----|-------------|---------|------|---------------------|
| Pre-scores | 9.697 | 1 | 9.697 | 129.125 | .000 | .755 |
| Treatment (Podcast) | .002 | 1 | .002 | .031 | .860 | .001 |
| Error | 3.154 | 42 | .075 | | | |

R Squared = .764 (Adjusted R Squared = .747)

The standardized residuals are normally distributed by Kolmogorov Smirnov test, $KS(45)=.100$, $p>.05$

The homogeneity of variances between groups is not violated by Levene's test, $F(1,43)=0.183$, $p=0.671$

The interaction effect pre scores * treatment is statistically non-significant as an indication of equal regression slopes $F(1,41)=0.170$, $p=0.682$.

Overall, the results of the study indicated that, although the implementation did not significantly impact students' attitudes towards English courses, the students in the treatment group performed better than the the students in the control group in regard to listening comprehension skills. While student gains increased by 35% in the control group, students' listening competence improved by 48% in the experimental group. Additionally, the research showed that students in the podcast listening group had a decrease in their listening anxiety levels when compared to those in the control group.

RQ4: Turkish EFL students' perceptions of using podcasts for improving listening skills

Themes (2) and categories (10) emerging from interview data are given in Table 9. In the interview sessions students were given voice and could express their feelings related to the intervention some of which are given subsequently.

Table 9
Students' Views on Listening to Podcasts

| Themes | Categories | Frequency of Codes (N) |
|---|---------------------------|------------------------|
| Positive Views on Listening to Podcasts | Improved listening skills | 10 |
| | Entertaining | 10 |
| | Reduced listening anxiety | 8 |
| | Motivating | 7 |
| | New vocabulary | 4 |
| | Better pronunciation | 3 |
| | Total | 40 |
| Negative Views on Listening to Podcasts | No continuity | 5 |

| | | |
|----------|-------------------------|----|
| Podcasts | Difficult to understand | 3 |
| | High speech rate | 2 |
| | Time consuming | 2 |
| | Total | 12 |

Positive views on listening to podcasts

In general, students held positive perceptions of listening to podcasts (N=40), specifically in terms of improving listening skills. Student (S) 2 offered the following explanation:

'I think that listening to podcasts outside school improves listening skills because you feel more relaxed and you can focus on the content. Furthermore, the more you listen to the target language the better you can develop your own listening strategies.'

Another factor mentioned by all the interviewees (N=10) was enjoyment. As S4 expressed, seeing that they were more successful with time contributed to this feeling:

'I liked listening to podcasts because it was an enjoyable activity. As I listened, I started to understand English. It was also entertaining to talk about the podcasts during the lessons. We listened to the podcasts individually at home but it was also like a whole class activity. Sharing our experiences and feelings was funny and interesting.'

Most interviewees (N=8) endorsed that feeling relaxed while listening to podcasts at home reduced their listening anxiety. Furthermore, the students liked listening to podcasts as they felt more motivated and self-confident during the lessons (N=7). S7 expressed her thoughts as follows:

'What I enjoyed most was that I could listen to the podcasts in a relaxed environment at home and I didn't feel the stress of a formal setting. Formerly, I was really anxious during the listening part of the exams but I realized that I was less anxious during the last exam. I felt better when I got a higher score. Now, I am more self-confident and motivated. I enjoy participating in the lessons and I don't have much listening anxiety.'

Finally, learning new vocabulary (N=4) and improving pronunciation (N=3) were cited as further benefits of listening to podcasts:

'When listening to podcasts you can learn new vocabulary and you can hear how the words are pronounced at the same time. Hence, you can improve your pronunciation.' (S5)

Negative views on listening to podcasts

Indeed, students also reported negative views on listening to podcasts (N=12). Some students (N=5) especially pointed out that language teachers should continuously motivate students to benefit from support materials. Being motivated by a teacher was reported as a precondition for their willingness to continue. They also suggested that if there is no continuity, an improvement of listening skills might be rather limited. S4 explained this point as follows:

'Listening to podcasts can improve listening comprehension but it needs to be done regularly. Courses at school are not sufficient in terms of time. We as students may be reluctant to carry it out on our own, therefore teachers should motivate us to do such activities outside school. In other words, we need the guidance and control provided by language teachers.'

Although the level of the podcasts was mostly considered appropriate, some of them claimed that understanding the podcasts was challenging due to a lack of vocabulary (N=3) and high speech rate (N=2).

'I couldn't understand some parts of the podcasts at first because there were many unknown words. Actually, I think that the speech rate was rather high.' (S3)

Lastly, the time spent on the listening activities was also criticized (N=2):

'We have other classes and sometimes the amount of homework assigned can be too much to allocate time for other activities so it was difficult to arrange the time needed for the tasks.' (S8)

DISCUSSION

The present study attempted to reveal whether listening to podcasts implemented in EL practice affects students' listening proficiency, listening anxiety and attitudes toward learning English. Interestingly, although the participants had almost no familiarity with podcast listening, their usefulness perceptions (Bhattacharjee & Premkumar, 2004), defined as 'perceived usefulness' (Davis, 1989), were generally positive. Similar to the previous studies (e.g., Gönülal, 2020; Polat, 2019; Saeeddakhtar et al. 2021; Şengül, 2014), the results showed that listening to podcasts improved students' listening comprehension skills. Likewise, in this study, the experimental group not only performed significantly better in the listening comprehension test included in the current treatment, most of the students also reported higher grades in the final exam of the compulsory instruction testing students' competence in the basic four skills. Thus, it can be inferred that choosing the listening materials for EL practice in tandem with the curriculum (Stanley, 2006) leads to greater student learning gains. However, the study conducted by Şendağ et al. (2019), showed that the use of podcasts in instructor-led IL improved listening and speaking skills. Moreover, participants in the EL group reported difficulties in arranging a quiet study place and lack of motivation fostered by an instructor.

CONCLUSION

The qualitative data of the study indicated that students' attention and motivation levels were not sufficient enough to improve their listening skills. One important aspect that was mentioned by three of the interviewees of this study needs to be emphasized here. They endorsed that it was of great help to be able to read the transcripts while listening to the podcasts. Danan (2016) suggests that transcripts added to audio texts facilitate both recognizing known words and vocabulary acquisition. Correspondingly, several studies provide evidence to support the benefits of transcripts in terms of improving listening competence in general (Brown et al., 2008; Chang, 2009; Şendağ, 2019). Considering that speech rate is a handicap for students (Siegel, 2012), it is advisable to provide students with textual support during listening activities.

Another point underlined during the interviews was students' need for teacher guidance specifically for additional support materials outside the classroom. As mentioned earlier, some students admitted not to carry out activities related to foreign language learning outside school, if not motivated by the instructor. Contrary to Chang's study (2010), this study yielded positive results in that students in the treatment group had less listening anxiety after the treatment. This is, indeed, an expected outcome as the experimental group's high exposure to the target language during the intervention process relieved students and decreased their anxiety level. On the other hand, students' listening anxiety in the control group increased due to less contact with the target language. The assumption that anxiety can have a debilitating effect on language learning and act as a predictor of low language proficiency (Horwitz, 2001; Krashen, 1982) seems to explain the reason why the control group could not make significant progress in listening competence despite the compulsory instruction. As Gavenila et al. (2021) found, the students in the intervention group were aware that not only the quantity of the listening materials but also the opportunity to practice English outside school in a relaxed atmosphere reduced the anxiety they previously encountered during listening activities. Some previously conducted studies (Tryanti,

Basalama, & Widodo, 2018; Shiri, 2015) also revealed that the motivation of experimental group students who participated in podcast listening activities was higher than that of the control groups. These studies found that podcasts not only increased students' enthusiasm and motivated them to use their creativity, but also improved their listening skills. In addition, being able to regulate the time and place of EL practice promotes learner autonomy (Lee & Cha, 2017). Scharle and Szabó (2000) pointed out that learners feel more self-confident if they experience independence and share the responsibility for learning. Similarly, most interviewees in the present study stated that the more EL practice they performed the more self-confident they felt.

SUGGESTIONS

The participants' attitudes towards English courses did not significantly change despite reduced listening anxiety and higher gains in listening proficiency may be related to the two limitations of the study, i.e., the time and duration. Several studies emphasized that students' motivation to learn a foreign language was highest at the onset of the school year followed by a demotivation towards the end (e.g., Koizumi & Matsuo, 1993; Lamb, 2007). Thus, future studies may start at an earlier point in the academic year and can be extended over a longer period. In this study, students' classes and study programs changed in the 11th grade; consequently, the study could not be extended to the next academic year.

Given the lack of target language exposure that second language learners have outside of school and the limited time in the weekly schedule, it is vital that students are provided with understandable and adequate input outside the classroom. EFL teachers could increase students' exposure to the target language through EL practice with digital materials either as a whole class activity, as in the present study, or by using materials on different topics with regard to students' individual interests. This study sought to understand whether the use of podcasts classified as authentic support materials would address this need, especially in terms of improving listening skills and reducing listening anxiety. In this study, students receiving the treatment improved their listening proficiency significantly. Thus, their reduced level of listening anxiety underlines the need for authentic listening materials in the target language outside school, preferably under the continuous guidance of L2 teachers. Moreover, curriculum developers could consider involving EL practice in study programs to encourage instructors to use EL effectively. Additionally, the results of this study could also be used when designing textbooks for L2 courses in high schools by adding guidelines and materials for EL practice. The sample size of the present study was limited to two classes with a total of 45 students at a high school in Turkey. Further research may be conducted with students having different educational background in different contexts. Future researchers may conduct action research related to EL practice by implementing different kinds of digital materials to see which technique for EL practice is most useful for improving listening skills of students at different ages or English levels.

Ethical Statement

We declare that this study is an original research article and has not been published anywhere before.

Ethics Committee Approval

02.03.2022 dated and 2022-10 numbered Social and Human Sciences Ethics Committee approval was given by Ordu University.

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Author Contributions

Research Design (CRediT 1) Author 1 (%10) – Author 2 (%80) – Author 3 (%10)

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Writing the Article (CRediT 12-13) Author 1 (%40) – Author 2 (%30) – Author 3 (%30)

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Conflict of Interest

The authors declare that they have no conflict of interest.

Sustainable Development Goals (SDG)

This article aims to provide young people with access to quality and easy education as well as other learning opportunities in line with the sustainable development goals (4).

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Implications of AutoGPT on Feedback in English Language Pedagogy: A Qualitative Inquiry into Teachers' Perspectives

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ABSTRACT

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Keywords:

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Technological advancements in education offer innovative tools that significantly impact the teaching and learning processes. Among these innovations, artificial intelligence (AI)-supported tools such as AutoGPT promise revolutionary changes in the field of English Language Teaching (ELT). This study aims to investigate the integration of AutoGPT into feedback processes in ELT at a private school in Konya. The research seeks to explore the effects of AutoGPT on feedback mechanisms in ELT and to examine teachers' perceptions and experiences regarding the use of this AI tool. Conducted from a basic qualitative research design, this study involved semi-structured interviews with English teachers who had at least two years of teaching experience and had used AutoGPT for feedback purposes. The interviews aim to uncover teachers' views on the effectiveness of AutoGPT and the challenges encountered. The data were analyzed using thematic analysis with MAXQDA 24 software, identifying key themes related to the advantages, limitations, and practical applications of AutoGPT in ELT. The findings reveal that teachers consider AutoGPT a valuable tool for providing quick and comprehensive feedback on student writing. It was highlighted that AutoGPT effectively addresses students' difficulties in understanding concepts, alleviates teachers' workload, and offers objective evaluations to save time. However, concerns about the excessive use of technology potentially reducing students' sense of responsibility were also expressed. This study indicates that experienced teachers are necessary for the effective use of AutoGPT in ELT, and in this context, the development of comprehensive AI training programs for teachers is proposed.



AutoGPT'nin İngiliz Dili Pedagojisinde Geribildirim Üzerindeki Etkileri: Öğretmen Algıları Üzerine Nitel Bir Araştırma

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Öğretimde yapay zekâ,
Öğretmen bakış açıları.

ÖZET

Eğitimdeki teknolojik gelişmeler, öğretim ve öğrenme süreçlerini önemli ölçüde etkileyen yenilikçi araçlar sunmaktadır. Bu yenilikler arasında yer alan AutoGPT gibi yapay zekâ destekli araçlar, İngilizce Dil Eğitimi (ELT) alanında devrim niteliğinde değişiklikler vaat etmektedir. Bu çalışma, Konya ilinde bulunan özel bir okulda AutoGPT'nin İngilizce dil öğretiminde geri bildirim süreçlerine entegrasyonunu incelemeyi amaçlamaktadır. Araştırmada, AutoGPT'nin ELT'deki geri bildirim mekanizmaları üzerindeki etkileri ve öğretmenlerin bu yapay zekâ aracını kullanma konusundaki algılarının ve tecrübelerinin keşfedilmesini hedeflemektedir. Temel nitel araştırma deseni ile yürütülen bu çalışmada, en az iki yıllık öğretim deneyimi olan ve AutoGPT'yi geri bildirim amacıyla kullanmış İngilizce öğretmenleri ile yarı yapılandırılmış görüşmeler yapılmıştır. Görüşmeler, AutoGPT'nin etkinliği ve karşılaşılan zorluklar konusundaki öğretmen görüşlerini ayrıntılı olarak ortaya çıkarmayı amaçlamaktadır. Veriler, MAXQDA 24 yazılımı kullanılarak tematik analiz yöntemiyle analiz edilmiş ve AutoGPT'nin ELT'deki avantajları, sınırlamaları ve pratik uygulamalarıyla ilgili temel temalar belirlenmiştir. Bulgular, öğretmenlerin AutoGPT'yi özellikle öğrenci yazılarını değerlendirme konusunda hızlı ve kapsamlı geri bildirim sağlama aracı olarak değerli bulduklarını ortaya koymuştur. AutoGPT'nin, öğrencilerin kavramları anlamakta yaşadıkları zorlukları gidermede etkili bir geri bildirim sağladığı, ayrıca öğretmenlerin iş yükünü hafiflettiği ve objektif değerlendirmeler sunarak zaman kazandırdığı vurgulanmıştır. Bununla birlikte, teknolojinin aşırı kullanımının öğrencilerin sorumluluklarını azaltabileceği yönündeki endişeler de dile getirilmiştir. Bu çalışmada, AutoGPT'nin ELT'de etkili bir şekilde kullanılabilmesi için deneyimli öğretmenlerin gerekli olduğu belirtilmiştir; bu bağlamda eğitimciler için kapsamlı yapay zekâ eğitim programlarının geliştirilmesi önerilmektedir.

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INTRODUCTION

Technologies offer various opportunities such as personalized learning, increased student engagement, and enhanced accessibility to education. The rapid evolution in language education in recent years has been significantly shaped by the integration of advanced technologies. These technologies have transformed traditional teaching methods and redefined the feedback provided to students (Bruguera, Guitert, & Romeu, 2022; Kebritchi, Lipschuetz, & Santiago, 2017). Technological advancements have enabled personalized experiences in language education by offering tools that adapt to individual learning speeds and styles. Interactive platforms and language learning applications like Duolingo and Babbel have made language acquisition more accessible and engaging. With Artificial Intelligence (AI)-powered real-time feedback, students can achieve more effective results in their language learning processes (Jeon & Lee, 2023). In this context, the role of technology in language education has created a more student-centered learning environment by transforming traditional teaching methods.

At the core of these technological advancements is Natural Language Processing (NLP), a subfield of AI focused on the interaction between computers and human language. NLP enables computers to understand, interpret, and generate human language. It plays a critical role in applications such as machine translation, sentiment analysis, and automated feedback systems. The development of NLP, particularly through deep learning models like transformers, has led to significant advancements in language understanding and generation, enabling the creation of tools like ChatGPT that support education (Chiu et al., 2023). The relationship between NLP and AI has made language education more dynamic and interactive, offering students personalized learning experiences. Li and Zhao (2019) examined the use of AI in language learning, providing a foundational understanding of the broader context in which ChatGPT operates. Their work highlights the groundbreaking potential of AI in language education and paves the way for a deeper examination of how tools like ChatGPT impact the teaching and learning process. This context demonstrates how AI-powered tools enhance language acquisition, provide personalized learning, and offer dynamic feedback. ChatGPT, by offering unique learning support, boosts student motivation, encourages independence, and expands access to education.

As an advanced language model developed by OpenAI, ChatGPT has profoundly impacted language studies. It offers advanced tools for language practice and automated feedback, making it a valuable resource in both formal and informal language learning settings. Research indicates that ChatGPT enhances learning by providing instant feedback, simulating conversations in the target language, and offering explanations tailored to students' language proficiency levels. However, concerns arise over the potential negative impact on language skill development if there is excessive reliance on AI without balancing it with traditional teaching methods (Dan et al., 2023). Therefore, it is important to use AI-based tools like ChatGPT carefully to support traditional teaching methods.

However, more research is needed to fully understand the capabilities and limitations of ChatGPT in autonomous learning. Excessive reliance on ChatGPT might hinder the development of social and communication skills. Studies indicate that the overuse of AI in education can reduce opportunities for meaningful social interactions, potentially negatively impacting social skill development (Hasanein & Sobaih, 2023; Lim et al., 2023). Therefore, it is crucial to complement ChatGPT with human instruction, critically evaluate the data provided, and address students' emotional needs. Additionally, ChatGPT may not always accurately assess students' skills and might sometimes produce irrelevant or incorrect answers.

Feedback is a critical component of the learning process, especially in language education. Providing timely and accurate feedback on students' work can significantly impact their progress. AI-based tools overcome the challenges of delivering personalized feedback in large classes by offering

instant, scalable, and consistent feedback. Research shows that AI can enhance the quality of feedback and highlights the importance of integrating such feedback in alignment with pedagogical goals (Holmes et al., 2019). Therefore, the use of AI-based feedback tools in education should align with educational goals to improve learning outcomes. In their study, Demszky and Liu (2023) found that scalable and low-cost automated feedback tools can significantly improve teaching and learning in online education. Their research shows that these feedback tools not only enhance teachers' interaction with student contributions but also positively influence students' confidence in their academic futures.

Bitchener and Ferris (2012) provide valuable insights into the considerations teachers must bear in mind when integrating automated feedback technologies into language teaching. Their work emphasizes the importance of aligning technology with educational goals and understanding the nature of automated feedback. This alignment ensures that the integration of such technologies supports pedagogical objectives. Researchers have addressed the clarity of feedback generated by AutoGPT, comparing its assessments with those of human teachers, and evaluating its effectiveness using a theoretical feedback framework. These studies highlight the potential for providing consistent and timely feedback, playing a critical role in timely learning interventions.

AutoGPT represents a significant innovation in using AI to provide personalized feedback on language-related tasks. AutoGPT stands out as a tool that supports the development of language skills for both teachers and students (Chiu et al., 2023; Yang et al., 2023). This tool has the potential to transform feedback mechanisms in language education by offering more comprehensive feedback to students while reducing teachers' workloads. Hubbard's (2008) research provides an overview of technological advancements in language learning, emphasizing the importance of staying updated on new developments. AutoGPT offers resources and support to Computer-Assisted Language Learning (CALL) specialists, providing innovative methods and current developments in teacher education. Pankiewicz and Baker (2023) used OpenAI's GPT-3.5 model to generate personalized hints for programming tasks and found that students perceived these hints as useful. The group using GPT hints required less traditional feedback and performed better in tasks. However, students initially struggled to understand the tasks correctly, revealing the potential drawbacks of over-relying on GPT-generated feedback. Gao's (2015) study examined the effects of automatic feedback systems on writing anxiety among ESL students, assessing their perceptions and experiences. This study supports Pankiewicz and Baker's (2023) findings, emphasizing the need for careful management of AI-assisted feedback. Thus, a balanced approach is necessary in feedback processes.

Innovative technologies like Generative AI are transforming the nature of feedback in language learning. The ethical dimensions of AI use must be considered for its effective implementation. McNamara and Atri (2022) explored how AI-powered feedback tools can enhance creative and analytical thinking skills in education. They also discussed the ethical use of these technologies and their potential limitations. Research emphasizes the importance of teachers using these tools cautiously and in alignment with pedagogical goals. Teachers must develop critical thinking skills when using AI tools and pay attention to the ethical implications of technology. Therefore, the integration of Generative AI in education should be facilitated through collaboration between teachers, researchers, and AI developers.

It is important for teachers to examine how feedback mechanisms impact language education. Anderson's (2016) study on effective feedback methods in online education demonstrates the significance of feedback in language teaching. Liu et al.'s (2022) study compared teacher feedback with feedback provided by an intelligent writing correction platform. This study highlights the differences between traditional and technological approaches, revealing that both strategies positively impact students' English writing skills. It demonstrates the need to support students with traditional teaching

methods while also leveraging the instant feedback offered by technology in language education. This situation raises important questions about the content of education and the role of teachers in the age of AI.

In conclusion, this research focuses on investigating the various aspects of AutoGPT-generated feedback in the field of ELT, specifically examining the perspectives of teachers who operate at the intersection of AI and teaching methodology. It seeks to unravel the intricate relationship between teachers and the feedback provided by AutoGPT. Given that this is a new application, the importance of field-based experiences should be emphasized. Through in-depth interviews with experienced English language teachers, the study aims to explore how lesson plans are adjusted, challenges are addressed, and the benefits of AutoGPT are utilized to improve the feedback loop in language learning.

Purpose of the Study

This research seeks to explore the opinions and experiences of English teachers working at a private school in Konya, Türkiye, in relation to using AutoGPT for providing feedback to English teachers. Semi-structured interviews were used to gather the data. The research aims to address the following study questions:

1. What is the impact of incorporating AutoGPT into the feedback process on the efficacy of ELT, according to teachers' views?
2. From the standpoint of teachers, what are the perceived advantages and disadvantages of using AutoGPT as a means of delivering feedback in the context of ELT?
3. What are the experiences and adaptations of teachers about the inclusion of AutoGPT in the feedback process?

METHOD

Research Design

This study employs a basic qualitative research design, which is particularly suitable for exploring how individuals interpret their experiences and construct meaning from them (Merriam, 2013). The choice of a basic qualitative research design is justified by the study's aim to uncover the subjective experiences of teachers rather than to deeply explore an unknown phenomenon. Data for this study were collected through semi-structured interviews with English teachers working at a private school in Konya, Türkiye. The interviews were designed to encourage teachers to reflect on their interactions with AutoGPT, the challenges they faced, and the impact of the tool on their professional practices. The data were analyzed using thematic analysis with MAXQDA 24 software, and key themes related to the experiences of the teachers were identified. This approach allows for a comprehensive evaluation of AutoGPT's role in ELT practices and for insights into how adaptation to this new technology has been made by teachers.

Participants

This research includes conducting semi-structured interviews with a group of English language teachers working at a private school in Konya. In selecting these participants, criterion sampling is employed to ensure that the sample meets specific, predefined criteria relevant to the research objectives. Criterion sampling is a type of purposive sampling where participants are selected based on qualifications or characteristics (Patton, 2015). The criteria for inclusion in this study are that participants must have at least two years of English teaching experience, have used AutoGPT for providing feedback, and hold significant positions in the ELT department of the named institution. This approach ensures that the participants possess relevant experience and knowledge about both the use of

AutoGPT and the dynamics of the ELT environment, which are crucial for obtaining insightful and reliable data on the effects of AutoGPT on feedback processes. The main goal of these detailed interviews is to carefully reveal the varied viewpoints of participants on the various effects of AutoGPT on feedback processes in the ELT paradigm. Thus, the diverse professional backgrounds and experiences of the attendees are strategically integrated to provide a thorough understanding of the complexities involved in using AutoGPT in ELT. This methodical approach facilitates an in-depth exploration of how AutoGPT influences feedback mechanisms and contributes to language education practices.

Table 1 provides information on the participants' characteristics, including age, gender, educational background, years of teaching experience, and duration of experience with AutoGPT. For ethical reasons, the participants are referred to as "Teacher" followed by a number, e.g., T1, T2, ..., T10. Anonymization of participants is a fundamental part of ethical research practices and holds an important place in the Research Ethics literature (Mertens, 2014). Protecting the confidentiality of participants' identities both increases the reliability of the research and ensures compliance with ethical standards

Table 1
Characteristics of Participants in the Study

| PARTICIPANT | AGE | GENDER | GRADUATION | EXPERIENCE WITH EDUCATION | EXPERIENCE WITH AUTOGPT |
|-------------|-----|--------|------------|---------------------------|-------------------------|
| T1 | 29 | Female | B.A. | 10 years | 2 years |
| T2 | 30 | Female | M.A. | 5 years | 2 years |
| T3 | 35 | Female | M.A. | 10 years | 1 year |
| T4 | 28 | Male | B.A. | 6 years | 2 years |
| T5 | 32 | Female | B.A. | 12 years | 1.5 years |
| T6 | 28 | Female | M.A. | 5 years | 2 years |
| T7 | 26 | Female | M.A. | 4 years | 2 years |
| T8 | 38 | Male | B.A. | 13 years | 1 year |
| T9 | 33 | Female | B.A. | 9 years | 1 year |
| T10 | 35 | Female | M.A. | 11 years | 2 years |

Prior to participating in the research, every participant provided their consent after being fully informed. Moreover, they were given the option to withdraw from the study at any time without experiencing any negative consequences. In order to gain a better understanding of the events being studied, every participant was individually interviewed and their accounts were carefully analyzed.

Research Instruments and Processes

The data-gathering process was meticulously planned to collect detailed information about how AutoGPT affects feedback in ELT at a private school. The interview questions were developed through a comprehensive literature review and consultation with experts in the field of ELT and educational technology. This process ensured that the questions were relevant and covered the critical areas of interest, including overall perceptions of AutoGPT, its application in teaching, perceived benefits, challenges faced, and its impact on specific aspects of language instruction. For content validity, the interview questions were reviewed by a group of senior English language teachers and educational researchers, including two Assistant Professors from the Department of Foreign Languages at Necmettin Erbakan University. Their feedback was utilized to improve the questions, making sure they were clear, unbiased, and sufficiently covered the objectives of the study.

The semi-structured nature of the interviews allowed for flexibility, enabling participants to

express their thoughts freely while ensuring that all relevant topics were covered. To maintain the accuracy and significance of the data, the interviews were audio-recorded with the participants' consent. These recordings were then transcribed verbatim to guarantee precision during the subsequent analysis phases. The choice of teachers from a private school in Konya enabled a focused study, facilitating a thorough examination of the unique issues and challenges associated with incorporating AutoGPT into the ELT system at this specific institution. This approach not only ensured the reliability of the findings but also provided valuable insights that could inform the broader implementation of AI tools in similar educational settings.

Data Analysis

In the data analysis stage, researchers systematically reviewed the collected data to determine how AutoGPT affected feedback processes in ELT. Thematic analysis, a qualitative data analysis technique, rose to fame in the late 1990s and is now widely embraced in various social science fields and health professions education (Squires, 2023). It is a method that is easy to use and adaptable, without the need for in-depth theoretical or technological understanding, but the study's theoretical stance must be clearly stated. At first, the audio recordings from semi-structured interviews were transcribed, and thematic analysis was carried out to identify the primary themes with the help of the qualitative software MAXQDA 24.

This thematic analysis aimed to identify key topic headings and examples that could be grouped under these headings within participants' expressions. In the process of data analysis, participants' statements were examined in detail to understand the specific effects of AutoGPT on teaching practices, student-teacher interactions, and language learning processes. The findings highlight perceptions, experiences, and expectations related to AutoGPT in ELT processes, emphasizing the potential contributions and challenges of this technology in language instruction. Moreover, the findings associated with participants' demographic characteristics allow for a more detailed evaluation of the effects of AutoGPT on different teacher profiles. This data analysis phase reflects a systematic approach to enhance the reliability and generalizability of the obtained results.

Limitations

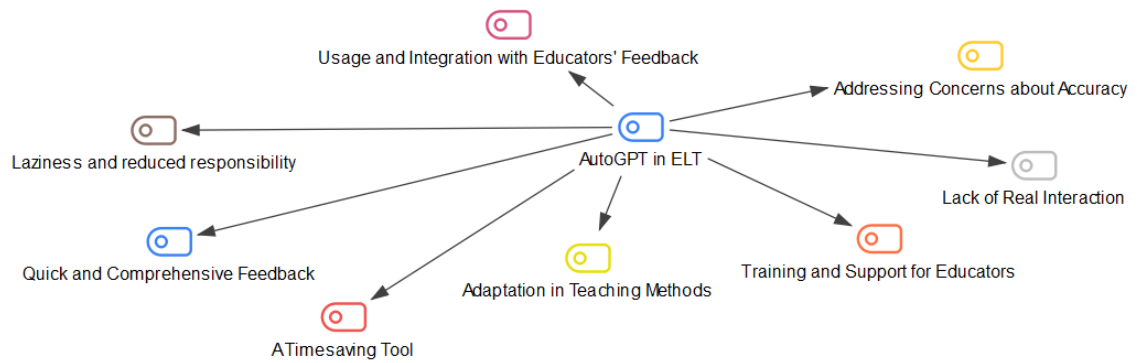
The research on how English teachers use feedback generated by AutoGPT in ELT has multiple constraints. Initially, the research was carried out in a particular environment, with the participation of teachers at a private school in Konya, Türkiye, potentially restricting its applicability. The specific features of the environment, like the student population, teaching methods, and school policies, might not reflect typical educational settings. Additionally, response bias can be introduced by conducting semi-structured interviews, impacting the accuracy and reliability of the data. Future research could use different data-gathering techniques, such as questionnaires or classroom observations, to counteract this. Lastly, the study's qualitative nature may make it difficult to determine causal relationships or broad patterns. In conclusion, the study's focus on teachers may have overlooked the perspectives of students receiving feedback from AutoGPT. The study's findings may be relevant throughout time due to the rapidly developing nature of technology.

FINDINGS

The participants' responses revealed the following issues, which were then descriptively examined. The thematic distribution of teachers' responses is collected under 8 main codes, as seen in Figure 1.

Figure 1

Thematic distribution of teachers' responses in MAXQDA 24



Quick and Comprehensive Feedback

Teachers appreciated AutoGPT for its quick and comprehensive feedback feature, especially in assessing writing skills. The tool was seen as effective in providing instant guidance on unclear points and simplifying explanations for students, when students encounter challenges, either in understanding certain concepts or when they are unable to find answers to specific questions. In other words, the tool is beneficial when students face difficulties or gaps in their understanding, providing valuable assistance in such situations. Some of the answers from the teachers were as:

"It has a great impact on students on issues they have difficulty understanding or cannot find the answer to." (T2)

"AutoGPT's instant feedback is a very effective feature." (T5)

"From time to time, a person cannot realize what he is good at or whether what he does is right or wrong. It can be a great guide in such situations." (T3)

"We can provide feedback on challenging topics with more fun and understandable activities via AutoGPT and reinforce the topics." (T8)

A Time Saving Tool

According to some teachers, AutoGPT was seen as a time-saving tool that made teachers' workload more manageable. It provides unbiased criticism and fair evaluation, contributing to a more objective assessment:

"It has a fast and comprehensive feedback feature. It automatically evaluates data and students' work." (T1)

"Checking students' homework with AutoGPT can be useful in terms of saving time and detecting overlooked errors." (T3)

"Among the advantages of AutoGPT, I can mention the provision of fast and diverse feedback and ease of use for the teacher." (T6)

Usage and Integration with Teachers' Feedback

Teachers often emphasized the importance of their feedback, given their knowledge of students.

They prefer combining AutoGPT feedback with their evaluation. Trust in AutoGPT varied among teachers. Some trust it more due to its comprehensive data, while others are cautious and verify the feedback through comparison and additional checks:

"I never directly use the feedback I receive there; I compare the results I obtain with my research and the information I receive from AutoGPT, and I combine them and use them. I don't trust it directly." (T7)

"To balance the feedback generated by AutoGPT with my feedback, I first consider my students' needs and learning goals. I prioritize providing supportive feedback with my own experience and expertise, especially when I feel my students need more guidance on a particular topic." (T9)

Adaptation in Teaching Methods

Teachers reported adjusting their teaching techniques by incorporating AutoGPT into their lesson plans. They adjust and add things according to the feedback given to ensure that the activities meet students' needs. Personalization is essential, as teachers adapt activities to suit the particular audience and alter the difficulty level as needed:

"I make changes according to the needs of the class." (T8)

"I used it while preparing brainstorming and lesson planning." (T1)

"I make changes to my lesson plan based on the feedback given." (T5)

"I review lesson plans and integrate AutoGPT's suggestions to fit my students' needs." (T2)

Training and Support for Teachers

Teachers said they need training and support to use AutoGPT well. One suggestion was to hold meetings in order to assist people in improving their understanding and usage of various things. The main goal was to master the manipulation of AutoGPT content and devise effective strategies for its utilization:

"Maybe seminars can be organized for better use." (T10)

"Teachers should know the mechanisms that allow them to control the content AutoGPT produces. This can help prevent unwanted or inappropriate content." (T4)

"Short informative videos can be helpful to teachers. Thus, these videos can be watched and used as needed." (T3)

"Training programs can be implemented that include strategies on how to use AutoGPT, how to evaluate outcomes, and provide accurate and effective feedback to students." (T6)

Laziness and Decreased Responsibility

Some teachers expressed concerns about the potential negative impact on students, suggesting that constant use may lead to laziness and reduced responsibility. The effectiveness of AutoGPT is noted to depend on the right proportion of usage:

"It pushes students who use it constantly to laziness, which reduces their students' sense of responsibility." (T9)

"AutoGPT can provide more effective training by creating models specific to certain tasks or areas. Additionally, such systems can develop biases and errors based on the data they are trained on." (T5)

"Sometimes the feedback it gives may be incorrect or it may not respond appropriately to the command." (T2)

"When dealing with complex topics, overly detailed explanations can sometimes bore students or distract them from the main topic." (T10)

Lack of Real Interaction

However, some teachers expressed concerns about the lack of real interaction, suggesting that AutoGPT may not establish a genuine student-teacher relationship. They stated that potential downsides include the risk of technology addiction and challenges in providing personal and emotional feedback:

"Its disadvantages may be that it is not considered a real interaction. In other words, it does not provide a real student-teacher relationship." (T1)

"AutoGPT is very useful because it provides instant feedback. However, sometimes when their mistakes are corrected, students can use the correct answer in their homework without learning where the mistake came from." (T4)

"While I love using AI in education, it is important to carefully integrate this technology when interacting with students." (T9)

Addressing Concerns about Accuracy

Teachers employed various strategies to address concerns about the accuracy of AutoGPT-generated feedback. They claimed that they conduct literature reviews and research to verify information, perform detailed reviews and multiple checks on the feedback received, and maintain open communication with students to minimize errors:

"If I'm particularly stuck on a topic, I do a literature review." (T7)

"By doing detailed review and research of the feedback I receive." (T8)

"I do the final check myself, give the same prompt a few times, and see if the machine gives different answers." (T4)

"With open communication and transparency, I emphasize to my students that AutoGPT is a helpful resource, a tool, and is used by their teachers to support their development." (T6)

DISCUSSION

This study provides valuable insights into the role of AutoGPT in education, highlighting its potential benefits and limitations from multiple perspectives. The findings suggest that AutoGPT offers rapid feedback, saves time, integrates well with teacher feedback, adapts teaching methods, and

underscores the need for teacher training and support. This discussion situates these findings within the broader educational technology literature. The rapid and comprehensive feedback feature of AutoGPT is highly valued by teachers. They report that the tool effectively assists in evaluating students' writing skills and clarifying complex concepts. The importance of immediate feedback in learning is well-documented in educational research. Hattie and Timperley (2007) emphasize that timely feedback is crucial for improving student performance, as it allows learners to promptly correct mistakes and better understand concepts. This aligns with the observed benefits of AutoGPT, which provides instant support in areas where students struggle.

AutoGPT's role as a time-saving tool has also been highlighted as a major advantage, with teachers noting its positive impact on reducing their workload. The effectiveness of time-saving tools in education has been substantiated by research indicating that technology can enhance teacher efficiency by automating routine tasks (Ertmer & Ottenbreit-Leftwich, 2010). Automated systems that facilitate quick and diverse feedback allow teachers to focus on more creative and pedagogical aspects of teaching (Reeves & Hedberg, 2003). These findings underscore the value of AutoGPT in managing educational tasks more efficiently. In English education, incorporating AutoGPT offers numerous advantages, including providing diverse feedback types, fair criticism, and time-saving benefits. Teachers' ability to adapt and verify AI-generated feedback ensures that instructional methods are both accurate and effective, ultimately leading to improved educational outcomes.

The integration of AutoGPT feedback with teacher evaluations reflects a nuanced approach to utilizing educational technology. Teachers' preference for combining AutoGPT's feedback with their own insights highlights the importance of teacher expertise in interpreting and applying technological feedback. Garrison and Kanuka (2004) discuss how technology can augment but not replace teacher judgment, emphasizing the role of teachers' professional experience in shaping effective feedback. This integrated approach ensures that feedback is both comprehensive and contextually relevant. Teachers' adaptation of their instructional strategies based on AutoGPT's feedback demonstrates the tool's flexibility and its potential for personalized learning. The ability to modify lesson plans and activities in response to feedback aligns with research on the benefits of technology-enhanced teaching methods (Türel, 2016). The flexibility afforded by technology enables teachers to tailor their instruction to better meet students' needs, thus enhancing the learning experience. Proactive measures are essential to ensure AI tools enhance rather than replace teachers' expertise. Studies by Selwyn (2019) and Williamson (2021) indicate that teachers' approaches are influenced by tools like AutoGPT, leading to instructional modifications based on students' needs and objectives. AutoGPT aids in brainstorming, lesson preparation, and adapting activities to appropriate levels, demonstrating how technology can be leveraged to improve and personalize education across diverse contexts.

However, the need for training and support to effectively use AutoGPT is a significant finding. The literature underscores the importance of professional development for teachers to integrate technology effectively (Ertmer, 1999). Ongoing training programs and support mechanisms are essential for teachers to master new tools and apply them effectively in the classroom (Sandholtz et al., 1997). This finding highlights the necessity of investing in teacher development to fully leverage the benefits of educational technologies. Incorporating AI into teacher training programs can enhance teachers' preparedness for AI-supported tools in the classroom (Vogt & Flindt, 2023). Courses should focus on AI technology and its educational applications, including the efficient use of AI-enabled resources in language instruction. These programs should also cover potential drawbacks and ethical dilemmas related to AI in the classroom. Providing ongoing professional development opportunities is crucial for teachers to stay updated on AI developments.

Concerns regarding the potential for AutoGPT to contribute to student laziness and reduced responsibility reflect broader debates about technology's impact on student engagement and motivation. Clark (2001) suggests that excessive reliance on technology can diminish students' intrinsic motivation and responsibility. These concerns suggest that while AutoGPT offers valuable support, it should be used judiciously to avoid undermining students' active engagement and responsibility in their learning process. Additionally, the potential lack of genuine interaction with AutoGPT raises concerns about the quality of the student-teacher relationship. Educational literature consistently highlights the importance of personal interaction and emotional support in effective teaching (Piaget, 1970). Although AutoGPT provides instant feedback, it may lack the personal touch and emotional engagement that human interactions offer. This underscores the need for a balanced integration of technology that maintains the essential human elements of teaching.

To mitigate these risks, teachers are employing various strategies to ensure the accuracy and reliability of feedback from AutoGPT. This includes maintaining open communication with students, closely analyzing AI-generated feedback, and integrating regular reading activities to support comprehension (Smith & Anderson, 2021). Additionally, according to research conducted by Huy et al. (2023), ChatGPT demonstrated proficiency in answering conceptual questions but struggled with problems involving number lines and decimal points, achieving a 75% correctness rate in students' responses. Despite these limitations, the study found that ChatGPT provided feedback comparable to that of human teachers, suggesting potential applications for digital teaching and learning. The strategies employed by teachers to address concerns about the accuracy of AutoGPT's feedback—such as conducting literature reviews and multiple checks—highlight the importance of reliability in educational technology. Research indicates that ensuring the accuracy of technological tools is crucial for their effective use in education (Wang & Wang, 2009). Teachers' efforts to verify and cross-check feedback reflect a proactive approach to maintaining the integrity of technological support in teaching. This finding is supported by Brown et al. (2020), who claim that AI tools in education can significantly enhance the speed and quality of feedback provided to students. Additionally, Johnson et al. (2022) emphasize that AI can analyze student work more swiftly and precisely than traditional methods, allowing for more timely and relevant feedback. This capability is crucial in modern education, where quick turnaround on feedback can enhance learning outcomes and student engagement (Smith & Anderson, 2021). Moreover, the use of AI in evaluating student work is not just about speed; it also encompasses accuracy and consistency. Williamson (2021) noted that AI systems like AutoGPT can reduce human error and bias in assessment, leading to fairer and more objective evaluations. This is particularly important in maintaining academic integrity and ensuring that all students are assessed on a level playing field.

A common practice is the integration of teachers' insights with comments from AutoGPT. Teachers exercise caution when discussing the use of AutoGPT, emphasizing the need to compare AI-generated information with their own data and research. Ensuring the accuracy of reviews necessitates merging the expertise of teachers with feedback from AI. This aligns with the findings of Tosunoğlu et al. (2021), who highlighted that machine learning programs in schools enable students to choose their learning paths, monitor their progress, and identify areas for improvement. Such systems allow teachers to reuse, track, and modify educational materials as needed, thereby enhancing their leadership roles and aiding student development.

In conclusion, the integration of AutoGPT in education presents both opportunities and challenges. While it offers significant advantages in terms of feedback speed, time management, and adaptability, careful consideration must be given to its limitations, including potential impacts on student

motivation and the quality of interpersonal interactions. Ongoing professional development and balanced use of technology are essential for maximizing its benefits and addressing its limitations.

CONCLUSION

This study examines the impact of AutoGPT on educational practices, focusing on its efficacy, integration, and the challenges it presents. The findings reveal several key implications for teachers and educational technology practitioners. By addressing these implications, stakeholders can better harness the benefits of AutoGPT while mitigating its limitations. In teachers' opinions, AutoGPT has both good and bad points when it comes to giving feedback in ELT. Advantages are being able to give different ideas, save time, and receive honest feedback (Xie, 2022). It's important to think about the good things that come from getting different information quickly, but also to think about how it might cause problems later on if it's used the wrong way. The importance of integrating AI carefully to keep the real relationship between students and teachers is shown by concerns about not being engaged and possibly getting addicted to technology.

The research shows how important it is to see the good things and use them, while also reducing the bad things, to make a healthy and productive place for learning. The findings of this study have several implications for teachers and educational technology practitioners. Teachers should integrate AutoGPT's feedback with their own assessments to provide a holistic approach to student evaluation. Training programs should emphasize how to effectively combine technological feedback with teacher insights to enhance the overall feedback process. Schools and educational institutions should support the use of tools like AutoGPT that can streamline administrative tasks and improve time management. By adopting such technologies, teachers can allocate more time to direct student engagement and instructional activities. Teachers are encouraged to use AutoGPT to adapt their teaching methods and personalize instruction based on student needs. This approach aligns with the growing emphasis on differentiated instruction and personalized learning in educational research (Türel, 2016).

Experienced and flexible teachers are required to incorporate AutoGPT into the feedback process. Teachers are careful and choose to use technology to add to their knowledge instead of replacing it. The teachers check the AutoGPT feedback by comparing it with other studies and data to make sure it is accurate and reliable. The research also found that teachers change their lesson plans based on what their students say, showing they can adapt and use AI in their teaching. The study's outcomes will greatly influence the functioning of educational institutions, according to Sakai's (2023) research. It is important to give teachers clear rules and teaching materials on how to use AutoGPT in a good and practical way. Colleges and universities should consider adding AI education to training programs for teachers, so they can use technology wisely and well. Teachers should be mindful of the potential downsides of technology use, such as reduced student responsibility and diminished personal interaction. Strategies to mitigate these issues include promoting active learning, encouraging student engagement, and maintaining strong teacher-student relationships (Piaget, 1970).

Different web-based learning settings provide varying student accomplishments. This statement calls into question how shallow the connection is between digital education and technological advances. For teachers and scientists, the thorough description of the crucial factors influencing learning achievement acts as a guide (Ayaz et al., 2023). Continuous professional development is essential for teachers to effectively use AutoGPT and other educational technologies. Training programs should focus on both technical skills and pedagogical strategies to ensure that teachers can fully utilize these tools to enhance student learning (Ertmer & Ottenbreit-Leftwich, 2010).

Briefly put, this study shows that the implementation of AutoGPT changes how teachers provide feedback in language teaching (Kohnke et al., 2023). It indicates the necessity of achieving a delicate

equilibrium between the positive and negative aspects of employing AI. During this significant change, teachers play a crucial role. Assistance, instruction, and continued investigation are required to address the advancements in technology and education. The discoveries add to the continuous discussion on how AI can revolutionize education. They also propose further investigation into the links between AutoGPT, teachers, and students' English learning experiences.

Ethical Statement

Ethics Committee Approval was received from Necmettin Erbakan University Social and Human Sciences Scientific Research Ethics Committee on December 8, 2023, numbered 2023/569. Every method used in this study that involved human subjects complied with the institutional research committee's ethical guidelines. A permission form outlined the goals of the study, the procedures, and the confidentiality and anonymity of the participants' answers. It also highlighted the aim of the study and the participants' rights, including the choice to refuse any questions.

Ethics Committee Approval

08/12/2023 dated and numbered 2023/569 was given by Necmettin Erbakan University, Social and Human Sciences Scientific Research ethics committee.

Author Contributions

Research Design (CRediT 1) Author 1 (%80) – Author 2 (%20)

Data Collection (CRediT 2) Author 1 (%80) – Author 2 (%20)

Research - Data analysis - Validation (CRediT 3-4-6-11) Author 1 (%90) – Author 2 (%10)

Writing the Article (CRediT 12-13) Author 1 (%90) – Author 2 (%10)

Revision and Improvement of the Text (CRediT 14) Author 1 (%70) – Author 2 (%30)

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The authors claim no conflict of interest.

Sustainable Development Goals (SDG)

Sustainable Development Goals: 4 Quality Education

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APPENDICES

Appendix 1: INTERVIEW QUESTIONS

1. Can you share examples of instances where AutoGPT-generated feedback has been particularly effective or, on the contrary, where it may have presented challenges?
2. How do you balance the use of AutoGPT-generated feedback with your feedback as an teacher? In what situations do you rely more on one than the other?
3. From your perspective, what are the advantages and disadvantages of using AutoGPT for providing feedback in ELT?
4. How do you address concerns about the accuracy and reliability of AutoGPT-generated feedback with your students?
5. In what ways do you adapt your teaching methods when incorporating AutoGPT-generated feedback into the learning process?
6. What kind of training or support do you think teachers need to effectively utilize AutoGPT in providing feedback to students?

An Investigation of the Effects of Dialogic Reading Program Applied in Children's Homes on Children's Language Development

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ABSTRACT

The aim of this study is to investigate the effect of dialogic reading education given to care staff working in children's homes on the language development of children in need of protection and the views of care staff on dialogic reading. The study was designed using the explanatory sequential mixed method in which quantitative and qualitative research methods were used together. The study group consisted of 9 children aged 5-8 years living in children's homes and 6 care staff responsible for their care. Girls and boys live in separate homes, and the average age of the children is 6 years and 7 months. One of the participating care staff members is male, and the remaining five are female. The ages of the participating staff range between 35 and 40. First, dialogic reading training was given to a total of six care staff members working in two different care homes. The training was completed in two sessions. After the training, the Peabody Picture Vocabulary Test was administered to the children in the children's homes as a pre-test. The care staff who completed the training were asked to read books to the children for four weeks using the dialogic reading technique. After the application, the same test was administered as a post-test. Following the quantitative data collection, qualitative data were gathered through semi-structured interviews with the care staff. As a result of the study, a significant difference was found between the pre-test and post-tests of the children who received dialogic reading. In addition, the participant staff stated that dialogic reading increased children's interest in book, developed various skills in children, and contributed to their professional development. This study recommends that care staff in children's homes receive training on dialogic reading and that this method be integrated into daily practice. Additionally, future studies with larger sample sizes and control groups should be conducted, and early interventions for language development in early childhood should be prioritized.



Çocuk Evinde Uygulanan Diyaloğa Dayalı Okuma Programının Çocukların Dil Gelişimine Etkilerinin İncelenmesi

Makale Bilgisi

ÖZET

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Dil gelişimi.

Bu çalışmanın amacı çocuk evlerinde çalışan bakım personellerine verilen diyaloğa dayalı kitap okuma eğitiminin, korunmaya muhtaç çocukların dil gelişimine etkisini ve bakım personellerinin diyaloğa dayalı okuma hakkındaki görüşlerini araştırmaktır. Çalışma, nicel ve nitel araştırma yöntemlerinin bir arada kullanıldığı açıklayıcı sıralı karma yöntemi kullanarak tasarlanmıştır. Araştırmanın çalışma grubu, çocuk evlerinde yaşayan 5-8 yaşlarında 9 çocuk ve onların bakımlarından sorumlu 6 bakım personelinden oluşmaktadır. Kız çocuklar ve erkek çocuklar ayrı evlerde kalmaktadır ve çocukların yaş ortalaması 6 yıl 7 aydır. Katılımcı bakım personelinden biri erkek, kalan beşi kadındır. Katılımcı personelin yaşları 35 ile 40 arasında değişmektedir. İlk olarak iki farklı bakım evinde görevli toplam 6 bakım personeline diyaloğa dayalı okuma eğitimi verilmiştir. Eğitim iki oturumda tamamlanmıştır. Eğitimin ardından çocuk evinde yer alan çocuklara Peabody Resim Kelime Testi ön test olarak uygulanmıştır. Eğitimi tamamlayan bakım personellerinden diyaloğa dayalı okuma tekniği ile çocuklara dört hafta boyunca kitap okumaları istenmiştir. Uygulamanın ardından aynı test son test olarak uygulanmıştır. Nicel verilerin ardından nitel veriler yarı bakım personelleri ile yarı yapılandırılmış görüşmeler ile toplanmıştır. Araştırmanın sonucunda diyaloğa dayalı okuma gerçekleştirilen çocukların ön test ve son testleri arasında anlamlı bir fark elde edilmiştir. Ayrıca katılımcı personeller diyaloğa dayalı okumanın çocukların kitap sevgisini artırdığını, çocuklarda çeşitli becerileri geliştirdiğini, mesleki gelişimlerine katkı sağladığını belirtmişlerdir. Bu çalışma, çocuk evlerinde çalışan personelin diyalojik okuma konusunda eğitim almasını ve bu yöntemin günlük uygulamalara entegre edilmesini önermektedir. Ayrıca, gelecekte daha geniş örneklemler ve kontrol gruplu çalışmalar yapılmalı ve erken çocukluk döneminde dil gelişimine yönelik erken müdahalelere öncelik verilmelidir.

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INTRODUCTION

The early childhood period is of critical importance in the acquisition of language skills (Ari, 2005). Reading books to children is among the most recommended activities to support language skills in early childhood (Berk, 2013). Research has demonstrated that children who are regularly read in the preschool period exhibit more advanced language skills than their peers (Karrass & Braungart-Rieker, 2005). In order to optimally support children's language development, it is not only essential to read books but also the methods employed to engage children with books. Co-reading, which is defined as an adult reading a story without interruption, and interactive reading, which is defined as an adult reading a story text while asking questions and making explanations, are two forms of interactive reading (Trivette & Dunst, 2007).

Language skills play a critical role in an individual's communication skills, cognitive development, and academic success (Berk, 2013). In the acquisition of these skills, the early childhood period is recognized as a critical period by many researchers and educators (Ari, 2005). Early childhood is a time period in which the foundations of individuals' language development are laid and these skills form the basis of complex communication and learning processes in the future. Therefore, supporting language skills in early childhood can help children better cope with the intellectual and social challenges they will face throughout their lives.

Among the methods used to develop language skills in early childhood, the activity of reading books to children is particularly important (Berk, 2013). Regular reading to children increases their vocabulary, improves their sentence structure, develops their analytical thinking skills, and helps them develop the habit of reading. Furthermore, research indicates that children who are reading on a regular basis during their preschool years exhibit superior language skills compared to their peers (Karrass & Braungart-Rieker, 2005). Therefore, reading books activity is considered an indispensable tool in encouraging language development in early childhood.

However, it is emphasized that reading books to support language development in children is not limited to a passive reading experience but also that it should be transformed into a more in-depth experience. An effective reading experience requires adults to interact with children. This interaction contributes to the understanding and internalization of the story. It is important that adults not only read the text of the story but also ask questions about the story, talk about the topic, and encourage children to think. In this manner, children are not merely passive listeners but also become integral to the narrative, thereby facilitating more profound language development (Whitehurst et al., 1988). The objective of interactive reading is to encourage the adult to read the story text by asking questions and making explanations, thus encouraging the children to understand the story more deeply (Trivette & Dunst, 2007). This approach supports language development by enabling the children to reflect on the reading material and express themselves. A further advance in this field was the development of the 'dialogic reading' approach by Whitehurst and colleagues (1988), which places children in a position of creating the story (Trivette & Dunst, 2007). In this approach, children contribute to the narrative by providing input to the adult, thereby influencing the direction of the story. This approach encourages children to engage in active participation, which in turn facilitates the development of their language skills (Tetik, & Işıkoğlu Erdoğan, 2016).

A variety of methods are employed to facilitate language development. One such method is dialogic reading. Dialogic reading is an interactive reading approach that assists children in comprehending and interpreting texts within books. Dialogic Reading adopt an approach that emphasizes the interaction between parents or caregivers and their children, with the objective of supporting children's language development. In particular, these trainings encourage active participation in the processes of reading stories, engaging in conversations, asking questions, and

understanding the text. The hallmark of this training is to enable children to interact with the text rather than merely passively listening. In this method, parents or caregivers assist children in developing their speech and language skills by using questions, comments and prompts while reading books to them. This method helps children to increase their vocabulary, comprehension skills, expressive language and knowledge of the text.

Early childhood education begins in the family. However, in some cases, there are 'children in need of protection'. This is a child whose basic care and upbringing are hindered by obstacles that impede their development into mentally, physically, and socially healthy adults (Elmacı, 2010). 'Children in need of protection' are children who require special protection from the state (Tomanbay, 1999). In children's homes where children in need of protection reside, the objective is to facilitate their growth into socially beneficial individuals through the provision of comprehensive physical and psycho-social development (Nalbant, 2016). Children are placed in children's homes based on their gender developmental status and with a maximum age difference of three years, except in cases of siblings (Başer, 2013). The personnel of children's homes are trained in child care and work in shifts. The personnel responsible for the care of children remain with the children for 24 hours a day, attempting to provide one-on-one care by addressing all aspects of the home. Care staff monitor the development of the children and contribute to their education. Home supervisors facilitate communication between the children's homes and the directorate. The Coordination Centre Directorate is responsible for conducting routine inspections and follow-ups of children's homes (Nalbant, 2016). The Children's Homes Model is a service model implemented by the Department of Care Services, the General Directorate of Child Services, and the Directorate General of Child Services. Personnel responsible for the care of 'children in need of protection' occupy a pivotal position in the healthy development of children. Inadequate and untrained personnel tasked with the care of children in need of protection and insufficient one-to-one attention have a detrimental impact on their development. Şahin (2018) demonstrated in his study that care staff working in children's homes play a significant role in the transfer of values to children.

Children's homes are institutions where children are placed under the protection of the state in cases where they are deprived of a family environment or are abused in a family environment. The language development of children in children's homes may be slower and more backward than children growing up in a family environment. Therefore, implementing a dialogic reading activity for children in children's homes can be an important step to support their language development and increase their school success. The development of language is a fundamental communication skill that individuals will utilize throughout their lives and it is a critical factor affecting their individual and social success. That is why research on language development, pedagogical approaches, and educational practices has been an important focus for both parents and educators.

The aim of this research is to examine the effect of dialogic reading training given to care staff working in children's homes on the language development of children in children's homes. In line with this purpose, the results and findings observed in the study may provide important clues for parents, educators and language development specialists. With this aim in mind, the following research questions were formulated:

1. Is there a significant difference in the language development scores of children before and after dialogic reading?
2. What are the opinions of the care staff in children's homes about dialogic reading?

METHOD

Research Design

This study employed an explanatory sequential mixed-method research design, chosen for its focus on a primarily quantitative procedure that is followed by a qualitative procedure to explain or build upon the initial quantitative results (Creswell, 2013). This approach is beneficial as it allows for the integration of both numerical and textual data, thereby enhancing the quality of the research outcomes. It is a superior methodology to the use of a single research method, as it facilitates a more nuanced understanding of the phenomenon under investigation. The most significant distinguishing feature of the mixed method is that the combination of quantitative and qualitative methods leads to more reliable results. The fundamental objective of this approach is to conduct in-depth research by integrating quantitative and qualitative data on the researcher's problem (Creswell, 2012). The present study examined the effects of dialogic reading from a comprehensive perspective, employing both quantitative and qualitative techniques.

In the quantitative dimension of the research, conducted in accordance with the mixed method research design, a quasi-experimental design without a control group was employed. The single-subject quasi-experimental design, as defined by Büyüköztürk (2007), is a detailed investigation of an individual or a group. In this research, which did not include a control group, the Peabody Picture Vocabulary Test was administered to the children as a pretest prior to the intervention and again as a posttest following its completion. In the qualitative phase of the study, the case study model was employed. A case study is a research method employed by the researcher to examine a specific event, situation or phenomenon in depth (Creswell, 2009). This method is designed to understand the inner context, complexity and richness of the event. In the present study, the views of care staff working in children's homes on dialogic reading were examined through in-depth interviews.

Participants

Two study groups were formed in the research. The study participants were determined using the convenience sampling method (Creswell, 2012). In the quantitative dimension of the research, nine children between the ages of 5 and 8 were observed in two children's homes for children in need of protection in a specific Western Anatolian city. Girls and boys were placed in different homes. The gender distribution was three girls and six boys. The children's average age was 6 years and 7 months. In the qualitative dimension of the research, six care staff were interviewed. One of the participating care staff was male, while the remaining five were female. Four of the care staff were university graduates, and two were graduates of the faculty of education. Two care staff graduated from the child development department of vocational high schools. The participating staff's ages ranged from 35 to 40 years old. All participating staff were permanent employees, with the least experienced individual having been employed at the institution for three and a half years and the most experienced having been employed for thirteen years. Prior to conducting the study, the necessary permissions were obtained from the Ministry of Family and Social Services. Additionally, the children and staff in charge at the children's homes were informed about the research and asked whether they were willing to participate. All children and staff indicated their willingness to participate.

Research Instruments

In this mixed research design study, data were collected through quantitative and qualitative data collection tools. Quantitative data were obtained using the Peabody Picture Vocabulary Test to determine children's language skills. A semi-structured interview form was used as a qualitative data collection tool.

Peabody Picture Vocabulary Test

The Peabody Picture-Word Test is a standardized test designed to assess children's receptive language skills (Hoffman, Templin, & Rice 2012). The Peabody Picture-Word Test was initially developed by Lyod M. Dunn & Lecto M. Dunn in 1959 and subsequently revised in 1997 (Wakefield, 2005). The test was adapted into Turkish by Katz, et al., (1974) and has been demonstrated to be both valid and reliable. The Peabody Picture-Word Test can be applied to all individuals from 2.5 years to 90 years of age (Wakefield, 2004). The test is administered individually in approximately 10-15 minutes. The test consists of 100 cards with four black and white pictures on each page. The researcher requests that the test taker select the most appropriate image for the word in question. The test is terminated if six of the last eight words are answered incorrectly. The total number of correct answers constitutes the raw score of the test. The raw score is converted to the child's receptive language age using the receptive language score table. The child's chronological age is calculated by subtracting the date of birth from the date the test was administered. At the conclusion of the examination, the child's raw score is converted into a receptive language score. No additional training is required for the administration of the test (Kurnaz, 2006).

Semi-structured Interview Form

The questions to be posed to the participants in the semi-structured interview were created by taking expert opinions after the post-tests were administered. These questions were then reshaped by presenting them to three different field experts. The semi-structured interview form included questions about the participants' opinions of the research, their reasons for volunteering in this research, the effect of the books read with this method on children, their reading experiences, and whether they would continue to read books to children and why.

Book Selection

The picture books used in this study were selected based on criteria defined in similar studies for high-quality early childhood literature, which include a simple plot, developmentally appropriate vocabulary, stories with familiar and interesting situations for young children, a limited number of main characters, and culturally diverse characters (Edwards, 2010). Additionally, when selecting dialogic reading books, we looked for books with clear and varied illustrations but minimal text. Pictures are used to introduce new words and facilitate children's expressive language (Flynn, 2011). The researcher selected books that met these criteria.

Processes

Once the requisite permissions had been obtained from the Ministry of Family and Social Services, the researcher proceeded to provide dialogic reading methods for the education of the care staff participating in the research. The education was completed in two sessions. In the first session, dialogic reading involves four specific strategies or sequences known as "PEER," which signify the interaction or dialogues between adults and children in the dialogic reading activity. "PEER" strategies consist of "Prompting, Evaluating, Expanding, Recalling" (Zevenbergen & Whitehurst, 2003). Accompanying the PEER strategies, some prompting techniques called 'CROWD' have been established. CROWD includes "Completion Prompt," "Recall Prompt," "Open-ended Prompt," "Wh-Prompt," and "Distancing Prompt" (Zevenbergen & Whitehurst, 2003). In addition, the attendees were furnished with a written information note containing the points they were expected to pay attention to. In the second session, the researcher developed sample activities using the dialogic reading method in two distinct care settings, which were then observed and practiced by the participating care staff. Prior to the commencement of the intervention, the children involved in the study were administered the Peabody Picture Vocabulary Test as a pre-test.

After the application of the pre-tests, the care staff participating in the study were asked to read the selected books to the children every day for 4 weeks using the dialogic reading method. The care staff who read the books recorded the names, reading times, and frequency of the books they read to the children. After the application, post-tests were administered to the children participating in the study. Following the collection of quantitative data, qualitative data were gathered through one-on-one interviews with the participating care staff. Each interview lasted approximately 20 minutes per staff member and was conducted face-to-face, with audio recordings taken.

Data Analysis

The quantitative and qualitative data from the study were analyzed independently, and the results were compared. In the quantitative data analysis, the total language scores of the participants' children from the Peabody Picture-Word Test were calculated. The Wilcoxon signed-rank test was applied to determine the presence of a significant difference between the pre-test and post-test results. The SPSS software package was used to analyze the quantitative data. The Wilcoxon signed-rank test allows for the determination of the direction of score differences between two related measures (Büyüköztürk, 2007).

FINDINGS

Findings on Quantitative Data

In this one-group quasi-experimental design study, children's scores from the pre-test and post-test were first calculated. To determine the effect of the 4-week dialogic reading activities on children's language development, the scores from the Peabody Picture-Word Test were compared using the Wilcoxon signed-rank test. The results are presented in Table 1.

Table 1

Comparison of Peabody Picture Vocabulary Test Pre-test and Post-test Scores

| Pre-test -Post test | N | Mean of rank | Sum of rank | Z | P |
|-----------------------|---|--------------|-------------|--------|------|
| Speabody - Peabody | 1 | 2.50 | 2.50 | -2.376 | .018 |
| Negative rank | 8 | 5.31 | 42.50 | | |
| Positive rank | 9 | | | | |
| Ties | | | | | |

$P = .000 < 0.05$

When Table 1 is analyzed, a significant difference ($P = .018$) was found between children's baseline and post-test scores on the Peabody Picture Vocabulary Test. When the rank sums of the score differences were examined, it was seen that the difference was positive, indicating an improvement in the post-test scores. According to these results, it is evident that the dialogic reading activity has a positive effect on children's language development. The data obtained from the reading records of the care staff in two different children's homes during the dialogic reading activities were analyzed and the results are presented in Table 2.

Table 2

Descriptive Information About Dialogic Reading

| Variables | Min. | Max. | Sum | Mean |
|----------------------------------|------|------|-----|------|
| Time (min) | 15 | 39 | 560 | 20 |
| Number of participating children | 9 | 9 | 9 | 9 |

As seen in Table 2, the duration of the dialogic reading activity was 20 minutes on average; the minimum duration was 15 minutes and the maximum duration was 39 minutes. In this group, a total of 560 minutes of dialogic book reading activity was carried out considering the whole of the applications.

Findings on Qualitative Data

The content analysis of the qualitative data obtained in order to reveal the views and experiences of the participant care staff about the dialogic reading activity they implemented yielded three main themes. These were analyzed under the following themes: (1) love of reading, (2) skill development and learning, and (3) dialogic reading process.

1) Love of Reading

Participant care staff stated that the dialogic reading activity increased children's interest and awareness in books, ultimately fostering a love for books. For example, Participant 1 said, "They started to love books as they read," while Participant 4 mentioned, "They began to enjoy reading books more with this method," indicating that children developed a greater affinity for books after starting the dialogic reading activity. Additionally, Participant 2, who noted changes in children's reading behaviors, used the following sentences.

"They started to like reading books more. Our child who can read, for example, started to read books without being told to read a book. Mehmet started to read books. Mehmet: He used to ask İrfan if he could read to me because he could not read books himself. There were many differences in the children after they started reading books. When they were reading books, they used to take the floor, they used to raise their fingers, now it has become a habit when they say something, they say, Can I say something?"

In the participant statements above, it was seen that children's interest in reading increased/woke up with the implementation of this program. The fact that children read books to each other outside the reading activity reveals that their interest continues. Participant 3 stated that the love and interest in reading increased in children in the following statements.

"Before, some of our children did not participate much. One of our children has mild learning difficulties. At first, he did not participate much. As he read the books, he started to participate spontaneously. I think it is a much more positive development for him."

In the children's homes, children from different developmental levels participated in dialogic reading activities together. The participation of a child with learning difficulties in reading activities towards the end, despite her lack of active participation earlier, demonstrates the effectiveness of this type of reading.

2) Skill Development and Learning

Interviews with participant care staff revealed that the dialogic reading activity supported the development of various skills in children. Participants reported that due to the dialogic reading activity, children's attention increased, as expressed by one participant: "They listened more carefully than in the first days." Additionally, participants noted improvements in children's vocabulary, stating, "I think the children's vocabulary improved." Participants also observed that children's imagination developed, they empathized more, and their perspectives changed. For instance, Participant 1 mentioned that "Children's perspectives changed. They began making different interpretations using their imagination and tried to put themselves in the shoes of the characters in the book and understand their feelings and behavior." Participants stated that children learn many behaviors and rules from the messages in the books. For example, Participant

1:

“Of course, there were social messages in the content of the stories. There were issues such as honesty and reliability. I felt the need to explain these to the children again. I think it was also beneficial for them to distinguish between good and bad, right and wrong. There were concepts such as friendship and solidarity in the books. We went over them once again; we touched on the ones we did not mention.”

The above statements revealed that children learnt about various social issues in the dialogic reading activity.

3) Dialogic Reading Process

The participant care staff were introduced to a novel reading method and reported gaining new insights and experiences in this context. They described these experiences as highly beneficial for both themselves and the children. For instance, Participant 4 stated that the reading activity benefited both the children and themselves, as both parties showed improvement. Furthermore, the participants noted an increase in children's participation in the activity over time. One participant observed that initially, some children were less interested in books. However, as the reading sessions continued, they started to engage more by interpreting the content through accompanying images. She noted that the children's interest grew as a result of these reading activities. Additionally, participants mentioned encountering initial challenges with the method. However, they were able to identify and address these issues over time. The following participant statements illustrate this.

“When he first read, our child with learning difficulties did not want to listen. There was a lot of shouting, he was in his own way, but then he started to like it as he continued reading.”

“The children did not talk so much at the beginning. As we read the books, they started to talk more. At first, we didn't know at first and neither did the children. What I perceived when it was said that a story was read was more like you read and the children listened. But later, by talking to the children and letting them talk... They wanted to participate more, they wanted to talk more, they started to comment more.”

The aforementioned statements demonstrate that interest in dialogic reading activities and children's participation increased as the readings progressed, and that the child with learning difficulties exhibited greater development. Concurrently, interview data revealed that dialogic reading also had positive effects on the staff. Participants described these effects as gaining insights into children, fostering positive communication with them, and contributing to their professional development. For instance, Participant 3 made the following statements.

“As I read the books during the activity, for example, I saw that the children's favorite stories were stories with animals, I did not know that they loved animals so much. For example, he imitated animals very well, I did not know this feature, he was more like an introvert. We know the children, we spend time with them all the time, but they also have characteristics we do not know.”

The participants indicated that they derived enjoyment from the reading activity and that they would utilize dialogic reading in their future professional lives. They also perceived that the reading activity had a beneficial effect on them. The participants stated that they had gained insights from the stories and that they had improved in this sense. For example, participant 2 used the following expressions.

“It was a good practice for me, it was very nice to see the development of the children. I

saw the necessity of reading books once again. It was a nice experience for me. It was useful... I think I will continue to read books in this way from now on. Of course, it is a little difficult to be every day, even if it is not so intense, I will continue to practice."

DISCUSSION

The study, which examined the effect of dialogic reading on the language development of children aged 5-8 years living in children's homes, revealed three key findings. Firstly, the dialogic reading seminar provided to care staff working in children's homes enabled them to gain knowledge and skills about dialogic reading methods and to apply this reading method during their tasks. The seminar, which was part of the research project, ensured that care staff read dialogue-based books to children on a regular and systematic basis. This, in turn, supported the language development of the children. In a qualitative study conducted by Kaya Kılıç & Tekin (2019), social workers working in children's protection units were interviewed to gain insight into their thoughts and opinions on the services provided in cases of neglect and abuse of children. The research revealed that among the difficulties observed in children in need of protection services, there is both quantitative and qualitative staff shortage, and there is also a lack of in-service training. Furthermore, it was determined that parents of children in need of protection exhibited an overly reactive, discourteous, and rejecting attitude during the evaluation process. Consequently, it was recommended that the number of personnel be increased and in-service training be provided. In services provided to children in need of protection, there are problems such as workload, resource constraints, and lack of personnel, as well as employment of individuals who do not have professional competence (McGregor, 2009; Tuncer & Erdoğan, 2018). Based on the results of this research, it can be suggested that care staff working in children's homes should be given necessary training seminars and encouraged to read during their duties.

The quantitative findings of the study indicated that implementing a dialogic reading program over a four-week period by staff working in children's homes, where dialogue-based reading training had been provided, enhanced the language development levels of children. Analysis of data obtained from the Peabody Picture Vocabulary Test revealed a discernible difference between pre-test and post-test scores, demonstrating the positive impact of utilizing a dialogic reading method on children's language development. In terms of developing reading skills, the manner in which books are read is more important than the number of books read (Trivette & Dunst, 2007).

Dialogic reading, which involves providing children with the opportunity to speak, ask questions, and repeat learned words, aligns with studies demonstrating its efficacy in supporting children's language skills (Yılmaz & Turgüner, 2022; Tetik & Işıkoğlu Erdoğan, Şimşek, & Canbeldek 2017; Gonzalez et al.; LeRoux, 2013). This research is consistent with previous findings that highlight the efficacy of dialogic reading, particularly for children from socio-economically disadvantaged backgrounds (Suryati et al., 2017). In another study by Işıkoğlu Erdoğan et al. (2017), the effect of a 6-week dialogic reading intervention program on children's language development was examined. Mothers attended seminars where the dialogic reading method was taught, and they read books to children using this method for six weeks, three days a week. Significant differences were found between initial and final tests in children's receptive expressive and total language scores as a result of the intervention. The quantitative findings of this study support other research on dialogic reading. Based on these results, it may be recommended to conduct experimental research with at-risk children.

The findings of the interviews with the participants indicated that dialogic reading fostered a love of reading in children residing in children's homes, facilitated the development of various skills and learning, and improved their reading process. Işıkoğlu Erdoğan et al. (2017) observed in their

study that in the dialogic reading process of mothers, children began to focus more comfortably and for a longer duration, and their vocabulary improved. In a similar vein, Pillinger & Wood (2014) conducted a qualitative study with four-year-old children and their parents.

CONCLUSION

This study examined the effects of dialogic reading on the language development of children aged 5-8 years living in children's homes, revealing significant findings that highlight the potential of this approach in fostering language skills. The training provided to care staff on dialogic reading methods not only equipped them with essential skills but also allowed them to apply these techniques systematically, resulting in measurable improvements in the children's language development. Quantitative results from the Peabody Picture Vocabulary Test demonstrated clear progress in the children's vocabulary, confirming the positive impact of dialogic reading. Furthermore, qualitative data indicated that dialogic reading fostered a love for reading, improved children's ability to focus, and enhanced their vocabulary, supporting previous research on the benefits of this reading method for children from disadvantaged backgrounds.

The research underscores the importance of training care staff to employ dialogic reading techniques, which in turn enhances the educational environment for children in institutional care. However, it is crucial to acknowledge that children's development is influenced by multiple factors beyond reading activities, and thus, while dialogic reading can significantly contribute to language development, it should be complemented by a broader range of support services. The lack of a control group limits the generalizability of the findings, but the results offer strong evidence for the benefits of dialogic reading in similar settings.

SUGGESTIONS

Based on the findings of this study, the following recommendations are proposed:

Expand In-Service Training Programs: Care staff working in children's homes should receive ongoing in-service training on dialogic reading and other educational methods. These training sessions should be comprehensive and include follow-up assessments to ensure that care staff are applying the skills effectively.

Encourage Systematic Implementation of Dialogic Reading: Institutions should integrate dialogic reading into the daily routines of children's homes to maximize its potential for supporting language development. This can be achieved through the establishment of structured reading schedules and the provision of appropriate materials.

Conduct Further Research: Future studies should explore the effects of dialogic reading with larger sample sizes and include control groups to enhance the validity and generalizability of the findings. Moreover, research on the long-term effects of dialogic reading on children's language development, including their academic performance, would provide valuable insights.

Focus on Early Childhood Education: For children not yet in compulsory education, promoting participation in structured educational activities can help to mitigate the developmental gaps often seen in children living in care. Early interventions, including language and literacy programs, should be prioritized.

Ethical Statement

This study is not based on a master's/doctoral thesis and has not been presented as a poster or orally at a symposium.

Ethics Committee Approval

Since the data for this study were obtained before 2020, ethical committee approval was not required.

Author Contributions

Research Design (CRediT 1) Author 1 (%100)

Data Collection (CRediT 2) Author 1 (%100)

Research - Data analysis - Validation (CRediT 3-4-6-11) Author 1 (%100)

Writing the Article (CRediT 12-13) Author 1 (%100)

Revision and Improvement of the Text (CRediT 14) Author 1 (%100)

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This study was not supported by any institution.

Conflict of Interest

There is no conflict of interest in this study.

Sustainable Development Goals (SDG)

This study aligns with the Sustainable Development Goals (SDG).

Sustainable Development Goals: 1: No Poverty: Education is a crucial tool in breaking the cycle of poverty. Reading education programs can help children in children's homes gain better educational and employment opportunities in the future.

Sustainable Development Goals: 4 Quality Education: The specific target addressed is 4.6 "By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy." The implementation of reading education programs for children living in children's homes directly contributes to this target by enhancing literacy skills and fostering a lifelong love for reading. These programs aim to provide equitable access to quality education, thereby promoting inclusive learning environments. By improving literacy rates among vulnerable populations, the study supports the broader objective of ensuring inclusive and equitable quality education for all.

Sustainable Development Goals: 10: Reduced Inequalities - Programs targeting disadvantaged groups play a significant role in reducing social inequalities.

Sustainable Development Goals: 16: Peace, Justice, and Strong Institutions - Education helps children understand their rights and responsibilities, contributing to the development of more peaceful and just societies. By addressing these goals, the reading education program for children living in children's homes contributes to broader sustainable development objectives, fostering a more inclusive and equitable society.

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Village Education in The Journal of Eğitim Hareketleri (1955-1960)

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ABSTRACT

Since the first years of the Republic, various policies have been developed to enable citizens to contribute to the economic, social, and cultural life of the country. Education was seen as the most important means for the success of these policies and projects were designed to educate the villagers, who constitute most of the population. Policies developed for village education during the single-party period continued during the Democratic Party period. However, the new government produced new projects in line with its own policies and made radical changes in the institutions and organizations within the old policy. This change was felt especially in primary education, religious education, and village institutes. In the first years of the Democratic Party's rule, various media outlets emerged thanks to the freedom it provided to the press. One of these publications is The Journal of Eğitim Hareketleri, which started its publication life in 1955 by Hıfzırahman Raşit Öymen. The Journal has tried to produce solution suggestions by addressing the problems that the Turkish education system has encountered since the first years of the Republican Era. The journal includes articles by foreign and local educators, as well as literary experts, theologians, historians, and sociologists who are experts in their fields. It is seen that The Journal of Eğitim Hareketleri also attaches importance to villages and education in villages. The Journal includes the policies implemented during the Single Party and Democrat Party periods regarding the enlightenment of the villagers and the education of the village children. In this context, the problems of village schools and village teachers and the place of village children and villagers in the Turkish education system are discussed. In this study, it was tried to reveal how the issue of education in the village was managed in The Journal of Eğitim Hareketleri during the Democratic Party period.



Eđitim Hareketleri Dergisi'nde Ky Eđitimi (1955-1960)

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ZET

Cumhuriyet'in ilk yıllarından itibaren vatandaşların lkenin iktisadi, sosyal ve kltrel hayatına katkıda bulunması iin eşitli politikalar geliştirilmiştir. Bu politikaların başarılı olması iin eđitim en nemli vasıta olarak grlmş ve halkın byk ođunluđunu oluřturan kylnn eđitilmesi iin projeler tasarlanmıştır. Tek parti dneminde ky eđitimi iin geliştirilen politikalar Demokrat Parti dneminde de devam etmiştir. Ancak yeni iktidar kendi politikaları dođrultusunda yeni projeler retmiş eski politika dhilindeki kurum ve kuruluşlarda kkl deđiřime gitmiştir. Bu deđiřim zellikle ilköđretim, din eđitimi ve Ky Enstitleri zerinde hissedilmiştir. Demokrat Parti iktidarının ilk yıllarında basına sađladıđı zgrlk ortamı sayesinde eşitli yayın organları ortaya ıkmıştır. Bu yayınlardan biri de Hıfzırrahman Rařit ymen tarafından 1955 yılında yayın hayatına bařlayan Eđitim Hareketleri Dergisidir. Dergi, Trk eđitim sisteminin Cumhuriyet Dnemi'nin ilk yıllarından itibaren karřılařtıđı sorunları ele alarak zm nerileri retmeye alıřmıştır. Dergide yabancı ve yerli eđitimcilerin yanı sıra alanında uzman edebiyatı, ilahiyatı, tarihi ve sosyologlarında yazılarına yer verilmiştir. Eđitim Hareketleri Dergisinde ky ve kyde eđitim konularına da nem verildiđi grlmektedir. Dergide Tek Parti ve Demokrat Parti dnemlerinde kylnn aydınlanması ve ky ocuđunun eđitilmesi hususunda gerekleřtirilen politikalara yer verilmiştir. Bu bađlamda ky okullarının ve ky đretmeninin sorunları ile ky ocuđunun ve kylnn Trk eđitim sistemindeki yeri ele alınmıştır. Bu alıřmada Demokrat Parti dneminde Eđitim Hareketleri Dergisinde kyde eđitim konusunun nasıl iřlendiđi ortaya konmaya alıřılmıştır.

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INTRODUCTION

Education has been one of the most critical issues of the Republican Era. The gathering of the Education Congress in 1921, while The National Struggle Period was continuing, shows how much importance Atatürk and his friends gave to education. Since the first years of the Republic, a local and national system, away from the influence of foreign cultures, has been adopted within the consciousness of national education based on Turkish culture, and various legal regulations have been made to achieve this. First the multi-headed education system inherited from the Ottoman Period was unified with The Tevhid-i Tedrisat Law adopted on March 3, 1924. A comprehensive project has been launched to increase the education level of citizens. With the Adoption of the Latin Alphabet dated November 1, 1928, literacy was made easier, and a major literacy campaign was declared in the country immediately afterwards. Citizens learned to read and write in four-month courses established under the name of public schools. Policies created to enlighten and raise public awareness have spread to society through non-governmental organizations such as Turkish Hearths (Türk Ocakları), People's Houses (Halkevleri) and People's Rooms (Halkodaları). Turkish Language Research Society (Türk Dili Tetkik Cemiyeti) and Turkish Historical Research Society (Türk Tarihi Tetkik Cemiyeti) were established to conduct national culture, language, and history research.

During the Republican Era, importance was given to schooling and because of conscious policies, a significant quantitative development was achieved in the field of education. The number of primary schools, which was 4.894 in the 1923-1924 academic year, increased to 17.428 in the 1950-1951 academic year, the number of students increased from 341.941 to 1.616.626, and the number of teachers increased from 1.023 to 35.871. In the same period, the number of secondary schools increased from 74 to 440, the number of students increased from 5.905 to 68.765, and the number of teachers increased from 796 to 4.528. There is also a visible change in high schools. The number of high schools increased from 23 to 88, the number of students from 1.241 to 22.169, and the number of teachers from 513 to 1.954 (Akyüz, 2007).

During the Republican Era, policies were developed to increase the level of education in the village where most citizens lived. Actually II. Studies on village education began during the Constitutional Monarchy. During the Republican Era, when Mustafa Necati became the Minister of Education, the first steps were taken to train teachers for the villagers and village teacher schools were opened in 1927. Although these schools were closed due to the 1929 Economic Crisis, in the following years, with the influence of intellectuals who gave importance to village education, village teacher schools were opened in Izmir and Eskişehir, which formed the basis of Village Institutes (Benhür & Yüksel, 2023). The most important projects developed for village education during the Republic period were Village Institutes. Village Institutes (Köy Enstitüleri) were established in 1940 to revitalize the village through education and to train teachers and other professionals who would raise the level of primary education to the highest level. During the Republican Era, within the framework of secular education, religion lessons were abolished in city schools in 1930 and in village schools in 1933 (Berkes, 2002).

A crucial step was taken in the field of higher education with the transformation of Darülfünun into Istanbul University in 1933. Immediately after this development, in 1935, the Civil School in Istanbul was moved to Ankara and named the Faculty of Political Sciences, and the Faculty of Languages, History and Geography was opened in the same year. One year later, the State Conservatory was established. In 1944, Balıkesir Necati Education Institute, in 1945, the Faculty of Medicine in Ankara, and in 1946, Istanbul Education Institute came into operation (Sakaoğlu, 2003).

The developments in the field of education during the Single Party Era have undergone some changes since 1950, when the Democratic Party came to power. This change took place through projects

such as Village Institutes, which attracted criticism because they placed financial obligations on the public, people's houses and community chambers, which were thought to be politicized, and the understanding of secular education. Accordingly, in line with the election promises of the Democratic Party, religion courses were re-added to the curriculum and religious education institutions began to be opened. While the number of Quran courses was increased in a short time, religious lessons were re-added to the curriculum. Imam hatip schools, which were opened to meet the need for clergy after the Tevhid-i Tedrisat Law, were closed in the 1930-1931 academic year due to lack of interest from students but were reopened when the Democratic Party came to power. During the Democratic Party rule, the number of these schools increased to nineteen. These steps taken in the field of religious education during the Democratic Party period have been one of the most critical issues that preoccupied the public (Akyüz, 2002). In 1951, at the very beginning of the Democratic Party period, people's houses, which were seen as CHP's propaganda organs, were closed (Demireli&Aktaş, 2011). After a while, co-education was ended in the Village Institutes, which were also among the institutions of the former government, and these schools were completely closed in 1954 (Sakaoğlu, 2003).

In our study, we will examine the articles of The Journal of Eğitim Hareketleri about education in the village during the Democratic Party period. However, before delving into this issue, it is useful to look at the policies developed by the government against the press in this process. The Democratic Party showed great tolerance towards the press, as stated in its election promises at the beginning of its rule. With the changes in the Press Law No. 5680 dated July 15, 1950, which was one of the first actions of the party, the government pressure on the press was lifted and the controlled press approach was ended. However, since 1953, the government's attitude towards the press has changed, and while the powers of the press have been limited by various legal regulations, the government's control over the press has been increased. With the amendment made to Article 36 of the Press Law in 1954, the decision to hear press charges related to heavy punishment in the High Criminal Court, and the Law No. 6334 on Certain Crimes to be Committed through Publication or Radio, enacted in the same year, the pressure on the press was further increased (Temizgüney, 2018).

Founded by Hıfzırahman Raşit Öymen, who was not close to the government, The Journal of Eğitim Hareketleri started its publication life on January 1, 1955, just as the Democratic Party increased its pressure on the press. The journal includes articles by local, foreign and experts from different professional groups. The works of writers with all kinds of ideas, who are not chosen from a certain political group, are included. In addition to educators, articles by historians, literary figures, lawyers, and theologians were also published in the journal. Educational problems were revealed, and warnings were made about solutions in the articles published between 1955 and 1980, when the journal was published. The journal tried to boldly express the deficiencies it saw in the field of education. A total of 256 issues of the journal were published, and 3.153 articles were included (Güçlü-Özdemir, 2017). In this study, the issues of the magazine published during the Democratic Party years, that is, from 1955 to 1960, when the magazine first started publication, were examined. 71 articles on village education in 72 issues published between these years were reached. These articles were categorized and the magazine's approach to education in villages was revealed.

Öymen (1955a), explained the purpose and publication policy of the journal as follows:

As our name suggests, Education Movements emerge to follow and promote activities in the field of education and to indicate the spirit and meaning of new developments. Türkiye has participated in studies in this field in every period. While embracing this natural command of his will to live, he longed for and sought something new and better. But he could not bring together what belonged to him.

Our way will be to illuminate educational issues in the light of science and life, to make sense of the cases that have been voiced and those that have not been voiced within the framework of broad

cooperation, and to mobilize our general professional opinion in this direction. Education continues to be one of the most important problems in society. In fact, it comes first when looking for solutions to eliminate the bad luck of the world - even if it often fails. In order to bring together efforts on this path, it is desired to reach an international unity of understanding with the "United Nations Ideal". Our technical world has made distances and borders very narrow and short. For the spiritual world, movement within the idea of hope and distance should not be considered an issue. On the other hand, evaluating the evolution of spiritual bodies throughout history in the future world seems to be a more difficult and more artistic task. The magazine will try to be useful for this purpose, together with friends whose efforts and interest from which we can.

We will gladly open our pages to the activities of institutions and organizations that strive to make the voice of science heard and to educate our youth and people, from the university to the most remote village school. We will spread ideas that will help families and schools get closer to each other and work together, and we will make it our business to announce teachers' professional cases and life problems to the general opinion of the country. Seeing that our readers and those involved in the cause do not spare their promises of help in this cause will be the only reward and main source of enthusiasm for our purpose.

Education in the Village

1. Problems of Education in Villages

1.1. Combined Classes

The biggest problem of village schools in the Republican Era is the lack of sufficient number of schools and teachers. To solve this problem practically, as in the developed countries of the period, children of different ages were brought together and educated in the same environment with the same teacher. This issue was given importance in the articles published in the magazine about the problems of village education. Bedri Alogan, in his article discussing the multi-grade class problem in village schools, first listed the legal duties of the village teacher. Accordingly, the teacher is obliged to raise the national culture of the village people, improve their economic life, and take measures to increase the welfare of the village people. In addition, depending on the environment and opportunities, the youth of the village will be given sports activities and taught to drive. Alogan asked how a teacher could manage such a huge burden in the face of impossibilities and said with personal intelligence, skill and ability. He identified the biggest problem of the village teacher, who was crushed under such a burden, as loneliness and being forgotten. He stated that it would be a consolation to be with the village teacher and listen to his troubles, even for at least five minutes (Alogan, 1959a). Alogan focused on the solution of the problems of the multigrade classroom program in his article in the other issue. Focusing on the curriculum change, he also stated that it had been tried in trial schools for several years, but that the curriculum change alone would not be sufficient. He criticized the important and vital parts of the unified class issue, which was brought to the agenda in the 5th Education Council, to be left in the background. He stated that a framework program should be created by the authorities and implemented from the university to the village school. He also stated that village teachers should be provided with understanding and exemplary guides to ensure that teachers work in peace with the love of their profession (Alogan, 1959b).

Primary Education Inspection Chief Ahmet Korkut wrote about the activities of American Professor K. V. Wofford, who came to Türkiye and made investigations on combined education in village schools. As a result of his investigations, Woffor recommended that combined education should be continued. The seminar organized by Woffor focused on the program of trial schools. Three practices

such as combining classes, combining courses, and combining subjects were implemented in these schools. Units for the life sciences course were also combined and the curriculum was determined as home and family in the first year, village life in the second year, and social life in the third year. In addition, in line with Woffor's report, twenty-five educators were sent to America, where they received training for a year, and when they returned, they worked in various units (Korkut, 1957).

Against the view that schools with multiple classrooms in villages are better for compulsory primary school education, Lembke (1955) argued that schools with a single classroom would also be beneficial. He stated that he came to this conclusion by observing the success of his students graduating from these schools. He stated that the best education can be achieved thanks to school facilities consisting of a good teacher, uncrowded classrooms, and quality materials.

1.2. Absenteeism in Village Schools

One of the biggest problems of village schools is the issue of absenteeism. Başbüyük wrote about the issue of attendance in village schools. Parents who do not understand the importance of school see children as their biggest helpers in village affairs. For this reason, they are looking for ways not to send physically developing children to school, especially in the 4th and 5th grades. According to Başbüyük (1957a), the measures taken regarding school attendance are insufficient. Making it easier to get a job with a diploma, increasing the daily wage, and providing dowry bonuses for girls after graduation will be an important incentive for school attendance.

Primary Education Inspector Mahmut Ataman, in his article, explained the reasons for the absenteeism problem in village schools after revealing the socio-economic situation of the villagers and the village teachers. Accordingly, the main reasons for absenteeism are the villagers' lack of interest in school, the inability to create a school environment that children will like due to impossibilities, 80% of the students being shepherds, and poor village children working as servants for rich families. To solve absenteeism, the government should take measures, schools should be built by the state, villagers should be saved from poverty, multiple marriages should be prevented by adhering to the civil law, priority should be given to the development of the eastern provinces, and experienced teachers should be kept in the region by paying compensation to the teachers working there (Ataman, 1959).

1.3. Inefficiency in Village Schools

The magazine also focused on the reasons for inefficiency in village schools. Fahri Başbüyük, himself a village teacher, explained the reasons for the inefficiency in village schools in his article. Başbüyük discussed the issue under two headings: "factors related to the spiritual existence of the village" and "in-school activities and factors". According to the first heading, especially in the eastern provinces, Kurdish and Zaza students have language problems, parents do not attach importance to school activities, leading to absenteeism, and the fatigue of students returning home from school to work in family businesses disrupts education. According to the second heading, primitive conditions constitute an obstacle to village education. No matter how devoted the teacher is, the student cannot get full efficiency due to multi-grade classes, lack of books and materials, and other factors, which discourages the teacher. Again, the teacher who teaches combined lessons cannot devote enough time to each student. All these emerge as factors that reduce the efficiency of the village school. Başbüyük (1957b), VI. He hopes that the decisions taken at the Education Council will eliminate these deficiencies in the village school.

Selami Meriç, in her article on the inefficiency of village schools, stated that recently this inefficiency has been blamed on teachers. Stating that teachers are being treated unfairly, Meriç (1959), stated that the problem should be sought in other factors and that the distinctive characteristics of the

villages prevent the children from being subjected to the same education. He stated that in some villages where he works, the upbringing of children is left only to nature, and that some children cannot even say their names or perceive the teaching tools provided in such an environment. He stated that it is up to the teacher to provide the same education to all students. The problem is not with the teacher but with the village culture in general.

Yaşar Göker stated that in some villages in the east of the country there are students who do not speak Turkish and that teaching them Turkish is a national duty. These villages are far from the city and lack artistic and intellectual resources. According to Göker, the teacher fails because he is distant from the people and culture of the region and cannot communicate with the villagers and children. Teachers who will work here must be trained according to the conditions of this place. Because there is a great need for public education here. The teacher should establish good relations with the village people, gain the trust of the village elders, and invite those who speak Turkish in the village to the lessons. Turkish should be taught to children and adults without forcing them by applying different methods. Only in this way can the teacher be successful (Göker, 1959).

Primary Education Inspector Mustafa Sarıkaya (1960a), based on the data he collected in twenty-seven schools in the villages of Denizli central district that he has been inspecting for four years, concluded that the efficiency in village schools is extremely low. Sarıkaya, seeing the inefficiency in village schools as largely due to absenteeism, gathered his solution proposal into four items. Accordingly, 1. Mobile schools should be established for children who go to study with their parents. 2. To provide the annual course hours, the course hours should be increased from 5 to 7 and the 15-day midterm break should be reduced to one week. 3. To ensure that the courses are taught by teachers, half-day courses should be held, and students should be recruited on a rotating basis every two years. 4. Children should be registered on time and social assistance should be provided to the poor. He also gave some solution suggestions for financial difficulties. Accordingly, 1. The lack of tools, equipment and books in schools should be covered by the state. 2. To make teaching attractive, village teachers should be paid overtime, their office wages should be increased, and their legal rights should be improved.

In the next issue of the magazine, Sarıkaya (1960b) explained the reasons for the inefficiency in village schools with five items. 1. There is a shortage of teacher staff in village schools. 2. Assigning new graduate teachers too far from their hometown creates financial and moral problems. 3. Trainee teachers should not be appointed to single-class schools and should first undergo the apprenticeship phase with an experienced teacher. 4. Lack of materials is a big problem. The old books of well-off children should be distributed to village children to eliminate the lack of materials in the villages and to prevent waste. 5. Sample lessons, conferences and seminars should be organized to increase teachers' multigrade classroom experience.

1.4. Problems of the Village Teacher

Village teachers of the period had huge financial and moral problems. These problems are also included in the magazine. Öymen (1957a) explained the difficulties of young female teachers working in the village school through the memories of a young teacher assigned to a mountain village in Germany. The article focuses on the difficulties brought by multigrade classroom practice, as well as the environmental factors of the village and the difficulties of being young and female.

Primary Education Inspector Hüseyin Çolak (1957a) wrote about his inspection of Çemizgezekkızı village primary school. Çolak, who gave information about the village and the villagers he arrived at after a difficult journey of about four and a half hours, wrote that the village had primitive conditions. In his observations at the school, he touched upon the stress the teacher experienced in the past years due to his fear of the inspector, and stated that this was an important problem of the inspection

system.

Ziya Dalat (1959), wrote about the disappointments and difficulties experienced by a young man who grew up in the city when he was appointed to remote villages of the country, based on the foreignness and difficulties he experienced while he was in the villages of Türkiye after returning from his education abroad. Dalat stated that the curriculum of teacher training schools was prepared as if they were going to live in a big city, without examining the dusty, manure-smelling, ruined Anatolian village, far from the realities of the country, and therefore young people who graduated from village schools and Village Institutes floundered when they were appointed to villages. In Dalat's words, one would think that the young teacher would return to his apartment in Şişli after class. However, when the young teacher comes face to face with the realities of the village, the village seems like hell. Conquering the village and increasing literacy can only be achieved by giving the teacher a civilized life.

The magazine also touched upon the problem that teachers of the secular education system face in underdeveloped villages. A young female teacher assigned to a village in the far reaches of the country tries to eliminate the superstitions of the villagers with new education methods. The villagers who do not like this complain by slandering the teacher's honor. The investigation process between the inspector and the teacher is described in a tragic way (Alpan, 1960).

2. How should education be in the village?

2.1. Village Special Education

Since the first issue of the magazine, scientific articles have begun to be published on the problems of village education as well as how it should be. In the article titled Village School Reform, written by Ernst Kriek (1955), in the first issue, it was scientifically discussed the rules and purposes under which village schools should be established and provide education. The article emphasizes that village schools should be established based on their own national and cultural foundations and provide education to meet the needs of the village. It is noteworthy that the stated goals are almost in line with the founding purpose of the Village Institutes, which were closed a year before the publication of the magazine (T.C. Resmî Gazete, 1940).

I. Dietz (1955a), stated in his article that village schools should not be a copy of city schools and should be organized in line with their unique needs. He stated that this problem, like other village issues, can only be possible if educators get to know village life and people. He wrote that village schools should maintain a close relationship with the villagers and maintain certain rules and moral values. He stated that village schools have some advantages over city schools, but that an ideal education can be provided by using them well. Dietz (1955b) continued his article about the village school in another issue of the magazine and listed the characteristics of village life and the village school. Accordingly, the village has its own working model. The family in the village produces together, and the child grows up in this work order, and the elders shape the children in their own style. Village life, a play and work environment, is at the disposal of the school. The teacher coming from the same environment will also develop the children's abilities within the framework of the village order. Dietz finds the current problem of village schools is that they are established just like city schools, far from the realities of the village. The village school should be established in its own reality and provide education with its own curriculum. In his other article, Dietz (1955c), stated that teachers in village schools cannot be successful if they do not work while feeling at home, but they can be useful by integrating with the villagers. According to Dietz, the cultural knowledge of the village is shaped by the natural conditions in which it is located. The education of village children should also be conducted in accordance with these natural conditions. The curriculum should be determined accordingly, and the teacher should provide education

taking these conditions into consideration. Only then can success be achieved in the village school. In his article about the types of village schools, Dietz focused on the village school curriculum and structure by giving examples from different countries. Dietz, who argued that schools should be evaluated within their own environmental conditions, stated that village teachers should also be trained to have knowledge of rural and village knowledge (Dietz, 1956).

In his article on village schools, Paul Bode (1956a), like Dietz, argued that education should be provided in village schools according to the environmental conditions and the child's abilities. He also stated that, by comparing city and village schools, it is not possible to compare village schools, which provide single-classroom education, with multi-classroom city schools based on education quality. For this reason, he stated that the teacher should determine the merits of the child in the village school and provide education accordingly.

Bode (1956b), one of the authors who offers solutions for village education, touched upon the differences between city and village schools in his article. The village child grows up by getting to know his/her environment within the village environment, including mother, father, and teacher. The city child's parents work away from home in different fields of work, so the child stays away from his parents and teachers and cannot fully understand his environment. Bode also touched upon the problems faced by village children. Modern communication tools bring the cultural and technological innovations of the big world to the most remote villages. Thanks to this communication, the villagers enter a process of cultural confusion while learning modern production methods. Especially village children who go to the city experience great problems here. Modern village school pedagogy must take the necessary precautions against this danger.

Hainen (1955), in his article about the German thought system, stated that the thought system of the German peasants was far from rational science in a spiritual, primitive world of belief until the second half of the 19th century. According to Heinen, the church controls this faith-oriented thought of the villagers and is in a great struggle against the teachers who were raised with the modern education system and try to enlighten the villagers. Thanks to the rational education of teacher training schools, teachers have become more conscious and gained an advantage over clergy. However, they will complete each other's duties only if the teacher shows the necessary respect for religion and belief and the spiritual person breaks his prejudice against rational sciences. Because if the peasant turned only to rational sciences, his soul would be hungry and, on the contrary, he would be deprived of the scientific innovations of the modern world. Culture is no longer in a static state, and the quicker the villagers get used to this situation, the quicker and deeper the innovation will occur.

In his article where he talked about the importance of gymnastics in schools, Max Mansen (1957), revealed the difficulties of gymnastics in village schools and its advantages compared to city schools.

Öymen (1955b), discussed a history lesson about the Siege of Vienna taught in German village schools and asked to what extent students in history lessons in Türkiye had knowledge about events outside political borders.

2.2. The Situation of the Village Child

The magazine also covers the issue of how to educate village children by revealing the situation of village children. Dunn (1955a), also touched upon the development of village children in his series of articles in which he talked about the development process of children. In his first article, Dunn discusses the general development process of children and writes that the village child goes through a development process like all other children and will develop in a healthy way with play and interest.

In another article, Dunn (1955b), while talking about the importance of toys in the child's

development process, stated that children in the village should also play with toys during this development process. He also stated that it does not matter whether the toys are expensive, even simple items that can help the child's development can be used as toys. Dunn (1955c), continued his articles on child development and talked about the need to create environmental conditions for the child to develop the skills he acquired 18 months ago, such as swimming and climbing. He stated that the child can complete his development by repeating the skills he has acquired within the means possible.

In another article, Dunn (1955d), wrote that village children are more advantageous in their development than children living in cities. Stating that the environment is the child's playground, he stated that factors such as sand, gravel, streams, and farm tools help the village child to gain skills, courage and freedom. He stated that adults should help ensure the safety of these conditions.

In his article comparing village and city children, Öymen (1958), first talked about village and city life in Türkiye and stated that 80% of the people live in villages. Then, by quoting the famous Philosophy Professor Fredrich Pavlzen, he revealed the differences between village and city children. According to Öymen, at the age of 4-5, the village child herds the oxen that the city child fears, and at the age of 13-14, he begins to work in the hardest jobs such as driving a slingshot. Even though the natural conditions are good in the village, it is frequently seen that village children die at an early age due to reasons such as malnutrition, lack of doctors and medicine. The village child is very attached to his family because he directly participates in the economic unity of the house. Therefore, he is very loyal to authority. The village child learns things before words, and his language develops later than the city child, and he even has different accents.

Hasan Odabaşı (1958), in his article on child discipline, explains by giving an example that village children are tried to be disciplined by beating and swearing. Teachers used these primitive methods etc. He stated that he should be removed from village life by state officials.

Fakir Baykurt (1958), stated that people who are far from village life have the opinion that children growing up in village schools are ignorant and that they are regressing the cultural level of the country. Baykurt argues that before making this judgment, it is necessary to examine the life of the village child. First, he says that village schools have inadequate infrastructure and lessons are taught in combined classes by candlelight. The child, who is obliged to do the village chores given by his parents outside of school, has no guide other than the teacher. According to Baykurt, when the teacher is successful, the children in the village will be better educated than they are today, even if they are not truly knowledgeable. Türkiye, which integrates its village and city, will be in a better situation. This is the country's only hope.

In his article, Bode (1956c), stated that the village child is involved in the economic community of village life and has all the behaviors of village life from his first year, but other children of the same age do not have this. Despite this ability, the village child experiences some problems such as slow thinking and difficult adaptation. This situation shows that the village child should be subjected to a different education system. The new reform addresses the activities and boundaries of the village school through the realities of village life, not the organization of city schools. Bode stated that instead of a general education program, a model that is conducted within the needs of each school and ultimately connected to mass education would be beneficial for village schools.

2.3. Public Education

Tunceli Primary Education Inspector Ertuğrul Seyhan (1955), wrote about the carpet weaving activity he observed in the village of Umur Bey, 3500 km away from Gemlik. Yapı Kredi Bank opened a branch in this village in 1953 to experience village banking. The bank opened a carpet making course

for unemployed women in the village and appointed Prof. to lead the course. Dr. He brought Kenan Özbel. Thanks to the course, sixty-nine carpet looms were established in the village and 500 people learned carpet weaving. Carpets are woven in the village with Turkish tools, materials, methods, and motifs. In addition to models inspired by Turkish history and motifs, new and original patterns have also been created. In addition, a carpet museum consisting of works produced by Özbel and the villagers was also established in the village. While Seyhan expressed his satisfaction with this beautiful public education activity he saw in the village, he wished that such educational institutions would spread throughout the country.

Ethem Özgüven (1957), discussed the public education activities in the villages based on the decision to establish the General Directorate of Public Education at the 6th Education Council. Özgüven stated that within the scope of the new bill, the need for buildings, personnel, and money for public education in the villages can be met, and that in this way, a total development can be achieved in the country.

In his article, Bodler (1957), stated that the school runs together with the realities of life and talked about the necessity of providing education in village schools that is compatible with the traditions, customs, moral values, architecture, geography, and economic structure of the village environment. In this way, village folk education can be provided by teachers in modern village schools.

3. Village Institutes

The most important institution emphasized in the magazine was the Village Institutes. Village Institutes were evaluated within the framework of other institutions of the period, the laws passed and the education policy. It has been one of the main topics of the magazine since the first issue. The importance of Village Institutes, the problems of teachers graduating from the institutes and the closure process were the main topics covered in the magazine. In the first issue, the article titled "Village School Reform" written by Ernst Krieck (1955), was published and the issue of scientifically discussed the rules and purposes under which village schools should be established and provide education. It was emphasized that village schools should be established based on their own national and cultural foundations and provide education to meet the needs of the village. It is noteworthy that the stated goals are almost in line with the founding purpose of the Village Institutes, which were closed a year before the publication of the magazine (T.C. Resmî Gazete, 1940).

An interview by Öymen (1955c), about Village Institutes was published in the magazine and the importance of the institutes in Turkish educational life was emphasized. Öymen, first of all, talked about the importance of training teachers and stated that there is a need for studies that will improve teaching knowledge and the art of manners. Stating that a more effective development was achieved despite limited opportunities in the first 10 years of the Republic, Öymen brought the word to Village Institutes within the framework of primary education mobilization. He stated that the most notable and important development in the last 10 years was the establishment of Village Institutes. He stated that Village Institutes are the most important key factor in revealing new sources of power, thanks to their active and progressive structure in terms of their general and deep-rooted characteristics. In the first part of another article where the process of the Village Institutes project is explained, how and why the Village Institutes were established is explained. There were discussions that Deputy of Education Saffet Arıkan made hasty decisions without consulting the competent authorities while the staff were being created during the establishment phase, and even the Head of the Education and Discipline Department of the time said, "It's as if all the villagers gathered in Ulus Square and are raising hell because we want a school?" It was written that he reacted as follows: However, despite these criticisms, it was stated that the first lessons of the Village Institutes held under trees in Ankara villages were attended with curiosity (***,

1956a). In his second article, the author talked about the political developments during the establishment of the Village Institutes and discussed what the institutes brought to the education system (***, 1956b).

The journal also covers the problems of teachers who graduated from Village Institutes, such as salaries, staff, and personal rights. Again, in the first issue, it was stated that the problems experienced by the teacher candidates who graduated from the Village Institute because they could not be appointed or the old senior institute graduate teachers received the same salary as the newly appointed teachers were addressed and these problems should be solved with a new regulation (Köy Okulları Reformu, 1955). Öymen (1956), Authored an article about the new adjustment law, which is thought to eliminate teachers' salary injustice. According to this bill, the problem of Village Institute graduate teachers, who were previously decided to receive the same salary as city teachers by eliminating the salary uncertainty with various regulations, but could not receive these salaries due to lack of budget, will be solved. Öymen wrote that he hoped that injustice would be eliminated with the new law.

Öymen (1959), wrote about the relationship between Village Institutes and teacher training schools in another article. First, he touched upon the establishment and legal regulations of Village Institutes. He stated that the salaries of teachers who graduated from the Village Institute, compulsory service, and the adjustment of issues such as coming from the village to the city according to the teacher schools caused conflict between the teachers who graduated from the two institutions. The substantial number of graduates from Village Institutes has created an appointment problem. As a result, the differences in salaries and compulsory service between teachers graduating from two schools caused the two institutions to turn against each other. Village Institutes have become a rival institution to the teacher training schools from which they emerged. According to Öymen, the main issue is that Village Institutes are seen as a means of primary education mobilization. Village Institutes are not only institutions that train teachers, but also develop village youth professionally, economically, and culturally. The idea of the Village Institute will always remain important. Öymen also recommended that the Village Institutes be restructured under a different name if deemed undesirable for village development.

Reactive articles were written in the magazine against the closure of Village Institutes. İbrahim Türk (1956), Authored an article on the merging of the primary teacher schools of the Village Institutes with the Law No. 6234 dated January 27, 1954, that is, the closure of the Village Institutes. In his article, Türk stated that the closure of Village Institutes was an extremely wrong practice, after evaluating issues such as education in villages and the situation of Village Institute teachers within the framework of the articles of the relevant Law. According to Türk, public conscience will prevail over the law and the mistake will be corrected in a brief time and an institution that will fulfil the duty of the Village Institutes will be built.

Öymen (1957b), also wrote a new article about the situation of Village Institutes and their graduates on the occasion of the Primary Education Main Law, referencing his old articles in the magazine. Öymen, who talked at length about the benefits and shortcomings of Village Institutes, stated that new ones should be built instead of the closed Village Institutes, and stated that the task of building the schools previously built by the village people was entirely left to the state. In his article about the organizational process of village schools in Türkiye, Öymen (1960), examined the subject under two headings. The first model is a copy of the existing general or city primary school, and the second is a model recreated according to the needs, characteristics, and realities of the village. The first model continued until the first years of the Republic, but with the second decade, the process from village schools with instructors to Village Institutes began. Öymen explained this historical process dating back to the Village Institutes. Yahya Özsoy (1960), who discussed the organization of village schools as a continuation of the article, also emphasized the failure of Village Institutes to create the desired effect. II. At a time when the effects of the World War were felt and land reform had not yet been carried out,

the peasants' fertile lands were purchased at cheap prices and used for the village garden practice, causing the villagers to turn against the young teacher who had broken away from them. In addition, the inadequacy of the first graduate teachers, who were trained under the impossibilities of the establishment years, did not satisfy the village people. On the other hand, the salary inequality between graduates of teacher training schools and Village Institutes has also set colleagues against each other. Özsoy stated that village schools should be reorganized in line with three main goals. Accordingly, village schools "should be connected to the wheel of public culture in a democratic order, strengthened in the direction of village professions and services, and should complete the move in this field by walking on a path that will provide village people with social knowledge as citizens that recognize equal rights." In addition, it is necessary to train teachers who understand the language and problems of the village. After taking all these measures, newly organized schools can be opened to move towards the goals of the first establishment of village schools. New institutions should be created to replace the closed Village Institutes.

4. Education in the Village from the Perspective of Educators

4.1. Educational Activities and Experiences in the Village

The magazine also includes articles by educators such as teachers and inspectors who worked in the village. Tunceli Primary Education Inspector Ertuğrul Seyhan (1956), wrote an article on the historical development of village schools. During the Tanzimat Period, it was decided to establish secondary schools to meet the need for civil servants, so secondary schools were opened even in villages. Seyhan wrote about how the Gemlik Umurbey Village Junior High School, which was the first village secondary school of the Ottoman Period and built by the villagers' own efforts, was established.

Primary Education Inspector Şevket Ural (1955), wrote in his article about the education campaign launched in Uşak that funds were given to build 5-6 schools in the city, but if the efforts of the Governor and other city notables and the villagers provide financial support, efforts will be made to build 28 new schools. Ural also shared the list of village schools planned to be built. He also gave information about village schools, which he described as one of the most important educational problems of the country. According to Ural, the village school is one of the most important building blocks of democracy and education. The teacher is the teacher not only of the children but of the whole village. According to him, "a village without schools and teachers is like a heartless creature." The village school should be structured within the village and take on the colors of the environment in which it is located, that is, it should provide education in line with the needs of the village. School is a matter of life and death for the villagers and the most important institution that provides spiritual nourishment to the Turkish society.

Kemaliye Primary Education Inspector Faruk Alpaslan (1957a) wrote about the situation of the region in the field of primary education. Alpaslan revealed the primary education activities in Kemaliye and its surroundings under the headings of the number of schools and teachers, attendance, dress code practice and education-training activities. In his second article, Alpaslan wrote about the success of female students in Kemaliye. He also talked about the opportunities provided to poor students in schools through various associations and parent-teacher associations (Alpaslan, 1957b).

Necati Tural (1957), one of the teachers of Antalya Teaching School, talked about the importance of reading books in primary education and visited four schools to examine whether there were sufficient opportunities in village schools. Tural encountered the fact that there were empty cabinets in the schools he visited, as required by the Ministry of National Affairs to have libraries. He stated that this problem can be largely solved by providing books that will educate both himself and his students by giving an

allowance of 80 liras to teachers who graduate from teacher training schools.

In his article where he talked about the importance of libraries in village schools, Hüseyin Çolak cited Malatya's Alıkan, Halıkan, Bahri and Bend villages as examples. The number of books in the libraries of these village schools is almost zero. Çolak (1957b), stated that, apart from these four schools, the situation was the same in hundreds of schools he examined. He stated that it is nothing more than a dream for village children to acquire the habit of reading in schools where there are no books.

Aliye Kirişçiler (1958), who could not get into the Gazi Education Institute after graduating from the teacher training school, but became a teacher in her village, talked about the activities she did in the village school and how she made the children love the art lesson.

Muharrem Kepçeoğlu (1958), explained how he implemented the test in the village school where he worked. Kepçeoğlu, who decided to test the village children after his own readings and the information of an inspector, since the test application was not known at that time, explained how he prepared the test and how he applied it, and stated that as a result, the children who had not been subjected to such an exam before failed.

Selami Meriç (1958), wrote that in the village school where she worked as a teacher, she and her students worked hard for years to create a beautiful garden within the framework of agriculture-business class, but the teachers who came after her did not take care of the garden, leaving it in an idle state. He stated that the relevant people do not give the necessary importance to the agriculture-business course. İlyas Tokgöz (1958), who works at the relevant school, wrote in response that they had problems in running the practice garden due to impossibilities and that he left the difficulties in running the garden, which is approximately four decares, to the readers.

Yaşar Sami Gökğöz (1958), wrote about the issue of thirst in the villages, based on a village that is fed by the Gürmüzlü stream and gets water from spring to spring. He stated that civilization could be advanced by delivering water to all villages in Anatolia and building schools and health centers.

In one issue of the magazine, Ahmet Andıçen's (1958), speech was published on the opening of a new secondary school as an exemplary initiative in Sincan village.

4.2. Village Memories of Teachers

The memories of some village teachers were published in the magazine as a series of articles to reveal the difficulties and experiences of village teachers. The first example was the memories of Teacher Zekiye. As a newly appointed village teacher, Teacher Zekiye wrote in her own style about saying goodbye to her family to start her job, the day she moved to her place of duty, and her excitement in her first article (Gülsen, 1956). In his next article, while talking about his disappointment in the indifference he received from the headman and the villagers when he arrived in the village, he describes hugging the hands of a little boy who heard that he was a teacher as a memory he will never forget (Gülsen, 1957a). Teacher Zekiye wrote about the visit of the teacher of the next village and their conversation. She was very offended when the guest teacher talked about the problems of the village and how it was impossible to fix it, and even said that it was not possible for a little girl like her to do this, but she did not accept this and stated that she was not small and that she would do her best as a great teacher (Gülsen, 1957b). In her next article, she stated that no matter how indifferent and bad the villagers treated her, she would be useful by ignoring it and making them love her (Gülsen, 1957c). During the week he spent in the village, he met the needs of the school and got used to the village. There are now six days left until school starts (Gülsen, 1957d). Finally, school opens, but no students come for the first four days. Thereupon, Teacher Zekiye's father goes to the village room in the evening to talk to the villagers. So, the next morning, five students come to school and start their education (Gülsen

1957e). After a while, all the children of the village started to attend school. The villagers helped the school as much as they could and everything a village school needed was provided. Teacher Zekiye left behind all the helplessness she experienced in the first days and managed to establish good relations with the villagers and her students (Gülsen, 1957f).

İsmail Aşık, who was appointed as an art teacher in Sinekli village, found that the lessons were inefficient due to the neglect of the teacher before him, and tried to increase the interest of the students in art lessons by encouraging them. The necessary materials were largely procured after the students, influenced by their teachers, put pressure on the parents. Children began to draw during recess and even on holidays (Aşık, 1959).

When Nazım Çoker (1958a-1958b) was a student at teacher training school, a teacher asked him, "What can you do about guidance as a village teacher?" The task named. Thereupon, he published his story-style project in several issues of the magazine.

METHOD

This study was conducted based on qualitative research techniques. Accordingly, firstly, primary sources on the subject were examined. Memoirs and newspapers of the period were examined in detail. Additionally, research works, articles and theses on the subject were scanned. After the data obtained was analyzed, the writing of the study started.

FINDINGS

71 articles about village education were found in 72 issues of The Journal of Eğitim Hareketleri published between 1955 and 1960. These articles were categorized and an evaluation was made considering the education policies of the period. The findings resulting from the data and evaluations obtained as a result of the study are listed below.

First, a literature review on the subject was conducted. In this process, theses, articles and books were handled separately. In the theses process, theses, articles and books were handled separately. To access the theses, a search was made on the YÖK National Thesis Center website. To access articles on the subject, the journals on the TR Index website and Dergipark websites were scanned. In addition, various libraries were searched to access books on the subject.

After a general literature review on the subject, all issues of The Journal of Eğitim Hareketleri in the periodicals section of Selçuk University Library were accessed. As a result of the review of the journals, relevant figures were obtained.

As a result of the data collection process, the relevant issues of The Journal of Eğitim Hareketleri were obtained. In addition, literature on the education system of the period, education policies and village education was accessed.

First, the data obtained about the education system of the period, education policy and village education were analyzed in order to make a general evaluation and form the introduction part. Then, articles on village education in the issues of The Journal of Eğitim Hareketleri published between 1950 and 1960 were determined. These articles are categorized according to their approach to village education, under titles such as education policy, education in villages, village institutes, village teachers. Again, these titles were evaluated and analyzed according to the authors' perspective.

DISCUSSION

The Journal of Eğitim Hareketleri published many articles on the subject of education in the village between 1955-1960, that is, during the Democrat Party government. When we look at it in

general, since the early years of the Republic, the education of the villagers, which was the biggest issue in the education system, was emphasized. The most emphasized issue in this regard was village schools. While the material and moral deficiencies of village schools were tried to be revealed, solutions were also explained. The issue of combined classes in village schools, the lack of equipment and books, and the inadequacy of teachers were the prominent issues in the journal. While the share of the government, teachers, students, and villagers in these deficiencies was examined, the place of these factors in the solution was also shown.

The journal focused on the type of education that village children should receive by evaluating their physical and conscious development. In particular, scientific articles by foreign experts on the pedagogical development of village children were included, and the differences between village children and city children were revealed, and in general, the need for an educational program specific to the village was mentioned.

The problems of village teachers have also been one of the main topics of the magazine. While the financial problems of teachers, the difficulties they experience in their appointment and personnel rights are discussed, the problems they experience in the village are especially examined. The changes and legal arrangements that need to be made in education policy in order to prevent the confusion experienced by young teachers who have grown up far from village life in their first appointments are presented. Similarly, measures that will correct and regulate the interaction between teachers and villagers are emphasized.

The most critical aspect of the journal was the closure of the Village Institutes. However, this was a constructive approach based on scientific data rather than a political criticism. The shortcomings of the Village Institutes were also revealed, and it was stated that the schools that had been beneficial to the country's education system in the past should be restructured according to today's conditions and reopened. The problems experienced by village teachers who graduated from the Village Institutes regarding their salaries and statutory rights were frequently addressed, and articles were written to encourage the authorities to solve the problem in favor of the teachers.

The journal also included the memories and observations of educators who work or have worked in the village. Thus, the situation of education in the village was revealed first-hand. The importance of public education for the development of the village and the enlightenment of the villager was also emphasized. By giving examples from some village schools, the benefits of public education on the development of the country and the integration of the villager with the state were tried to be explained.

CONCLUSION

As a result, when we look at the process we have considered, The Journal of Eğitim Hareketleri has revealed the problems of education in the village and the solutions through articles written by local and foreign experts. The qualitative and quantitative deficiencies of village schools have been brought to the agenda based on the opinions of experts who are directly involved in village education. Suggestions have been made to these problems within the framework of the scientific approaches of local and foreign educators.

The journal also has a critical approach towards the education policies of the period. It is seen that there was a reaction against the closure of the Village Institutes in particular. While criticism was made, solutions were also shown to eliminate the deficiencies of the closed institutions. The journal managed to do this without straying from the scientific line and without becoming politicized. When necessary, a certain level of criticism was made against the village education policies of the period without becoming too extreme. While we can attribute the fact that this critical approach remained at a certain level to the

journal management's efforts not to stray from the scientific framework, we should also consider that the journal was published during a period when the Democrat Party made legal arrangements to suppress the press.

As a result, we see that the magazine published in the 1950s presents a broad perspective on village education. The magazine is an important source for understanding the village education policies of the period.

SUGGESTIONS

In this study, an examination was made on village education in The Journal of Eđitim Hareketleri. During the research process, it was seen that the journal touched on all the education policies and problems of the period apart from village education. Researchers can present a different study in the field of education by examining the Education Movements Journal.

Ethical Statement

This study was not produced from any master's or doctoral thesis.

This study has not been presented at a symposium before.

Ethics Committee Approval

This study is not an article that requires ethics committee approval.

Author Contributions

Research Design (CRediT 1) Author 1 (%100)

Data Collection (CRediT 2) Author 1 (%100)

Research - Data analysis - Validation (CRediT 3-4-6-11) Author 1 (%100)

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Views of Assessment and Evaluation Experts on Assessment and Evaluation Units in Schools*

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ABSTRACT

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In this study, it was aimed to reveal the views of assessment and evaluation experts on assessment and evaluation units in schools. Participants were selected from the schools where the assessment and evaluation unit is located and from among the schools that the researchers could easily contact. In this context, seven assessment and evaluation experts were selected from schools where the unit existed as participants. In order to seek answers to the research problems, expert opinions were obtained through a semi-structured interview form and by interview technique. According to the results of the research, assessment and evaluation experts stated that traditional and complementary assessment and evaluation approaches are mostly used together in schools. According to another result, it was stated that an assessment and evaluation unit affected the behaviors of teachers, administrators, and parents positively. In teacher-administrator and teacher-parent relations, that this department provides objective data with unbiased evaluation provides an objective perspective on transferring shortcomings. In addition, it was concluded that the coordinated and harmonious relationship of this unit with other departments (such as the curriculum development unit and counseling unit) positively affects the school climate as it increases the quality of the school education policy and ensures that all educational activities are carried out systematically. In line with the results of the research, it is recommended that assessment and evaluation units be established in schools to coordinate with Assessment and Evaluation Centers.



Okullarda Ölçme ve Değerlendirme Biriminin Bulunmasına Yönelik Ölçme ve Değerlendirme Uzman Görüşleri

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ÖZET

Bu çalışmada, okullarda Ölçme ve Değerlendirme Biriminin Bulunması ile ilgili Ölçme ve Değerlendirme Uzmanlarının Görüşlerinin ortaya konması amaçlanmıştır. Katılımcıları oluştururken Ölçme ve Değerlendirme Biriminin bulunduğu okullar göz önünde bulundularak araştırmacıların ulaşabileceği okullar arasından seçim yapılmıştır. Bu doğrultuda yedi ölçme ve değerlendirme uzmanı katılımcıları oluşturmaktadır. Araştırma problemlerine yanıt aramak üzere yarı yapılandırılmış bir görüşme formu ile görüşme tekniğiyle uzman görüşleri alınmıştır. Araştırma sonuçlarına göre, Ölçme ve Değerlendirme Uzmanları okullarda çoğunlukla geleneksel ve tamamlayıcı ölçme ve değerlendirme yaklaşımlarını bir arada kullandığını ifade etmişlerdir. Bir diğer sonuca göre, Ölçme ve Değerlendirme Biriminin bulunmasının öğretmen, yönetici ve veli davranışlarını genellikle olumlu yönde etkilediği ifade edilmiştir. Öğretmen-yönetici ve öğretmen-veli ilişkilerinde bu birimin tarafsız değerlendirme ile objektif bir veri sağlaması, eksikliklerin aktarılması konusunda nesnel bir bakış açısı sağlamaktadır. Ayrıca Ölçme ve Değerlendirme Biriminin diğer birimlerle (Program Geliştirme Birimi, Rehberlik Birimi gibi) ilişkisinin koordineli ve uyumlu olması; okul eğitim politikasının niteliğini arttırdığı ve tüm eğitsel faaliyetlerin sistematik bir şekilde gerçekleşmesini sağladığı için okul iklimini olumlu yönde etkilediği sonucuna ulaşılmıştır. Araştırma sonuçları doğrultusunda Ölçme ve Değerlendirme Merkezleri ile koordineli olarak çalışacak Ölçme ve Değerlendirme Birimlerinin okullarda bulunması konusunda adımlar atılması önerilmiştir.

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INTRODUCTION

Education is a system that regulates and develops individual behaviors. Making reliable and valid decisions about students, who are the most crucial input of this system, is one of the most important aims of the educational process. In this context, in the education system, not only the output process that controls the desired behaviors in students but also the student behaviors as input and the educational and training activities carried out throughout the process should be considered. Therefore, there should be a structure that controls all these processes (Baykul, 2000). The control of this intertwined system emphasizes the concepts of assessment and evaluation.

There are many measurement methods to measure the readiness of students, who are the most important inputs of learning activities, the efficiency of teaching activities for them, and the adequacy of the learning outcomes obtained at the end of the process. Therefore, it is also important that the measurement process, which is defined as quantifying the qualities in the simplest terms, is made correctly. The concepts of validity and reliability emerge at this point. Because accurate measurements are possible with valid and reliable measurement results.

Validity is defined as the meaningfulness and appropriateness of the inferences obtained from the measurement results, and it is stated that the purpose of the test must first be realized in order to comment on validity (Wainer, 2000). Reliability, in basic terms, is the degree of freedom of measurement results from random errors (Turgut & Baykul, 2012). Both validity and reliability features are necessary for the measurement results to be accurate, and both of them are related to each other. However, they are too different to be confused with each other. For example, if the KR-20 reliability coefficient of the measurement results obtained in a multiple-choice test measuring students' physics achievement is 0.95, we can say that the reliability of the measurement results is high. If most of the Physics items in the test require mathematical skills, it shows that these measurement results have another purpose and that their validity is reduced. Therefore, while we can say that the measurement results are reliable, we cannot say that they are valid.

The validity and reliability of measurement results should be determined for accurate assessment and evaluation. This makes it necessary to have knowledge about assessment and evaluation. Accurate measurement results will enable making the right decisions about them. This situation is related to the concept of evaluation. Evaluation takes place after the measurement and is the comparison of the measurement results with a criterion and deciding about the student. Evaluation cannot be done without measurement results and criteria (Tan, 2014, p. 49). Therefore, the correct evaluation depends on valid and reliable measurement results and the selection of the appropriate criteria. In this context, it is important that teachers are supported by experts in the field on issues such as the appropriate use of measurement and evaluation tools, testing their validity and reliability, and choosing appropriate criteria for evaluation.

In addition, the support of experts in planning the teaching process in schools, examining student behaviors in terms of psychomotor, affective, and cognitive aspects, determining the tools and instruments to be used in measuring and evaluating student development during the teaching process, using feedback correctly in the learning-teaching process, and providing support services related to the deficiencies identified are also important in improving the quality of the education process in schools (Özalp & Kaymakçı, 2022; Özar, 2013). Measurement and assessment tools should not only be considered as achievement tests but also the tools such as in-class teacher observations, in-class applications, performance tasks, projects, questionnaires, scales, and inventories should be included. In addition, assessment should not be limited only to students. Activities aimed at determining teacher competence and whether the curriculum adopted are

functioning properly can also be added to the scope of measurement activities (Tan, 2012). In this framework, it is useful to emphasize once again the importance of having support units that will contribute to teachers in the field of assessment and evaluation. The studies in the literature also show the necessity of this support. In the studies examining teachers' perceptions towards assessment and evaluation (Bıçak & Çakan, 2004; Çetin & Göçebe Yüceer, 2023; Gelbal & Kelecioğlu, 2007; Güven, 2001; Peker & Acar, 2024; Yanpar, 1992), it was concluded that teachers consider themselves inadequate in a large part of this field, and the majority of them use assessment tools that they consider themselves adequate. In the study conducted by Anıl and Acar (2008), it was stated that classroom teachers did not have sufficient knowledge, especially about complementary measurement tools. They found the evaluation process complex due to a lack of knowledge, and they needed assessment and evaluation experts. In another study, pre-service teachers' proficiency levels in assessment and evaluation were found to be at a medium level, and in the qualitative aspect of the study, the most frequently preferred measurement tools were multiple-choice tests and true/false tests (Sabancı & Yazıcı, 2017). The reason pre-service teachers do not prefer complementary assessment and evaluation tools is shown as the lack of information about the purposes of use, application, and scoring of these tools, similar to many studies (Çalışkan, 2010; Gelbal & Kelecioğlu, 2007). In addition, in another study, it was stated that teachers were inadequate in preparing open-ended questions that would activate students' higher-order thinking skills (Yıldırım Suna, Güzel & Benzer, 2023). When preparing questions, it is important to be competent in terms of field knowledge, measurement and evaluation knowledge, as well as defining the outcomes well (Yıldız, 2021).

In order to overcome these problems in formal education and increase the quality of education, the Ministry of National Education (MoNE) initiated the "Project for Monitoring, Research, and Development of Assessment and Evaluation Practices" and established Assessment and Evaluation Centers (AEC) in each province in Türkiye (Milli Eğitim Bakanlığı, [MEB], 2017). With this project, MoNE aimed to improve the assessment and evaluation processes in each province, to provide feedback to students and teachers by determining the level of acquisition of learning outcomes, to enable teachers to conduct more qualified exams by using the Item Bank software, and to develop the capacity to organize common exams in each province (MEB, 2017). Within the framework of these objectives, it can be said that AECs aim to increase the quality of assessment and evaluation processes in schools. The responsibilities of AECs are presented as follows:

- Organizing trainings on issues such as item writing guidelines, development of measurement tools that provide valid and reliable measurements,
- Providing the organization of the common exam in the province or district,
- Planning complementary courses in line with the results of the common exam,
- Managing the data analysis process for measurement results,
- Supporting the organization of large-scale achievement tests such as PISA, TIMSS, and ABIDE,
- Implementation of questionnaires to determine the factors that affect student academic success,
- Providing feedback to parents, teachers, school and provincial administrators in line with measurement results (see: <https://odm.meb.gov.tr/>).

It is seen that MoNE is trying to make assessment and evaluation activities in schools more qualified by controlling them together with the AEC. At this point, it is important to have support units in schools that can cooperate with AEC. One of these support units, assessment and evaluation unit (AEU), makes the assessment and evaluation process more systematic, controllable and qualified by coordinating with AEC. In this way, teachers can measure students' learning outcomes by making accurate measurements through valid and reliable measurement tools or item banks in co-operation with AEU and AEC. In addition, the AEU can evaluate the appropriateness of all measurement tools, selected teaching methods, and the curriculums used in education and training within the school. It is thought that addressing the duties and necessity of these units, which are only available in some private schools today, from the perspective of assessment and evaluation experts in schools where AEU are available, will contribute to understanding the importance of the unit. In this direction, this study aimed to present the opinions of assessment and evaluation experts on the existence of assessment and evaluation units in primary schools. In line with this general purpose, the following sub-problems were identified in order to provide important information to primary school administrators and the Ministry of National Education, and also to determine the necessity of the AEU for all schools:

1. What are the opinions of assessment and evaluation experts in the schools where the AEU is in place about the necessity of AEU?
2.
 - a. What are the opinions about the assessment and evaluation activities implemented by the schools?
 - b. What are the opinions about the assessment and evaluation activities that schools should implement?
3.
 - a. What are the opinions about the effect of AEU on individual teacher, student, parent, administrator behaviors?
 - b. What are the opinions about the effect of AEU on teacher-student, teacher-parent, teacher-administrator, student-parent and coterie?
 - c. What are the opinions about the effect of the interaction between the AEU and other units in the school (counseling service, curriculum development) on the school climate?

METHOD

Research Design

In this study, in-depth research was conducted by collecting extensive and comprehensive data about assessment and evaluation units. The research is a case study in the sense that it deals with a current and limited phenomenon within the real-life framework and investigates it in depth and presents the results of the situation (Creswell, 2002; Merriam, 1998; Patton, 1990; Yıldırım & Şimşek, 2013).

Participants

The participants of the study were seven assessment and evaluation experts working in the assessment and evaluation units of four private primary schools in Ankara. Three of the assessment and evaluation experts have 5 or fewer years of professional experience, three have 5-10 years of

professional experience, and one has more than 10 years of professional experience. In selecting the participants, schools with assessment and evaluation units were taken as criteria, and assessment and evaluation experts working in these schools were selected. Accordingly, seven assessment and evaluation experts constitute the study group, and the experts were coded as U1, U2, ... U7 for direct references.

Research Instrument and Processes

In this study, interview, one of the data collection methods, was used both based on the purpose of the research and considering that it is a more powerful technique to express the views, experiences and feelings of individuals (Yıldırım & Şimşek, 2013).

A semi-structured interview form was developed to seek answers to the research problems. The interview form, which was prepared and tested by the researchers, was audio-recorded with the permission of the participants and applied to the assessment and evaluation experts after the interviews were organized and prepared.

While developing the interview form, semi-structured questions were prepared in accordance with the purpose of the research. While preparing the questions, first, a confidence-building introduction to the interview was prepared and care was taken to use a simple language. In addition, it was paid attention that the questions consisted of a single statement, directions were avoided and a presentation from general to specific was followed. Then, the prepared questions were presented to 5 experts who completed their PhD in the field of assessment and evaluation and their opinions were taken. Based on the expert opinions, a form was developed and a pilot study was conducted with an assessment and evaluation expert. As a result of the pilot study, necessary revisions were made and the final interview form was developed.

During the interview, the researchers changed the question flow in some cases according to the participant responses. The researchers took care to ensure that the participants could express themselves comfortably. They used reinforcements to encourage and give feedback to the participants when necessary. In addition, the researchers took care to control the interview process in terms of time and topic, and finally the interviews on these bases were about 20 minutes long.

Data Analysis

The process followed while analyzing the data obtained from the assessment and evaluation experts through interviews is as follows: First, the talks recorded by video or audio recording during the interview were translated into written text by the researchers. After the talks were translated into written text, they were numbered according to the order of speech and transferred to the Nvivo for content analysis. The reason content analysis was preferred instead of descriptive analysis in the study was to interpret the data in a deeper way. In addition, there was no predetermined theme or category structure. Within the framework of this basic purpose, the steps followed in the content analysis were as follows: The researchers read and coded the data translated into written form. Coding was done by extracting meaning from the data. In the coding process, which constitutes the first stage of content analysis, the researchers divided the information into meaningful parts after reviewing it and tried to find out what it means conceptually for each part. In the second stage, based on the codes developed in the first stage, themes that can organize these codes under a specific conceptual framework were developed. In other words, the collected data were categorized through codes (Yıldırım & Şimşek, 2013). For this step, first, the codes that can be categorized under similar or the same category were brought together. Then, different themes that can keep these codes together were determined. At the last stage, the aim is to prepare the data for interpretation by organizing them in accordance with the codes and themes. For this

purpose, the data were organized according to the codes and themes and made ready for interpretation.

Credibility and Transferability

Validity in qualitative research differentiating from the traditional definition in quantitative research means that the researcher observes the phenomenon or situation as it is, in its natural state, as unbiased as possible (Yıldırım & Şimşek, 2013). In order to achieve this, the researcher should support the data obtained by additional methods, such as variation and participant approval. Although there are few studies presenting validity evidence because of the difficulty of collecting evidence for validity in qualitative research, validity should be in the first place since it is a determining role of reliability. Lincoln and Guba (1985, as cited in Yıldırım & Şimşek, 2013) suggested the terms "credibility" and "transferability" instead of validity and reliability, considering the purpose of validity and reliability studies in qualitative research.

Credibility, which corresponds to internal validity, requires the research process and results to be explicit, consistent, and acceptable to other researchers. Transferability can be considered the concept of "generalization" in quantitative research. In this context, the researchers took care to be flexible in the study. The researchers collected detailed, in-depth information by conducting face-to-face interviews with the participants. The researchers transcribed the interviews. In addition, giving direct quotations of the participants' opinions in the findings and results section is also within the validity studies.

As part of the reliability studies, the participants were clearly defined according to the qualifications appropriate for the purpose of the study. In addition, processes such as the purpose of the study, settings, method used, and data analysis were explained in detail.

In the study, Krippendorff's alpha coefficient was calculated to examine the inter-rater reliability. Krippendorff's alpha coefficient was calculated by using the formula $\alpha = 1 - (Do / De)$ based on the coding performed by two raters. In the formula, Do is the observed disagreement and De is the observed disagreement measurement in case of chance. The Krippendorff's α coefficient was found to be 0.81. All disagreements were reviewed together by the two coding researchers, and final common decisions were made.

FINDINGS

After the data collected in the study were divided into units, they were grouped under 13 categories. There are 11 sub-categories in three of these 13 categories. Considering the relationships between categories and subcategories, three general themes were determined. The themes and categories are given in Figure 1, while subcategories are given in Figure 2.

Figure 1
Themes and Categories

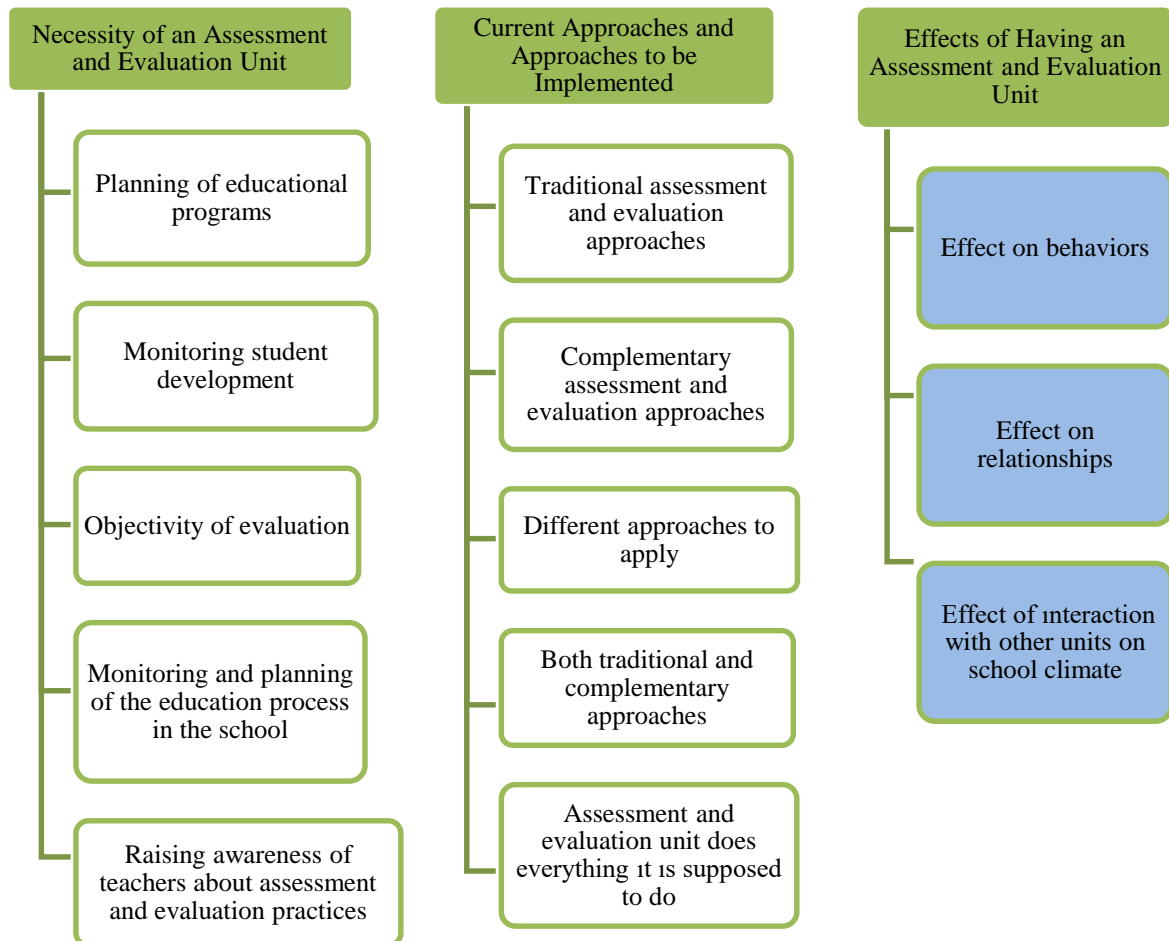
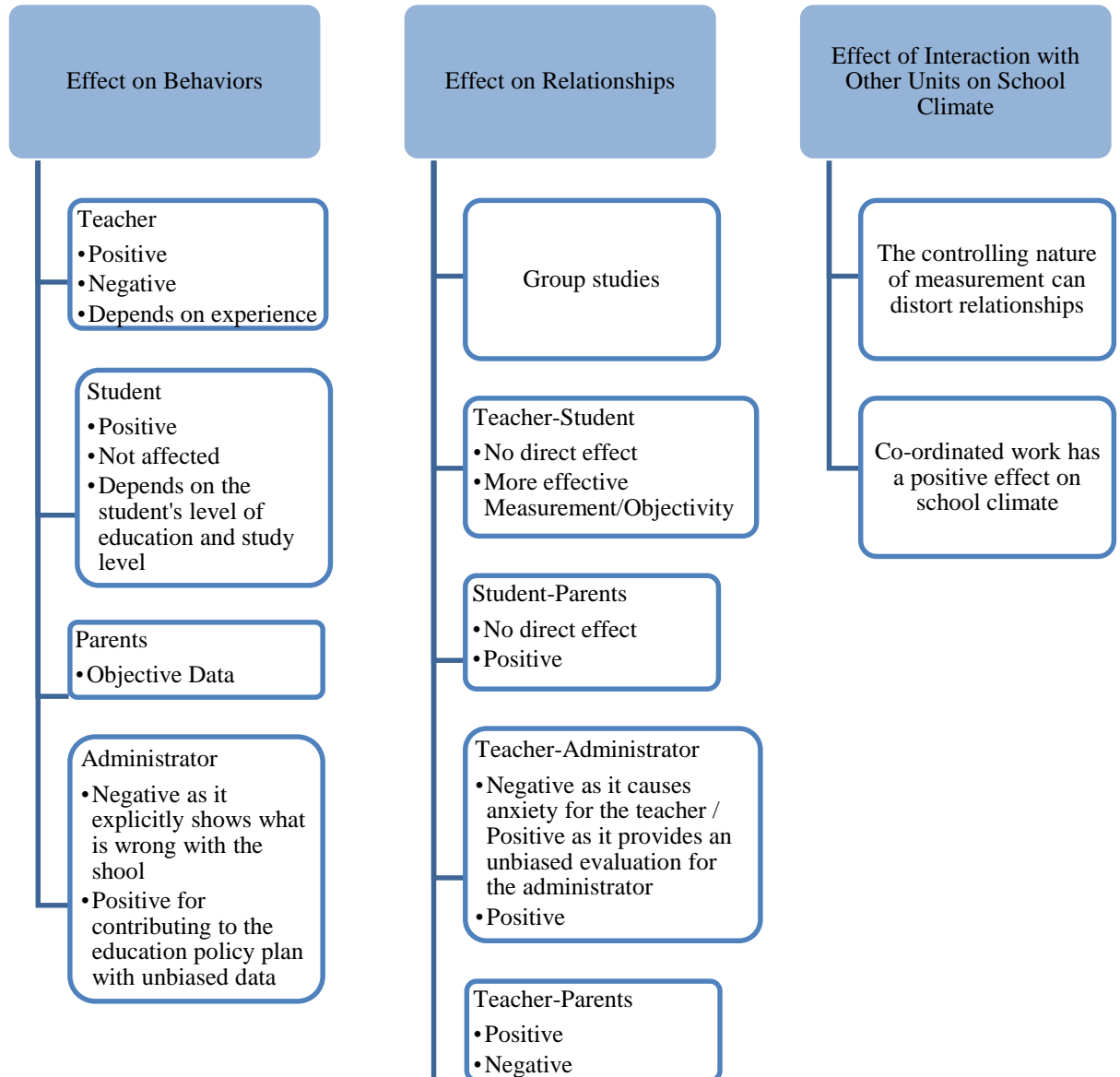


Figure 2
Categories and Subcategories



The findings and interpretations obtained from the research questions are given in order. The answers given by the participants to the question are stated with reference numbers according to the codes formed.

Findings Related to the First Sub-Problem

The assessment and evaluation experts were first asked, "What are your opinions about the necessity of the assessment and evaluation unit?". The number of references according to the codes

formed from the answers given by seven assessment and evaluation experts working in different private schools is given in Table 1.

Table 1

Number of References of Expert Opinions on the Necessity of Assessment and Evaluation Unit

| Theme | Units | Resources | References |
|---|---|-----------|------------|
| Necessity of assessment and evaluation unit | Objectivity of the assessment | 4 | 5 |
| | Planning of educational programs | 1 | 2 |
| | Monitoring the education process at school | 5 | 5 |
| | Monitoring student development | 2 | 3 |
| | Raising awareness of teachers about assessment and evaluation practices | 5 | 5 |

Table 1 illustrates the most emphasized ideas of the assessment and evaluation experts about the necessity of an assessment and evaluation unit: "objectivity of the assessment," "raising awareness of teachers about assessment and evaluation practices," and "monitoring the educational process in the school." These units are followed by "monitoring student development" and "planning of educational programs," respectively.

The content analysis revealed that one of the most important benefits of having a unit in a school is the objectivity of the assessment and evaluation activities carried out in the school, according to the experts. In this regard, one of the experts, U2, stated: "There is a difference between the evaluation criteria in the exams conducted by the unit and conducted by the teacher; if there was no unit, there would be situations such as not being able to identify missing learning outcomes." In this context, it can be mentioned that the unit provides data that is obtained in a more objective way, away from subjectivity.

One of the most important benefits of having a unit in schools was considered to be the monitoring of the educational process in the school. As stated by Tan (2012), the education system is a process with inputs and outputs. It is necessary to have a unit that completely monitors and programs this process. This requires the necessity of the AEU.

One of the most frequently referred ideas about the necessity of the AEU is that the unit raises teachers' awareness about assessment and evaluation. The statements of U6 who expressed these thoughts are: "Assessment and evaluation is actually a very critical activity... Of course, every teacher must have some knowledge and experience in assessment and evaluation to determine student achievement. This necessitates the existence of assessment and evaluation."

As Özar (2013) states, one of the most important tasks of the unit is to complete teachers' deficiencies in assessment and evaluation, to examine the assessment and evaluation approaches they use in the classroom, and to inform teachers about complementary assessment and evaluation methods or latest developments when necessary. This will be a process that indirectly affects student achievement.

"Planning education programs" and "monitoring student development" are the views that are less frequently referred to by the experts. Some of the expert opinions giving these responses are: "The unit contributes to planning and improving the quality of educational and learning activities in the school. Therefore, it is necessary." (U4), "In order for teachers to complete the learning deficiencies of students,

these deficiencies must first be identified, and the unit has a very crucial role here..." (U7). Based on these responses, the necessity of assessment and evaluation in schools was also mentioned as a benefit for students. In fact, the planning of educational programs may also indirectly affect student achievement and be of equal importance. The fact that there is not much difference between the references shows this.

Findings Related to the Second Sub-Problem

In the second sub-problem, measurement and evaluation experts were asked, "What are your opinions about the assessment and evaluation approaches used in schools?". The number of references according to the codes formed from the answers given by the experts is given in Table 2.

Table 2

Number of References of Expert Opinions on Current Assessment and Evaluation Approaches in Schools according to Units

| Theme | Units | Resources | References |
|--|---|-----------|------------|
| Current approaches of the assessment and evaluation unit | Both traditional and complementary assessment and evaluation approaches | 5 | 5 |
| | Traditional assessment and evaluation approaches | 4 | 4 |
| | Complementary assessment and evaluation approaches | 1 | 2 |

After the responses about the assessment and evaluation approaches carried out by the schools, the question "What do you think are the assessment and evaluation approaches that schools should implement?" was asked. The frequencies of the answers to this question according to the units are given in Table 3. Since the questions complemented each other under the second sub-problem, the tables are given first and the explanations were made by considering both tables (Table 2 and Table 3).

Table 3

Number of References of Expert Opinions on Assessment and Evaluation Approaches that should be applied in Schools according to Units

| Theme | Units | Resources | References |
|--|---|-----------|------------|
| Assessment and evaluation approaches that schools should apply | Both traditional and complementary assessment and evaluation approaches | 2 | 3 |
| | Traditional assessment and evaluation approaches | 1 | 1 |
| | Complementary assessment and evaluation approaches | 1 | 2 |

Table 2 reveals that traditional and complementary assessment and evaluation approaches are mostly used together in schools. However, the number of references stating that traditional assessment and evaluation approaches are mostly used in their schools is quite close to this number. The number of references stating that they use a complementary assessment and evaluation approach in their schools is the lowest.

As seen in Table 2, complementary assessment and evaluation approaches are less preferred. This may be due to the lack of time, financial and technical background of the school, lack of adequate knowledge about these approaches, or the existence of an exam-oriented education system. An expert opinion on this issue is: "If only we were not an exam-anxious society, open-ended questions and other

activities aimed at measuring high-level thinking skills like reading comprehension and writing skills could have been done..." (U3). However, another expert stated: "...There is no assessment and evaluation approach that an assessment and evaluation unit can apply independently of the teacher. Whichever approach the teacher applies in assessing student achievement is adopted..." (U6). In this answer, it was seen that teachers should have enough knowledge about assessment and evaluation approaches. In addition, as mentioned above, exam anxiety, especially in private schools, is an important risk factor for institutions to adopt traditional assessment and evaluation approaches. Another expert opinion supports this claim: "...Due to the legislation, performance evaluation approaches are prioritized by the school administration" (U4).

An analysis of the assessment and evaluation approaches that should be employed in educational settings (Table 3) revealed the necessity of integrating complementary and traditional assessment strategies. The methods in the complementary approach can measure the outcomes and students' analyzing and reasoning skills more effectively and in depth (Şaşmaz-Ören & Tatar, 2007). In this context, it is natural and desirable to use both approaches together. Some views of the experts on this issue are: "...Students' levels of readiness and the points they have reached can be observed. For this purpose, not only tests using multiple-choice items but also performance tasks, projects, portfolios, and unrestricted open-ended items should be used" (U5); "...Both traditional assessment and evaluation methods and complementary methods should be used together" (U7). The experts stated that multiple-choice items would be inadequate in measuring students' high-level skills and that open-ended questions should be asked together with these. Performance tasks were the most frequently mentioned measurement tool in the subcategory of complementary methods. As can be seen from Table 3, the opinion that traditional assessment and evaluation approaches should be applied has a relatively small number of references. Therefore, it can be said that traditional measurement and evaluation approaches alone will not be sufficient in schools.

Findings Related to the Third Sub-Problem

In the third sub-problem, assessment and evaluation experts were first asked, "What are your opinions about the effects of AEU on teacher, student, parent and administrator behaviors?". Frequencies for the answers to this question are presented in Table 4.

Table 4

Frequencies of the Effects of Assessment and Evaluation Unit on Teacher, Student, Parent and Administrator Behaviors

| Theme | Category | Subcategory | Units | Resources | References | |
|---|---------------------|-------------|---|---|------------|---|
| Effects of having an assessment and evaluation unit | Effect on behaviors | Teacher | Positive | 6 | 7 | |
| | | | Negative | 4 | 5 | |
| | | | Depends on experience | 1 | 1 | |
| | | Student | Positive | 2 | 2 | |
| | | | Not affected | 3 | 3 | |
| | | | Depends on the student's level of education and study level | 2 | 2 | |
| | | | Parent | Parent | 2 | 2 |
| | | | | Objective Data | 5 | 5 |
| | | | Administrato | Negative as it explicitly shows what is wrong with the school | 3 | 3 |

| | | | |
|---|---|---|---|
| r | Positive for contributing to the education policy plan with unbiased data | 6 | 6 |
|---|---|---|---|

According to Table 4, six experts stated that AEU in schools has a positive effect on teacher behaviors, and they mentioned this in seven different points. Some of the related opinions are: "Positive. We facilitate the work of our teachers and ensure objectivity with expert support" (U6); "... we can say that it helps because we provide information about new measurement approaches" (U2). Another opinion is: "When scoring an exam after administering it, the teacher realizes that the scoring process is more qualified if the rubric of the exam is prepared by an assessment and evaluation expert, and more reliable results are obtained "(U1).

On the other hand, four experts stated that the effect of the existence of SIBs in schools on teacher behaviors was negative, and they mentioned this at five different points. The related opinions are: "It causes anxiety in teachers. Since the assessment and evaluation unit can evaluate everyone in the process, it also considers the exams made by the teachers, and this situation sometimes causes anxiety for the teachers" (U2); "Sometimes being exposed to criticism can create tension" (U3); "There is a perception in teachers as if we are teaching because they do not know" (U7).

There is only one expert who stated that the effect of the existence of an assessment and evaluation unit in schools on teacher behaviors would vary according to the experience of the teacher. According to this expert opinion, it was stated that teachers with more experience may show resistance to innovative methods or constructive corrections in some cases. It was found that the existence of an assessment and evaluation unit would have the most positive effect on teacher behavior. Negative effect follows positive effect, and the frequency difference between these two units is very small. Only one expert emphasized that the positive or negative effect on behavior would vary according to the experience of the teachers.

An evaluation of Table 4 indicated that the presence of an assessment and evaluation unit was perceived as having a beneficial impact on student behaviors by two experts. One expert: "It is positive because it provides objective assessment" (U6). Three experts stated that the existence of the unit would not affect student behavior. Examples of these opinions are: "Students may not be directly affected by the existence of an assessment and evaluation unit" (U2), "Students have knowledge that there is an assessment and evaluation unit, but they do not have very detailed information about what this unit does." (U1). Two experts stated that the effect of the existence of the unit on student behaviors would depend on the education level and study level of the students. A sample opinion on this subject is: "It affects the students in primary school, especially positively. They pay attention to the exams organized by the unit" (U3). When summarized according to the frequencies, the experts mostly gave the opinion that the existence of the unit would not directly affect student behavior. This was followed by the opinions that the unit would have a positive effect or that its effect on student behavior would vary depending on the education level and study level of the student. The frequency difference between the number of opinions that the unit has no direct effect on student behavior and the frequency difference in this unit is quite small.

An examination of the frequencies of expert opinions regarding the impact of AEU presence in schools on parental behaviors revealed that two experts had expressed general opinions. One of these opinions is: "Parents research everything when choosing a school for their children, so of course it has a positive effect on parents. Even if there is a problem or disruption in the unit at the school, the parent cannot know about it because it is not reflected outside" (U1). In addition, according to Table 4, there are five experts who state that the presence of this unit has an effect on parent behavior in terms of objective data. One expert opinion is: "There were parents who objected to exams or questions. However, with the existence of the unit, unbiased data can now be presented to the parents. For example,

if a comment is made about an exam, objections disappear because it is an exam of which validity and reliability have been determined" (U2). Experts generally stated that the existence of the unit would positively affect parents' behavior in terms of objective and reliable data.

Lastly, when the expert opinions about the effect of the existence of AEU in schools on administrator behaviors were examined, three experts stated that it had a negative effect. One opinion is as follows: "We are neither members of the school nor not. Sometimes we are even traitors who reveal the failure of the school" (U6). On the other hand, there are six experts who stated that the existence of the unit has a positive effect on administrator behaviors. One of these opinions is: "Administrators want to make evaluations. What should be done for a deficient outcome? The unit provides this information. Therefore, it is positive" (U2). In this context, the most common opinion for administrator behaviors is that the existence of an assessment and evaluation unit has a positive effect. The frequency indicating that this effect is negative is half of the frequency indicating that it is positive.

As a result, when all the opinions were examined, it was observed that the existence of the AEU in schools affected the behaviors of teachers, administrators, and parents most positively, while it did not directly affect the behaviors of students. However, teachers were the most directly affected by the existence of the unit. After teachers, it was seen that the behaviors of administrators and parents were affected, respectively.

In the other part of the third sub-problem, the assessment and evaluation experts were asked, "What are your opinions about the effect of the AEU on teacher-student, teacher-parent and teacher-administrator, student-parent and group work?". The frequencies of the answers to this question are presented in Table 5.

Table 5

Frequencies of the Effects of Assessment and Evaluation Unit on Teacher-Student, Teacher-Parent, Teacher-Administrator, Student-Parent Relations and Group Works

| Theme | Category | Subcategory | Units | Resources | References |
|---|---------------------|-----------------------|---|-----------|------------|
| Effects of having an assessment and evaluation unit | Effect on relations | Teacher-Student | No direct effect | 2 | 2 |
| | | | More qualified measurement/Objective Assessment | 5 | 5 |
| | | Teacher-Parents | Positive | 5 | 5 |
| | | | Negative | 3 | 3 |
| | | Teacher-Administrator | Negative as it causes anxiety for the teacher / Positive as it provides unbiased evaluation for the administrator | 7 | 7 |
| | | | Positive | 1 | 1 |
| | | | No direct effect | 4 | 4 |
| | | Student-Parents | Positive | 2 | 2 |
| | | Group Works | | 7 | 7 |

First, in examining the effect of the existence of the unit on the teacher-student relationship, as reflected in Table 5, two experts indicated that no direct effect could be discerned. One opinion related to this is: "We cannot contact the students directly. The student cannot make an inference such as "There is an assessment and evaluation unit in our school; the assessment and evaluation unit corrects the exams applied by my teacher, so I like or dislike my teacher very much" (U1). In addition, there were five expert opinions stating that the existence of the unit had a positive effect on the teacher-student

relationship in the context of more qualified measurement and unbiased evaluation. Some of the related opinions are: "Objective measurement tool and evaluation as a result, so it is positive" (U6), "If the teacher can benefit from the assessment and evaluation unit well enough, it is beneficial for the student" (U3). In line with the statements of the experts, it has been revealed that the existence of AEU in schools affects the teacher-student relationship most positively.

An examination of the frequencies of the effect of the existence of the AEU on the teacher-parent relationship, as illustrated in Table 5, revealed that five experts asserted that it had a positive impact on the relationship. One opinion related to this is: "The teacher can use the data of the AEU while talking to the parent, so he/she can be more effective in motivating the parent. The parent may also trust the assessment and evaluation activities more" (U2). Three experts mentioned that the existence of the AEU had a negative effect on the teacher-parent relationship. Based on the statements and frequencies of the experts, it was found out that the existence of AEU had the most positive effect on the teacher-parent relationship. However, there is not a major difference between the frequencies of positive and negative opinions.

In examining the effect of the existence of the AEU on the teacher-administrator relationship as reflected in Table 5, seven experts stated that while administrators supported the unit because of the perceived objectivity of its evaluations, teachers expressed greater concern. Some opinions related to this are: "It is a problem when the administrator evaluates the results not as student development but as teacher performance" (U6), "The administrator who splits between the parent and the teacher can put more pressure on the teacher" (U7). Only one expert stated that the existence of AEU would positively affect the teacher-administrator relationship. Considering the opinions of the experts, it was found that the existence of AEU would mostly affect the teacher-administrator relationship negatively, as it is a situation that causes anxiety for the teacher.

Upon examination of the frequencies of the effect of AEU on the student-parent relationship in Table 5, it was observed that four experts asserted that it would not exert a direct influence. One opinion related to this is: "For the parent, their child is always perfect in every situation. Nothing can disrupt this" (U5). In addition, there were two experts who stated that the existence of the unit would positively affect the student-parent relationship. One expert opinion supporting this idea is: "Parents can see the learning deficiencies of students with reliable data, so it is positive" (U2). Considering the opinions of the experts, it was seen that the opinions that the existence of AEU would not directly affect the student-parent relationship were more common.

Upon examination of the frequencies related to the effect of the existence of AEU on group work, as presented in Table 5, each of the experts indicated that the presence of AEU had a positive impact on the group dynamics. The answers of some experts supporting this view are: "The unit informs what the learning deficiencies of the students are and accordingly plans and programs can be made" (U2), "Teachers talk not only about how to teach the lesson but also how to make an evaluation in the class" (U7).

As a result, when the effect of the existence of AEU on the relationships was examined, the most common opinion was that the effect would be positive. In the teacher-administrator relationship, the most common opinion was that it would be negative for the teacher. In the context of student-parent relations, the most common opinion was that the existence of this unit did not have a direct effect.

Findings Related to the Fourth Sub-Problem

In the fourth sub-problem, Assessment and Evaluation experts were asked about their opinions on the effect of the interaction between AEU and other units in the school (school counseling service,

research and development unit) on school climate. The frequencies of the expert opinions are presented in Table 6.

Table 6

Frequencies of Expert Opinions about the Effect of Interaction of AEU and Other Units on School Climate.

| Theme | Category | Subcategory | Units | Resources |
|---|--|---|-------|-----------|
| Effects of having an assessment and evaluation unit | Effect of interaction with other units | The controlling nature of measurement can distort relationships | 2 | 2 |
| | | Co-ordinated work has a positive effect on school climate | 6 | 6 |

According to Table 6, six experts stated that the interaction of AESU with other units positively affected the school climate due to coordinated work. One expert response supporting this view is: "In our school, we work together as curriculum development, assessment and evaluation experts and teachers. We are good collaborators. We also work in partnership and co-operation with the school guidance service in some projects." (U6). Two experts stated that the interaction of AEU with other units may negatively affect the school climate because of its controlling nature. One expert supported this view: "AEU is involved in the process not only in exams for students but also in activities such as projects carried out in the school and wants to raise the standard. Therefore, it may cause anxiety in other units from time to time" (U3). Consequently, the most common opinion among the experts was that the interaction between the units positively affected the school climate. Some experts think that measurement has a negative effect on the school environment because it has a realistic and controlling nature. However, the frequency difference between positive and negative views is large and in favor of the positive view.

DISCUSSION and CONCLUSION

Education is a system that includes teachers, students, administrators, and parents. In order to ensure the good process of this system, it is necessary for all individuals in the process to fulfill their duties and responsibilities. However, it is important for individuals to get support from each other when necessary and to work in coordination to ensure the efficiency of the process.

Assessment and evaluation activities at school directly or indirectly affect all inputs and outputs in this process. In this regard, educators should have the necessary qualifications in the field of assessment and evaluation to evaluate the students in the system correctly with valid and reliable measurements. However, studies in the literature show that teachers or pre-service teachers have limited knowledge about the correct application of assessment and evaluation activities and have problems at this point (Acar & Anıl, 2009; Çakan, 2004; Gelbal & Kelecioğlu, 2007; Gerek, 2006; Gözütok et al., 2005; Kabapınar & Ataman, 2010; Kilmen & Çıkrıkçı Demirtaşlı, 2009; Kuran & Kanatlı, 2009; Şenel Çoruhlu et al., 2009; Yapıcı & Demirdelen, 2007; Yaşar et al., 2005). Therefore, it is necessary to

improve the assessment and evaluation activities carried out in schools and classrooms and to provide the necessary support when needed. The unit that will provide this support is undoubtedly AEU.

Valuable opinions were obtained about the necessity of the unit and its effects on the school climate and teachers, administrators, parents, and students by interviewing assessment and evaluation experts in primary schools with AEU in this study. The general conclusions obtained from these opinions are as follows: One of the most important benefits of having a unit in a school is that the assessment and evaluation activities carried out in the school are objective. Another important factor that makes the unit necessary is to provide the necessary support to ensure that teachers' assessment and evaluation activities are qualified. As stated by Özar (2013), one of the most important tasks of the unit is to complete the deficiencies of teachers in assessment and evaluation, to examine the assessment and evaluation approaches they apply in the classroom, and to inform teachers about complementary assessment and evaluation methods or current developments when necessary. As stated by Özar (2013), one of the most important tasks of the unit is to complete the deficiencies of teachers in assessment and evaluation, to examine the assessment and evaluation approaches they apply in the classroom, and to inform teachers about complementary measurement and evaluation methods or current developments when necessary. This is a chain process that indirectly affects student achievement, and accurate monitoring of student development has also been found to be a factor that requires the existence of a unit.

According to the results of the research, assessment and evaluation units mostly use traditional and complementary assessment and evaluation approaches together in schools. However, the fact that the teaching policies in private schools are exam-oriented makes traditional measurement methods indispensable. It has been one of the particularly emphasized ideas that school policies should focus more on complementary assessment methods, especially using assessment tools such as performance tasks and projects to measure high-level mental skills. The studies in the literature have recommended the foundation of assessment and evaluation units as well as seminars and in-service trainings in order to make teachers' perceptions of using complementary assessment and evaluation methods adequate (Kılıç, 2020).

According to another important result, it was concluded that while the existence of an assessment and evaluation unit positively affects teacher, administrator, and parent behavior in general, it did not directly affect student behaviors. However, the teacher's cooperation with the assessment and evaluation unit increases the quality of assessment and evaluation, and this is reflected in the methods he/she applies in the classroom. Therefore, it is obvious that the unit will contribute to the student indirectly.

The existence of the unit also contributes positively to group studies and teacher-student, teacher-parent, and teacher-administrator behaviors. AEU provides support in preparing annual training programs and identifying deficiencies in group studies. The fact that this unit provides objective data with unbiased evaluation in teacher-administrator and teacher-parent relations provides an objective perspective while giving feedback on deficiencies. On the other hand, the fact that it causes anxiety in teachers in the teacher-administrator relationship can be considered a negative result compared to other results. It can be said that administrators should carry out measurement and evaluation processes to improve the processes instead of using them as a system of rewarding/punishing teachers at this point. In addition, the relationship between AEU and other units (school counseling service, research and development unit) should be coordinated and harmonious. It has been concluded that it positively affects the school climate as it increases the quality of school education policy and ensures that all educational activities are carried out systematically.

SUGGESTIONS

The research results and related studies show that AEU should exist in all schools. The

effectiveness of an education program requires continuous monitoring of the program and providing feedback at regular intervals. Assessment and evaluation fulfill this role and ensures that the problems in the process are identified, and precautions are taken (Kılıç, 2020). There is a need to have a support unit in every school that can contribute to teachers so that recognition, monitoring, and evaluation activities for students can be carried out with appropriate measurement tools, objective assessment and evaluation can be carried out, teachers can also focus on complementary measurement and evaluation, and measurement results can be examined in terms of validity and reliability.

In addition, the education system was affected by situations such as earthquakes and global pandemics earlier and met with the distance education process. Considering that global crises can always affect education, it is very important to have an assessment and evaluation unit in schools in order to measure and evaluate student achievement in a valid and reliable way and to make accurate decisions in distance education designs (Öğütölmüş et al., 2022). Therefore, it is recommended that the Ministry of National Education take steps to ensure that there are AEU units in every school that will work in cooperation with the AEC. In this context, it is obvious that more experts in the field of assessment and evaluation need to be trained in Turkey. This is possible by reopening undergraduate programs in the field of measurement and evaluation or by increasing the number of graduate programs. In addition, it is thought that assessment and evaluation bachelor graduates who currently work in guidance units in schools can be assigned to AEU units. Finally, in this research, the opinions of assessment and evaluation experts about assessment and evaluation units were examined. Other studies can examine the opinions of other stakeholders, such as students, teachers, parents, and administrators, about assessment and evaluation units.

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Approved by Aksaray University Human Research Ethics Committee with protocol number E-34183927-020-00000945670.

Author Contributions

Research Design (CRediT 1) YYG (%30) – VÖ (%30) – İK (%40)

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The Attitudes of 8th Grade Students Towards the Republic of Turkey Revolution History and Kemalism Course

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attitudes

ABSTRACT

This study is quantitative research that aims to examine the attitudes of 8th graders towards the T.R. History of Revolution and Kemalism Course. The study population consists of 6.650 students studying in the 8th grades of Samsun province central district secondary schools in the 2022-2023 academic year, while the sample consists of 1424 students. A stratified sampling method was used in sample selection, and simple random sampling was used to draw units from the sub-populations of the sample. A survey form, the first part of which includes demographic information of the participants and the second part of which provides for the T.R. History of Revolution and Kemalism Course Attitude Scale, was used as a data collection instrument. Descriptive statistics and hypothesis tests were used in data analysis. The range width of the scale was interpreted based on the formula "range width/number of groups." Whether the scale scores showed significant differences between demographic groups was tested with hypothesis tests, an independent sample t-test was used to compare independent demographic variables with two groups, and a one-way ANOVA test was used for independent variables with more than two groups. The difference in test scores between these groups was interpreted using the post hoc test, Scheffe. As a result of the study, it was found that the attitude scores of the study sample towards the course were undecided. There were significant differences between participants' attitudes towards the course and the variables of gender, nationality, school type, parental educational status, place of residence, number of people in the household, and course achievement.



8. Sınıf Öğrencilerinin Türkiye Cumhuriyeti İnkılap Tarihi ve Atatürkçülük Dersine Yönelik Tutumları

Makale Bilgisi

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T.C. inkılap tarihi ve Atatürkçülük dersi, 8. sınıflar, Öğrenci tutumları

ÖZET

Bu çalışma 8. sınıf öğrencilerinin T.C. İnkılap Tarihi ve Atatürkçülük dersine yönelik tutumlarını incelemeyi amaçlayan, nicel bir araştırmadır. Araştırmanın çalışma evreni Samsun ili merkez ilçe ortaokullarının 8. sınıflarında 2022-2023 eğitim-öğretim yılında öğrenim gören 6.650 öğrenciden, çalışma örnekleme ise 1424 katılımcı öğrenciden oluşmaktadır. Örneklem seçiminde tabakalı örnekleme yöntemi kullanılmış, örneklemin alt evrenlerinden birim çekme işlemi basit yansız örnekleme ile yapılmıştır. Veri toplama aracı olarak, birinci bölümü katılımcıların demografik bilgilerini, ikinci bölümü T.C. İnkılap Tarihi ve Atatürkçülük Dersi Tutum Ölçeğini içeren bir anket formu kullanılmıştır. Verilerin analizinde betimleyici istatistik ve hipotez testleri kullanılmıştır. Ölçeğin aralık genişliği, “dizi genişliği/ grup sayısı” formülü esas alınarak yorumlanmıştır. Ölçek skorlarının demografik gruplar arasında anlamlı farklılık gösterip göstermediği hipotez testleriyle sınanmıştır. İki gruplu bağımsız demografik değişkenlerin karşılaştırılmasında bağımsız örneklem t testi, ikiden fazla gruplu olan bağımsız değişkenler için ise tek yönlü ANOVA testi kullanılmıştır. Test skorlarındaki farklılığın hangi gruplar arasında olduğu post hoc testlerinden Scheffé ile yorumlanmıştır. Araştırma sonucunda çalışma örnekleminin derse yönelik tutum skorları toplamda kararsızım düzeyinde olduğu ve katılımcıların derse yönelik tutumları ile cinsiyet, uyruk, okul türü, anne baba eğitim durumu, yerleşim yeri, hane kişi sayısı ve ders başarısı değişkenleri arasında toplamda anlamlı farklılık olduğu görülmüştür.

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INTRODUCTION

Political functions of education include citizens' commitment to the system of the state, selection of individuals who can lead the society, and awareness of the society or individuals of their citizenship rights and responsibilities by the political understanding adopted in a country. The main objective of this political function of education is to guarantee and control the future of the social order by transferring the fundamental values, the world of meaning, and then beliefs of the political-social order to the new generations (Danju, 2017; Kartal, 2018; Parlak, 2005; Serbest, 2022; Şişman & Turan, 2004). Thus, the state's official ideology is adopted by individuals to create the desired human type and society (Kızılloluk, 2013). In this context, with the organization of societies in the form of states, education policies are developed in line with the political regimes adopted by the states, mainly language, history, and citizenship education (Gündüz & Gündüz, 2007).

Research on the history of education shows that political, social, and economic conditions directly or indirectly influence education policies in countries. It is a known fact that the social changes and developments in the world influence issues such as the historiography, the aims, curricula, and content of history courses, as well as which knowledge, skills, and attitudes should be targeted in history teaching (Ayaydın & Yılmaz, 2021; Demircioğlu, 2012). Especially with the emergence of nation-states in the 19th century, educating individuals who will adopt the nation-state and nation-state identity has been one of the goals of education policies. The content of history courses, in particular, has been shaped in line with objectives such as forming national identity, transferring national culture to future generations, and loyalty to the nation (Demircioğlu, 2014). The Republic of Turkey, which was established on the legacy of the Ottoman Empire, was founded based on the nation-state concept (Hanioğlu, 1985; Şıvgın, 2009). In this context, educational policies were started in line with the understanding that the most crucial way of creating a national identity and loyalty to the republic would be provided by education (Şimşek, Küçük, & Topkaya, 2012). Historical education was designed to create a national identity based on a nationalist approach. National unity and consciousness, which were effective in winning the National Struggle, formed the basis of educational understanding defined as Misak-ı Maarif, which was adopted in the first years of the republic and formed the basis of the education policy of the new state. The general aim of this understanding was to raise generations who had adopted the principles of national sovereignty and complete independence and who attached importance to national unity and integrity (Kılıç & Altunay, 2012). In line with this understanding, History of Revolution courses were included in the curricula to ensure that nation-state understanding and the philosophy of the establishment of the new state were adopted by the society and passed to future generations (Akgün, 2004; Arsal, 2015; E. Aslan, 1998; Doğaner, 2005; Dönmez & Yazıcı, 2008; Erdaş, 2006). In some studies, on the topic, it is stated that the course of the history of revolution is a course of regime that serves to protect and maintain national integrity and to build a positive attitude in society towards Atatürk's principles (Akbaba, Kaymakçı, Birbudak, & Kılcan, 2016; Bolat, 2019; Doğaner, 2006; Erdaş, 2006).

From the early days of the Republic of Turkey to the present day, courses on the Revolution's history have been included in the curricula of educational institutions at different levels with different names. In this process, the first "History of Revolutions" course was taught at Ankara Law School in 1925 (Akkor, 2017). Later, with the idea of raising generations loyal to revolutions as regime propaganda, the course "History of Turkish Revolution and the Republican Era" was introduced in the last grades of high schools and teacher training schools in the 1931–1932 Academic Year. A year later, on December 3, 1933, the Ministry of Education decided to include this course in all three grades of high schools and teacher training schools to provide a more fundamental and comprehensive learning of this course (Erdaş, 2006). The name of this course, one of the compulsory courses in all

faculties and colleges under the title "Turkish Revolution History and the Regime of the Republic of Turkey" after May 27, 1960, was changed to "Turkish Revolution History" on March 20, 1968. This course, which was taught in universities under the name of "Turkish Revolution History," was renamed "Atatürk's Principles and Turkish Revolution History" after September 12, 1980, by the Higher Education Law no. 2547 dated November 6, 1981, and has remained a compulsory course until today (Ayaydın & Yılmaz, 2021; Bolat, 2019; Doğaner, 2005). The regulations made in this period were not limited to this. In line with the purpose set for higher education institutions by the Higher Education Law No. 2547 in the 1982 Constitution of the Republic of Turkey, Article 42 of the 1982 Constitution included the provision that education and training in Turkey shall be carried out in line with Atatürk's principles and revolutions (Bolat, 2019).

History of Turkish Revolution course started at the second primary education level (secondary school) in the 1981-1982 academic year. Before 1981, the subjects related to the history of the Turkish Revolution were included in the 5th-grade social studies course in 1968 and the 8th-grade social studies course in 1971 (Erşahin, 2009). The subjects related to Kemalism began to be included in primary education programs in 1982; after 1986, this practice continued with some changes (Yılmaz, 2006). The Turkish Republic History of Revolution and Kemalism curriculum, currently being taught in primary education institutions, was formed in 1981 under the name "Turkish Republic History of Revolution Curriculum" in second-level and secondary education institutions. In 1982, the name of the course was changed to "Republic of Turkey and Kemalism" in the second level and secondary education institutions (Keskin, 2012; Yılmaz, 2006).

The eighth-grade Turkish Republic History of Revolution and Kemalism Course (TRHRKC) curriculum included the historical process from World War I to World War II. Over time, various changes were made to the curriculum of the compulsory eighth and eleventh-grade TRHRKC, but not many changes were made in terms of the purpose of the course (Kaya, 2016). With the extension of compulsory primary education to eight years, some changes were made in primary education programs starting from 1999-2000. In this context, subjects related to Kemalism were included in the curricula of mathematics, social studies, science, foreign language, Turkish, art, music, citizenship and human rights, religious culture and ethics, T.R. History of Revolution and Kemalism, social sciences and physical education (MEB, 1999). According to the constructivist education approach based on the curricula implemented by the Ministry of National Education (MEB) starting in 2006, editions were also made in the curriculum of this course (Kaya, 2016). Finally, within the scope of the changes made in the curricula of formal education institutions in 2018, the TRHRKC curriculum was revised. While some changes were made in the course curriculum over time, it can be understood that not many changes were made regarding the course's objective. Based on the 2018 curricula in force when the present study was conducted, the content of TRHRKC consisted of two parts in general: the history of the Turkish Republic, which included historical information, and Kemalism, which included ideological values and political acculturation, which constituted the primary rationale of the course (Gencer, 2007). The researchers compared the curricula of 2005 and 2018. Tangülü and Süvari (2019) reported that both curricula included expressions; however, while the 2005 curriculum included the topics of Atatürk and Kemalism separately in detail, the 2018 curriculum did not. The researchers found that while there were 80 outcomes in the 2005 curriculum, the number of outcomes was reduced to 39 in the 2018 curriculum.

History of revolution courses, which have been taught at different levels of education under various names since their emergence, should be evaluated as a tool that ensures consolidation and transfer of the new regime to future generations within the context of the efforts of each new political regime to create a new state and social order (Erdaş, 2006). In line with this understanding, it can be understood that the History of Revolution courses serve as a regime course that ensures the

protection and maintenance of national integrity and gaining a positive attitude towards the principles of Atatürk (Akgün, 2004; Köstüklü, 2005). Therefore, it can be stated that TRHRKC is essential in the context of the peace of Turkish society and the continuation of its political life forever. Course content, teaching methods and techniques, teacher competence, and student attitudes are essential for achieving the course's objectives. In their study, Hayta and Akhan (2014) emphasized that the primary goal of eighth-grade TRHRKC should not consist of students' memorizing chronological historical information and reflecting these in their behaviors and that the primary goal of the course should be to make students gain positive attitudes towards Kemalism. Safran (2006) also stated that Atatürk entrusted the Republic of Turkey to the youth, and a positive attitude should be given to the youth towards the basic philosophy of the Turkish Revolution.

Attitude is an individual's tendency to react positively or negatively to any stimulus. In other words, attitude is a learned and consistent tendency to react to an idea, situation, abstract thought, or subject (Demir, 2010). Attitudes are general judgments of individuals about themselves, others, objects, events, or problems. These general evaluations are based on many behaviors, including emotional and cognitive bases, and affect the development, change, and formation of these. Attitudes are not innate; they are acquired through later experience (Tavşancıl, 2019), and they develop as a result of the learning process that starts at a young age (Ülgen, 1995). Attitudes are also among the variables affecting students' course success (Akbaba, 2006). The main elements that affect students' success in any course and their attitudes towards that course are the quality of teaching and students' cognitive and affective input characteristics (Erden, 1997). Positive attitudes towards courses positively affect students' learning success (Korkut, 1994). It is also emphasized that affective variables such as attitude are essential for learning and internalization and retention of learning (Gömleksiz & Kan, 2012). In this context, various factors such as the teacher's attitude towards the student and the lesson, the student's readiness level, active participation in the lesson, motivation to be successful, the relevant curriculum, physical and socio-psychological characteristics of the learning environment, the attitude of the family, and the supply of learning materials are the main variables that affect attitudes towards lessons (Yılmaz & Şeker, 2011). Studies show that course content and student attitudes toward the course teacher affect students' attitudes toward a course and their academic achievement in that course (Yılmaz & Demir, 2014). Therefore, students need to have positive attitudes towards TRHRKC to achieve the objectives specified in the curriculum (Elbay & Kaya, 2020).

Primary education is a period in which individuals gain a perspective towards life, form a concept of belonging, and gain awareness about citizenship (Serbest, 2022), and the foundations of students' attitudes and beliefs are laid (Dernek, 2006). When the literature on the topic was examined, studies on students' attitudes toward TRHRKC at different levels of education were conducted. However, it can be understood that there are few studies on student attitudes toward TRHRKC in primary and secondary education and that most of these studies had been conducted before the 2018 TRHRKC curriculum was put into practice. It can be seen that few studies have focused on 8th-grade students' attitudes toward TRHRKC based on various demographic variables, similar to the objective of this study (Bozkurt & Körükcü, 2022; Ezer, Ulukaya, & Kaçar, 2016; Yılmaz, 2016). However, there are studies on the effects of some methods or techniques used in teaching 8th-grade TRHRKC and students' attitudes towards the course (Alınlı & Yazıcı, 2020; Altıkulaç & Akhan, 2010; Aslan, 2012; Çiftçi & Dönmez, 2015; Demirel, 2007; Kaya & Akbıyık, 2022; Sönmez, 2019; Tangülü, 2013). There are also scale development studies on the attitudes of students towards 8th grade TRHRKC (Çolak, Başkaya, Aydın, Keleş & Baran, 2021; Elbay & Kaya, 2020; Yeşiltaş & Yılmaz, 2015). In this context, it is thought that this study conducted on the sample of Samsun, the city where Atatürk and his comrades started the war for independence in the history of the Republic of Turkey, will contribute to the literature by

providing empirical data. In addition, the study will also contribute to the literature in terms of being on student attitudes toward the 2018 curriculum since there are no similar studies that included foreign national students in the sample.

The general purpose of the study is to examine the attitudes of 8th graders toward TRHRKC within the context of some demographic variables in the Samsun sample. The hypotheses developed in line with this general purpose are as follows:

H₁. Students included in the study have high levels of positive attitude towards TRHRKC.

H₂. There are statistically significant differences between groups' attitudes towards TRHRKC regarding some demographic variables (gender, nationality, type of school, school location, parents' level of education, and TRHRKC achievement status).

Study results are limited to the answers given by 8th graders to the survey used as a data collection tool in the study.

METHOD

Research Design

This study is quantitative research conducted as a general survey to examine the status of 8th graders' attitudes towards TRHRKC in the Samsun sample.

Research Sample

According to the information from the Basic Education Branch of the Samsun Directorate of National Education (MEM), 6.650 students in 8th grades of secondary schools in the central districts of Samsun province during the 2022-2023 academic year. In the selection of the study sample from this population, stratified sampling, one of the random sampling methods that aims to represent the subgroups in the population in proportion to their weight in the population (Büyüköztürk, Kılıç, Çakmak, Akgün, Karadeniz, & Demirel, 2004), was preferred. Central districts of Samsun province and school types were determined as the sub-populations of the study sample, and the procedure of drawing units from these sub-populations was carried out using simple random sampling. The study sample consisted of a total of 1424 8th graders: 33% from Atakum (n=451), 25% from Canik (n=354), 32% from İlkadım (n=449), and 12% from Tekkeköy (n=170). The distribution of this sample size, which constitutes approximately 21% of the study population in terms of school types, was listed as 43% secondary schools (n=610), 33% İmam Orator secondary schools (n=471), and 24% private secondary schools. While choosing the schools, two secondary schools, Imam Orator secondary schools and private secondary schools, were chosen from each district by paying attention to having a high number of students and a high number of foreign national students in schools. Since there were no private secondary schools in the Tekkeköy district, the data were collected from four schools, two secondary schools, and two Imam Orator secondary schools. According to Samsun MEM Lifelong Learning Branch information, 562 foreign national students were studying in the 8th grade of schools in central districts of Samsun in the 2022-2023 academic year. A total of 149 foreign national students studying in the schools were included in the study. As shown in Table 1, based on school types and the overall total, the distribution of the study sample by gender groups is approximately equal. (Table 1).

Table 1

Distribution of the sample according to some demographic variables

| School Types | Gender | The central districts of Samsun province | | | | | Total |
|-------------------------------|--------|--|-----------------|--------|-------|---------|-------|
| | | n | | | | | |
| | | | % within gender | Atakum | Canik | İlkadım | |
| Secondary Schools | Female | n | 71 | 73 | 83 | 50 | 277 |
| | | % | 26 | 26 | 30 | 19 | 46 |
| | Male | n | 104 | 79 | 104 | 44 | 331 |
| | | % | 31 | 24 | 31 | 13 | 54 |
| Total | n | 175 | 152 | 187 | 94 | 608 | |
| | | % | 29 | 25 | 30 | 16 | 100 |
| Imam Orator Secondary Schools | Female | n | 93 | 56 | 78 | 39 | 266 |
| | | % | 35 | 21 | 30 | 14 | 56 |
| | Male | n | 42 | 57 | 71 | 37 | 207 |
| | | % | 20 | 28 | 34 | 18 | 44 |
| Total | n | 135 | 113 | 149 | 76 | 473 | |
| | % | 29 | 25 | 32 | 16 | 100 | |
| Private Secondary Schools | Female | n | 73 | 45 | 57 | | 175 |
| | | % | 41 | 25 | 32 | | 51 |
| | Male | n | 68 | 44 | 56 | | 168 |
| | | % | 41 | 26 | 33 | | 49 |
| Total | n | 141 | 89 | 113 | | 343 | |
| | % | 41 | 26 | 33 | | 100 | |
| The Overall Total | Female | n | 237 | 174 | 218 | 89 | 718 |
| | | % | 33 | 24 | 30 | 12 | 50 |
| | Male | n | 214 | 180 | 231 | 81 | 706 |
| | | % | 30 | 26 | 33 | 12 | 50 |
| Total | n | 451 | 354 | 449 | 170 | 1424 | |
| | % | 33 | 25 | 32 | 12 | 100 | |

Research Instruments and Processes

A survey form consisting of two parts was used in the study as a data collection instrument. The first part of this survey consisted of the participants' demographic information (gender, nationality, type of school, location of school, education levels of patients, and TRHRKC success). In contrast, the second part consisted of a 22-item five-point Likert-type scale Attitude Scale towards History of Revolution and Kemalism Course (ASHRKC) developed by Elbay and Kaya (2020). As a result of the exploratory factor analysis of the scale, the researchers reported that the items were collected under four factors: peace, value, motivation, and benefit, and this result was confirmed with a confirmatory factor analysis. When exploratory factor analysis was applied to the data obtained from the sample of Samsun central districts, results consistent with the original scale were found. As a result of the reliability analysis of the scale, Cronbach's Alpha coefficient was found to be .92 for all items. Cronbach's Alpha coefficients of the sub-dimensions in the scale were found as .91 in the peace sub-dimension (10 items), .80 in the value sub-dimension (6 items), .78 in the motivation sub-dimension (4 items), and .69 in the benefit sub-dimension (2 items).

Data Analysis

Descriptive statistics and hypothesis tests were used to analyze the data. It was decided that the data showed normal distribution by considering sample size, Skewness and Kurtosis coefficients, and Q-Q plot graphs. In addition to the skewness and kurtosis coefficients being in the ± 1.00 value range, the appropriate number of samples demonstrates the normality of the data (Table 2)

Table 2*Descriptive analysis of scale scores*

| Scores | N | Minimum | Maximum | Mean | Sd | Skewness | Kurtosis |
|-------------------|------|---------|---------|------|-------|----------|----------|
| Peace | 1424 | 1.00 | 9.50 | 3.31 | .998 | -.038 | .357 |
| Value | 1424 | 1.00 | 7.17 | 3.32 | .953 | -.310 | -.240 |
| Motivation | 1424 | 1.00 | 5.00 | 3.41 | 1.040 | -.281 | -.700 |
| Benefit | 1424 | 1.00 | 5.00 | 3.86 | 1.043 | -.890 | .169 |
| The overall total | 1424 | 1.00 | 5.59 | 3.38 | .832 | -.175 | -.325 |

The items in ASHRKC were organized according to a 5-point Likert-type scale. The answers to positive items in the scale were transferred to the data file as points from 5 (entirely agree) to 1 (entirely disagree). In contrast, the answers to negative items were transferred to the data file in the reverse form. The range width of the scale was interpreted based on the formula range width/number of groups (Tekin, 2017). Whether the scale scores showed significant differences between demographic groups was tested with hypotheses tests. An independent sample t-test was used to compare the independent demographic variables between the two groups. A one-way ANOVA test was used for independent variables with more than two groups. The Scheffe analysis was used to test which groups had a significant difference.

Ethics

The research proposal was approved by 25.11.2022 dated 2022-995 numbered decision of Ondokuz Mayıs University Social and Human Sciences Research Ethics Committee.

FINDINGS

1. Attitudes of the study sample toward TRHRKC

The levels of arithmetic mean taken as basis in the evaluation of scale scores are as follows: 1.00-1.80= totally disagree, 1.81-2.60= disagree, 2.61-3.40= neutral, 3.41-4.20= agree, and 4.21-5.00=totally agree. Therefore, ASHRKC mean scores should be evaluated as students have positive attitudes towards the course as their mean scores get close to 5.00, and they have negative attitudes towards the course as their mean scores get close to 1. Descriptive analysis results of the attitude scores of the study sample towards TRHRKC can be seen in Table 3. The participants' arithmetic means of sub-dimensions and total scores on the scale are not high. It was found that the arithmetic means of *peace sub-dimension* scores, which included ten positive statements about the course, such as "*The history of revolution and Kemalism course makes me happy,*" and the arithmetic means of *value sub-dimension* scores, which included six statements, such as "*I would not want to spend any time of the day reading the history of revolution and Kemalism textbook*", were at the level of undecided. On the other hand, *the motivation sub-dimension*, which included statements such as "*I cannot succeed in the History of Revolution and Kemalism course,*" and the arithmetic mean of the scores in the *benefit sub-dimension*, which consists of the statements "*This course increases my love for Atatürk*", and "*the topics in this course interest me,*" were at the agreed level (Table 2).

Table 3*Attitude scores of the study sample towards TRHRKC*

| Scale sub-dimensions | N | \bar{X} | Level | Min. | Max. | Sd |
|----------------------|------|-----------|-----------|------|------|------|
| Peace | 1424 | 3.31 | Undecided | 1.00 | 9.50 | .987 |
| Value | 1424 | 3.31 | Undecided | 1.00 | 7.17 | .945 |

| | | | | | | |
|-------------------|------|------|-----------|------|------|-------|
| Motivation | 1424 | 3.41 | Agree | 1.00 | 5.00 | 1.040 |
| Benefit | 1424 | 3.86 | Agree | 1.00 | 5.00 | 1.044 |
| The overall total | 1424 | 3.38 | Undecided | 1.00 | 5.59 | .830 |

2. Attitudes of participants towards TRHRKC in terms of demographic variables

Whether independent variables (gender, nationality, type of school, location of school, education levels of patients, and TRHRKC success) caused statistically significant differences in the dependent variable (attitudes of participants towards TRHRKC) was tested with hypothesis tests. In this context, the analysis results in which the study's second hypothesis was tested can be seen in the related tables.

Table 3 shows the independent samples t-test analysis according to the gender variable. It was found that the attitude scores of the participants were statistically significantly different in terms of gender in the peace, value, and motivation sub-dimensions and total scores, but not in the benefit sub-dimension (Table 4). While the mean attitude scores of male students were between 3.41 (value sub-dimension) and 3.85 (benefit sub-dimension), the mean scores of female students were between 3.11 (peace sub-dimension) and 3.86 (benefit sub-dimension). This result explains that male students have more positive attitudes than female students towards TRHRKC (Table 3).

Table 4

The Independent Sample t-Test Analysis for Gender Variable

| Sub-dimensions | Groups | N | \bar{X} | Sd | T | df | <i>p</i> |
|-------------------|--------|-----|-----------|-------|-------|------|----------|
| Peace | Female | 718 | 3.11 | .965 | 7.689 | 1422 | .00 |
| | Male | 706 | 3.51 | .970 | | | |
| Value | Female | 718 | 3.21 | .948 | 4.093 | 1422 | .00 |
| | Male | 706 | 3.41 | .932 | | | |
| Motivation | Female | 718 | 3.22 | 1.028 | 7.133 | 1422 | .00 |
| | Male | 706 | 3.61 | 1.017 | | | |
| Benefit | Female | 718 | 3.86 | .983 | .196 | 1422 | .84 |
| | Male | 706 | 3.85 | 1.103 | | | |
| The overall total | Female | 718 | 3.23 | .817 | 7.033 | 1422 | .00 |
| | Male | 706 | 3.53 | .815 | | | |

The mean ASHRKC total and sub-dimension scores of foreign national students were between 2.79 (value sub-dimension) and 3.58 (benefit sub-dimension). This result shows that foreign national students were undecided and had neither positive nor negative attitudes about this course. On the other hand, it can be understood that while Turkish students are undecided about agreeing with the statements in the sub-dimensions of (\bar{X} =3.31) and value (\bar{X} =3.37), they agree with the statements in the motivation (\bar{X} =3.48) and benefit (\bar{X} =3.89) sub-dimension. Analysis results show that the difference in the scores of Turkish and foreign national students was statistically significant in all sub-dimensions except for the peace sub-dimension and in overall scores (Table 5).

Table 5*The Independent Sample t-Test Analysis for Nationality Variable*

| Sub-dimensions | Groups | N | \bar{X} | Sd | t | df | p |
|-------------------|--------|------|-----------|-------|-------|------|-----|
| Peace | T.R.* | 1275 | 3.31 | .993 | .637 | | .52 |
| | F.N.** | 149 | 3.26 | .939 | | | |
| Value | T.R. | 1275 | 3.37 | .936 | 7.195 | | .00 |
| | FN | 149 | 2.79 | .868 | | | |
| Motivation | T.R. | 1275 | 3.48 | 1.048 | 8.572 | 1422 | .00 |
| | FN | 149 | 2.88 | .789 | | | |
| Benefit | T.R. | 1275 | 3.89 | 1.022 | 3.066 | | .00 |
| | FN | 149 | 3.58 | 1.187 | | | |
| The overall total | T.R. | 1275 | 3.41 | .850 | 3.628 | | .00 |
| | FN | 149 | 3.09 | .549 | | | |

*T.R.: Republic of Türkiye, **FN: Foreign National

Based on the *school type* variable, it was found that the mean total scores and sub-dimension scores of private secondary schools were between 3.60 (peace sub-dimension), the lowest, and 4.21 (benefit sub-dimension), the highest. The mean total scores and sub-dimension scores of Imam Orator secondary school students were between 3.13 (peace sub-dimension) and 3.56 (benefit sub-dimension), the highest. ANOVA analysis showed statistically significant differences in all sub-dimensions and total scores of students towards TRHRKC in terms of the variable of school type. As shown in the Scheffe column in Table 6, mean attitude scores of private school students in all sub-dimensions were higher than those of other groups. On the other hand, *no statistically significant difference was found* in the attitude scores of the S.S. group and the IOSS group.

Table 6*The One-way ANOVA Analysis Results for School Type Variable*

| Sub-dimensions | Groups | N | \bar{X} | Sd | Df | F | p | Scheffe |
|-------------------|--------------------|-----|-----------|-------|------|--------|------|--------------|
| Peace | SSs ¹ | 608 | 3.28 | .990 | 2 | 23.826 | .000 | PSSs > SSs |
| | IOSSs ² | 473 | 3.13 | .955 | 1421 | | | PSSs > IOSSs |
| | PSSs ³ | 343 | 3.60 | .959 | 1423 | | | |
| Value | SSs | 608 | 3.21 | .988 | 2 | 27.564 | .000 | PSSs > SSs |
| | IOSSs | 473 | 3.20 | .901 | 1421 | | | PSSs > IOSSs |
| | PSSs | 343 | 3.63 | .851 | 1423 | | | |
| Motivation | SSs | 608 | 3.23 | 1.021 | 2 | 51.572 | .000 | PSSs > SSs |
| | IOSSs | 473 | 3.30 | 1.026 | 1421 | | | PSSs > IOSSs |
| | PSSs | 343 | 3.89 | .943 | 1423 | | | |
| Benefit | SSs | 608 | 3.88 | 1.073 | 2 | 40.297 | .000 | PSSs > SSs |
| | IOSSs | 473 | 3.56 | .996 | 1421 | | | PSSs > IOSSs |
| | PSSs | 343 | 4.21 | .936 | 1423 | | | |
| The Overall Total | SSs | 608 | 3.31 | .828 | 2 | 41.892 | .000 | PSSs > SSs |
| | IOSSs | 473 | 3.22 | .788 | 1421 | | | PSSs > IOSSs |
| | PSSs | 343 | 3.72 | .792 | 1423 | | | |

¹secondary schools, ²imam orator secondary schools, ³private secondary schools

As can be seen in Table 7, in terms of the *school location* variable, the highest mean score in Peace sub-dimension scores was found in the Canik group (n= 354, \bar{X} = 3.38), while the lowest mean score was found in Tekkeköy group (n= 170, \bar{X} = 3,13). In the Value sub-dimension, the highest mean score was in the Canik group (\bar{X} = 3.43), while the lowest was in the İlkadım group (n= 449, \bar{X} = 3.24). In the Motivation sub-dimension, the highest mean score was found in the

Atakum group ($n= 451$, $\bar{X}= 3.51$), while the lowest was in the Tekkeköy group ($\bar{X}= 3.20$). In the Benefit sub-dimension, the lowest and the highest scores were between the Canik group ($\bar{X}= 3.97$) and the Tekkeköy group ($\bar{X}= 3.57$). In terms of total scores, the scores of Canik group ($\bar{X}= 3.45$) were higher than those of the other two groups. In terms of the variable of school location, a statistically significant difference was found between the attitude scores of the groups, except for the peace sub-dimension. Post hoc analysis results confirmed this difference between the Canik and İlkadım groups in the value sub-dimension and between the Atakum and Tekkeköy groups in the Motivation sub-dimension. In the Motivation sub-dimension, a significant difference was found to be between the Tekkeköy group with the lowest mean score and the other groups. In total attitude scores, the difference between the Tekkeköy group and the Atakum and Canik groups was found to be statistically significant.

Table 7

The One-way ANOVA Analysis Results for School Location Variable

| Sub-dimensions | Groups | N | \bar{X} | Sd | df | F | p | Scheffe |
|-------------------|----------|-----|-----------|-------|------|-------|-----|---|
| Peace | Atakum | 451 | 3.33 | 1.009 | 3 | 2.541 | .06 | |
| | Canik | 354 | 3.38 | .889 | 1420 | | | |
| | İlkadım | 449 | 3.30 | 1.012 | 1423 | | | |
| | Tekkeköy | 170 | 3.13 | 1.036 | | | | |
| Value | Atakum | 451 | 3.29 | .944 | 3 | 2.780 | .04 | Canik > İlkadım |
| | Canik | 354 | 3.43 | .897 | 1420 | | | |
| | İlkadım | 449 | 3.24 | .959 | 1423 | | | |
| | Tekkeköy | 170 | 3.28 | .992 | | | | |
| Motivation | Atakum | 451 | 3.51 | 1.017 | 3 | 3.728 | .01 | Atakum > Tekkeköy |
| | Canik | 354 | 3.39 | 1.007 | 1420 | | | |
| | İlkadım | 449 | 3.41 | 1.037 | 1423 | | | |
| | Tekkeköy | 170 | 3.20 | 1.141 | | | | |
| Benefit | Atakum | 451 | 3.86 | 1.075 | 3 | 5.734 | .00 | Atakum > Tekkeköy Canik > Tekkeköy İlkadım > Tekkeköy |
| | Canik | 354 | 3.97 | .986 | 1420 | | | |
| | İlkadım | 449 | 3.87 | 1.030 | 1423 | | | |
| | Tekkeköy | 170 | 3.57 | 1.066 | | | | |
| The Overall Total | Atakum | 451 | 3.40 | .839 | 3 | 3.053 | .03 | Atakum > Tekkeköy Canik > Tekkeköy |
| | Canik | 354 | 3.45 | .771 | 1420 | | | |
| | İlkadım | 449 | 3.36 | .831 | 1423 | | | |
| | Tekkeköy | 170 | 3.22 | .897 | | | | |

The one-way ANOVA results according to the father's education level variable are shown in Table 8. It was found that all sub-sub-dimension mean scores and total attitude mean scores of the participants whose paternal level of education was graduate level ($n= 136$) were higher than those of the participants with other paternal education levels. The participants whose paternal level of education was primary school ($n= 271$) and secondary school ($n= 218$) were found to have lower scores than the other groups. Analysis results confirmed that the difference between groups in all attitude scores was statistically significant. As the Scheffe column in Table 7 shows, this score difference was between the participants whose paternal education level was graduate and undergraduate and between the other groups.

Table 8

The One-way ANOVA Analysis Results for Father's Education Level Variable

| Sub-dimensions | Groups* | N | \bar{X} | Sd | df | F | p | Scheffe |
|-------------------|---------|-----|-----------|-------|------|--------|------|---------------------------------------|
| Peace | PS | 271 | 3.17 | .976 | 4 | 6.521 | .000 | G > PS |
| | SS | 218 | 3.16 | .935 | 1419 | | | G > SS |
| | HS | 409 | 3.29 | .983 | 1423 | | | G > HS |
| | U | 390 | 3.39 | 1.020 | | | | |
| | G | 136 | 3.62 | .918 | | | | |
| Value | PS | 271 | 3.16 | .926 | 4 | 5.772 | .000 | U > PS |
| | SS | 218 | 3.22 | .943 | 1419 | | | G > PS |
| | HS | 409 | 3.28 | .923 | 1423 | | | U > SS |
| | U | 390 | 3.41 | .982 | | | | |
| | G | 136 | 3.56 | .873 | | | | |
| Motivation | PS | 271 | 3.13 | .924 | 4 | 21.122 | .000 | U > PS, SS, HS |
| | SS | 218 | 3.16 | 1.044 | 1419 | | | G > P.S., S.S., HS |
| | HS | 409 | 3.35 | 1.035 | 1423 | | | |
| | U | 390 | 3.67 | 1.042 | | | | |
| | G | 136 | 3.83 | .964 | | | | |
| Benefit | PS | 271 | 3.13 | .924 | 4 | 10.030 | .000 | U > PS, SS G > P.S., S.S., HS |
| | SS | 218 | 3.16 | 1.044 | 1419 | | | |
| | HS | 409 | 3.35 | 1.035 | 1423 | | | |
| | U | 390 | 3.67 | 1.042 | | | | |
| | G | 136 | 3.83 | .799 | | | | |
| The Overall Total | PS | 281 | 3.21 | .758 | 4 | 12.259 | .000 | U > P.S., SS G > P.S., S.S., HS |
| | SS | 208 | 3.22 | .786 | 1419 | | | |
| | HS | 409 | 3.35 | .814 | 1423 | | | |
| | U | 390 | 3.50 | .886 | | | | |
| | G | 136 | 3.69 | .770 | | | | |

P.S.: Primary school, S.S.: Secondary school, H.S.: High school, U: Undergraduate, G: Graduate

Similar results with the paternal level of education were found in one-way ANOVA results regarding maternal education (Table 9). A statistically significant difference between groups in the four sub-dimensions and total scores was found. This result explains that the increase in maternal education affects attitude scores positively. Attitude scores of participants whose mothers had a postgraduate level of education were between 3.57 (value sub-dimension) and 4.15 (benefit sub-dimension), and the mean total scores of this group (\bar{X} =3.68) were higher than those of other levels of education. Attitude scores of participants whose mothers had primary education in all sub-dimensions were between 3.14 (motivation sub-dimension) and 3.69 (benefit sub-dimension), and their total scores (\bar{X} =3.24) were lower than those of the other participants. Post-hoc analysis also confirmed a statistically significant difference in the scale scores between groups with lower and higher education levels.

Table 9
The One-way ANOVA Analysis Results for Mother's Education Level Variable

| Sub-dimensions | Groups* | N | \bar{X} | Sd | df | F | p | Scheffe |
|-------------------|---------|-----|-----------|-------|------|--------|------|-----------------------|
| Peace | PS | 366 | 3.22 | .940 | 4 | 4.689 | .000 | G > PS |
| | SS | 237 | 3.22 | .947 | 1419 | | | G > SS |
| | HS | 382 | 3.30 | 1.060 | 1423 | | | |
| | U | 326 | 3.40 | 1.018 | | | | |
| | G | 113 | 3.62 | .939 | | | | |
| Value | PS | 366 | 3.21 | .984 | 4 | 5.542 | .000 | U > PS |
| | SS | 237 | 3.33 | .966 | 1419 | | | G > PS |
| | HS | 382 | 3.23 | .975 | 1423 | | | U > HS |
| | U | 326 | 3.45 | .865 | | | | |
| | G | 113 | 3.57 | .921 | | | | |
| Motivation | PS | 366 | 3.14 | .996 | 4 | 19.951 | .000 | U > PS, SS, HS |
| | SS | 237 | 3.28 | .968 | 1419 | | | G > P.S., S.S., HS |
| | HS | 382 | 3.37 | 1.068 | 1423 | | | |
| | U | 326 | 3.75 | .984 | | | | |
| | G | 113 | 3.75 | 1.053 | | | | |
| Benefit | PS | 366 | 3.69 | 1.068 | 4 | 11.025 | .000 | U > P.S., S.S., HS |
| | SS | 237 | 3.68 | 1.101 | 1419 | | | G > P.S., SS |
| | HS | 382 | 3.83 | 1.001 | 1423 | | | |
| | U | 326 | 4.10 | .961 | | | | |
| | G | 113 | 4.15 | 1.026 | | | | |
| The Overall Total | PS | 366 | 3.24 | .785 | 4 | 9.943 | .000 | U > P.S., S.S., HS |
| | SS | 237 | 3.31 | .781 | 1419 | | | G > P.S., S.S., HS |
| | HS | 382 | 3.34 | .868 | 1423 | | | |
| | U | 326 | 3.54 | .832 | | | | |
| | G | 113 | 3.68 | .831 | | | | |

P.S.: Primary school, S.S.: Secondary school, H.S.: High school, U: Undergraduate, G: Graduate

TRHRKC achievement scores were based on the fall semester grades of students who participated in the study during the 2022-2023 academic year. As can be seen in Table 10, there was a positive association between students' TRHRKC achievement and their attitudes towards the course. In other words, students with a higher TRHRKC achievement had a more positive attitude towards the course. It was found that attitude scores of participants with a grade between 85 and 100 (n= 784) in all sub-dimensions were between 3.52 (value sub-dimension) and 4.05 (benefit sub-sub-dimension). The total scores of this group (\bar{X} = 4.05) were higher than those of the other participants. Attitude scores of participants with a grade between 0 and 44 "fail" (n= 45) were between 2.69 (motivation sub-sub-dimension) and 3.44 (benefit sub-sub-dimension). Analysis results explained that the difference between groups in scale scores in terms of the variable of course achievement was statistically significant. This difference was between participants with grades between 85 and 100 and other groups in all sub-dimensions.

Table 10
The One-way ANOVA Analysis Results for Course Grade

| Sub-dimensions | Groups | N | \bar{X} | Sd | df | F | p | Scheffe |
|-------------------|--------|-----|-----------|-------|------|--------|------|----------------|
| Peace | 0-44 | 45 | 2.92 | .852 | 4 | 27.633 | .000 | 85-100 > 0-44 |
| | 45-54 | 107 | 2.97 | .960 | 1419 | | | 85-100 > 45-54 |
| | 55-69 | 225 | 2.98 | .852 | 1423 | | | 85-100 > 55-69 |
| | 70-84 | 263 | 3.09 | .886 | | | | 85-100 > 70-84 |
| | 85-100 | 784 | 3.55 | 1.021 | | | | |
| Value | 0-44 | 45 | 3.04 | .903 | 4 | 24.611 | .000 | 85-100 > 0-44 |
| | 45-54 | 107 | 2.84 | .934 | 1419 | | | 85-100 > 45-54 |
| | 55-69 | 225 | 3.02 | .875 | 1423 | | | 85-100 > 55-69 |
| | 70-84 | 263 | 3.20 | .912 | | | | 85-100 > 70-84 |
| | 85-100 | 784 | 3.52 | .940 | | | | |
| Motivation | 0-44 | 45 | 2.69 | .929 | 4 | 96.233 | .000 | 85-100 > 0-44 |
| | 45-54 | 107 | 2.66 | .842 | 1419 | | | 85-100 > 45-54 |
| | 55-69 | 225 | 2.87 | .883 | 1423 | | | 85-100 > 55-69 |
| | 70-84 | 263 | 3.04 | .865 | | | | 85-100 > 70-84 |
| | 85-100 | 784 | 3.84 | .963 | | | | |
| Benefit | 0-44 | 45 | 3.44 | 1.159 | 4 | 16.858 | .000 | 85-100 > 0-44 |
| | 45-54 | 107 | 3.46 | 1.062 | 1419 | | | 85-100 > 45-54 |
| | 55-69 | 225 | 3.62 | 1.006 | 1423 | | | 85-100 > 55-69 |
| | 70-84 | 263 | 3.71 | 1.020 | | | | 85-100 > 70-84 |
| | 85-100 | 784 | 4.05 | 1.012 | | | | |
| The Overall Total | 0-44 | 45 | 3.44 | 1.159 | 4 | 49.656 | .000 | 85-100 > 0-44 |
| | 45-54 | 107 | 3.46 | 1.062 | 1419 | | | 85-100 > 45-54 |
| | 55-69 | 225 | 3.62 | 1.006 | 1423 | | | 85-100 > 55-69 |
| | 70-84 | 263 | 3.71 | 1.020 | | | | 85-100 > 70-84 |
| | 85-100 | 784 | 4.05 | 1.012 | | | | |

DISCUSSION, CONCLUSION, RECOMMENDATIONS

The results of the present study, which examines the attitudes of 8th graders towards TRHRKC within the context of some demographic variables in the sample of Samsun, were compared and discussed with the results of previous studies.

A general overview of the study results indicates that the attitudes of the participating students towards TRHRKC are neither positive nor negative. Their responses to the attitude items in the scale

are at the level of undecided. In addition, the level of their responses to the statements in the peace and value sub-sub-dimensions of the four-sub-dimensional ASHRKC was undecided. In contrast, the level of their responses to the statements in the motivation and benefit sub-sub-dimensions was at the level of agreement. This situation explains that the students who participated in the study have low positive attitudes towards the course. Therefore, this result does not support the study's first hypothesis (*The students who participated in the study have a high positive attitude towards TRHRKC*). A review of the literature revealed a few studies that focused on the attitudes of 8th graders toward TRHRKC within the context of various demographic variables. The first of these studies was the study by Ezer et al. (2016), which was conducted with 8th graders in a Diyarbakır sample, and in this study, the attitude scale developed by Köçer and Demir (2009) was used. This study evaluated the percentages and frequencies of the participants' responses to the 35 items in the measurement tool. It was found that the participants had positive attitudes on some issues and negative attitudes on others. Another study was conducted by Bozkurt and Körükcü (2022) with 8th graders in imam orator secondary schools in Aksaray province. This study evaluated student attitudes toward the TCITA course using a different attitude scale (Yeşiltaş & Yılmaz, 2015). When the mean scores of the student's responses to the statements in the attitude scale used in this study are evaluated, it can be seen that the scores of the sub-sub-dimensions of the scale called love ($\bar{X}=3.53$), importance ($\bar{X}= 3.90$), and interest ($\bar{X}= 3.57$) and the mean of the total attitude scores ($\bar{X}=3.63$) are at the level of agree.

The analysis results explain that the study's second hypothesis (H_2 : *independent variables create a statistically significant difference in participants' attitudes towards TRHRKC*) is confirmed to a great extent. Regarding the gender variable, no statistically significant difference was found between the groups, only in the benefit sub-sub-dimension of the attitude scale. The study results show that male students have more positive attitudes towards TRHRKC than female students. While this result is consistent with the findings reported in the study by Yılmaz (2016), it is not consistent with the findings by Ezer et al. (2016). In another study (Bozkurt & Körükcü, 2022), in which the attitudes of 8th graders in Imam Orator secondary schools towards TRHRKC were examined, no statistically significant difference was found between the groups in terms of gender variable in the total attitude score and the love sub-sub-dimension score of the scale. On the other hand, a significant difference was found between the gender groups in the importance and interest sub-sub-dimensions of the scale used in this study. This difference was reported to favor female students in the importance sub-sub-dimension and male students in the interest sub-dimension.

Regarding the *nationality* variable, a statistically significant difference was found between the Turkish and foreign student groups in the scale scores, except for the peace sub-sub-dimension scores, which include positive statements about TRHRKC. While both groups' agreement level with the positive statements in the peace and value sub-sub-dimensions is within the undecided range, the level of agreement of both groups with the statements in the benefit sub-sub-dimension is within the agreed range. While Turkish students' level of agreement with the total scores and the statements in the motivation sub-sub-dimension was within the agreement range, it was determined that foreign national students were undecided about agreeing with these statements. When the analysis results are evaluated in general, it can be seen that Turkish students have more positive attitudes towards TRHRKC than foreign national students. No study in the literature examines foreign national students' attitudes toward 8th-grade TRHRKC. Therefore, comparing the study's findings with those of other studies was impossible. On the other hand, in a qualitative study (Torun & Kandemir, 2021), in which 13 foreign national students attending university education in Turkey were included in the sample, foreign national students' views on the aims and expectations of Atatürk's principles and history of revolution course were examined. The participants of this study stated that they regarded this course as a course that teaches the importance of national unity and solidarity, as well as the importance and influence of

Atatürk in terms of Turkish history, and as a course in which Atatürk's ideas and thoughts are conveyed.

A joint evaluation the variables pertaining to *school type* and *school location* reveals that the attitude scores of the Tekkeköy sample, which lacks private educational institutions, are comparatively lower than those of the other groups. The level of attitude scores of the participants in the private school group is within the range of agree or strongly agree in all sub-dimensions and is higher than the scores of the other school groups. On the other hand, the attitude scores of the Imam Orator secondary school group are lower than the other groups. They are within the undecided level except for the benefit sub-sub-dimension. There is no finding in the related literature on whether the school-type variable creates a significant difference in attitudes toward TRHRKC. However, a study examining university students' attitudes towards Atatürk's principles and history of revolution courses (Yel & Kaşkaya, 2016) reported that students studying at private universities had higher attitude scores than state university students. According to the results of the analysis, the attitude scores of the Canik and Atakum samples were higher than those of the other groups. This result may be related to the political culture of the school and the school environment because the Canik district is known to have a predominantly nationalist or nationalist conservative population. In contrast, the Atakum district has a predominantly social democratic population. However, qualitative studies are needed to confirm whether this assumption is correct.

The study's results explain that as the parents' educational level of students who participated in the study increases, they have more positive attitudes towards TRHRKC. In particular, attitude scores of the groups whose mothers and fathers had undergraduate and graduate education levels were within the range of agreement in all sub-dimensions. In Bozkurt and Körükcü's (2022) study, it was reported that the educational status of parents created a statistically significant difference in the analysis results. However, this study found that the attitude scores of groups with higher parental education levels towards TRHRKC were lower than the other groups. The studies conducted by Ezer et al. (2016) and Yılmaz (2016) reported that the maternal and paternal education level variables did not create a statistically significant difference in student attitudes toward TRHRKC.

The study results show that the students who participated in the study have more positive attitudes towards this course as their TRHRKC academic achievement scores increase. In Yılmaz's (2016) study, it was reported that the attitude scores of 8th graders with higher grade point averages towards the TRHRKC course were higher than the other groups.

Upon evaluation of the research findings in general, the level of attitude scores exhibited by the participants towards TCITAD was found to be within the undecided range. However, both the attitude scores towards TCITAD and the TCITAD academic achievement scores of the participants who went to private school and whose parents had undergraduate or graduate education were higher than the other groups. Among the private school students who participated in the study, paternal educational status of 80% and maternal educational status of 78% were undergraduate and postgraduate. On the other hand, the rate of participants whose fathers had undergraduate and graduate levels of education was 22% in the secondary school sample and 25% in the Imam Orator secondary school sample. The rate of participants with undergraduate and graduate education levels was approximately 16% in both school types. While the TRHRKC grade of approximately 93% of participants in private secondary schools was between 85 and 100, this rate decreased by half in other school groups. Especially during childhood (6-12 age range), parents have a high influence on the formation of attitudes. Attitudes are shaped in adolescence (12-21 age range). The source of attitudes acquired are parents rather than personal

experiences (Tavşancıl, 2006). It would not be correct to generalize since the studies focusing on the factors affecting attitudes toward TRHRKC are very limited in the literature. However, it can be said that the education level of the parents and the school type variable effectively influence the attitudes of the students participating in the study in the Samsun sample towards TRHRKC.

As is known, Turkey is a country where people from different cultures have lived together from past to present. According to the 2023 data of the Directorate of Migration Management of Turkey, the number of foreigners residing in Turkey (international protection and temporary protection status holders) residing in Turkey exceeded 5 million (GİB, 2023). According to the General Center for Lifelong Learning (GCLL) data, 68.51% of the foreign population is of elementary and secondary school age. At the same time, 1.365.884 are of educational age (5-17 years of age) (HBÖGM, 2022). Most of the foreign national students in Turkey come from countries such as Syria, Afghanistan, Iraq, Palestine, Somalia, and Yemen. It should be noted that the rate of foreign national students in the Turkish education system is at a considerable level. Therefore, it is clear that plans and policies that focus on the education processes of foreign national students will affect the Turkish education system (Yılmaz, 2023). In Article 2 of the general objectives of the Basic Law of National Education No. 1739, it is essential to raise citizens who are loyal to Atatürk's reforms and principles and Atatürk's nationalism, which is expressed in the Constitution. In this context, different studies should be conducted on the attitudes of foreign students towards TRHRKC, which is included in Turkey's formal education programs.

TRHRKC has started to be given in order to convey to new generations the struggle of the Turkish nation against imperialist powers and ignorance, and the revolutionary movements initiated by M. Kemal Atatürk, the founder of the Republic of Turkey, with the proclamation of the Republic. Therefore, these courses fulfill an important task in raising Turkish youth who will ensure the eternal continuation of the Republic of Turkey. The 1982 Constitution of the Republic of Turkey stipulates the eternal existence of the Turkish homeland and nation and the indivisible integrity of the supreme Turkish State. It states that this will be done in line with the understanding of nationalism determined by the founder of the Republic of Turkey, the immortal leader and unique hero Atatürk, and his reforms and principles. It is understood that TRHRKC should be planned and carried out with great importance and sensitivity so that the Turkish youth can have positive attitudes towards TRHRKC. Considering the general aims of Turkish national education, researching all kinds of factors that will keep students' attitudes towards TRHRKC at a positive level and necessarily organizing them is a national issue that all stakeholders of the Turkish education system should always consider. A review of the literature on the subject revealed a very limited number of studies. It is evident that further research is required at various grade levels investigate attitudes towards this course and academic achievement.

Ethical Statement

This study was produced as a doctoral courses study in Social Science Education at Ondokuz Mayıs University Graduate Education Institute.

Ethics Committee Approval

25/11/2022 dated 25/11/2022 and numbered 995 was given by Ondokuz Mayıs University, Social and Human Sciences Research ethics committee.

Author Contributions

Research Design (CRediT 1) Author 1 (%50) – Author 2 (%50)

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Conflict of Interest

This study is not subject to a conflict of interest.

Sustainable Development Goals (SDG)

This study does not support any of the “Sustainable Development Goals” listed at <https://sdgs.un.org/goals>.

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Professional Development Activities of Lecturers: An Action Research

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ABSTRACT

This action research was designed to examine the professional development program (PDP) of lecturers and the effects of the program's processes on educational administrators and lecturers. The study involved 2 administrators and 10 lecturers from an English preparatory school at a private university in Istanbul. During the program, to gather insights into the achievements, challenges, and suggestions related to the program, semi-structured one-on-one interviews and focus group discussions were conducted with administrators and lecturers, alongside the use of reflective journals and observation forms. Content analysis was employed to analyze the data. Education administrators believe that the PDP enhanced internal communication within the organization, provided insights into organizational functioning, fostered the adoption of student-centered teaching methods, and contributed to the personal development of lecturers through self-criticism and increased self-confidence. Lecturers highlighted benefits such as experience sharing, critical thinking enhancement, student-centered teaching integration, and improved teaching skills. Time management is a common challenge for both administrators and lecturers, with the added concern among lecturers about being perceived as ineffective by students during teaching observations. In light of the findings, it is recommended to tailor activities to lecturers' needs, offer a flexible program structure, and provide support mechanisms to help lecturers cope. Future research might involve larger samples and explore emotional states and challenges independently.



Öğretim Görevlilerinin Mesleki Gelişim Faaliyetleri: Bir Eylem Araştırması

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ÖZET

Bu araştırma, öğretim görevlilerinin mesleki gelişim süreçlerini ve bu süreçlerin eğitim yöneticileri ile öğretim görevlileri üzerindeki etkilerini incelemek amacıyla tasarlanmış bir eylem araştırmasıdır. Araştırmaya İstanbul'da bir vakıf üniversitenin İngilizce hazırlık okulunda görev yapan 2 yönetici ve 10 öğretim görevlisi katılmıştır. Program süresince kazanımları, karşılaşılan zorlukları ve programla ilgili önerileri toplamak amacıyla yönetici ve öğretim görevlileriyle yarı yapılandırılmış bire bir görüşmelerin yanı sıra odak grup görüşmeleri, yansıtıcı günlükler ve gözlem formları da kullanılmıştır. Verilerin analizinde içerik analizi kullanılmıştır. Eğitim yöneticileri, mesleki gelişim programının örgüt içindeki iletişimi güçlendirdiğine, örgütsel işleyiş konusunda bilgilendirici olduğuna, öğrenci merkezli öğretim yönteminin benimsenmesini teşvik ettiğine ve öğretim elemanlarının özeleştirici ve artan özgüven sayesinde kişisel gelişimlerine de katkıda bulunduğu inanmaktadır. Öğretim görevlileri deneyim paylaşımı, eleştirel düşüncenin geliştirilmesi, öğrenci merkezli öğretimin uygulanması ve gelişmiş öğretim becerileri gibi faydaların altını çizmiştir. Zaman yönetimi hem yöneticiler hem de öğretim görevlileri için karşılaşılan zorluklar arasında yer alırken, öğretim görevlileri için bir başka zorluk ders gözlemleri esnasında öğrencilerin gözünde değersiz görülme endişesi olmuştur. Bulgular doğrultusunda, etkinliklerin öğretim görevlilerinin ihtiyaçlarına göre uyarlanması, esnek bir program yapısı sunulması ve öğretim görevlilerinin karşılaşacakları zorluklarla başa çıkmalarına yardımcı olacak destek mekanizmalarının sağlanması önerilmektedir. Bu nedenle gelecekteki araştırmalar daha fazla katılımcı içererek duygusal durumları ve zorlukları bağımsız olarak inceleyebilir.

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INTRODUCTION

The progress of nations significantly relies on the teaching profession, primarily because teachers are the pivotal factor influencing student success. Thus, prioritizing teacher professional development is essential for improving student learning outcomes (Buchanan, 2012). Professional development involves continuous learning experiences tailored to individual goals and needs (Darling-Hammond, 1993; Guskey, 2000; Hoque et al., 2011; Villegas-Reimers, 2003). Professional development for teachers involves expanding knowledge, identifying learning opportunities, and acquiring competencies. During this process, teachers adjust teaching methods to improve student learning (Darling-Hammond et al., 2017). Professional development also requires teachers to adapt to the changing environment and maintain teaching standards. Teachers ensure their professional development by improving their own learning and practices (Day, 1999; Hişmanoglu, 2010).

Through various educational and training activities, a teacher gradually gains new perspectives and confidence, expands his knowledge, learns new techniques, and takes on new roles. This comprehensive, planned process of professional development spans the teacher's entire career (Darling-Hammond et al., 2017; Fullan, 1991; Komba & Mwakabenga, 2019; Walling & Lewis, 2000). It is also claimed to have positive effects on the content and pedagogy of the teaching profession (Garet et al., 2001; Guskey, 2000; Ling & Mackenzie, 2001; Sparks & Loucks-Horsley, 1989). Given its significant influence on the educational system's quality, teachers naturally accumulate requisite knowledge and expertise beyond their initial training as they engage in their profession. Professional development encompasses both formal experiences (such as attending seminars, workshops, meetings, or events) and informal experiences (such as reading publications related to one's career, watching TV programs related to the field, etc.) (Ganser, 2002). When compared to continuing education activities like orientation, workshops, seminars, and short courses, professional development requires a comprehensive, systematic, planned, dedicated, experiential, and longer-term process design (Walling & Lewis, 2000).

Although various definitions and models exist, the primary objective of professional development is to provide educators with the chance to refine their skills and methodologies, thereby fostering enhanced academic achievements among their students. Consequently, experiential learning within the school environment becomes indispensable for professional growth, fostering not only teachers' personal and professional development but also enhancing overall school performance (Blandford, 2003; Özdemir, 2013).

Professional Development in Higher Education

Recent progress in education and technology has led to changes in the traditional faculty PDPs. These programs now encompass self-directed learning supported by institutions, peer mentoring, collaborative course design, workshops, online training, and quality assurance evaluation activities (Herman, 2012). By recognizing the professional needs of faculty and providing essential training and support, institutions can promote more effective teaching and learning. This, in turn, can motivate faculty to become more productive researchers and educators, ultimately helping students achieve greater success in their learning (Güneri et al., 2017). Thus, addressing faculty needs through professional development activities is not optional but a necessary step for institutions.

Many studies have been conducted on the professional development needs of academic staff, and it has been determined that they require professional development in many areas, primarily in teaching skills (Kabakçı & Odabaşı, 2008; Koç et al., 2015). Various studies indicate that professional development positively impacts lecturers and faculties by offering solutions, diverse perspectives, enhanced motivation, improved teaching methods and classroom management, and increasing the insights of its participants (Baker et al., 2018; Hahn & Lester, 2012; Harwell, 2003; Khan & Sarwar,

2011; Yücedağ & Sevik, 2021). While Richards and Farrell (2005) stated that professional development offers social benefits by providing solidarity and cooperation among colleagues, Villegas-Reimers (2003) and Kuzu (2009) emphasized that educators' participation in PDPs increases student success.

Education administrators have an important place in the timing, content, implementation, and presentation of PDPs (Karacabey, 2020; Paul, 2020). Administrators' beliefs and the value they attach to PDPs are another element that makes PDPs effective. Therefore, the support of administrators is of great importance for success and professional development cannot be separated from school development (Fullan, 1991; Harwell, 2003). Such support should align with organizational policies and objectives to enable educators to enhance their professional skills and expertise effectively (Blandford, 2003). However, PDPs have limitations, such as content not meeting educators' needs (Villegas-Reimers, 2003), high costs, and insufficient support and evaluation (Borg, 2014). To be effective, PDPs must be carefully planned, well-supported, and properly evaluated to benefit teachers, schools, and student achievement (Blandford, 2003). This will positively contribute to the development of teachers, schools and ultimately increase student achievement.

Many studies have been conducted on professional development, and they examine educators' approach to professional development (Alpsoy et al., 2016; Ayvaci et al., 2014; Baker et al., 2018; Kabilan & Veratharaju, 2013; Muyan, 2013; Omar, 2017; Saleem et al., 2021; Taylor & McQuiggan, 2008; Van Schalkwyk et al., 2015; Yücedağ & Şevik, 2021), administrators' views on professional development (Boudreaux, 2015; Brown & Militello, 2016; Karacabey, 2020) and the views of both administrators and lecturers (Arici, 2019). As a result, to understand profoundly what kind of PDP is adopted in a school and the positive and negative aspects of this program, the opinions of education administrators and PDP participants should be taken and their impressions about the program should be examined. In this context, the general purpose of this study is to examine PDP of lecturers and the effects of PDP's processes on educational administrators and lecturers in the 2022-2023 academic year at the English preparatory school of a private university in Istanbul. In line with this purpose, answers to the research questions aligned with the following subgoals were sought:

1. To identify how educational administrators assess the expectations and predictions of lecturers before participating in PD activities.
2. To deeply examine the views of educational administrators regarding the outcomes obtained from PD activities.
3. To identify the challenges faced by educational administrators and lecturers during the planning and implementation process of PD activities.
4. To reveal the changes in the emotional and professional states of lecturers before and after participating in PD activities.
5. To determine how lecturers evaluate the skills, knowledge, and attitudes they have gained after PD activities.
6. To identify the strategies and improvement suggestions proposed by lecturers to enhance the effectiveness of PD activities.

METHOD

Research Design

This study is an action research, designed to examine the professional development processes of lecturers and the impact of these processes on educational administrators and lecturers. Action

research is a research approach in which educators systematically collect and analyze data with the aim of improving and enhancing their own practices (Creswell, 2017; Merriam, 2018). In this study, a collaborative action research design has been specifically chosen. Collaborative action research is a research design in which researchers and participants (educational administrators and lecturers) come together to manage the process collaboratively toward a common goal (Saban & Ersoy, 2020; Yıldırım & Şimşek, 2018).

Participants

The participants of this study consist of lecturers working at a university and the educational administrators responsible for their professional development processes. The participants were selected using a purposive sampling method, and both experienced and newly appointed lecturers, as well as educational administrators who have participated in PD activities, were identified for this process (Merriam, 2018). The information about the participant lecturers of this study is presented in Table 1.

Table 1
Information About the Participant Lecturers

| | | Distribution of Lecturers | |
|---------------------------------|---------------------------------|----------------------------------|-------------------|
| Gender | Female | 8 | |
| | Male | 2 | |
| Age | 25 years or younger | 3 | |
| | Between 26-29 | 5 | |
| | Between 30- 35 | 2 | |
| Education Level | | Graduated | Continuing |
| Bachelor’s Degree | English Language Teaching | 5 | - |
| | English Language and Literature | 3 | - |
| | Translation and Interpretation | 2 | - |
| Master’s Degree | English Language Teaching | 2 | 6 |
| | English Language and Literature | 1 | 1 |
| | Linguistics | - | 1 |
| PhD Degree | English Language Teaching | - | 1 |
| | | Distribution of Lecturers | |
| Years of Experience | 1-3 years | 3 | |
| | 4- 5 years | 6 | |
| | 8 years | 1 | |
| Institutional Experience | 1 year | 10 | |
| Title | Lecturer | 10 | |
| Load of Lessons per week | 14 -18 hours | 2 | |
| | 22- 24 hours | 8 | |

This table provides detailed information about the participant lecturers in this study. Most lecturers are between the ages of 26 and 35, and the majority have 4-5 years of teaching experience. Additionally, eight lecturers handle a weekly teaching load of 22-24 hours, and many are continuing their studies at the master's level.

The study's participating education administrators undertook responsibility for both planning and execution of this PD activities and actively engaged in all phases of the program. Information about the education administrators is presented in Table 2.

Table 2
Information About the Education Administrators

| | | Distribution of Administrators |
|---|--|---------------------------------------|
| Gender | Female | 1 |
| | Male | 1 |
| Education Level | PhD Student (English Language and Literature) | 1 |
| | Master's Degree Student (English Language Teaching) | 1 |
| Graduated Department Bachelor's Degree | English Language Teaching | 2 |
| Master's Degree | English Language and Literature | 1 (graduated) |
| Years of Experience | 20 years | 1 |
| | 27 years | 1 |
| Institutional Experience | 16 years | 1 |
| | 19 years | 1 |
| Title | Director | 1 |
| | Deputy Director | 1 |

This table outlines the demographic and professional background of the education administrators involved in the study. Both administrators have extensive teaching experience, with 20 and 27 years, respectively. One holds a PhD in English Language and Literature, while the other is pursuing a master's degree in English Language Teaching. They hold leadership positions as Director and Deputy Director, with significant institutional experience of over 16 years.

Content of the applied PDP

In the first semester of 2022-2023 academic year, the PDP included orientations, lesson observations, professional dialogue meetings, lecturer presentations, and end-of-semester meetings. Orientations provided information on organizational functioning, leadership skills and evaluation practices. Lesson observations aimed to enhance teaching methods and were followed by post observation meetings to share experiences. Professional dialogue meetings were organized to share course progress and experiences. End-of-semester meetings addressed student success, motivation, and professional development needs. In the second semester, presentations of the lecturers expanded, including external participants providing field updates. In Table 3 below, information about the action research cycle and some ctivities implemented within the scope of PD activities is provided.

Table 3

Action Research Cycle and Conducted Actions

| Action Research Cycle | Actions Conducted | Description |
|--|---|--|
| 1. Planning Phase | <p>Orientation Programs:</p> <ul style="list-style-type: none"> - Providing Information on Organizational Functioning - Developing Leadership Skills - Providing Information on Evaluation Practices | <p>The orientation programs provide participants (educational administrators and lecturers) with information on organizational functioning, leadership skills, and evaluation practices.</p> <p>Helps participants understand the institutional structure, increasing coordination and collaboration during the research process.</p> <p>Educational administrators develop effective leadership strategies that support lecturers' professional development during the process.</p> <p>Training on evaluation practices enhances participants' assessment skills, raising awareness to improve teaching quality.</p> |
| 2. Observation and Action Phase | <p>Lesson Observations:</p> <ul style="list-style-type: none"> - Data Collection from Observations <p>Professional Dialogue Meetings:</p> <ul style="list-style-type: none"> - Evaluating Course Progress - Sharing Teaching Experiences | <p>Lesson observations are conducted to improve teaching methods. These observations contribute to evaluating classroom practices and enhancing pedagogical strategies.</p> <p>Data collected during lesson observations provide concrete feedback on lecturers' performance and serve as direct input for the research process.</p> <p>Participants share course progress and experiences in professional dialogue meetings. These meetings foster professional development and collaboration.</p> <p>Assessments are made on the current status of the courses, and discussions are held on common challenges or achievements.</p> <p>Experience sharing among lecturers provides solutions to encountered problems and promotes the dissemination of innovative teaching methods.</p> |
| 3. Reflection Phase | <p>Post-Observation Meetings:</p> <ul style="list-style-type: none"> - Collecting Feedback - Reflective Discussions | <p>These meetings, held after lesson observations, offer a platform for analyzing the data obtained from observations and sharing experiences.</p> <p>Lecturers receive feedback from observers, helping them refine their pedagogical methods and develop new strategies to enhance student achievement.</p> <p>Reflective discussions focus on analyzing issues or successes identified during observations and determining how these experiences can be integrated into teaching methods.</p> |
| 4. Revising the Plan Phase | <p>End-of-Semester Meetings:</p> <ul style="list-style-type: none"> - Evaluating Student Performance - Identifying Professional Development Needs | <p>End-of-semester meetings comprehensively address student success, motivation, and professional development needs and help define future teaching strategies.</p> <p>At the end of the semester, student performance is analyzed, and strategies to enhance success are developed.</p> <p>Participants identify their professional development needs and develop strategies for addressing these needs in future semesters.</p> |

| | | |
|--|--|--|
| 5. Observation and Action for the Second Semester | Lecturer Presentations: - Presentations with Field Updates | In the second semester, lecturers' presentations are expanded, with external participants contributing field updates. External participants provide field-related updates, allowing lecturers to stay informed about new trends and methods. |
| 6. Reflection Phase (Second Semester) | Feedback on Presentations: - Analyzing Feedback Results | Feedback and evaluation processes are organized for lecturer presentations. This feedback helps refine the research process. The results obtained from feedback contribute to improving teaching methods and forming new strategies for professional development. |

This table provides a comprehensive summary of the actions taken during the collaborative action research process, detailing each step and outlining how data and feedback are used to refine and enhance teaching practices and professional development.

Instruments and Processes

Instrument

Qualitative data collection methods were used in the research. The data collection tools included semi-structured interview forms, observation notes, and participant diaries. The interview forms were prepared to gather in-depth views from the participants regarding their professional development processes. The observation notes include observations made during the implementation of PD activities. The participant diaries were used for lecturers and educational administrators to express their personal experiences and emotions during this process in written form (Creswell, 2017; Yıldırım & Şimşek, 2018).

Progress

While observation notes and participant diaries were used for data collection, face-to-face interviews were conducted with 4 lecturers and 2 administrators within the scope of the interview questions, and a focus group interview was conducted with 6 lecturers. Before the interviews, a pilot interview was conducted, and afterward, the questions were simplified to enhance their clarity. After this stage, meeting times were arranged through one-on-one discussions with participants. All one-on-one interviews lasted approximately 35 to 50 minutes. After determining a suitable day and time for the 6 lecturers to hold the focus group meeting, they were informed via email with a short letter about the purpose of the meeting and information about the day, time, and place of the focus group meeting. The focus group interview lasted approximately 2 hours and was held in the meeting room. The interviews with educational administrators were held in their offices and lasted between 40 and 45 minutes. All one-on-one and focus group interviews were recorded with permission. All interviews were conducted by the sole author. The audio files from the interviews were later transcribed, and the transcript texts amounted to 74 pages.

Data Analysis

The collected data were analyzed using qualitative data analysis methods. Content analysis was employed during the data analysis process. Content analysis allows for the interpretation of data by organizing it into meaningful themes and categories (Saban & Ersoy, 2020). To ensure the reliability and validity of the study, methods such as member checking, data triangulation, and researcher reflexivity were applied (Creswell, 2017). Validity in action research is defined as the

degree to which the collected evidence supports the results of the study (Mertler & Charles, 2008). The researcher's active role in the institution and the existence of trust-based relationships contributed to ensuring validity. Additionally, the honesty and academic credentials of the participants contributed to the validity of the study (Yin, 2011). Audio recordings were taken, and participant identities were kept confidential to ensure validity of this study (Maxwell, 2012). To ensure reliability, two researchers developed the codes and themes, which were then reviewed by an educational administration expert. Multiple evaluators and contributions enhance consistency in the content analysis (Merriam, 2018). The research process and participants are explained in a clear and understandable language to ensure transferability (Stringer, 2014). To ensure credibility, all steps of the study taken to achieve this are reported in detail (Lincoln & Guba, 1985). All stages of the study process are reported in accordance with the literature to ensure confirmability (Mills, 2003). Trustworthiness in action research means that the data obtained is compatible with change and is balanced (Lincoln & Guba, 1985). Consulting multiple experts and using varied data collection techniques ensures the study's trustworthiness. Interviews, conducted and transcribed in Turkish, were analyzed in the same language for accuracy. Lecturers were labeled as 'L' and administrators as 'A' in citations.

Process of the Study

In this action research, researchers have paid attention to various aspects within the scope of the collaborative process and have taken the following actions:

1. Planning Phase:

Organizing Orientation Programs: Researchers organized orientation programs to identify the professional development needs of educational administrators and lecturers working in collaboration. These programs focused on organizational functioning, leadership skills, and evaluation practices.

Setting Clear Objectives: Clearly defining the goals and objectives of the research is essential to determine what outcomes are intended to be achieved.

2. Observation & Action Phase:

Conducting Lesson Observations: Researchers created opportunities to improve teaching methods by observing the lessons of lecturers. These observations provided data for analysis based on concrete classroom practices.

Organizing Professional Dialogue Meetings: Researchers facilitated professional dialogue meetings among lecturers to share progress and experiences gained in their courses.

Collecting Data: The data collected during observations were organized along with feedback from educational administrators and lecturers.

3. Reflection Phase:

Conducting Post-Observation Meetings: After lesson observations, meetings were held with the participation of lecturers and administrators to share experiences. Researchers discussed suggestions for improvement based on the observations in these meetings.

Analyzing Data: The data obtained from observations and feedback were analyzed in-depth and reported.

4. Revising the Plan Phase:

Organizing End-of-Semester Meetings: End-of-semester evaluation meetings were held with lecturers to discuss student success, motivation, and professional development needs. In these meetings, researchers evaluated the process and planned future steps.

Collecting Feedback: Feedback collected at the end of the semester was used to prepare new action plans for future practices.

5. Observation & Action for the Second Semester:

Organizing Lecturer Presentations: In the second semester, the presentations of lecturers were expanded, with external participants providing field updates.

Monitoring Progress: Developments were assessed through new semester presentations and meetings held with external participants.

Reflection Phase (Second Semester):

Providing Feedback on Presentations: Feedback and evaluation processes were organized for lecturer presentations.

FINDINGS / RESULTS

In this section, the findings of the study are presented according to the main theme, sub-themes, and codes, considering the sub-problems of the study.

1. Pre-Participation Expectations and Predictions

The main and sub-themes related to the first research question, along with the codes that constitute these themes, are presented in Table 4, which details the positive and negative approaches of educational administrators to the expectations and predictions regarding lecturers' participation in PD activities.

Table 4

Sub-themes and codes pertaining to pre-participation expectations and predictions main theme

| Main Theme | Sub-Themes | Codes |
|--|---------------------|--|
| Pre-Participation Expectations and Predictions | Positive Approaches | Enjoyment Excitement High motivation |
| | Negative Approaches | Resistance Deem unnecessary Low motivation Reservations |

As positive approaches, education administrators noted that lecturers would find the PDP “appealing” and “be enthusiastic” about participating. A-2 stated “...we received positive feedback from lecturers who expressed excitement about engaging in professional dialogues on these topics.” Education administrators indicated that they perceived the lecturers to be “highly motivated” prior to the PDP. They emphasized that the desire to learn and gain new experiences was the driving force behind this motivation by stating “... Individuals in the group who express enthusiasm with statements like

'Let's learn something, let's explore something new' consistently exhibit greater motivation." (A-2).

As negative approaches of lecturers to the PDP, education administrators stated that they expected "resistance" during periods of increased workload. However, they noted that the actual resistance encountered was less than expected. Besides, administrators expressed the belief that some lecturers might perceive the program as unnecessary. A-1 noted *"...I initially thought it might seem unnecessary to them because they may have reasoned, 'We've been attending classes for years, so what could be different? We'll see them in class.'"* Another concern expressed was that lecturers may demonstrate "low motivation" towards PDP. They emphasized that the level of motivation tends to correlate with the length of professional experience. One administrator noted, *"Individuals with extensive experience and participation in professional activities may not readily embrace these initiatives."* (A-2).

2. Outcomes of PD Activities

The main and sub-themes related to the second research question, along with the codes that constitute these themes, are presented in Table 5, which details educational administrators' views on the outcomes of lecturers' PD activities.

Table 5

Sub-themes and codes pertaining to outcomes of PD activities main theme

| Main Theme | Sub-Themes | Codes |
|---------------------------|--|---|
| Outcomes of PD Activities | Personal Development | Increased learning motivation Gained self-confidence Increased self-awareness Increased professional self-efficacy |
| | Professional Knowledge and Skills | Learning new teaching strategies Development in Technology Usage Updating professional knowledge Improvement in student relations |
| | Institutional Benefit | Increased collaboration and teamwork Improvement in internal communication Adaptation to institutional culture Contribution to institutional goals |
| | Implementation Challenges | Time management issues Technological deficiencies Insufficient sources Resistance encountered during implementation |

Education administrators highlighted how PDP significantly "improved communication within the institution". For instance, one administrator remarked, *"It was a great contribution, frankly, both for our professors and for them to get to know each other in terms of establishing communication within the institution."* (A-2). Administrators emphasized the importance of lecturers "being well-informed about the organization's operations". Administrators stressed how "understanding organizational culture" helps employees adapt to the working environment and stay updated. This fosters excellence

within the school. As A-1 stated, "They were helped to adapt to the corporate culture a little bit. In this way, they tried to keep themselves more knowledgeable, more equipped, more up-to-date and active."

According to education administrators, the PDP encouraged educators to "shift towards student-centered methods". A-2 noted "I think before these trainings, lecturers were looking at education from their own perspective, they cared about their own comfort.". Professional development equipped lecturers with "effective conflict management skills", resulting in fewer teacher-student conflicts. An administrator observed, "Frankly, after this program, I realized that we did not resolve many teacher-student conflicts compared to previous years." (A-2). The PDP provided educators with insights into "critical self-reflection" and the experience of working in a professional setting. As an administrator explained, "In addition to being self-critical and self-reflective, they also experienced what it is like to work in a professional environment, and I think this was their biggest benefit." (A-1).

3. Challenges and Strategies in Planning and Implementing PD Activities

The main and sub-themes related to the third research question, along with the codes that constitute these themes, are presented in Table 6.

Table 6

Sub-themes and codes pertaining to challenges and strategies in planning and implementing PD activities main theme

| Main Theme | Sub-Themes | Codes |
|---|-------------------------------|---|
| Challenges and Strategies in Planning and Implementing PD Activities | Time Management | Inability to fit activities into busy schedules Difficulty in efficient time use by participants |
| | Lack of Resources | Lack of financial support Inadequate Training Materials |
| | Technological Barriers | Lack of technological infrastructure Issues with using digital tools |
| | Lack of Motivation | Low motivation to participate in the program Doubts about the benefits of the activities |
| | Strategic Solutions | Improving time management with flexible planning More efficient use of resources Additional trainings on technological tools Providing feedback and rewards to increase motivation |

An administrator noted that the primary challenge encountered in executing PDP is the difficulty in planning them, particularly in "finding suitable timing for scheduling", due to teachers' heavy course loads. However, despite these time constraints, the outcomes were positive. The administrators also faced "personal challenges" such as family issues and ongoing graduate education commitments of lecturers, which further complicated scheduling and time management for PD activities. An administrator noted "Unfortunately, there was a time problem because the teachers' course load was quite high, so we had a little difficulty in making plans, but the result was good." (A-2)

Lecturers expressed concerns about being perceived as inadequate by students during observations conducted by administrators. They worried that students might question the purpose of the observation, leading to doubts about their teaching abilities. Lecturers' opinions are as follows:

"...but sometimes this can be perceived differently by the student. They can take the other teacher to a place they don't know, like "Why are they observing him? Is he at a lower level? Did he do something? Is our lesson being questioned right now?" (L-6)

"Communication difficulties" emerged as another challenge, particularly in providing and receiving feedback after lesson observations. Some lecturers struggled with articulating their thoughts effectively and navigating sensitive conversations with colleagues. As L-3 stated *"... I wanted to offer constructive criticism, but I felt a bit nervous while expressing my thoughts, so I found myself using phrases like 'Well, sir, I believe...' and 'In my humble opinion...' , it was difficult for me."*

4. Pre- and Post-Participation Expectations and Emotions

The main and sub-themes related to the fourth research question, along with the codes that constitute these themes, are presented in Table 7.

Table 7

Sub-themes and codes pertaining to pre- and post-participation expectations and emotions main theme

| Main Theme | Sub-Themes | Codes before participation | Codes after participation |
|--|----------------------------|----------------------------|---------------------------|
| Pre- and Post-Participation Expectations and Emotions | Positive Approaches | Enjoyment | Enjoyment |
| | | Excitement | Being influenced |
| | | High motivation | Admiration |
| | | Deem necessary | Deem necessary |
| | | | Feeling happy |
| | | Relief | |
| | | Organization based needs | |
| | Negative Approaches | Resistance | Lack of interest |
| | | Deem unnecessary | Dissatisfaction |
| | | Low motivation | |
| Reservation | | | |
| | | | |

Lecturers were asked how they felt when they first learned that they would participate in PDP. The answers given by the participants included both positive and negative opinions. As positive opinions, many lecturers expressed their "excitement" about the opportunity for professional growth *" I felt a rush of excitement when I found out... the thought of stepping into something new and challenging was thrilling, and I was eager to see what the program would entail."* (L-5). When they first learned about participating in PDP, lecturers expressed "curiosity about the institution's operations". In addition, lecturers expressed "the necessity" of PDP for their growth as follows: *" I realized it was absolutely crucial for my development—not just professionally, but also for broadening my perspective."* (L-1). One of the lecturers expressed "self-confidence" due to past experiences with PD activities. L-5 noted *"I wasn't surprised by the observation process... I knew I could handle it."* In addition to the positive viewpoints mentioned earlier, several lecturers also expressed negative opinions upon learning about their involvement in PDP. Some lecturers initially "deemed the activities unnecessary". For instance, L-6 expressed *"When I first heard about observation, I personally deliberated on its necessity. Everyone has their own methods, so why do we need observation?"* Lecturers expressed "tension," largely stemming from lesson observations, and "anxiety about evaluations," particularly among newcomers

feeling pressure to prove themselves. L-5 stated, *"We've just started to work here, and there's an effort to prove ourselves."*

Lecturers experienced happiness from their involvement in PDP and “enjoyed the activities”. The opinions of the lecturers were *“the activities were not challenging”* (L-5), *“they were useful”* (L-1) and *“the sharing was fun”* (L-9). They appreciated the sharing of experiences and “admired” various teaching approaches observed during lesson observations. L-9 exemplified the experience as *“...she reflected the lyrics of the song on the board. That grammatical issue was always present in the lyrics of the song. I was amazed.”*. Another positive opinion of the lecturers after the PD activities was that they “found the activities necessary”. Lecturers stated that they had different opinions before participating in the activities, but later their opinions changed, and they found it necessary. L-4 expressed *“...it was a very nice interaction, so in that sense, I changed my mind later. I said, "Oh, it's not like that, it's actually necessary...”*. Lecturers mentioned that these activities were “organization-based needs” by noting *“What was said there, that is, the year will be like this, etc., and the information given there was of course very useful, as I am still benefiting from the information provided in PDP.”* (L-2). However, there was also some negativity observed. One lecturer found an activity uninteresting due to its mismatch with personal interests, while another expressed negativity regarding content repetition. L-1 expressed *“...in both presentations, they talked about 2 different studies that reached the same conclusions with both data...I didn't like that there was repetition of content.”*

5. Evaluation of Gains after PDP

The main and sub-themes related to the fifth research question, along with the codes that constitute these themes, are presented in Table 8.

Table 8

Sub-themes and codes pertaining to evaluation of gains after PDP main theme

| Main Theme | Sub-Themes | Codes |
|-------------------------------|-----------------|---|
| Evaluation of Gains after PDP | Knowledge Gains | Deepening Field Knowledge Learning New Pedagogical Approaches Use of Current Educational Technologies |
| | Skill Gains | Effective Classroom Management Improved Communication Skills Problem Solving and Decision-Making Abilities |
| | Attitude Gains | Shift Towards Student-Centered Approaches Increased Professional Self- Confidence Openness to Continuous Learning |

"Sharing experiences" was a common outcome of PDP, with lecturers benefiting from each other's insights. They highlighted the fostering of collegiality. For example, L-1 mentioned, *"We had numerous opportunities to exchange experiences with other lecturers... We discussed challenges and solutions."* L-4 stated, *"My interaction with a colleague... allowed me to share my experiences... It was a fruitful exchange."* Lecturers observed that participating in PDP helped them “develop stronger communication skills” with both students and colleagues. Another lecturer touched on the orientation activity and emphasized its feature of helping “to understand the functioning of the organization” by noting *“...during the orientation; I took notes of everything, which helped me a lot to get to know the system better.”* (L-8) and another lecturer mentioned “the necessity” of PDP by noting *“Thanks to these programs, none of us jumped into an empty pool. First of all, we gained awareness of what kind of place*

we were working in..." (L-9).

Another frequently exemplified outcome of PDP was the gain of “reflecting on classroom practices”. Lecturers mentioned that they implemented the practices they experienced in their lesson observations in their own classes. For instance, L-10 noted “...*What I saw in the lesson I observed was beneficial for the students, and I applied it in my own classroom and benefited from it...*”. Lecturers also stated that the “acquisition of self-criticism skills” is another outcome. Lecturers had the opportunity to question their own methods and techniques during lesson observations. L-1 emphasized this outcome by saying “*When you observe another colleague’s lesson, you question yourself, “Is this how I teach?” or “Can I attract the attention of students to the subject?” ...*”. The other skill gained after participating PDP was mentioned as “self-correction skills”. For instance, L-10 expressed this outcome as “...*It was better because it gave me the opportunity to improve myself on the things, I did wrong.*”.

6. Suggestions for Enhancing the Effectiveness of PD Activities

The main and sub-themes related to the sixth research question, along with the codes that constitute these themes, are presented in Table 8, which illustrates suggestions for enhancing the effectiveness of the main theme of PD activities.

Table 8

Sub-themes and codes pertaining to suggestions for enhancing the effectiveness of PD activities main theme

| Main Theme | Sub-Themes | Codes |
|--|------------------------------------|--|
| Suggestions for Enhancing the Effectiveness of PD Activities | Implementation-Related Suggestions | Activities with Increased Interaction Inclusion of Motivation-Boosting Elements Intensive and Short-Term Training Better Time Planning Activities Including Practical Application Activities Providing Feedback Peer Observations Instead of Manager Observations More Peer Observations More Manager Observations Training by Experts Trainers and Participants from Outside the Organization |
| | Content-Related Suggestions | Field-Specific Content Effective Time Management Training for Students with Special Needs Management of Negative Student Behaviors Training for Distant Education Training for Effective Use of Technology |

| Main Theme | Sub-Themes | Codes |
|------------|------------|--|
| | | Artificial Intelligence Applications Material Design Testing and Assessment Training to Improve Phonetics Knowledge |

One of the suggestions of the lecturers was “including motivation-enhancing elements” into the PDP. Suggestions to increase motivation for participation in events include changing event venues and being rewarded with a certificate after participation. L-7 noted “...of course, everyone will want to do this, especially if it comes with a certificate at the end...”. Lecturers advocated for “practice-based training”, where lecturers and participants engage in applying learned concepts practically. For instance, L-8 noted “...it may be something that we can apply or experience...then they may ask us for something like practice. It could be something like creating an application based on what we've learned about it.”. They also mentioned that “feedback should be provided” in the trainings they attended. The lecturers mentioned that “experts should provide trainings” in their suggestions regarding the PDP. For instance, L-1 said “...it may be someone who has practiced in this field, worked in this field, worked in this profile, and conducted research in his field.”

A frequently mentioned suggestion was to have peer observations instead of manager observations. L-5 expressed this suggestion as “...there should be observations, but I definitely argue that if it is going to happen in the future, it should be at the level of the co-workers.” Some lectures proposed “increasing peer observations” suggesting they would be more effective within courses featuring varied content. L-8 noted “...so the more classes we observed, different teachers, and different lessons, for example, if there was a writing class, a listening class, and a grammar class, I thought it could be different and better.”

Lecturers stressed the importance of “trainings for the effective use of technology” for enhancing classroom practices, citing changing student profiles as a driving factor. L-1 said “...the profile of students and the generation is changing, so students should now use materials that are more appropriate to their generation and more relevant to their interests, rather than books. I feel that I need to use technology better to achieve this...” They recommended training on AI applications and WEB2 tools for both online and face-to-face education. L-4 remarked “...These applications, suitable for use in both online and face-to-face education, should be in our agenda...”. Additionally, they highlighted the need for training in material design and testing and assessment by noting “...we need to use materials in the classroom. This could be more of an educational activity on material design.” (L-1).

DISCUSSION AND CONCLUSION

This study aims to examine the professional development processes of lecturers and the effects of these processes on educational administrators and lecturers at the English preparatory school of a private university in Istanbul. The findings indicate that education administrators anticipated a positive reception from lecturers, believing the program would address their needs and keep them informed, and they also expected high motivation from newly appointed lecturers. This shows that PD activities have a motivation-enhancing effect, which is consistent with previous research (Kubat, 2017; Saribaş et al., 2012). Education administrators acknowledge that young and inexperienced lecturers are highly motivated for the program, contrasting with potentially lower motivation among experienced lecturers. It seems that education administrators are aware of this issue. The findings of the research are similar to the finding in Koç et al. (2015) study that experienced academicians are reluctant to participate in PDPs.

The education administrators highlighted that the PDP fosters effective communication among lecturers, promoting collaboration and a positive working environment. These activities help lecturers enhance teaching methods, adopt student-centered approaches, and manage classroom conflicts (Baker et al., 2018). Analyzing lecturers' participation in PDP revealed that fostering collaboration significantly enhanced their professional development (Baker et al., 2018; Çalışkan, 2021). These activities enhanced lecturers' understanding of the system, boosted confidence, and improved teaching skills. Acquiring self-criticism and self-correction skills enabled them to identify strengths and weaknesses, guiding their professional development. Classroom observations led to the adoption of diverse and effective teaching methods, facilitating improved student learning (Akyazı & Geylanioglu, 2015; Dikilitaş & Yaylı, 2018; Omar, 2017). Given lecturers' awareness of these outcomes, they obviously benefited from the program. However, unlike the findings of this study, Ayvacı et al. (2014) and Kubat (2017) reported that activities were unproductive and participants did not benefit.

Findings reveal that the implementation of PDP encountered certain challenges. In this study, one significant difficulty was the scheduling of activities, attributed to the high workload of lecturers. However, it was noted that this challenge could be overcome with effective planning, leading to positive outcomes (Arı, 2014). Another challenge was lecturers' personal issues and ongoing graduate studies, which hindered their participation in some activities (Koç et al., 2015). Lecturers' responsibilities, like family matters and graduate studies, limited their participation in some activities. However, administrators noted that resolving these issues wasn't a major problem. Unlike administrators, lecturers faced challenges that affected their participation and motivation in PD activities. Darling-Hammod et al. (2017) emphasized that the challenges of PDPs are generally organization-based and personal. Similarly, findings regarding the challenges encountered by lecturers include concerns about being perceived as inadequate by students during lesson observations, scheduling issues and communication difficulties (Borg, 2014; Ekim et al., 2023; Özen, 2006). Difficulties in time management indicate the need for lecturers to engage in more effective planning by considering their personal situations and responsibilities for their professional and personal development. By planning programs more flexibly, considering lecturers' individual needs and existing time constraints, they may be able to benefit more effectively from PDPs. Additionally, concerns about evaluation and fear of appearing inadequate to students during PD activities have been identified as challenges faced by lecturers.

When lecturers first heard about participating in the PDP, they felt excited and saw it as necessary for gaining new perspectives and information. This aligns with Arıcı (2019), who noted that faculty members are eager to learn about unfamiliar topics and enjoy being in the student role. Their curiosity about teaching methods, grading, materials and organizational functioning of the PDP (Schmidt et al., 2022) influences their expectations for the PDP. Familiarity with past observations boosts confidence, leading to positive attitudes towards the PDP and lecturers expressed self-confidence from past observations. Overall, lecturers found the program enjoyable and beneficial for both personal and professional development.

Some lecturers reported negative feelings about classroom observations, particularly anxiety and tension when observed by an administrator. These emotions likely stem from viewing observations as inspections rather than supportive opportunities for feedback. The negative reactions may also be due to lecturers' lack of prior experience with such practices. This study's findings align with Herranen et al. (2021) study, indicating that teachers with prior experience in certain activities exhibited higher motivation. Another negative perspective emerged when lecturers deemed certain aspects unnecessary. However, over time, perceptions shifted positively as the benefits of these PD activities became clearer. This aligns with studies showing that prior experience increases motivation and understanding of such initiatives (Malik, 2021).

The study revealed that lecturers found PDP activities enjoyable, impactful, and necessary,

describing their experiences as comforting and joyful. These positive findings suggest that PDPs are both motivational and effective (Çalışkan, 2021). However, some lecturers pointed out downsides of the PDP. They felt dissatisfied with activities that didn't align with their interests or seemed repetitive. Unlike the findings of this study, Kabakçı and Odabaşı (2008) and Karacabey (2020) discovered that when professional development content matched participants' interests, it boosted their motivation and satisfaction. Regarding the feelings of lecturers after PDP, the positive experiences could contribute significantly to the personal and professional development. The findings of the study are similar in nature to the studies of Ekim et al. (2023) and Arıcı (2019), which highlight the positive effects of participation in PDPs. However, the findings of the study do not align with Muyan (2013), which suggested that participants may be hesitant to participate due to previous negative experiences despite being aware of the importance of PDPs.

Lecturers stressed the value of practical, hands-on activities in an adult learning environment, which they find more enjoyable and conducive to lasting learning, as supported by Aykal (2018). They also preferred peer observation over administrator observation, advocating for more peer involvement due to the unexpected benefits they gained from it. Similar findings were reported by Çelik et al. (2013) and Çalışkan (2021), highlighting the importance of observing good practices in PD activities. The suggestion for expert-led training aligns with the findings of Kabakçı and Odabaşı (2008) and Koç et al. (2015). As in Arıcı (2019) and Duzan (2016) regarding the content of PDP, lecturers suggested enhancing content in their focusing on areas like assessment, material adaptation, and technology integration for professional growth. The recommendations for enhancing technology usage, AI, and training on WEB2 tools reflect a need identified by Darling-Hammond (2017) as essential for adapting to 21st-century requirements. These findings are consistent with Arıcı (2019), Ekim et al (2023), and Tondeur et al. (2017), emphasizing the importance of effective technology integration in education.

Overall, lecturers recommend incorporating modern teaching methods to improve instruction quality, skills, and adaptability. PDPs enhance teaching, job satisfaction, and confidence. The study shows a positive impact of PDPs on lecturers, highlighting the need for carefully planned programs that address personal needs. Important data has been provided for consideration in planning future PDPs, which is believed to be crucial for developing more effective programs in the future.

SUGGESTIONS

The alignment of PDPs with participants' expectations and interests is essential for their effectiveness. Education administrators can design organization-based PDPs that identify areas for growth and incorporate activities tailored to participants' needs and interests, enhancing motivation and encouraging interaction.

Concerns about evaluation and fear of appearing inadequate to students during PD activities have been identified as challenges faced by lecturers; providing additional training opportunities or support mechanisms to address these challenges can help lecturers cope and lead to a more positive experience with PDPs.

For future PDPs, providing participants with detailed information about the content, objectives, and implementation beforehand can foster a positive attitude and enhance the program's effectiveness, especially when activities are designed to boost collaboration.

Flexibly planning the program can reduce participants' time-related difficulties and offer more opportunities for participation. Additionally, collecting participants' feedback during the program can

help assess its effectiveness and make necessary adjustments.

Researchers can conduct more comprehensive studies to evaluate the views and experiences of different participant groups. Moreover, deeper investigations into the emotional effects of PDPs and the challenges encountered can be undertaken.

LIMITATIONS

This study, like any other, has its limitations, and the findings should be considered within this context. Firstly, the study was conducted in the context of a university, so there is a need for study findings with samples containing different educational levels. On the other hand, although the study findings are largely in line with the literature, the findings may not be generalizable. Therefore, quantitative research can be conducted on the same subject, with a sample of more experienced participants, because a significant portion of the participants of this study are either new to the profession or less experienced.

Ethical Statement

This article is extracted from K1ymet Soyata's master thesis entitled "Professional Development Activities of Lecturers: An Action Research", supervised by PhD Aysel Ateş (Master's Thesis, Institute of Social Sciences, Istanbul Aydın University, Istanbul, Turkey, 2024).

Ethics Committee Approval

Ethics committee approval of this study was taken from Social Sciences Ethics Commission of Istanbul Aydın University, with the decision dated 15.11.2023 and numbered 102774.

Author Contributions

Research Design (CRediT 1) Author 1 (%50) – Author 2 (%50)

Data Collection (CRediT 2) Author 1 (%100) – Author 2 (%00)

Research - Data analysis - Validation (CRediT 3-4-6-11) Author 1 (%50) – Author 2 (%50)

Writing the Article (CRediT 12-13) Author 1 (%50) – Author 2 (%50)

Revision and Improvement of the Text (CRediT 14) Author 1 (%50) – Author 2 (%50)

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No conflict of interest exists regarding the study presented in this article.

Sustainable Development Goals (SDG)

Sustainable Development Goals: 4 Quality Education

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APPENDICES

Observation Form Sample

Date of Observation:

Location of Observation:

Duration of Observation:

Observer:

A. Description of the Observed Activity

- **Activity Name:**
- **Activity Purpose:**
- **Participants:**
- **Activity Content:**

B. Observation Categories

1. **Participant Engagement**

- How are participants engaging in the activity?
- How is the interaction among participants?
- What are the levels of active or passive participation?

2. **Role of the Educational Administrator**

- How does the educational administrator guide participants during the activity?
- How frequently and in what manner does the educational administrator provide feedback to participants?

3. **Lecturers' Behaviors**

- Are lecturers' reactions to the learning process observed?
- What are the points where lecturers face challenges or find motivation?

4. **Activity Flow and Content**

- How does the activity align with the planned program?
- How is the content perceived by the participants?
- Which content or topics receive more interest or resistance?

5. **Other Observations**

- Are there any other notable situations among participants?
- Were there any unexpected situations during the activity?

C. Observation Results and Notes

- **General Evaluation:**
- **Improvement Suggestions:**

- **Other Notes:**

Reflective Journal Sample

Date:

Journal Writer:

A. Summary of the Day

- What was the professional development activity conducted today?
- What was the purpose of the activity and how was it implemented?

B. Emotional State and Experiences

- What emotions did you feel before, during, and after the activity?
- Did you feel comfortable during the activity? Why?

C. Learning and Development

- What was the most important thing you learned from today's activity?
- How did this activity contribute to your professional knowledge and skills?

D. Challenges and Observations

- What challenges did you encounter during the activity?
- How did you overcome these challenges or were you unable to?

E. Future Thoughts

- How can you make this activity more effective in the future?
- What are your expectations for future professional development activities?

F. Other Notes

- Are there any other observations, ideas, or suggestions you would like to mention?

Interview Questions Sample

Interview Date:

Interviewer:

Interviewee:

Interview Duration:

A. Introduction Questions

1. What did you think about professional development activities before participating in them?
2. What was your motivation for participating in such activities?

B. Professional Development Process

3. What did you learn during the professional development activities you attended? How did these activities benefit you?

4. What were the biggest challenges you faced during the activities? How did you overcome these challenges?

C. Relationship with Educational Administrators

5. How do you evaluate the role of educational administrators in this process? Did they provide sufficient support?

6. How did collaborating with educational administrators benefit you and the process?

D. Post-Activity Evaluation

7. What changes did you notice in yourself after the professional development activities?

8. Did you experience any increase in your professional knowledge and skills after the activities? In which areas?

E. Improvement and Suggestions

9. What suggestions would you make to improve the effectiveness of future professional development activities?

10. What advice would you give to other lecturers who will participate in such activities?

F. Closing

11. Is there anything else you would like to add?

Investigating the Relationship between Attachment and Marital Satisfaction in Couples' Marital Experiences

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ABSTRACT

This study aimed to examine the relationship between attachment and marital satisfaction in couples' marital experiences. The study included 601 married individuals selected by criterion sampling method, one of the purposive sampling methods, and fifteen married couples were interviewed separately. This research was designed using Creswell's simultaneous triangulation design, one of the mixed method designs. The data were collected using the Personal Information Form, Relationship Scales Questionnaire, Marital Life Scale, and Semi-structured Interview Form prepared by the researchers. The findings of the study revealed that the participants' gender, educational status, type of marriage, fearful attachment, and preoccupied attachment styles did not predict marital satisfaction. In contrast, secure attachment styles positively predicted marital satisfaction, whereas dismissing attachment styles negatively predicted marital satisfaction. In the study, it was concluded that the type of marriage has no effect on marital continuity and satisfaction and that the character traits of the spouses and the way they behave towards each other, the presence of understanding, love, interest, happiness, and peace between the spouses and having children are more determinant. The findings obtained from the study were discussed in line with the relevant literature, and suggestions were made for research and practice.



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Evlilikte Doyum.

ÖZET

Bu çalışmada çiftlerin evlilik deneyimlerinde bağlanma ve evlilik doyumunun ilişkisinin incelenmesi amaçlanmıştır. Araştırmaya amaçlı örneklem yöntemlerinden ölçüt örneklem yöntemi ile seçilmiş 601 evli birey seçilmiş ve örneklem içinden on beş evli çift ile ayrıca görüşme yapılmıştır. Bu çalışma Creswell'in karma yöntem tasarımlarından biri olan eşzamanlı üçgenleme tasarımı ile desenlenmiştir. Araştırmadaki veriler araştırmanın alt amaçları doğrultusunda oluşturulan Kişisel Bilgi Formu, İlişki Ölçekleri Anketi, Evlilik Yaşam Ölçeği ve araştırmacılar tarafından hazırlanan Yarı Yapılandırılmış Görüşme Formu ile toplanmıştır. Araştırma bulgularına göre katılımcıların cinsiyet, eğitim durumu, evlenme şekli, korkulu bağlanma ve saplantılı bağlanma stillerinin evlilik doyum düzeylerini yordamadığı bulunurken, güvenli bağlanma stillerinin evlilik doyumunu pozitif yönde, kayıtsız bağlanma stillerinin ise negatif yönde yordadığı görülmüştür. Araştırmada evlenme şeklinin, evliliğin devamlılığına ve doyuma etkisinin olmadığı, eşlerin karakter özelliklerinin ve birbirlerine karşı davranış şekillerinin, eşler arasında anlayış, sevgi, ilgi, mutluluk, huzurun bulunması ile çocuk sahibi olmanın daha belirleyici olduğu sonucuna ulaşılmıştır. Araştırmadan elde edilen bulgular ilgili literatür doğrultusunda tartışılarak araştırma ve uygulamaya yönelik önerilerde bulunulmuştur.

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INTRODUCTION

There are steps in the biopsychosocial development process of an individual that cause some changes in his/her life, one of which is marriage. Marriage is an institutionalized system of relationships that binds couples together and unites them in a common life (Özdemir, 2023). The continuity of marriage, which has important functions for the individual and social system, depends on the mutual satisfaction of the biological, social, and psychological needs and motives of the couples (Zhungalbekov & Efiltili, 2023; Dilmaç & Bakırcıoğlu, 2019). In addition, the characteristic features of individuals, upbringing conditions, the place where they grew up, the values they adopt (Dilmaç & Bakırcıoğlu, 2019), the mutual trust levels of spouses, and the reactions they give in their interactions (Kılıçaslan, 2007) are also important in the harmonious maintenance of marriages.

It has been determined that communication style, division of labor within the household, habits in household life, ways of spending money, and the balance they establish between family and career are the main issues in which married individuals differ in their marital relationship. The basis of these differentiations is how individuals describe their spouses, themselves, and their relationships (Yılmaz & Kağan, 2022).

Conflict is as normal as harmony and satisfaction between spouses. In case of conflict in marital life for any reason, spouses should focus on perceiving the conflict correctly and managing it effectively rather than focusing on the content of the conflict to ensure marital satisfaction (Yılmaz & Kağan, 2022). Even though conflictual areas do not always radically disrupt marital life, when the transition process is not completed healthily, adaptation to the next stage becomes difficult, and the negativities experienced by couples deepen (Carter & McGoldrick, 1988).

One of the factors that are effective in the healthy continuation of marriages is attachment. Attachment is a lifelong model that starts with the individual's birth, develops at an early age, is transferred to advanced ages, and includes the feedback and attachment styles that the individual creates towards the individuals he/she considers important for himself/herself (Bowlby, 1969). In line with this definition, it can be said that attachment has a broad content covering emotional bonds with parents, siblings, friends, and romantic relationships (Colin, 1996).

Attachment theory is primarily concerned with the infant and childhood years. John Bowlby's studies are pivotal in the categorisation of childhood attachment styles. The literature identifies Mary Ainsworth as the second pioneer of attachment theory (Hazan & Shaver, 1987). Ainsworth mentioned three types of attachment styles which are secure, anxious-ambivalent, and avoidant (Ainsworth, et al., 1978). Bowlby (1969) and Ainsworth (1989) posit that the physiological and emotional needs of the infant are met by the mother or caregiver. The early attachment style, which develops and is internalised at the heart of the relationship between the infant and the caregiver, is a determining factor in interpersonal relationships in both childhood and adulthood (Bartholomew, 1990; Şahin & Hamarta, 2022). Furthermore, Bartholomew (1990) posits that an individual's initial attachment experience during childhood is also associated with the challenges they may encounter in their marital relationships, the manifestation of neurotic symptoms, and the prevalence of personality disorders.

In terms of adult attachment styles, the model developed by Bartholomew and Horowitz stands out. Bartholomew and Horowitz's model continues Bowlby's view that the attachment style developed in childhood influences the attachment tendencies observed in adulthood. In addition to this intellectual heritage, Bartholomew and Horowitz (1991) developed a novel model, the Quadruple Attachment Model, which incorporates a positive dimension into the original triple attachment model proposed by Hazan and Shaver (1987). In the quadruple attachment model, the positive and negative mental perceptions of the person towards himself/herself and others determine how the person will experience

his/her relationships and attachment styles differ as a result of the relationship. These different attachment styles are secure, preoccupied, dismissive, and fearful (Bartholomew & Horowitz, 1991). In this study, Bartholomew's Quadruple Attachment Model was used to determine adult attachment styles.

Secure attachment is defined as the individual's ability to comfortably establish intimacy with other people, strong adaptation to new environments and coping skills to cope with stress, openness to receiving and giving support from the social environment, believing that the people with whom the relationship is established are trustworthy, positive personality perception and the ability to remain autonomous (Collins, 1996; Saraç, 2021; Balcı, 2011).

Preoccupied attachment refers to the individual's feeling that he/she is generally worthless and undeserving of love, experiencing fear of abandonment in close relationships and trying to prove himself/herself (Bakiler & Satan, 2020), having a negative perception in evaluating his/her self and a positive perception in evaluating his/her partner or close environment (İlhan & Özdemir, 2012).

The main characteristic of the fearful attachment style is that although the individual wants to establish intimacy with others, this situation often cannot go beyond desire. The possibility of being hurt and rejected by others prevents the person from taking steps towards a relationship (Bakiler & Satan, 2020). Individuals with fearful attachment styles think that other people do not want to get close to them because they do not consider themselves worthless, unlucky, and unworthy of being loved (Çetinkaya, 2017).

Lastly, dismissing attachment style is when the individual perceives others negatively while evaluating himself/herself positively. In this attachment style, individuals tend to give up close relationships and prefer independence to avoid rejection and disappointment. Those with an indifferent attachment style tend to perceive social relationships as superfluous and uninteresting. Furthermore, these individuals demonstrate a lack of trust in their partners and exhibit minimal investment in their relationships. By acting this way, they increase their level of being free and strong and their self-esteem (Bartholomew & Horowitz, 1991; Feeney, 2002; Terzi & Çankaya, 2009).

Individuals' attachment styles can affect their decisions to choose a spouse candidate, the type of relationship they establish with their spouse, the level of satisfaction obtained from marriage, and their ability to cope with problems that may be experienced in the relationship in different ways (Ertan, 2002). For example, Eryorulmaz (2010) stated that individuals with secure attachment styles evaluate their marriages as satisfying, while individuals with anxious/ambivalent attachment styles are preoccupied with questions such as what the marriage will give or take from them.

Another important issue that is closely related to attachment in individuals' marital experiences is satisfaction. Marital satisfaction includes the value that couples give to each other and the subjective feelings they perceive, and the psychological satisfaction obtained from variables such as love, respect, sexuality, material and spiritual cooperation, and sharing (Binici, 2000; Erbek et al., 2005; Sokolski & Hendrick, 1999).

Looking at the studies investigating the factors affecting marital satisfaction, it is seen that there is a relationship between the positive meanings that couples attribute to marriage and relationships (Özabacı, 2019), reinforced learned behaviors (Barker, 1998) spouses' achievement of personal goals (Burr, 1970), personality traits (Eskin, 2012), and marital satisfaction. Çelik (2018) states in his study that couples' investment in the relationship and the stability level of the relationship are related to marital satisfaction. Hinde (1997) stated that couples should be satisfied with their marriages to have high levels of happiness, while Muezzinoğlu (2014) concluded in his study that couples who evaluate relationship satisfaction as high also have high levels of commitment to the relationship. It is known that spouses who have problem-solving and conflict-management skills when encountering problems in their marital

experiences have high relationship satisfaction (Petch, 2006). In contrast, couples with low relationship satisfaction have difficulty staying calm in times of stress and remain dismissing to their spouses (Gottman & Krokoff, 1989).

It is thought that examining the attachment and satisfaction levels of married individuals is important for the healthy continuation of marriage, which is the first step in establishing the family, the central institution of the social system. In this regard, the study aims to examine the relationship between attachment and marital satisfaction in couples' marital experiences and to describe their perspectives on attachment and satisfaction processes.

Depending on the purpose of the research, the following questions were sought to be answered.

1. Is there a significant difference between couples' attachment styles and marital satisfaction levels depending on gender, educational level, and marriage type?
2. Is there a significant relationship between couples' attachment styles and marital satisfaction scores?
3. Do couples' sociodemographic characteristics and attachment styles predict their marital satisfaction levels?
4. What are the views of the couples on the bond between spouses and their marital satisfaction experiences?
5. What are the views of the couples on the factors affecting the continuity of marriage and marital satisfaction?

METHOD

Research Model

This study was modeled using a mixed method in which qualitative and quantitative research methods are applied together. The mixed method is defined as a method in which the limitations of both approaches can be minimized by combining quantitative and qualitative methods, and various aspects of the research subject can be comprehended with a holistic understanding (Creswell, 2014; Baki & Gökçek, 2012).

In the study, the mixed method was preferred for the purpose of complementarity, that is, to elaborate and exemplify the results obtained from the quantitative design with the results of the qualitative design (Alkan et al., 2019). The mixed method design used in the study is based on Creswell's (2009, p.213) "concurrent triangulation strategy". In this design, quantitative and qualitative data are collected simultaneously. The data analysis is done separately, and the combination of the data is usually done at the interpretation stage with qualitative exemplifications that support or refute the quantitative results following the quantitative statistical results.

Study Group

The participants of the study is married couples in Turkey. Both the quantitative and qualitative samples of the study consisted of married couples residing in Konya, selected by the criterion sampling technique, one of the purposive sampling methods. The criterion determining the sample is that the marital experience is ten years or more. Data from 601 individuals constituting the quantitative study group were obtained through online methods. The qualitative study group was 15 married couples selected from the quantitative study group voluntarily, and data from 30 participants were obtained through face-to-face interviews.

Data Collection Tools and Processes

Personal Information Form

It consists of questions about the participants' gender, age, education level, duration of marriage, and type of marriage.

Relationship Scales Questionnaire

The Relationship Scales Questionnaire developed by Griffin and Bartholomew (1994: 435) was adapted into Turkish by Sümer and Güngör (1999). There are 17 items on the scale. Items 5, 7, and 17 are reverse coding. The scale has four sub-dimensions which are secure attachment style, fearful attachment style, preoccupied attachment style, and dismissing attachment style. Total scores reflecting the four attachment styles are obtained by summing the items that aim to measure these styles and dividing this sum by the number of items in each scale. The continuous scores obtained are also used to group the participants within attachment styles. The internal consistency coefficients of the subscales vary between 0.27 and 0.61, and the test-retest reliability of the scale varies between 0.54 and 0.78 (Sümer & Güngör, 1999). For this study, Cronbach's α coefficients were examined and it was found that the relationship scales survey had a value of .76.

Marital Life Scale

The "Marital Life Scale" developed by Tezer (1996) was used to determine the marital satisfaction levels of the participants. The scale consists of 10 items prepared in 5-point Likert type, numbered 2, 4, and 5, which are reverse scored. The highest score that can be obtained from the scale is 50, and the lowest score is 10. A high score on this scale indicates high marital satisfaction. The test-retest reliability coefficient of the scale was 0.85, and the internal consistency coefficient was 0.91 in the first application and 0.89 in the second application group. These findings indicate that the Marital Life scale is highly reliable (Tezer, 1996). In order to test the reliability of the marital life scale used within the scope of the research, Cronbach's α coefficients were examined and it was determined that the scale had a value of .88.

Semi-structured Interview Form

In the interview technique applied to collect the qualitative data of the study, a semi-structured interview form developed by the researchers and consisting of a total of 15 questions was used. This form consists of questions that are directly related to understanding marital attachment, satisfaction, and marital experience.

Data Analysis

In the quantitative part of the study, the distribution of the married individuals who participated according to their sociodemographic characteristics was determined by frequency analysis, and descriptive statistics related to their scores from the Relationship Scales Questionnaire and the Marital Life Scale were shown. The normal distribution of the scale scores was examined by considering Kolmogorov-Smirnov, QQ graph kurtosis, and skewness values, and it was determined that they fit the normal distribution. Accordingly, parametric hypothesis tests were preferred in the study. Hierarchical linear regression analysis was applied to examine the effect of some sociodemographic characteristics of married individuals included in the study and the Relationship Scales Questionnaire on the Marital Life Scale. All tests were based on $\alpha=0.05$ significance level.

Since the participants were interviewed in pairs for the qualitative data of the study, the coding was done by taking this situation into account. For example, K1 and E1 are couples. Content analysis technique was used to analyze the interviews with fifteen married couples. The codes made separately

by the researchers and a co-coder, considered effective in the content analysis technique, were compared, and themes were formed based on the agreed codes.

Ethics

Ethics committee permission was obtained for this research with the decision number 2022/04/02 with the evaluation of KTO Karatay University Human Research Ethics Committee dated 29.04.2022.

RESULTS

A total of 601 people participated in the study; Of this population, 52.1% (313) were men and 47.9% (288) were women. While 10.6% (64) of the participants were primary school graduates, 20.5% (123) were secondary school graduates, 36.3% (218) were high school graduates, 23.1% (139) were university graduates, 9.5% (57) were higher education graduates, 53.7% (323) were arranged marriages, 43.4% (261) were dating marriages, and 2.8% (17) were eloped marriages. The lowest age of the participants was 27, and the highest was 60, with an average age of 41.16. The lowest duration of marital experience was ten years, the highest was 43 years, and the average duration of marriage was 17.32 years.

The findings obtained regarding the purpose and sub-purpose of the study are given below.

Table 1

Comparison of Participants' Scores from Relationship Scales Questionnaire and Marital Life Scale by Gender

| | Sub-Dimensions | Gender | n | \bar{x} | Ss. | t | p |
|-----------------------------------|------------------------|--------|-------|-----------|--------|--------|------|
| Relationship Scales Questionnaire | Secure Attachment | Female | 313 | 4,26 | 1,488 | -2,547 | ,011 |
| | | Male | 288 | 4,57 | 1,521 | | |
| | Fearful Attachment | Female | 313 | 3,60 | 1,701 | 2,258 | ,024 |
| | | Male | 288 | 3,29 | 1,671 | | |
| | Preoccupied Attachment | Female | 313 | 3,84 | 1,193 | 1,817 | ,070 |
| | | Male | 288 | 3,66 | 1,184 | | |
| | Dismissing Attachment | Female | 313 | 3,49 | 1,610 | 2,516 | ,012 |
| | | Male | 288 | 3,17 | 1,533 | | |
| Marital Life Scale | Female | 313 | 31,37 | 12,009 | -1,453 | ,147 | |
| | Male | 288 | 32,85 | 13,026 | | | |

Independent sample t-test was used to compare the scores of married individuals by gender in the Relationship Scales Questionnaire. When Table 1 is examined, it is seen that there is a statistically significant difference between the scores of married individuals from the Relationship Scales Questionnaire and the secure attachment ($t_{599}=-2,54$, $p<0.05$), fearful attachment ($t_{599}=2,25$, $p<0.05$) and dismissing attachment ($t_{599}=2,51$, $p<0.05$) sub-dimensions, whereas there was no significant difference between the scores obtained from the preoccupied attachment ($t_{599}=1,81$, $p>0.05$) sub-dimension according to gender.

When the arithmetic averages were analyzed to determine the source of the difference, it was determined that the mean scores of men were significantly higher than women in the secure attachment sub-dimension, the mean scores of women were significantly higher than men in the fearful attachment sub-dimension, and the mean scores of women were significantly higher than men in the dismissing attachment sub-dimension. Table 1 shows no significant difference between the participants' mean marital life satisfaction scores regarding on gender ($t_{599}=-1,45$, $p>0.05$).

In line with the findings obtained, it can be said that secure attachment, fearful attachment, and dismissing attachment styles differ according to gender. Specifically, secure attachment scores are higher for males, while fearful and dismissing attachment scores are higher for females. However,

preoccupied attachment style and marital life satisfaction do not differ by gender.

Table 2

Comparison of Participants' Scores from Relationship Scales Questionnaire and Marital Life Scale by Educational Background

| | Education Status | n | \bar{x} | Ss | f | p | Difference |
|------------------------|------------------|-----|-----------|--------|-------|-------|-----------------------------------|
| Secure Attachment | Primary School | 64 | 4,88 | 1,457 | 5,722 | ,000* | Secondary School>Higher Education |
| | Middle School | 123 | 4,21 | 1,426 | | | High School>Higher Education |
| | High School | 218 | 4,33 | 1,566 | | | University>Higher Education |
| | University | 139 | 4,22 | 1,463 | | | |
| | Higher Education | 57 | 5,07 | 1,401 | | | |
| Fearful Attachment | Primary School | 64 | 2,94 | 1,399 | 6,534 | ,000* | Primary School>Middle School |
| | Middle School | 123 | 3,80 | 1,659 | | | Secondary School>Higher Education |
| | High School | 218 | 3,53 | 1,724 | | | High School>Higher Education |
| | University | 139 | 3,58 | 1,744 | | | University>Higher Education |
| | Higher Education | 57 | 2,65 | 1,477 | | | |
| Preoccupied Attachment | Primary School | 64 | 3,81 | 1,306 | 3,901 | ,004* | High School>Higher Education |
| | Middle School | 123 | 3,72 | 1,009 | | | University>Higher Education |
| | High School | 218 | 3,84 | 1,223 | | | |
| | University | 139 | 3,85 | 1,264 | | | |
| | Higher Education | 57 | 3,18 | ,971 | | | |
| Dismissing Attachment | Primary School | 64 | 2,76 | 1,321 | 3,812 | ,005* | Middle School>Primary School |
| | Middle School | 123 | 3,64 | 1,625 | | | |
| | High School | 218 | 3,42 | 1,554 | | | |
| | University | 139 | 3,29 | 1,596 | | | |
| | Higher Education | 57 | 3,12 | 1,652 | | | |
| Marital Life Scale | Primary School | 64 | 36,20 | 13,337 | 3,900 | ,004* | Primary School>University |
| | Middle School | 123 | 31,64 | 11,326 | | | |
| | High School | 218 | 31,44 | 12,744 | | | |
| | University | 139 | 30,16 | 12,413 | | | |
| | Higher Education | 57 | 35,54 | 12,149 | | | |

The ANOVA results for the comparison of the scores of married individuals according to their education level from the Relationship Scales Questionnaire and the Marital Life Scale are given in Table 2.

Table 2 presents that the secure attachment scores of the participants showed significant differentiation according to their educational status. Scheffe test was applied to determine the source of the difference between the mean scores of secure attachment, and it was found that higher education graduates were significantly higher than primary school, secondary school, high school, and university graduates ($F=5965,72$, $p<.05$).

The scores of fearful attachment styles, which is the second sub-dimension of attachment styles, showed significant differentiation according to educational status. The mean scores of the fearful attachment style revealed that secondary school graduates were significantly higher than primary school graduates, and higher education graduates were significantly higher than secondary school, high school, and university graduates ($F=596,53, p<.05$).

It was found that the mean scores of preoccupied attachment, another sub-dimension of attachment styles, differed significantly according to the educational level of the participants and that high school graduates had higher scores than university graduates and university graduates had higher scores than higher education graduates ($F=596,3,90, p<.05$).

It was observed that there was a significant difference between the mean scores of the last sub-dimension of attachment style, dismissing attachment, and the educational status of the participants and that the scores of secondary school graduates were significantly higher than those of primary school graduates ($F=596,3,81, p<.05$).

In Table 2, it was found that the mean scores of married individuals on the Marital Life Scale showed a significant difference according to their educational status. Accordingly, the scores of primary school graduates were significantly higher than those of university graduates ($F=596,3,90, p<.05$).

Table 3
Comparison of Participants' Scores from the Relationship Scales Survey and Married Life Scale, According to Marriage Type

| | Type Of Marriage | n | \bar{x} | Ss | f | p | Difference |
|------------------------|-------------------|-----|-----------|--------|-------|------|------------|
| Secure Attachment | Arranged marriage | 323 | 4,45 | 1,503 | ,240 | ,787 | - |
| | Dating marriage | 261 | 4,37 | 1,525 | | | |
| | Eloped marriage | 17 | 4,27 | 1,507 | | | |
| | Total | 601 | 4,41 | 1,511 | | | |
| Fearful Attachment | Arranged marriage | 323 | 3,37 | 1,616 | 1,710 | ,182 | - |
| | Dating marriage | 261 | 3,50 | 1,773 | | | |
| | Eloped marriage | 17 | 4,10 | 1,772 | | | |
| | Total | 601 | 3,45 | 1,692 | | | |
| Preoccupied Attachment | Arranged marriage | 323 | 3,77 | 1,176 | ,217 | ,805 | - |
| | Dating marriage | 261 | 3,72 | 1,216 | | | |
| | Eloped marriage | 17 | 3,87 | 1,153 | | | |
| | Total | 601 | 3,75 | 1,191 | | | |
| Dismissing Attachment | Arranged marriage | 323 | 3,30 | 1,568 | ,828 | ,437 | - |
| | Dating marriage | 261 | 3,36 | 1,587 | | | |
| | Eloped marriage | 17 | 3,79 | 1,720 | | | |
| | Total | 601 | 3,34 | 1,580 | | | |
| Marital Life Scale | Arranged marriage | 323 | 32,82 | 12,406 | 1,334 | ,264 | - |
| | Dating marriage | 261 | 31,13 | 12,665 | | | |
| | Eloped marriage | 17 | 32,71 | 12,103 | | | |
| | Total | 601 | 32,08 | 12,518 | | | |

As demonstrated in Table 3, the ANOVA test for the comparison of the participants' Relationship Scales Questionnaire and Marital Life Scale scores according to the type of marriage revealed that the type of marriage did not exert a significant influence on the level of attachment and marital satisfaction.

Table 4

Correlations Between Participants' Scores on the Relationship Scales Questionnaire and the Marital Life Scale

| | 1 | 2 | 3 | 4 | 5 |
|---------------------------|---|---------|---------|---------|---------|
| Secure Attachment | - | -,685** | -,326** | -,444** | ,548** |
| Fearful Attachment | | - | | ,468** | -,376** |
| Preoccupied Attachment | | | - | -,121** | -,156** |
| Dismissing Attachment | | | | - | -,326** |
| Marital Life Satisfaction | | | | | - |

1=secure attachment, 2= fearful attachment, 3=preoccupied attachment, 4=dismissing attachment, 5=marital life satisfaction, ** $p < .01$ level.

When Table 4 is examined, it is seen that there is a negative and significant relationship between secure attachment and fearful attachment scores ($r = -.68$, $p < .01$), preoccupied attachment scores ($r = -.32$, $p < .01$), and dismissing attachment scores ($r = -.44$, $p < .01$) of married individuals, in addition to a positive and significant relationship between marital life satisfaction score ($r = .54$, $p < .01$).

It is seen that there is no significant relationship between the participants' fearful attachment and preoccupied attachment scores ($r = .07$, $p > .05$). However, there is a positive and significant relationship with the dismissing attachment score ($r = .46$, $p < .01$) and a negative and significant relationship with the marital life satisfaction score ($r = -.37$, $p < .01$).

There is a negative and significant relationship between preoccupied attachment and dismissing attachment scores ($r = -.12$, $p < .01$) and marital life satisfaction scores ($r = -.15$, $p < .01$). Also, a negative and significant relationship exists between the participants' dismissing attachment and marital life satisfaction scores ($r = -.32$, $p < .01$).

The results of the hierarchical regression analysis examining the effect of participants' sociodemographic characteristics and attachment styles on the level of Marital Life are presented in Table 5 and Table 6.

Table 5

The Effect of Some Sociodemographic Characteristics and Attachment Styles of the Participants on Marital Life Satisfaction

| | | B | Ss. | β | t | p |
|----------|----------------------------------|----------|------------|----------|----------|----------|
| 1 | Participant's Gender | 1,484 | 1,021 | ,059 | 1,453 | ,147 |
| | Participant's Gender | 1,707 | 1,034 | ,068 | 1,651 | ,099 |
| 2 | Participant's Level of Education | -,364 | ,511 | -,032 | -,712 | ,477 |
| | Participant's Method of Marriage | -1,047 | 1,018 | -,046 | -1,028 | ,304 |
| | Participant's Gender | ,119 | ,872 | ,005 | ,136 | ,892 |
| 3 | Participant's Level of Education | -,424 | ,429 | -,038 | -,987 | ,324 |
| | Participant's Method of Marriage | -,494 | ,855 | -,022 | -,578 | ,564 |
| | Secure Attachment Subscale | 4,306 | ,438 | ,520 | 9,839 | ,000* |
| | Fearful Attachment Subscale | ,233 | ,364 | ,031 | ,640 | ,522 |
| | Preoccupied Attachment Subscale | -,046 | ,405 | -,004 | -,114 | ,909 |
| | Dismissing Attachment Subscale | -,859 | ,324 | -,108 | -2,648 | ,008* |

Table 6

Summary Values for the Model

| Model | R | R² | Flat. R² | ΔR² | F Difference | p |
|--------------|----------|----------------------|----------------------------|-----------------------|---------------------|----------|
| 1 | ,059 | ,004 | ,002 | ,004 | 2,110 | ,147 |
| 2 | ,089 | ,008 | ,003 | ,004 | 1,323 | ,192 |
| 3 | ,559 | ,312 | ,304 | ,304 | 65,568 | ,000* |

In Model 1, the effect of gender of individuals on marital life satisfaction was examined, and it was found that gender had no effect on marital life satisfaction. As evident in Model 2, gender, education level, and marriage type of married individuals had no effect on marital life satisfaction.

According to Model 3, it was determined that scores from the secure attachment sub-dimension in the relationship scales questionnaire positively influenced marital life satisfaction ($\beta=0.520$; $p<0.05$), while scores from the dismissing attachment sub-dimension had a negative effect ($\beta=-0.108$; $p<0.05$), both effects being statistically significant. The variance in marital life satisfaction is 30.4%. Thus, an increase in secure attachment scores enhances marital satisfaction, whereas an increase in dismissing attachment scores decreases marital satisfaction.

The results of the content analysis of the participant couples' answers to the question "What do you think about the relationship between spousal bonding and marital satisfaction?" are presented in Table 7.

Table 7
Couples' Views on Spousal Bonding and Experiences of Marital Satisfaction

| Theme | Category | Code |
|-------------------------------|--|--|
| Communication between spouses | Positive Communication | Mutual interaction Meeting on common ground Problem-solving skills |
| | Negative Communication | One-way communication Using "you" language |
| Leisure activities | Spousal activity | Spending time together Not spending time together |
| | Activity with the social environment | Spending time with friends/family/children/grandchildren |
| Emotional bonding | Emotional attachment contributes to marital experience | Love Respect Trust Support |
| | Emotional attachment does not contribute to marital experience | Lack of emotional attachment |

According to the results presented in Table 7, couples mostly stated that positive communication between spouses, which includes meeting on common ground, mutual interaction, and problem-solving skills; spending time together; and the emotional bond established with feelings of love, respect, trust, and support contribute to marital satisfaction. However, based on their own experiences, some couples indicated that negative communication style with their spouses, using accusatory language, not being able to spare time for each other, differences in interests, constant participation of family elders in the spouses' leisure time activities, and lack of emotional connection negatively affected their marital satisfaction.

Examples of statements regarding the participants' views are as follows:

"I think my husband and I have good communication. Of course, this has happened over time, but as we have gotten to know each other, some things have settled. For example, now, if I am angry, he understands immediately, if he is sad, I find the reason immediately. Sometimes, we communicate without even speaking." (K4)

"Our interaction is fluctuating. We actually think the same things, but we do not talk about the same things. As soon as it comes to talking about the problem, he immediately blames me. I have never been able to make my point in any argument. He explains himself, blames me, and closes the subject. Afterward, he is relieved, and I am exhausted." (K6)

"I think the biggest problem in today's marriages is lack of communication. I can say that healthy communication, the ability of the spouses to listen to each other and be understanding, and even if possible, good problem-solving skills are the keys to healthy and long-lasting marriages." (K3)

"I usually spend most of my free time with my wife; I want to devote my free time to the woman I love. We do all kinds of activities together. We play backgammon, watch movies, go boating. In fact, we try to do whatever activity is appropriate in our free time at that moment, whatever will entertain us in that period of time and whatever the opportunities allow us to do together." (E3)

"My wife and I do not do leisure activities. We do not like the same things." (E1)

"We cannot be alone a lot, since we live with my mother-in-law, they are present in every activity." (K9)

"Emotional bonds of trust, support, and feeling that you are there definitely contribute to the continuation of the marriage and the satisfaction of the marriage. If I can say that my spouse is with me no matter what happens, our marriage is peaceful and happy." (E2)

The results of the analysis of the answers to the question "What do you think are the factors affecting the continuity of marriage and marital satisfaction?" are presented in Table 8.

Table 8
Couples' Views on the Factors Affecting the Continuity of Marriage and Marital Satisfaction

| Theme | Category | Code |
|---|--|--|
| Personal Characteristics | Income level | Impact of income on family relationships |
| | Education level | Self-development |
| | Character traits | Behavior patterns |
| | Cultural differences | Culture clash |
| Mode of marriage | Marriage by flirting | Common experiences before marriage |
| | Arranged marriage | Shared experiences after marriage |
| Root family relationships | Positive effects | Taking family elders as role models |
| | Negative effects | Family elders' interference in marriage |
| | Root family history | Family life-based habits |
| Factors affecting satisfaction | Factors between spouses | Understanding |
| | | Happiness/peace |
| | | Care/attention |
| | | Love |
| | | Respect |
| Having a child | Spending time with children or grandchildren | Tolerance |
| | | Diversion of satisfaction |
| Changes in marital satisfaction over time | Decreased satisfaction | Decreased satisfaction |

As seen in Table 8, under the theme of "personal characteristics," the couples stated that adequate income level, education and self-development, positive character traits, and morally desirable behaviors contribute positively to the continuity and satisfaction of marriage, but that cultural conflicts between couples raised in different cultural environments may have negative effects on the marital experience.

Although the couples did not establish a direct relationship between the way of marriage and marital continuity and satisfaction, they indicated that common sharing during the dating period could contribute to the marital experience.

Couples mostly mentioned that root family relationships are also influential on the continuation of marriage and satisfaction, especially the interventions of family elders (especially in daughter-in-law-mother-in-law relationships) and the problems of spouses reflecting the negative behaviors and habits they see in their root families to their own marriage processes. They also indicated that spouses should not expose their marriages to the interventions of family elders by regulating their relations with the family of origin.

Among the criteria determining marital satisfaction, the couples emphasized the criterion of being understanding the most, followed by the variables of happiness, peace, love, and having children. In addition, the couples indicated that their marital satisfaction levels can change during the marriage and that the direction of this change is realized according to the needs and differentiated goals that manifest themselves over time rather than defining the direction of this change as negative or positive.

Some of the statements of the participants regarding the factors affecting the continuity of

marriage and marital satisfaction are as follows:

"Being financially well off and having similar personalities adds satisfaction and continuity to the marriage." (E1)

"...I was not even a high school graduate when I got married, and now I am studying open university. These things have improved me; maybe I learned how to be a better wife and mother, and I reflected it in my marriage." (K4)

"I think that the more well-mannered or characterful, heavy, determined your spouse is, the more satisfying and lasting the marriage will be." (K6)

"There are some situations where culturally different people do not have a satisfying and lasting marriage. This is because they have problems communicating and sharing with each other." (E3)

"For a long and healthy marriage, spouses should not let anyone come between them. They should at least keep their distance from their families. No one cares about your marriage but you." (K13)

"I think tolerance is the most important thing; after marriage, you see a person more closely and with the borders removed; if you do not tolerate some rough edges or if you are not understanding, it will not last." (E8)

"Approaching with love, being able to make you laugh even when you are unhappy, your partner's efforts for you determine our satisfaction." (K12)

"Marriage is something that grows and becomes more difficult with time; the satisfaction I got at the beginning of my marriage is different from now. Time can change you." (E1)

DISCUSSION, CONCLUSION, and RECOMMENDATIONS

Looking at the first finding of the study, it was found that there was a significant difference in secure attachment, fearful attachment, and dismissing attachment according to their gender, while there was no significant difference in preoccupied attachment. In Karaşar's (2014) study, it was found that there was a significant difference between the scores of secure and fearful attachment styles according to gender; there was no significant difference in terms of the scores obtained from preoccupied and dismissing attachment styles. In the recent study, no significant difference was found in marital satisfaction based on the participants' gender. This result is in line with the findings of Özşenel (2017). It is thought that these results are due to the increase in the modern nuclear family structure and the change of gender role patterns towards egalitarian attitudes in the relationships of spouses.

In the current study, the difference between the scores obtained from the secure attachment, fearful attachment, preoccupied attachment, and dismissing attachment sub-dimensions of the Relationship Scales Questionnaire according to the participants' educational level was found to be significant. There are studies in the literature that support the difference between the educational status of the participants and their attachment styles (Ateş, 2019; Erdem, 2015). Within the scope of this study, it was found that the mean scores of the participants' marital satisfaction showed a significant differentiation according to the educational status of the participants and that primary school graduates were significantly higher than university graduates. The findings of Osmanlı's (2023) study align with those of the current study. The study revealed that individuals who have completed either primary or secondary school report higher levels of marital satisfaction than those who have completed high school, undergraduate studies, or graduate studies. Unlike the research result, Öztahtacı (2017) found that marital satisfaction did not show a significant difference according to the educational status of the participants. It can be posited that individuals with a high level of education are more career-oriented and have different expectations from marriage, such as autonomy and romance. This may be a

contributing factor to low levels of marital satisfaction.

Within the scope of the study, no significant difference was found between the participants' marriage type and their scores on attachment styles and marital satisfaction. The finding obtained in the study is similar to the finding of Koca (2016) that there is no significant difference between the type of marriage and the mean attachment styles. In Berk's (2009) study, it is seen that there is no significant difference between the participants' marriage style and the marital satisfaction. When the literature on the subject is examined, there are some studies (Cingisiz, 2010; Houser, 2009) that found that individuals who married by agreement received more satisfaction from their marriages than those who married through arranged marriages, but unlike this result, there are studies showing that individuals who married through arranged marriages received high levels of satisfaction from marriage (Kahveci, 2016). The discrepancy between the findings of the studies may be attributed to the fact that the study group exhibits disparate socio-cultural characteristics and is insufficient in number. Some of the participants interviewed in our study made a connection between the type of marriage and marital satisfaction. For example, the participant coded E7 said, "*If I had married for love, I would have behaved differently, and my spouse would have been completely different.*" Although it is possible that the spouses getting to know each other during the dating period and the love they feel contribute positively to the satisfaction received from marriage, it can be stated that the form of marriage alone is not a sufficient reason.

According to the second finding of the study, when the correlations between the participants' attachment styles and marital satisfaction were examined, it was determined that there was a negative and significant relationship between the participants' secure attachment and fearful attachment, preoccupied attachment and dismissing attachment scores a positive and significant relationship between the marital life satisfaction score. Accordingly, as participants' secure attachment scores increase, their marital life satisfaction scores increase. However, a negative and significant relationship was found between the participants' fearful attachment and dismissive attachment and their marital life satisfaction score. Some studies support the results of the research (Toksöz & Kolburan, 2018; Crowley, 2006). This result of our study is thought to be due to the differences in factors such as spouses' early attachment styles, conditions of socialization environments, cultural differences, personality traits, perceptions of marriage, marital expectations, and sharing of household responsibilities.

The third finding of the study was that the effect of the participants' sociodemographic characteristics and attachment styles on marital life satisfaction levels was obtained by hierarchical regression analysis. Accordingly, it was determined that an increase in the secure attachment scores of married individuals increased marital life satisfaction, while an increase in the dismissing attachment scores decreased marital life satisfaction. Frenn et al. (2022) found that secure attachment style had a significant relationship with the marital satisfaction levels of couples. Studies also indicate that attachment styles are the best predictor of marital satisfaction (Collins & Read, 1994; Çelik & Çiftçi, 2020; Raaisipoor et al., 2012).

When the opinions of the couples on the bond between the spouses and their marital satisfaction experiences were evaluated, it was concluded that establishing healthy communication, spending time together, meeting on common ground, nurturing the emotional bond with love, respect, trust, and support contributed to the continuation of marriage and marital satisfaction. In reaching this conclusion, it was also effective that the participants who expressed similar opinions to the statement of the participant coded K5, "*Our communication is one-sided, I always try to establish it, we have a marriage that I conduct emotionally one-sidedly,*" defined their emotional bond and satisfaction levels as negative even though their marriages continue. When the literature on the subject is examined, there are studies (Aktaş, 2009) in which the marriages of spouses who can meet in common decisions and sharing and who can solve the problems encountered are evaluated as compatible.

When the views of the couples on the factors affecting the continuity of marriage and marital satisfaction were evaluated, it was concluded that high income, education level, and positive character traits in the personal characteristics theme contributed to the continuity of marriage and marital satisfaction. Based on the participants' statements, the type of marriage does not affect marital continuity and satisfaction. Instead, the character traits of the spouses and their behavior towards each other are more decisive. Although common experiences during the dating period contribute to the marriage, the type of marriage cannot be considered the sole factor affecting the continuity and satisfaction of marriages. This finding of the study is similar to the results of Gültekin and Parlar (2019). Participants also mentioned the relationship with the family of origin among the factors affecting the continuity and satisfaction of marriage. Some couples stated that they reflected the positive relationship examples they learned from their families of origin in their marriages, while others stated that they had spouses who adopted negative life or behavior patterns based on their families of origin and that this situation negatively affected their marriages. They emphasized that it is important to prevent the interventions of their families of origin that would have a negative impact on family dynamics in order for the marriage to function properly. In line with the statements of the participants, it was understood in our study that the effect of root family relations on marriage is two-way, negative and positive. In the study conducted by Kızmaz and Altuğ (2019), it was determined that the interventions of the spouses' parents in the marriage led to negative situations such as arguments, violence, and divorce between the spouses, thus increasing the disharmony between the spouses but decreasing the happiness within the family. From the participants' statements, it was concluded that the presence of understanding, love, interest, happiness, and peace between spouses and having children contributed positively to marital satisfaction and, thus, to the continuity of marriages. In addition, all but one of the interviewed couples stated that marriage caused positive changes in themselves and enabled them to mature over time.

Some suggestions can be made in line with the results of the current study. Considering that the female participants' fearful and dismissing attachment scores were higher than the male participants in our study, it may be recommended to conduct new studies to determine the factors that differentiate women's attachment styles. Given that attachment styles are formed in childhood and affect relationships in adulthood, field studies focusing on the determination of attachment styles of married couples in childhood and comparisons between attachment styles in adulthood can be conducted. Furthermore, future studies could examine marital satisfaction, the personality characteristics of spouses, and the division of domestic responsibilities in greater depth. Since it is understood in this study that dynamics such as communication between spouses, personal characteristics, and relationship styles with root families are effective in the continuity and satisfaction of marriage, training activities can be conducted by relevant institutions for spouse candidates and married couples in order to increase their capacity to adapt to changes in the family cycle. The study is limited to individuals living in Konya province who have been married for ten years or more. In order to generalize the results of the study, similar studies can be conducted using the same scales with individuals living in different provinces and with a marriage duration of less than ten years.

Ethical Statement

This study is based on the master's thesis entitled Investigation of the relationship between attachment and marriage satisfaction in couples' marriage experiences, submitted under the supervision of Doç. Dr. Hatice BUDAK on 17/07/2023 date.

Ethics Committee Approval

29/04/2022 dated 2022/04/02 and numbered was given by KTO Karatay University, Human

Research ethics committee.

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