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The Evaluation of High School Curricula Considering Teachers' Views

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Abstract: The aim of this study is to evaluate and determine the functionality of each element of the high school curricula used in Turkey according to teachers'views. The study took a convergent parallel design, which is one of the mixed research methods. The participants included 366 high school teachers working in 21 public schools determined by random sampling technique. The quantitative data obtained through the "The Curriculum Evaluation Scale" developed by Baş (2016), while the qualitative data obtained through the semi-structured interview form. Descriptive statistics, frequency, percentage, arithmetic mean and standard deviation analysis techniques were used to analyse quantitative data, while content analysis method was used to analyse qualitative data. The results of the analysis of quantitative data showed that teachers' views on the curricula functionality is at the *undecided* level, but the Information Technology teachers' views are at the *agree* level. Teachers' views classified under different themes as positive and negative. The findings showed that the curricula' functionality is at the midlevel and addressed within different themes. As positive themes, tachers mostly referred to the *functionality*, *teacher competence*, and *consistency*, while as negative themes, they mostly referred to the *inappropriate for students*, *not functional*, and *inefficacy*. The themes were stated and discussed in unity and suggestions were made in scope of the findings. To conclude, it is thought that the study provides a guiding contribution for all educational stakeholders in the curricula evaluating and developing processes.

Keywords: Curricula evaluation, curricula functionality, teacher evaluation, mixed-research method.

Eğitim Programlarının Lise Öğretmenlerinin Görüşlerine Göre Değerlendirilmesi

Öz: Bu araştırma, Türkiye'de kullanılan öğretim programlarının her ögesinin işlevselliğinin öğretmenler tarafından değerlendirmesini amaçlamaktadır. Araştırma deseni, karma araştırma yöntemlerinden biri olan yakınsayan paralel desendir. Katılımcılar, tesadüfi örnekleme tekniğiyle belirlenen 21 okulda görev yapan 154 kadın ve 212 erkek olmak üzere toplamda 366 lise öğretmeninden oluşmaktadır. Nicel veriler, Baş (2016) tarafından geliştirilen "Öğretim Programlarını Değerlendirme Ölçeği"yle elde edilirken nitel veriler, araştırmacılar tarafından hazırlanan yarı yapılandırılmış görüşme formuyla elde edilmiştir. Nicel verilerin analizi için betimsel istatistik, frekans, yüzde, aritmetik ortalama ve standart sapma analiz teknikleri kullanılırken, nitel verilerin analizi için içerik analizi yöntemi kullanılmıştır. Analiz sonuçları, programların

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işlevselliği hakkında öğretmen görüşlerinin *kararsız* düzeyde olduğunu göstermektedir. Bununla birlikte, Bilişim Teknolojisi öğretmenlerinin görüşlerinin *katılıyorum* düzeyde olduğu görülmektedir. Öğretmen görüşleri, olumlu-olumsuz olmak üzere farklı temalar altında toplanmıştır. Bulgular, öğretim programlarının işlevselliğinin orta düzeyde olduğunu ve farklı temalar açısından ele alındığını göstermektedir. Olumlu görüşler olarak, öğretmenlerin çoğunlukla *işlevsellik*, *öğretmen yeterliği* ve *tutarlılık* temalarını ele aldıkları görülürken, olumsuz görüşler olarak, çoğunlukla *öğrenciye göre değil*, *işlevsel değil* ve *yetersiz* temalarının ele alındığı görülmüştür. Temalar bir bütünlük içinde ifade edilmiş, tartışılmış ve bulgular kapsamında önerilerde bulunulmuştur. Sonuç olarak, bu araştırmanın program değerlendirme ve geliştirme süreçlerinde tüm eğitim paydaşları için yönlendirici bir katkı sağlayacağı düşünülmektedir.

Anahtar kelimeler: Program değerlendirme, programın işlevselliği, öğretmen değerlendirmesi, karma araştırma yöntemi.

Introduction

The education system and the quality of education are criticized in terms of universalization of knowledge, skills, inequalities of education in social distribution, and national or international assessment results that students obtained. In this respect, all traditional educational approaches are criticized for the necessary competencies to live in a constantly changing world (Tedesco et al., 2014). Therefore, all societies shape their vision and mission in line with the requirements of the age they live in. The requirements for the renewal of curricula emerge in line with the needs. Therefore, revising curricula; analysis, evaluation, and development stages should be carried out by focusing on the needs of both societies and individuals in line with scientifical, technological developments, and 21st-century skills (Slattery, 2006). According to Johnson (2001), identifying the needs, how to address them, and how to revise current curricula is a questionable issue considering whether all educational stakeholders have sufficiently prepared and understood the issue or not. Because, challenges of 21st-century curricula require to play a role in the process by all educational stakeholders, especially those directly involved in the teaching process (Başar, 2010). Although academics, teachers, curriculum developers, instructional designers, and other practitioners share their interest in this respect, the connection is not clear and not strong enough (Hewitt, 2006). On the other hand, considering societal changes in parallel with technological advancements, the most essential factor is to educate individuals who have to adapt to the developments (Gültekin, 2017), and changes require a multidimensional interdisciplinary research approach and education is at the center of this multifaced dimension. That is why, it is important for contemporary societies to understand and explain the changes, and how to address them (Visvizi et al., 2018). In this direction, today's innovative societies are required to revise their education systems and curricula with the understanding of continuous development (Tan, 2011).

A curriculum contains objectives and activities that are expected to be achieved by all students who are included within its scope (Varış, 1988), and it constitutes a comprehensive a methodical plan of teaching-learning activities that guide to acquire desired behaviors within education (Akpınar, 2014) by considering lesson content, learning outcomes, learning-teaching experiences, assessment-evaluation, educational environment, students' learning style and time schedule (Harden, 2001). Beyond these, it contributes to more effective and functional practices of the education process by providing necessary feedback to the teachers (Oral & Süer, 2017). For this reason, all environmental conditions and educational activities should be organized, planned, evaluated, and revised appropriately (Tan, 2013). If a good curriculum is planned to guide teachers, then each element will be prepared much more carefully and effectively (Ball & Cohen, 1996).

Such a curriculum also means having the potential useful resources to be used by those who are just starting the profession (Drake et al., 2014) and guides them to provide qualified learning experiences in the implementation of the curriculum (Stabback, 2016). So, it can be said that the success of the educational processes carried out in schools can be effective with the implementation of a well-prepared curriculum (Kocayiğit & Aykaç, 2019).

Curriculum evaluation generally includes information related to the decisions such as adopting, changing, and removing educational resources within its scope. The sustainability of a curriculum is related to review the following steps and to evaluate implications which provide important information to the curriculum developers. So, it is crucial to determine whether students can obtain the objectives and what factors are insufficient. However, each element must be evaluated on its own. (Demirel, 2015). Because, if the assessment policy is not in line with intended changes and does not facilitate sustainable development, contrary to desired pedagogies, schools may suffer. So, the next step would be guided by measurement needs and accountability (Gallagher et al., 2012). For instance, teachers select and apply the teaching materials according to students' learning conditions. This can create a gap between what curriculum developers designed and what is applied in the lesson (Ball & Cohen, 1996). Therefore, it is important to plan teaching and determining the logical, chronological, pedagogical or didactical relationship of the content element designed (Núñez Paris, 2004), and through theoretical information based on reinforcing, and continuous development between information and practices (Davis & Krajcik, 2005). This requirement is important in view of today's needs (Lewy, 1991). However, talking about a perfect curriculum is impossible. Therefore, curriculum developers and educational stakeholders have to study constantly (Sönmez & Alacapınar, 2015) by considering the teachers' effectiveness, educational practices (Tyler, 2014), and teachers' systematical, active participation in evaluating or developing curricula studies with their experiences and knowledge.

Since competent teachers are the people who contribute to the development of the best learning and are responsible for the implementation of curricula, their knowledge, experiences and competences are at the center of curricula' development process (Alsubaie, 2016). In this context, it can be said that a successful curriculum design is directly related to the implementation, evaluation and dissemination in line with teachers' experiences. Therefore, curriculum developers should not approach the issue as the most important decision-makers (Carl, 2009). Because, the problems experienced by teachers, and their contribution to this field should be addressed both in terms of functionality and determination of the problems (Süer, 2022). So, it can said that knowing a curriculum paradigm is related to the educational experiences (Driver & Oldham, 1986) within that paradigm accepted and design approaches of curricula (Kozikoğlu & Uygun, 2018). In this way, strong experiences and knowledge are involved in objectives, and educational unity in terms of knowledge-based and competency-based curricula (Carlgren, 2020). To conclude, every teacher's effective participation have to be considered and should be encouraged to give suggestions in the process, considering the needs of society, curricula (Ramparsad, 2001), and students. Within this scope, the study aimed to evaluate current high school curricula elements' functionality based on thearchers' views along with the following research questions:

1) What is the level of teachers' views on the curriculum elements' functionality (objective, content, teaching-learning process, and assessment-evaluation)?
2) How do teachers evaluate the curriculum elements' functionality while learning activities organized?

Method

This section involves information on the study design, participants, data collection tools, data collection process, data analyses, and interpreting data.

Research Design

Mixed research method was used in the research. The method composes a synthesis of quantitative and qualitative methods to eliminate shortcomings of quantitative research results' not contextualizing and qualitative research results' not generalizable (Creswell, 2014). Researchers can gain a complete picture including numeric and verbal data (Gültekin et al., 2020). In this way, different perspectives of both data results could be better understood. The convergent parallel design, which is a mixed research design, was used in this research. In this design, the data are analysed separately and the results are compared to see whether the findings confirm each other or not based on the synchronous collection of data types (Creswell, 2014).

Participants

The participants of the research consisted of teachers working in public high schools located in the central districts of Diyarbakır (Bağlar, Kayapınar, Sur, Yenişehir). The participants were of a total of 366 teachers, 154 women, and 212 men, working in 21 randomly selected schools. The age average of them was found as 39.16, and the seniority average was found as 14.79. A random sampling technique was used to determine the participants. When a population comprise of all individuals living in a certain region, and when it is technically difficult to reach all of them, this technique is applied to those who represent the study sample (Korkmaz, 2020). The distribution of the participants of the research according to their branches is given in Table 1.

Table 1

The Descriptive Qualities of the Sample by Branches

Branche	N	%
Foreign Language	54	14.8
Turkish Language and Literature	47	12.8
Mathematics	58	15.8
Geography	14	3.8
History	21	5.7
Chemistry	26	7.1
Biology	22	6.0
Physics	23	6.3
Psychological Counseling and Guidance	16	4.4
Music	7	1.9
Culture of Religion and Knowledge of Ethics	27	7.4
Philosophy	13	3.6

Physical Education	14	3.8
Visual Arts	12	3.3
Information Technologies	12	3.3
Total	366	100.0

Data Collection Tools

"The Curriculum Evaluation Scale" developed by Baş (2016) was used as the quantitative data collection tool and a semi-structured interview form developed by the researchers was used as the qualitative data collection tool.

Curriculum evaluation scale

" The Curriculum Evaluation Scale" developed by Baş (2016) consists of four dimensions; objective, content, teaching-learning process, and assessment-evaluation. The scale is a 5-point Likert-type measurement tool consisted of 35 items. The items are followed by disagreement and agreement statements ranging from strongly disagree, disagree, undecided, agree to strongly agree. The reliability coefficient of Cronbach's Alpha was found as 0.92. by the developer of the scale, while in our study, this value was calculated and the results were given in Table 2.

Table 2

Reliability Coefficients General of Scale and Its Dimensions

Dimension	Cronbach Alpha
Objective	.883
Content	.914
Teaching-Learning Process	.930
Assessment-Evaluation	.853
General of Scale	.972

As seen in Table 2, it can be stated that the reliability coefficients for the general scale and all its sub-dimensions are sufficient.

Semi-structured interview form

The semi-structured interview form was used to collect the qualitative data of the research to evaluate teachers' views based on the curricula elements' functionality, while learning activities organized. However, before the interview form was prepared, firstly, the findings of the previous studies conducted in the relevant literature were reviewed by the researchers. Secondly, the prepared questions were evaluated and the researchers decided to ask a question, covering four basic curricula' elements in line with the scale's dimensions. Then, the draft form was regulated with the feedback of two experts who work in the curriculum and instruction department. The final interview form was formed in two parts. While the first part involves participants' demographic information, the second part involves the following question:

Do you think that your curriculum elements are functioning at the required level while learning activities organized? Please explain in order and with reasons.

a) Objective;

b) Content;

c) Teaching-Learning Process;

d) Assessment-Evaluation;

In order to prevent unethical situations in the research, participants' private information was not requested, but demographic information. So, qualitative data was obtained through 35 teachers' interview forms based on the face-to-face voluntary participation.

Data Collection Process

Permission was requested from the developer of the scale to use the scale in this study and was allowed via e-mail. Next, the ethical approval of the Social and Human Sciences Ethics Committee of Dicle University was received. Because of Covid-19 pandemic, data collection permission was suspended, and it was obtained from the Diyarbakır Provincial Directorate of National Education, after the schools resumed face-to-face education. Both quantitative and qualitative data of the study were obtained participants' freewill contribution, by visiting 21 high schools. The interview technique was used to confirm the quantitative data. It is a data collection technique that aims to determine the specific thoughts of the research subject through participants who are involved in the research, through face-to-face inverviews (Gürbüz & Şahin, 2014).

Data Analyses

In this study, the quantitative and the qualitative data analysis methods were used together. Descriptive statistics, frequency, percentage, and standard deviation calculations were used for the quantitative data analysis by using the SPSS package program. The mean of the total score obtained from the participants was also calculated using the arithmetic mean. Scale grading score ranges and levels were given in Table 3.

Table 3

Ranges and Levels Used for Interpreting Mean Scores

Score interval	Level
1.00 – 1.80	Strongly disagree
1.81 – 2.60	Disagree
2.61 – 3.40	Undecided
3.41 – 4.20	Agree
4.21 – 5.00	Strongly agree

The content analysis technique which is widely used in qualitative methods was used for analysing qualitative data. It is an analysis technique used to reach the notions and the relationship among the notions (Yıldırım & Şimşek, 2018). Because of the raw qualitative data that reflect the

unexplained complexity of reality, content analysis is a process that includes various difficult stages to explain the reality (Patton, 2018). In this context, the data were coded and logically reviewed by each researcher to see whether the codes and themes contained disagreements or not in line with the relevant literature. The teachers' views were evaluated in different categories and each researcher read and noted the common views separately, and discussed the relationship between them. Afterward, the common themes were identified and passed to the second code stage. A literature review was conducted to evaluate the relevant codes and themes and the final evaluation was completed at that stage. In this regard, the data collection and analyses controls were made for internal reliability, and the study process was explained in all its dimensions to ensure external reliability. Besides, the formula of Miles and Huberman (2019) "Percent of Agreement = Consensus / (Agreement + Disagreement) *100" was used to ensure encoder reliability. The encoder reliability was obtained separately for positive themes as .84, and for negative themes as .81. So, the coding was evaluated as consistent, and the interview forms were coded as T1, T2, T3, T12…….T35, lastly conveyed to the computer.

Findings

In this study, high school teachers were asked to evaluate curricula elements' functionality by the curriculum evaluation scale, and a semi-structured interview form. The findings obtained were presented within the scope of the reseach questions as a result of the analysis.

Arithmetic Mean and Standard Deviation Scores of the Teachers' Views on the Curricula Elements' Functionality

Arithmetic mean and standard deviation scores of the teachers' regarding the curricula evaluation scale on the elements' functionality were presented in Table 4.

Table 4

Arithmetic Mean and Standard Deviation Scores of the Scale

Branch	Objective		Content		Teaching-Learning Process		Assessment-Evaluation		General Scale	
	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD	$\overline{X}$	SD
Foreign Language	3.14	.88	3.18	.91	2.95/	.98	2.89/	.93	3.06	.89
Turkish Language and Literature	3.14	.66	3.17	.66	3.02/	.74	3.03/	.76	3.10	.65
Mathematics	3.09	.72	3.05	.73	3.04/	.77	2.93/	.87	3.04	.72
Geography	3.25	.75	3.25	.79	3.17	.77	3.20	.81	3.22	.75
History	2.91	.46	2.94	.50	2.86	.61	2.71	.63	2.88	.47
Chemistry	3.12	.54	3.08	.70	2.85	.69	2.86	.73	2.99	.61
Biology	3.15	.89	3.19	.83	3.10	.84	3.12	.93	3.14	.83
Physics	2.99	.83	3.14	.75	2.98	.80	2.98	.88	3.03	.75

PCG	3.40	.65	3.40	.71	3.38	.77	3.40	.61	3.39	.67
Music	3.24	.59	3.31	.59	3.08	.82	3.22	.89	3.21	.66
Religious Culture & Moral Knowledge	3.27	.57	3.33	.60	3.13	.66	3.06	.74	3.22	.58
Philosophy	2.88	.64	2.83	.81	2.86	.75	2.80	.85	2.85	.72
Physical Education	3.17	.85	3.20	.90	3.25	.98	3.21	1.13	3.21	.91
Visual Arts	3.35	.76	3.16	.74	3.16	.89	3.28	.76	3.23	.77
Information Technologies	3.99	.79	3.98	.93	3.94	1.00	4.15	.76	3.99	.87
Total	3.16	.74	3.18	.76	3.06	.82	3.04	.86	3.12	.75

As seen in Table 4, all branches' teachers' views are at the level "undecided", but the teachers of the Information Technologies branch are at the level "agree". In line with the data obtained from the scale, the arithmetic mean scores and levels the data results were in the objective dimension (3.16), in the content dimension (3.18), in the teaching-learning process dimension (3.06), in the assessment-evaluation dimension (3.04), and in general (3.12).

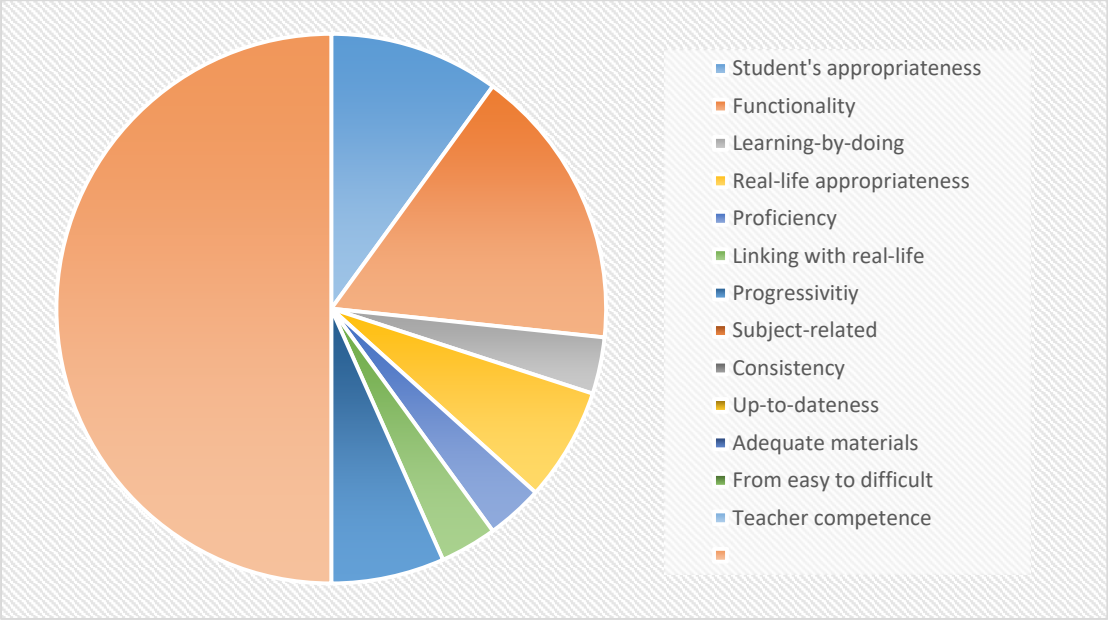
Teachers were asked to describe the current curricula elements' functionality while learning activities organized by the semi-structured interview form. The findings were given within the scope of the qualitative research question.

Teachers' Views on the Curricula Elements' Functionality Regarding Organization of Learning Activities

Within the scope of the qualitative question, 35 teachers created 54 positive and 228 negative codes related to the curricula elements' functionality regarding organization of learning activities. The codes created by teachers, were categorised under 13 themes as positive, 26 themes as negative, and were given in Figure 1 and 2.

Figure 1

Frequency Positive Views Themes Based on the Curricula Functionality

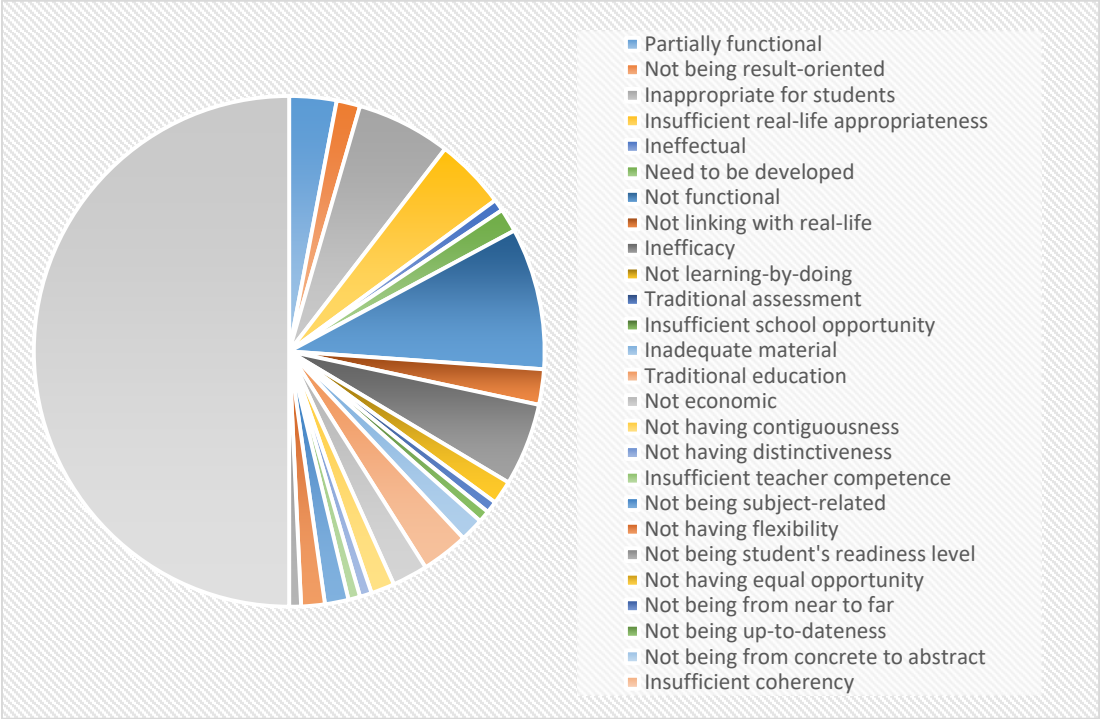


** Because some participants' views are more than one theme, the total number of frequencies is higher than the number of participants.*

As seen in the figure, teachers mostly referred to functionality (f=15), teacher competence (f=8), and consistency (f=7) themes respectively. While the least mentioned themes are seen as up-to-dateness (f=1), adequate material (f=1), and from easy to difficult (f=1).

Figure 2

Frequency Negative Views Themes Based on the Curricula Functionality



** Because some participants' views are more than one theme, the total number of frequencies is higher than the number of participants.*

As seen in the figure, teachers mostly referred to inappropriate for students (f=30), not functional (f=28), and inefficacy (f=22) themes respectively. While the least mentioned themes are seen as not having distinctiveness (f=1), not being from near to far (f=1), and not being up-to-dateness (f=1).

Some of the views on the curricula elements' functionality mentioned by teachers, are as follows:

Objective element

Our objectives are clear and good, however, to achieve our objectives, it is crucial to make applications based on my branch. We can only measure our objectives theoretically. My branch is Information Technologies, if we reach our objectives by having students apply, then the motivation and interest of the students will increase. Unfortunately, the required funds and materials are not available (T11).

I don't think that it is functional, as it is not enough to meet both daily life and students' needs. The objectives should be reorganized, especially by considering the teaching steps of the curriculum (T31).

Content element

It was created in a spiral curriculum formation, from easy to difficult. In this context, each class is a repetition of the other. However, at each level, words and structures are expanded. The topic should be arranged in line with the principle of the from near to far. For example, first our home, then our school and the region we live in. The content is harmonized with the objective (T10).

The contents are related theoretically but not related to real life. It should be revised and rearranged in terms of the student's needs (T12).

Teaching-learning element

Teaching-learning element progresses in a student's readiness way. As my students are at heterogeneous levels, I have to base my classes on the most basic level, which can cause the lesson to be boring for some students. Teaching-learning element is functional at a medium level (T32).

Since we do not have a computer laboratory, the methods we use remain theoretical and too abstract for the students. If the student can not use information in practice, the information that they learn may remain completely abstract (T11).

Assessment-evaluation element

I think this element is functional in the organization of lessons activities. According to the curriculum, there is no problem with this element. When acting on the curriculum, this element gives appropriate measurement and healthy information about the process (T25).

In the 9th and 10th grade curricula, assessment-evaluation can be made consistently in line with objective, content, and teaching-learning elements. However, since 11th and 12th-grade students are in the process of preparing for the student selection examination, the assessment-evaluation element is not functional...(T2).

Discussion

In the study which aimed to evaluate high school curricula'functionality regarding teachers' views, 366 teachers voluntarily participated. Statistical analyses were made within the first research question showed that teachers' views on the curricula elements' functionality were at the level *undecided*. When analyzing teachers' views about the curricula with the research conducted in the literature, the teaching-learning process partially met needs and expectations of students (Aközbek, 2008), and the principle of linking with real-life was partially addressed (Tanuğur et al., 2012). Moreover, Türkkan (2011) stated that the curriculum' elements were partially positive, and according to Demir (2021), the elements are generally consistent but not functional in practice. Based on this, it can be said that many factors affect a curriculum's functionality as the teachers stated in the research. As Fullan (2007) stated that there are at least three factors that have significant roles in implementation of curriculum. The first is the potential of using new or revised instructional materials and technologies. The second is the potential of using new activities or teaching strategies. The third is the potential of changing beliefs in the pedagogical or theorical assumptions underlying particular new policies or programs. For instance, in terms of the first and the second factors, Vatanartıran (2008) stated that lack of infrastructure, laboratory, library,

information technologies, and crowded classroom environments appear as barriers that are related to school situation. The lack of professional development of teachers and administrators are among other effective barriers as well. In this context, it can be said that a plan of organized revision for an annual curriculum can be prepared by schools. Because, such a plan can serve as a solution to the current problems than any extended argument (Eisner, 1967). In addition, the practicability characteristics of innovations also influence implementation of curricula. Because if an innovation offers a solution to an educational need, then the practicability of a curriculum increases in the same direction as seen in local characteristics, school management team, teachers as actors, organizational characteristics, government, and external agencies (Altrichter, 2006). Given the notable tasks facing education systems, it is important that teachers should think about the role of the schools' curriculum, and provide policies on that curriculum design and development (Tedesco et al., 2014). On the other hand, the level of teachers' views of Information Technology on the curricula' functionality were at the level *agree*, while the level of teachers' views in other branches was *undecided*. Considering today's innovative developments in information and communication technologies which are important factors that enhance student autonomy, active learning, students' creative input, (Guàrdia et al., 2021), experiential learning, project-based learning, co-operative learning, and real-time assessment in educational experiences with the new technological tools (Gouëdard et al., 2020), it can be said that teachers of Information Technology use technology more frequently than the other teachers (Jimoyiannis & Komis, 2007) and it can be associated with the fact that their behaviors in technological applications are more developed, compared to teachers of other branches (Mama & Hennessy, 2013). When considering the level *agree*, using technology influences many educational factors both students' achievements-learning and teachers' practices regarding the implementation of curricula. So, it can be stated that one of the most essential aspects of the curricula' functionality is closely related to the teachers' practices in the implementation of curricula. How to generate and engage with the curricula is linked with their functionality. Besides, according to Süer and Kinay (2022), teachers' fidelity is another important factor when they practice curricula' elements in their lessons activities. In this direction, McLaughlin and Talbert (2001) drew attention to high school teachers' classroom practice. As a result, the implementation and functionality of curricula are influenced by many factors that are important in terms of educational experiences.

The findings obtained with quantitative and qualitative data showed consistent. The results showed that the curricula' functionality was at medium level in implementation process within the third research question. In this sense, the positive views of qualitative data related to the curricula elements' functionality were respectively *student's appropriateness, functionality, learning-by-doing, real-life appropriateness, adequacy, linking with real-life, progressivity, subject-related, consistency, up-to-dateness, adequate materials*, *from easy to difficult,* and *teacher competence*. The theme are listed as in totaling 13. Demir and Demir's (2012) research with high school teachers showed that active participation, thinking development, interpretation skills, and students' interaction supported our research's positive views findings. Moreover, according to teachers' views, curriculum's elements were appropriate and applicable in terms of students' needs (Çoban, 2020). On the one hand, it can be related to the school opportunities or the teachers' competence in practice, and as Roehrig et al. (2007) explained that teachers' beliefs and the schools' level factors are significant factors in the implementation process and their intsruction decisions. On the other hand, it can be related to schools' practices in the professional development of teachers which differ from school to school (Kisa & Correnti, 2015). Besides, the negative views of qualitative data related to the curricula' functionality in practice were respectively *partially functional, not*

being result-oriented, Inappropriate for students, insufficient real-life appropriateness, ineffectual, need to be developed, not functional, not linking with real-life, inefficacy, learning-by-doing, traditional assessment, insufficient school opportunity, inadequate material, traditional education, not economic, not having contiguousness, not having distinctiveness, insufficient teacher competence, not being subject-related, not having flexibility, not being students' readiness level, not havving equal opportunity, not being from near to far, not being up-to-dateness, not being from concrete to abstract, insufficient coherency. The themes are listed as in totaling 26. When contents of the codes are analysed, it can be said that the curricula elements' functionality are related to many factors, such as students' readiness-level (Çiftci & Tatar, 2015), insufficient time, over-crowded classrooms, standardization of curricula (Demirel, 2010), inflexibility, content's harmony, students' interest-needs, and students' appropriateness (Yücel et al., 2017) as in this research were shown. Moreover, that can be related to inadequate course materials, course hours, and self-assessment factors (İzci & Eroğlu, 2018; Yüce, 2018) as in communication approach, from concrete to abstract, project-performance tasks which were criticized by teachers as negative factors affecting the teaching-learning process, if they do not function appropriately (Merter et al., 2012). The factors such as insufficient equipment, physical infrastructure of schools, technological infrastructure, and teachers' competence were seen as implementation of curricula problems by teachers in practical terms (Demir & Demir, 2012) as do in this research. In this sense, it can be said that teachers face many problems in implementation of curricula processes, most are related to the students' needs and teaching principles like linking with real-life experiences (Çiftçi et al., 2013; Keskin & Yazar, 2019). Besides, even if curricula' elements cohere, the traditional assessment is a handicap to the curricula elements' functionality as seen in the difficulty of the course subjects and the problem that different activities can not be applied in the same classroom at the same time (Öztekin & Er, 2014). Probably, these findings can be also associated with the fact that the curricula were not only structured within the framework of the constructivist approach, but also they were structured under the influence of behavioral and cognitive approaches as well (Koçakoğlu, 2016). This is important because, some teachers also have behavioral approaches and their pedagogical beliefs are another obstacle for implementation of curricula considering the point of discussing their competencies (Handal & Herrington, 2003). Because, teachers' traditional or constructivist approach beliefs and their self-efficacy towards students' participation have an important effect on implementation of curricula as well (Kabaoğlu, 2015).

Conclusions and Suggestions

This study is limited to teachers' views to determine curricula elements' functionality from their perspectives. However, compared to the other studies in literature, concerning the curricula' functionality used in the past and today's (most of them updated in 2018), many common problems themes of the study found in similar findings. It is seen that each of the themes should be taken into consideration and steps should be taken by all education stakeholders in line with curricula elements' functionality. For instance, detecting shortcomings in curricula, developing teaching methods, and technical applications can increase students' interest and success in education, even if with the students have different readiness-levels (Deniz, 2020). Besides, teaching strategy-method-technique, teaching principles, and materials (Güven & Alan, 2017; Özdemir, 2014), time organization, flexibility, consistency, continuity, student-centered approach, interdisciplinary approach (Tanrıseven, 2015), scientificity, social realities (Akpınar, 2014), learners' characteristics (Sağ, 2017) systematically assessment-evaluation (Fuchs et al., 1984), and current technological developments (Demirtaş, 2017) should be taken into account. As a result, this study is belived to

have contributed to the field by determining these common problems from a wider perspective of teachers. Regarding the reseach findings, the following conclusions can be made: Curriculum development stakeholders should pay more attention to teachers' experiences. Schools need to be improved physically, instrumentally, and other curricula' arrangements in line with both teachers' and students' needs. Experimental and correlation studies can be conducted for a better understanding of curricula elements' functionality. A study can also be conducted with teachers working in other school types and levels to eliminate the limitation of teachers' views in this respect.

Ethics Committee Permission Information: The study was curried out with ethical approval of the Social and Human Sciences Ethics Committee of Dicle University with the decision numbered 29038, dated 05.03.2020. However, due to the Covid-19 pandemic, the required data collection permission was obtained from the Diyarbakır Provincial Directorate of National Education through the Rectorate of Dicle University after opening schools.

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Geniş Türkçe Özet

Problem Durumu

Bugünün toplumları, vizyon ve misyonlarını yaşadıkları çağın gereklilikleri doğrultusunda belirlemektedir. Öğretim programlarının revize edilmesi de bu doğrultuda ortaya çıkmaktadır. Programlar bilimsel, teknolojik gelişimler ve 21. yüzyıl becerileri doğrultusunda geliştirilmelidir. Bununla birlikte, toplumsal ve bireysel ihtiyaçların göz önünde tutularak analiz, değerlendirme ve geliştirme aşamalarının yapılması önemli görülmektedir (Slattery, 2006). Johnson'a (2001) göre, bu ihtiyaçların belirlenmesi, bunların nasıl ele alınacağı ve mevcut programların hangi doğrultuda revize edileceği, eğitim paydaşlarının konuya yeterince hazır olup olmadıkları ve konuyu yeterince anlayıp anlamadıkları açısından oldukça tartışmalı bir konudur. Çünkü 21. yüzyıl programlarının zorlu gereksinimleri, tüm eğitim paydaşlarının özellikle de eğitimde ve öğretimde doğrudan rolü olan öğretmenlerin sürece katılımını gerektirmektedir (Başar, 2010). Bu açıdan ele alındığında, günümüz dünyasında süreklilik gösteren değişimlerin nasıl ele alınması gerektiği ve anlaşılması, disiplinler arası bir yaklaşım gerektirdiği için önemlidir (Visvizi vd., 2018). Dolayısıyla, bugünün yenilikçi toplumları, eğitim sistemlerini ve öğretim programlarını süreklilik gösteren bir gelişim

anlayışıyla ele alıp değerlendirmelidir (Tan, 2011). En iyi öğrenme yaşantılarının oluşturulmasında ve öğretim programlarının uygulamasında önde gelenlerin yetkin öğretmenler olduğu göz önünde tutulduğunda onların bilgi, deneyim ve becerileri program geliştirme sürecinin merkezinde yer almalıdır (Alsubaie, 2016). Bu bağlamda, program geliştirme uzmanları konuya en önemli karar vericiler olarak değil, (Carl, 2009) öğretmenlerin aktif katılımlarını göz önünde bulundurarak onların önerilerinden (Ramparsad, 2001) ve deneyimlerinden faydalanmalıdırlar.

Bu çalışma, mevcut öğretim programlarının hedef, içerik, öğretme-öğrenme süreci ve ölçme-değerlendirme ögelerinin lise öğretmenleri tarafından değerlendirmesini amaçlamaktadır. Bu doğrultuda lise öğretmenlerinin kullandıkları öğretim programlarının işlevselliğine yönelik görüşlerinin hangi düzeyde olduğu ve onların ders etkinliklerini düzenlerken program ögelerinin işlevselliğini nasıl değerlendirdiklerinin belirlenmesi amaçlanmıştır.

Yöntem

Bu araştırmada, bilimsel araştırma yöntemlerinden karma araştırma yöntemi kullanılmıştır. Bu yöntem, nicel ve nitel yöntemlerin sentezini oluşturmaktadır. Bu sentez ile nicel araştırmaların bağlama odaklanamama ve nitel araştırmaların da sonuçları genelleyememe yetersizlikleri ortadan kaldırılır. Araştırmanın deseni, karma araştırma desenleri içerisinde yer alan yakınsayan paralel desendir. Bu desende, her iki veri türü eşzamanlı olarak toplanır ve veriler ayrı ayrı analiz edilerek bulguların birbirini doğrulayıp doğrulamadığına bakılmaktadır (Creswell, 2014).

Araştırmada nicel veriler, Baş (2016) tarafından geliştirilen "Eğitim Programlarını Değerlendirme Ölçeği" kullanılarak toplanmıştır. Ölçek hedef, içerik, öğretme-öğrenme süreci ve ölçme-değerlendirme olmak üzere toplamda dört boyuttan oluşmaktadır. 35 maddeden oluşan ölçek, "kesinlikle katılmıyorum", "katılıyorum", "kararsızım", "katılıyorum" ve "kesinlikle katılıyorum" seçeneklerinden oluşan 5'li likert tipi bir ölçme aracıdır. Ölçeğin Baş tarafından 0,92 olarak elde edilen Cronbach's Alpha güvenirlik katsayısı, bu çalışmada 9,72 olarak elde edilmiştir.

Araştırmada nitel veriler, lise öğretmenlerinin ders etkinliklerini düzenlerken kullandıkları öğretim programları ögelerinin işlevselliğini belirlemeye yönelik olarak hazırlanmış bir sorudan ve dört alt boyuttan oluşan yarı-yapılandırılmış bir görüşme formu kullanılarak elde edilmiştir. Taslak formun son hali, gerekli literatür taraması yapıldıktan ve uzman görüşleri alındıktan sonra verilmiştir. Görüşme formunun ilk bölümü katılımcıların demografik bilgilerini kapsarken, ikinci bölümü öğretim programları ögelerinin ders etkinlikleri açısından gerekli düzeyde işlevsel olup olmadıklarına yönelik soruyu kapsamaktadır.

Araştırmanın katılımcıları, Diyarbakır'ın merkez ilçeleri (Bağlar, Kayapınar, Sur, Yenişehir) liselerinde görev yapan öğretmenlerden oluşmaktadır. Katılımcılar, rastgele örnekleme tekniğiyle seçilen 21 okulda görev yapan 154 kadın ve 212 erkek olmak üzere toplamda 366 öğretmeni kapsamaktadır. Araştırma sonunda elde edilen nicel-nitel veri setleri, öğretmenlerin gönüllü katılımıyla yüz yüze yapılan görüşmeler sonunda elde edilmiştir.

Nicel veri analizleri, SPSS paket programı kullanılarak betimsel istatistikler, frekans, yüzde ve standart sapma teknikleriyle yapılmıştır. Katılımcılardan elde edilen toplam puanın ortalaması, aritmetik ortalama ile hesaplanmıştır. Bununla birlikte, nitel verilerin analizinde yaygın olarak kullanılan içerik analizi tekniği kullanılmıştır. Bu kapsamda, ilk olarak görüşme formlarındaki nitel veriler, her araştırmacı tarafından kodlanmış, farklı temalar açısından değerlendirilmiş, öğretmen görüşlerinin aralarındaki ilişki tartışılmıştır. Daha sonra, ortak temalar belirlenerek ikinci kodlama aşamasına geçilmiştir. Belirlenen kod ve temalara ilişkin literatür taraması yapılarak son aşamada

nihai değerlendirme tamamlanmıştır. Araştırmanın iç güvenirliği için yapılan veri toplama ve veri analiz kontrolleri yapıldıktan sonra, araştırmanın dış güvenirliğini sağlamak için çalışma süreci tüm ayrıntılarıyla açıklanmıştır. Son olarak, kodlayıcı güvenirliğini sağlanmak için Miles ve Huberman'ın (2019) "Görüş Birliği Yüzdesi = Görüş Birliği / (Görüş Birliği + Görüş Ayrılığı) *100" formülü kullanılmıştır. Bu doğrultuda, araştırmanın kodlayıcı güvenirliği, olumlu temalar için .84 olarak, olumsuz temalar için de .81 olarak elde edilmiştir. Böylece, kodlama tutarlı olarak olarak değerlendirilmiş ve görüşme formları Ö1, Ö2, Ö3, Ö12, ...Ö35. şeklinde kodlanarak bilgisayara aktarılmıştır.

Bulgular

Lise öğretim programlarını öğretmen görüşleri açısından değerlendirmeyi amaçlayan bu çalışmaya 366 öğretmen gönüllü olarak katılmıştır. Araştırmanın birinci sorusu kapsamında yapılan istatistiksel analizlerden (aritmetik ortalama ve standart sapma analiz teknikleri) elde edilen bulgular, öğretmen görüşlerinin toplam puan ortalamasının *kararsızım* düzeyinde olduğunu göstermiştir. Ancak, Bilişim Teknolojileri öğretmen görüşlerinin *katılıyorum* düzeyinde olduğu görülmüştür. Ölçekten elde edilen aritmetik ortalama puanları ve düzeyleri; hedef boyutunda toplamda (3.16), içerik boyutunda (3.18), öğretme-öğrenme süreci boyutunda (3.06), ölçme-değerlendirme boyutunda (3.04) ve genel olarak (3.12) olarak elde edilmiştir.

Lise öğretim programlarının uygulama sürecindeki işlevselliğine yönelik olarak sorulan ikinci soru kapsamında nitel veri seti için yapılan içerik analizi, olumlu ve olumsuz görüşler olmak üzere iki farklı boyutta ele alınmıştır. Olumlu görüşler, 13 farklı tema altında sıralanmış ve bunlar sırasıyla en çok *işlevsellik* (f=15), *öğretmen yeterliği* (f=8) ve *tutarlılık* (f=7) temalarından oluşurken, en az ise *güncellik* (f=1), *yeterli materyal* (f=1) ve *kolaydan zora* (f=1) temaları oluşturmuştur. Bununla birlikte, olumsuz görüşler 26 farklı tema altında sıralanmış ve en çok *öğrenciye göre değil* (f= 30), *işlevsel değil* (f=28) ve *yetersiz* (f=22) temalarının ele alındığı görülürken, en az *ayırt edici değil* (f=1), *yakından uzağa değil* (f=1) ve *güncel değil* (f=1) temalarına değindikleri görülmüştür.

Tartışma ve Sonuç

Bulgular, öğretim programlarının her ögesinin işlevsellik açısından *kararsızım* düzeyinde olduğunu göstermektedir. Literatürde programların işlevselliğinin *kısmen* olduğunu gösteren çalışmalar olmakla beraber, program ögelerinin kendi içinde tutarlı olduğunu, ancak uygulama açısından işlevsel olmadığını gösteren çalışmalar, araştırmanın bulgularıyla örtüşmektedir. Çalışmada elde edilen bulgular doğrultusunda programların işlevselliğini etkileyen birçok faktörün olduğu görülmektedir. Bu faktörlerin en fazla öğretim ilkelerinde yoğunlaştığı görülmekle birlikte, okulların maddi ve fiziksel koşullarının yetersizlikleri, öğretmen yetkinliğinin olmayışı, güncellik ve tutarlılık gibi diğer birçok faktörün, işlevsellik açısından önem taşıdığı elde edilen bulgular arasındadır.

Bilişim Teknolojileri öğretmenlerinin görüşlerinin *katılıyorum* düzeyinde olması, onların diğer branş öğretmenlerine göre teknolojik gelişmeleri ve yenilikleri kullanım ve derslerine entegre etme davranışlarının daha çok gelişmiş olmasıyla ilişkilendirildiği görülmektedir. Dolayısıyla programların işlevselliği, öğretmenlerin benimsedikleri yenilikçi uygulamalar açısından önemli bir faktör olarak görülmektedir. Programların nasıl yapılandırıldığı ve nasıl etkileşim kurulduğu, işlevsellik bakımından önemlidir. Sonuç olarak, elde edilen bulguların konuya daha geniş bir bakış açısından bakılmasına ve alana öğretmen görüşleri açısından katkı sağlayacağı düşünülmektedir. Araştırma bulgularıyla ilgili olarak şu önerilerde bulunulmaktadır: Program geliştirme uzmanları,

bu süreçte öğretmenlerin deneyimlerine daha fazla önem vermelidir. Okulların fiziksel, araçsal ve tüm program değişikliklerini öğretmen ve öğrenci ihtiyaçları doğrultusunda ele alınıp yapılandırması önerilmektedir. Program ögelerinin işlevselliğinin daha iyi anlaşılması için farklı araştırmacılar tarafından deneysel ve korelasyon çalışmaları yapılabilir. Lise öğretmenlerinin görüşlerinin sınırlılığını ortadan kaldırmak için diğer okul kademeleri ve türlerinde çalışan öğretmenlerle de çalışmalar yürütülebilir.