



The Investigation of Primary School Teachers' Opinions Related to the Current Events

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ABSTRACT

The aim of this study is to examine primary school teachers' opinions related to current events. The study group is consisted of total 30 primary school teachers who take part in THE GROUPS OF 15 female (%50) and 15 male (%50) in Sakarya during 2015 -2016 the education year. The study is carried out under science facts pattern of qualitative research designs. In order to reveal teachers' views on current events, the form of semi-structured interviews from which is qualitative data collection tools is used. There are two sections in this study. First section is about teachers' personal information and second section is about teachers' questions to determine their views on current events. For the content validity of the questions in the negotiation form, it has been consulted with three experts and made the necessary adjustments in line with their proposals. In addition, the clarity of the questions in the negotiation form has been checked by discussing with five teachers and then the form has been finalized. The data obtained from teachers ARE analyzed by using content analysis. In the study, it is concluded that 97% of the teachers follow the current events. It is shown that 93% of female teachers and 100% male teachers follow the current events. FURTHERMORE, it is indicated that %100 of the teachers use the internet in their house.

Keywords:

Current events, primary school teachers, social studies lesson.

1.Introduction

Current events reflect important affairs related to living time and the primary responsibility of every citizen is to show sensitivity to problems with the public where it belongs (Gedik, 2010). Current events can be expressed to occur around the person, take care to individuals and society and are in the form of unusual events (Deveci, 2007). The main objective of the training is to educate citizens who have adopted a quality, a constructive and democratic life. Conscious citizens are people who are aware of the information needed, who know the methods of obtaining information, who can absorb the information, who can produce information from knowledge and who can use their knowledge (Gürkan, 2009). Individual that is important for the country is a person who is sincerely interested in problems and happiness of the homeland and the world (Gedik, 2010). The person who doesn't think about the matters of his/her country and doesn't care about what something is done around him/her and around the world can not be conscious citizens.

Primary school has an important place in the national education system on the basis of the characteristics of the students with regard to preparing them for life and high education level (Sağlam, 2011). It is ensured that

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people realize themselves as a part of the society they live in, by being adopted to information, skills, attitudes and values will be needed throughout life in the first stages of their education. An important part of acquired information, skills, attitudes and values in the first stages of education is gained by means of social studies which have a significant place in the primary (Ünlüer ve Yaşar, 2012). Social studies; deal with past, present and future time dimension in the context of the knowledge, skills, ethics and projection axis to the association with the environment concerning about the society which the person belongs to and the physical environment where the person maintains life (Akdağ, Oğuz, Tatar ve Subaşı, 2014).

The current events should also include recent history. It must be aware what happened in the past in order to understand the events of today. Particularly, it could be understood the causes of the events emerged by this way. Before that, the incidents that take place the prior current events are supposed to be known in order to create a healthy idea connection for living time and the future (Gedik, 2008). The current events influence students' life by enabling them to understand the world and providing the opportunity to live a better life (Akt. Deveci, 2007).

Students are encountered with social issues by using current events in social studies lessons and are intended to meet with social life. Thus, the course of social studies realizes serious task in determining the students' social identity and the development of it (Sözer, 1998; Deveci, 2007). It is utilized from different social data during the life challenges that are brought face to face with students in social studies. As one of these data, the current events are important to supply both promoting students' thinking ability and understanding earlier times and later (Akdağ, Oğuz, Tatar ve Subaşı, 2014). Benefiting from the current events during the teaching contributes to normalization and diversification of the learning activities by providing a permanent teaching. In this way, student is able to become more useful person around, the person who keeps pace with society and the person who has the scientific idea by taking into citizenship education (Gedik, 2008).

Students in the course of social studies conducted with current events may be people who compare that moment with the previous one, who can predict the future format, who discuss, who understand what reason that access to these differences and in what way, who can add different opinions on the events, who are participants and who develop a sense of awareness. Students can gain the ability to follow the news from the press media, to develop and to learn to think analytically through current events (Akdağ, Oğuz, Tatar ve Subaşı, 2014). The influence of events in the world on individual directly or indirectly requires teachers' knowledge related to these issues and informing their students. This study aims to examine the teachers' views on current events. For this purpose, the following questions will be answered:

1. Which communication tools do teachers use to follow the current events more?
2. Do teachers follow the current events, what are the reasons to follow or not to follow?
3. What are the important current events about the agenda of Turkey for teachers, what do they think about the reasons of them?

2.Method

The research was executed within the scope of phenomenology pattern which is one of the qualitative research design. The studies which are intended to be interpreted and to be discovered individual perceptions or perspectives concerning about a particular phenomenon is often described as phenomenology (Yıldırım ve Şimşek, 2011).

2.1.Working Group

Working group of this research is consisted of total 30 primary school teachers including 15 female (%50) and 15 male (%50) who work in Adapazarı district, Sakarya province during 2015 -2016 the education year. Personal information of the teachers taken part in the study is illustrated in Table 1.

Table 1. Personal Information of Teachers in Research

Variable		f	%
Gender	Female	15	50
	Male	15	50

Internet connection at home	Yes	30	100
	No	0	0
Following current events	Yes	29	97
	No	1	3

As shown in Table 1, the total of 30 classroom teachers including 15 (50%)female and 15 (50%) men participated in the research. All of the teachers surveyed (100%) have internet at home; 97% of teachers follow current events and 3% of them do not follow current events.

2.2.Data Collection Tool

Primarily, literature scanning was done about the topic, semi-structured interview form was developed by benefiting from the studies. The questions in the interview form were structured in a way to reveal the teachers' views on current events. It was consulted three interested experts' opinions for validity of the scope of the questions in interview form and the necessary corrections were made in line with their proposals. In addition, understandability of the questions in the interview form were checked by consultation with five classroom teachers and the final version was given to the interview form. Apart from the questions related to personal characteristics of teachers in the interview form; which communication tools do you use to follow the current events (1) do you follow current events, what are your reasons to follow and not to (2), according to you, what are the important current events about Turkey's agenda, can you share your thoughts regarding the cause (3) the questions were asked.

2.3.Data Analysis

Data analysis is intended to uncover life and their meanings in phenomenology research. There are efforts about conceptualization of the data and the discovery of themes that can identify phenomenon in the content analysis for this purpose. The data obtained from teachers were analyzed by subjected to content analysis. The main aim of content analysis is to reach concepts and relationships capable of explaining the collected data. Based on data from the code, the themes which can explain the overall level and the themes of the code can be grouped under specific categories must be present. In the first stage of thematic coding, it is required to be determining about the similarities and differences of the code revealed and according to this, to be detecting themes from the type that can bring together the code associated with each other (Yıldırım and Şimşek, 2011). Data were encoded by evaluating separately by three field experts and consistency of coding was determined to be .88. While reporting, results of the study were given to the quote directly. Code numbers were used as 1 to 30 numbers to the teacher for transferring of the quote and the form of T1 (teacher 1), T2 (teacher 2) were shown.

3.Findings

In this section, the results about analysis of data collected from teachers who participated in this study in accordance with the basic aim of the research are included.

Table 2. The distribution of the teachers according to communication tools that they follow current events.

Tools	f	%
İnternet	10	33
Television	4	14
İnternet, television	10	33
İnternet, televizyon, newspapers	4	14
Television, newspapers and magazines	1	3
None of them	1	3

In Table 2, it is illustrated hat current events are followed by benefiting from the Internet by 33% of the teachers, television by 14% of them and internet and television by 33% of them, the Internet, television and the newspapers by 14% of them, television, newspapers, and magazines by 3% of them; current events aren't followed benefiting from a communication tool by 3% of them.

Table 3. Teachers' views regarding the situations about being followed current events.

Themes	Codes	f	%
Yes	For the agenda of the country and the world	10	33
	For the agenda of the country	9	30
	For the agenda of the world	5	17
	To be informed about developments	5	17
No	They affect psychology adversely	1	3

In Table 3, it is seen that 97% of teachers follow current events, 3% of them don't follow the current events. It is possible to express the status about following the current events of the teachers with the themes, such as "Yes" and "No". The reasons about following current events of the teacher in relation to theme "Yes" can be stated with codes such as " *For the agenda of the country and the world* ", " *For the agenda of the country* ", " *For the agenda of the world* " and " *To be informed about developments* "

T7, T10 and T12 teachers who follow the current events " *For the agenda of the country and the world* " gave expressions such as; " *To monitor the developments taking place in my country and the world closely* ", " *To be aware of the developments in our country and the world and it must be taken the necessary measures correspondingly in time* ", " *To be competent on the events in our country and our world* ".

T3, T8 teachers who follow current events " *For the agenda of the country* " expressed their thoughts with following sentences; " *To be knowledgeable about the agenda of the country* ", " *I want to know the events and developments in our country particularly* ".

T11, T22 and T23 teachers who follow current events " *For the agenda of the world* " made statements such as; " *I do not want to be unaware of the world* ", " *So that I know what's happening in the world and I can generate ideas* ", " *To be aware of events happening in the world* ".

T13, T24 and T26 the participants who want to " *Be aware of developments* " expressed their ideas by using these following statements; " *To follow and analyze the developing events* ", " *To be aware of developments* ", " *To be aware of everything at any moment, to share what is going on in the country and our environment with our students at the same time* ."

It is possible to express with the code " *They affect psychology adversely* " to the causes about teachers who don't follow current events regarding to the theme "No". T27 who does not follow current events stated his/her thoughts; " *I don't want to watch because they affect me psychologically. Sided news is also being made a lot* ".

Table 4. Teachers' opinions about the current events and the reasons why they see important on the agenda of Turkey

Themes	Codes	f	%
Political	Terror	29	47
	Internal politics	14	22
	Syrian refugees	11	18
Law	The constitution	7	11
Education	Education	1	2

In Table 4, it is possible to state with the themes " *Politics* ", " *Law* " and " *Education* " to teachers' opinions about the current events and the causes what they see important on the agenda of Turkey. It is able to express with the codes " *Terror* ", " *Domestic politics* " and " *Syrian refugees* " to teachers' views on the current events and the reasons what they see important on the agenda of Turkey related to the theme " *Politics* ".

Teachers see as the most important event is "Terror" with %47 in the current events on the agenda of Turkey, in relation to this, the views of T6, T8, T17 and T18 are stated by using follow-up sentences; *"Both terror extinguish families and households and also it is the most unhappy reason at people. The country meets face to face with the danger of division because of the terror. I find it important because it creates enmity and hatred between people. I believe that it must be removed the impunities of people who try to politicize to terror and drying swamp is much more important instead of dealing with flies "*, *"I think it is important for the event that is the most occupied to my country, destroys the families and disrupts the peace of the country"*, *"If there is terror in a country, collapse of the social starts and economic stops"*, *"The idea of ensuring and protecting the unity, togetherness and the integrity of our country "*.

Teachers express the important current event on the agenda of Turkey as "internal politics" with %22, regarding to this, T1, T2 and T4 report such as; *"Because determinant of the agenda is our president"*, *"Problems concerning our country should be at the forefront"*, *"Presidential system is a critical decision for the future of Turkey"*.

Teachers state the important current event on the agenda of Turkey as "Syrian refugees" with %18, also in relation to this, T9 and T18 say their thoughts with follow-up expressions; *"It concerns us and the whole world very closely"*, *"Confusions in the country, its impact on domestic and overseas relations"*.

Teachers express the important current event on the agenda of Turkey as "The constitution" with %11, also in association with this, T13 states his/her views such as; *"Rights, law, justice should be. Treatments towards people should be equal. A constitution based on democracy should be, the constitution that is written with a result of coup is not democratic. A constitution should be appropriate real democracy"*.

Teachers say the important current event on the agenda of Turkey as "Education" with %2, also related to this, T11 gives in this statement; *"I think that all problems stem from the shortcomings in education "*.

3.Results And Discussions

In the research, it is concluded that teachers follow the current events by using from the Internet the most; the teachers who use different tools such as internet, television, newspapers and magazines also keep an important place. The reason why teachers follow the current events by taking advantage of multiple tools is able to be concerned about trying to look from different angles to the events. This can be caused from their requests about assessment with an impartial eye to the events. Ayhan and Kükrer-Aydin (2015) defined that many innovations, such as presenting to be updated to readers quickly and consistently, the accessibility to the news when the readers want, being supported the news with audio, graphics and video files, being reached the news in the archive easily, providing interaction with the readers, being transmitted to the readers' comments instantly offer to its readers of online newspapers in their research.

It is resulted that all of the male teachers and almost all of female teachers follow the current events in the study. It is determined that the teachers who participated in the study follow the current events "for the agenda of the country and the world ", "for the agenda of the country", "for the agenda of the world " and "to be informed about developments. It is detected that the teachers in the study see as important current events on the agenda of Turkey such as terrorism, internal politics, the Syrian refugees, constitutional and educational issues. The effecting of the events around the world to individuals directly or indirectly requires to be informed the teachers and to inform the students in relation to these issues. In this regard, It is important that teachers give information about what is happening in the world to students and educate conscious and responsible citizens. Therefore, It is needed different and accurate sources of information that will be given the opportunity to be able to see the different perspectives from teachers. Deveci (2007) concluded that the use of current events by teachers during lesson process could support that students are able to gain different information and adapt to the social and cultural life.

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