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Experiences of Primary School Students and Classroom Teachers in Philosophical Events

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ABSTRACT

This study aims to reveal the experiences of primary school students and teachers in the philosophical activities organized with children. As one of the case studies types, a holistic single case pattern was adopted in the study. The study group was composed of primary school third-grade students and their classroom teacher, and activities on philosophy with children were carried out over the period of seven weeks with the participants. The data for the study was collected through observation notes, interviews, and diaries. Descriptive and content analysis were used in the analysis of the data. Considering the teacher's views and observation notes as a result of the seven-week practices carried out within the framework of philosophical activities with children, it was observed that the students participated in the activities willingly and fondly and were active in the process. Moreover, it was observed that the students were in the questioning process throughout the activities, put forward different ideas, tried to reason, defend their ideas, and were open to discussion and communication. The teacher stated that the philosophical activities were different, enjoyable, and instructive for her and her students. The views expressed by the students about philosophical activities in their diaries were collected under various themes. In the themes, students stated that they had discussions, that they were in the process of questioning, their perspectives gained change, and they achieved more detailed ways of thinking. They also stated that the activities were fun, they learned to reason, and they created new, different ideas. They also explained that they learned new things, their imagination-sense of freedom expanded, and they engaged in different activities.

Keywords:
Philosophical events, teacher, primary school student

1. Introduction

The characteristics of individuals to be trained under the changing and evolving situations of our time are likewise shaped by society. While memorizing and storing information was regarded as important in the past, today, it is important to question, realize the information, and evaluate it in the process of mutual interaction. Learning environments where the students can use the information they discuss effectively, where they can look critically and discuss the information with their circle in mutual communication and interaction are preferred. In line with these factors, different methods and techniques have been developed to render the teaching and learning environment more active and make the students more effective. Many method and techniques developed brought about the reorganization and effective use of teaching and learning environments. Many approaches, from problem-solving to case studies, from research and analysis to discussion, are used for more permanent and effective use of learning.

One of the current approaches used to teach students high-level thinking skills such as questioning-critical thinking-creative thinking is to organize philosophical activities with children. Learning to ask questions, gaining the skills of research and discovery, and thinking about the life, the universe, and beings in the universe with curiosity are among the main areas of questioning in philosophy. As a matter of fact, the main

condition of philosophy is to ask questions rather than achieve knowledge. In this respect, philosophy has been very close for children. As the children evaluate philosophy with a cognition that perceives and tries to assimilate life together with the wonder, curiosity, and the presence they develop about the beings they encounter rather than being curious about philosophy. In the philosophical activities with children, they will learn philosophy as a skill of making decisions, analysing, consistent and critical thinking rather than mere knowledge, and applying it to their lives in this way. In this context, philosophy with children constitutes the most authentic aspect of philosophy as an attitude that handles the philosophy in childhood (Taşdelen, 2014).

The foundations of philosophical activities with children were laid by Lipman and Matthews. In the 1970s, serious declines were observed in the classroom scores of students in the United States. Matthew Lipman found that his students were also unable to think in philosophical terms in this period. Believing that philosophy education shall be given at an early age, Lipman created a philosophy program for children (Lipman et al., 1980). Lipman (2003) defined philosophy education with children as developing children's thinking capabilities, including them in the process of questioning, and facilitating them in developing critical thinking and creative thinking skills.

Moreover, children considered philosophical activities as an educational approach used in schools. Lipman conducted his first applied philosophy lessons with children with 5th-grade students. In his practices, he read stories with children and proceeded by talking about the model questions included in the story. The aim and focus of his project were bringing proposals for solutions by being present in a common conversation environment and encouraging students to think and reason themselves (Karakaya, 2006).

One of the significant names continuing the understanding pioneered by Lipman is Gareth B. Matthews. Matthews (1985) stated that education of philosophy education shall be important for adults and children. Matthews (1985) emphasized that the more the philosophical attitude is developed in adults, the more philosophical attitude will develop in children. However, Matthews argued that the gap between children and adults should be filled in, and he directed a philosophical critique of Piaget's cognitive development classification in his book. Matthews asserted that the understanding capabilities in childhood have been neglected and underestimated. Yet, children can make valuable contributions to adults, at least as much as adults can, on important and major problems. Matthews preferred the term dialogue with children instead of philosophy with children (Boyraz, 2019). Matthews understood the philosophy with children as a philosophy for children only and considered what children do as a "philosophy for adults". He has done this to have the adults gain an attitude and to ensure that they support the philosophical approaches or thoughts of children based on this attitude. Thus, he believed that both children and adults would gain an attitude of philosophy. He recommended his students to go back to their youth, or at least their childhood thoughts, in order to tackle some of their difficulties. As a result, Matthews attempted to introduce university students to philosophy by allowing them to explore the infantile ideas they had gathered from these students (Karakaya, 2006). One of the most important insights about philosophy education with children is introduced by Thomas E. Jackson. Jackson is known for the program he has developed for Hawaii (p4cHI). In his work carried out together with Lipman, he also took into account the understanding of Aristotle and Plato (Jackson, 2004). However, Jackson's views differed from Lipman's on some points. Jackson, as Lipman, formed questioning groups. However, he cared to create a program where the student was given the right to speak while creating the questions in the interaction process. He stated that students shall be actively involved in the process and shall participate actively in this way (Jackson, 2013).

The philosophy of education with children has been included as one of the issues emphasized by UNESCO over time. In 2007, UNESCO gathered the aims of philosophy with children under various topics. The topics mentioned in this work are as follows (UNESCO, 2007, pp. 15-16): "Thinking for oneself"; "Educating for thoughtful citizenship"; "Helping the personal development of children"; "Improving language, speaking and debating skills"; "Providing the skill for conceptualizing philosophy"; and "Building a didactics tailored for children. The fulfilment of the concept with children is stated to have vital and effective contributions to the development of children in terms of their purpose and approach in UNESCO's highlighted issues. Philosophy with children has played an effective role in providing students with many important qualities and skills in the cognitive/affective aspects such as critical thinking, problem-solving, creative thinking, developing a multi-directional perspective on events and situations, discussion, communication, bringing original ideas, respecting opposing ideas, and having self-confidence.

In particular, the primary school period is one of the most important periods in which basic skills and competencies are acquired and the foundations of knowledge and skills are laid. Any positive skill earned in this period is reflected in the later periods of the education life. As a result of philosophical activities with children in their developmental stages in primary school, it is expected that students' skills such as handling knowledge and thinking within a logical process, being able to look critically, achieving different perspectives, expressing their feelings and thoughts with logical data, and proposing solutions to problems will be developed. In terms of affective aspects, it is expected to be beneficial in terms of ensuring that students develop a culture of discussion, gain self-confidence through expression, develop tolerance and respect for opposing parties while not being offended by them, and develop a democracy culture (Güleryüz, 2013).As mentioned above, the primary school period has great importance in terms of cognitive and affective aspects for children to acquire and develop basic skills. Introducing students to philosophy education in the primary school period would be beneficial in terms of their development. Skills of questioning, research and discussion, which will be taught to children at a younger age, will be added to their set of skills as important skills that will affect them to become qualified individuals in other periods of their lives. Philosophy education with children is of great importance in terms of developing students' skills such as critical thinking, research, problem solving, and creativity as a result of the development of questioning and a multidimensional perspective in the children. There are various studies on philosophy education with children in the literature Akkocaoğlu & Akkoyunlu, 2016; Biggeri & Santi, 2012; Boyacı et al., 2018; Boyraz, 2019; Daniel & Auriac, 2011; Demirtaş et al., 2018; Dirican & Deniz, 2020; Erdoğan, 2018; Gruioniu, 2013; Güneş, 2017; Güven, 2019; Karadağ & Demirtaş, 2018; Karakaya, 2006; Karasu, 2018; Kefeli & Kara, 2008; Kızıltan & Dombaycı, 2020; Mehdiyev & Yaralı, 2020; Millet & Tapper, 2012; Oktar, 2019; Okur, 2008; Öğüt, 2019; Özkan, 2020; Şahin & Tunca, 2015).

Philosophy education with children has been discussed in various aspects in these studies. Studies in which philosophy education with children are examined theoretically and explaining its history and development are more common. In addition, the extensiveness of the studies conducted in the pre-school period on philosophy education activities with children also draws attention. In addition to the philosophy education activities for pupils in the pre-school period, questioning skills, attitude toward philosophy, epistemological view, and critical thinking abilities were attempted to be investigated. Philosophy education studies with primary school pupils were also conducted, however these studies were observed to be of a more limited nature. Primary school period is of great importance in terms of gaining and developing basic knowledge and skills. In this sense, acquiring many skills such as questioning, curiosity, research, and investigation of primary school students along with philosophy education with children is among the points needed in the literature. Based on this, it is important to observe the philosophical activities in the study in the classroom environment by evaluating them as per their effect on students and the teacher's views holding these activities and determine what happened in the process.

a) In this light, this research tries to answer the question, "What are primary school students' and instructors' experiences with philosophy activities with children?" The study's major problem sentence was selected to be "How are the experiences of primary school pupils and instructors carried out in philosophical activities with children?" in accordance with this goal. The following are sub-problems that have arisen because of the problem statement: What were the teacher's opinions about philosophical activities with children before the practices?

b) How were the practices performed in the classroom for philosophical activities with children carried out?

c) What are the teacher's assessments after the philosophical activities with children?

d) What are the students' opinions on the philosophical activities carried out?

2. Methodology

2.1. Research Model

The study was designed as a case study with a qualitative approach. Individuals, organizations, communities, subdivisions (city or town), or cultures belonging to a population or community may be the focus of case studies. The discovery of a little-known occurrence, on the other hand, is shown as a pattern that allows for a comprehensive comprehension and analysis of the subject of an exemplary condition (Kumar, 2011). The study's method was judged to be qualitative design in this context. The study of the individual, group, event, or thing under investigation in its natural surroundings is, as previously stated, the most distinguishing aspect

of qualitative methods. The study's methodological goal was to uncover the perspectives of third-grade kids in primary school and their teachers on philosophical activities.

It can be seen that there are different classifications of the types of case studies in the literature (Merriam, 2001; Stake, 2003; Stenhouse, 1985; Yin, 1993, 2003). As one of the case studies types, a holistic single case pattern was adopted in the study. In a holistic single case pattern, there is only one unit of analysis (one individual, one institution, one program, one school, etc.) (Yıldırım & Şimşek, 2013; Yin, 1984). In this study, too, we have tried to examine how philosophical activities with children are carried out in the classroom through interviews with the classroom teacher, student diaries and classroom observations. Since we aimed to examine the detailed data of the practices based on philosophical activities in the classroom, the study was designed according to a holistic single case pattern.

2.2. Research Sample

The study group consisted of 3rd-grade students and their classroom teacher in a primary school in Denizli city center. The purposeful sampling method was chosen to specify the study group in order to obtain information about the practices based on philosophical activities. In the purposeful sampling method, the researcher chooses the participants with certain characteristics so that they are representative or informative (Schreiber & Asner-Self, 2011: 85). In this study, third-grade students in a primary school and their teachers were selected in relation to the philosophical activities. As per the information obtained from the classroom teacher, it was learned that the class is at a medium level in terms of socio-economic status. 36 students are studying in the relevant class. Twenty of these students are male and 16 are female. The classroom teacher included in the study group is female and she is 50 years old. She has been employed as a teacher for 30 years.

The following are some of the important aspects to consider while selecting students and a classroom teacher: Because we have previously collaborated with the classroom instructor on other projects, it was critical that the teacher be both experienced and willing to implement multiple methodologies in her classroom. Furthermore, the pupils in the chosen class attend a school with a middle socioeconomic status. We selected to conduct the practices with this group in a middle-level school rather than with lower and upper socioeconomic groups. Following the application of the relevant criteria, the teacher was informed about the study's goal and application procedure, as well as the weekly practices and study schedule for the philosophical activities.

2.3. Data Collection Tools and Procedure

The data collection tools used in the study are as follows:

Semi-structured interview questions. Semi-structured interview forms were used to obtain the teacher's opinion about philosophical activities with children before, during, and at the end of the practice application were used to obtain the teacher's opinion about philosophical activities with children before, during and at the end of the application of practice. Semi-structured interview forms are preferred to enable the participants to explain their perceptions and thoughts, as well as to create a subject boundary based on the questions or problems that are required to be clarified, and to convey the participant's views in detail (Büyüköztürk et al., 2014; Merriam, 2009). In this context, semi-structured interview technique was used in the study in order to get the opinions of the teacher, who carried out the practices related to philosophy activities with children, based on their experiences. A semi-structured interview form was used to collect the teacher's thoughts on philosophical activities with children before, during, and after the activity.

Unstructured *observation type was adopted from the understanding of "structured observation" which is a controlled observation established by the researcher, and "unstructured observation", which is an observation performed in the real world environment (Christensen et al., 2014). Unstructured observation notes were used for the classroom observations during the performance of philosophical activities with children.* The reason to prefer unstructured observation was to examine and evaluate all data and items in the practices related to philosophy activities with children.

Diaries were used to obtain students' feelings and thoughts about the practices. At the end of the children's philosophy activities, student diaries were created to collect kids' feelings and thoughts about the process. The journals, which consist of four questions, were created as tools for pupils to share their feelings and views. The diaries were used in the context of the weekly intervals included in the implementation phase.

2.4. Data Analysis

The main notion behind data analysis in case studies is that each situation should be thoroughly examined separately. This necessitates examining the situation as a system made up of components. Consolidation is also included during the analysis procedure. In addition, the researcher's question(s) must be relevant to the disease. The study report must reflect an insider's perspective of the situation from the objective standpoint of an outsider, offering a thorough grasp of each circumstance. It will also provide a detailed and comprehensive definition of each component (Christensen et al., 2014). Points relating to the case study analysis were considered in this study, and the data analysis procedure was beginning by organizing the data collected through observation, interviews, and diaries. All data was read multiple times, the audio recordings were transcribed, and a descriptive analysis was used to investigate the data collected from the interviews under present titles in order to better comprehend the data obtained from the relevant data sources. The content analysis method was used to examine the student diaries. We have paid attention to summarize and interpret the data for the descriptive analysis, and to process the data further for the content analysis, as mentioned by Yıldırım and Şimşek (2013). Furthermore, the data from the observation form was presented to back up the study's findings.

2.5. Study Environment

The research was conducted in a classroom setting. In the classroom, the researcher has sat in an empty desk at the back of the room as an observer so that they do not distract or attract the attention of the students or teachers. The instructor, on the other hand, conducted her activities in the classroom by wandering between the pupils' desks and occasionally remaining at her desk. In the exercises that were completed, the researcher, classroom teacher, and students maintained the order of a classroom. The pupils, on the other hand, gathered in a circle for the warm-up games at the start of each activity. The pupils returned to the classroom layout after the warm-up game and received instruction in their classroom.

2.6. Process of Implementation

The study's implementation took place over the course of seven weeks. Warm-up games were played with the pupils before beginning philosophical exercises with the children. For each philosophical activity, a warm-up game was chosen. Warm-up games were used as attention-building introductory activities, with students gathering in a circle at times and participating at their desks at other times. Then, the related stories were used switch to the philosophical activities. The texts shared with the students during the implementation process are as follows: The Horizon-Watcher, the Island Republic, the Scorpion and the Turtle, the Voluntary Prisoner, the New Friend, the Cake of the Bear and the Zargon Hat. The purpose of the stories were as follows: (i) Providing the first "stimulus" to the students in terms of philosophy while starting the activity, (ii) Ensuring that the students follow a more detailed and questioning approach to the subject, (iii) Ensuring that the students take a much more active part in the philosophical process with their questions, thoughts and inquiries. In this context, conditions in which the students can be in a dilemma concerning the text were presented although the events and characters in the stories were different. Thus, it was tried to intensify the process of questioning and discussion. The events described here were started in the last week of March 2019 and continued until the last week of May. Before the implementation process, it was learned that the classroom teacher did not have any knowledge about P4C applications. Since the researcher had attended trainings on P4C practices before, she informed and directed the teacher about the practices of philosophy education with children in the classroom. Teacher's opinions were also frequently consulted during the activities. During the process, the researcher took notes based on his observations about the activity that was performed in the classroom. After each activity, the students were asked to keep a diary with their thoughts on the philosophical activities. A code name was assigned to each of the students who were included in the observation notes. While determining the code names, confidentiality and ethical principles were taken into consideration, and codes that were not related to the student's real life were used. The codes assigned as "Student Number (SN)" was added to the end of the comments for the students whose views on the themes were reflected within the framework of the student diaries.

2.7. Ethical

In this study, all rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. Ethical Review Board Name: Karamanoğlu

Mehmet Bey University Ethics Committee. Date of Ethics Evaluation Decision: 18.04.2022 Ethics Assessment Document Issue Number: 54-57

3. Findings

The data obtained in the study were analysed and presented in the findings and comments section. The teacher's opinions on the practices related to the philosophical activities with children, the results obtained from the students' diaries and observation notes were assessed and interpreted.

Teacher's Views with Regard to the Philosophical Activities before Practices

Prior to the philosophical activities, the classroom instructor indicated that she had no prior expertise or experience with philosophical activities with children, but that she had done so in his classroom. The teacher stated that when she examined the philosophical activities with children and their content, she recognized some differences from the activities she performed in her classroom. On this subject, she expressed her opinions: "*When I consider the philosophical activities with children and their content, I see some differences from the activities I do in my classroom. I applied activities that lead the class to the truth during the lessons. Especially in mathematics class, we have activities that lead to a single truth.* In the philosophical activities with children, there is no single truth; this is the biggest difference … " Concerning the issues to be considered in the philosophical activities, the teacher presented her opinion as *"I think the most important point here is that students express their thoughts without hesitation. No matter how extreme these opinions are, they shall speak them out. Many new and good ideas arise from extreme thoughts that seem impossible. We shall consider this"*.

According to the data obtained from the interview before the study was started, it was concluded that the classroom teacher did not have any knowledge about philosophical activities with children. She stated that there are some differences between the activities that she performs in her classroom and the practices of philosophical activities. Regarding the points to be considered regarding the applications of philosophical activities, she stated that the students shall express their opinions, no matter how extreme they are.

Classroom Practices for Philosophical Activities

Activities were held for seven weeks, with the class selected for implementation. Warm-up games were played with the students before starting the activities. After the warm-up games, the specified texts were explained to the students by the teacher. One of the texts for the performance of philosophical activities with children was "The Horizon-Watcher Ship". It was observed that the students listened to the story of the horizon-watcher carefully and participated actively in the teacher's inquiries. The flow of a conversation in the classroom for the relevant text was as follows:

> Teacher: *Now, I replaced the mid-section parts of the Horizon-watcher ship. Now every part of the Horizon-watcher ship has changed. Since all its parts have changed, do you think this is the same Horizon-watcher ship again?*
> Ece: *Only its parts have changed. Its purpose is the same.*
> Fatma: *It's the same ship, even if its parts have changed. They just maintained it. The ship is the same.*
> Alp: *Let's say, your car has broken, and you have delivered it to the service shop. Let's say the brand of your car is Audi. This car will not become a Mercedes once it has been repaired. It will be the same vehicle. It serves the same function.*
> Cem: *It's coded in its genes, it's a ship, and this can't be changed because it is the same.* (Observation Note. Date: March 29th, 2019)

The students tried to explain their thoughts concerning the teacher's question. It was observed that the students were active and willing to participate in the course. It was observed that the students produced various ideas and thoughts within the framework of the activities and actively participated in the questioning process. It was included in the observation notes that the atmosphere in the classroom had a very positive and moderate structure. The teacher expressed her opinions, saying, "[…] *We had merely an introduction this week, but my students have original ideas. Our philosophy activities with children shall gain efficiency over time. Besides that, I observed that they loved the event and willingly participated in the questioning process*".

Another story included in the practice's framework is the story named "New Friend". With the relevant text, it was observed that students adapted more to the philosophical activities and continued their active

participation in the process. It was observed that they were more involved in the questioning process. An example of a dialogue that took place in this activity was as follows:

Teacher: *Do you consider that Robo the robot can think?*
Enes: *It can think because its brain is a computer.*
Murat: *It can think, but not creatively as people.*
Erdem: *It cannot think. It has no brain designed. We have love, but it does not. It cannot think, he accesses the internet and takes the information.*
Teacher: *So, what does think mean?*
Ece: *Stating an opinion, giving an answer.*
Zümra: *Concentrating on something.*
Süleyman: *Using your brain.*
Enes: *Imagining, visualizing something you don't know.*
Erdem: *Stating an opinion, using your logic when you are asked a question.*
Teacher: *Can you be a friend with a robot?*
Mert: *You cannot because it does not have feelings.*
Göksu: *You cannot, your friendship ends in some way.*
Erdem: *For example, your friendship with Aslı does not end. Because, you do not get bored of Aslı.*
Furkan: *You spend more time with Aslı and have more fun with respect to the robot.*
Enes: *You cannot because the robot does not get upset when you get upset.* (Observation Note. Date: April 12th, 2019)

Considering the statements presented by the students, it was observed that they made various claims and that they were in the process of questioning. Moreover, it was observed that they were willing to participate in the activities and were actively involved in the questioning and thinking processes. The teacher stated her opinion: ": "Students are now used to philosophical activities and *willingly doing it. They often ask "Teacher, when will do our next philosophy hour?" Both the warm-up games and the stories and queries we present them are a very nice experience for them...".* As it can be understood from the teacher's words, the students have embraced philosophical activities with children, and thus the teacher stated that the practices were efficient. "I liked doing philosophy," he wrote based on this fact. *We express our thoughts because philosophy classes are enjoyable. My thoughts change, everyone has various thoughts*" (SN: 7) a student wrote in his diary on how much he enjoys philosophical activities and how they influence his thoughts. The teacher shared the text of another story, "Scorpion and the Frog" with the students. Along with this process, the variety and differences in students' views were noticed. An example of a dialogue occurred in the classroom about the activity was as follows:

Teacher: *Is a fault related to responsibility?*
Enes: *It is related because the scorpion promises but bites, it's about responsibility.*
Halil: *It is related, teacher. Because for example, let's say we did not do our homework, and you check our homework, and then you say that you are at fault.*
Teacher: *I say that because you didn't fulfil your responsibility*
Melisa: *It is related, because the scorpion has to be responsible for its sting. He shall not sting. If he does have the control of his needle, both shall be drowned, so he shall act responsibly.*
Erdem: *I think it's both a responsibility and it's not in some respect. And about it not being a responsibility, you know, it is the nature of the scorpion. Now, the scorpion makes a promise, but stings the frog in the middle of the sea.*
Teacher: *You say it is because of his creation.*
Erdem: *And, teacher, responsibility is a duty he had already assumed.*
Teacher: *Whose duty is assumed?*
Erdem: *There is a reason that the scorpion is brought to life. Otherwise, he would not be created, this is his responsibility. The fact that he is not responsible means that he cannot hold itself.*
Teacher: *I have another question. You can't stop yourself from doing something. This concerns you a lot, you can also associate it with your daily life. Is this, too, your fault?*
Yiğit: *Teacher, this is a fault. Let's say you can't keep yourself from beating someone, but if you beat them up it's your fault.*
Teacher: *You say I must hold myself there.*

Berat: *It is both a fault and not. It is also the fault of that person, too. For example, you have not eaten anything, you are very hungry, but someone comes and puts the cake in your eyes, then you cannot hold yourself back and eat it.*

Teacher: *You say that those people who provoke you are also guilty.* (Observation Note. Date: May 10th, 2019)

The students presented various ideas and expressed their opinions on the teacher's questions. As you can see in the relevant dialogues, the students tried to bring a multi-directional perspective to the teacher's questions. It was observed that the teacher guided the pupils with her questions and explanations during the tasks carried out this week. After the students' explanations, the teacher provided hard questions and requested the students to evaluate the subject from various perspectives. This exchange of ideas was observed at a teacher-student level and in the form of dialogues between students. One of the most striking points was the fact that the students tried to express themselves more comfortably and focused more on the activities. The teacher has expressed her opinion: "*I see that the students embrace the activities more. They are active and willing to participate in the events. They stated that they liked to philosophize because no one passes a judgment here*". In his diary, a student stated that philosophical activities changed his thoughts with the following words: "*Doing philosophy changed my thoughts because there were different perspectives. And I strengthened my brain more with their ideas*" (SN: 21). Another student said, "*I would like to continue to do philosophy. As all philosophies are very beautiful*" (SN: 2) to express that he liked the practices.

One of the texts shared with the students was the story of "The Zargon Hat". An example of a dialogue with regard to the practice related to this story presented was as follows:

Teacher: *What does an object's being depend on?*

Furkan: *Teacher, I think everything is done according to its function. For example, we write on the board, the board has its own pen, but we cannot write on it with a pencil. We use the pencil to write on the paper.*

Teacher: *You say it depends on its qualities.*

Süleyman: *It depends on its purpose. Because we cannot use this map as a ruler or use books as hats and cabinets as beds.*

Teacher: *You say that it is according to the purpose of intention, and you presented good examples.*

Yiğit: *According to its function. A globe, for example, is for looking, not for sitting on it.*

Teacher: *Is what an object is independent of its intended use?*

Students: *What? We could not understand that.*

Teacher: *I mean, can we use an object for different purposes?*

Erdem: *A plastic basin is for washing clothes, for example, but it can also be used for sliding down a snowy slope in the winter.*

Halil: *For example, the table may be used for warming yourself. Because it is made of wood, it can be burned.*

Süleyman: *We can use them for different purposes, for example, we can produce pots from recycling. I can remove the metals on this board and use the board to make a pram.*

Mehmet: *I can use the water bottle as a feeder.* (Observation Note. Date: May 24th, 2019)

It was observed that, in the statements made by the students, they presented rich ideas and different opinions about the teacher's questions. During the relevant questioning process, it was observed that students took an active role in the practice by presenting many alternative thoughts. Among the observation notes, the teacher accompanied the students as a guide and provided guidance to the students in these practices. Stating that "*We have completed our last week activity in the process of practising philosophy with children. During this week, the students willingly participated in the practices. We started with the question they asked me, 'What is philosophy?', and we found ourselves in deep discussions. Everyone participated actively in the process. I think this week has been productive as well*", the teacher expressed that the practices were effective and they enjoyed the activities carried out as the whole class.

About the last week, a student said, "*I loved the philosophy lesson. Because it is a very fun lesson and makes you think. I would love to continue.*" (SN: 16), while another student stated, "*In this lesson, I learned that everyone's point of view is different*" (SN: 27) to express his opinion. Students stated that they liked the practices related to philosophical activities, that they liked to participate in, and that the activities made positive contributions to their perspectives.

At the end of the 7-week period spent with the students and the teacher selected for the implementation, it was observed that the participation rate in philosophical activities with children was high and that they were

effective in the triggering the questioning process. The students participated actively in the process and expressed their opinions and thoughts freely. It was noticed that students' thoughts showed diversity and richness in the class selected for implementation. It was observed that the teacher managed the process effectively and guided the students. Moreover, the moderate classroom atmosphere, the teacher's close attention to her students, and the fact that she contributed positively to philosophical activities with children and the questioning process were included in the observation notes.

Assessment of the Teacher on the Philosophical Activities with Children

The teacher said that she was happy to do the "Philosophy with Children" activities and that a new method was used in her evaluation at the end of the studies, "*Performing philosophical activities has been a new and different way for me. We had very good experiences […]*" The teacher stated that the activities performed increased the self-confidence of the students. In addition, she explained that there were reflections on the students such as not being influenced by each other in speaking their ideas and expressing their ideas without hesitation. Besides that, she added that she always tried to get the students' thoughts in her lessons, so there was a resemblance. In this context, she stated that they liked and enjoyed doing philosophy as a class with the following words: *"We loved the philosophy activities. The children and I, we enjoyed it very much. We have implemented practices that increased students' self-confidence and allowed them to express their opinions without hesitation. I also get the opinions of my students in my other courses. In this sense, it was similar in some way".*

The teacher continued her explanations with the following words: *"I would like to use these in all of my lessons as part of the activities applied. I like that students speak their opinions without hesitation. Also, students can take the skills they gain here to their daily lives. They can evaluate the situations they encounter without pursuing right or wrong. These are factors that increase students' self-confidence and make them feel better. I think, science is always changing, why the ideas should not change".* In the findings from observations, it was observed that the teacher attaches importance to taking the ideas of her students and followed an attitude towards increasing their self-confidence. It was observed that the teacher created a positive, moderate atmosphere in her classroom and acted as close and interested to the students. It was also included in the observation notes that this contributed positively to the philosophical activities with children. Furthermore, it was found that the teacher attempted to adapt numerous scenarios encountered during activities to her students' daily life.

Opinions of the Students on the Practices of Philosophy Activities with Children

Opinions of the students were examined under various themes in the activities for Philosophy with Children. In the themes examined, students stated that they had discussions that they were in the process of questioning, their perspective gained change, and they achieved more detailed ways of thinking. They also stated that the activities were fun; they learned to reason and created new different ideas. They also explained that they learned new things, their imagination-sense of freedom expanded, and they engaged in different activities. The names of the themes created based on the diaries of the students are presented in Figure 1.

Figure 1: *Themes Created Based on the Diaries of the Students*

One of the most expressed themes in the students' opinions based on philosophical activities is "fun," which is in accordance with the linked concepts. On the theme of fun, while a student expressed his opinion as "*It's be nice and fun to do philosophy and I want it is continued*." (SN: 17) in his diary, another student stated, "*It is very fun to state your ideas and play games, I would love it to continue*" (SN: 10). In the observation notes, too, it was observed that the students had fun in philosophy activities and that they liked the course. Another commonly mentioned theme is "Discussion". In their diaries, the students reported that they conducted conversations, shared ideas, and participated in philosophical activities as follows: *"In our philosophy sessions, I learned to argue sweetly" (SN: 9); and another student stated, "I learned to have a discussion, to transform my views into rules*" (SN: 33).It was included in the observation notes that the students were brought into the process of questioning within the activities, that they discussed their feelings and thoughts, and shared different ideas.

One of students most frequently emphasized themes is the "Different/Diverse Ideas" theme. Within the framework of philosophical activities, students expressed their opinions about developing different/diverse ideas in their diaries as follows: "*In our philosophy lessons, we always handle different topics and different ideas*" (SN: 14); and another student shared his opinion by stating, "*This is how we learn many different ideas in the class*" (SN: 23). In the activities, it was observed that the students developed different ideas about the texts provided and tried to present multi-directional perspectives. It was also seen that the students provided different views and examples based on the texts.

In their opinions about philosophical activities with children, the students stated that they liked the activities and participated willingly. Besides that, the students stated that they had fun during the process and that they considered the practices as different activities. In the practices included in the questioning process, students emphasized that their thinking capacity expanded, they understood logical thinking better, and their imaginations improved. It was stated that within the framework of the activities, more extensive areas of freedom were created in the expression of feelings and thoughts, different perspectives were presented together, and thus it was effective in learning new things.

4. Conclusion and Discussion

The study was aimed to reveal and examine the experiences of primary school students and teachers about philosophical activities. The study aimed to reveal the experiences of third-grade students in a primary school and their teacher on philosophical activities. Some conclusions have been achieved within the framework of this purpose. The teacher stated that she did not know about philosophical activities before these practices.

However, she added that she performed similar practices in the classroom, but there were various differences. She stated that the most important point to be taken into consideration regarding the practices is that the students were required to share their thoughts, no matter how extraordinary these thoughts may be. Dr. Thomas E. Jackson also states this opinion expressed by the teacher. Jackson also attached importance to free thought and behaviour in the philosophical activities with children and emphasized that it is important to express ideas freely (Karakaya, 2006).

During the seven weeks spent with the practice class, it was observed that the students liked the warm-up games and the stories presented by the teacher and were active in the process. It was observed that the students were included in the process of questioning, expressed their thoughts without hesitation, presented their claims and explained these claims. Moreover, it was evaluated within the framework of the conclusions that they tried to present a multi-directional perspective and expressed different points of view within the activities. In their diaries, the students reported that they conducted conversations, shared ideas, and participated in philosophical activities as follows: "In our philosophy sessions, I learned to argue sweetly" (SN: 9); and another student stated, "I learned to have a discussion, to transform my views into rules" (SN: 33). The development of the pupils' thoughts and talents had a beneficial influence within the scope of the activities, according to the observation notes and judgments made by the teacher during the application process. Lipman has underlined this in the literature, as well as the importance of increasing students' capacities to generate thoughts and ensuring the development of intellectual abilities in childhood (Martens 1999).

The findings obtained from the present study are similar to the research findings in the literature (Akkocaoğlu Çayır & Akkoyunlu, 2016; Demirtaş et al., 2018; Karadağ & Demirtaş, 2018; Kefeli & Kara, 2008). In these studies, it was stated that students' skills for discussion, critical thinking and questioning were improved in line with the philosophical activities with children. Similarly, Danile and Auriac (2011), Biggeri and Santi (2012), Millett and Tapper (2012), Gruioniu (2013), Taşdelen (2014), Tunç (2017), Boyacı et al. (2018), Öğüt (2019) and Güven (2019) emphasized the importance of philosophical activities with children in providing students with creative thinking, discussion, questioning and critical thinking skills.

It was observed that the teacher displayed a moderate and positive attitude, guided the students, and helped the students to explain and express their opinions. Therefore, it was stated by the teacher that the philosophical activities with children was conducted in a moderate classroom atmosphere and that this had positive effects. These results agree with Boyraz (2019) and Öğüt (2019) studies. In the studies mentioned above, it was stated that the teacher shall present encouraging and positive attitudes against allowing the students to explain their thoughts.

At the end of the philosophical activities with children, the teacher stated that she and her students enjoyed, had a different experience, and liked this activity. The teacher also stated that the students gained self-confidence and could express their thoughts without hesitation. This result is like the results of Boyraz's (2019) study. In the study mentioned above, it was found that philosophical activities with children improved students' self-confidence, decreased their shyness, and ensured that they could communicate comfortably. The teacher also stated that these practices may be transferred to daily life. She stated that the students were included in the questioning process without looking for the concept of right and wrong only. She also added that the activities brought positive contributions to the students.

Students expressed their thoughts in their diaries during the practices in the philosophical activities with children. In line with the opinions expressed, the thoughts of the students were framed under various themes. Students stated that they developed multi-directional perspectives, that they have discussed, and developed detailed thinking skills about different conditions in the philosophical activities. They also indicated that the exercises were enjoyable, that they learned to think logically, and that they came up with new ideas. Aside from that, they stated in their diaries that their imaginations had improved, their regions of freedom had extended, and they had participated in a variety of activities, all of which had taught them new abilities. Within the themes stated by the students; logical thinking, discussion, improvement of thinking capacity, freedom, diverse ideas, imagination, different perspectives were also emphasized in the studies of Danile and Auriac (2011), Biggeri and Santi (2012), Millett and Tapper (2012), Gruioniu (2013), Taşdelen (2014), Tunç (2017), Boyacı et al. (2018), Öğüt (2019) and Güven (2019). In the studies mentioned above, it was explained that philosophical activities for students affect many areas, from logical thinking to imagination.

5. Recommendations

The following are some ideas for future research that are related to this study: The practice teacher noted at the conclusion of the study that he had never heard of philosophy activities with children before. Thus, a teacher training program or seminar on philosophical activities with children could be arranged. As a result, teachers will be informed about philosophical activities with children and their ideas will be taken into consideration. Accordingly, research may be performed to better transfer philosophical activities with children to the classroom environment or to conduct them in combination with various courses. Teachers may offer suggestions for studies to be conducted. Furthermore, the teacher indicated that children's philosophical activities are appropriate for other lessons and can be employed in other sessions. As a result, presenting philosophical activities with children in primary school in combination with various courses and their contribution to the courses can be evaluated in terms of academic achievement and various skills (creative thinking skills, critical thinking skills, problem-solving skills, and so on). Quantitative or mixed methods research can be used to investigate these approaches. The students indicated that they enjoyed philosophical activities with children, that they had fun, and that they were able to ask questions. In accordance with their opinions, students' attitudes toward philosophy might be analyzed. Philosophical activities can be explored with primary school kids utilizing various ways in qualitative patterns. Parents' perspectives on philosophical activities and practices may be investigated

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A Study on Metaphorical Expression: Examining the Situations that Make Senior Year Students Enrolled in Classroom Teaching Programs Anxious

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ARTICLE INFO	ABSTRACT
	The present phenomenological study aims to understand, through images and metaphors, how senior class teaching majors perceive their studies at the faculty of education. The study group was assembled via criterion sampling, a method of purposive sampling. The study group consists of 12 senior class teaching majors (10 females and 2 males) from the education faculty of a Turkish public university during the 2017–2018 academic year (10 females and 2 males). The data was gathered through focus group meetings and analyzed using content and descriptive analysis techniques. All prospective teachers are concerned about passing the KPSS recruitment exam, according to the study. They used metaphors such as "a dark figure in front of a blackboard, a dark figure pondering, a dark figure inside and out, a dark figure of a group of hopeless students, a figure with a split face, a figure with question marks in his mind, and a student figure with confusion." Half of the participants stated that recruitment tests should be made fairer, while nearly the same number stated that pedagogical training for teaching certification should be eliminated and the teaching profession should be valued. In addition to expressing concerns about social pressure and oppression, the participants requested that they be respected by society and not oppressed. Keywords: Teacher training, faculty of education, class teaching, prospective teacher, metaphor.

1. Introduction

Educational organizations, the most crucial element of which is human, are responsible for producing and spreading culture. In school environments, school administrators, teachers, students, and other employees can be affected by the school culture, which can sometimes affect this culture. A strong school culture has common goals, beliefs, and values. With this aspect, schools that produce their own cultures through their values and philosophies are also educational institutions where symbolic elements exist and are used. One of these symbols is metaphors. The word metaphor originates from the Greek word "meta-metapherein" (meta: to alter, to convey - pherein: to transfer), which means to convey and transfer (Levine, 2005). Etymologically originating from the word "metaphora (meta+phora)", it is a loanword from French (Tepebaşılı, 2013). Some Turkish words i.e. "istiare, eğretileme, değişmece, ad aktarması" are used to define metaphors in Turkish (Güneş & Tezcan, 2017). An indirect linguistic means of expression, metaphorical thinking can be used "to transfer meaning from one level of reality to another or to convey the known to the unknown" (Cevizci, 2009). Metaphorical discourse can therefore be seen as expressions of linguistic wealth and variety (Wulf & Dudis, 2005). Used to conceptualize problematic situations (Goldstein, 2005) or to unearth the characteristics of a complicated case or situation (Oxford, Tomlinson, Barcelos, et al., 1998), metaphors facilitate learning of new knowledge since they are each a way of thinking and perception (Morgan, 1998). Moreover, researchers also use metaphors to collect data concerning a specific case or situation and to address or comprehend a study topic in its different aspects (Carpenter, 2008). Since metaphorical expressions convey richness and diversity

in a language, educational researchers have tried to understand what kind of metaphors individuals use when evaluating facts, events, and situations in educational environments. For instance, Cerit (2008) examined opinions of the students, teachers, and administrators on the notion of "teacher"; Akan, Yalçın, and Yıldırım (2014), and Korkmaz and Çevik (2018) looked into teachers' opinions on the notion of "headmaster"; Cerit (2010) researched about how students, teachers, and administrators see the notion of "headmaster"; and Turan and Yaraş (2013) conducted a study on the metaphorical perceptions of teachers and students regarding the notions of "discipline, headmaster, classroom rules, reward and punishment". Örücü (2012) evaluated primary school classroom teachers' metaphorical views on classroom and classroom management while Aydoğdu (2008) researched primary school students' and teachers' perceptions of school and ideal school. Considering the studies on teaching and those evaluating the profession, Ekiz and Koçyiğit (2013) revealed that the participants associated the notion with "sun, candle, energy, and source of knowledge". Cerit (2008) concluded that teachers have positive associations such as "source and distributor of knowledge, parent, friend, mentor, and an enlightening figure". In their study where Turhan and Yaraş (2013) investigated the opinions of first-graders and their class teachers, the researchers found that the most common metaphor associated with the notion teacher is "angel". A study by Ertürk (2017) that investigated what descriptions are used by primary school students for the profession of teaching also concluded that the students used metaphors like "mother, father, computer expert, baker, walking dictionary, and sun" to describe their teachers.

Some researchers have tried to understand what kind of metaphors teacher candidates use when evaluating situations and events which directly or indirectly affect them. Among these researchers, Zapata and Lacorte (2007) investigated the figurative language used by Spanish as a Second Language (L2) and English as a Foreign Language (EFL), the philosophical perspective embedded in discourses, and differences based on experience, academic background, and culture, whereas Singh (2010) investigated how teacher candidates attending certificate programs evaluate themselves in terms of "perceptions of quality, vision, mission, and effectiveness." Alger (2009) observed the conceptual metaphors for teaching and learning employed by high school teachers. Schinck Neale, Pugalee, et al. (2008) investigated university prep-class students' beliefs about mathematics, and Reeder Utley and Cassel (2009) examined primary school teacher candidates' beliefs about teaching and learning mathematics; Ylmaz and Yanarateş (2020) investigated teacher candidates' perspectives on water pollution, which is one of the environmental problems; and Demirkay Çapan (2010) investigated teacher candidates' metaphorical perceptions of gifted students.To train ideal teachers, it is necessary to examine how teacher candidates see this profession. At this point, understanding what kind of metaphors young people use while describing the profession is important in terms of revealing their true thoughts. In their study based on this idea, Bozdemir-Yüzbaşıoğlu, Aşkın-Tekkol, and Faiz (2019) examined the metaphorical perceptions of classroom teacher candidates and found that they used the metaphor of "Sun" when describing the ideal teacher, and they see teachers as a "guide, mentor, and source of information". Saban (2004) researched the mental images of entry-level classroom teacher candidates regarding the notion of "teacher" and the notion of student. As a result of the study, it was determined that the teacher candidates evaluate "teacher" as "the source and transmitter of knowledge, who shape and form students, and heal them". Participants in a study by Ylmaz, Göçen, and Ylmaz (2013) that included first-year undergraduates from the faculty of education's department of primary education (class teaching, social sciences teaching, science teaching, pre-school teaching, primary math teaching) associated the concept of a teacher with such positive connotations as "parent, family, gardener, light, shepherd" while describing the profession as "unpretentious and sacred." Koç (2014) studied the perceptions of first-year teaching undergraduates regarding the concepts of teacher and teaching profession. He discovered that the participants associated the term "teacher" with positive descriptors such as "source of knowledge, source of self-improvement, source of motivation, leading, treating and healing, raising and improving" while developing metaphors such as "a difficult profession, one that requires devotion."These results provide an insight into the status of the teaching profession.

Another serious point is to understand which problems are faced by teacher candidates who are new to the profession or preparing for it. A study by Thomas and Beauchamp (2011) that included prospective teachers also found out that teachers are challenged to attain a professional identity in the first few years of their professional lives and the professional improvement process is complicated and problematic for teachers. Pointing to a similar finding in their study in Turkey, Sarı and Altun (2015) revealed that young classroom

teachers have difficulties fulfilling their professional responsibilities. Recepoğlu, Akgün, and Aksu (2016) stated that young teachers criticize the exams of selecting teachers while evaluating their professional qualifications, that they express that they cannot study enough for undergraduate courses because they prepare for KPSS (Public Personnel Selection Exam of Turkey), and that they want the problems related to teacher appointments to be solved for qualified students to be selected and appointed. Observing pre-appointment problems of teacher candidates, Arı and Yılmaz (2015) also examined the hopelessness levels of teacher candidates who had taken KPSS but had to prepare for the exam again because they could not be appointed and pointed out that this situation had a negative effect on the candidates' lives. Ekici and Akdeniz (2018), examined the metaphors that teacher candidates developed in relation to the notion of maintaining discipline in the classroom, In other studies about metaphors in the teaching profession. At the end of the study, it was determined that teacher candidates match the notion of maintaining discipline in the classroom, which is highly crucial in fulfilling the profession's requirements, with notions such as "getting blood out of a stone, herding, and shepherding", and that teacher candidates have negative opinions on classroom management, and they pointed out that the reasons for these should be looked into.

Metaphors can be used to enable people to describe their personal and professional images or explore their personal attitudes and beliefs (Gillis & Johnson (2002). In qualitative studies on education in which metaphors will be used as a tool, the opinions of teacher candidates about "teacher" and teaching profession can be understood (Arslan & Karataş, 2015). In this respect, metaphors can provide both a data collection tool for researchers and a starting point from which young teachers can personally evaluate their self-perceptions and professional selves (Mahlios, Massengill-Shaw & Barry, 2010). Goldstein (2005) emphasizes that teacher candidates can have difficulties developing metaphors about their individual attitudes and beliefs, and points out that metaphor studies that provide opportunities which give teacher candidates clues related to instructional activities should be conducted so as to overcome this difficulty. The present study is also intended to identify the images used by senior students of class teaching in association with teaching majors, their metaphors to explain their problems, and their expectations of the problems to be solved. A metaphorical study does not exist that uses symbolical and ideational components and interviews prospective class teachers about their feelings and opinions using the two relevant means of conveyance. Presenting an empathy-oriented perspective, the present study is therefore believed to be useful for the field so the problems experienced by prospective teachers are understood and teacher training policies are improved.

The study aims to examine the situations that worry senior students enrolled in classroom teaching programs. Within its scope, it was tried to understand what kind of metaphors teacher candidates use while describing the situations that worry them in the pictures that they made, and what kind of solution they suggested when they were asked to describe their problems in detail.

2. Methodology

2.1. Research Model

This study is a qualitative research conducted with phenomenological method. Qualitative methods serve to understand the depth, intensity and subjective processes of phenomena (Miles & Huberman, 1994). The present study intends to comprehend people's perceptions and experiences concerning a specific case/phenomenon and what meanings they have assigned to the relevant case/phenomenon (Johnson & Christensen 2008; Merriam, 2014). Phenomenological studies prioritize individual experiences and investigate how they perceive and interpret the cases/phenomena they face in their world (Yıldırım & Şimşek, 2018). Such studies do not describe the explanations of participants for a specific phenomenon as right or wrong and are only intended to understand what opinions and meanings they assign to the relevant phenomenon. As phenomenology's essential purpose is to unearth the common meanings underneath the case that is being studied, the descriptions and explanations used by individuals concerning a specific phenomenon are interpreted in categories (Punch & Oancea 2014).

2.2. Study group

The study group includes 12 senior class-teaching majors (10 females and 2 males) from the faculty of education of a public university in Turkey in the 2017-2018 Academic Year. The researcher herein identified the inclusion criteria that she thought would be useful for the study purpose. The researcher examines the

opinions of 12 volunteer high school students who are able to express their feelings and opinions through various drawing techniques (watercolour, dry-erase, pastel, pastel etching, collage techniques, etc.), who demonstrate empathy, who can easily express themselves orally and in writing, and who are willing to communicate and collaborate.After working as a classroom teacher for 8 years in the Ministry of National Education (MoNE), the researcher who has a doctorate in educational administration and classroom teaching has worked at the faculty of education since 2002. During her work at the faculty of education, the researcher has conducted courses such as "teaching Turkish, children's literature, visual arts education, school experience, teaching practice" in the division of classroom teaching. While she was giving the courses "teaching practice, children's literature, visual arts", she had the opportunity to get to know the students who voluntarily joined the study group. She observed that during the courses of teaching practice and children's literature, 12 participants had some problems making them anxious and they asked for solutions to be found, and during the activities at the course of visual arts, they were able to produce creative and original works and develop metaphors by using the techniques taught to them. The researcher aimed for teacher candidates to express their feelings and thoughts that they could not express with words through their pictures in the study; therefore, she included to the study group 12 participants who are successful in the activities during the course of visual arts, as she believes that the situations making them anxious should be understood and the solutions should be developed for teacher candidates to train well.

Given the importance of including participants to explain a specific case in phenomenological studies, it is necessary to contact primary individuals who themselves experience the case and can develop opinions about it (Creswell & Poth 2017). To create study group by contacting individuals with experiences related to the studied case, the size of the study group created in conformity with the study purpose varies between 10 and 15 (Starks & Trinidad, 2007). To create the study group, criterion sampling, a purposive sampling method, is used (Patton, 2014). Researchers should have full knowledge of the population as purposive sampling methods are used to create the ideal sample for the study subject (Neuman & Robson, 2014). Criterion sampling method is intended to study different aspects of a phenomenon or case in depth (Neuman, 2014). The criteria that meet the level of importance can be set in advance (Patton, 2014) and researchers are free to create their own study group based on the criterion or criteria that they think would serve their study purpose (Yıldırım & Şimşek, 2018).

2.3. Data Collection Tools and Procedure

Data collection was conducted through focus group meetings. In qualitative studies in the field of social sciences, data collection can be conducted through methods such as discourse and text analysis, structured or semi-structured interviews, and focus group meetings. Media releases such as movies, posters, art works, newspapers and television, as well as media sources such as news, TV shows, online news and blogs can also be employed for data collection (Forrester & Sullivan, 2018). The present study uses the pictures drawn by the study group in association with the theme "majoring in teaching", along with the metaphors produced by each participant based on his/her drawing. Focus group meetings were also held with the participants to discuss their problems.

A commonly-used method in the field of social sciences, the method of focus group meeting allows a study group of 6 to 12 individuals to share and exchange their opinions concerning a specific topic. The topic is discussed thoroughly during such meetings and the moderator should make sure that the participants express their views freely and each of them has equal opportunity in expressing their opinions (Neuman, 2014). The most critical aspect of this method is that it facilitates a setting of communication and interaction where the topic is discussed thoroughly. However, discussion may go beyond the initially-intended limit. Participants might have disagreements or address the topic superficially (Mann & Stewart, 2002). In this method, it is therefore important for interviewer to make sure that participants are willing to collaborate and the connection between them is well-established in harmony, as well as to act objectively during the meetings (Neuman, 2014). Participants were first informed of the purpose and scope of the study and that they would be asked to draw a picture using various techniques on the topic of teaching as a major and that their pictures would be interpreted.Three separate sessions of focus group meeting were held with 12 prospective teachers who volunteered to participate.

They were asked about "their evaluations of majoring in teaching" and ensured that they could express their opinions freely. After the discussion, each participant was asked to express their feelings and thoughts by drawing a picture with different techniques. The pictures drawn were saved as photos and then added to a MSWord document with an assigned sequence-number.

During the second focus group meeting, each participant was given equal opportunity to interpret their drawing based on the two questions they were asked:

- What sort of problems do you express on your drawing?
- What do your metaphors imply?

During the third focus group meeting, the problems experienced by the participants and the solutions they proposed were discussed. During this session, to maintain communication and interaction among the participants and to address the issue thoroughly, the researcher made sure that the discussion was held focusing on three main questions:

- What problems do you face as teaching majors?
- To what do you compare your problems?
- What expectations do you have for solving these problems?

2.4. Data Analysis

The phenomenological method is an approach intended to answer specific questions concerning what individuals think and know. Since this approach focuses on personal experiences, such studies deal with individuals' worldview and how they interpret the phenomena, or in other words, their perception of the world (Marton, 1986; Punch & Oancea, 2014). Therefore, data analysis in such studies is intended to reveal experiences and assigned meanings. Findings are explained and interpreted within the scope of the themes and patterns produced, while content analysis is conducted to conceptualize the retrieved data and to identify the themes that may define the phenomenon. Descriptions and direct quotations are used to represent the results (Yıldırım & Şimşek, 2018). The data analysis herein was conducted using "content and descriptive analysis methods". Codes were used instead of the participants' names since they were guaranteed anonymity. To render the data analysis easier, such codes as "Ö1-F22, Ö5-M21, Ö6-M21, Ö12-F22" were created to represent the prospective teachers symbolically. The codes contain three components that indicate the "sequence-number, gender (F=Female, M=Male), and age" of a participant. To determine the situations that make teacher candidates worry in detail, the researcher in this phenomenological study tried to understand what kind of metaphors they used in the pictures that they made and what kind of meanings they attribute to the situations that worry them. For this purpose, the researcher first presented the pictures made by the teacher candidates, and then interpreted them and quoted the candidates. To be able to capture all the details, the researcher tried to diversify the data and wanted to examine and evaluate the opinions that the teacher candidates shared during the interviews. While interpreting the data based on the interviews and showing them with the frequency values in themes and sub-categories, she quoted the teacher candidates' explanations.

2.5. Validity and Reliability

Compared to quantitative research methods, qualitative methods have a different scientific approach. Qualitative researchers should prove that the criteria of validity and reliability are met in their studies (Creswell, 2014; Neuman, 2014). The current study intends to fulfill the validity criteria of "relevance (internal validity) and generalizability (external validity)" and the reliability criteria of "coherence (internal reliability) and credibility (external reliability)" (Creswell 2014; Lincoln & Guba, 1985; Merriam & Grenier, 2019). In qualitative research, validity is the concept that points to the researcher checking the accuracy of the findings through certain processes, and reliability is the concept that points to the consistency of the researcher's approach in terms of different projects and different studies (Gibbs & Flick, 2018). External validity in research is related to the generalizability of the study results. The fact that these results can be generalized to similar environments and situations indicates that it has external validity (Lincoln & Guba, 1985; Yıldırım & Şimşek, 2018). However, the fact that human behavior is not stable makes it difficult to generalize results in social sciences (Creswell, 2014). In qualitative research, it can be recommended to make rich and in-depth definitions to increase transferability (external validity), that is, the possibility of adapting the results to another situation.

Another important strategy is to be careful and attentive when selecting the samples (Meriam, 2014). To discuss external validity, it is necessary to check whether internal validity is provided or not (Guba & Lincoln, 1982). Internal validity (credibility) is related to whether the findings fit with reality in the outside world. Some of the strategies that should be considered in ensuring internal validity or credibility are as follows: triangulation, member check, appropriate and adequate participation in data collection processes, appropriate and sufficient time allocating for the data collection process, and seeking diversity of understandings about the event and phenomenon about which the study is conducted (Meriam, 2014).

The strategies that ensure consistency and reliability for a qualitative researcher are triangulation, expert review, researcher's positioning, and auditing technique. The first three are related to internal validity, which requires linking internal validity and reliability. The use of multiple methods in data collection is a consistent and reliable way and can be considered as data revealing how the participants understood the reality being researched. The auditing technique reveals how the data is collected, how the categories are created, and how the decisions are made during the examination (Meriam, 2014: 213-214). Qualitative researchers are obliged to check whether their approach is reliable (consistent or decisive) at each step of the study and prove that they minimize mistakes (Creswell, 2014). While providing internal reliability, the researcher should stick to the conceptual framework and present the results systematically without generalizing while analyzing the data (Meriam, 2014; Merriam & Grenier, 2019). Confirmability, which is used instead of objectivity in qualitative research, explains that objectivity is observed and necessary controls are made to minimize mistakes (Guba & Lincoln, 1982; Fraenkel, Wallen, & Hyun, 2012). Encoding is an important step in defining what the data you are analyzing says (Glesne, 2012). To ensure objectivity in qualitative research, it is important to develop a control mechanism to check that there are no mistakes in the analysis and during the analysis process, and to secure that there are no deviations in the codings during the encoding process (Gibbs & Flick, 2018).

In this study, people who would represent the research subject well were reached and it was paid attention that the study group has sufficient number. The researcher gave importance to allocate appropriate and sufficient time to the data collection process. Through data diversity, she evaluated the pictures the study group made with the theme of "being a student in the faculty of education", the metaphors they produced during the focus group interviews, and the views they expressed. She explained the research method and how the data were collected and analyzed to show that transparency was provided in the study. In order for the participants to express themselves sincerely and to explain the metaphors they produced in the pictures they made, she held sessions at different times and paid attention to receive confirmation from the participants. During the interviews, she tried to prevent the participants from focusing on details that did not contribute to the solution or would waste time. During the analysis, she checked whether the views were presented under the correct codings by making continuous readings in order to verify the codings. When presenting the findings, she tried to present the views conveyed during the picture analysis and focus group interviews in an unbiased manner in themes and codings. While showing the participant views under common themes in tables, she specified the views' frequency by using frequency and presented quotations to reflect the views. To strengthen the confirmation mechanism (when necessary, checking the data once again and reviewing the codings), she kept the raw data and the documents that she used for encoding.

2.6. Researcher's Role

In qualitative studies, it is important that researcher defines the role s/he undertakes throughout the study process, understands participants' opinions and thoughts well, and presents them objectively (Punch & Oancea, 2014). Researchers should especially keep their attention during interviews, resort to verbal and non-verbal communication, and occasionally employ testing questions to ensure that participants stay focused on the problem/issue and provide them with feedback all the time (Neuman, 2014). To present the participants' opinions herein correctly, the researcher created a setting that allowed them to express their feelings and opinions freely during the focus group meetings while also ensuring that they stayed focused on the topic. Analyzing each of the drawing works and comments of the prospective teachers as part of the data analysis, the researcher employed an emphatically-driven approach and stayed objective both during the interviews and the data analysis.

2.6. Ethical

In Turkey, as of February 2020, ethical committee approval has been made obligatory. Since the data for the study entitled "A Study on Metaphorical Expression: Examining the Situations that Make Senior Year Students Enrolled in Classroom Teaching Programs Anxious" was collected before 2020, an ethical committee approval is not required herein.The researcher acted in accordance with all scientific, ethical and citing rules and did not falsify the data collected.

3. Findings

The results are assessed under two themes: "situations that concern the prospective teachers and their expectations based on the works and metaphors developed by them" (Figure 1). There are analyses and the participants' opinions are quoted under the sub-categories of each theme.
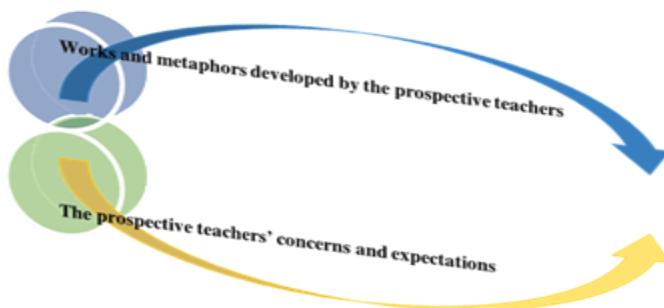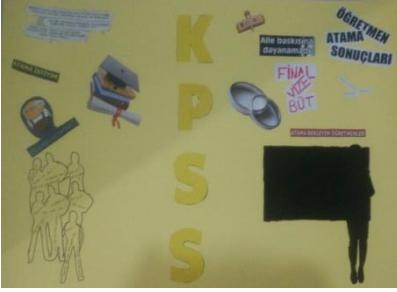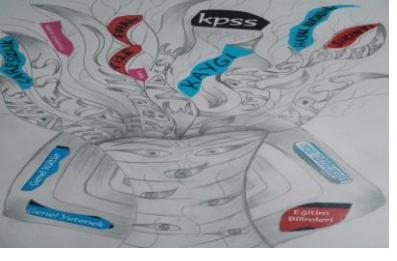
Figure 1. *Analysis of the Prospective Teachers' Opinions*

Works and Metaphors Developed by the Prospective Teachers

This theme deals with what metaphors the prospective teachers use and how they interpret their collage work. In this study, the participants have all concerns about passing KPSS (a test for which senior students prepare to be recruited as teachers) and being recruited as teachers. The metaphors developed by the participants in their works demonstrate that they emphasize the critical importance of KPSS and their concern, just as Ö1 compares herself to "a dark figure in front of a blackboard" and Ö5 uses a dark human figure to represent himself and colors the surrounding problems gray, expressing their desire to overcome obstacles. Ö8 divided the face of a female figure in half and covered her entire face with banners to convey that their problems are reflected on their face and to express their concern in black and shades of gray. I do not wish to be recruited while holding a walking stick! Teachers are working as anything but teachers! Contract-based teaching must be eliminated! Ö9 used a figure dark inside and outside to represent prospective teachers studying for KPSS day and night. Ö3 used "a dark figure of a group of students" waiting to be recruited just like herself. Ö4 compared herself to "a tree whose branches carrying a burden" while also using "black and shades of grey" to highlight their pessimism and despair. Using the figure of "a black tree" to express pessimism, Ö7 compared "the problems invading her mind to a tree whose branches are black/dried up" and also foregrounded blossoms on some branches to foreground the remaining hope. Ö10 drew a figure with question marks in her mind to express her fears and concerns. She also compared her hopes to the red balloons in her hands and her exam anxiety to the bombshell about to explode.To express her concerns and expectations, Ö11 drew "a figure turning black because of overthinking" to represent prospective teacher (herself). Ö12 used metaphors such as "non-recruited teachers laborers now! Their teaching hindered!" to make a critique of the teachers being forced to work in other jobs as they cannot be recruited. Ö12 also covered the colored area of problems with black to express her pessimism, which she notes indicates that concern of not being recruited darkens students' lives. 10 participants foregrounded the problem of KPSS and highlighted the "uncertainty" therein and their pessimism. Along with two participants (Ö5-Ö7) hoping to overcome this pessimism, two other participants (Ö2-Ö6) believed in the importance of being "optimistic" against all uncertainties and problems. Although Ö2 describes herself as "a confused student", she uses "blue color as the theme color" to express her remaining hope despite the existing problems and produced a colorful work to emphasize her commitment to overcome the problems. Describing himself as "an energetic teacher looking forward to teaching", Ö6 also emphasized

that he is not pessimistic but hopeful to achieve his goal of becoming a teacher against all odds. Below are the metaphors used by the 12 prospective teachers and how they interpret their collage work (Table 1).

Table 1. *Collage Works by The 12 Prospective Teachers and Their İnterpretation of Them*

"I used yellow as theme color and inserted KPSS in yellow into the middle, along with the figures representing the society and the questions we are asked on the left side. I drew a blackboard on my side and added a dark teacher figure in reference to her problems." Ö1-F22

"I addressed the confusion among the senior class-teaching majors. The huge question mark foregrounds our problems. We face the dilemma of whether to study MA or for the test. I also have security concerns if recruited. Paid recruitment also concerns me. We feel sad leaving our home, family, and friends after graduation. Despite those who complicate our lives and the dark chaos we have been exposed to, I preferred various colors in my work." Ö2-F22

"I highlighted how we have uniformed without our individuality, gender, and varying opinions because we are all confused. The infinite number of teachers implied here indicates that many people (graduates and undergraduates) suffer from the same problems." Ö3-F21

"They try to proceed through fear, anxiety and despair. I compared students to trees. A tree that is about to dry up with burdened leaves trying to stand tall. The colors I used are mostly black and shades of grey because we do not have a colorful world. Although I compared students to trees in this work, this tree does not represent a blooming tree in spring, but a tree dried up in fall." Ö4-F21

"The work tells that the student is depressed as he cannot prepare for his exams. The volume of thoughts above his head is because of financial problems. Because the student is more concerned about working than studying and cannot afford the books to prepare for KPSS." Ö5-M21

"The biggest desire of all prospective teachers is to finally meet their class and students to raise individuals that will serve well for their country. The pencil in orange color (KPSS) gets in the way of the prospective teacher here. I drew the school and students in blue and pink to represent hope. I believe we will achieve our ideals one day against all odds." Ö6-M21
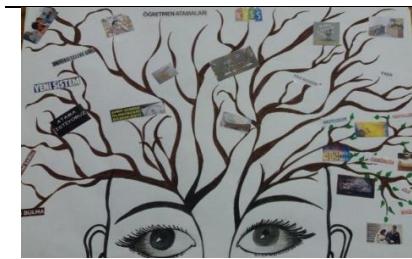
	"I compared the issues invading our minds to tree branches. Tree represents peace and most people are happy when the tree blossoms and yields fruits. However, if it is dried up, it cannot yield happiness and peace. A dried-up tree is solely a piece of wood for firing. You expect trees to blossom and yield fruits. That's why the green on branches gives hope (the green branches on the right-hand side show that we are still hopeful)." Ö7-F22
	"For the whole face of the female teacher in black and grey, I used the letter KPSS, which foregrounds our concern about KPSS. I divided the face into two to tell that this concern breaks one's life and oneself into pieces and used black and shades of grey while doing so. To express that these concerns drain our hopes, I used banners stating "That moment!" Ö8-F22
	"I divided the page into two and used bright colors (orange, yellow) for daylight and pastel colors (blue and its shades) for night. The dark figure in the middle represents prospective teachers. The figure is black because prospective teachers are preparing for the exam day and night and stressed and bored because of the exam." Ö9-F22
	"My work addresses our concerns and fears (KPSS, exams, efforts to graduate). The prospective teacher here holds a bombshell in one hand and red/orange balloons (hopes, dreams, success) in the other. I used dark colors while drawing the figure to express our despair and pessimism. The lightning flashes in our mind represent our problems (study, prepare for KPSS, graduate, etc.), while the river flowing under our feet represent social pressure, exam stress, and our concern about recruitment." Ö10-F22
	"My work deals with personal and social problems and highlights that teaching majors have concerns and are pressured by society even before graduation. The thinking figure represents a prospective teacher (me). On the left-hand side are my concerns (what would my family think? Will I achieve to graduate? KPSS!, prospective teachers waiting to be recruited!), while on the right-hand side are my hopes (success, graduation, recruitment, teaching)." Ö11-F22
	"My work highlights recruitment problems. I criticized that teachers that could not be recruited are forced to work in other jobs. I used a dark background to insert newspaper headlines like "Non-recruited teachers laborers now! Their teaching hindered! 300 thousand unemployed teachers!" I drew this bit in red but then covered it all with black. This concern/stress darkens our life and causes us to be pessimistic, which is my highlight here." Ö12-F22

Concerns of Prospective Teachers

During the final interviews in the second theme, the participants' opinions are analyzed and the findings are evaluated under two sub-categories i.e. "their concerns and their expectations".

What Concerns the ProspectiveTeachers

The present study concludes that the primary concerns of prospective teachers are "passing KPSS (f=12), recruitment (f=12), and financial concerns (f=12)", and that they describe KPSS as "a huge black box (f=11), a

sickening exam (f=4), confusing/chaotic (f=7), a bottomless well (f=1), a tree-killing worm (f=1), a pencil getting in the way (f=1), str Criticizing the recruitment policies of the Ministry of National Education (MoNE) and their disregard for those with a teaching degree when recruiting teachers, the prospective teachers emphasized the "injustice (f=12)" in recruitment, while others criticized the "uncertainty (f=6)" of the system and described the situation of the teachers waiting to be recruited as "unfortunate (f=5)". It is also understood that the prospective teachers are all concerned about not being employed (f=12). Of those noting that they have financial problems (3), one (Ö3) is understood to be pessimistic because she will start her life in debt as she had to study with student loans, while another (Ö5) expressed sadly that he did not have time for studying or preparing for KPSS since he had to earn money. Most of the participants considered social pressure/oppression (f=9) as a major means of pressure. Eight participants (8) described these oppressions as "destructions on life", while one participant (Ö1) compared them to "fruit-withering worms". Some of the participants shared that they were adversely affected by the attitudes of scholars and described such scholars as inconsiderate (f=7), while also expressing the pressure that they are under because of all the burden that is placed on their shoulders including responsibilities, exams, and assignments (f=7). When asked to point out the problems and concerns that they experience as undergraduates, the participants shared that they were negatively affected by the attitudes of scholars and described such scholars as inconsiderate.Some prospective teachers (3) expressing their concerns about their future after recruitment are understood to be concerned about safety in the Eastern Turkey if recruited for teaching there (f=3), low salary (f=4),and teachers (f=3) being underappreciated (Figure 2).

1	•KPSS •Huge black box •Sickening exam •Confusion/chaos •Bottomless well •Tree-withering worm •Pencil getting in one's way •Strangling rope •Problem breaking individuals into pieces
2	•Exams-assignments •A means of pressure on students
3	•Attitudes of scholars •Inconsiderate
4	•Social pressure/oppression •Fruit-withering worms •Destructions on life
5	•Recruitment •Unfair •System of uncertainties •Unfortunate

6	• Financial problems • Studying with loans/starting life in debt • Unemployment • Necessity of earning money • Having financial problems • Problems after recruitment • Safety problem • Low salary • Teachers being underappreciated

Figure 2. *What Concerns the Prospective Teachers*

Below are some quotations of the explanations made by the participants about their concerns.

"Due to the systematical uncertainties, we as prospective teachers are unfortunate. As students worried about their future, I used a slogan highlighting that we feel sad instead of laughing. I applied for a scholarship as an undergraduate with financial problems but ended up havinga scholarship as an undergraduate with financial problems. However, I had to admit the student loan and started our lives in debt. The numbers of students graduating and of teachers that are still waiting to be recruited are worrying. We are concerned about failing in KPSS." Ö3-F21

"The common problems of teaching majors include exams, concern about recruitment (because of the interviewing system in effect), social pressure, and a constantly changing system." Ö4-F21

"We should do our best to overcome all our problems. We should quit pessimism as long as we have our green branches (of hope) against all odds. Parents think they do everything for their children's best interests but are unaware of the burden and responsibilities that they are imposing onto their children. I hope they will realize this fact and relieve our burden." Ö7-F22

"Our greatest fear is not to be recruited. We want to see the gains of our years-long efforts. We are occupied all the time and facing a social pressure!" Ö10-F22

"We all dream about graduating but have barriers in our way. Not being recruited and unemployment cause graduates of teaching major to do other jobs. It is quite normal that we are pessimistic considering all the handicaps!" Ö12-F22

Expectations of Prospective Teachers

The present study evaluates expectations of prospective teachers under eleven sub-categories. As seen in Table 4, all participants hope they pass KPSS and are easily recruited. Half of the participants stated that a fairer recruitment test is administered (f=6), while almost half of them disapproved recruitment of those without a degree from a faculty of education who only have obtained a certificate of teaching from schools deemed equal to faculties of education and therefore this system of teacher training is revoked (f=5), and expressed that the profession of teaching should be appreciated more (f=5). Expressing their concerns about social pressure and oppression, the participants also requested the society to respect the youth and not to oppress them (f=8). Some future educators who were dissatisfied with the attitudes of their professors and the amount of work they had to do during their undergraduate years demanded that undergraduates not be oppressed (f=8), that academicians demonstrate empathy towards students (f=8), and that the responsibilities of students be decreased (f=7).Emphasizing the financial difficulties faced by undergraduate students, one participant (Ö5) requested that scholarships are granted fairly (Figure 3).

Expectations of Prospective Teachers

- Passing KPSS (12)
- Easier recruitment (12)
- Fairer test administered (6)
- Teaching certificates revoked (5)
- Profession of teaching appreciated (5)
- The young respected by society (8)
- The young not pressured by society (8)
- Undergraduate students not oppressed (8)
- Scholars exhibiting empathy (8)
- Reduction in responsibilities (exams/assignments) (7)
- Scholarships granted more fairly (1)

Figure 3. *Expectations of Prospective Teachers*

Below are quotes summarizing the participants' expectations of the future.

"I believe that those who earn a paid certificate of teaching instead of studying the same major as we did do not deserve to hold the same title. The system of teaching certificates should be lifted." Ö3-F21

"I want our professors to communicate with us efficiently (emphatically). Assignments improve us but they should not be that intensive for senior students. We have financial problems. I cannot allocate time for other responsibilities as I have to work. Students with financial problems should be granted additional scholarship." Ö5-M21

"It is not the solution to constantly change the education system. The young should be respected more. A society cannot develop with passive acting. Act for real and see what the young are going through to understand us. Then we can hope. We need people hopeful for the future. No success will come out of solely talking. We expect them to come up with solutions." Ö7-F22

"We want a fairer recruitment system. Interviews should be held in accordance with some specific standards and the results should be made available so justice is established. Students should be interviewed before their admission to faculty of education. There should be specific qualifications that prospective teachers are required to meet. Teaching certificates should be abolished. Because I do not think a training of 3-4 months would be useful. There is a need for a fairer and balanced system." Ö10-F22

"I do not approve the graduates of faculty of science and letters who become teachers after getting a certificate of teaching. We do not want to be recruited when we are old or to start our lives as the potentially unemployed. Ö12-F22

4. Conclusion and Discussion

The results are assessed under two themes: "situations that concern the prospective teachers and their expectations based on the images and metaphors developed by them". The study concludes that all of the prospective teachers have concerns about passing the test KPSS and being appointed as teachers. The study concludes that "passing KPSS, being appointed and financial concerns" were the problems that affected the participants most. The participants described KPSS as "a huge black box, a sickening test, confusion/chaos, bottomless well, a tree-withering wolf, a pencil getting in the way of prospective teachers, a problem strangling and breaking individuals". Criticizing the approaches of MEB in appointing teachers and the disregard in attaching due importance to setting a criterion of having a degree from faculties of education, the participants stated that it is "unfair" and described this situation that they are in as a "misfortune", criticized "the system for being ambiguous", and expressed their concerns of unemployment.

In Turkey MoNE remained in charge of training teachers until 1982, which was subsequently assigned to Faculties of Education that also collaborated with the MoNE following the inception of the Council of Higher Education (Deliveli, 2020). Faculties of Education train teachers for various fields and teach them "field-specific, pedagogical and world knowledge". Prospective teachers graduating from these departments are recruited based on the base points in KPSS. After completing the candidate training of the MoNE, teachers sit

for the "Written Exam for Permanent Recruitment of Teachers" and the "Interviewing" Exam to be recruited permanently. The MoNE was unable to meet the number of teacher vacancies across Turkey between 1985-1991 and abolished exam requirement for recruitment in 1992, which resulted in recruitment of the unemployed university graduates who did not qualify for teaching. In 1996, recruitment of unemployed university graduates as teachers -mostly as class teachers- disrupted the supply-demand balance. The increasing number of admissions to faculties of education that started in 1982 resulted in higher numbers of graduates, which brought up "Teaching Proficiency Exam" in the 2000s. Finally, the MoNE started recruiting candidate teachers with Public Profession Exam in 2001 and KPSS in 2002-2003. Moreover, unemployed graduates of different faculties with teaching certificate were recruited through KPPS, which also increased unfair competition. The recently increasing number of graduates of teaching majors and the small number of recruitment quotas set by the MoNE resulted in a pile-up in unemployed graduates (Atav & Sönmez, 2013; Baştürk, 2017; Deliveli, 2020). Passing KPSS has become an issue of concern for senior teaching majors and their families, just as their graduation has always been. It is challenging for prospective teachers to pass KPSS (those with necessary financial means enroll in courses to prepare for the exam while others prepare with their own means) and to pass their courses at university successfully.

One's perception and expectations of life and the extend to which these expectations come true might have positive or negative effects on that individual's psychological welfare and the working environment that s/he joins (Crossman & Haris, 2006). Associated with an individual's cognitive evaluation of his/her own life, fulfillment in life is a notion that encompasses an individual's perception of his/her life and the criteria that s/he associates with her/himself (Diener, Emmons, Larsen, & Griffin 1985). To increase efficiency in teaching, it is not enough to improve the training programs within teacher-training institutions. Because professional efficiency is also connected with personal motivation. Efficiency in teaching can only be enhanced through boosting their professional fulfillment among teachers. Their expectations should therefore be understood and met when they start and progress in their professional life (Uras & Kunt, 2006). Raising and selecting quality teachers is an issue of significance to raise individuals who meet the necessities of the time. It can therefore be motivating to understand personal welfare and expectations of prospective teachers as undergraduates and tackle their problems.

The study concludes that senior class-teaching majors have concerns and are pessimistic. They used metaphors of "black tree and dark prospective teacher" to describe themselves. To reflect the participants' mood, the results table presents "their concerns (recruitment, social pressure, financial concerns) in black and their metaphors in grey". The table presenting their expectations of life (social pressure ending, empathy-based attitudes exhibited by academicians towards undergraduates, tackling financial problems, easier recruitment and ensuring employment, tackling security problems after recruitment, etc.) uses "green and its shades" to highlight these issues. The participants created collage works using metaphors and interpreting them shows that all of them are concerned about passing KPSS and being recruited. To express their concern about KPSS, participants used metaphors such as "a dark figure in front of a blackboard, a dark figure pondering, a human figure dark inside and out, a dark figure of a group of students whose hopes have been dashed, a human figure with a face split in two, a human figure with question marks in its head, and a figure of a confused student." One of the two participants who used the image of a dark tree compared his/her face to "a tree with burdened branches," while the other compared "the problems in his/her head to dark/ withered tree branches," also foregrounding some branches that are about to blossom "to express that there is hope."The participants used mostly shades of black and grey to express their concerns and pessimism. Based on the participants' interpretation of their metaphors and works, it is understood that prospective teachers feel under pressure because of KPSS and that their concern of "not being recruited as teachers" adversely affects their fulfillment in life. A study conducted by Güven and Dak (2017), with senior students preparing for KPSS reports that KPSS, an exam creating an unnecessary competition, is the source of future uncertainties and causes anxiety and stress among prospective teachers, thereby reducing their life-quality. In the category of impediment, prospective teachers have been reported to use metaphors such as "handcuffs, barrier, black wall, death sign, an elephant skating, sledgehammer, and shackle." In the category of the process, prospective teachers have been reported using metaphors such as "long path, tunnel, dark ambiguous path." In the category of compulsion, prospective teachers have been reported using metaphors such as "anxious person, a person compulsorily working, Elmacı (2015) and Karaca (2011) revealed that prospective teachers have a negative perception of KPSS, while Sadioğlu and Sezer (2016) and Özsarı (2008) reported that senior students have

high-level concerns about KPSS. The researchers also emphasized that the concern of not being recruited after graduation causes anxiety among prospective teachers. According to the findings of a study conducted by Gündodu, Imen, and Turan (2008), which inquired into the viewpoints of third-grade and senior undergraduates from eleven distinct teaching majors, one of which was Class Teaching, the exam had a negative impact on the participants' levels of anxiety, and both the exam itself and the preparation process were draining for the participants in terms of "economical, psychological, and social" considerations.

This study concludes that the biggest concern is "KPSS, recruitment and financial problems," and reports that participants described KPSS as "a huge black box, a sickening test, confusion/chaos, a bottomless well, a tree-devouring worm, a pencil standing in the way of prospective teachers, a problem that strangles and breaks individuals." Participants criticize the Ministry of Education, Science and Culture for its teacher recruitment procedures and the fact that it does not give due importance to those who have graduated from teacher training programs, calling this situation "unfair" and "unfortunate." In addition, it is noted that most participants consider social pressure/oppression as a major pressure on themselves and describe these oppressions as "destructions in life", while one participant compares them to "fruit-eating worms".Nartgün and Gökçer (2014) found that prospective teachers used negative metaphors such as "torture, torment, chaos, nightmare, death, barrier" to express their opinions about KPSS. A study where Sezgin and Duran (2011) conducted with prospective teachers with a degree in Class and Social Sciences Turkish Teaching reports that the participants expressed their concerns and anxiety about KPSS mostly with descriptions like "exhausting, boring". This study revealed that prospective teachers are exhausted and unable to attend art, cultural and sportive events because of their concern of unemployment, which also adversely affects their social relationships and communication. Another study where Arı and Yılmaz (2015) included prospective teachers enrolled in KPSS preparation courses revealed that the severity of their concern about future and its adverse effect on their lives are elevated more as their level of negativity towards KPSS increases, as well as that KPSS causes more harm on them as the level of social pressure and concern about their future increases and the perceived social pressure is diminished as family support grows. Dursun and Aytaç (2009) found out that the primary factor causing desperation among senior students is their unemployment concern. Noting that unemployment elevates concerns and desperation among the young as a common problem for the qualified labor in Turkey, researchers report that unemployment is considered a fault, failure and incompetence or an embarrassment.

Some of the participants shared that they felt negatively impacted by the attitudes of academics, calling them inconsiderate and pointing out the pressure of having all the weight on their shoulders, including responsibilities, exams, and assignments. Some prospective teachers who complained about the attitude of university teachers and the intensity of assignments (examsand homework) during their study period demanded that students not be oppressed, that university teachers show empathy in communication, and that students' responsibilities be reduced. The present study concludes that future concerns expressed by some participants include insecurity in Eastern Turkey after being hired, low salary, and lack of appreciation for teachers, and that all participants expect to pass the KPSS and be hired more easily.Half of the participants stated that a fairer test should be administered for recruitments, while almost half of them disapproved recruitments of the non-teaching majors who only have graduated from schools deemed equal to faculties of education and hold only a teaching certificate, and expressed that the profession of teaching should be appreciated more. Expressing their concerns about social pressure and oppression, the participants also requested the society to respect the youth and not to oppress them. A study by Eraslan (2006) reports that prospective teachers think that KPSS does not assess professional proficiency in teaching properly as it only tests examinees' cognitive knowledge and that different assessment criteria (faculty admission score, GPA, etc.) should apply to recruitments. Uyulgan and Akkuzu (2014) concluded that prospective teachers perceived field-specific assessment negatively, worried about the exam, and felt inadequately qualified because of the exam, and reported that their undergraduate studies were also affected by concerns about unemployment. Studies by Sezgin and Duran (2011) and Guendoğdu, Çimen, and Turan (2008) report that prospective teachers do not view the KPPS as an effective assessment tool in the hiring process. These studies indicate that academics are not helpful in KPSS preparation and emphasize that classroom activities should be designed to support the KPSS preparation process.

Recommendations

To train hopeful, happy, optimistic teachers, it is recommended that the problems that concern class-teaching undergraduates are tackled (academicians with positive attitudes, introducing practices to sooth senior students' concern about KPSS and the pile of responsibilities). In addition, it would be useful to revise teacher recruitment policies (introduce solutions to address prospective classroom teachers' concerns about recruitment, roll back pedagogical training for teaching certification) and introduce practices that improve the status of the teaching profession (improve salaries, resolve safety issues in unsafe regions, or refrain from recruiting newly qualified teachers in such regions).It is also useful that academics show empathy to understand prospective teachers' concerns.

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The Examination of Teachers' Perceptions Relating to Job Satisfaction: A Mixed-Method Study

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ARTICLE INFO	ABSTRACT
	This study aimed to examine the perceptions of job satisfaction of teachers working in public schools. A concurrent design is one of the mixed methods research designs where qualitative and quantitative research methods are used together. The research was designed with the phenomenology pattern, one of the qualitative research designs, and the hatch pattern, which is one of the quantitative research types. The data in the qualitative part of the research were analyzed by content analysis method. The data in the quantitative part was analyzed with statistical methods such as mean and standard deviation. While the sample of the quantitative part consists of 324 teachers, in the qualitative part, 43 teachers determined from the same sample constitute the study group. The quantitative results showed that the teachers had a high level of internal satisfaction and a moderate external satisfaction perception. It has been concluded that teachers have a medium level of job satisfaction perception in all job satisfaction. The qualitative results revealed that the teachers had negative views on social prestige, adequate pay, being appreciated by the manager, and positive views on being satisfied with the workplace, being satisfied with the manager, and feeling conscientious about their work. It is expected that the research results will provide data for both policymakers in education and school administrators who affect teacher job satisfaction in practice. It can be recommended that the policy-makers and school administrators increase job satisfactors such as wages, rewards, and dignity that can increase their job satisfaction. Keywords: Content analysis, job satisfaction, mixed method.

1. Introduction

People spend most of their lives in the work environment. Meeting workers' needs, expectations, and comfort in the workplace can affect their enjoyment and satisfaction with their jobs. Although the teaching profession has its own characteristics like other professions, there are also differences (Sağır et al, 2014).Teachers reflect their tangibles and their tangibles and their spiritual characteristics to the institutions they work for. Teachers participate in the institutions they are involved in with their needs, expectations, and goals. It has been anticipated that the parallelism of teachers' goals and expectations with the organizational ones would increase the effectiveness of both teachers and organizations (Noordin & Yusoff, 2009). It can be assumed that teachers would work more efficiently and peacefully and contribute more to the organization they belong to if they were more satisfied and gratified with their work. In this regard, teachers' job satisfaction in educational organizations emerges as a significant concept that should be addressed.

Although the concept of job satisfaction has been an area of interest for a long time in the historical sense and has been a subject of study by many disciplines, it still maintains its importance in management sciences

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(Evans, 1997; Ololube, 2006; Taşdemir, 2020). Locke (1976) defines job satisfaction as the emotional state that emerges as a result of the difference between the expectation of the individual and the job requirements, while it is described as the state of being satisfied or dissatisfied with the job by Davis and Newstrom (2001). Weiss (2002) portrays job satisfaction as the individuals' positive or negative perceptions about their job. The attitude or satisfaction resulting from individuals' perceptions of their jobs by Gedik and Üstüner (2017). Many intrinsic or extrinsic factors may affect the job satisfaction of individuals in educational organizations. Crossman and Harris (2006) asserted that the job satisfaction of individuals could vary according to their workplace and environment, psychological and demographic characteristics. Batıgün and Şahin (2006), on the other hand, explained that job satisfaction may alter due to the physical characteristics of the organization, the individual oneself, interpersonal relations, or organizational factors. Kutanis and Mesci (2010) classified job satisfaction as intrinsic and extrinsic satisfaction by highlighting that the individuals with intrinsic satisfaction are more active in struggle and gain. They pointed out that the intrinsic satisfaction was based on the beliefs and feelings of the individual about one's working life, while the extrinsic satisfaction was stemmed from one's environment, organizational and managerial structure rather than themselves.

Job satisfaction has a great importance for educational organizations and is effective in their professional satisfaction, duties, and responsibilities (Gençtürk & Memiş, 2010). Teachers' high job satisfaction is expected to positively impact the realization of educational goals (Demirtaş, 2010). In recent years in the national field summer, there are many investigations investigating job satisfaction. In some of these studies, teachers' job satisfaction levels were revealed (Azimi & Akan, 2019; Kabakcı & Güdek, 2020; Şahin, 2013), occupational burnout relationship with job saturation in some studies (Kanbur, 2020; Karaaslan et al., 2020), organizational silence (Demirtaş & Nacar, 2018), work stress and organizational commitment (Turhan et al., 2018), self-sufficiency belief (Kalkan, 2020), professional motivation (Taş & Selvitopu, 2020), perception of school culture (Kadıoğlu Ateş & Vatansever Bayraktar, 2018), servant leadership behavior of school principals (Tanrıöğen & Çoban, 2019), eadership styles of corporate executives (Gurbetoğlu & Genç Yücel, 2019), social capital (Durukan-Şimşek et al., 2021) the relationship between was examined. However, in the summer of the national field, a mixed model investigating the job satisfaction has not been found. In this respect, it is thought that the research will contribute to the field writing and reveal teachers' job satisfaction more comprehensively.

Relevant studies concluded that teachers who experience high levels of job satisfaction are committed to both quality education and student achievement (Crawford, 2017; Demirtaş, 2010), lead healthier lives, show higher work commitment, have lower turnover rates (Özkalp & Çiğdem, 2001), have higher motivation, and exhibit less anxiety and discomfort (Gedik et al., 2009). Aşık (2010) stipulated that the individuals with higher job satisfaction would have stronger communication and would exhibit friendlily and voluntary work participation. On the other hand, teachers with lower job satisfaction perceptions may exhibit negative attitudes toward themselves, their lessons, students, and student achievement (Cunningham, 2015; Jackson, 2018). Avşaroğlu et al. (2005) indicated that negative consequences such as being late for work, alienation, increased complaints and self-harm may also emerge. When viewed in the relevant field article, it is seen that many different factors can cause business satisfaction. Different factors affecting the roles and behaviours of teachers can be listed in achieving the predetermined goals of educational organizations. Policymakers in educational institutions should follow the factors that may influence teachers' work, job satisfaction, productivity, and motivation by taking teachers' productivity, performance, attitudes, feelings, and behaviours into consideration. Policymakers need to monitor whether teachers are satisfied with their work and take measures to address situations that create dissatisfaction both for the quality of life of teachers and the institution's success. In this context, identifying the different factors affecting teachers' job satisfaction or insatiability and revealing the underlying causes of these factors has been adopted as the main problem of this research. The present study aimed to investigate the job satisfaction or dissatisfaction perceptions of teachers working at public schools through a mixed-method design. The answers to the following questions were sought in line with the main purpose of the study:

- What is the level of teachers' perception of intrinsic satisfaction?
- What are the teachers' views on intrinsic satisfaction?
- What are the factors affecting teachers' intrinsic satisfaction?
- What is the level of teachers' perception of extrinsic satisfaction?
- What are the teachers' views on extrinsic satisfaction?

- What are the factors affecting teachers' extrinsic satisfaction?

2. Methodology

2.1.Research Model

A mixed-method design in which qualitative and quantitative research methods are combined together was adopted in this study to examine teachers' perceptions of job satisfaction. Johnson and Onwuegbuzie (2004) noted that the use of a single research method may be unsatisfactory, and the use of two methods would both eliminate the shortcomings and enhance the generalizability of the data. In this study, concurrent triangulation was preferred among the mixed-method designs. Concurrent triangulation design imposes equal dominance (Johnson & Turner, 2003). Quantitative and qualitative data are collected and analysed simultaneously. Data are analysed independently and the results are combined in interpretation. Concurrent triangulation can effectively confirm and strengthen the research results (Creswell, 2003). In this regard, qualitative and quantitative data were collected and analysed one by one for the present study, and then the results were combined in the discussion section.

2.2. Research Sample

The research was carried out in the 2020-2021 academic year with teachers working in public schools in Gaziantep province. In the quantitative part of the study, the sample consists of 324 teachers determined by simple random sampling method. Simple random sampling is the sampling method in which each unit in the universe is equally involved in sampling (Gezer, 2021). DeVellis (2014) the sample size of 300 people is good value. To achieve this sample size in the study, participants were determined without selection, taking into account the equal chance of each individual from within the universe to participate. Simple random sampling is the current and best way to represent sample (Büyüközturk et al., 2012). It can be said that this method is a valid way of representing the universe. In the qualitative part, the teachers who participated in the research were asked for their information from the volunteers and 43 teachers among the 324 teachers were interviewed voluntarily. In the qualitative section, criteria sampling method is used from purposeful sampling methods. In purposive sampling, the sample is selected from units that are believed to represent a specif ic universe or that the researcher believes will provide rich data for its purpose (Gezer, 2021). Criteria sampling is when the researcher creates a working group according to the criteria he has previously set to gain in-depth knowledge of the research (Büyüköztürk et al., 2014). As a criterion, the criteria of participating in the quantitative process of the research and having low perception were taken into account as a result of the analyses carried out in the quantitative section. Demographic information about the teachers participating in the study is given. Demographic information quantitative part of the study, 162 (50%) of the participants were female and 162 (50%) were male; 103 (32%) are single and 221 (68%) are married; 243 (75%) undergraduates and 81 (25%) graduates; 25 (8%) were pre-schoolers, 95 (29%) were in elementary school, 153 (47%) were in secondary school and 51 (16%) were in high school; 82 (25%) have 1-5 years of seniority, 80 (25%) have 6-11 years of seniority, 162 (50%) have 12 years or more; 88 (27%) are 20-30 years old, 149 (46%) are 31-40 years old, 87 (27%) are teachers over 41 years old. The qualitative part of the study was that 17 (40%) of the participants were female and 26 (60%) were male; 32 (74%) are single and 11 (26%) are married; 31 (72%) undergraduates and 12 (28%) graduates; 1 (2%) pre-school, 7 (16%) elementary school, 17 (40%) middle school, 18 (42%) high school; 12 (28%) have 1-5 years of seniority, 6 (14%) have 6-11 years of seniority, 25 (58%) have seniority of 12 years or more; 12 (28%) are 20-30 years old, 20 (47%) are 31-40 years old, 11 (26%) are teachers over 41 years old.

2.3. Data Collection Tools and Procedure

Minnesota Job Satisfaction Scale developed by Weiss et al. (1967) and adapted into Turkish by Baycan (1985) was administered to the respondents along with demographic questions in the quantitative phase of the study. The scale consists of 20 items under two sub-dimensions, intrinsic satisfaction (12 items) and extrinsic satisfaction (8 items). The Cronbach's alpha coefficient of the scale was estimated to be .77 for the adaptation study. For the present study, Cronbach's alpha reliability coefficient was.90 for the overall scale. The Cronbach's alpha reliability coefficient was.87 for the sub-dimensions of intrinsic satisfaction and extrinsic satisfaction, respectively.

A semi-structured interview form developed by the researchers was used with demographic questions in the qualitative phase. Semi-structured conversations provide both fixed-option answering and in-depth data

collection in research (Büyüköztürk et al., 2014). The semi-structured interview form contained 9 open-ended questions prepared to determine the researcher's purpose, personal information and teacher opinions on job satisfaction. When designing the data collection tool, the field related to job satisfaction was first scanned and identified problems affecting job satisfaction. A draft form with open-ended questions has been prepared. A pool of questions was created for the interview form, and the opinions of two experts in the field of Educational Administration Supervision, Planning and Economics were taken to ensure the scope validity, and a Turkish teacher was consulted to test the clarity of the questions (Yıldırım & Şimşek, 2016). In line with the experts' feedback, additions and subtractions were made in the questions, the questions were revised in terms of language and pilot application was made. Then, the pilot application was made with five teachers using the draft form. In line with expert opinions and the feedback made as a result of the pilot application, the questions were revised, changes were made in terms of language, and the final form was finalized. As a result of the pilot application, demographic information and the final form consisting of 9 questions were created. The data was collected in writing from the participants.

2.4. Data Analysis

SPSS 21 software package was used in the analysis of quantitative data. In the study, descriptive statistics were used to determine the participants' perceptions of job satisfaction. Descriptive analyses enable the interpretation of data to determine the general status of participants regarding a case through mathematical processes (İlhan & Çetin, 2021). Descriptive analyses such as mean and standard deviation were performed per each item. The rating scale for the items in measuring the intrinsic satisfaction and extrinsic satisfaction levels of the participating teachers were as follows: "(1) Very dissatisfied" with a mean score of 1.00 and 1.79, "(2) Dissatisfied" between 1.80 and 2.59, "(3) Moderately satisfied" between 2.60 to 3.39, (4) "Satisfied" between 3.40 and 4.19, and "(5) Very satisfied" between 4.20 and 5.00.

The content analysis method was employed for the analysis of qualitative data. The main purpose of content analysis is to reveal the concepts and relationships that will explain the obtained data. For this purpose, the data are firstly conceptualized, and then the themes are created based on these concepts to explain the data (Yıldırım & Şimşek, 2016). Two researchers individually encoded the research data and the obtained conceptual codes were brought together under sub-themes by consensus. Miles and Huberman's (2015) formula Reliability=[Consensus/(Consensus+Divergence)]x100 was used to determine the consistency between expert opinions, and the similarity between codings was determined as 83.2%. It can be said that this similarity ratio is sufficient for the reliability of coding (Miles & Huberman, 2015). The frequencies for each sub-theme and conceptual code were presented in the table. Direct quotations were included by assigning pseudonyms such as P1, P2... P43 to the forms belonging to the participants. To ensure the validity of the study, the interview form was developed in line with the expert opinions and by reviewing the literature, the research procedure was explained in detail, and the participant views were supported through direct quotations in the results section. To ensure reliability, some clues about the personal information of the participants were included, the research data were encoded independently by two researchers and the nodes were grouped under sub-themes by consensus.

2.5. Ethical

Scientific, ethical, and citation rules were followed in the preparation of the study entitled " The Examination of Teachers' Perceptions Relating to Job Satisfaction: A Mixed-Method Study" The collected data were not falsified and ethics approval was obtained with meeting number 2021/07 dated 24/03/2021 and decision number 2021/23 of the Ethics Committee of Gaziantep University before the data were collected. I certify that the International Journal of Psychology and Educational Studies (IJPES) assumes no responsibility for any ethical violations, that all responsibility rests with the responsible author, and that this study has not been submitted to any other academic publication environment for evaluation.

3. Findings

This section submitted the results obtained from the quantitative and qualitative data for the research questions that were sought in line with the study's main purpose. Qualitative and quantitative results were presented under separate headings.

3.1. Results from quantitative data on intrinsic satisfaction

In this part of the study, descriptive statistics such as arithmetic mean, standard deviation and the levels of fit for the statistics regarding the research data collected through the Minnesota Job Satisfaction Scale were included. The results of the quantitative data are given in Table 1.

Table 1. *Perceived intrinsic satisfaction levels of teachers*

Intrinsic satisfaction	X	df	Level of fit
Being able to keep busy all the time	3,46	0,94	Satisfied
Being able to do things that don't go against my conscience	3,57	1,17	Satisfied
The way my job provides for steady employment	3,93	0,94	Satisfied
The chance to do things for other people	4,12	0,91	Satisfied
The chance to tell people what to do	3,7	0,97	Satisfied
The chance to work alone on the job	3,49	1,06	Satisfied
The chance to do different things from time to time	3,43	1,16	Satisfied
The chance to be "somebody" in the community	3,14	1,24	Moderately satisfied
The chance to try my own methods of doing the job	3,52	1,03	Satisfied
The freedom to use my own judgment	3,26	1,05	Moderately satisfied
The chance to do something that makes use of my abilities	3,44	1,01	Satisfied
The feeling of accomplishment I get from the job	3,51	1,07	Satisfied
Intrinsic satisfaction overall mean	3,54	0,68	Satisfied

The examination of Table 1 yielded that the teachers' intrinsic satisfaction regarding their work was at the level of "satisfied" and "moderately satisfied", and the overall intrinsic satisfaction was at the level of "satisfied" based on teacher perceptions. The item with the highest mean was "*The chance to do things for other people*" and the one with the lowest mean was "*The chance to be "somebody" in the community*".

3.2. Results from qualitative data on intrinsic satisfaction

In this part of the study, the emergent results were presented in Table 2 under the headings of themes, sub-themes, nodes, and frequencies based on the qualitative data analysis on intrinsic satisfaction.

Table 2. *Results related to intrinsic satisfaction based on teachers' opinions*

Theme	Sub-theme	Nodes	f
Intrinsic satisfaction	Using abilities	Using someone's skills	8
		Occupational predisposition	5
		Using divergent teaching methods and techniques	5
		Providing opportunities for socialization	1
		Reconciliation of physical conditions	1
	Not using abilities	Limitations of the educational system	6
		Inadequate physical conditions	6
		Limitations of the curriculum	5
		Low level of students	4
		Negative attitudes towards the lesson	4
		School administration's incompetence	2
	Gaining social respect	A positive social view of teaching	9
		Competence and intellectual accumulation	3
		Raising people for society	2
	Inability to gain social respect	Negative social perception	12
		Teachers' low income	11
		Negative behaviours towards the teacher	2
		Adverse perception operation	2
	Inability to create workplace autonomy	The restriction of laws and regulations	9
		The teacher's not being the decision-maker	4
		Excessive workload	2
	Creating workplace autonomy	The convenience of working hours	12
		The support of school administration	2
	Having a clear conscience	Doing your job well	20
		Efforts to be helpful to students	12

	Receiving positive feedback	6
	Student achievement	4
Not having a clear conscience	Feeling professional incompetence	2
	State employment assurance	12
Feeling job guarantee	Fulfilling the requirements of the profession	3
	The indispensability of the teaching profession	2
	Risk of losing your job	9
Not feeling job guarantee	Personal perspectives	5
	Political factors	2

Table 2 shows that the factors that influence teachers' intrinsic satisfaction are the use of skills (f=20) and the non-use of skills (f=27), gaining social respect (f=14) and the inability to gain social respect (f=27), creating autonomy at work (f=14) and inability to create autonomy at work (f=15), good conscience (f=42) and bad conscience (f=2), feeling job security (f=18) and feeling no job security (f=15) are.The participants of the study stated that the teaching profession enables them to use their abilities based on the factors of using a person's abilities, professional disposition, using different teaching methods and techniques, providing opportunities for socialization, and reconciling physical conditions, while they explained the opposite view based on the factors of limitations of the educational system, insufficient physical conditions, limitations of the curriculum, low level of students, negative attitude toward teaching, and incompetence of school administration. Participants P24 and P12 expressed their views as follows:

> *"I use my speaking, listening, comprehension and writing skills, in other words, all kinds of communication skills while teaching and I think that the teaching profession is the truest profession to use these skills (P24)."*

> *"... I think that the factors such as the exam-oriented educational system and concerns for keeping up with the curriculum limit me in terms of using my skills (P12)"*

The study participants justified the teaching profession enabling them to gain social prestige under the factors of a positive social view of the teaching profession, competence, and intellectual accumulation educating people for society, while they listed the factors of negative social perception, low teacher income, negative behaviour toward the teacher, and negative perception of the job under the opposite view. Participants P24 and P16 expressed the following:

> *"...When I publicly declare that I am a teacher, I notice a palpable love and respect (P24)."*

> *"Teaching used to be valuable, but now teaching is not different from babysitting. Parents advise their children to be a teacher if they can't win any other departments at university. Our profession has been devalued (P16)."*

The participants of the study defined the teaching profession's inability to create workplace autonomy based on the factors of the restriction of laws and regulations, the teacher's not being the decision-maker, and excessive workload while the theme of creating workplace autonomy was represented with the convenience of working hours and the support of school administration. Participants P41 and P17 uttered as follows:

> *"So much so that sometimes our administrators may only ask you to stay within the limits of the framework of regulations and laws. They are not open to new ideas; they are unaware of the unifying element of the school culture among teachers. Unfortunately, flexibility is never possible in workplace environments that are only bound by labour contract (P41)."*

> *"Since I have enough time after school, I can spare time for different pursuits. I can work on my hobbies. I am a teacher and the planning in the classroom belongs to me. I design the process as I want so as to be more efficient and funnier (P17)."*

The study participants justified the teaching profession's enabling them to have clear conscience based on the factors of doing your job well, efforts to be helpful to students, receiving positive feedback, and student achievement while the opposite view included feeling professional incompetence. The participants P24 and P11 voiced as follows:

"Approaching students like your own children, meeting their needs as much as you can, making them feel next to them, taking care of them, and witnessing their love makes me feel like a parent rather than a teacher. This makes me think that I deserve the salary I paid, and it relieves my conscience (P24)."

"It would be beneficial for us to receive training to be more productive to constantly improve ourselves. I offer my students every opportunity to communicate with me. Sometimes I feel inadequate academically (P11)."

The participants of the study justified the teaching profession's job guarantee based on the factors of state employment assurance, fulfilling the requirements of the profession, and the indispensability of the teaching profession and the opposite view consisted of the elements of risk of losing your job, personal perspectives, political factors. Participants P9 and P32 expressed their opinions as follows:

"I am a tenured civil servant. I grew up in a low-income family in a village. Otherwise, I would not have chosen this profession. When choosing a profession, I did not have many alternatives. I chose this profession because of the job guarantee (P9)."

"I think I can be fired from my job at any moment, even for an insignificant reason. I don't think any job is guaranteed anymore (P32)."

4. Results from quantitative data on extrinsic satisfaction

In this part of the study, descriptive statistics such as arithmetic mean, standard deviation and the levels of fit for the statistics regarding the research data collected through the Minnesota Job Satisfaction Scale were introduced. The results of the quantitative data are presented in Table 3.

Table 3. *Perceived extrinsic satisfaction levels of teachers*

Extrinsic satisfaction	X	Df	Level of fit
My pay and the amount of work I do	2,29	1,07	Dissatisfied
The chances for advancement in this job	2,32	1,13	Dissatisfied
The working conditions	2,99	1,10	Moderately satisfied
The way my co-workers get along with each other	3,18	1,05	Moderately satisfied
The way my boss handles their workers	3,10	1,18	Moderately satisfied
The competence of my supervisor in making decisions	3,04	1,21	Moderately satisfied
The way company policies are put into practice	3,06	0,99	Moderately satisfied
The praise I get for doing a good job	3,02	1,14	Moderately satisfied
Extrinsic satisfaction overall mean	2,87	0,80	Moderately satisfied

The examination of Table 3 implied that the teachers' extrinsic satisfaction regarding their work was at the level of "dissatisfied" and "moderately satisfied", and the overall extrinsic satisfaction was at the level of "moderately satisfied" based on teacher perceptions. The item with the highest mean was "*The way my co-workers get along with each other*" and the one with the lowest mean was "*My pay and the amount of work I do*".

4.1. Results from qualitative data on extrinsic satisfaction

In this part of the study, the emergent results were presented in Table 4 under the headings of themes, sub-themes, nodes, and frequencies based on the analysis of the qualitative data on extrinsic satisfaction.

Table 4 submitted that the factors affecting teachers' extrinsic satisfaction were having a satisfactory salary (f=4) and having a unsatisfactory wage (f=30), being appreciated (f=16) and being unappreciated (f=15), satisfaction with the workplace (f=29), and dissatisfaction with the workplace (f=10), satisfaction with the principal (f=38) and dissatisfaction with the principal (f=8).

Table 4. *Results related to extrinsic satisfaction based on teachers' opinions*

Theme	Sub-theme	Nodes	f
Extrinsic satisfaction	Having a satisfactory salary	Economic conditions in the country	3
		Higher than other professions	1
	Having an unsatisfactory salary	Hard living conditions	13
		Low salary	11
		Less than other professions	2
		Fell short of the workload	2
		Less than other countries	1
	Being appreciated	Principal's appreciation	7
		Certificate of achievement	3
		Parent's appreciation	3
		Colleague's appreciation	2
	Being unappreciated	Unfair practices	10
		Incapability of administrators	3
		The impact of unions	1
		The influence of culture	1
	Satisfaction with the workplace	Positive relationships	18
		Favourable physical conditions	8
		Effective communication	3
	Dissatisfaction with the workplace	Unfavourable physical conditions	7
		Negative peer approach	2
		Insincere environment	1
	Satisfaction with the principal	Communicate effectively	10
		Supportive practices	8
		Tend to be collaborative	6
		Democratic management approach	6
		Fair practices	4
		Having a vision	2
		Appreciating teachers	1
		Solution-oriented thinking	1
	Dissatisfaction with the principal	Incompetence	3
		Unfair approaches	2
		Not taking initiative	2
		Authoritarian attitude	1

The participants of the study explained the teaching profession's having an unsatisfactory salary based on the factors of economic conditions in the country, higher than other professions while they clarified the opposite view through the factors of hard living conditions, low salary, less than other professions, fall short of the workload and less than other countries. Participants P4 and P7 expressed their views as follows:

> *"When I compare it with other occupational groups in the society, I can say that the money I paid is neither more nor less. I think it's enough (P4)."*

> *"Teaching is currently among the lowest-paid public services. This is not the reward for the work we do and it really lowers the social status of the profession (P7)."*

The participants of the study justified the teaching profession's enabling them to be appreciated based on the factors of principal's appreciation, certificate of achievement, parent's appreciation, colleague's appreciation while they listed the factors of unfair practices, incapability of administrators, the impact of unions, the influence of culture under the opposite view. The participants P25 and P20 opined as follows:

> *"Of course, being appreciated is a beautiful thing. It is a good feeling when my efforts are noticed and supported by a colleague or my principal who expresses gratitude for my work at the school. I think I'm lucky in this vein (P25)."*

> *"The dignity of those who work and those who do not work is the same, even for those who do not work, who do not like to work and therefore want to be part of the school administration because they consider*

it a more comfortable and prestigious position, and those who are on the side of the powerful actors achieve their goals faster (P20)."

The study participants defined their satisfaction with the workplace based on the factors of positive relationships, favourable physical conditions, effective communication while the opposing view was represented with unfavourable physical conditions, negative peer approach, and an insincere environment. Participants P43 and P19 uttered as follows:

"I am satisfied with the working conditions at my school and my colleagues. So we can share and have conversations together. This is often about educational issues or personal development. In this sense, I enjoy taking part in organizations such as dining with my friends from the workplace environment (P43)."

"I am not satisfied with the physical conditions at our school. Class sizes are crowded. There is not enough space for the garden. No laboratory, poor library (P19)."

Participants in the study justified their satisfaction with the principal on the factors of effective communication, supportive practices, tendency to collaborate, democratic management approach, fair practices, vision, appreciation of teachers, solution-oriented thinking, while the opposite opinion included incompetence, unfair approaches, lack of initiative, and authoritarian attitude.. The participants P36 and P33 voiced as follows:

"Our school principal has a personality trait of highlighting cooperation. S/He is also someone who recognizes the teacher in personal conversations and listens to him/her carefully. It is very important to feel appreciated. Our principal is someone who recognizes the teacher in this regard (P36)."

"Principals should be impartial, merit-holder, and treat everyone equally. They need to be practical and consider the vocabulary when solving problems. But I think many of them don't pay attention to these issues (P33)."

5. Conclusion and Discussion

The purpose of the present study was to investigate teachers' perceptions of job satisfaction. This study used a mixed-methods triangulation design in which quantitative and qualitative data were collected together. The results were simultaneously analysed and combined in the discussion section to confirm, strengthen, and increase the generalizability of the findings related to job satisfaction. According to the quantitative results of the study, it was concluded that the teachers' perception of job satisfaction was high (satisfied) and their perceived extrinsic satisfaction was moderate (moderately satisfied). Based on the qualitative data, it was observed that positive opinions about intrinsic satisfaction were higher than the negative ones). At the same time, positive views about extrinsic satisfaction were also greater than the negative ones. In this regard, it can be alleged that teachers' intrinsic and extrinsic satisfaction was greater than their dissatisfaction. As a result, it was determined that the quantitative and qualitative results supported each other. Similarly, Kılıç et al. (2013) found that teachers' intrinsic job satisfaction was higher than their extrinsic job satisfaction, and Kabakçı and Güdek (2020) found that teachers' intrinsic satisfaction was high and their extrinsic satisfaction was moderate. While some others indicated that teachers' extrinsic satisfaction was moderate (Çifçi & Dikmenli, 2015; Gafa & Dikmenli, 2019), İdi (2017) found that teachers also had high extrinsic satisfaction. It was found that the results related to internal and external satisfaction were due to the autonomy of teachers in the use of their knowledge, skills and abilities, the respect that society has for teachers, the fact that they provide an environment in which they can demonstrate their professional skills within the framework of laws and regulations, support from the executive, positive or negative feedback from other stakeholders as a result of professional study, and the risk of losing the job.

As a result of the quantitative results of the study, the participants were found to have a moderate level of perception for the teaching profession's enabling teachers to be a respectable person in the society, and the qualitative results revealed 14 positive opinions versus 27 negative ones about the profession's enabling social prestige. It can be claimed that the reasons such as the negative perceptions and behaviours of the society towards teachers and the adverse perception operation towards teachers may lead to a low perception of professional reputation. Ünsal (2018) listed the factors such as teacher training institutions, working

conditions, economic conditions, media, society, teacher qualifications, junior and senior administrators, and educational policies as the reasons for the low status of the teaching profession. It is important to analyze the reasons that reduce the professional status of teachers, who have a vital role in raising new generations, and make the necessary social and economic arrangements to enhance the status of the profession to the level it deserves.

As a result of the quantitative analyses, it was determined that the teaching profession created a high level of intrinsic satisfaction in terms of providing the opportunity to do something for others, and the qualitative results were found to support the quantitative ones in terms of raising people for the society, being helpful to students, and contributing to student achievement. Teaching is a profession with an important place in society as it is based on the phenomenon of "human upbringing". Teachers are happy with what they do when they are useful to students while doing their job, when students' social skills and communication develop, and when they feel good about themselves as vicadi. Karataş and Güleş (2010) listed the factors affecting teachers' job satisfaction as future assurance, success, and the opportunity to do something for others, respectively. Özbek et al. (2007) acknowledge that teaching is a significant and responsible profession for the development of society. Teachers are mostly satisfied with their jobs if they are helpful to society and teach new generations (Kılıç et al., 2013). In the study Best (2006), 89% of teachers with job satisfaction declared that their favourite activity was to make a difference in students' lives.

According to the quantitative results of the study, the teaching profession created a high level of intrinsic satisfaction in terms of job assurance, and the qualitative results included clear expressions about the state employment assurance and the indispensability of the profession. However, it was observed that teachers mostly had negative opinions about job guarantees based on the qualitative data. Engür & Kayıkçı (2020) pointed out that there should be professional security, the absence of professional assurance would create psychological pressure, a healthy performance evaluation should accompany professional security, it reduced anxiety and contributed to the work of employees in an environment of peace and tranquillity. As in any profession, it can be said that job guarantees for teachers will have many positive results such as performance, job saturation, decreased stress and anxiety, and a positive climate in the organization.

According to the quantitative results of the study, it was revealed that teachers had a high level of intrinsic satisfaction in working alone and doing different studies. However, it was found that the negative opinions about intrinsic satisfaction, based on the constraint of laws and regulations, excessive workload, and the fact that teachers are not the decision makers, carry equal weight to the positive opinions about the convenience of working hours and support from school administrators, based on the qualitative results. Both the results that teachers' workload was not high (low) based on Erdem and Öztürk (2020) study on teachers' perceptions of workload and the result that teachers' perceptions of workload were at a moderate level according to Keleş Ay's (2010) study do not overlap with the research results. It can be asserted that teachers cannot act autonomously on their own in the context of the restriction of laws and regulations, and teacher's not being the decision-maker. Still, they experienced a high level of intrinsic satisfaction due to acting more autonomously thanks to the availability of working hours and the initiative of administrators.

According to the quantitative results of the study, it was determined that teachers had a high level of intrinsic satisfaction perception in terms of being able to do something by using their abilities. On the other hand, they expressed a predominantly negative view of not being able to use their talents due to the limitations of the educational system, inadequate physical conditions, limitations of the curriculum, low standards of students, negative attitudes toward teaching, and incompetence of school administrators, based on qualitative results. According to Karaköse and Kocabaş (2013), teachers opined that their profession gave them the chance to evaluate their performance and they can reach their goals while doing their jobs. If teachers cannot use their skills in their work as much as intended and were restricted due to different reasons, it would be difficult for them to enjoy their work and therefore, their job satisfaction would decrease.

As a result of the quantitative results, it was found that the extrinsic satisfaction of the teachers was at a moderate level. Based on the research results, it can be claimed that it is necessary to increase teacher salaries so that the job satisfaction of prosperous teachers in economic terms will also increase. At the same time, it was observed that the teachers had the lowest level of perception in terms of the inadequacy of the salary they paid for extrinsic satisfaction. Accordingly, the number of negative opinions such as hard living conditions,

low salary, not equal to the workload, less than other professions and other countries indicated that the qualitative results supported the quantitative ones. Similar to the research results, it has been unveiled in many studies in the relevant literature that teachers experienced economic difficulties (Keser Özmantar & Aktaş, 2018), were not paid adequately (Atmaca, 2020; Bahçalı, 2020; Ünsal, 2018), had to work additionally (Uygun, 2012). In studies examining the relationship between teacher salaries and job satisfaction, it was revealed that job dissatisfaction was experienced due to low wages (Altınkurt & Yılmaz, 2012; Çolak et al., 2017; Karataş & Güleş, 2010; Şahin, 2013). Contrary to the research results, Koruklu et al. (2013) established that there was no significant difference between the job satisfaction levels according to the teachers' views on their economic status.

According to the quantitative results of the research, moderate extrinsic satisfaction was found in relation to the working conditions at the workplace and the agreement among colleagues. Based on the qualitative results, positive opinions were obtained to a great extent in terms of positive relations and effective communication in the workplace. Similar to the quantitative results of the study, Günbayı & Tokel (2012) discovered that teachers' job satisfaction was moderate in terms of working conditions while Bahçalı (2020) uncovered that the teachers experienced dissatisfaction due to the improper working conditions of schools. On the other hand, it was pointed out that the relationship of teachers with their colleagues at work was one of the factors affecting job satisfaction, and job satisfaction would increase when individuals were in a successful group with people similar to their view of life (Erdoğan, 1996). The previous studies determined that individuals who had effective communication and cooperation with their colleagues at work experienced greater job satisfaction (Bahçalı, 2020; Best, 2006, Çolak et al., 2017; Ramere, 2006; Rudolph, 2006). In a school full of teachers who establish good relations with their colleagues, the phenomenon of learning from each other becomes a reality and a more creative and productive learning environment is built. As can be seen, interpersonal relationships have an important influence since teachers' negative interpersonal relationships with their colleagues reduce job satisfaction. Therefore, it can be alleged that creating a positive climate at schools in line with the efforts of the school administrator would be beneficial in terms of establishing more productive and happier schools.

It was concluded that the participants had a moderate level of extrinsic satisfaction due to the quantitative analyses for the appreciation of the teachers in return for their work. Accordingly, positive opinions regarding the principal's, parent's, and colleague's appreciation, and the certificate of achievement versus the negative ones, including unfair practices, the incapability of principal, the impact of unions, and the influence of culture, had equal weight according to qualitative results. Similar to the research results, Keskin (2010) indicated that the rewarding approach was a motivating factor for administrators and teachers, but there was no transparent and fair evaluation in the award system implemented by the Ministry of National Education. Regarding the effect of appreciation on job satisfaction, Altınkurt & Yılmaz (2012) yielded that teachers' not being adequately appreciated in return for their efforts reduced their level of job satisfaction. Similarly, some studies demonstrated that the reward system used for the schools in the Turkish education system was weak in motivating teachers (Ünal, 2000). Based on the research findings, it can be claimed that a fair and transparent reward mechanism is necessary in the Turkish education system and that an effective recognition mechanism and a fair reward system will increase teachers' job satisfaction and improve their productivity.

According to the quantitative results of the study, it was concluded that teachers' perceptions of extrinsic satisfaction were moderate in terms of the principal's management style and decision-making skills. On the other hand, positive views were dominant in terms of the administrator's communication, the tendency to be collaborative, democratic management approach, supportive and fair practices, having a vision, and appreciating teachers based on the qualitative results. According to the research results, it can be alleged that the positive characteristics of school administrators affect teachers' job satisfaction affirmatively. It can also be said that the management approaches of school administrators and their attitudes towards teachers are effective on teachers' job satisfaction. The school administrators' not exhibiting the anticipated behaviours negatively affects teachers' job satisfaction (Ramere, 2006). Bahçalı (2020) concluded that the managerial approach affected teachers' job satisfaction and proposed that the administrators who intended to create a sensible and positive school environment and sympathize with teachers may positively affect teachers' job satisfaction. Sönmezer (2007), on the other hand, found that a positive relationship with administrators

increased teachers' job satisfaction, and Başaran and Güçlü (2018) determined that there was a positive relationship between the management styles of administrators and teachers' job satisfaction levels.

The study yielded that the lack of promotion opportunities in the teaching profession caused teachers' low level of extrinsic satisfaction perception. It is impossible to expect higher job satisfaction if individuals with a passion for promotion cannot find this opportunity in their work environment. Getting promoted based on the efforts and success of the individual will increase job satisfaction due to the social status it brings and financial support (Erdoğan, 1996). Similar to the research results, the limitations of promotion and development opportunities reduced the job satisfaction level of teachers (Çolak et al., 2017; Altınkurt & Yılmaz, 2012), and the lack of career steps was referred to be a crucial teacher problem (Keser Özmantar & Aktaş 2018). It can be alleged that making teaching a profession of career and creating promotion opportunities will improve the status of the profession, increase the job satisfaction of teachers and allow positive developments in the quality of education.

6. Recommendations

Teachers, who can be described as social engineers, have a key role in the social structure due to the nature of their jobs. Therefore, it can be claimed that the higher level of job satisfaction of teachers may significantly affect the progress and development of countries. Based on the research findings, it could be suggested that concrete steps should be taken to make teaching a profession by establishing career stages, improving the economic conditions of teachers, creating a recognition mechanism that includes a fair and transparent reward system for the education system, improving the working conditions of teachers, and finally gaining the social prestige that the profession deserves. Research can be conducted to determine, in diverse and larger samples, how teachers perceive the saturation of their jobs. Action research can be conducted to improve teachers' perceptions of saturation.

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Dental Health in Early Childhood: "I Can Do It If You Teach*

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ARTICLE INFO	ABSTRACT
	This study aims to raise awareness of dental health and care activities with pre-school children and cause desired behavioural changes in children, is basic qualitative research. The study group of the research consisted of 13 children studying in a pre-school class according to convenient/easily accessible sampling, which is one of the non-random sampling methods. For the research, data were collected through observations, interviews and research diaries, and the results were obtained by applying descriptive analysis by the researchers. For the research, data were collected through observations, interviews and research diaries, and the results were obtained by analyzing them by the researchers. In this direction, according to the descriptive analysis results obtained from the semi-structured observation form, it was seen that the preschool dental health activities increased the awareness of the children about the tools and equipment used in dental health, and thus gave the children an important tooth brushing routine. According to the descriptive analysis of the structured observation form and research diaries, the tooth brushing routine continued in the follow-up period after the application and became a behavior in children. In line with these results, suggestions were made for future studies.

1. Introduction

The preschool period covers 0-72 months from the birth of the child until the first grade of primary education starts. Preschool education is a process in which children attempt to support all aspects of their development by adopting the basic values of the society in which they live, supporting their reasoning, and fostering creativity by enhancing their emotional development and perception power. It is also a structured educational procedure that enables youngsters to absorb national, spiritual, humanitarian, cultural, and moral ideals.. It allows them to express their thoughts, gain self-control and act independently (Oğuzkan and Oral, 1997). Regardless of where they were born in the world, all children have the right to be raised with a healthy psychology, soul, and body and reach the highest level in line with their interests and abilities. Preschool education service is the most important step of the entire education system, which should be developed with a systematic organization based on science and which is too important to be left to chance (Yılmaz, 2003). The main purpose of preschool education is to provide the most appropriate educational opportunity in the most suitable environment for the child's full development in social, emotional, mental and physical aspects before primary education. At these ages, when development is the fastest after adolescence, preschool institutions support the development of children by offering life experiences appropriate to their developmental levels and ages (Başal, 2005). In addition, according to the 2013 Pre-School Education Program, preschool education is: 'Providing children's healthy growth through rich learning experiences, providing their development in

terms of motor, social and emotional, language and cognitive gains, gaining self-care skills, giving the child self-control, centred, flexible, spiral, eclectic, balanced, and a systematic education process that takes cultural and universal values into account (MEB, 2013).

On the other hand, in the acquisitions related to self-care skills, the statements "Applies the rules of cleaning related to the body" were included and as an indicator: "Combing his hair, brushing his teeth, washing his hands and face and meeting the toilet needs." were used. The word "takes precautions regarding his health." was used in another achievement, as was the expression "Tell him what he should do to protect his health." Educating him on the potential implications of ignoring his health. "Doing all possible to protect his health" was utilized as a criterion (MEB, 2013). Tooth brushing, to put it more broadly, dental health, has an important place in an individual's life, as clearly expressed in the "He/she applies the rules of cleanliness regarding his/her body" indicators.

Oral health affects people psychologically and physically. It has a serious impact on people's appearance and socialization patterns and their enjoyment of life, growth, chewing, speaking, tasting food, and social well-being. Severe caries has a negative impact on children's quality of life, as they face high treatment costs, the risk of hospitalization, lost school days, and a resulting decline in learning abilities, as well as pain, disfigurement, discomfort, acute and chronic infections, and eating and sleeping disorders. Bruises; affects nutrition, growth and weight gain. It is observed that three-year-old children with primary tooth decay weigh approximately one kilogram less than the ones which does not have. Because toothache and infection affect sleeping and eating habits, food intake and metabolic processes (Üçok and Yücel, 1983). Digestion of food in teeth occurs by mechanical breakdown. As a result of the eruption of milk teeth between six and twelve months and their continuation in the following periods, a change occurs in the type and shape of food consumed. These changes sometimes take shape towards the end of the first and second years and sometimes at three to five years. With the development of technology and changes in dietary habits have brought along problems related to dental health. Soft and sugary foods, sticky chips, acidic fruit juices, etc. are consumed as staple food. Unconscious consumption of all these foods and not paying attention to oral care cause an increase in the number of caries. (Behrendt, 2001; Bilgin, 1994; cited in Aydın, 2007). According to the 2016 data of TÜİK, the fact that oral and dental health problems are among the top five diseases with a rate of 7.3% in the 0-6 age group confirms that unconscious consumption continues in the society and that oral and dental health is not given critical importance (TÜİK, 2016). With preventive treatments and early controls, the child can have healthy teeth in the period he is in and in his later life. Early period caries, also known as baby bottle caries, can cause dental issues in children. Preventive interventions are crucial in this situation. Healthy children can talk and chew food more easily, and they can smile with complete confidence.. At the same time, the child continues his life by gaining a good habit. Ensuring oral hygiene is to brush the teeth with fluoride toothpaste and use dental floss. Brushing your teeth is the most critical preventive treatment you can give them. Brushes for children should be small, circular, and soft, and should be replaced when they become worn.. Children between the ages of four and five can brush their teeth with parental support. As a model for the child, the parent should brush the child's teeth with them in front of the mirror. Too much toothpaste should not be swallowed by the child while brushing his or her teeth.After the age of 7, the child can brush their teeth without the help of a role model. Since the teeth come into contact with each other after the age of eight, the child can use dental floss, provided that the dentist's advice is followed (Akıncı, 2008). The family's nutritional habits in early childhood and the importance given to oral and dental care services as a model for children.

For this reason, families should set an example for their children in oral and dental care and nutritional habits, obtain information from reliable sources and seek support from experts in their fields (Çavuş, 2010). On the other hand, teachers working in preschool institutions should brush their teeth at least once a day with the children after the meal time, and in this way, they should form a habit with the children. Teachers should have information about oral and dental health, and convey the negative consequences of not brushing the teeth in appropriately and the correct use of the toothbrush to children. In addition, this information should be shared with other teachers working in the institution and activities related to oral and dental health should be prepared for children (Çavuş, 2010).

1.1. The Problem of Research

It is known that the most crucial factor leading to the deterioration of dental health is microbial dental plaque (Güngör et al., 1999; Öztunç et al., 2000). As a result of the accumulation of microbial dental plaque, which has a complex structure, on the tooth surfaces and the inability to remove the accumulated plaque from the tooth surfaces, the microorganisms and toxic substances in it cause deterioration in oral health (Özmeriç et al., 1994).

In addition to the success of the treatments applied in pediatric dentistry, it is of great importance for the child to acquire such behaviours to ensure and maintain oral hygiene. It is accepted that the mother is mostly responsible for the behavioural gains related to dental health in early childhood. In addition, it is claimed that there is a relationship between the frequency of caries formation and the level of awareness and education (Tulunoğlu et al., 1999).

Having a positive attitude towards oral and dental care will also positively affect future thoughts and behaviours related to general health, such as nutrition and tooth brushing. In this period, children take the behaviours of their families, teachers and other people who affect them as models and try to imitate them (Öztunç et al., 2000). The preschool period is a critical period for both families and children. The content of the education given at these ages does not only cover children. Families have also been considered a part of education in today's education programs. Children perform most of their self-care skills such as feeding and cleaning at school, considering the education period. This situation makes oral and dental health education given to children, parents and teachers even more important (Çavuş, 2010). This study aimed to raise awareness of dental health and care activities with 36-48 month-old preschool children about dental health and to cause desired behavioural changes in children.

1.2. Importance of Research

The healthy development of societies is possible with healthy children. Early childhood is the most sensitive period of life. In this period, children need to gain self-care skills and awareness of dental health. In this context, teachers and families have essential duties (Çavuş, 2010).

Oral and dental health is of great importance in early childhood as it is at any age. Negative results in oral and dental health also cause negative results in other organs in the body. It is possible to prevent diseases by acquiring the necessary knowledge and attitudes at a young age. It is believed that oral and dental cleaning education provided to children in the preschool era will prevent mistakes in this area (Çavuş, 2010). In addition, the awareness of oral and dental health instilled in the child will also affect the behaviours and thoughts of children regarding their general health status such as smoking, nutrition, tooth brushing in their future lives. In this period, children are affected by the behaviours and discourses of their teachers or other people whom they see as role models, especially their families, and they imitate them (Öztunç et al., 2000).

When the domestic and international literature is examined, it is seen that studies on oral and dental health are conducted with primary school children rather than preschool children. As a result of the limited number of studies, there are wrong attitudes and practices about oral and dental health in preschool education institutions, educators and families on this subject. It is seen that they need support (Çavuş, 2010). Considering that the foundation for the acquisition of self-care skills is laid in the preschool period, it is believed that this study will contribute significantly to the literature and set an example for educators and families.

2. Methodology

This qualitative study aims to raise awareness of dental health and care activities with 36-48 month-old preschool children about dental health and cause desired behavioural changes on children. Data; were collected through interviews, observation and document review (Merriam, 2013). The participants of the study were selected with purposive sampling. It is predicted that the people included in the purposeful sample will be willing to give information about the functional problem (Creswell, 2014; Creswell, 2013).

2.1. Participants

The research study group consisted of a preschool class according to convenient and easily accessible sampling from non-random sampling methods. Necessary permissions were obtained from the relevant units in order to carry out the research. Before the study, an information meeting was arranged to gain the necessary

permission from the parents, and the study was done in the classroom of a volunteer teacher. The class with children aged 36-48 months consists of 13 children. Seven of the children are boys, and six are girls.

2.2. Creation Process of Events

The subject titles to be used in the application were determined by scanning the literature containing the child and dental health titles related to the subject. Fourteen activity plans were prepared on Tuesdays and Thursdays, two days a week and for seven weeks according to the determined topics.

The study consists of two parts: implementation and monitoring. The activities in the study's application part are divided into routine and supportive activities. In the next part of the study, the researchers monitored the persistence of the behaviour during routine activities.
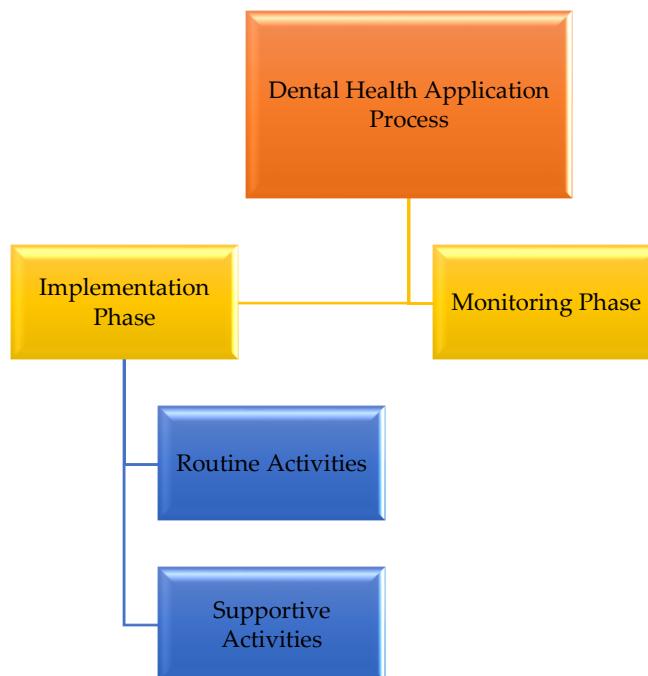
Figure 1. *Dental health practice process*

Routine activities: It consists of a tooth brushing activity before the meal. During the project, routine tooth brushing continued every day of the week for eight weeks, seven weeks of application, and one week of monitoring.

Supportive activities: Supporting basic information on dental health after meals with in-class and out-of-class activities includes field trips and expert participation. A 12-week in-class practice was completed, an event was held in which the specialist dentist and his assistant were invited to the class, and in the remaining events, a field trip to the oral and dental health hospital was organized, promoting the tools and equipment used in dental health, and dental checkups of volunteer children (9). Monitoring: At the end of seven weeks, the researchers followed up on the persistence of the behaviour in children regarding dental health and care. The follow-up lasted for five days, and the persistence of dental health and care behaviour in children was monitored.

Example of a supporting activity plan;

PRE-SCHOOL EDUCATION PROGRAM (2013)

ACTIVITY PLAN

(POPCORN IS LOSTING)

Learning Area: Arts (Integrated Large Group Activity)

Age Group: 36-48 Months

DAY 10 PLAN

Gains and Indicators Cognitive Development

Learning Objective 2. Makes a guess about the object/situation/plan.

Indicators: Tells the prediction about the object/situation/plan.

Learning Objective 8: Compares the properties of Objects or Assets.

Indicators: Distinguish and compare the texture and color of Objects or Assets.

Objective 17. Establishes a cause-effect relationship.

 Indicators: Tells the possible causes of a plan. It tells the possible consequences of a plan.

Language Development Area

Learning Objective 8: Express what they listen/watch in various ways.

Indicators: Asks questions about what they listen/watch.

Motor Development Area

Learning Objective 4: Performs movements that require the use of small muscles.

Indicators: Discharges objects from container to container

Learning process

The teachers ask the students how think the corns will pop after routine tooth brushing, and after the answers, they ask whether popcorns disappear just as our teeth rot when we drink cola. Come on, let's see the disappearance of the corn together, he says. Each child is given a glass of cola and popcorn, and the melting of the popcorn thrown into the glass is observed. Questions are asked. The remaining corn is eaten together.

Points to be considered

• Care should be taken not to spill coke on the ground.

Family Participation (*)

• It may be suggested that they watch the popcorn disappear in the vinegar.

Evaluation

• Where did the popcorn go?

• What else could the corn melt in instead of coke?

• Do our teeth rot in cola?

Other Recommended Activities

• Popcorn puppet work can be done.

2.3. Implementation Process (Healthy Teeth, Smiling Faces)

After obtaining the necessary permissions from the university administration to which the preschool is affiliated, dental health activities suitable for the age and developmental levels of 36-48 months old children were prepared. In line with the basic principles of Turkey's preschool education, the activities of the MEB (2013) Preschool Education Program were implemented as "from easy to difficult" and "from close to far". After the game activity and breakfast in the centers included in the daily flow of preschool education, the activities started at 10:15. Each activity was completed in an average of 25-30 minutes. The researchers implemented the activities and the classroom teacher assumed the role of observer in the classroom. Before the activities, children were encouraged to participate in dental health activities by doing an average of 5 minutes of warm-up activity.

2.4. Data Collection Process

At this stage, researchers conducted focus group interviews with children before and after dental health activities. Denzin (1970) recommends using the triangulation method in a study to increase validity and reliability, increase interpretation power, minimize researcher bias and present different perspectives. As a

result, the triangulation approach was applied in this study, which included teacher interviews, researcher diaries, and data. The triangulation method's key goals are to design and conduct research with good internal and external validity and reliability, to get more viewpoints (Boyd, 2000), and to reduce potential biases (Mitchell, 1986; Shih, 1998).
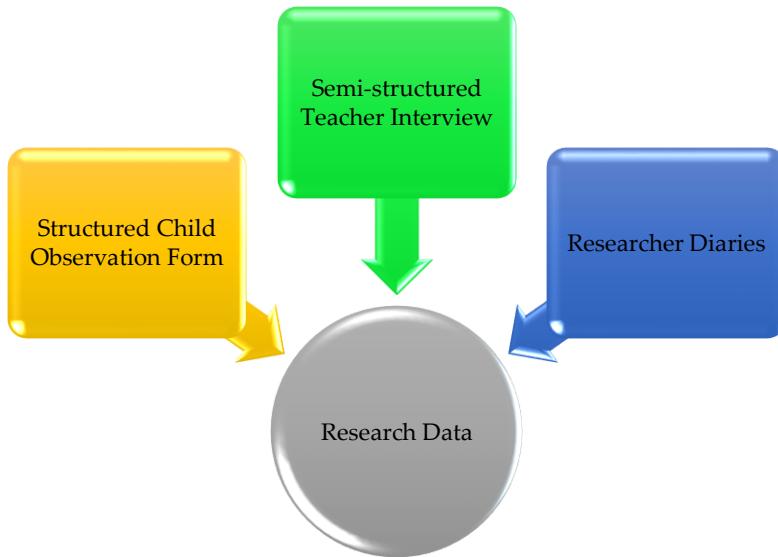
Figure 2. *Data Collection Tools*

Structured Observation Form: After the researchers scanned the relevant literature, children were observed on a total of 3 topics: tools and equipment used in dental health, the importance of dental health and tooth brushing routine. The alteration in the process was attempted to be determined throughout the first and last weeks of the dental health study. The names on the observation form are not those of the children who took part in the study; according to ethical guidelines, new names were used.

Semi-structured Teacher Interview Form: As a result of examining the relevant literature, the researchers prepared a semi-structured interview form in line with the purpose of the research. The form consists of seven basic questions and probing questions. The purpose of the interview form is to determine the views of the classroom teacher, who is an observer in the dental health activities, about the changes observed in children. In this context, in the semi-structured interview form, the teacher was told, "You were an observer throughout the dental health activities. Can you tell us a little bit about the process?", "Did you notice any changes in the children in the process? (If yes) Can you explain a little bit? (If no) what could be the reason for this?" and "Did you receive feedback from families during the dental health practice process? Can you talk about that?" Teachers' opinions about the dental health activities process were asked by asking questions such as: The interview was conducted face to face in the teachers' room of the school. The semi-structured teacher interview lasted 20 minutes, and then it was computerized and analyzed by the researchers.

Researcher Diaries: During the research, diaries were kept by the researchers during supportive and routine activities. The information in the research diary helped back up the results of the analysis of the data that was done as part of the research.

2.5. Data Analysis

In this study, the descriptive analysis method was used, and the semi-structured interview form was applied to the teachers, the structured child observation form and the observer notes in the researcher's diaries were transferred to the computer environment and analyzed by the researchers. The main purpose of descriptive analysis is to summarize the findings to the reader and present them in an interpreted way (Neuman, 2007). The information is divided and summarized according to the previously determined themes, and these summaries are interpreted. Scientific results are made by establishing a cause-effect connection within themselves and when necessary, comparisons are made between cases (Taylor et al., 2015).

2.6. Ethical

In this study, all rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. Ethical Review Board Name: Istanbul Esenyurt

University Ethics Committee. Date of Ethics Evaluation Decision: 12.11.2021 Ethics Assessment Document Issue Number: 2021/10-7

3. Findings

In this section, the findings obtained from the structured observation form and the semi-structured interview form are given separately. In addition, the findings were supported by research diaries.

3.1. Findings from the structured observation form

In this part of the study, there are findings related to the observations made by the researchers in the first and last weeks of dental health activities. Observations were made regarding tools and equipment used in dental health, the importance of dental health and the tooth brushing routine. The first-week observation findings of the dental health structured observation form are given in Table 1.

Table 1. *Findings Regarding the Dental Health Initial Observation Form*

	Ali	Ahmet	Alp	Emre	Fatih	Mert	Berk	Fulya	Elif	Hülya	Gül	Sema	Ela
Tools used in dental health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The importance of dental health		✓		✓	✓	✓		✓	✓	✓		✓	
Tooth brushing routine		✓		✓				✓	✓	✓		✓	

Table 1 is examined in the context of tools and equipment used in dental health, it is concluded that 13 children participating in the study know and recognize tools and equipment used in dental health, such as toothpaste and toothbrush. In addition, considering children's awareness about the importance of dental health, it was concluded that eight of the children participating in the study had an awareness of dental health. In contrast, the remaining five children did not have an awareness of the importance of dental health. In addition, it was concluded that six of the children participating in the study had a toothbrushing routine, and the remaining seven children did not have the behaviour of brushing their teeth and did not brush their teeth.

Within the scope of the research, structured observation was made by the researchers in the last week of dental health practices. The findings of the last week of the dental health structured observation form are given in Table 2.

Table 2. *Findings Regarding the Last Observation Form of Dental Health*

	Ali	Ahmet	Alp	Emre	Fatih	Mert	Berk	Fulya	Elif	Hülya	Gül	Sema	Ela
Tools used in dental health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The importance of dental health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tooth brushing routine		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓

When looking at Table 2 in the context of dental tools and equipment, it is clear that 13 of the children who took part in the study are aware of and recognize dental tools such as toothpaste and toothbrushes. In terms of children's understanding of the importance of dental health, all of the children involved in the study are aware of the value of oral health. It was concluded that 11 of the children participating in the study had a toothbrushing routine, and the remaining two children did not have a behaviour of brushing their teeth and did not brush their teeth. In this context, a line graph is given in which the changes in the dental health activities of the children participating in the research can be seen more clearly.
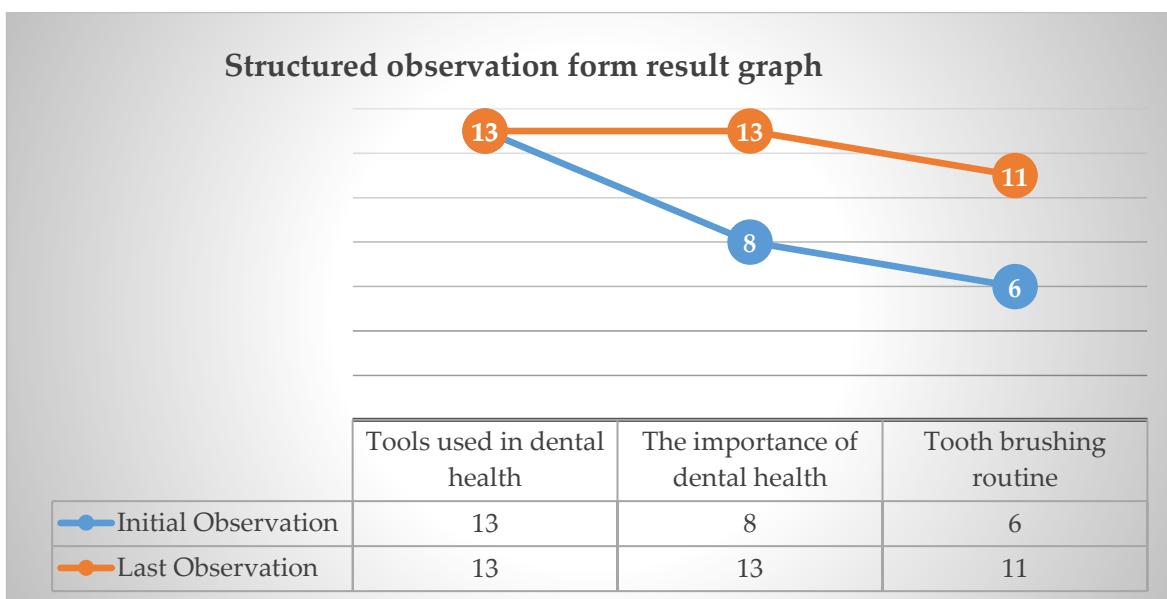
Figure 3. *Changes of the participants in the process of dental health activities according to the structured observation form*

When Figure 3 was analyzed, it was discovered that all of the children who took part in the study knew and recognized the tools and equipment used in oral health in both the first and last observations. In addition, while it was seen that eight (61.5%) children were aware of the importance of dental health in the first observation, it was concluded that all (100%) of the children participating in the study had this awareness in the last observation. In addition, it was concluded that 6 (46.1%) children had tooth brushing behaviours in the first observation. In contrast, the number of children with tooth brushing behaviours increased significantly to 11 (84.6%) in the last observation.

3.2. Findings from the semi-structured interview form

In this part of the research, the findings obtained from the semi-structured interview form made at the end of the application with the class teacher, who was the observer during the application process and where the preschool dental health activities were applied, are included. The interview with the teacher lasted 20 minutes and took place in the appropriate location in the classroom, in the teachers' room. Then, the researchers transferred the interview data to the computer environment, and the findings were determined by making a descriptive analysis, which is not as in-depth as the content analysis. Following the investigation, the teacher classified the children's behaviors into three categories: before the process, during the application process, and after the process. In this context, the teacher stated that "children had little knowledge about dental health and care before the dental health program" and that "some children had little knowledge about dental care tools such as toothpaste and braces, and even some of the children did not know at all" before preschool dental health practices.. Regarding the implementation process, the teacher said, "Dental health and care became fun with the supportive activities in the process" "it was very effective that the activities were efficient. The children observed how long the toothbrush should be made and how they should be made during their routine activities. In this respect, I think the application has been quite good." and "We used to add dental health to the activities from time to time, but when you did it one after the other, we could see the effect on children very well quickly. Some children say it is time to brush their teeth before I say it and take their brush and paste". Finally, regarding the post-application, the teacher said, "The children were very enthusiastic throughout the program. In my opinion, this is an important factor in their permanent dental health behaviour" and "the children continued to brush their teeth during the follow-up week at the end of the program. In addition, they wanted to continue this routine at home by asking their parents for brushes and pastes at home so that children no longer do this as an activity but a behaviour. I think it is an important indicator of what they have transformed into a state of mind." expressed his thoughts about the post-application of preschool dental health activities. According to the results of these interviews and descriptive analyses of the research, 61% of the children were aware of their dental health prior to the application procedure, but this number increased to 100% following the application.

4. Conclusion and Discussion

The goal of this study was to raise dental health awareness and care activities among 36-48 month-old preschool children, as well as to produce desired behavioral changes in the children. Data was acquired for the study using observation, interview, and research diaries, and the conclusions were obtained after the researchers analyzed the data. A semi-structured interview form in which preschool dental health activities boosted children's understanding of the equipment and materials used in dental health, as well as a considerable tooth brushing regimen, was employed in this aim. The tooth brushing practice remained in the follow-up period following the application and became a behavior in youngsters, according to the analysis of the data gathered from the structured observation form and diaries. Oral and dental health problems are among the top five diseases in the literature, with 7.3 percent in the 0-6 age range, indicating that oral and dental health is not given the attention it deserves (TÜK, 2016). Although it is well known that the mother is primarily responsible for behavioural gains associated with dental health in early childhood (Tulunolu et al., 1999), a dental health study directed by the school and the teacher, as in this approach, can result in good behavioral improvements in children. Furthermore, because preschool children mimic and imitate the behaviors of their families, instructors, and other people who have an impact on them (Öztunç et al., 2000), the child's environment is also involved in oral health and care, as well as every other subject. Can guide children and model good behavior. In this regard, early oral and dental hygiene instruction can help children avoid making mistakes later in life (Çavuş, 2010). Based on the results of the study, the following suggestions can be made;

- The researchers can conduct the study in other regions to see how well it works there.
- Also, this study is a qualitative study. With the right measurement tool, a quantitative study can be conducted on this topic.
- Collecting data for the study for a longer period of time will also allow researchers to see if children continue to learn how to brush their teeth.Starting from preschool education, teachers can add dental health and care activities to their daily education flow, and a daily brushing and care routine can be given to the children in their class.

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Examining Social Studies Education in the Context of Migration and Asylum: A Study Based on Teachers' Views

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ARTICLE INFO	ABSTRACT
	Migration and asylum are the subjects of social studies education since these concepts are social phenomena. In this respect, it is important that the content of the social studies course properly covers the subjects of migration and asylum, and the social studies education is carried out under this scope. This study aimed to examine social studies education in the context of the subjects of migration and asylum. For this purpose, the views of social studies teachers working in different cities of Turkey were consulted. The phenomenological design was used in this study, which is aimed at examining teachers' views. The maximum variation sampling method, one of the purposive sampling methods, was used to determine the study participants. A semi-structured interview form consisting of six questions was used to collect the data. The content analysis method was used to analyze the data. The results of the study show that teachers hold the following views: Social studies textbooks and curricula are not effective in teaching migration and asylum issues and need to be redesigned, social studies course plays an important role in teaching migration and asylum issues to students, and social studies is an important course in terms of social integration of asylum seeker students. Various suggestions were made to the researchers and the education institutions based on the findings of the study. Keywords: Social studies education; migration; asylum; asylum seeker students.

1. Introduction

People must change places they live in from time to time depending on their living conditions. This change of place can be caused by natural conditions and the effects of the society in which one lives or external forces. The change of place in this context of people is called migration.

In its simplest definition, migration is the act of people changing places voluntarily or necessarily (Dingle & Drake, 2007). Migration is the population movement that people make to increase their comfort levels by changing their living spaces due to the natural, social, psychological, economic, or political problems they experience (Gmelch, 1980; Faist et al., 2013). Migration behavior is defined in different ways depending on the reasons for migration and the status of the migrant in the place of migration. According to international law, a migrant is categorized into three different statuses: immigrant, asylum seeker, and refugee (Valentine et al., 2009; Tinti & Reitano, 2018).

While the term immigrant is used for people who voluntarily leave their home country to live in another country for economic or cultural reasons (De Genova, 2002), the term refugee is used for people who must leave their own country for ethnic, religious, or political reasons (Phillips, 2013). In other words, while immigration is a voluntary act, taking refuge in another country is based on necessity. On the other hand,

Asylum seeker is a term used for people who have applied for refugee status but have not yet gained it (Robinson & Segrot, 2002).

Throughout history, people have migrated to different places either to have better living standards or by force (Nail, 2020). This situation is still valid today (Stierl, 2019). So much so that the number of people migrating in the world between 2000-2020 has reached 281 million. This number corresponds to approximately 3.6 of the world's population (United Nations, Department of Economic and Social Issues, 2021). People immigrate to countries with higher economic and social welfare than their own countries (Klocker & Dunn, 2003). When considered in the Middle East, people fleeing the wars and other problems in the Middle East migrate to Asian, European, or African countries to have better living conditions, and Turkey is one of these countries (Ereş, 2015). Migrations to Turkey are mostly within the scope of asylum. According to the Red Crescent Directorate of Migration Services (2020) report, most of the asylum seeker population in Turkey is from Syria, but also Afghanistan, Iraq, Iran, and Somalia.

Migration and asylum are social issues (O'Reilly, 2012). Considering this fact, they should be considered when determining and designing variables in the field of education, as in many other fields (Bartlett et al., 2015). Education about social life is given to elementary and middle school students through social studies course (Turner et al., 2013) in countries such as Turkey, the USA, South Korea, Germany, and New Zealand (Öztürk & Deveci, 2016). Since education on migration and asylum issues is related to social life, it is carried out within the scope of social studies course at elementary and middle school levels in these countries. Depending on this situation, in countries where migration and asylum issues are on the agenda, the task of raising the awareness of elementary and middle school students on the issues as mentioned above falls to the social studies course. On the other hand, as a course aimed at raising citizens compatible with the society they live in, social studies has important duties in terms of integrating school-age refugee children into society. In this context, in Turkey, where migration and asylum issues are a part of social life, the subjects of migration and asylum should be given sufficient place in the content of the social studies course to raise the students' awareness. In addition, for the asylum seeker students to continue their lives as individuals who are compatible with society, the content of the course should be designed in a way that would achieve harmony between these students and the educational system.

The social studies curriculum and social studies coursebooks make up the foundations of the content of the social studies course. The current content on migration and asylum in the 2018 Social Studies Curriculum, which is still in effect, is limited to two learning outcomes in two learning domains of the seventh grade.

The learning domains and outcomes in question are as follows:

- In the learning domain of *"People, Places, and Environments"*, the learning outcome of *"Discuss the causes and consequences of migration through case studies"*,
- In the learning domain of "Global Connections", the learning outcome of *"Develops ideas for the solution of global problems with his peers"* and this outcome's explanation *"Global climate change, natural disasters, hunger, terrorism, and migration will be dealt with.''*

Considering the content of the 2018 Social Studies Curriculum on migration, it is seen that the program includes two learning outcomes related to teaching the subject of migration to the students, and it does not contain any information about ensuring the social cohesion of asylum seeker students.

In the 5th, 6th, and 7th grade social studies coursebooks, separate voluntary and forced migration units at every grade are included. The units that include the subject of migration in social studies coursebooks are shown in Table 1 (Pehlivan Yılmaz & Günel, 2021, p. 1734):

Table 1 shows that the subject of migration is included in the 5th, 6th, and 7th grade coursebooks. When the contents of the units in the table are examined, it is understood that there are texts on the types of migration, the causes of migration, examples of historical migration, population changes within the scope of migration, and the problems caused by migration. It is seen that the units do not include a detailed explanation of the current form of the phenomenon of migration and information on ensuring the social cohesion of asylum seeker students is missing. However, social studies, which is a course for teaching social issues, is expected to have complete content regarding situations affecting society, such as migration and asylum.

Table 1. *Units on Migration in 5th, 6th, and 7th Grade Social Studies Coursebooks*

Grades	Units	Themes
5	*Me in Society*	*Individual and Society*
	My Country, My Culture and My History	*Culture and Heritage*
	The Place We Live	*People, Places and Environments*
	From Production to Consumption	*Production, Distribution and Consumption*
6	*Journey to History*	*Culture and Heritage*
	Life on Earth	*People, Places and Environments*
7	In the books of this grade units are located with theme names	*Culture and Heritage*
		People, Places, and Environments
		Production, Distribution and Consumption
		Global Connections

Existing studies conducted on migration and asylum generally focus on the problems experienced by asylum seekers. It is noticed that there are many studies in the literature concerning the problems caused by immigration on health (Poole, et al., 2018; Richter, et al., 2018; Leiler, et al., 2019), education (Ablak, 2020; Antilla, et al., 2018; Öztürk, 2021), perceptions towards migration (Tıkman, et al., 2017) and economics (Almohamed & Vyas, 2019; Bansak, et al., 2017; Özensoy, 2021, Yağan & Akşit, 2021). A document review (Pehlivan Yılmaz & Günel, 2021) exists in the literature on examining social studies coursebooks and curriculum within the scope of migration and asylum. However, no study has been found that examines social studies education in the context of migration and asylum and consults teachers' views in this context. It is assumed that it causes a gap in the literature. This research was conducted with the aim of contributing to the literature to fill this gap. Due to the originality of this research, it is expected to be a guide for further studies and researchers.

This study aims to examine social studies education given in primary and secondary schools in the context of migration and asylum. The views of social studies teachers working in different cities of Turkey were consulted to fulfill this aim.

2. Methodology

Qualitative research methods are employed in this study, which is aimed at examining the views of social studies teachers. Qualitative research examines situations, events, or phenomena in their natural conditions (Denzin & Lincoln, 2018). The reason for using the qualitative research method in this study is to examine the views of the participants formed in the context of their lives, without any outside influence. The present study was conducted with the approval of the Scientific Research Ethics Committee of Ağrı İbrahim Çeçen University under the decision number E-95531838-050.99-31725.

2.1. Research Design

A phenomenological design was used in the study. The phenomenological design is used in studies that examine events, situations, perceptions, opinions, orientations, and behaviors based on human experiences (Creswell & Poth, 2018). The phenomenological design aims to reveal the perspectives and behaviors shaped by the people's experiences (Schwandt, 2014). The reason for using the phenomenological design in this study is to examine social studies education in the context of migration and asylum by getting teachers' views. To control the harmony between the variables of the research, the research compliance matrix (Kaya & Bayram, 2021) was used.

2.2. Research Sample

The maximum variation sampling method, one of the purposive sampling methods, was used to determine the participants of the study. Maximum variation sampling is aimed at forming the participant group in qualitative research in a way that will provide maximum data diversity regarding the research questions (Yıldırım & Şimşek, 2018). Social studies teachers working in Istanbul, Gaziantep, Hatay, Şanlıurfa, Adana, and Mersin where the most refugees live participated in the study. The participants were selected from these cities to ensure maximum diversity in the data collection process. The names of the participants and the schools they work in are not given due to ethical considerations. In this context, each participant took part in the research with their chosen nickname. Information about the participants is shown in Table 2:

Table 2. *Participant Information*

	Istanbul	Gaziantep	Hatay	Şanlıurfa	Adana	Mersin
Nickname	Su	Hale	Cemile	Meliha	Kaya	Elvira
	Füsun	Ertuğrul	Emre	Meltem	Sinan	Ediz
	Hakan	Asım	Can			
	Ahmet	Eyüp				
	Evliya					
Total	5	4	3	2	2	2
Total						18

As seen in Table 2, 18 teachers participated in the study, five teachers work in Istanbul, four work in Gaziantep, three teachers work in Hatay, two teachers work in Şanlıurfa, two teachers work in Adana, and two teachers work in Mersin. Seven of the participants were female, and 11 were male.

2.3. Data Collection

A semi-structured interview form developed by the researcher was used to collect data. The form was designed to contain nine questions at the first stage. The form was then presented to three experts, two associate professors and one assistant professor, who are competent in qualitative research. Following expert feedback, all questions on the form were redesigned and the number of questions was reduced to six. After revision, the questions were submitted to two assistant professors who had previously conducted qualitative research. No corrections were received at this stage.Prior to data collection, a pilot was conducted with the interview form to check the comprehensibility of the questions in the form.The piloting application was conducted with two social studies teachers working in Şanlıurfa, and it was understood that the questions were suitable for the research and were clearly understood. After obtaining expert opinions in two rounds and based on the results of the pilot phase, it was decided that the interview questionnaire was suitable for data collection.The data were collected by using the teleconference method. A date was set for the interviews for each of the participants, and data were collected using the questions in the interview form. The interviews were electronically recorded with the consent of the participants. The recordings were then converted to normal text and archived.

2.4. Data Analysis

Content analysis was used to analyze the data. Content analysis is an analysis method that aims to reach conceptual and relational structures for the research question from the created data set (Creswell & Poth, 2018). Content analysis corresponds to a process that includes four stages (Yıldırım & Şimşek, 2018). The stages of content analysis applied in this research and the scope of the stages are stated below:

Coding of the data: Firstly, the data set was read superficially. After becoming familiar with the data, the second and third readings were performed in an attempt to master the semantic integrity of the data set.. The first coding was done after the third reading. Next, the data was read again, and the coding process was repeated. Then, simplifications and additions were made by comparing the first coding with the second coding. In addition, one-fifth of the data set and the generated codes were sent to another researcher who is an expert in qualitative analysis, and his opinions were taken on the way followed in coding. The final codes were determined based on the researcher's first and second coding comparison and the expert opinion received.

Finding themes: Themes and sub-themes were created within the codes' scope. At this stage, six themes and 13 sub-themes were created. Some of these were later merged or deleted.

Arrangement of codes and themes: Themes and sub-themes were submitted to expert opinion, with the concern that there was no order in the created themes and sub-themes. Based on the feedback received from the experts, it was decided that five themes would be created without sub-themes.

Description and interpretation of the findings: At the end of the analysis process, the findings were interpreted and reported.

3. Validity and Reliability

Various procedures were applied to ensure the validity and reliability of the research. These procedures are as follows:

- The data collection tool was designed by referring to the opinions of four different experts who are competent in qualitative research.
- A pilot study was carried out before the data collection process to confirm the suitability of the data collection tool.
- The collected data were filed by sticking to their original form.
- One-fifth of the codes and data set created during the data coding process were presented to the expert's opinion, and opinions were received on the appropriateness of the coding.

4. Findings

The results of the study were combined and interpreted under five themes. Direct quotations were used to support the results, and the relationship between the codes and the themes was visualized. The themes are shown in Figure 1.
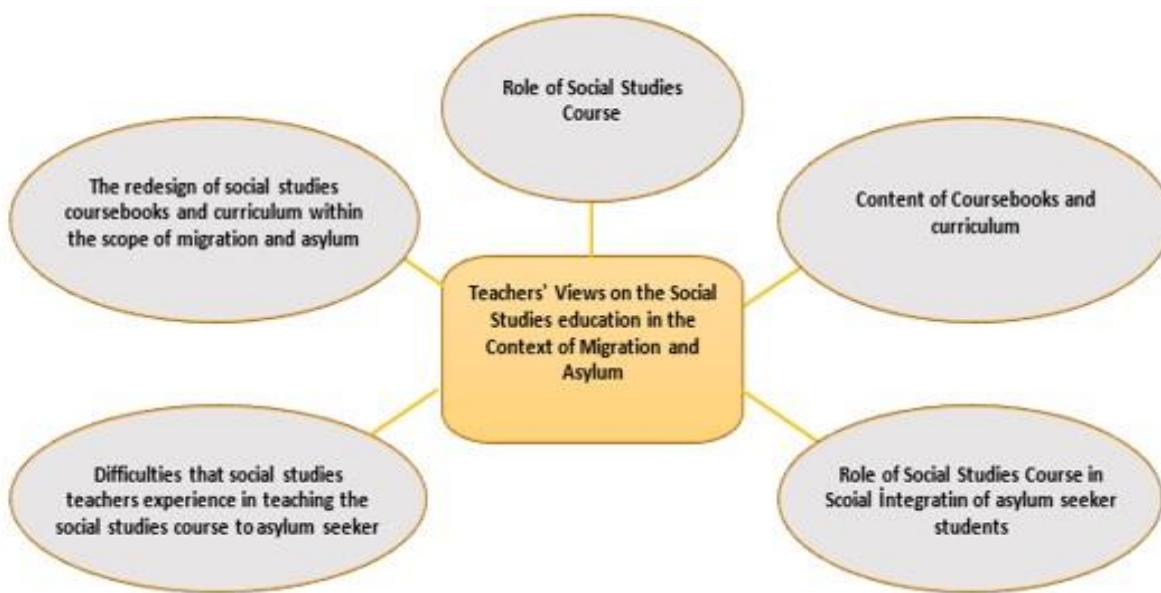
Figure 1. *Teachers' Views on the Social Studies Education in the Context of Migration and Asylum*

Figure 1 shows that five themes were created under the findings title. The themes are expanded and expressed in the following sections.

4.1. Teachers' Views on the Role of Social Studies Course in Teaching Students about Migration and Asylum

It was found that the teachers considered the social studies course as an important course in teaching migration and asylum issues. So much so that most of the teachers stated that the social studies course is the main course for teaching these issues to students. One teacher noted that migration and asylum issues could be taught within the scope of all courses. The findings reached in this context are shown in Figure 2.
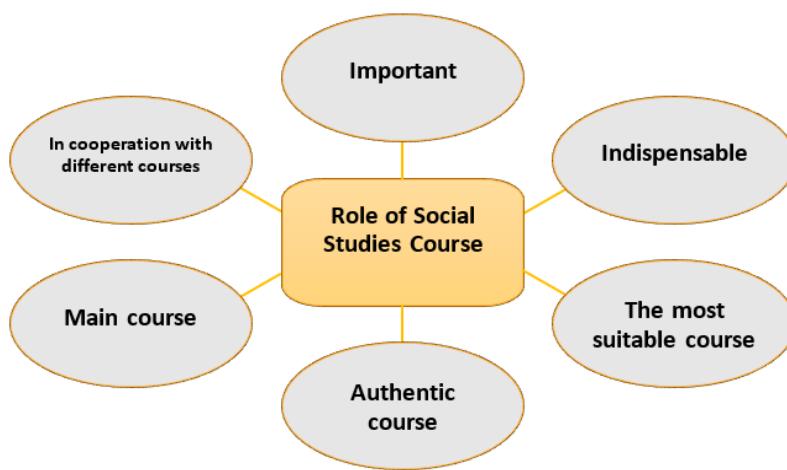
Figure 2. *Teachers' Views on the Role of Social Studies Course in Teaching Students about Migration and Asylum*

Figure 2 shows six codes under the theme of teachers' views on the role of social studies course in teaching students about migration and asylum. As can be understood from the findings shown in Figure 2, teachers considered the role of social studies course in this context as an important, indispensable, most suitable course, authentic course, main course, and a course that is in cooperation with different courses. The most interesting statements that form the basis of the findings are as follows:

Most of the participants stated that migration and asylum are the subjects that can be taught through the social studies course. For example, Meliha, who works in Şanlıurfa, stated, *"The concepts of both migration and asylum are social issues. We teach social events to children with social studies. Looking at the issue from this angle, subjects of migration and asylum are indispensable for the social studies course."* She indicated that these subjects can be taught to middle school students through social studies course. She made her point of view clearer by stating: "*The purpose of social studies is already clear: to teach social life. Migration and asylum are directly related to social life."* Another participant who used striking expressions was Su, who works in Istanbul. Su expressed her point of view to the question posed to her during the interview, with the definitive statement, *"Of course, we can say that the social studies course is the only course for this subject."* Continuing her words with the question, *"Imagine, for example, with what course can we teach children of this age (middle school) about the Syrian or Afghan refugees or the subject of other asylum seekers, apart from social studies?"* Su answered this question by saying *"We always say that it is everyday knowledge etc. We always teach everyday knowledge with social studies course. The issue of migration is also in our daily lives. Therefore, the social studies course is the most appropriate course to teach these subjects."* A similar view came from a participant named Can, who is working as a teacher in Hatay. Can emphasized the scope of social studies by stating, "*Now, the purpose of this course (social studies) is clear, its goal is clear, its intention is clear... We do not teach mathematics or science to children. We teach children the knowledge of social sciences."* Continuing his words, Can made clear that migration and asylum issues are within the scope of social studies, *"The issue of immigrants concerns the economy. It concerns geography. It concerns anthropology. That is, it concerns social sciences. Shall we teach social sciences with mathematics or with science? We cannot teach. Naturally, we can teach it with social studies."* Another participant who made remarkable statements was Evliya, who works in Istanbul. Evliya made comprehensive statements on the subject. Evliya's view on this issue is as follows:

> *"Sir, I think this issue is clear. So of course, there is some speculation from time to time. It also happens in MoNE (Ministry of National Education) schools. It also happens among academics. Therefore, it is necessary to clarify this issue for everyone. Let's look at the root of the matter. Now, immigrants from other countries are coming to Turkey. A different language, a different culture, or even a different belief. Now, when we look at it, language, culture, etc. These are issues of anthropology. These are the subjects of social studies course. Okay, maybe in other courses, teachers will touch on these issues personally, but the subject is social studies.''*

Eyüp, one of the participants, stated that migration and asylum are the common subject of all courses and cannot be reduced to a single course. Eyüp, who continues his teaching career in Gaziantep, explained the nature of the issue in the city where he works, *"The number of immigrants is high in Antep. You would know this too. You can see immigrant children in almost every school. Antep has become a very colorful place."* Then he said: *"In my opinion, this subject is not the responsibility of a single course. It is the responsibility of every course. In other words, I see that the information in all our books (books of different courses) is foreign to the asylum seeker students."* He

explained his point of view in a more detailed way by stating, *"I don't know mathematics (mathematics course), but when I talk to the teachers of other courses, they all say that the content is strange for asylum seeker students. That's why I can't say that this is the responsibility of only the social studies course. Social studies course would be in cooperation with different courses."*.

4.2. Teachers' Views on the Content on Migration and Asylum in Social Studies Coursebooks and Curriculum

It has been determined that some of the participants believe that the content on migration and asylum in the social studies coursebooks and curriculum is insufficient. On the other hand, some participants found the books' content sufficient and the curriculum's content insufficient. A few participants found the content in both the books and the curriculum sufficient. One participant found the content in the books insufficient and did not knowna the content of the curriculum. The findings are shown in Figure 3:
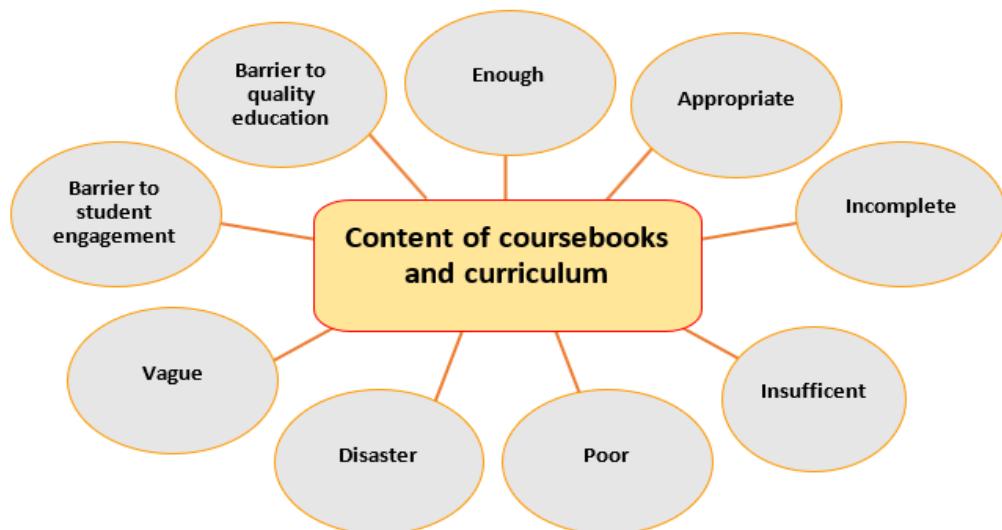
Figure 3. *Teachers' Views on the Content of Migration and Asylum in Social Studies Coursebooks and Curriculum*

As shown in Figure 3, the theme of teachers' views on the content of migration and asylum in social studies coursebooks and curriculum includes nine codes. The teachers view the content on migration and asylum in coursebooks and curriculum as incomplete, sufficient, insufficient, poor, disaster, appropriate, vague, barrier to student engagement and barrier to quality education. Some of the statements that provide the findings are as follows:

Some participants believe that there is not enough content on migration and asylum in the social studies coursebooks and curriculum. One of these participants is Elvira, who works in Mersin. Elvira thinks that the curriculum is insufficient in terms of migration and asylum, *"Although the social studies curriculum was prepared in 2018, there are only one or two learning outcomes in the curriculum on the subject of migration. However, immigration to Turkey had started much earlier."* She also thinks that the coursebooks are insufficient in teaching these subjects to students. They become a barrier to quality education: *"There is not enough information about immigration, refugees, or asylum co in the coursebooks. I think the books and the curriculum are not enough. Because this issue (the issue of immigration and asylum) is an important thing. However, we cannot teach these subjects properly because the books are not good."* A similar view was expressed by Hale, who works in Gaziantep. She said: *"I think neither the book nor the program is well prepared on these issues. Immigration and immigrants are mentioned only in a few places, which is scarce. In this way, children do not understand the reasons for migration, and they cannot mix with immigrant (asylum seeker) children."*

A few participants stated that they considered the social studies coursebooks sufficient and the curriculum insufficient on migration and asylum issues. One of the participants who made remarkable statements on the subject was Ahmet from Istanbul. Ahmet expressed his views in this context, *"Actually, the books are good. The subject is covered in the books. But the program is very inadequate in this regard. The issue of immigration is clearly overlooked. It is only mentioned in one or two places in the program. It takes place in the program as something vague."*

Another participant, Kaya, used similar expressions. He said, *"I can't complain about the books. They meet our needs in this regard. But the curriculum is a disaster. Although we do not have much to do with the curriculum, the learning outcomes come from it. There are not enough learning outcomes in the curriculum. The curriculum is poor."*

Some participants stated that they found the social studies coursebooks and curriculum sufficient on migration and asylum issues. For example, Asım, who works as a teacher in Gaziantep, said, *"Well, I think our books are good. The curriculum is also good. The outcomes are also sufficient."*

Ediz, a teacher who works in Mersin stated that he did not have information about the curriculum but that he found the social studies coursebooks insufficient on immigration and asylum issues. He indicated that he does not have information about the social studies curriculum by stating, *"To be honest, I am not familiar with the program. I can't say anything."* He also expressed the insufficient side of the coursebooks on the subjects by stating, *"But I know the books. We always use them in classrooms. The books are a bit insufficient on these subjects."*

4.3. Teachers' Views on the Role of Social Studies Course in Social Integration of Asylum Seeker Students

Most of the participants considered social studies as a basic course in the integration of asylum seeker students into society. One of the participants saw the Turkish course as effective in this regard and the social studies course. The results obtained were presented in Figure 4:
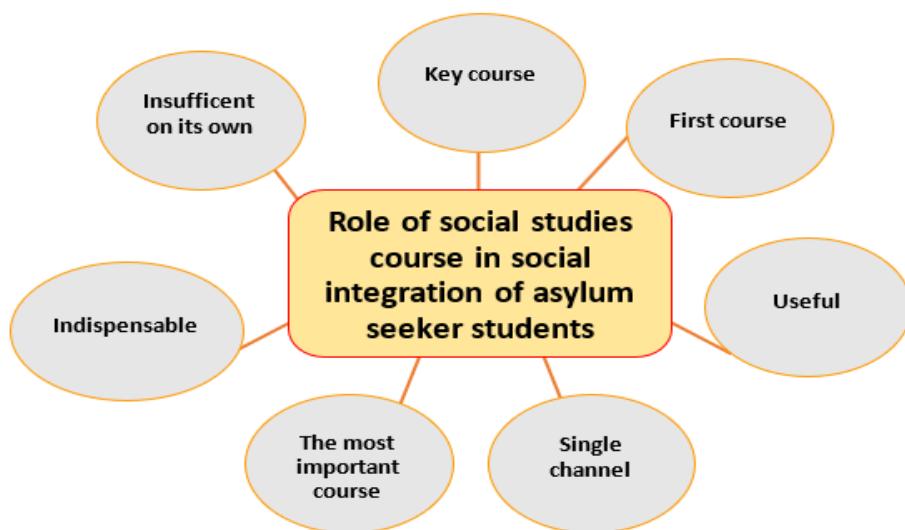
Figure 4. *Teachers' Views on the Role of Social Studies Course in Social Integration of Asylum Seeker Students*

Teachers considered the role of social studies course in the integration of asylum seeker students as a key course, first course, useful, single channel, most important course, indispensable, and insufficient on its own. As seen in Figure 4, there were seven codes under the theme of the role of social studies course in social integration of asylum seeker students. The most striking expressions of the teachers, which form the basis of the findings, were as follows:

Expressing that social studies course includes information about the science disciplines used in the integration of asylum seeker students, Füsun, a teacher in Istanbul, said, *"These children (asylum seeker students) will adapt to society by learning history, geography, sociology, and law. Social studies teachers give this information in middle school. Because social studies course includes these fields."* She drew attention to the importance of social studies in the relevant subject by saying, *"The better the social studies course is taught, the easier the adaptation of asylum seeker children will be. It is the key course in this subject."* Another teacher, Sinan, who was working in Adana emphasized the purpose of social studies by saying, *"This course (social studies) talks about life. It gives information about life. It teaches life to everyone in the class. No matter if they are natives or asylum seekers… Everyone in the class learns about life thanks to this course."* Besides, he expressed his views on the role of social studies course in the integration of asylum seeker students by voicing, *"Integrating them into life is possible with a social studies course. This course is an indispensable thing for this aim."* Another participant, Meltem, who was working as a teacher in Şanlıurfa, expressed her opinion on the subject with the following striking statements:

> *''When we were at university, we learned about social studies goals. Almost all goals were about preparing students for life. We also participated in in-service trainings and seminars. In these programs, it is also stated that*

the goal of social studies is to teach life. Such a course whose aim is clearly life is undoubtedly the first course regarding integration. Other courses teach life, but the only goal of social studies is life. Therefore, social studies course is useful for integrating children (asylum seeker students).''

Emre, who used expressions close to Meltem's, stated the purpose of social studies in providing integration: "*Our course (social studies) is already prepared for integration. This course is the only channel to ensure the integration of asylum seekers.*" Besides, he mentioned the role of social studies course in ensuring the integration of asylum seeker students with the following sentence: "*Social studies aim to raise active citizens. A course to raise citizens is the most important course that will ensure integration.*" Ediz, one of the participants, said that the Turkish course was also effective in the integration of asylum seeker students. He said, "*However, applying only social studies course will be powerless in providing integration. Turkish course is also important. Children are taught Turkish values and Turkish in Turkish course. That's why I think it is effective in two courses.*"

4.4. Difficulties that Social Studies Teachers Experience in Teaching the Social Studies Course to Asylum Seeker Students

All social studies teachers stated that they experienced various difficulties while teaching social studies to the asylum seeker students. The difficulties experienced by the teachers were language, culture, writing, use of technology, in-class harmony, measurement-evaluation, and homework. These findings are given in Figure 5:
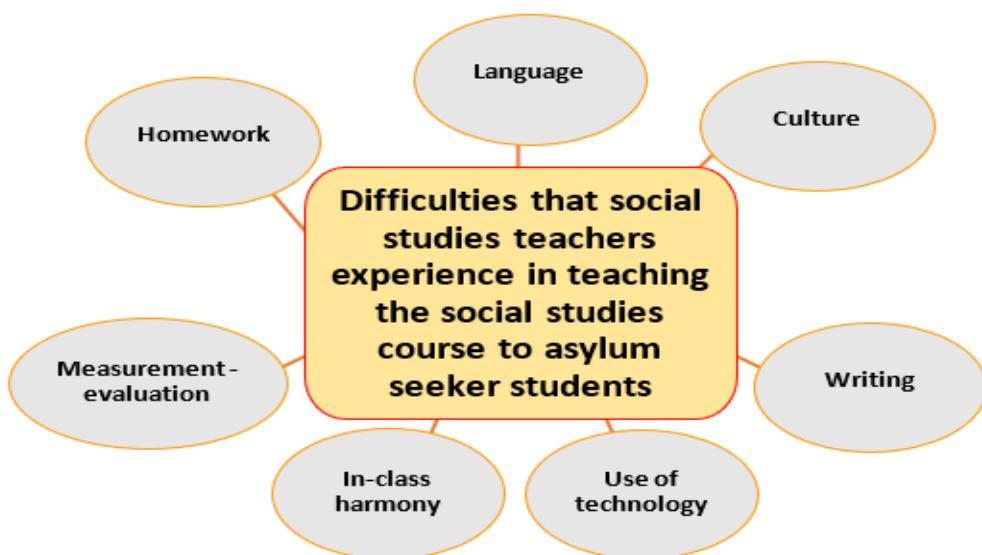
Figure 5. *Difficulties that Social Studies Teachers Experience in Teaching the Social Studies Course to Asylum Seeker Students*

As seen in Figure 5, there are seven codes under the theme of the difficulties that social studies teachers experience in teaching social studies course to asylum seeker students. These codes were language, culture, writing, use of technology, in-class harmony, measurement-evaluation, and homework. Some representative statements were as follows:

Some participants stated that they had difficulties with language. Hakan, who was working in Istanbul, said, "We have troubles. The child grew up with another language. The pronunciation is different, and the logic of the language is different. There are many metaphors in our language. The child does not understand them. Whatever needs to be said must be said directly. This makes us tired." Another participant, Ertuğrul, expressed a similar view on the subject. Ertuğrul, a teacher in Gaziantep, said, "*All of the foreigners (asylum seeker students) in our school are immigrants from Syria. They think in Arabic and speak Arabic. Turkish and Arabic are different from each other. That's why we can't convey the required message to children. There is a problem.*" Sinan, who was working in Adana, said, "*The biggest issue is the language. First, we do not get along well with children (asylum seeker students). We must make additional explanations so that they could understand what we mean. Thus, it becomes a tiring job.*"

A few participants stated that they had difficulties due to cultural differences. For example, Cemile, who was working in Hatay, used the following sentences:

''Children of these families (asylum seeker students) come from another culture. I pay much attention. Their behaviors are different from those of the local children. Even their clothing is different. A boy once came to class in a long dress. The other children were very strange. This is not something to be confused about, of course. It's a culture issue, but the difference is immediately apparent. Also, the way they speak is different. They don't talk much, though. They are shy, but they connect the subject to other topics than the course when they talk. That's why I'm struggling. It seems as if there were two separate classes within one class. It's like I'm running two separate classrooms at the same time. This makes me tired. It also tires my other colleagues. They are constantly complaining about the same situation.''

Elvira, a teacher working in Mersin, expressed that the asylum seeker students had difficulties based on their culture. Elvira said, *"The asylum seeker students come from different countries. Every country has its own culture. They created another culture here and keep that culture alive. I honestly don't know much about that culture. I'm having trouble because I don't know. I cannot predict how to communicate with the child."* Su, a teacher working in Istanbul, described her difficulties with the following statements:

''Sir, there is clearly a cultural difference. That's why quality education is not possible. Because students (asylum seeker students) think differently. For example, we talked about democracy in the social studies class, but they didn't learn it. They don't know what it means; thus, they don't understand the topic. It is necessary to describe it to the children in detail. Let me give another example. You are talking to the child about Atatürk's Principles and Revolutions. The child just stares. You are talking about Atatürk, but the child does not understand anything. The child had never heard of Atatürk before. As a result, a lot of energy needs to be spent on these children. It is a very, very difficult job."

Two teachers stated that they had difficulties getting asylum seeker children to write. One of these teachers was Meltem, who worked in Şanlıurfa. She explained that the asylum seeker students could not write with the Turkish alphabet and that the teacher had difficulties in this regard, saying, "I have the students take notes in class, but these children have difficulty writing with Latin letters.Sometimes it takes them 10 minutes to write a paragraph. That's why you need to take special care of them. This means spending extra time." Another participant, Kaya, who was working in Adana, stated that he had difficulties with the writing of the asylum seeker students. He expressed his difficulties with the following sentences: *"Asylum seeker students, you know, are used to the Arabic Alphabet. The child does not know which way to tilt his head when writing in Latin Alphabet. I must spend effort on children about writing in every lesson.''*

A few participants said that asylum seeker students were inadequate in using technology, which was a challenge for teachers. For example, Füsun, a teacher in Istanbul, said, *"As far as I understand, these children (asylum students) were not very familiar with technological devices in their own country. We are using smart boards here. We use projections. The boy is surprised. He thinks he is watching TV. It takes a long time until the child's amazement goes away."* A similar view came from the teacher Evliya, who, like Füsun, was working in Istanbul. Evliya emphasized that he faced difficulties in directing asylum seeker students to benefit from technology by saying, *"Many students have tablets. There are also asylum seeker students, but they do not know how to use tablets. Now, they have learned a little, but they bothered me a lot at first. It's not uncommon for them. That's why they can't use technology in accordance with the course."*

Some of the participants stated that they had difficulties in ensuring the harmony of the asylum seeker students in the classroom. One of the participants was Meliha, who was working in Şanlıurfa. Meliha stated:

''When migration first started, we suffered a lot. We suddenly found children (asylum seeker students) from other countries in the classroom. Many things were different. They had a different mindset than other children.

Therefore, there were often problems in the classroom. They could not get along with other children for a long time. They formed a group among themselves. In other words, I can say that asylum seeker children and other children were sitting in separate rows in the classroom. There were fights during recesses. We always had to intervene in their fights. This was of course due to the differences. I was having a hard time keeping harmony in the classroom. I'm still struggling. Because one class finishes, and a new class starts. There are new students in the new classroom. It always goes on like this.''

Another participant emphasizing the difficulties in ensuring harmony in the classroom was Ediz. He said, *"It is very difficult to adapt asylum seeker students to the classroom. They group among themselves. We do our best though. We succeed a little bit, but it takes more effort."*

A few participants stated that they had difficulties when measuring and evaluating asylum seeker children. For example, Asım, who was working in Gaziantep, expressed the reasons for having difficulties evaluating asylum seeker children by saying, "These students (asylum seeker students) do not know Turkish. They do not fully understand what they are reading. As clearly as Turkish children, they do not understand what we are saying in the classroom." He added, *"I'm confused about how to measure and evaluate these students. Shall I tolerate them or not? I don't know if it would be unfair to other children if I showed tolerance towards asylum seeker students."*

Similarly, Ertuğrul, who was working in Gaziantep, underlined the prerequisites for proper measurement and evaluation by voice, *"Now, we must speak frankly. To make a fair grading, all of the students must have equal conditions."* He talked about the difficulties he experienced in measurement and evaluation: *"I mean, at least all of the students should understand what you are saying so that they know exactly what to do. Thus, you can judge accordingly. When the students are not equal, it is not possible to make the grading correctly. This is a problem."*

Some teachers stated that they faced difficulties with homework. For example, Emre, a teacher in Hatay, stated, "Can you believe that children (asylum seeker students) don't know how to do their homework? Maybe they don't understand me well enough. But in the end, it is almost impossible to get the homework done right." Similarly, Hale, a teacher in Gaziantep, said, "I can't make students (asylum seeker students) do their homework. Even they do their homework, I realized that they did not understand me. For example, I tell them to do homework on A, and they do homework on B."

4.5. Teachers' Views on the Redesign of Social Studies Coursebooks and Curriculum within the Scope of Migration and Asylum

Most of the social studies teachers thought that social studies coursebooks and curriculum should be redesigned within the scope of migration and asylum issues. Some of the teachers believed that a new design was not needed. Two teachers did not express any views on this issue. The findings were shown in Figure 6:
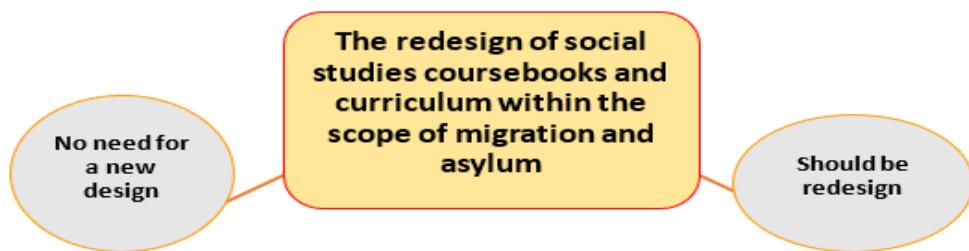
Figure 6. *Teachers' Views on the Redesign of Social Studies Coursebooks and Curriculum within the Scope of Migration and Asylum*

Regarding Figure 6, there are two codes under the theme of redesigning social studies coursebooks and curriculum within the scope of migration and asylum. While some teachers thought that the curriculum and coursebooks should be redesigned, others considered that there was no need for a new design. Some of the statements were as follows:

Most of the participants stated that the content of the social studies coursebooks and curriculum was insufficient within the scope of migration and asylum and should be revised. For example, Ahmet, who was working in Istanbul, used the following statements:

> '"Books on this subject (migration and asylum) need to be reconsidered because these topics are not explained enough in the books. Some additions need to be made. These topics need to be prepared by considering foreign students (asylum seeker students). In other words, I think that books should be re-created to explain migration to Turkish students, and to introduce Turkey to other students. Also, the curriculum should be revised accordingly. Because the curriculum has little information about this topic. It doesn't meet any needs. If we want to reach the goal of social studies, this issue definitely needs to be rethought."

Can, who was working in Hatay, used similar statements. He mentioned the inadequacy of social studies books on migration and asylum and the need to be redesigned: "The books we have are not suitable for these subjects. I'm teaching to the fifth grade. I know the books of all grades. None of them is appropriate. If they were appropriate, we wouldn't have a problem. The content on migration needs to be expanded. It should be expanded so that the objectives can be achieved." He also stated that the curriculum should be revised within the scope of migration and asylum issues: *I think it is necessary to reshape the curriculum. The program almost did not consider these issues (migration and asylum). It would be great if it was reshaped."*

Some participants stated that there was no need to change the social studies coursebooks or the curriculum. Eyüp, who was working in Gaziantep, said, *"I think there is no need to change the books or the curriculum. It depends on the teacher and the families. If teachers and immigrant families keep things tight, there is no need for anything else."* Sinan, who was working in Adana, said, *"For me, both the books and the curriculum are sufficient. Goals are clearly explained in the curriculum. Books are prepared accordingly. I think there is no need for any additions or subtractions."* Two teachers (Kaya and Ediz) stated that they did not have any idea about this issue.

Many social studies teachers believed that social studies course had an important role in teaching students about migration and asylum. Teachers also thought that the social studies course was the most important course in the social integration of the asylum seeker students. On the other hand, teachers voiced that the content on migration and asylum in social studies coursebooks and curriculum was insufficient. The study reported that the teachers encountered various difficulties while teaching the social studies to the asylum seeker students. Also, it was found that most of the teachers believed social studies coursebooks and curriculum should be reformed within the scope of migration and asylum issues.

5. Conclusion, Discussion and Recommendations

Teachers consider social studies as an important course in teaching migration and asylum issues. This confirms various studies. For example, Olkonomidoy and Gwendolyn (2010) advocate that the social studies course is effective for students and their parents to understand the issue of immigration and immigration. They state that the social studies course helps immigrants understand the difficulties they experienced. Elbih et al. (2020) report similar results. They insist that the social studies course is important in terms of understanding refugee issues. Referring to the opinions of social studies teachers and teachers of different fields, Mendenhall et al. (2015) stated social studies as one of the most effective courses for understanding refugees. In their study in which they investigated the ways of providing quality education to refugees in Kenya, Mendenhall et al. (2015) also examined effective methods and techniques to understand refugees. Christie and Sidhu (2006) determined that education is important for the adaptation of asylum seekers.

Teachers in this study consider social studies textbooks and curricula inadequate regarding migration and asylum issues. Pehlivan Yılmaz and Guenel (2021) emphasize similar findings in their document review. They share that the phenomenon of migration is not sufficiently addressed in textbooks and curricula. Monreal and McCorkle (2021), who studied social studies teachers' attitudes and beliefs about migration and the social studies curriculum, advocate enriching the content of social studies textbooks. Kotowski (2021), who examined the topic of immigration in the context of German and U.S. social studies textbooks, also warns that the books in both countries on this topic are inadequate. Bersh (2013) examined the topic of migration in books and found that social studies textbooks are inadequate on the topic of immigration, as are books from many fields.Many participants considered social studies as the main course in integrating asylum seeker students into society. This confirms various studies. For example, examining the perspectives of social studies teachers regarding

the restrictions applied in the classrooms where asylum seeker students were included during the Covid-19 outbreak McCorkle (2020) states that teachers see the social studies course as a course that contributes to the social integration of asylum seeker students. Similarly, according to Zayimoğlu Öztürk (2018), who examined the education for asylum seeker students according to the views of social studies teachers, social studies teachers consider the social studies course as an important course in ensuring the integration of asylum seeker students.

Participants complained about various difficulties while teaching the social studies course to asylum seekers. Sağlam and İlksen Kambur (2017) found that classroom teachers had difficulties in communicating with asylum seeker students. Similarly, in a study conducted Baloğlu Uğurlu and Akdovan (2019), both students and teachers experienced some difficulties during social studies teaching due to the differences that asylum seeker students have. On the other hand, in their study with social studies teachers, Cho and Reich (2008) voice that teachers experience various difficulties with asylum seeker students in terms of language, culture and values. Kuş and Önger (2020), who reported similar findings, also stated that teachers had difficulties with asylum seeker students in terms of language, culture, and adaptation.

Social studies teachers believed social studies coursebooks and curriculum should be revised following migration and asylum issues. Zayimoğlu Öztürk (2018) suggestss that immigrant students' topics should be added to social studies coursebooks. Pehlivan Yılmaz and Günel (2021) recommend that social studies coursebooks should include more content on migration. Roxas (2010) examined teachers' use of cultural scenarios in teaching asylum seekers and shared the experiences of social studies teachers and various subject teachers.

According to the present study, social studies teachers consider the social studies coursebooks and curricula insufficient on migration and asylum issues. They believe the coursebooks and curriculum should be revised. They state that social studies course has an important role in teaching students about immigration and asylum. Besides, they think that social studies course is important in the social integration of asylum seeker students. Moreover, they experience various difficulties while teaching the social studies course to asylum seeker students. Based on these findings, various suggestions have been made:

- Further research can examine the role of social studies course in teaching the subject of migration and asylum within the scope of students' and prospective teachers' opinions.
- The content related to migration and asylum can be enriched in the resources for teaching social studies.
- Statistical research can be conducted on the role of social studies course in the social integration of asylum seeker students.
- Statistical research can be conducted on the difficulties that social studies teachers experience due to asylum seeker students.
- Future research can examine how social studies teachers can overcome the challenges they experience due to asylum seeker students.
- In-service training can be given to social studies teachers to help them overcome the difficulties they experience due to asylum seeker students.
- Social studies course teaching resources can be revised regarding the social integration of asylum seeker students.
- The Higher Education Institution can add a course to the curriculum of social studies teaching departments for student teachers to learn more information about migration and asylum.

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Opinions of Parents in Rural Areas on Homework: A Case Study

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ARTICLE INFO	ABSTRACT
	One of families' roles and responsibilities for their children is participation in their education. Family participation in the educational processes of their children can sometimes be helping the children with their homework. The purpose of this study is to determine the opinions of parents living in rural areas about their children's homework.This research is a case study, one of the qualitative research designs. The data have been collected from 27 parents living in rural areas of Konya in May 2021. The data, collected through the semi-structured interview form, have been analysed using the descriptive analysis method. According to the findings, parents believe that homework reinforces learning, encourages study, and ensures that knowledge is retained.They also think that homework is useful because it increases student success in courses, and reinforces learning. While the majority of parents state that their children do not spend more time on homework than necessary, a significant number of parents are of the opposite opinion. Most of the parents stated that they check their children's homework. While some parents stated that they did not have problems with their children as far as their homework was concerned, some parents stated that they had problems with their children about the homework. According to parents, children are bored and reluctant because they do not like homework, they think it is unnecessary and excessive. Keywords: Homework, rural areas, parent opinions

1. Introduction

Families have many roles and responsibilities, including helping their children to socialize, instilling in them a variety of values, fostering the development of self-confidence, equipping them with entrepreneurial skills, engaging in a variety of activities with their children, and spending time with them (Selanik Ay & Aydodu, 2016). Families' participation in their children's educational processes is one of their roles and responsibilities toward them.As Walker, Hoover-Dempsey, Whetsel and Green (2004) stated parents often support their child's education through homework.

Parental involvement, which includes support for their children's education and experiences (Jeynes, 2007), also plays an important role in homework-related activities. Students are able to perform active learning through their homework while reinforcing their learning. The role of the family consists of activities such as providing the student with the necessary tools, guiding them when he/she needs help, ensuring that he/she does their homework regularly, and motivating them for homework (Gümüşeli, 2004). According to Epstein (2001), parental involvement in homework can be divided into several categories: parenting, communication, volunteering, learning at home, decision-making, and collaboration with the community.

Considering the literature on parental involvement in homework, family support has both positive and negative results (Cooper, 1989). Studies show that family involvement in homework promotes positive attitudes toward school and homework (Cooper, Lindsay, Nye & Greathouse, 1998) and improves teacher-

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family interaction (Epstein & Van Voorhis, 2001; Hoover-Dempsey, Battiato, Walker, Reed, DeJong & Jones, 2001), increase homework completion (Cooper, Lindsay & Nye, 2000), increases student motivation (Hizmetçi, 2007) and student achievement (Özben Gündoğan, 2006; Xu & Corno, 2006; Yılmaz, 2013).In some of the studies done on family participation in homework, there were also some negative outcomes such as a high tension between the mother and child, increased fatigue, frustration, and increased pressure on student (Cooper, Lindsay & Nye, 2000; Epstein, 1988). Kapikiran and Kiran (1999) found that there was no evidence that homework increased the academic success of primary school students.

In reviewing studies on homework, Albayrak, Yıldız, Berber, and Büyükkasap (2004) focus on determining extracurricular activities in elementary school and parents' opinions about them, Turanlı (2007) on teachers' perceptions, Öcal (2009) focuses on the role of parents and teachers, Deveci (2011) on determining the opinions of students, teachers and parents and Ok and Çalışkan (2019) on determining the opinions of teachers, students and parents about homework.Considering the literature, although studies are focusing on the views and roles of parents, teachers and students about homework, no research has been found studying the views of parents in rural areas about homework. Therefore, it is thought to be important to reveal the thoughts of parents living in rural areas about homework. People living in rural areas have fewer opportunities than those living in the downtown in many aspects such as education, transportation, and technological opportunities. It is inevitable that factors such as the family's living environment, socioeconomic and educational levels, which significantly affect the child's behaviour and school success, reflect positively or negatively on the child's education process. This study aims to find answers to the question, "What are the feelings and opinions of parents of students living in the rural area about homework?". By the results of this study, some recommendations will also be made.

2. Methodology

2.1. Research Model

This study, aiming to determine parents' opinions about homework in rural areas, is a case study designed in a qualitative research design. The case study is a research approach used to understand a complex subject in a deep, multifaceted way in the context of real life (Crowe, Creswell, Robertson, Huby, Avery & Sheikh, 2011).

2.2. Research Sample

In this study, the criterion sampling method has been adopted to determine the participants. Criterion sampling is the examination of all instances that satisfy a predetermined set of criteria. Either the researcher creates the criteria or an existing list of criteria is employed (Balcı, 2018; Marshall & Rossman, 2014). 27 parents whose children go to primary schools and living in rural areas of Konya were determined as the participants of the study. The selection of the participants was based on their volunteering, gender, educational background, and occupations. Demographic information of the parents are shown in Table 1:

Table 1. *Demographic information of the participants*

Gender		Educational Background			Occupation	
Female	Male	Primary School or Less	Secondary School or High School	Undergraduate or Postgraduate	Housewife	Other
23	4	14	10	3	22	5
Total: 27						

Most of the participants in the study are female parents. While most participants (n: 14) have primary or less education, a significant number of them (n: 10) are secondary school or high school graduates. In addition, 3 of the participants are undergraduates or post-graduates. Additionally, most of the participants are housewives.

2.3. Data Collection Tools and Procedure

"An interview is a type of oral communication. It provides in-depth information about the research topic. The interview is the most frequently used data collection method in studies in social sciences" (Yıldırım & Şimşek, 2008, p. 40). The research data were collected with a semi-structured interview form, consisting of open-ended questions, developed by the researcher. The relevant literature was reviewed during the preparation of the form, and a draft form was created. In order to ensure the internal and external validity of the data collection

tool, the interview form was sent to 4 different experts and the required corrections were made considering their suggestions (Creswell, 2013). After a pilot study on 8 parents, the interview form consisting of two parts, the demographic information part and the interview questions, got its final form. "The semi-structured interview has advantages such as ease of analysis, opportunity to express oneself to the interviewee, and providing in-depth information when necessary" (Büyüköztürk, Akgün, Karadeniz, & Demirel, 2010, p. 163). The research data were collected through the parent interview form. 27 participants filled the form between 3rd and 28th of May, 2021. For reliability, the consistency between parents' opinions was examined (Creswell, 2013).

2.4. Data Analysis

Descriptive analysis method was adopted in the analysis of the data. The descriptive analysis makes it possible to create the data according to the themes that emerge from the research questions and present them according to the questions used in the interview (Yıldırım & Şimsek, 2008). The data were analysed depending on the predetermined themes. Two different experts checked the consistency of the sub-themes for the internal reliability. As a result, the interrater agreement was determined to be 92% (Miles and Huberman, 1994). During the analysis process, a code number as (P1, P, P3…P27) was assigned to the parents. Direct quotations are also given in the research to provide in-depth information.

2.5. Ethical Considerations

This research got approval from the Social and Human Sciences Scientific Research Ethics Committee at Necmettin Erbakan University (2021/102).

3. Findings

Twenty-seven parents participated in the study, and their answers to the 15 open-ended research questions were analysed considering the created categories. Findings regarding the participant views on homework are presented in the tables below and some participant views are directly reported. Participant answers to the question, "What do you think about homework?" are shown in Table 2:

Table 2. *Parent Opinions about Homework*

Opinions	Gender		Educational Background		
	F	M	Primary school or less	Secondary school or high school	Undergraduate or post-graduate
Too much homework	P1, P8, P12, P18, P25,		P1, P12, P18, P25,	P8,	
Too little homework	P10,		P10,		
Necessary	P3, P6, P7, P8, P11, P13, P16, P17, P18, P19, P20, P23, P27,	P2, P4, P9, P22,	P3, P7, P13, P18, P23, P27,	P6, P8, P9, P11, P16, P17, P19, P20,	P22, P2, P4,
Reinforces previous learning	P6,	P2, P9,		P6, P9,	P2,
Increases success	P3,	P4,	P3,		P4,
Helpful for auxiliary exercises/repeating	P5, P21, P24, P26,		P5, P26,	P21, P24,	
No idea	P14, P15,		P14, P15,		

Considering Table 2, it is obvious that, the majority of the parents, female (f: 13) and male (f: 4), state that homework is "necessary". This opinion is valid for parents from all educational backgrounds. Some female participants (f: 5) think that "homework is too much; some think that homework is useful for extra exercises or repeating. Some participant opinions for this question are: P1 "They give too much homework. When children come from school, they start doing homework and finish it at around 10 pm", P3 "I think, homework increases success", P23 "I think, homework is beneficial for repetition."

Participant answers to the questions, "Do you help your child with his/her homework? How do you help? If you can't help, why?" are shown in Table 3:

Table 3. *Parent Opinions on Helping Children with Their Homework*

Opinions	Gender		Educational Background		
	F	M	Primary school or less	Secondary school or high school	Undergraduate or post-graduate
Yes	P1, P5, P8, P15, P17, P20, P21, P24, P25, P27,	P2, P4,	P1, P5, P15, P25, P27,	P8, P17, P20, P21, P24,	P2, P4,
No	P6, P7, P12, P13, P14, P16, P18, P19, P23,	P22,	P7, P12, P13, P14, P18, P23,	P6, P16, P19,	P22,
Partly	P3, P5, P10, P11, P26,	P9,	P3, P5, P10, P26,	P9, P11,	
I don't know enough	P1, P3, P6, P18, P19, P24,		P1, P3, P18,	P6, P19, P24,	
I teach the right one	P21,	P2,		P21,	P2,
No time left for homework from household chores	P3, P13,		P3, P13,		
I guide	P25,	P4,	P25,		P4,
With the guidance of the teacher	P5,		P5,		
Doesn't need help	P7, P23,	P22,	P7, P23,		P22,
As an ideal mother	P8,			P8,	
I can't read	P12, P14,		P12, P14,		
I think it is incomprehensible	P1, P25,		P1, P25,		

Table 3 shows that, a significant part of the parents answered (f: 10) yes, some answered no (f: 9), and some parents answered partially (f: 5) to the question about helping their children with their homework. In response to the question "How do you help?" male and female parents with secondary school and high school education indicated that they help their children with homework by guiding their children (f: 2), with the teacher's guidance (f: 1), I teach the right thing (f: 2), and being an ideal mother (f: 1).For the question "If you can't help, why?", some parents have stated that they cannot help children with their homework for reasons such as "I don't know enough (f: 6), no time left for homework from household chores (f: 2), doesn't need help (f: 2) I can't read (f: 2) and I think it is incomprehensible (f: 2). It is clear from the table that parents who state that they cannot help their children for various reasons are women with primary school or less educational backgrounds. Some participant opinions for this question are: "I do. Helping one-on-one, showing how to do it.", P6 "I can't help because I don't know enough.", P24 "I can't help, I don't want to mislead my child in his/her homework.", P26" I help as much as I can. But sometimes, there are things that I don't understand."

Participant answers to the questions "Do you think homework is helpful for your child's success at school? What kind of benefits do you think homework has?" are shown in Table 4 below.

According to Table 4, almost all of the participants (25/27) female (f:21) and male (f:4), think that homework is helpful for students. These opinions are similar according to the level of the educational background of the participants. For the question "Do you think homework is helpful for your child's success in school? "What kind of benefits do you think homework has?" Parents think that homework is reinforcement (f: 11); if there is no homework, he/she does not study (f: 4), and repeats so that it becomes permanent (f: 8). It is clear from the table that all of the male participants with an undergraduate or post-graduate educational background have positive opinions about the helpfulness of homework. Some participant opinions on this question are: P1 "No, I don't think so. Some homework may be necessary, but in general, homework is like writing down what has been learned once or 20 times in a notebook, and the child only writes. It is no different than being a clerk.", P3 "Homework is useful because my son does not study unless he has homework.", P5 "It facilitates learning and ensures memorability." P25 "I think, it makes him take responsibility."

Table 4. *Parent Opinions on the Effects of Homework on Success*

Opinions	Gender		Educational Background		
	F	M	Primary School or Less	Secondary School or High School	Undergraduate or Post-graduate
Yes	P3, P5, P6, P7, P8, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P23, P24, P25, P26,	P2, P4, P9, P22,	P3, P5, P7, P10, P12, P13, P14, P15, P18, P23, P25, P26,	P6, P8, P9, P11, P16, P17, P19, P20, P21, P24,	P22, P2, P4,
No	P1, P27,		P1, P27,		
It is reinforcement	P1, P8, P10, P11, P12, P13, P14, P20, P25,	P2, P22,	P1, P10, P12, P13, P14, P25,	P8, P11, P20,	P22, P2,
If there is no homework, he/she does not study	P3, P6, P7, P23,		P3, P7, P23,	P6,	
Repeat so that it becomes permanent	P5, P17, P18, P20, P21, P24,	P4, P9,	P5, P18,	P9, P17, P20, P21, P24,	P4,

Participant answers to the question, "Do you think the homework is appropriate for your child's level?" participant answers to this question are shown in Table 5 below:

Table 5. *Parent Opinions on the Appropriateness of Homework for the Student Level*

Opinions	Gender		Educational Background		
	F	M	Primary school or less	Secondary school or high school	Undergraduate or post-graduate
Yes	P3, P5, P6, P7, P8, P10, P13, P14, P15, P16, P17, P18, P19, P20, P21, P23, P24, P26,	P4, P9, P22,	P3, P5, P7, P10, P13, P14, P15, P18, P23, P26,	P6, P8, P9, P16, P17, P19, P20, P21, P24,	P22, P4,
No	P1, P12, P25,	P2,	P1, P12, P25,		P2
Sometimes	P11, P27,		P27,	P11,	

Table 5 shows that most female (f: 18) and male (f: 3) parents (21/27) indicate that homework is appropriate for students' level, while some female (f: 3) and male (f: 1) parents (4/27) indicate that homework is not appropriate for students' level, and some female parents (f: 2) indicate that homework is sometimes appropriate for students' level. Some opinions of the participants are: P2 "Since all the students in the class have different characteristics, sometimes homework is not suitable for the level.", P4 "Although there are exceptions, I generally see that homework is suitable for the child's level.", P27 "Some assignments exceed the child's level."Parent answers to the question "Are you having problems with your child's homework?" are shown in Table 6 below.

Table 6. *Parent Opinions on Having Problems with Their Children's Homework*

Opinions	Gender		Educational Background		
	F	M	Primary school or less	Secondary school or high school	Undergraduate or post-graduate
Yes	P1, P3, P8, P10, P12, P14, P17, P24, P25,		P1, P3, P10, P12, P14, P25,	P8, P17, P24,	
No	P5, P6, P7, P13, P15, P16, P18, P19, P20, P21, P23, P26, P27,	P2, P9, P22,	P5, P7, P13, P15, P18, P23, P26, P27,	P6, P9, P16, P19, P20, P21,	P22, P2,
Sometimes	P11,	P4,		P11,	P4,

Table 6 shows that some female parents (f: 9) have problems with their children's homework, most of the female (f: 13) and male (f: 3) parents (f: 16) have no problems, and some parents (f: 2) sometimes have problems. All of the male parents who have undergraduate or post-graduate educational backgrounds, state that they do not have any problems with their children regarding their homework. Therefore, it is clear that all parents having problems with their children due to homework are female parents with primary school or less educational background. Some participant opinions are: P1 "Yes, in some cases, so much homework is

assigned that, as far as I can see, it's nothing more than being a clerk. It is difficult to get information about some homework because they do not contribute.", P2 "We have problems, although rarely.", P24 "We have problems because he/she is bored with homework.", P26 "No, he/she knows his/her assignments."Parent answers to the question "Does your child have difficulty doing homework?" are shown in Table 7:

Table 7. *Parent Opinions on Their Children's Having Difficulties in Doing Homework*

	F	M	Primary School or less	Secondary school or high school	Undergraduate or post-graduate
Yes	P1, P6, P8, P10, P12, P14, P17, P20, P21, P24, P25,		P1, P10, P12, P14, P25,	P6, P8, P17, P20, P21, P24,	
No	P13, P15, P16, P18, P19, P23, P26, P27,	P4, P9, P22,	P13, P15, P18, P23, P26, P27,	P9, P16, P19,	P22, P4,
In some courses	P3, P5, P7, P11,	P2,	P3, P5, P7,	P11,	P2,

Table 7 shows that the children of some female parents (f: 11) have difficulties with homework, the children of some female (f: 8) and male (f: 3) parents have no difficulties with their children's homework, and the children of some female parents (f: 4) have problems with their homework and one male parent (f: 1) indicates that their children have difficulties in some courses. The majority of parents of secondary school graduates (Hauptschule and Realschule) indicate that their children have difficulties with homework. All male parents with undergraduate and post graduate educational backgrounds state that their children have no difficulties with their homework. Some participant opinions are: P1 "Yes, it is difficult", P2 "He has difficulties in math homework", P24 "He has difficulty in subjects he does not understand.", P25 "The child has a hard time when there is a lot of homework."

Parent answers to the question "How does your child feel about homework?" are shown in Table 8 below:

Table 8. *Parent Opinions on Children's Feelings towards Homework*

Opinions	Gender		Educational Background		
	F	M	Primary School or less	Secondary school or high school	Undergraduate or post-graduate
He/she gets bored and he/she doesn't like it	P1, P3, P6, P8, P11, P12, P14, P15, P16, P17, P20	P4, P9	P1, P3, P12, P14, P15,	P6, P8, P9, P11, P16, P17, P20,	P4,
He/she doesn't like the course he/she is having trouble with	P19, P24	P2		P19, P24,	P2,
He/she feels responsible to his/her teacher	P5, P20, P25		P5, P25,	P20,	
Reluctant/does not want to do as any student	P8, P11, P12, P14, P17, P21,	P4		P8, P11, P12, P14, P17, P21,	P4,
Loves/Loves a lot	P13, P18, P23, P2,	P22	P13, P18, P23, P27,		P22,
He/she thinks it's too much	P1, P6, P10, P24, P26		P1, P10, P26	P6, P24,	
He/she thinks that it is unnecessary	P7		P7		

Table 8 shows that most male and female parents state that their children find homework boring and do not like it (f: 13). Some parents also state that their children are reluctant/don't want to do it like any student (f: 7), some think it is too much (f: 5), and some don't like the course they are having trouble with (f: 3), some think that it is unnecessary (f: 1). Some parents also state that their children feel responsible for their teachers (f: 3), and they love homework (f: 5). These findings are similar considering the educational background of the parents. Some of the participants' opinions are P2 "Homework can be a problem in the course that he/she does not like. For example, he/she hesitates to do his/her math homework because he/she has difficulty in math", P5 "He/she feels responsible to his/her teacher", P8 "He/she is bored, depressed, cries, and feels it is cruelty",

P23 "He/she thinks the homework is too difficult and excessive."Parent answers to the questions "Are there any conditions in your home that prevent doing homework? If yes, what are they?" are shown in Table 9:

Table 9. *Parent Opinions on Conditions that Prevent Doing Homework*

Opinions	Gender		Educational Background		
	F	M	Primary School or less	Secondary school or high school	Undergraduate or post-graduate
There are	P1, P3, P7, P10, P13, P14, P27,		P3, P7, P10, P13, P14, P27,		
There aren't	P5, P6, P8, P11, P12, P15, P16, P17, P18, P19, P20, P21, P23, P24, P25, P26,	P2, P4, P9, P22,	P5, P12, P15, P18, P23, P25, P26,	P6, P8, P9, P11, P16, P17, P19, P20, P21, P24,	P22, P2, P4,
Phone, television	P1,		P1,		
Rural affairs	P1,		P1,		
Being an extended family/ being a Guest	P3, P7,		P3, P7,		
Lack of space	P10, P13, P14,		P10, P13, P14,		

Table 9 shows that, all of the parents who answered, "there are" are female parents (f: 7) with primary school or less educational backgrounds, and the majority (20/27) of the female (f: 16) and male (f: 4) parents answered "there aren't". The opinion of parents who state that their children are not prevented from doing their homework at home does not differ according to their educational background. Some parents state that factors such as playing with mobile phones, watching television (f: 1), rural affairs (f: 1), being an extended family/being a guest (f: 2), and lack of space (f: 3) prevent their children from doing homework. Accordingly, it was found out that all of the male participants with secondary school or high school and undergraduate or post-graduate educational backgrounds, state that there are no conditions preventing their children from doing homework at home. Some of the opinions of the participants are: P1 "Rural affairs, watching TV and playing with the cell phone distract the child", P3 "Because we are a big family, there are many guests and the child cannot concentrate on the courses", P10 "one room is not enough for my three children".
Parent answers to the questions "Does your child have chores/tasks to do at home or out of home? If so, what are they?" are shown in Table 10 below:

Table 10. *Parent Opinions about the Chores/Tasks of Children at Home or out of Home*

Opinions	Gender		Educational Background		
	F	M	Primary School or less	Secondary school or high school	Undergraduate or post-graduate
Yes	P1, P3, P5, P7, P15, P18, P21, P24, P26, P27,		P1, P3, P5, P7, P15, P18, P26, P27,	P21, P24,	
No	P6, P8, P10, P11, P12, P13, P14, P16, P17, P19, P20, P23, P25,	P2, P4, P9, P22,	P10, P12, P13, P14, P23, P25,	P6, P8, P9, P11, P16, P17, P19, P20,	P22, P2, P4,
Animal care / agriculture	P1, P3, P5, P21,		P1, P3, P5,	P21,	
Housework	P1, P5, P7, P15, P18, P21, P24, P26, P27,		P1, P5, P7, P15, P18, P26, P27,	P21, P24,	

It is clear from Table 10 above that, the majority of female (f: 13) and male (f: 4) parents (17/27) state that their children do not have any chores/tasks at home or out of home. In contrast, most of those who state that their children have after-school jobs are female parents with primary or less educational backgrounds and a few female parents with secondary or high school educational backgrounds. When we consider the parents who state that their children have tasks such as housework (f: 9) and animal care/agriculture (f: 4), it can be said that they are mostly women with primary school or less educational backgrounds. Some participant opinions are: P1 "Yes, because we live in the village, it is like feeding the chickens and grazing the cows. But they do these tasks except school days. Girls also have household chores, cooking, gardening, but they do not do them

on school days.", P3" Sometimes goes to help their father in the field.", P22 "Helps with household and gardening chores."

Parent answers to the question "Where does your child do homework?" are shown in Table 11 below:

Table 11. *Parent opinions on the environment in which children do homework*

Opinions	Gender		Educational Background		
	F	M	Primary School or less	Secondary school or high school	Undergraduate or post-graduate
Common area at home /Living room	P1, P5, P12, P13, P14, P16, P21, P25, P26,		P1, P5, P12, P13, P14, P25, P26,	P16, P21,	
In his/her own room	P6, P7, P8, P11, P15, P17, P18, P19, P20, P23, P24,	P2, P4, P9, P22,	P7, P15, P18, P23,	P6, P8, P9, P11, P17, P19, P20, P24,	P22, P2, P4,
In the children's room (more than one child)	P3, P10, P27,		P3, P10, P27,		

Table 11 shows that some of the female parents (f: 9) state that their children do their homework in the common area at home/living room, while some of the female (f: 11) and male (f: 4) parents (15/27) state that their children do their homework in their rooms, and some female parents (f: 3) state that their children do their homework in the common children's room. It has also been found that children of male parents with an undergraduate orpost-graduate educational background do their homework in their rooms. Some participant opinions are: P3 "He does it in his room, but when his elder brother studies at his table, he does it at the kitchen table.", P9 "In his room.", P14 "He has no room, he does it in the living room."

Parent answers to the question "How much time does your child spend doing homework?" are shown in Table 12 below:

Table 12. *Parent opinions on the time their children spend doing homework*

Opinions	Gender		Educational Background		
	F	M	Primary School or less	Secondary school or high school	Undergraduate or post-graduate
Less than 1 hour	P12, P15,	P2,	P12, P15,		P2,
1 to 2 hours	P3, P5, P6, P8, P13, P14, P18, P21,	P4,	P3, P5, P13, P14, P18,	P6, P8, P21,	P4,
2 to 5 hours	P10, P16, P17, P20,	P9,	P10,	P9, P16, P17, P20,	
5 hours or more	P1, P7,		P1, P7,		
It depends on homework	P11, P19, P23, P24, P25, P26, P27,	P22,	P23, P25, P26, P27,	P11, P19, P24,	P22,

According to Table 12, some female (f: 8) and male (f: 1) parents (9/27) state that their children allocate 1-2 hours daily for homework; some female (f: 4) and male (f: 7) 1) parents (5/27) state that they allocate 2-5 hours for homework, and some female (f: 7) and male (f: 1) parents (8/27) state that the time their children spend on homework varies according to the course. It is clear that those who state that their children allocate more than 5 hours (f: 2) for homework are female parents with primary school or less educational backgrounds. Parent opinions reveal that, the time children allocate for daily homework depends on the course; however, it is mostly between 1-2 hours per day. Some participant opinions are: P1 "It sometimes takes until 10 pm after school.", P4 "Average 1.5 hours.", P10 "Allocates time according to the homework.", P16 "About 2, 3 hours.", P18 "If it's a homework for a subject they don't like, they spend hours. But he/she finishes their favourite homework at school before they come home."

Parent answers to the questions "Do you check your child's homework? If yes, how?" are shown in Table 13.

Table 13. *Parent Opinions on Homework Check*

Opinions	Gender		Educational Background		
	F	M	Primary School or less	Secondary school or high school	Undergraduate or post-graduate
Yes	P1, P5, P8, P10, P11, P15, P17, P19, P20, P24, P25, P26, P27,	P2, P4, P22,	P1, P5, P10, P15, P25, P26, P27,	P8, P11, P17, P19, P20, P24,	P2, P4, P22,
No	P3, P6, P7, P12, P13, P14, P16, P18, P21, P23,		P3, P7, P12, P13, P14, P18, P21, P23,	P6, P16,	
Sometimes		P9,		P9,	
The teacher checks it	P3,		P3,		
I correct the mistakes	P5, P25,	P4,	P5, P25,		P4,
I sign and send it to the teacher	P10, P19,		P10,	P19,	

It is clear from Table 11 that most of the female (f: 13) and male (f: 3) parents (16/27) check their students' homework, some female parents (f: 10) do not check, and a male parent sometimes check his student's homework. Opinions of parents on homework checks are also similar to their educational backgrounds. The participants state that the teacher checks (f: 1), I correct the mistakes (f: 3), and some parents use the homework control mechanism by signing and sending it to the teacher (f: 2). Some participant views are: P3 "I don't check, I just ask if it's been done.", P5 "Yes, I try to correct the mistakes and make them do the correct way.", P10 "I check and sign and send it to the teacher."

Parent answers to the question "Do you cooperate with your child's teacher on the homework?" are shown in Table 14:

Table 14. *Parent opinions on cooperation with the teacher on homework*

Opinions	Gender		Educational Background		
	F	M	Primary School or less	Secondary school or high school	Undergraduate or post-graduate
Yes	P1, P5, P10, P12, P13, P14, P17, P19, P20, P21, P23, P24, P27,	P2, P4,	P1, P5, P10, P12, P13, P14, P23, P27,	P17, P19, P20, P21, P24,	P2, P4,
No	P3, P6, P7, P8, P11, P15, P16, P18, P25, P26,	P9, P22,	P3, P7, P15, P18, P25, P26,	P6, P8, P9, P11, P16,	P22,

Table 14 shows that, the majority of female (f: 13) and male (f: 2) parents answered yes, and a significant part of female (f: 10) and male (f: 2) parents did not cooperate with the teacher (12/27). Parent opinions show similarities considering their educational backgrounds. Some participant opinions are: P3 "No, I don't.", P20 "Yes, I also ask the teacher to direct.", P23 "Yes, we get help from the teacher when we get stuck.", P24 "The child's teacher just gives homework does not help at all."

4. Conclusion and Discussion

According to the study results, parents think homework is necessary for students (Hoover-Dempsey, Battiato, Walker, Reed, DeJong & Jones, 2001). In his research, Batman (2019), concluded that almost all families thought children should have homework. In Öcal's study (2009), it was concluded that homework is necessary as it develops awareness of responsibility, reinforces what has been learned and ensures the permanence of information, but the amount and level of homework is important.

According to the study results, a significant part of the parents state that they help their children do their homework. Albayrak, Yıldız, Berber and Büyükkasap, (2004) in their study, found that primary and secondary school students were mostly unable to do extracurricular activities on their own. In the study of Batman, Beidoğlu, and Köklü (2014), most of the participating students stated they needed help with their homework. Parents who partially help and do not help at all state that they could not help because they do not have enough knowledge about the homework, do not have time, and cannot read and write. In this case, teachers need to give homework, because parents cannot understand and help their children with the homework. Research and approaches related to homework also focus on how families help their children with homework,

rather than the quantity of help (Silinkas & Kikas, 2019). Therefore, the way and nature of families helping their children with homework is related with their knowledge, understanding and experience.

According to the research results, parents believe that homework is reinforcing, encourages study, ensures that what is learned is permanent and increases the student success in lessons. Cooper and Gersten (2002) also state that although homework may seem challenging to some students, it has a lot of benefits for their school success. Batman (2019) concluded in his study that homework contributes positively to children's learning by reinforcing what is learned in the course and providing better learning. Parents who participated in the study of Kukk, Rajalaaneb, Reic, and Pihtd (2015) stated that homework helps to practice, learn how to use and accurate study material, develop independent study habits and increase study discipline.

According to the research results, most parents think that homework is suitable for the level of children in general. Therefore, this result shows that teachers give homework taking students' academic development into account. However, some parents state that homework is assigned without considering the students' individual developmental characteristics, which reveals the importance of preparing homework in accordance with the level of students. On the other hand, it has been concluded that most parents think that their children are bored and reluctant while doing their homework, and the students think that homework is unnecessary and excessive. In the study by Batman (2019), it was found that children of families from Turkey experience both positive and negative emotions while doing homework children of families from Northern Cyprus experience negative emotions. There can be many reasons for children's negative feelings and thoughts about homework, such as the length of homework, its appropriateness for the student's level, its quantity, the student's interest and curiosity, the type of homework, and the level of preparedness. In the study done by Kaplan (2006), it was found that student feelings about homework vary according to the type of homework. Özer and Öcal (2013) also found that homework that does not attract students' attention and does not arouse curiosity is not found to be fun, and such homework is not usually done. As Rowell and Hong (2002) said, giving homework unsuitable for students' level in teaching activities may cause students to develop negative attitudes towards homework. As stated by Good and Brophy (2003), when giving homework, it is necessary to be realistic in terms of the length and difficulty of the homework, taking into account the student ability to work independently.

While a significant number of the parents state that they do not have any problems with their children regarding homework, some parents state that they have problems with their homework. This situation may be caused by parents' high expectations of their children's potential. However, as stated by Yenilmez (2005), especially if parents expect more performance than the child can do, it can lead to undesirable situations. To prevent this situation, parents should help the student appropriately. The fact that all parents having problems with their children regarding their homework are females with an undergraduate educational background is mostly due to the mother's interest in the children's homework and their educational background. In also Pattil's (2011) study, it was concluded that the mother helped the children most with their homework.

Most of the parents participating in the study indicate that there are no conditions that prevent students from doing their homework at home.However, some parents state that conditions such as playing with mobile phones, watching television, rural affairs, being an extended family or a guest, and lack of space prevent them from doing homework. Regarding the disadvantages of living in rural areas, Şekerci (2000) stated that children in rural areas were directed to work as a farmhand or shepherd, and Gökçek and Toker (2016) stated that children had responsibilities at home. Inevitably, such situations will negatively affect the academic development of children as they hinder their duties related to school.

On the other hand, the fact that a significant number of the parents state that their children do their homework in areas such as the common children's room, the common area of the house, or the kitchen shows that the children do not have their study area. Therefore, it is inevitable that this situation will negatively affect the student motivation to study. To provide a productive study environment for students, a separate area, if possible, to eliminate the distracting elements during homework and to ensure the silence of the environment should be created. Additionally, an environment with sufficient light, and an environment away from excess stimuli, should be provided (Rowell & Hong, 2002; Türkoğlu, İflazoğlu & Karakuş, 2007).

Some parents state that the time their children spend on homework daily varies according to the courses, some of them state that their children allocate 1-2 hours for homework, and some state that their children allocate 2-

5 hours for homework. According to the results of the study in which parents of primary school students participated, the time children allocate for homework was considerably higher than the results of the previous researches. Previous studies suggest that 10-20 minutes daily can be provided for students through second grade, 30-60 minutes daily from third through sixth grade, and slightly more time for middle and high school students (Cooper, Lindsay, Nye & Greathouse, 1998; Cooper, 2007; Northwest Regional Educational Laboratory, 2005; U.S. Department of Education, 2005).Good and Brophy (2003) state that the time allocated for homework can be 5-10 minutes per subject for 4th graders. Cooper (1989), based on the results of nine studies on the effects of homework time on academic achievement, determined that the time of 1 to 2 hours that secondary school students allocate daily for homework increases success. Still, more homework is not associated with success. In the study done by Singh, Granville, and Dika (2002), it was determined that the time spent on homework in some courses increases student success, while Cooper, Robinson, and Patall (2006) determined that there is a positive relationship between the time spent on homework and success. As stated by Good and Brophy (2003), teachers should assign homework moderately, taking the students' qualifications into account.

While some teachers want parents to check whether or not homework is done, some teachers want them to check homework and watch for errors (Amundson, 1999).Although the results of parents' checking and not checking the homework are similar, most parents state that they check their children's homework. However, some of the parents who report that they check the homework take an approach that goes beyond homework control in the form of correcting mistakes, signing, and sending. According to Brau and Weyl (2016), unnecessary helping behaviours of families, in particular, their controlling behaviours are perceived as an intervention to homework and may affect students negatively.

The teachers should get parent support as much as possible when they give homework (Yeşilyurt, 2006). While most parents state that they cooperate with the teachers regarding their children's homework, somsay that they do not cooperate with the teacher. As Lehr and Osborn (2002) put forward, parent communication with the teacher about homework puts the family's expectation on a healthier ground and improves the communication between the school and the family.

5. Recommendations

The following recommendations are based on the findings of the research. Families can participate in orientation programs at the beginning of the semester to organize their children's study environments and gain insight into how they should contribute to their homework. By holding workshops with parents, teachers, and students in attendance, parent and teacher cooperation on homework can also be increased. This research is restricted to rural parents who volunteered to take part in the study. Based on the findings of this study, additional research can be conducted with a larger and more diverse sample and participants.

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Implementation of Behavior Support Plan Introduced to Mothers: A Case Study

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ARTICLE INFO	ABSTRACT
	Upon learning that their child has a neurodevelopmental disorder, families enter a different process and can experience problems related to their child's behavior management. This study was designed in response to a request from mothers with children diagnosed with various neurodevelopmental disorders. The study used a multi-level case study, one of the qualitative research designs. A behavior support plan (BSP) was created to address the three mothers' needs concerning the negative behaviors they observed in their children. The BSP is a 12-session program based on applied behavior analysis (ABA). This program was shaped by collecting data through semi-structured interviews, field notes, and the researcher's diary before the family education. It was determined whether the program was effective by continuing to collect data through the data collection tools in the middle and end of the BSP implementation. The results of the inductive analysis revealed that BSP reduced the problem behaviors in the children and ended the punishments given by the mothers and that they felt better via this education. In general, it is recommended to train applied behavior analysts who are going to provide individual family education based on ABA, to make family education a country policy, and to increase such education provided to families both at schools and individually

1. Introduction

Autism spectrum disorder (ASD), a neurodevelopmental disorder, carries significant difficulties in social and communication skills and a limited repetitive behavior, interest, and activity pattern (American Psychiatric Association, 2013). Limited and repetitive behaviors stated in the diagnosis can cause difficulties for individuals with ASD in exhibiting adaptive behaviors, which may lead to self-harm (Steinbrenner et al., 2020). Here, it is necessary to present the effectiveness of evidence-based practices. Evidence-based practices are the most effective of these interventions for individuals with ASD (National Autism Center [NAC], 2015). Through evidence-based practices, permanent teaching can be provided for individuals with ASD, and problem behaviors can be easily overcome (Steinbrenner et al., 2020). In the latest report on evidence-based practices for individuals with ASD, it has been reported that 28 of the effective methods are based on applied behavior analysis (ABA) or include various elements of ABA (Steinbrenner et al., 2020).

Most of the interventions applied in the special education field are based on ABA strategies with the behavioral approach and related ABA-based approaches (Diken & Rutherford, 2005; Golly, Bruce & Walker, 1998; Melekoğlu, 2017). The reason is that ABA and related approaches are effective in reducing and eliminating the problem behaviors exhibited by individuals with neurodevelopmental disorders (Bekiraj et al. 2022; Carr et al., 2002; Duda et al., 2008; Gore et al., 2013; Melekoğlu et al., 2014; Melekoğlu, 2021). In the literature it is underlined that an early intervention program should be applied to individuals with problem behaviors until

the age of 10 at the latest, and appropriate behaviors should be acquired (Fox & Little, 2001; Sormont, Lewis & Beckner, 2005). Therefore, various programs have been developed and implemented aiming to prevent behavioral problems of children in this age group and to enable them to gain appropriate social skills, and their effectiveness continues to be discussed (Lewis & Sugai, 1999). In addition to these programs, there are many methods and techniques to prevent problem behaviors. These are improving academic skills, creating behavior support plan (BSP) and teaching individuals effective behavior management techniques, enabling them to gain social skills, individual behavioral interventions, and family education (Blackbourn, Patton & Trainor, 2004; Lewis & Sugai, 1999). Family education which is among the mentioned training and the evidence-based practices (Wong et al., 2015) has certain advantages. One of these advantages is that it allows generalization since the skills that are aimed to be taught to individuals with ASD and developmental delay (DD) can be taught in contexts in the natural environment (Ertürk et al., 2021; Hansen et al., 2018). Another advantage is that through family education, children with ASD and DD can learn the skill more efficiently with a natural prompt in their natural environment (Hansen et al., 2018). Also, family-centered interventions in the early period have very positive results in children with ASD and their families (Vismara, Colombi & Rogers, 2009). Besides these advantages, researchers also report positive results of family education practices. Conducted by Ertürk (2019), an ABA-centered study on family education and coaching stated that the socio-emotional development of children with DD in early childhood was provided. Duda et al. (2008) concluded that family education which includes positive behavior support (PBS) practice, which is a part of home-based ABA, reduces problem behaviors in children with ASD. Ferguson, Dounavi & Craig (2002) reported that in the ABA-based education given remotely to families that have children with ASD, the children acquired communication skills and improved in many other aspects according to the families' statements. Koagel, Stiebel & Koagel (1998) reported that family education was given to the parents of children with ASD in the preschool period to reduce sibling aggression and provided as a result of the home-based and PBS-centered study decreased the aggressive behavior of the children with ASD towards their younger sibling. Similarly, individualized multicomponent support plans based on the behavioral therapy approach are found to eliminate problem behaviors in children with neurodevelopmental disorders and various disabilities (Anofer et al., 1994; Derby et al., 1997; Dunlap et al., 2006); and they are successful in addressing problem behaviors after education (Conroy et al., 2005; Lucyshyn et al., 2002). According to the studies, behavioral approach-based ABA and PBS-oriented family education are helpful for families with children with ASD and DD, and the education plays a significant role in parent-child relations and development (Ertürk, 2018). Among the evidence-based practices, different family-centered practices based on ABA are reported (Steinbrenner et al., 2020). Also, the literature shows that the number of ASD-focused research centers or implementation centers has increased; besides, family-centered practices are included in these institutions (Barnhil, Polloway & Sumutka, 2011; Marder & deBettencourt, 2012; Scheuermann et al., 2003).

In Turkey, on the other hand, although the number of research centers has increased, no family-centered behavior support implementation which is based at home, provided by an expert, and carried out in the individuals' natural environment, has been found. This study is also important in terms of leading home-based family practices by an expert in the research centers, which are not reported much in Turkey. Moreover, the study by Erturk, Machalicek & Drew (2017) shows that family education designed for families, including practical information about challenging and self-harming behaviors, has not been provided yet and thus should be designed. Based on these explanations, there is a need for such a study. Accordingly, this study aims to provide a behavioral approach-based family education thatisplanned according to the needs of mothers with children with ASD and DD and can be applied practically. In line with this, answers were sought to the question: (i) How does the Behavior Support Plan (BSP) reflect on the behavior of mothers towards their children? (ii) How is the development of each mother regarding education? (iii) What are the similarities in the development of each mother in the education? (iv) What are the differences in the development of each mother in education?

2. Methodology

Under this heading, the research model, study group, data collection procedure and tools, data analysis, and the study's ethical dimension are explained.

2.1.ResearchModel

This study aimed to describe and explain three different situations, and presented comparatively the effectiveness of the BSP that was provided to the mothers living in three different contexts for their children. Thus, the study design is an embedded multi-level case study (Yin, 2014).

2.2. Participants

This study has two groups of participants. The first participant group is the mothers, and the second participant group is these mothers' children diagnosed with ASD and DD. Here first, it is necessary to inform about the participant selection. The study group was determined via the criterion sampling method. These criteria are: volunteering to participate in the study, having a child with DD or ASD, and the mother's acceptance of her child's diagnosis. Table 1 shows the participants' details.

Table1. *Demographic details of the participants*

	Leda	Maria	Cemile
Role in the family	Mother	Mother	Mother
Education	High School	High School	High School
Age	36	30	43
Socioeconomic	Middle	Middle	Middle
Job	Housewife	Housewife	Housewife
Diagnosis of the child	Developmental delay	ASD	ASD
Marital status	Married	Married	Married
Number of the children in the house	3	2	3

The mothers in the study are all high school graduates, housewives, and members of a middle-income family. They are all married. Two of them have three children, while the third only has two.The children of mothers have a diagnosis of ASD and DD.

Table 2. *Details of the Children with Special Needs*

	Sarven	Dimitris	Cem
Diagnosis	Developmental delay	ASD	ASD
Gender	Male	Male	Male
Age	6	6	9
School that he attends	Private kindergarten	Private kindergarten	Special education school
Support education that he receives	Rehabilitation	Rehabilitation	Rehabilitation
Number of siblings	2	1	2
Birth order	3	2	3

Another group that has the features of participating in the study and for which the intervention was carried out is children with neurodevelopmental disorders. Two children are 6 years old and one is 9 years old. Two of them continue their education in a private kindergarten and one in a special education school in a separate education environment. All of them are the youngest child and the only boy in their family. Two of them have two older sisters, one has an older sister. While Sarven's expressive language is close to those of his typically developing peers, Dimitris only says "mother". Cem, on the other hand, cannot demonstrate expressive language skills. All children have receptive language skills. All of them attend the same rehabilitation center. The children don't have any other additional diagnoses. The researcher is involved in the study as an interventionist. For four years, the researcher has been working as the education coordinator in the rehabilitation center where the children attend. She provides support education services to the participant mothers and children. She has carried out scientific studies within the scope of ABA and PBS, conducts ABA courses at the undergraduate level, and provides ABA-based education to families.

2.3. Data Collection Tools and Procedure

The data were collected in the 2019-2020 academic year. The main data collection tools were determined as field notes (FN), semi-structured interview forms, researcher's diary (RD), and personal information forms. FNs were also supported with videos. The relevant forms were sent to three experts who are doctoral graduates conducting studies on ABA, and the final versions were achieved. FNs were kept using behavioral

recording techniques. The researcher wrote the FNs in a measurable and observable way. As of 08.01.2020, the interviews were held with the participants. After all these data were put down and analyzed, the Behavior Support Plan (BSP) was developed according to the educational needs of the participants. The study firstly started with three mothers. However, a break of almost two months had to be taken due to the pandemic. During this period, one of the mothers withdrew from the study. While the BSP offered to the two mothers was continuing, Ms. Maria expressed her desire to participate in the process and be included in the BSP, and the process was started after the first interview with Ms. Maria on 08.06.2020. The BSP was completed with Ms. Cemile on 08.06.2020, Ms. Leda on 02.07.2020, and Ms. Maria on 05.08.2020. The education that had started for the mothers in the rehabilitation center continued at home after the pandemic. Thus, the researcher had the opportunity to observe these children in the home environment. The researcher provided two 45-minute sessions every week before the pandemic and two 45-minute sessions every five days after the pandemic. Table 3 shows the BSPs which was developed according to the needs of each mother and her child in this process.

Table3. *Behavior Support Plan*

Session	Subject	Content
1. Session	Content Introduction (ABA and its Basics)	The program's main features were explained to the participants and the possible results were stated. Information on ABA was given. ABA was defined and its historical backgroundwas explained.
2. Session	Identifying and recording target behaviors	Detailed information about the target behavior, how it is recorded, and what ABC recording were provided by giving examples.
3. Session	Increasing appropriate Behaviors	The advantages and disadvantages of reinforcers were explained with examples of reinforcement, positive reinforcement, and types of reinforcement.
4. Session	Increasing appropriate Behaviors	Reinforcement types and how they are used; token economy, and their usage were explained with examples.
5. Session	Reducing inappropriate behaviors	Positive ways of approaching inappropriate behaviors and forms of preventing them were explained with concrete examples.
6.Session	Reducing inappropriate behaviors	Differential reinforcement was defined, and examples of its types were given.
7. Session	Behavior reduction techniques	The concepts of extinction, cost of reaction and time out, and how they should be used were detailed. The video was played.
8. Session	Behavior reduction techniques	The concepts of correction, positive practice, and corporal punishment and how they should be used were detailed. The video was played.
9.Session	PBS	Positive Behavior Support Implementations were explained in detail with concrete examples.
10.Session	Social skills	Explanations about social skills and teaching them were made.
11.Session	Preparing a behavior change plan	Example behavior change plans were presented, and the videos were shown on how to reduce inappropriate behavior.
12.Session	Evaluation	The process was evaluated in all its details.

Table 3 shows the ABA-based BSP in detail. The program, created using the main of the ABA, was designed according to the intervention needs of each mother for her child. In order to shape it, interviews were held at the beginning, then the analyzes were immediately made, FNs and RDs were analyzed, and the program was customized and shaped according to the families' needs. In addition, another interview was conducted in the middle of the training to evaluate the process and the training was redesigned. Finally, interviews were conducted again at the end of the BSP. In ABA, each topic was adapted to the behavior of the children who were the subject of the study and was explained to the mothers using specific examples.In this way, how they will intervene in their child's behaviors in a concrete way was shown in practice in the natural environment. The researcher prepared a separate Power Point presentation for each subject and showed videos about the relevant subject. She set an example for the families when a behavior occurred during the teaching. The BSP was held in two sessions of 45 minutes each. The family education was carried out as a one-to-one presentation with the participants.

2.4. Data Analysis, Validity, and Reliability of the Study

In this study, videos were archived by first transferring them to the video observation form and then to the computer with FNs. After the interviews were recorded, they were transferred to the semi-structured interview form. Inductive analysis was used in the analysis of the interviews and FN data. Schilling's (2006) data analysis steps were followed in the analysis. The data from the personal information form were put into tables and presented in Table 1 and Table 2. The data in the RDs were colored for the themes obtained from the interviews and labeled with the appropriate theme.The study's validity and reliability were measured. As for credibility, the data was collected from different and multiple environments, expert opinion was sought, participant confirmation was made, and the data was kept. For confirmability; first reliability was made, coding and creating a coding list were done, coding reliability was conducted, themes and sub-themes were created, and they were written and organized after the data had been put down. After conducting inter-coder reliability, all FNs, visuals, and interviews were sent to two experts. For verifiability, the process specified in the data breakdown was conducted. For the study's reliability, the formula of inter-coder reliability = Agreement / (Agreement + Disagreement) x 100, defined by Miles and Huberman (1994), was utilised. Inter-coder reliability was made using the relevant formula and the mean reliability was calculated as 100%. Purposive sampling was used for transferability. The findings obtained from the interviews and FN were presented in detailed descriptions. For consistency, multiple data were collected so that the data was ensured to support each other.

2.5. Ethical

The ethics committee approval for this study was obtained from İnönü University's Committee on Scientific Research, and Publication Ethics with the decision numbered 10/07/2020_E.44338. Also, the required consent was obtained from the mothers participating in the study. The participants and their children were given code names.

3. Findings

Under this heading, the findings from the data collection tools are included. Firstly, the data obtained before the implementation was analyzed. Data from the semi-structured interviews conducted with participants before, in the middle, and at the end of the BSP are presented comparatively.

Table 4. *Findings Regarding the Interviews Before the Implementation*

Main Theme	Leda	Maria	Cemile
	Sub-Themes		
Problem behaviors	Shouting Hitting the sibling Picking his face skin	Shouting Repetitive behavior(Turning on and off the light)	Shouting during bus travels Not being able to enter into crowded places Not wanting to go to a barbershop
Approach to interfering with inappropriate behavior	Describing the correct form of behavior Punishment	Verbal warning Punishment	Giving food and drink Removal from the environment
Rewarding the appropriate behavior	Using food as a reinforcer Going for a walk	Clapping Saying "Well done!" Physical contact	Letting him listen to music
Preventive intervention approach	Describing the correct form of behavior	Understanding the behavior by observing it	Introducing him to indifferent environments Offering his favorite things (like toys, food)
Behavior management support request	A solution to problem behavior	Turning knowledge into practice	Offering concrete suggestions

The themes and sub-themes from the pre-implementation interviews with the participants are shown in Table 4. The mothers explained that their children exhibited inappropriate behaviors,and described their approaches to intervene in inappropriate behavior. The mothers talked about how they rewarded their children's

appropriate behavior and about their preventive intervention approaches. Regarding the behavior problem in her child, Ms. Maria made the following statement: "*But right now, he shouts a lot, you know, when he wants something, he shouts. Other than that, nothing too extreme happens. But Dimitris has, you know, he has obsessions. One obsession ends, and another begins.*" In the video, the researcher stated in the rehabilitation environment: "*Dimitris is studying with his teacher. His teacher says something (there is an observation window, the speeches are not understood, only behaviors are visible). Dimitris is doing what the teacher is saying. It seems that his teacher said, "well done"… the lesson has lasted about 20 minutes, and Dimitris has done everything the teacher has said.*" Also, the researcher stated in the RD that she did not encounter any behavioral problems of Dimistris in the rehabilitation environment. However, Ms. Leda's statement during the interviews regarding that her child shouts was reflected in the FN. In the FN, with the statement "*..Sarven opened the door. I said hello.. and went inside. Sarven shouted for 1-1.5 minutes. At that time, I started talking to Ms. Leda…*" It was reported that one of Sarven's behavioral problems was shouting.The mothers mentioned their practices regarding the approach of interfering with inappropriate behavior. On this subject, Ms. Maria said, "*I'm trying him to obtain a behavior, but when I do, for example, he poops, and when he poops, I get angry with him, so, for example, I say, "Dimitris, no! Don't poop!" I raise my index finger...*"and expressed that she gave verbal warnings, and Ms. Leda said: "*When there is a guest, he acts very badly and mischievously, lies on the floor, claps his arms, he does it out of joy, but I don't want him to do it, frankly, I try to stop him and he shouts then... I don't want him to shout. I tell him that, my dear, this is not proper...*" and stated that she described the correct form of behavior. The participants also stated to use these methods as a preventive intervention approach. It was observed that this intervention by Ms. Leda was often reflected in the RD. The participant mothers also described the way of rewarding the appropriate behavior. Ms. Maria said, "*I appreciate him, teacher. He knows for sure that what he does is a very good thing, which I appreciate in every way, I show him I become very happy. He smiles at them. For example, you know, we clap our hands in a way that he understands our joy, we say well done, and I sit next to him. For example, I take him on my knees or on my lap. I do such, I sit on the sofa and tell him to sit next to me.*" She stated that she established physical intimacy with him. The researcher reflected her general views on her interviews with Ms. Cemile and Ms. Leda in her diary as follows: "*… At the end of the two interviews, the sincere interviews with the mothers and their justified demands on behavior management were remarkable. The mothers again observed their children correctly and did their best, and we have been together for over three years, and they do their best…*" The researcher evaluated the process by interviewing again in the middle of the behavior management education she gave to the mothers. The findings from the data obtained in the interim interview are shown in Table 5 below.

Table 5. *Findings Regarding the Interviews During the Implementation*

		Leda	Maria	Cemile
Main Themes	Sub-Themes			
Approach to interfering with problem behaviors		Ignoring Taking a break	Ignoring Avoiding the punishment	Continuing the previous methods
Rewarding the appropriate behavior		Saying "Well done!" Clapping	Giving food as a reinforcer	Giving food as a reinforcer
Changed behavior		Being more patient	Beginning to have a positive outlook on the environment Being happy Self-confidence change Shouting	No change
Decreased problem behavior		Shouting Picking his face skin	Decrease in obsessive behavior	No behavior change
Eliminated undesirable behavior			Being able to pee and poop independently	
ABA method		Explaining behavioral consequences Ignoring	Learning to reward Learning to ignore Focus on behavior Avoiding punishment	Learning to reward Avoiding punishment
PBS method		Using positive language	Using positive language	Using positive language
Views on the education		Satisfaction	Satisfaction	Not being able to apply the suggestions

Ms. Cemile, one of the mothers, explained that she did not benefit from the education she received during the education process and that she cosuld not implement the approach of interfering with inappropriate behavior in this process according to ABA: "*I mean, because we do not have one-to-one communication, we could not do anything about what you told, I mean, we could not reinforce it. After all, it is the information you have given, and it made more sense for me to proceed with the things I know for the child.*" The researcher reflected this to the RD as follows: "*Actually, the mother made this statement, but I have been supporting Ms.Cemile for a long time. I sent volunteer students. Cem was also very pleased, he stated that there was a little progress, I was happy. However, when the pandemic started, the students could not go. In general, she is an exhausted mother and her only expectation is that her child can speak, but there is nothing to be done; unfortunately, it is too late. She is a desperate mother and I will continue to do my best. I hope my support helps.*"

Ms. Leda, one of the mothers, stated that she added to her way of rewarding the appropriate behavior regarding the education with the following words: "*When he exhibits a right behavior, I say good job, my dear, we clap hands altogether, very smart Sarven, well done Sarven, we wanted this too. Sarven does what we want him to do, more or less, like this you know.*" Ms. Leda also gave information about the problem behavior that decreased in her child after the BSP. This was also reflected in the researcher's observations: "*We were playing games. His mother said,"Let's stop playing, we'll have tea". Sarven inhaled deeply and grimaced. His mother entered the room this time. He acted as if he was picking at his flesh. We took a step back and turned the other direction.. When we were not interested, he gave up*". This was reflected in the RD as follows: "*He is a very smart child, tried to get us to do what he wanted by pretending to pick his face skin, threatened, but couldn't do it when we ignored it. It hurts him when he picks his face skin. He is aware of it and realized that it didn't work, when we ignored. I think we've completed one more step in giving up☺.*"

The mothers also commented on their own changes in the process, and Mrs. Mary said that she applies what she has learned not only in managing her son's behavior, but also in communicating with other family members, in the following words: "*So when you do something, the smallest thing. You know, leading directly to the result. So I tried it on my daughter tooI even tried it on my husband, so I've started to look around in a different way.*" Ms. Maria also related her experiences with teaching toilet skills, describing it as an unpleasant behavior that vanished, and the following consequence of ABA: "*When I took him in a week or so ago, he was doing it.. My goal was for him to do it by himself anyway. I mean, I was focused on it. He goes by himself, turns on the light, and closes the door. He's at that stage right now. He turns on the light, he goes, he does. He pulls on his pants. He flushes. Then he somehow closes the door, turns off the light, and leaves. That was my aim. I've reached my goal about peeing now, teacher*".

Ms. Maria also gave information about the ABA and PBS approaches that she used. Ms. Maria explained how she ended her son's obsessive behavior of "turning on and off the lights" by using the method of ignoring which is among the ABA techniques, with the following words: "*We used to always say Dimitris, do not do it, turn the light off. That is, how important it is to ignore it, that you can actually get results when you have a little patience. I learned that I could not get any results when we behave the other way. So,with your method, I really observed the result, I did it, we continued step by step. It may have taken a while, but we are still very satisfied.*" Regarding how she used the PBS approaches she was taught during the education in the home, she stated, "*I used to verbally tell my child things like don't do it. I've definitely stopped doing it now... To the child, look, if you do this, this will happen ummm… instead, let's do this ummm... let me give you chocolate, you know, always in a positive way, not to pose a threat to the child, but I can define it as saying or acting positively, in a way that the child can understand.*"

In general, the high satisfaction of the researcher and Ms. Maria reflected on the RD as follows: "*I observed a change in Ms. Maria in particular. She was obviously extremely satisfied with the education I provided, and she achieved results. Through this education, she understood better why we do what we do. I'm happy. It's nice to support mothers.*"

Lastly, the third and last interview was held after the family education given to the mothers was finalized. The data analysis of the interview is shown in Table 6.

Table 6. *Findings Regarding The Interviews at the end of the Implementation*

		Leda	Maria	Cemile
Main Theme	**Sub-theme**			
Approach to interfering with problem behaviors	Ignoring Rewarding the appropriate behavior		Ignoring	Describing the correct form of behavior
Rewarding the appropriate behavior	Going go to a shopping center Going outside		Hugging Physical intimacy	Kissing Using social reinforcer
Changed behavior	Shouting		Positive outlook Approaching calmly	I am happier
Decreased problem behavior	Throwing things Harming his face Being stubborn		Obsessive behavior Shouting	Not peeing/pooping in the toilet
ABA method	Ignoring		Ignoring	Rewarding
PBS method	Using positive language		Using positive language	Using positive language
Behavior management support request			Teaching how to wash hands	Receiving continuous consultancy support
Family Education output	Starting to reward		Teaching how to use toilets Positive behavior support	Starting to reward Avoiding punishment Teaching how to use toilets Realizing that he behaves correctly
Views on the education			Satisfaction	

The interviews were held for the last time for the mothers to evaluate their education. Ms. Leda, one of the mothers said: "*I mean, not pushing Sarven… by telling him that what he does is bad…Sarven is clever, we believe in him once again, sometimes by rewarding him. We got through it that way, so there is not much left, but it can happen sometimes.*"and shared the PBS and ABA approaches she used in general and explained that almost all of the behaviors which she observed in his child disappeared.

Ms. Cemile also gave the information about the approaches to interfering with inappropriate behavior and the way to reward the appropriate behavior in the education as follows: "*For example, do not pee here and there… I mean, do not do it inside the house, etc. you used to get angry and use violence, any way, you would not stop and used to make him scared, kinda. But over time, trying to explain this to him in a state of bewilderment as if it was a very bad thing: 'Is it okay doing this, it's such a shame' or something like that, then, when you take him to the toilet one by one after that, for example, when he pees in the toilet, shouting with great joy, 'Oh,welldone!Cempeed here, in the toilet' or something, which attracts the child's attention, of course.*" The researcher noted this in her diary: "*Although the mother does not state it during the interviews, we know that Cemurinates everywhere at home. By applying the methods in the ABA, the mother eliminated this behavior.*" Ms. Maria also explained how she intervened and eliminated the inappropriate behavior, with these words: "*I waited patiently for a while, like 7 days, 8 days, 9 days, for a week or so. I did a little, a little thing. He's slowly getting better now. Otherwise, it would increase, he would never stop, he would shout. I'm still doing the same thing now and then when he shouts. In other words, it is as if he calms down immediately when no one reacts, but I don't react much anymore, so when I know how he will act when no one reacts, the child does not prolong problematic behavior either. I think the determination of the mother is very important in this matter. May Allah bless you for supporting me.*" Ms. Leda, one of the mothers, said, "*For example, he used to hit on the doors, he stopped doing it a lot, now the shouting has decreased a lot, there are always other things, but there was a face picking, for example, you said that you can reduce it with an award, we reduced that a lot. So it had a positive impact.*" *She* explained the decreasing problem behavior during the education given to her.

4. Conclusion and Discussion

The development of individuals is affected by heredity and the environment. The literature states that the development of individuals is mainly influenced by environmental factors (Aydın, 2014; Senemoğlu, 2005). In this sense, when the environment that a child is affected is put in an order from near to far, this goes as family, living environment, school environment, region, country, and world. Among these, the family and school environment has the most effective role in the learning and development of the child (Melekoğlu, 2017). Thus, the family must direct a child's development, especially the development of a child with special needs, in the early period. Considering the findings of this study, it is understood that the families' acceptance of their child's diagnosis contributes positively to the process, that during the education, the new information was increasingly functionally used in the family and it even has positively reflected in their lives, and that they also reported their developments positively. At this point, the fact that education always profits in every way, as stated by the theories of education economics, can be said to emerge again.

Difficulty in adapting to the social environment, self-harm, and difficulties in communication skills are common expressions emphasized in the definition of problem behavior in the literature. Thus, when these problem behaviors are observed in individuals, an appropriate intervention program should be implemented to reduce the identified problem behavior and gain appropriate behaviors (Melekoğlu et al., 2014). Looking at the RD, the mothers requested education from the researcheras the expert. Researchers emphasize the importance of cooperation and communication between service providers and caregivers to improve the existing situation, as well as providing individual care to individuals with ASD (Douglas, Jensen & West, 2022; Jensen et al., 2020; Morris et al., 2019; Quivan, 2020; Zwaigenbaum et al., 2016). Therefore, when the findings were examined comparatively, it was revealed that the families' demands about their children are justified and that the progress which they demand is very easy when they cooperate with an expert.

It is observed that problem behaviors are exhibited differently in different developmental stages of children. They don't act differently every time, and if the problem behavior(s) they showed at a young age isn't met with an appropriate and early intervention to get rid of it, these problem behaviors continue and change depending on the environment they are in and the attitudes and actions of the people around them (Cole & Morgan, 2001; Stormant et al., 2008). In other words, the preschool period is important and critical. In this period, providing sufficient opportunities and a rich, stimulating environment gained importance in exhibiting appropriate behaviors (Kaya et al., 2021). Also, studies mention the importance of family involvement in early intervention programs (Kauffman, 1999; Ramey & Ramey, 1998). In this study, the families also received education for their children diagnosed with ASD and DD to prevent problem behaviors that they could not overcome by specifying their educational needs before the age of 10, which is stated to the critical age in the studies (Fox & Little, 2001, Sormont, Lewis & Beckner, 2005). Looking at the results, it is clear that they have achieved positive results. The website RD states that the researcher continued to interview families despite the study's termination.The mothers also reported that the problem behaviors which they had stated in their children were completely terminated. This study once again revealed that family education in the early childhood period is crucial, which is stated in the literature.

During the interviews with the mothers before starting the family education, the mothers generally stated that they punished and used punitive language. As a result of the interviews and observations during the family education, it was revealed that the families stopped using punishment, generally used the practice of ignoring, and started to exhibit their behavior management skills based on PBS practices and rewards. Ms. Leda expressed that they punished her child while she also stated that the child harmed his face. In this study, she stated that throughtheBSPforher child, this behavior disappeared over time and they stopped using punishment; and this was also reflected in the FNs. Ms. Maria made a similar statement. Studies report that functional communication training involving families in the early period regarding self-harming behavior of individuals with ASD is effective and preventive (Fahmie, Iwata & Mead, 2016; Luczynski& Hanley, 2013). In addition, it is revealed that this behavior has disappeared in the ABA-based implementation conducted for individuals with ASD and DD (Erturk, Machalicek& Drew, 2017). Researchers state that it is important to educate service providers that work in the early period regarding the evaluation of practices in self-harm (Erturk, Machalicek & Drew, 2017). In this study, the professional who received education and provided education on ABA intervened in the early period and ensured that this behavior was eliminated quickly. In general, self-harming behavior is actually associated with punishment. With BSP, which is presented

comprehensively and systematically in the early period, mothers can overcome even serious behavior such as self-harm. At this point, the importance of reaching a professional, emphasized by Erturk, Machalicek & Drew (2017), becomes evident once again.

The BSP presented to mothers based on their children's needs was offered individually to each child, and as the results of the study showed, problematic behaviors decreased and partially disappeared, and the mothers indicated that they were happier because of the positive changes in their children.While the mothers expressed that some of the practices which they did were correct, they also stated that they would continue their practices more consciously. However, since face-to-face education was given to two mothers at the beginning of the process, the process continued face-to-face. In contrast, a mother was given completely online education due to the pandemic. When all these family education were compared with each other, it was revealed that the mother who reported satisfaction and made rapid progress most frequently was the mother who received the online education. At this point, it is understood that online education was economical in all aspects, and faster feedback was received. Similar results are also expressed in the study by Ferguson, Dounavi & Craig (2022). After the pandemic, virtual education has entered our lives. In this process, it can be said that online and individual family education can be more effective as long as the participants are willing. Also, this study was carried out in a city where access to education for special education is difficult. Thus, it can also be considered an evidence-based study conducted in rural areas, since it was carried out in a place where it is difficult to find a professional special education specialist and access sustainable education. Therefore, this study presents online services to families with special needs children and to facilitate access to education as a solution for families living in rural areas.

In sum, it was revealed that behavioral approach-based BSP having ABA-based contents is effective both face-to-face and online. It can be said that the main reason for the success of BSP is that the mothers accepted the diagnosis of their children and volunteered to participate in this education. The second important point is that the researcher teaches on ABA and PBS at the undergraduate level and contributes to the development of children with neurodevelopmental disorders by making implementations based on ABA for many years. In addition, the researcher provides services as the education coordinator in the rehabilitation center where the children in this study attend and has known the participants for a long time. In this study, it was stated that ABA was again effective in changing the behavior of children with neurodevelopmental disorders, quite good results were obtained from all the education, especially the online education, the mothers stopped the punishment-based practices. They started to apply the ABA techniques more consciously by understanding the reasons,they tried to change their behavior based on rewards by adopting PBS approach and using a positive and constructive language. At the end of all these, they felt better and approached more positively to their children with a diagnosis and everyone around them. As a result, this qualitative study also reported the effectiveness of family education, which is an evidence-based practice.

As a result, ABA is a science that aims to change behaviors, gain appropriate behaviors, and reduce and eliminate undesirable behaviors by regulating behavior and environmental stimuli. In evidence-based practices for individuals with ASD, many different methods are used to achieve these aims (NAC, 2015; Odom & Connie, 2015; Tekin-İftar, 2014; Steinbrenner et al., 2020). It has recently been reported that different family-focused techniques based on ABA are effective in many areas, especially problem behaviors, in individuals with ASD, particularly in early childhood (Steinbrenner et al., 2020). In this study, the natural environments in which the children live were rearranged, practical examples were presented to the families, and the problem behaviors were prevented and eliminated. Thus, through this study thata family practice based on ABA was performed, the results of evidence-based practices have again proven effective.

5. Recommendations

The dimensions from the study results were revealed with the data obtained differently from different data sources, especially observations and interviews, via the qualitative research method. At this point, the family education program's effectiveness can be examined using single-subject studies or experimental studies and standard measurement tools. The effectiveness of implementations such as ABA and PBS-based behavior change-focused programs for family members, family education, coaching, and mentoring can be experimentally examined in comparison.This study was conducted with the participants who received service from a university's research center. Considering the study results and the international reports, increasing

university research center-oriented family education programs is recommended.This study also suggests that experts should carry out studies in cooperation with the families in the natural environment of individuals with ASD.

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Investigation of the Reflections of the Pandemic Process on Early Childhood Education by Taking the Opinions of Teachers and Parents

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ARTICLE INFO	ABSTRACT
	The COVID-19 pandemic, which continues to be effective today, disrupted our daily lives in many areas and caused some changes. Along with the pandemic process, social life, daily activities and working life, as well as education and training life, were also affected and many countries have switched from face to face education to distance education. In our country, early childhood education started face to face in the 2020-2021 academic year, but online education has been started since the middle of the fall semester. Even though face to face education started in the second semester, parents who did not want to send had a claim not to send their children to school even if they are registered. In this study, it is aimed to present the reflections of the pandemic process on early childhood education, its reflections on teachers and parents, and its effects on the developmental areas of children in this period, in comparison with the views of teachers and parents. The case study, which is one of the qualitative research methods, has been used in the research. The study group of the research consists of 11 parents and six teachers. Demographic information form and interview questions have been used as data collection tools in the research. The obtained data had been analyzed by content analysis method. As a result of the research, it has been determined that the pandemic process affects early childhood education in many ways, affects all developmental areas of children, and teachers and parents are most affected psychologically and socially in this process. The findings have been discussed in the light of the relevant literature.

1. Introduction

1.1. Early Childhood Education

Children are individuals who dream, explore, are creative, curious, and need to satisfy their curiosity. Children whose basic needs are satisfied and their curiosities are happy, and their pre-school education plays an essential role in ensuring this happiness (Topaç et al., 2012). The early childhood period, which forms the basis of the child's life, is an essential process in which the learning capacity is the highest, and cognitive, social, and basic skills are developed and shaped the fastest. Development is interrelated and parallel (Köksal et al., 2016). Since children accumulate their lives by superimposing them during this period, their success in establishing a relationship between their lives depends on their maturation and good upbringing (Can Yaşar & Aral 2010). The age range of early childhood differs between sources. While the National Association for the Education of Young Children (NAEYC) is 0-8 years old, this range is 0-6 years old according to the Ministry of National Education. For this reason, the age range of early childhood education will be given as 0-6 years in this article. "Early childhood education" is defined as "all kinds of educational activities that enable the

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development of children between the ages of 0–6 and are carried out in a systematic and planned manner, for most parents, where their children share responsibilities with a non-family member for the first time, and where parents encounter experiences they have never had before" (Gullo & Hughes, 2011; Konca, 2020; Topaç et al., 2012). Early childhood education aims to support the mental, physical, social, and emotional development of children and to enable them to acquire good habits, create a common growing area for children from unfavorable environmental and family conditions, and prepare them for primary school (Milli Eğitim Kanunu, 2013). Early childhood education has a critical effect on personality development, gaining fundamental knowledge and skills, and supporting language development (Gönen et al., 2014). In this period, the child's receiving a quality education increases his desire to learn and gains the ability to adapt to life (Pianta et al., 2009). In addition, the child's readiness for school, forming the basis of academic life, providing self-control, and developing attention skills are also provided by the education in this period (Currie, 2001; Gerson & Pellitteri, 2018). In the study conducted by Dennis and Kelemen (2009), it was concluded that when children in early childhood receive appropriate education, they develop strategies to regulate their emotions and express their negative feelings more easily. Another study concluded that the time spent in early childhood education positively affects future reading skills, provides equal opportunities for disadvantaged children, and increases the active participation of parents in the education process (Cebolla Boada et al., 2017). Considering the long-term advantages, it has been discovered that individuals with early childhood education receive less special education services, have fewer grade repetitions, and graduate from higher education levels (McCoy et al., 2017). Early childhood education in Turkey is optional and continues until basic education starts but in the XI of the Presidency of the Republic of Turkey. In accordance with the Development Plan, the age of 5 will be included in the scope of compulsory education in early childhood education, and alternative early childhood education models will be developed concurrently (Özsırkıntı et al., 2014; TR Presidency of Strategy and Budget, 2019).Continuing education in a continuous manner has an essential place in the development of children and in adapting to the school environment. Still, there are problems in continuing education in cases where children's health will be affected due to extreme events such as some diseases, epidemics, and disasters. The recent Covid-19 outbreak is an epidemic that causes face-to-face education to be stopped suddenly in all educational institutions in the country and affects the continuity of education (İnci Kuzu, 2020). Although face-to-face education has started from the 2021-2022 academic year, this start has been within specific rules. Therefore, it is possible to think that the reflections of the pandemic on education continue.

1.2. Children, Parents, and Teachers During the Pandemic Process

The activities of early childhood education teachers for distance education studies were carried out through EBA and various sharing sites, and the children's participation in distance education and the follow-up of the activities to be implemented were carried out by the parents in the home environment (Akkaş Baysal et al., 2020). Although teachers, parents, and children actively use digital technology and the internet in their daily lives, the sudden shift of the educational environment to the digital environment has led to some problems (Şenol & Can Yaşar, 2020). Due to the epidemic, changes in children's daily routines affected their motor, mental, social, and spiritual development (Tarkoçin et al., 2020). Some children participated in distance education as well as those who could not (Gülay Ogelman et al., 2021). Education applied in the digital environment has revealed the state of anxiety in parents, especially parents who have children in early childhood perceive the transition from face-to-face education to digital education as a complex and problematic process (Miulescu, 2020).

Not only children and parents but also teachers were affected by this process. The educational work of teachers who switched to distance education of a sudden change has undergone a radical change (Marshall et al., 2020). It has been a new and challenging process for early childhood education teachers to interact and communicate in an out-of-class environment in ways suitable for children's development and make teaching practices with online tools by using technology correctly (Fantozzi, 2021; Giannakopulou, 2021). Even under these problematic conditions, teachers and parents sought ways to ensure children's access to a meaningful educational environment while providing a sense of normalcy (Office for Civil Rights Office of Special Education and Rehabilitative Services, 2020).

1.3. Purpose of the Research and Research Questions

When the literature is examined, it is seen that many studies have been conducted on the Covid-19 outbreak. When these studies are categorized, there are reviews (Çaykuş & Mutlu Çaykuş, 2020), compilation and synthesis (Durmuşoğlu Saltalı, 2021) of studies on the early childhood education of the Covid-19 epidemic and its reflections on children in this period. In the qualitative evaluation of the Covid-19 process from the parent's perspective, the behavioral and psychological changes of children in early childhood are discussed, mother-child relationships are examined, and the perspectives of parents on playing games at home (Ok et al., 2021; Tarkocin et al., 2020) as well as quantitative studies (Di Giorgio et al., 2020). Along with these studies, studies with early childhood teachers (Foti, 2020; Gülay Ogelman et al., 2021) and a phenomenological study in which pre-school children reflect on the Covid-19 epidemic in their drawings (Duran, 2021) draw attention. However, a limited number of studies (Yıldırım, 2021) examining the reflections of the Covid-19 pandemic on early childhood education in Turkey by taking teacher and parent opinions were found. Child-teacher-parent cooperation has a very important place in early childhood education. In this study, examining the experiences of parents and teachers during the pandemic process increases the significance of the study.From this point of view, it aims to present the reflections of the pandemic process compared to the views of teachers and parents in this study. For this purpose, it is aimed to find answers to the following research questions.

- What are the reflections of the pandemic process on children?

- What are the reflections of the pandemic process on teachers and parents?

- What are the reflections of the pandemic process on early childhood education practices?

2. Method

2.1. Research Model

A case study, one of the qualitative research methods, was used in this study. A case study is defined as "a qualitative approach in which the researcher collects detailed and in-depth information about real life, a current limited system or multiple constrained systems in a certain period, and presents a situation description or themes of the situation" (Creswell & Poth, 2019).

2.2. Working group

The study group of this research consists of six early childhood education teachers and 11 parents. Maximum diversity sampling, one of the purposive sampling methods, was used to determine the participants participating in the research. The purpose of maximum variation sampling is to create a small sample group that is homogeneous within itself according to the problem at hand and to reveal the different dimensions of the similar difficulties experienced by the individuals in this group to the greatest extent possible (Büyükoztürk et al., 2020).In this study, maximum diversity sampling was chosen to reveal teachers' opinions in schools and parents in the distance education process to deal with the reflections of the pandemic process on pre-school education, child, teacher, and parents in different dimensions. In this study, maximum diversity sampling was chosen to reveal teachers' opinions in schools and parents in the distance education process to deal with the reflections of the pandemic process on pre-school education, child, teacher, and parents in different dimensions. Demographic information of parents and teachers is given in Table 1 and Table 2.

Table 1. *Demographic Characteristics of the Parents in the Study Group of the Research*

	Gender	Age	Educational Status	Job
P1	Female	25	Primary school	Housewife
P2	Female	39	University	Desinator
P3	Female	39	University	Worker
P4	Female	36	Elementary school	Housewife
P5	Female	31	High school	Housewife
P6	Female	33	Elementary school	Housewife
P7	Female	37	Elementary school	Housewife
P8	Female	29	University	Teacher
P9	Female	35	University	Teacher
P10	Female	29	Elementary school	Housewife
P11	Female	33	Elementary school	Housewife

When Table 1 is examined, all the parents participating in the research are women. The ages of the participants vary between 25 and 39. When the educational status is examined, the number of parents who graduated from secondary school is in the majority. Most of the participants are housewives by profession. All of the children of the parents participating in the research participated in the distance education activities carried out during the pandemic process using the EBA application over the internet. Most parents participating in the research stated that distance education studies were always applied at home.

Table 2. *Demographic Characteristics of the Teachers in the Study Group of the Research*

	Gender	Age	Educational Status	Professional seniority	Number of children
T1	Woman	34	Bachelor	5-10 years	1-10
T2	Woman	29	Bachelor	5-10 years	11-20
T3	Woman	35	Bachelor	11-15 years	11-20
T4	Woman	32	Bachelor	5-10 years	11-20
T5	Woman	34	Bachelor	11-15 years	11-20
T6	Woman	41	Bachelor	11-15 years	11-20

When Table 2 is examined, all teachers participating in the research are women. The ages of the participants vary between 29 and 41. All teachers participating in the research have undergraduate degrees and their professional seniority years vary between 5 and 15 years. While five of the teachers participating in the research did not receive any training on distance education, one teacher stated that he received training on Web 2 tools and EBA and Zoom platform. All the teachers participating in the research conducted distance education studies during the pandemic and mostly used Zoom and EBA applications as tools.

2.3. Data Collection Tools

The interview technique, one of the most frequently used qualitative research methods, was used to collect data from pre-school teachers and parents. A demographic information form was used to get general information from teachers and parents, and an interview form was used to share their knowledge about the pandemic process. The relevant field was scanned before the interview form was prepared, and open-ended questions were prepared. After the questions were designed and developed, a pilot application was made by taking expert opinions, and the questions were finalized.

Demographic Information Form: In this form, there are questions about gender, age, educational status, occupation, participation of their child in distance education, the application tools used to follow the lessons in distance education, the level of application of distance education studies at home, the level of proficiency of distance education studies conducted during the pandemic process.. In the demographic information form of pre-school teachers, gender, age, educational status, professional seniority, the number of children in their classes, and a few questions about distance education were included.

Interview Form: In the interview form, semi-structured questions were included in which parents and teachers could explain their views on the reflections of the pandemic process on pre-school education, children receiving pre-school education, parents, and teachers. After the interview questions were prepared, they were sent to three field experts and were finalized after the experts' feedback. In line with the opinions of a field expert, one more question was added to the teacher form, and the form was given its final form.

2.4. Data Collection Process

Data were collected from April 2020 to May 2020. Due to the pandemic process we are in; it has been decided that it would be healthier to conduct the interviews online. The interviews with the teachers were done via Google Forms, and phone calls at predetermined times did the interviews with the parents.

2.5. Analysis of Data

Content analysis technique was used to analyze the data obtained in the research. Content analysis combines similar data within the framework of certain concepts and themes and explains them in a way that the reader can understand (Karataş, 2015). The data gathered from the interviews with the participants were placed in a folder, a Word file was created for each record, and the parents were labeled as P.1, P.2, P.3,., and the teachers as T.1, T.2, T.3.After all the interviews were written down, the data of two randomly determined parents and a teacher were verified by taking expert opinion. After the transcription process was completed, the analysis

process was started. The findings were read many times during the analysis process, and themes and codes were created based on the research questions. The themes created were checked by the expert and a consensus was reached. While specifying the citations, codes were given to the participants based on the privacy policy for each participant. The themes and codes created were re-examined with expert opinion, and the consensus was reached by discussing the points of disagreement. The themes and codes were finalized, arrangements were made and the findings were interpreted.

2.6. Ethical

Permission for this research was obtained from the Social and Human Sciences Ethics Committee of Ondokuz Mayıs University (Decision Number: 2021/299). Before the interviews and forms were sent, the voluntary participation form was sent to the parents and teachers, who were asked to sign it. Verbal consent was obtained from the parents who could not submit the form before the interviews.

2.7. Validity and Reliability of the Research

External Validity of the Research: To ensure external validity in this study, the raw data obtained are explained with direct quotations and detailed descriptions.

Internal Validity of the Research: In this study, expert review was applied to ensure internal validity, and participant confirmation was provided after the obtained data were transcribed.

Reliability of the Research: The reliability of qualitative research is ensured by the same result when the measurement tool is used more than once (Yağar & Dökme, 2018). To ensure consistency in this study, the same interview questions were asked to all participants and they were recorded. In addition, the data were analyzed and evaluated by a subject matter expert, which increased the study's credibility.

3.Findings

3.1.Parent and Teacher Views on the Reflections of the Pandemic Process on the Development of Children

According to parents and early childhood educators who have children in early childhood, their views on the reflection of the pandemic process on children are shared in Figure 1.
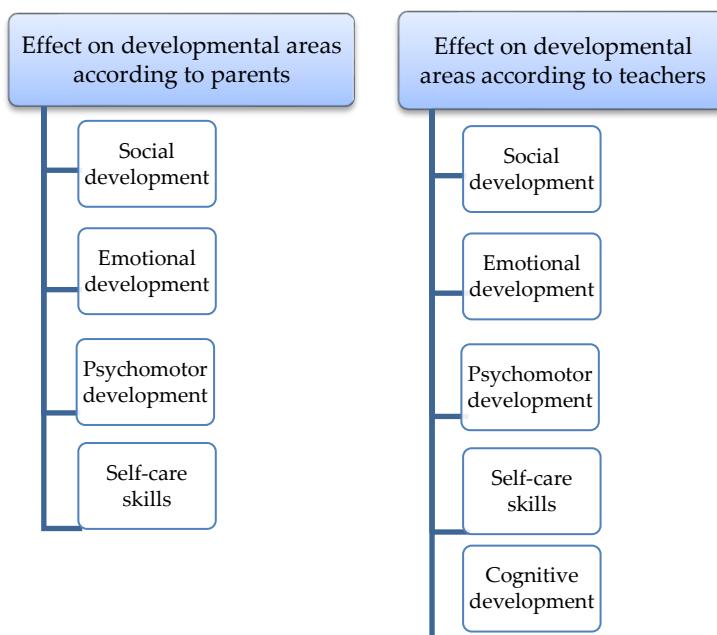
Figure 1. *The effect of the Pandemic Process on the Developmental Areas of Preschool Children*

3.1.1. Social Development: According to parents and teachers, the pandemic process negatively impacted the social development of children in the areas of "peer relations", "inability to socialize", and "missing the school environment". In addition, teachers reported that children's ability to "follow the rules," "communicate," and "express themselves" was negatively impacted. Below are examples of opinions on this subject:

"For example, while my son can still meet with his kindergarten friends and his bond of friendship is strong with them, that bond of friendship could not be formed in my daughter. Friendship relations were affected both because they were separated into groups and could not share (P.8)."

"Staying at home increased their longing for school, I observed that students had difficulties obeying the rules and communicating (T.4)."

"...all of their relationships, especially as friendships, and the way they establish relationships have changed.. (T.5)."

3.1.2. Emotional Development: In the field of emotional development, parents report that their children are "bored," have "an increase in anxiety-stress level," and exhibit negative emotions such as "sadness" and "angry-irritability," whereas teachers report that children are more "introverted," They reported emotions such as "anger" and "boredom," as well as a "increase in anxiety-stress levels." Below are examples of opinions on this subject:*"It affected her a lot emotionally, her anxiety increased due to the illness, she was now worried when she saw someone without a mask... She became more irritable in her behavior in the first periods when she went to the school when there were no prohibitions, she was a calmer child in a friendly environment, but she became more and more irritable (P.7)."*

"In this process, children were most affected by their social and emotional development… Children became more introverted (T.4)."

3.1.3. Psychomotor Development: In the field of motor development, parents and teachers reported that as a result of this process, children's "play and movement" skills were severely limited, and their need to "play" increased. The following are examples of opinions on this subject:

"Because the children couldn't move freely, they had a hard time playing games (P.10)."

"Children's feeling of restraint affected their motor skills and caused them to remain inactive (T.6)."

3.1.4. Self-Care Skills: In terms of self-care skills, one parent stated that their child was "aware" of the situation, while a teacher stated that his "cleaning skills" had increased. These viewpoints are explained in detail below:

"Children are slowly starting to accept this situation, even if it is difficult (P.2)."

"Self-care skills have improved with the increasing importance given to cleanliness (T.2)."

3.1.5 Cognitive Development: In the field of cognitive development, while the parents did not express any opinions, the teachers reported that the children were unwilling to "participate in the lesson" and "do the activities" and that there was an increase in "technology addiction" among the children. The following are examples of opinions on this subject:

"Besides, it has been observed that they generally do not want to do the activities and do not prefer to participate (T.1)."

"As the process took longer, staying at home negatively affected them; they did not even want to attend the live lessons. As time passed, the tendency towards electronic devices at home increased (T.3)."

3.2. Parent and Teacher Views on the Reflections of the Pandemic Process on the Parent and Teachers

The reflections of the pandemic process on teachers and parents were examined under the headings of "communication skills" and "effects on teachers and parents".

3.2.1. Effects on Communication Between Parents and Teachers: The views on parent-teacher communication during the pandemic process are shown in Figure 2.
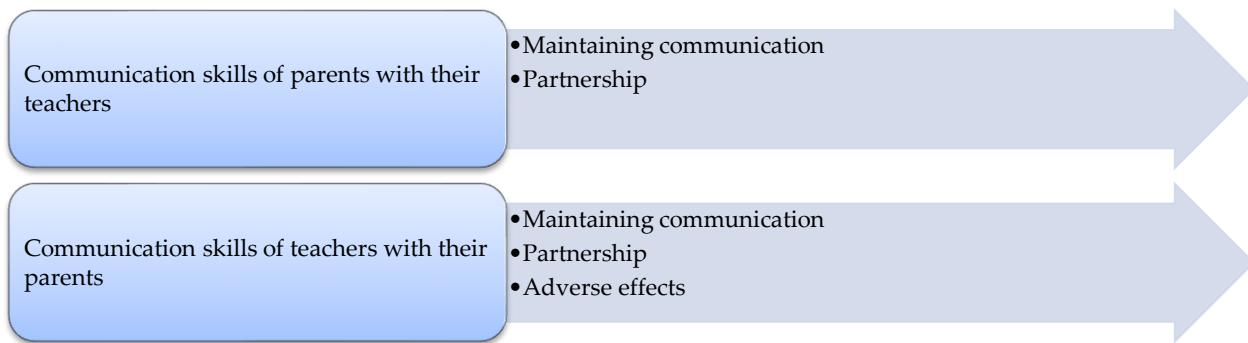
Figure 2. *Parent-Teacher Communication Skills during the Pandemic Process*

When examining Figure 2, the themes of "maintaining communication" and "cooperation" were used to analyze parents' communication skills with their children's teachers. Under the themes "maintaining communication", "cooperation", and "negative effects", the communication skills of teachers with their students' parents were analyzed.All the parents participating in the study stated that they "did not have any problems" in communication skills with their teachers during the pandemic process. While talking about maintaining the communication with their teachers, the parents expressed positive opinions by explaining that "interviews are made" and their communication is even "stronger". In contrast, in terms of cooperation, their teachers are "supportive", act "interested," and provide "guidance" when they have difficulties. Examples of opinions on this subject are as follows:

> "We had no problems; our communication with our teacher became even stronger. In pre-school, the teacher-parent relationship starts more intensely, which is even more intense. We talked about the children's lessons every day, which increased even more (P.8)".

> "We did not have any problems with our teacher during this process, only our communication continued not face-to-face, but over the phone or by being seen in live lessons. I do not think I have any problems regarding teacher-parent communication (P.11)."

The teachers who participated in the research, while talking about their communication skills with their parents, stated that they ensured the continuity of communication by making "phone" and "group conversations", that they cooperated in "planning and implementation of activities" and received "parental support" in this process. Examples of opinions on this subject are given below:

> "I was in more contact with the parents. We certainly exchanged ideas at the collective meetings at the end of each week. (T.1)."

> "This process has allowed us to strengthen our relations and support each other. Returning to the given homework and the supportive feedback I gave to those returns pushed them to work harder (T.3)."

3.2.2. Effect on Preschool Teachers and Parents: The findings obtained as a result of the opinions about the effect of the pandemic process on pre-school teachers and parents are shown in Figure 3.
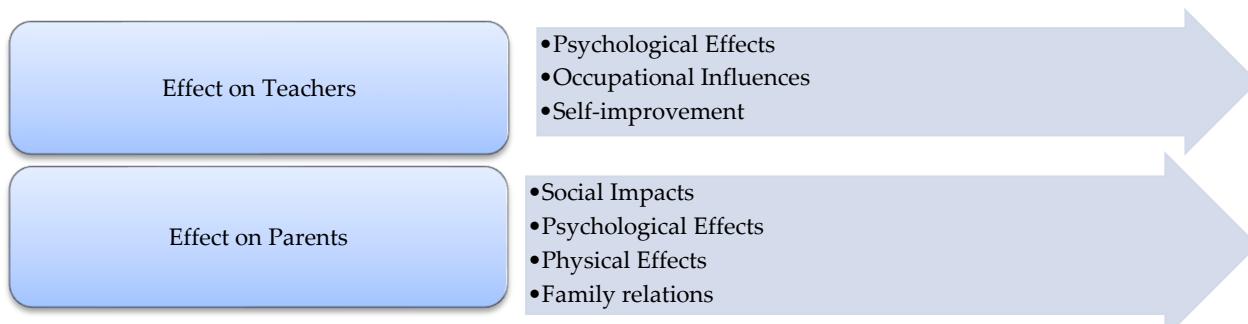

Figure 2. *The Effect of the Pandemic Process on Preschool Teachers and Parents*

Under the headings "psychological effects," "professional effects," and "personal development," opinions on the impact of the pandemic process on pre-school teachers were analyzed.

Teachers are participating in the study; they reported being the most psychologically affected by the pandemic. They explained that this process was "exhausting and challenging" for them, that their "anxiety-stress" levels rose, and that they were "agitated" due to the "uncertainties" they encountered. Below are examples of opinions on this subject:

"This process has caused me stress and anxiety, the prolongation of the process and the opening and closing of the schools have caused uncertainty, and sometimes it has caused uneasiness about how to behave and what to do, it has negatively affected the pandemic process in every aspect (T.6)."

The teachers who participated in the study stated that there were "mistakes" in the implementation of the program regarding the professional effects of the pandemic process, that adequate "communication" with the children was not established, and that more time was allocated for "informing the parents."The opinions on this matter are as follows:

"I started spending more time on the process of planning events. In addition, there were problems with everyone's sharing about the events covering the whole day during the day. Since most of the parents do not know how to manage this process regarding their children, additional information and guidance were given on this issue (T.1)."

Some teachers who participated in the research mentioned the positive effects of the pandemic process in terms of personal development. According to these teachers, the pandemic process had positive results in terms of "turning the crisis into an opportunity," "improving themselves," and "using technology better." Sample opinions on this subject are explained below:

"I can say that there has been an increase in the ability to solve quickly and faster during this pandemic. Using the computer more actively was another effect (T.5)."

Opinions on the effect of the pandemic process on parents were examined under the headings of "social effects," "psychological effects," "physical effects," and "family relations."

Parents who participated in the study stated that they were most affected socially in this process. In this process, they indicated that they had to "shut down at home," had "disruptions in their daily routines", could not make "friends-relative visits," and therefore had "communication" limitations. Examples of opinions on this subject are as follows:

"*Because you are a housewife, you cannot go anywhere. In other words, we were going to a grandmother, an uncle to an uncle, they were also banned, you can't go anywhere. It left such a feeling of closure (P.1)."*

"Now we can say that friendship relations are over, that is, we talk on the phones, and the things we will talk about are limited on the phone (P.2)."

When parents talk about psychological effects, They stated that their level of "anxiety" increased, and they experienced some emotional problems such as "depression," "irritability," "fear-panic." Sample opinions on this subject are explained below:

"There were occasional depressions psychologically, but now we are used to this situation (P.5)."

"It was difficult for us, it is not easy, of course, where he goes to school, where he teaches at home, we also had a challenging time. You can't take the children for a walk; she was worried if she went somewhere if she would get a virus (P.10)."

While talking about the physical effects, the parents mentioned that they had some "health problems" during this process, that it was "tiring" for them and that they had difficulty in keeping physical "distance." Examples of opinions on this subject are as follows:

"Social distance is a situation that makes people uncomfortable now; we must maintain social distance. The most important thing that affected me was I had Covid in September. At that time, my position at home with my children was terrible. These were the worst negative consequences for me, being locked in a small room and unable to touch the children, not putting them to sleep, and not being able to read fairy tales (P.3)."

When parents discuss the impact of the pandemic on their family relationships, they indicate that there have been no issues with "communication" during this time, that their "exchanges" have increased, that they are

more "supportive" of one another, and that they have a greater understanding of "values."Sample views on this issue are explained below:

"After going through such a process, she becomes even more connected, she realizes that being a family is a very good thing and its value (P.3).

"Our relations became more frequent because we were always at home, so we organized activities that we would do, so I can say that our communication became stronger (P.8)."

When parents talk about the effect of the pandemic process on family relations; negatively, they stated that they had to stay "distance" in the same house during this process, that they had difficulties in the "crisis management" point in the house, and that "tensions" occurred. Examples of opinions on this subject are as follows:

"There were occasional tensions, despite the fact that we were confined to a house due to illness. My wife is returning from work, and my daughter wants to embrace her father, but she cannot (P.7)."

3.3. Parent and Teacher Views on the Reflections of the Pandemic Process on Early Childhood Education

The reflections of the pandemic process on early childhood education were examined under the headings of "reflections on education" and "reflections on the child".
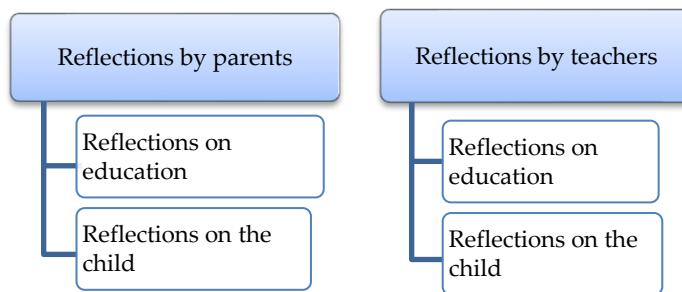
Figure 4. *Parent and Teacher Views on the Reflections of the Pandemic Process on Early Childhood Education*

3.3.1. Reflections on Education: When examining the perspectives of teachers and parents, it was found that the pandemic process had a negative impact on pre-school education, as all teachers and the majority of parents stated. While the teachers indicated they had a negative impact on the "lack of school environment," "implementation of the program," and "learning through play," the parents voiced their opinions regarding their children's "absence from the school environment," "decreased teacher-child interaction," and "inadequacy of distance education." They've asserted. Below are examples of opinions on this subject:

"I think that the pandemic process negatively affects pre-school education. Because I think that children learn more effectively when they are in the school environment (T.3)."

"I can say that this epidemic has affected education the most, so the teachers did their best, but face-to-face and distance education are very different. In other words, it had negative effects in terms of education, he could not get together with his teachers and friends (P.3)."

Some of the parents stated that the pandemic process did not affect pre-school education academically. Examples of statements on this subject are given below:

"In terms of education, it wasn't much different, nothing much different. Maybe if he was a little big, he could be bored, but I entertained him in between because he was small. It did not have much of an impact on us in terms of education (P.10)."

3.3.2. Reflections on the Child: When the effect of the pandemic process on pre-school education is examined in terms of children; The teachers participating in the research stated that the children were restricted within the framework of "social distance", that they were adversely affected in terms of "socialization skills", "interaction" and "friendship relations", and that their use of technology increased in this process. Parents, similar to teachers, expressed their opinions that their children's "socialization" skills decreased, "technology addiction increased," and "they did not want to do their homework". Examples of opinions on this subject are given below:

"Socialization skills have been negatively affected by many reasons, such as the lack of active games that allow them to discharge their energies, and the increase in the use of more television and telephone (T.1)."

"…she doesn't want to do homework now, she doesn't look at her books at all, she watches TV, and looks at the phone (P.1)."

4. Discussion, Conclusion and Recommendations

With the help of teachers and parents, the impact of the pandemic process on the development of pre-school children was evaluated.After examining the opinions of teachers and parents, it was determined that the pandemic affected children's developmental areas. In the field of social development, teachers and parents concur that children's peer relationships are most impacted by staying at home; they are unable to socialize and miss the school environment. In addition, the opinions of teachers revealed that children were negatively affected in terms of rule-following, communication, and self-expression. When the opinions of teachers and parents in the field of emotional development were examined, it was determined that the children were bored during this process, their anxiety and stress levels increased, and they experienced negative emotions such as sadness, anger, and introversion. Aykuş and Mutlu aykuş (2020) note that during the pandemic process, children may experience emotions such as anxiety, anger, sadness, fear, and guilt, and may express these emotions in various ways. When the findings obtained from parents and teachers in the field of motor development were evaluated, it was concluded that the pandemic process limited children's play and movement skills, and children's desire to play increased. In the study conducted by Yıldırım (2021), it was stated that the pandemic negatively affected children's psychomotor skills and they needed to play.

In the field of self-care skills, it was concluded that children were positively affected in terms of being aware of the disease and paying more attention to their cleanliness during the pandemic process. This research is similar to that conducted by Tarkoçin et al., (2020) in that children are aware of the disease and there is an increase in the frequency with which they wash their hands following the pandemic.It was noted that only teachers gave their opinions in the field of cognitive development. Examining these opinions led to the conclusion that some children were reluctant to participate in the lesson and activities during the pandemic. According to the research conducted by Yıldırım (2021), the pandemic negatively impacted the cognitive development of children.When the pandemic process's effects on teacher-parent communication were evaluated, it was determined that parents did not encounter any negative communication situations with their children's teachers, that continuous meetings were held to maintain communication, that teachers were interested in assisting parents, and that cooperation was provided with guidance and direction. Akkaş Baysal et al. (2020) found in the study they conducted with parents that teachers supported them in this process and kept in touch with the interviews, which supports the findings of this study. In the study conducted by Mart and Kesicioğlu (2020), the fact that parents applied to the teacher when they needed it and stated that the teachers guided them with the information they provided is in line with the results obtained in this research

When the teachers' opinions were examined, it was concluded that cooperation was achieved by taking parental support at the point of planning and implementing activities in which communication is maintained by telephone and group calls. In addition, it is another remarkable result that teachers have problems in communication with some parents, and that there are negative effects of misunderstandings due to home visits and inability to make face-to-face meetings. In the study conducted by Sak, Şahin Sak & Nas (2020), the finding that teachers experience communication-related problems in terms of limited communication and lack of face-to-face communication is similar to this research.

When the reflections of the pandemic process on teachers and parents were examined, it was concluded that teachers were affected by psychological, personal development, professional and social aspects, and parents were affected in terms of social, psychological, physical and family relations. It was seen that the teachers were most affected by the pandemic process from a psychological point of view, and these effects increased their anxiety levels because it was a tiring and difficult process, and they were uneasy due to the uncertainty they experienced. After looking at how the pandemic affected the teachers' jobs, it was found that they had trouble in the classroom, spent more time planning activities, couldn't talk to their students enough, and had to spend more time telling their parents about what was going on.In the study conducted by Demir and Kale (2020), it was determined that teachers had similar problems in lesson planning and inadequate communication with children. Some teachers evaluated the pandemic process positively in the field of personal development. When

the findings were examined, it was concluded that the teachers evaluated the pandemic process to turn the crisis into an opportunity, improve themselves, and use technology better.

It has been determined that parents are most affected socially in this process, their social relations are affected because they have to stay at home, their daily routines have changed, and they have limitations in communication because they cannot visit friends and relatives. The result of a study by Yıldırım (2021) that parents' daily routines have changed greatly and they have difficulty adapting to the new order supports this finding. When examining how parents are psychologically affected by the pandemic process; It was concluded that their anxiety levels increased and they experienced emotional problems such as depression, irritability, fear-panic. Tuzcuoğlu et al. (2021) also obtained similar results in their study that parents experienced anxiety, worry and fear. When the physical effects of the pandemic process on parents are examined, it was concluded that they were very tired physically, had some health problems and had difficulty keeping physical distance. When the effect of the pandemic process of the parents on the family relations is examined; It was concluded that they did not have any problems in terms of communication, their sharing increased, they supported each other more, and they were positively affected by the fact that they valued more. Negative effects have been identified as parents having to keep their distance even at home, have difficulties managing the family's crisis, and sometimes tensions arise. Aral et al. (2020) stated in their research that there may be conflicts within the family during the pandemic process. Psychological effects such as anxiety, fear, and social phobia may occur due to uncertainty.

When the reflections of the pandemic process on pre-school education were evaluated in terms of education, teachers and parents reported similar views on the lack of school environment. In the study conducted by Demir Öztürk et al. (2020), parents stated that their children miss the school environment. In addition, when the teachers' opinions were examined, it was concluded that the education was incomplete in terms of the implementation of the program and the method of learning through play, which is the basis of pre-school education. In the crisis environment created by the pandemic, children need to be together with their friends and play games with them (Çaykuş & Mutlu Çaykuş, 2020). When parental views are considered, it is concluded that the pandemic process reduces teacher-child interaction and distance education is inadequate compared to face-to-face education. As a result of the research conducted by Yıldırım (2021), it was found that the pandemic process of parents reduced teacher-child interaction and face-to-face education was negatively affected.

When evaluating the effects of the pandemic process on pre-school education in terms of children, it can be said that children's socialization skills are most affected.In this process, the decrease in interaction, the increase in technology addiction and the reluctance of children to do homework are among the other results achieved. Similarly, in the study conducted by Dong et al. (2020), it was concluded that children lack social interaction and technology addiction increases.

As a result of this study, which examined the effects of the pandemic on children, parents, educators, and early childhood education, parents and teachers reported that their children's social, emotional, and motor development had been negatively impacted. It has been determined that the effects of the pandemic process on parents include social effects, psychological effects, physical effects, and family relationships, whereas the effects on teachers include psychological effects, professional effects, and personal development. Finally, it has been determined that reflections on early childhood education have two distinct effects on education and children.

- As a result of the research, it has been determined that children, teachers and parents experience negative emotions in many ways. In this regard, support should be obtained from school guidance services, and environments should be created where children can express their feelings easily. In addition, the Ministry of Health should carry out psychological support studies for parents and teachers.
- Preschool education is an area in which socialization and learning through play are effective. In light of the fact that children lag behind in their socialization skills and cannot spend sufficient time with their peers, schools should plan play-based social activities within the scope of necessary precautions.

- Since it is unknown how long the pandemic process and its effects will last, teachers and parents should receive in-service training for distance education studies, and they should develop their technology use skills.

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How to Enhance Occupational Health and Safety Practices in Schools: An Analysis Through the Eyes of School Principals

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ARTICLE INFO	ABSTRACT
	School principals are responsible for occupational health and safety (OHS) issues that may arise, and they play a critical role in ensuring that health and safety procedures in schools.The purpose of this study is to determine how occupational health and safety practices in schools can be improved with reference to the views of school principals. Twenty-one principals from kindergarten, primary, secondary and high schools participated in this qualitative research. The research data were collected via official documents and semi-structured interviews. Document and content analyses were utilized to examine the data. At the end of the research, the findings show that the OHS activities for school administrations are listed under the following headings: 'Occupational health and safety services', 'training and information, 'emergency drills', 'projects and activities, 'chemical waste and zero waste project', 'audit, guidance and supervision activities', 'health observation', 'precautions, measurements, safety and periodic checks', 'notifications', and 'OHS module'. The expectations of school administrations from senior management for the development of OHS practices address budget/financial support; directing the solutions to the school; the appointment of an OHS specialist, health and security personnel; more training, seminars, audit and technical support; cooperation among institutions. However, school administrators are expected to properly follow work and operations, assess risks and take action, and use school sources or apply for funds. The research results reveal important insights to achieve high standards of school health and safety by concluding with implications for successful school leadership, and recommendations for practice and research. Keywords: Occupational health and safety, practices, school, school principal

1. Introduction

Occupational health and safety (OHS) has become more important for governments and organizations as OHS threats, and their negative consequences increase in workplaces. As a matter of fact, more specialists responsible for occupational health and safety have been employed in the OECD, ILO, and other government institutions (Burke, 2019). Occupational health and safety practices have four pillars internationally: the Universal Declaration of Human Rights (1948), the World Health Organization (WHO), the EU European Commission Agency for Occupational Health and Safety (OSHA) and the International Labour Organization (ILO) (Saygun, 2019). ILO defines occupational health and safety as "the discipline dealing with the prevention of work-related injuries and diseases as well as the protection and promotion of the health of workers," and OHS aims to improve working conditions and the environment through its practices (ILO, 1998, p. 22). Thus, occupational health and safety is linked to all industries, businesses and trade, including traditional manufacturing centres, information technology companies, healthcare, nursing homes, schools, and universities (Hughes & Ferrett, 2016).

Following the initiatives started in 1865 within the scope of OHS in Turkey, the OHS regulatory provisions, which were part of the Labor Law No. 4857 dated 2003, separated as the Occupational Health and Safety Law

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No. 6331 with European Union procedures (Kök Sevdalı, 2019). It has organized duties and responsibilities in this regard with this law issued in 2012. Besides, it is aimed to ensure occupational health and safety by giving specific roles to employers, employees, and governments (Erol, 2015). The projections of these regulations have been reflected in the schools. Besides the responsibilities specified in the law, the health and safety measures detailed by various regulations and circulars (Ministry of National Education-MEB 2014/16 Occupational Health and Safety Circular) must be implemented by all educational administrators according to the type of school (Bülbül, 2016).

The concepts of safety and health are an integral part of the education system, and the fact that most of the population has a direct or indirect relationship with the education sector increases public interest in this field (Kandemir & Argon, 2020). Today, the safety of schools has been questioned by researchers, administrators, teachers, students, and parents because it is impossible to talk about health education in an unsafe environment (Memduhoğlu & Taşdan, 2007). To ensure effective teaching, students and employees need to feel safe in the teaching environment. Effective learning and teaching are challenging to carry out in educational settings, where school stakeholders do not consider themselves safe. Every student needs to feel safe in every part of the school, as they do at home. Schools' administrative practices and established rules must aim to provide a healthy and safe environment (Turhan & Turan, 2012).

Occupational health in educational institutions can be defined as ensuring the physical, psychological, and social wellbeing of students, teachers, and other employees in the school by preventing risk factors that may adversely affect their health. On the other hand, occupational safety can be expressed as systematic and scientific studies that try to avoid dangerous situations for students, teachers, and other employees in the school without any accidents (Kök Sevdalı, 2019). Occupational health and safety in schools is an issue that affects all individuals associated with the school, including students, teachers, administrators, personnel, parents, and other visitors (OHS in schools, 2017). According to the Occupational Health and Safety Hazard Classes Communiqué (2012), some levels of education (preschool, primary, general secondary school, and university) are classified as "less hazardous," while technical and vocational secondary school (excluding disability education), technical and vocational secondary school (excluding disability education), and apprenticeship education are classified as "hazardous."Occupational health and safety in schools is a critical area of study, given the events that occur even in schools classified as 'less dangerous', concerning the written and visual media reports (Turhan & Turan, 2012), recent and possible future pandemic conditions.

Recent studies within the scope of OHS in schools can be listed as follows: School safety and violence through research and clinical understandings, trends, and improvement strategies (Cohen, 2021); monitoring and improving the health and wellbeing of school administrators (Riley et al., 2021); the development of disaster preparedness and safety school model (Widowati et al., 2021); the importance of incident reporting systems (Boucaut & Knobben, 2020); school safety in terms of occupational safety practices of human resources management (Kandemir & Argon, 2020); reopening schools in the context of Covid-19 (Melnick & Darling-Hammond, 2020); the work of school leaders during the Covid 19 pandemic (Pollock, 2020); basic occupational health and safety in a provincial directorate of national education (Van & Koç, 2020); safety culture among university students (Gong, 2019; Olcay et al., 2021); occupational health and safety practices of school administrators and the problems that they face (Kök Sevdalı, 2019); consideration of risk factors and warning signs, determination of concerns, follow-up practices and monitoring (Louvar Reeves & Brock, 2018); building schools' readiness to implement a comprehensive approach to school safety (Kingston et al., 2018); role of principals, teachers, and supervisors in OHS training (Andersson, et al., 2015); occupational health and safety education, problems and solution suggestions (Ceylan, 2012); safety in secondary education institutions (Turhan & Turan, 2012); the development of school safety research (Astor et al., 2010); OHS trainings in schools (Stokes & Cuervo, 2009). The literature review shows that there is very limited research examining the views of school principals about improving occupational health and safety practices in schools by uncovering the expectations of school administrations and senior (upper) management. However, school principals are at the center of the responsibilities regarding all kinds of health and safety problems that may occur in schools. Therefore, efforts to realize these expectations can promote occupational health and safety in schools.

This study aims to determine how occupational health and safety practices can be developed effectively in schools based on the views of school principals. To achieve this, the research reveals the OHS practices planned and conducted in schools, as well as school principals' views on expectations of school administrations and

senior management to make schools healthier and safer. The selection of the school principals participating in the study from different kindergarten, primary, secondary, and high school levels is crucial in giving a more comprehensive knowledge of OHS practices in schools. In addition, the researcher's experience as a school administrator responsible for OHS in the school contributes to the study's findings.Thus, this study can contribute to policymakers and practitioners on how to conduct occupational health and safety practices more effectively in schools. The study addresses the following questions:

- What kind of practices regarding occupational health and safety are planned and conducted in schools?
- What are the expectations of school administrations and senior management to improve OHS practices in schools?

2. Methodology

2.1.Research Model

A basic interpretive qualitative research design (Merriam, 2002) was used in this study. This design enables to represent the OHS practices in schools, and to access the thoughts and perspectives of the school principals on how to provide more effective occupational health and safety practices in schools. Therefore, the research focuses on improving these practices in schools by defining the expectations of school administrators and the expectations of senior management from them. The efforts to realize these expectations can significantly contribute to school health and safety.

2.2. Participants

The study group of the research consists of 21 school principals working in kindergartens, primary schools, secondary schools, and high schools in Nilüfer, Osmangazi, and Yıldırım districts of Bursa province in 2021. Maximum variation sampling was used to determine the study group of the research. Thus, it is aimed to reveal comprehensive data about OHS in schools. Research participants were randomly selected, and those who volunteered to participate were included in the study. Information about the participants of the study is presented in Table 1.

Table 1. *Demographic Information Regarding School Principals*

Code	Gender	School type	The total number of students	Administrative seniority (year)
P1	Male	High school	101-500	6-10
P2	Male	Primary school	101-500	6-10
P3	Female	Secondary school	1001-1500	6-10
P4	Male	Secondary school	101-500	6-10
P5	Male	Primary school	1-50	6-10
P6	Male	Secondary school	101-500	1-5
P7	Male	Primary school	501-1000	11-15
P8	Male	Secondary school	1001-1500	16-20
P9	Male	Secondary school	1501-1700	21 and above
P10	Male	High school	501-1000	6-10
P11	Male	Primary school	1001-1500	6-10
P12	Male	High school	501-1000	1-5
P13	Male	High school	501-1000	11-15
P14	Male	High school	101-500	1-5
P15	Male	Secondary school	101-500	1-5
P16	Female	Secondary school	501-1000	1-5
P17	Female	Kindergarten	51-100	6-10
P18	Female	High school	501-1000	11-15
P19	Male	Secondary school	1501-1700	6-10
P20	Male	High school	501-1000	11-15
P21	Female	Kindergarten	1-50	1-5

When Table 1 is examined, it can be stated that the school principals participating in the study provide sufficient diversity in terms of gender, school type, total number of students and service length as an

administrator. Since the number of female school principals is low in schools, a limited number of female participants participated in this study. However, it can be stated that the school administrators, who have different variables in the number of students and administrative seniority, provide variety to the research regarding their experiences with OHS practices in K-12 schools.

2.3. Data Collection Tool and Procedure

In the research, the data obtained from the school principals were collected with a semi-structured interview form, and other data were gathered by examining the relevant official documents. These two data collection methods were chosen to provide more comprehensive information on school OSH practices. The documents include the annual OHS plans and other official letters related to OHS sent to schools for an academic year. The review procedures of these documents cover accessing documents, checking authenticity as official documents, understanding what data are specifically for school administrations, and excluding practices for other institutions, and finally, using data.

The semi-structured interview form consists of two parts, including demographic information of the participants and interview questions. The demographic information section of the form gathers information about the participants.The second part includes interview questions related to what school administrators expect from senior management and senior management administrators about occupational health and safety practices in schools and how these practices can be improved. Interview questions were finalized by taking the opinions of an education administration field expert and a school principal. The same interview form was applied to all participants. Some interview questions are as follows: *"What do you expect from senior management to improve occupational health and safety practices in schools? What does the senior management expect from you in this regard?..."*.

To collect the research data, interviews were conducted with the school principals specified in the study group. Some of these interviews were completed face-to-face *(n=14)* in principals' offices, while others were completed by telephone *(n=2)* and online meetings *(n=5)* with participants' preferences due to the pandemic conditions. The interviews lasted approximately 20 minutes. Notes were taken during the interviews and transcribed by computer. Eleven pages of written text were obtained. In the coding of the research data, abbreviations P1, P2 were used to represent school principals. The role of the author in this study is to bring together participants' views and present evidence from official documents and, with direct quotations from different perspectives of the participants. Besides, the author reflected on the experiences and recent practices in the study when he worked as a school administrator in charge of occupational health and safety for two years. The data collection process for documents and interviews took 4 weeks in total.

2.4. Data Analysis

OHS practices in schools were gathered by analyzing the relevant official documents. The document analyzes were completed descriptively by adding the recent practices on the categories presented in the plans, and removing the ones that are unrelated to school administrations. Namely, the author adapted these practices through selecting and summarizing. In the conclusion and discussion section, these applications were discussed with more detailed information by presenting the author's experiences. The content analysis technique was used in the analysis of the interview data. In content analysis, researchers reach the concepts and relationships that will explain the collected data (Yıldırım & Şimşek, 2011). In this study, the data obtained from the school principals were analysed by unifying the concepts and situations related to each other.

 In qualitative research, validity and reliability are discussed to ensure the study's credibility (Lincoln & Guba, 1985). To increase the credibility of the research, the participants' opinions are given with direct quotations when necessary. Principals, who are school administrators, were selected from different school levels (kindergarten, primary school, secondary school, high school). In addition to differences in the length of service of participants, the number of students at the school where they work also varies. In order to ensure data control before the analysis, data confirmation was conducted by reaching nine participants who agreed to interview again.

2.5. Ethical

This study was evaluated by the Social and Human Sciences Scientific Research Ethics Committee of the İnönü University and found ethically appropriate with its decision numbered 2021/7-1 and dated 25.03.2021. Participants were asked for their consent before participating in the study, and interviews were conducted only with those who gave consent to participate. Moreover, the participants were coded and personal information was not included in the study.

3. Findings

The first research question is as follows: "What kind of practices regarding occupational health and safety are planned and conducted in schools?". In this context, documents were analyzed to present the plans of occupational health and safety practices sent to the school administrations by the senior management as official letters, and recent practices were also considered. Tablo 2 includes up-to-date practices that are not yet reflected in the plans. In addition, the table below presents practices excluding those for which school administrators are not responsible.

Table 2. *Annual OHS Practices for School Administrations**

Scope	Practices
Occupational health and safety services	◎ Creation of the Occupational Health and Safety (OHS) Board and carrying out the necessary transactions (institutions with more than 50 employees) ◎ Determination of risk assessment teams ◎ Creation of Emergency Teams, planning and implementation ◎ Creation of Search, Rescue, First Aid, Communication, Evacuation and Protection Team members
Training and information	◎ Training of OHS board members ◎ Completion of Basic Occupational Health and Safety Training of Employees ◎ Completion of training in risk assessment, first aid, fire, search, rescue, first aid, communication, evacuation and protection team members ◎ Follow-up of OHS training of vocational and technical Anatolian high school students and trainees and apprentices ◎ Providing special training to personnel affiliated with special training and guidance services ◎ Informing employees to evaluate occupational health and safety risk ◎ Providing training on the use and maintenance of personal protective equipment
Emergency drills	◎ Conducting personnel evacuation drills ◎ Carrying out warning/alarm (such as fire, or earthquake) drills
Chemical waste and zero waste applications	◎ Collection of chemical waste and retention of quantity data ◎ Implementation of the zero waste project ◎ Registration and data entry into e-ÇBS system
Audit, guidance and supervision activities	◎ Monitoring audits, guidance and periodic controls ◎ Detection of nonconformity and carrying out preventive activities
Health observation	◎ Monitoring of student vaccination activities ◎ Analysis of drinking water ◎ Inspection of school canteens, kitchens and food-related places
Precautions, measurements, safety and periodic checks	◎ Carrying out periodic inspections of work equipment ◎ Bringing schools into compliance with health and safety signs regulations ◎ Review of risk assessment reports and follow-up of necessary works
Projects and activities	◎ Follow-up of work and procedures related to school projects such as nutrition-friendly school; 'My school is clean' (Improving Hygiene Conditions in Educational Institutions and Preventing Infection); a white flag
Notifications	◎ Keeping and reporting occupational accident and occupational diseases records ◎ Keeping and reporting event records in the near-miss
OHS MODULE (MEBBİS)	◎ Modulating / updating school information ◎ Modulating information about risk assessment teams, emergency teams ◎ Risk-based allowance entry ◎ Modulating drill reports and emergency evacuation plans

*adapted from OHS plans of Educational institutions in Bursa Province

In line with the observations made regarding the practices shared in Table 2, it can be commented that OHS practices with comprehensive work and transactions are seen as a priority and are becoming more detailed. To briefly mention, OHS practices in schools start with forming the boards and teams in line with the plan sent by the senior management and continue with training and informative procedures. In addition, emergency drills and periodic checks are carried out and the relevant data are entered into the modules. Also

in these module sections there are lines where information about the school, the risks and the planned measures are entered and grants are applied for.On the other hand, audit and guidance activities and projects such as 'our school is clean', nutrition-friendly school, and zero waste are carried out and checked time to time in a year. However, schools may have informational deficiencies about the records of drinking water analyses, occupational accidents, occupational diseases and near-miss occurring in schools at a national level.

The second research question is as follows: *"What are the expectations of school administrations and senior managements to improve OHS practices in schools?".* School principals' views about school administrators' expectations from senior managements (Figure 1) and expectations of senior managements from school administrators (Figure 2) were revealed to improve occupational health and safety practices in schools.
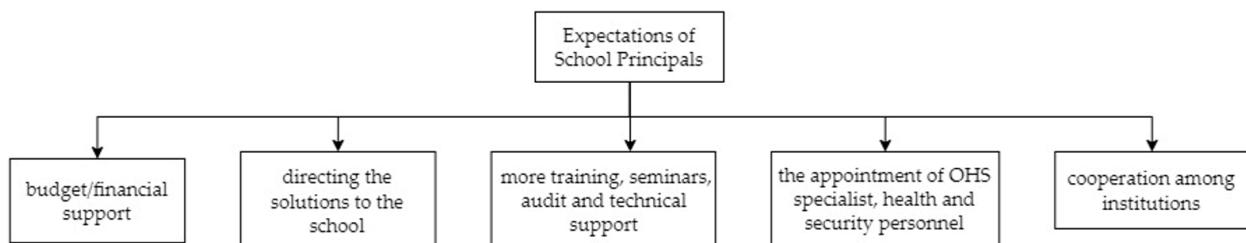

Figure 1. *Themes for Expectations of the School Principals*

Within the scope of the expectations of the school principals regarding OHS, many of the participants highlighted the necessity of financial support. Accordingly, the participants stated:

"I expect financial assistance from senior management to complete the shortcomings" (P3, secondary school),
"Financial support is required to carry out all occupational health and safety-related procedures in my school" (P14, high school),
"The expectations of senior management and the economic power of the school are contradictory, not enough" (P11, primary school),
"Kindergartens try to solve them with dues with the school budget, and they fall short" (P17, kindergarten),
"Funding for OHS and budget required for some equipment" (P6, secondary school),
"We expect to meet the financial burden of measures" (P2, primary school),
"We expect support for the solution, elevator fares are very expensive to repair and are left to us, schools can need repair even after the first 3 or 4 years of building… also strict control is required" (P18, high school),
"What we expect from the upper management is a special budget on this issue" (P13, high school).

The participant as mentioned above, opinions show that school administrators need financial support for OHS practices. Furthermore, one said delivery of necessary materials to schools to take necessary measures instead of financial support and stated that *"…as school administrators, we demand that all the measures expected by the OHS regulation in both newly built schools and existing schools are provided by the governorships during the summer holidays when the schools are closed…"* (P2, primary school). A participant who shared a similar opinion said, *"When the age range of the student group we work with is taken into account, accidents occur frequently. However, in some cost-intensive measures, the school administration is faced with a budget problem. Senior management should support providing the material for safety measures"* (P16, secondary school).

One participant (P8, secondary school) shared*: "In the summer, they come to assess the OHS, and we are reported, told to sort it out somehow. Don't ask for money; convince the parent. Instead, it would be more appropriate to direct the solution of the problem to us".* Similarly, P10 (high school) demands that *"more visits and controls are required, as well as the solution, the specialist, the authorized companies to the school".*

Regarding the cleanliness of schools and improvement of physical conditions by emphasizing cooperation among institutions (P9, secondary school), a statement is that "*Municipalities should take over and cooperate. Parents and schools should not talk about money*". On the other hand, P11 (primary school) emphasized that expectations are high as in the following statement: *"We are asked to take all measures like CEO, our expectation is financial support and a salary like CEO".*

A participant (P9, secondary school) who stated that schools should have permanent OHS specialists, and medical and security personnel shared the opinion: "*We have the execution of school work, but it is expected to*

strictly comply with the OHS, but this is a specialty, there must be a course or training about OHS in schools, every school needs OHS specialists, health care and security personnel." Similarly, one participant (P21, kindergarten) said, *"Health care personnel are required in schools; schools need technicians, nurses. It is necessary to appoint these staff to 3-4 schools..."* and he suggested that these staff should be provided to 3-4 schools in the immediate vicinity if it is not possible for every school.

Participants discussing topics such as training, seminars, audits, and technical support related to OHS formulated the following demands: "We demand more training at OHS" (P5, elementary school), "Continuous monitoring and technical support are needed" (P7, elementary school), "Seminars and courses for OHS can be offered as part of in-service training" (P6, secondary school), "Relevant training and audits should be conducted with health and safety experts" (P14, high school).Noting a similar situation, one participant (P16, secondary school) stated*: "... at the same time, the number of occupational safety specialists should be increased and expert visits to schools should be more. OHS experts should raise the awareness of our staff by giving frequent seminars."*
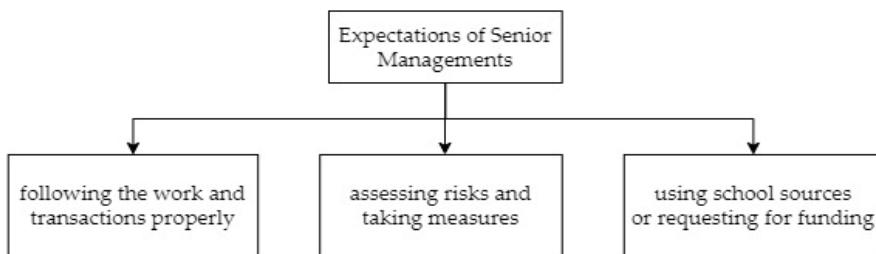

Figure 2. *Themes for Expectations of Senior Managements*

The following are some of the ideas about OHS that have been articulated as part of senior management's expectations of school administrators:

"Senior management expects risk assessment, measures to be taken in risky areas, compliance with the regulations" (P2, primary school),

"It is expected that all possible measures should be taken in the school and that the staff follow the rules" (P4, secondary school),

"Let the schools do it on their own or ask for funding" (P19, secondary school),

"Somehow complete OHS-related transactions" (P13, high school),

"It is said to ask for funds from the OHS module. Besides everything is expected of us according to the OHS regulation, but it is more difficult to implement this in public institutions such as schools, whose most important stakeholders are students with child status" (P1, high school).

When the participant opinions above are examined, it is seen that the senior management expects that school administrations must bring the schools into compliance with the rules and make risk assessments; take precautions to prevent risks, and request funds if there is no sources of school.

Other school administrators, who have expressed their shortcomings and difficulties in this regard, said, *"Senior managers constantly write with regulations and circulars regarding OHS, but there is no continuity in showing the necessary sensitivity in practice* (P6, secondary school). Another one said, *"Senior managements expect a lot, and this exhausts us…"* (P15, secondary school). P20 stated that OHS is a specialty and emphasized: *"Regulation is issued, but this job requires expertise, this work needs to be done by experts in person. The ministry of education is required to make audits of equipment, natural gas etc. in schools, and the school administration carries out administrative work.".* On the other hand , P12 (high school) from the participants who mentioned the official letters that were sent to the schools within the scope of OHS said *"Official letters are coming from the senior administrations through the document management system. In contrast, in the past years, about 100 official letters came in one year within the scope of OHS. So far this year, approximately 250 official letters have arrived; these are announcements, the work, and procedures to be done for OHS practices, provincial health protection decisions, etc."* and emphasized that procedures, transactions, and workload related to OHS have been increasing in schools.

4. Conclusion and Discussion

This research reveals the OHS practices planned for schools and the expectations of school administrators and senior management to develop these practices in schools. Documents show that OHS practices in schools are

planned and conducted with the activities under the headings of 'occupational health and safety services', 'training and information', 'emergency drills', 'projects and activities', 'chemical waste and zero waste project', 'audit, guidance and supervision activities', 'health observation', 'precautions, measurements, safety and periodic checks', 'notifications', and 'OHS module'. Moreover, research results represent the expectations of school administrators (budget/financial support; directing the solutions to the school; the appointment of an OHS specialist, health and security personnel; more training, seminars, audit and technical support; cooperation among institutions), and expectations of senior management (following the work and transactions properly; assessing risks and taking measures; using of school sources or requesting for funding).

OHS practices in schools begin with the creation of the boards and teams for occupational health and safety services at the beginning of the academic year. This establishment of a health and safety committee in a workplace can encourage the employee to take part in an action to prevent possible risks (Milgate et al., 2002). On the other hand, training and informative studies are done in school and via courses organized by senior management. Emergency drills are carried out and recorded in schools. These school drills are held annually, educating students on safety precautions, self-defense, and evacuation, increases student readiness (Hosseini & Izadkhah, 2020). Zero waste project is implemented and recycling materials are collected separately in schools. In this regard, efforts are needed to help students acquire the habit of throwing garbage into appropriate bins to make their lives more environmentally friendly.

The senior management guide the audit within the scope of OHS. Periodic operations such as heating boiler and elevator maintenance should be recorded and entered into the relevant module. Health institutions monitor vaccination activities. Municipalities and health institutions should follow up drinking water analyses. It is possible to mention that the school administrations do not have much information about these topics. Besides the lack of knowledge, not paying enough attention to occupational health and safety practices can lead to many problems such as occupational risks, hazards and diseases (Puplampu & Quartey, 2012). School canteen inspections are carried out by two groups, the team formed within the school and a team from the senior managements. It is important to place the necessary health and safety signs in relation to the measures and assess the possible risks. Furthermore, recording and reporting incidents in schools (Boucaut & Knobben, 2020) can inform other schools before incidents may occur.

The "my school is clean" project, which emerged with the Covid 19 pandemic, is being followed by all school administrations and controlled periodically by the officials appointed by the senior managements. It has been seen that there are similar approaches such as social distance methods, extra attention to hygiene and cleanliness, and the use of quarantine to prevent Covid 19 in many countries (Melnick & Darling-Hammond, 2020). In addition, the "White Flag" project aims to make the school hygienic, and the "Food Friendly School" project aims to help children develop healthy eating habits through information posters, blackboards, etc. However, it can be said that it is necessary to report occupational accidents, occupational diseases and near misses, and provide information to other schools at the national level.In the OHS module, it is necessary to update the information about the school, enter the risks, and request allowances for certain levels of risks. It is of great importance that the incoming allowances are used to eliminate risks without delay. Hence, educational institutions must protect children from various risks, including disasters (Widowati et al., 2021). On the other hand, school administrators are expected to find funds and make provisions for risks that cannot be adequately funded.

According to the information obtained from the participants' opinions about the expectations of the school administrators from the upper managements, it is understood that the school administrators primarily need financial support. It is also emphasized that the necessary materials can be provided instead of financial support to eliminate the risks associated with OHS, or the solution can be directed to schools. Indeed, some school administrators do not want to confront parents about funding. Several studies (DeVos et al., 2018; Hamlin & Li, 2019; Timm, 2015; Xaba, 2006) highlight the importance of funds or financial resources to school safety and health.Yet, schools must be the safest places for children ensuring them feel safe (Cohen, 2021). A research (Van & Koç, 2020) shows that 98% of the school administrators, teachers and other employees who participated in the survey did not have any work accident. The participants had an accident generally due to falling. 58% of the participants received basic OHS training, and they stated that the 12-hour training was sufficient. Nevertheless, employees may also need to know that administrators take care of their health and safety concerns; their efforts towards improving health and safety practices are supported; information about

problems will be used to improve these practices (Lundstrom et al., 2002). Hence, informative initiatives at regular intervals by school administrations can be effective in helping employees feel safe and secure.

A unit in the provincial/district directorates of national education guides and provides trainings to schools for OHS practices. Due to the idea that this unit will not have sufficient access to all schools and the issue of OHS as a specialty, school administrators ask to have permanent OHS specialists, security, and health care staff (e.g., school nurse) in the schools. The appointment of a health and safety representative may also inspire employee consultation (Milgate et al., 2002). So, if it is impossible to reach all schools, one occupational health and safety specialist and school nurse can be assigned to schools close to each other or in designated areas. As a similar practice, it is ensured that school police is assigned to schools close to each other where it is needed today and that incidents can be intervened in a short time. It can be stated that such practices will significantly contribute to preventing possible risks in schools. Other expectations of school administrators from senior management were in the context of education and seminars. Occupational accidents are a multi-factor problem and largely human-caused, and point to the education at the focus of occupational health and safety (Ceylan, 2012). In addition to the training to be given in this context, public spotlight advertisements can be used to ensure a sufficient understanding of the importance of occupational health and safety (Arpa & Çakı, 2018).

Moreover, mandatory and selective courses can be integrated into educational curriculums to possess a health and safety culture (Gong, 2019; Olcay et al, 2021). Occupational health and safety training for administrators, teachers, students, staff and parents should be increased in schools, and activities should be organized to create OHS culture in schools. In this context, the school's student clubs and social activity contents can be helpful for the formation of OHS culture.

Occupational health and safety, which has become a very important issue for society, should be fulfilled according to the principles of continuous training and development, open communication, cooperation, transparency, audit, planning, motivation, trust, responsibility, etc., and with the understanding of putting human life and health above all.While these studies are conducted, it is necessary to create an occupational safety culture by exchanging views with every employee (Karacan & Erdogan, 2011). The organizational culture should include and reflect the formation of a safety culture in the policies and practices of the OHS (Hasanhanoğlu, 2020). From this perspective, the culture of occupational safety and health in schools demonstrates that school administrators, teachers, parents, students, and other stakeholders work together, communicate openly, share ideas, and take on the necessary training and responsibilities to ensure school safety and health.

The opinions of the school principals about the expectations of the senior management regarding OHS in schools have been in the frame of conducting risk assessments, taking the necessary measures to prevent risks, complying with the rules, and requesting funding if necessary. Occupational health and safety in schools includes food safety, disaster and crisis preparedness, proper regulation of traffic issues around the school, and other health and safety issues.Thus, school administrators, teachers, non-educational staff, and stakeholders should work together on these issues (Turhan & Turan, 2012). In Australian schools, as in Turkey, the responsibility to coordinate and monitor OHS within the framework of the established rules is usually given to the school principals. They can share these responsibilities with assistant principals and other unit managers. The basic leadership responsibilities required for OHS include (OHS in schools, 2017): Making decisions on OHS in consultation with occupational health and safety representatives/experts and staff, ensuring that risks are controlled at school, purchasing safe tools that do not pose a danger and risk, keeping school buildings and gardens safe, making sure that new buildings and renovations to existing buildings are designed to provide a safe and secure environment (through good design), address issues raised by occupational safety and health representatives/experts, ensure the health and safety of staff and students, and contact the appropriate management level outside the school to resolve any issues that cannot be addressed at the school level. School administrators who can fulfill this responsibility for a healthy and safe school environment (Leithwood et al., 2020) can be considered successful school leaders in this regard. It is valuable to meet the expectations and needs of school administrators for their schools to facilitate this leadership.

5. Recommendations

OHS research results improve the safety, health, and well-being of stakeholders of an organization (Cunningham el al., 2020). Hence, it is critical to continuously work on school health and safety improvements

and encourage stakeholders to contribute to those endeavours (Andersson et al., 2015). This research revealed how to improve occupational health and safety practices in schools through the views of school principals, and showed the practices in schools, then the expectations of the school administrators and the senior management. Principals are most likely aware of almost everything that is happening in and around their school. Thus, data on OHS can be collected regularly from school administrators and reported to senior management and policymakers. Municipalities and other authorized institutions can help solve health and safety problems in schools. OHS units at senior management can be structured to provide more support in practice, and these units can be brought to the capacity to take effective preventive interventions in schools. Therefore, the research results reveal important insights into ensuring school health and safety. Nevertheless, the research is limited to the school principals as participants. The views of senior management, assistant principals, teachers, students, and parents can also be analyzed in future studies to discuss how to make schools healthier and safer.

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The Effect of the Covid-19 Pandemic on Mindfulness of Women Academics: A Qualitative Study

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ARTICLE INFO	ABSTRACT
	COVID-19, which turned into a global pandemic, has spread worldwide in a short time and adversely affected individuals and countries economically, socially, and psychologically; academics are not an exception to this situation. Academics are one of the groups that feel the situation most clearly in this period. This study aims to investigate the impact of the COVID-19 pandemic on the mindfulness of women academics. The study employed the phenomenological design, one of the qualitative research methods, to understand the experiences of women academics more deeply. The study group of the research consisted of 11 women academics who were selected using the criterion sampling method to achieve the maximum diversity in working in state and private universities with different titles. Due to the difficulties caused by the pandemic in conducting face-to-face meetings, the data were collected through semi-structured online interviews that lasted almost 45-50 minutes. The study's main question was "What are the family, work, and personal life experiences of women academics from a mindfulness perspective during the COVID-19 pandemic?" Phenomenological analysis was used to analyze the qualitative data. According to findings, two main points emerged about the structure and essence of the phenomenon: Cognitive and emotional, and they were divided into sub-dimensions as pre- COVID-19 and post-COVID-19 periods. The results detailed the impact of women academics' experiences during the COVID-19 process on their mindfulness. Keywords: Women academics, mindfulness, COVID-19, phenomenological study

1. Introduction

In December, 2019, a pathogen was identified and named as 2019 novel coronavirus (COVID-19). COVID-19 pandemic spread worldwide in a short time and negatively affected individuals and countries economically, socially, and psychologically. Each country has taken different measures and restrictions to fight against the COVID-19 pandemic, which started in the late 2019 (Bonaccorsi et al., 2020; Han et al., 2020; Koh, 2020). First of all, it is necessary to give a summary of COVID-19 process in Turkey to understand the multifaceted effects of it. The first coronavirus case in Turkey was detected in March 2020. According to the Republic of Turkey Ministry of Health (2021), in June 2021, more than 5 million people had been infected up to that time and approximately 50 thousand people had died. Following the outbreak of the first case in March 2020, face-to-face education in schools and services in public places were suspended, and travel restrictions were imposed. Stay-at-home restrictions and lockdowns started in April 2020, and at the end of May 2020, the restrictions were lifted during the "controlled social life" period. Face-to-face education was gradually started in primary and secondary schools in October 2020. However, with the increasing number of cases, face-to-face education was again suspended in November 2020, and distance education was resumed. In December 2020 curfew

restrictions were imposed again (Sert-Karaaslan, 2021). In March 2021, the gradual transition to face-to-face education was started again, but in April 2021, it was returned to distance education with a rapidly increasing number of cases. In May 2021, restrictions reached the strictest level with a 17-day lockdown. As of June 2021, gradual normalization started and face-to-face education started in schools until July 2, 2021. Between March 2020 and June 2021, universities always continued their educational activities through distance education.

Women academics are one of the groups apparently influenced by the conditions that the pandemic caused (Deryugina et al., 2021; Minello, 2020; Oleschuk, 2020; Parlak et al., 2021; Pinho-Gomes et al., 2020; Tasci, 2021; Yildirim & Eslen-Ziya, 2020). With the COVID-19 pandemic, the sudden change in the system caused the transition to distance education and learning, more time was spent on house chores and on child and elderly care, the psychological health needs of students and faculty increased, and the time available for academic studies decreased (Deryugina et al., 2021; Minello, 2020).

During hard times like the COVID-19 pandemic, mindfulness is an important concept that enables a person to observe without judgment (Belen, 2021). The most commonly used definition of mindfulness is a state of awareness that emerges through paying purposeful and non-judgmental attention to the present moment (Kabat-Zinn, 1994, p.4). Mindfulness refers to a personal attitude of being aware of and open to what is happening here and now (Brown & Ryan, 2003). With a receptive and non-judgmental attitude towards present experiences, including feelings, cognitions, sensation, mindful people can bring experiences to awareness.

Mindfulness has been described and studied as a state that means a momentary condition (Brown & Ryan, 2003) and a stable trait (Bishop et al., 2004). According to Brown and Ryan (2003) considering it a state, mindfulness is inherently a state of consciousness enhancing attention to and awareness of current experience or present reality, like eating a meal with full of concentration on the moment-to-moment taste experiences and also being aware of the feeling in the stomach. Mindfulness as a state can be enhanced by interventions that conceptualize mindfulness as a set of skills that can be learned and practiced. These skills are observing, describing, acting with awareness and accepting without judgment (Baer et al., 2004). The interventions include mindfulness-based stress reduction (MBSR) (Kabat-Zinn, 1982), mindfulness-based cognitive therapy (MBCT) (Segal et al., 2002), dialectical behavior therapy (DBT) (Linehan, 1993), acceptance and commitment therapy (ACT) (Hayes et al., 1999).

A common point of all the conceptualizations of mindfulness is that mindfulness is bringing the mind kindly to where the body is and consists of cognitive and emotional dimensions (Baer et al., 2006; Bishop et al., 2004; Brown & Ryan, 2003; Kabat-Zinn, 2009). The cognitive dimension includes paying attention to what is happening now, observing emotions and thoughts, and being aware of bodily sensations. In contrast to mindfulness, behaving mechanically without awareness of one's actions is called automatic pilot (Segal et al., 2002). The emotional dimension refers to accepting all emotions without trying to change them and being non-judgmental towards feelings and thoughts. It also requires being kind, compassionate, and open towards all emotions.

Holas and Jankowski (2013) proposed a cognitive model of mindfulness which emphasizes executive functions and attentional processes, which are of great importance in initiating and maintaining a state of mindfulness. Studies show that mindfulness meditation practices support the development of two facets of executive cognition. The first is sustained attention which is the ability to focus attentional resources on specific stimuli in a sustained manner. The second is attention switching which refers to the capacity to voluntarily shift the focus of attention between stimuli (Chambers et al., 2008). Mindfulness training are associated with considerable improvements in selective and executive attention and unfocused sustained attention abilities (Chiesa et al., 2011). They also enhance emotion regulation, including reduced intensity of distress and negative self-referential processing, increased emotional recovery and ability to engage in goal-directed behaviors (Roemer et al., 2015).

Mobility restrictions, stay-at-home restrictions, lockdowns, online education, social distancing, isolation, quarantine, and all of the precautions for the COVID-19 pandemic dramatically changed daily routines and adversely affected women, particularly working ones. During this coronavirus time, schools and universities

shut down. Different kinds of working arrangements like flexible working and working from home were implemented. In sum, all family members had to stay at home during the periods when strict measures were taken. With the loss of childcare and the changing working conditions, new demands arose, and the domestic workload of women increased (Minello et al., 2020; Petts et al., 2020; Parlak et al., 2021; Wenham et al., 2020). As a result of gender inequalities in-home responsibilities, women's academic productivity and scientific output were affected more negatively (Deryugina et al., 2021; Gabster et al., 2020; Tasci, 2021; Vincent-Lamarre et al., 2020). Studies showed that women submitted proportionally fewer manuscripts than men during the COVID-19 lockdown months (Squazzoni et al., 2020; Vincent-Lamarre et al., 2020). Besides academic disadvantages, all these changes and responsibilities required focusing attention on multiple tasks, which may have caused an increase in stress, anxiety, and emotional difficulties (Kumar & Nayar, 2020; Wielgus et al., 2020).

The purpose of the current study is to explore the impact of the COVID-19 pandemic on different parts of the lives of women academics from a mindfulness perspective. Different parts of their lives include family, work, and personal life experiences. By comparing their pre-Covid and post-Covid lives, the study focuses on how the pandemic made a difference in their lives in relation the concept of mindfulness. For this purpose, the study employed the phenomenological design, one of the qualitative research methods. The phenomenological approach is a method that will help to get a deeper understanding of the effects of the pandemic. The current study will answer the following question: "What are the family, work, and personal life experiences of women academics from a mindfulness perspective during the COVID-19 pandemic?"

The research was carried out by a group consisting of 11 female academics. These women were chosen for the study group in such a way as to acquire the most possible diversity in terms of their positions at public and private universities, as well as the various titles they held.In most of studies, mindfulness is assessed via self-report questionnaires (Baer et al., 2006). However, qualitative interview data can be valuable sources of information about one's mindfulness, considering that it is a subjective phenomenon having different types (Grossman, 2011; Sauer et al., 2013). Thus, the interview technique was preferred as the data collection technique in the current study.

2. Methodology

2.1. Research Model

In this study, the phenomenological design, one of the qualitative research methods was used to understand more deeply the experiences of women academics regarding the impact of the COVID-19 phenomenon on mindfulness (Creswell, 2013). Because the objective of phenomenology is to comprehend human experience, it is anticipated that the phenomenological approach will aid in gaining a deeper understanding of the pandemic's consequences (van Manen, 2007).

2.2. Research Sample

The sociodemographic characteristics of the participant are presented in Table 1.

Table 1. *Socio-Demographic Characteristics of the Participant*

Participant Female (PF)	Age -Title	Research Area	University	Marital Status	Children
PF-1	43-Prof.	Physics Engineering	Public	Married	2
PF-2	43-Prof.	Mathematics	Public	Single	-
PF-3	33- Ass. Prof.	Marketing	Private	Married	2
PF-4	37- Assoc. Prof.	Education	Private	Single	
PF-5	34- Ass. Prof.	Education	Public	Single	
PF-6	34- Ass. Prof.	History of Science	Private	Single	-
PF-7	38 Ass. Prof.	Business	Public	Married	1
PF-8	36- Ass Prof.	Law	Private	Single	-
PF-9	42 Assoc. Prof.	Medicine	Public	Single	-
PF-10	35- Ass. Prof.	Economy	Private	Single	-
PF-11	48- Prof.	Education	Private	Married	2

The current study's participants were determined using the criterion sampling method (Creswell 2013). The

study group of the research consisted of 11 women academics who were selected in such a way as to achieve maximum diversity in terms of working in state and private universities with different titles. When the participants' demographic information is examined, it is seen that maximum diversity was achieved in terms of university, title, age and research area. Research participants are 11 women between the ages of 33 and 48 (see Table 1).

2.3. Data Collection Tools and Procedure

Firstly, each interviewee was contacted by e-mail and asked to participate. All the contacted academics agreed to participate, and the interviews were scheduled online or in person. Secondly, the authors conducted in-depth, semi-structured interviews that lasted about 20-70 minutes. Finally, the interviews were transcribed and submitted for the participants' approval. Approved transcripts were coded. Participants' names were coded as PF1-PF11. As a tool for collecting data, a semi-structured interview form with cognitive and emotional sub-questions about the academic women's experiences was developed in order to better comprehend the effect of the COVID-19 phenomenon on their mindfulness. The final shape of the form was then determined by an expert review.

2.4. Data Analysis

Phenomenological analysis aims to capture the essence of experience. Therefore, a phenomenological study has a unique analysis process that differs from other qualitative research designs. The general phases of phenomenological data analysis are data preparation, phenomenological reduction of the data, creative variation, and disclosure of the essence of the experience (Giorgi, 2009).In this study, to reveal the effect of the COVID-19 pandemic on the mindfulness of women academics, the interview audio recordings that constituted the research data were first transcribed and made ready for analysis. After this process, each interview text was read by 2 researchers to gain a holistic perspective. Then, by analyzing the interview texts, it was tried to reach the structure of the experiences of the women academics.

This study used the 'interpretive phenomenological research' design (Love et al., 2020; Smith et al., 2009). "Interpretive phenomenological analysis is a qualitative thematic approach rooted in the philosophies of phenomenology, hermeneutics, and idiography" (Love et al., 2020, p.1). ""Interpretive phenomenological analysis is concerned with examining lived experience where meaning is embedded in experience (Langdridge, 2007). According to Peat et al. (2019), "the hermeneutic underpinnings of IPA offer researchers the opportunity to move beyond superficial descriptions of findings and offer insightful interpretive accounts of participants' lived experiences" (p. 9).""During the analysis process, the following four processes were followed: These are 'bracketing', 'phenomenological reduction', 'imaginary variation' and 'synthesis of meaning and essences' (Giorgi, 2009). While reading the interview texts, efforts were made not to affect the data analysis as much as possible by the researcher's knowledge, thoughts, prejudices, and values. In the phenomenological reduction process, the expressions used by the women academics to describe their experiences were divided into different units according to the meanings they contain and the nuances between these meanings. While making the imaginary variety, the hidden meanings were revealed by going deep into the experiences of the women academics. As a result of this process, meaning units and structural profiles were created based on the expressions used by each participant.The final phase of the analysis identified common themes and demonstrated the impact of the COVID -19 pandemic on the mindfulness of female academics. One's experience with the phenomenon and how the meaning is formulated from it can be understood through interpretation. Phenomenological data analysis in this study helped us better grasp the experiences of academic women in this regard.

2.5. Ethical Approval

The study was approved by the Ethics Committee of Istanbul 29 Mayis University (Approval code: 2021/03).

3. Findings

As a result of the analysis of the research data, in line with the opinions of the women academics participating in the study, two main points emerged about the structure and essence of the phenomenon: Cognitive and

emotional, and they were divided into sub-dimensions as pre- COVID-19 and post-COVID-19 periods (Figure 1.).
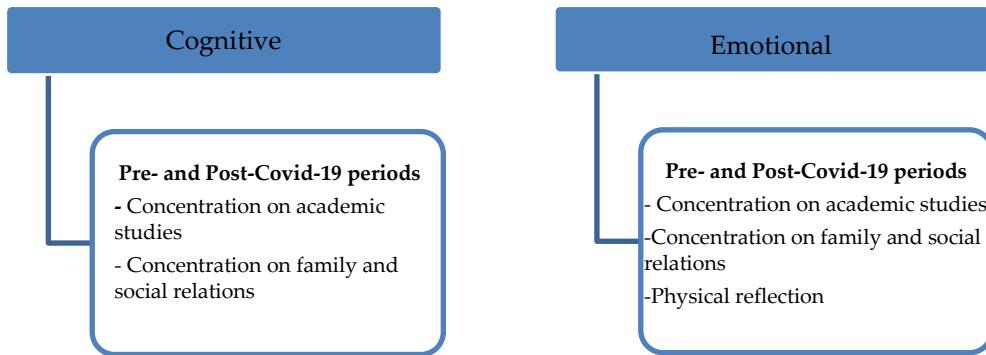
Figure 1. *Cognitive and Emotional Dimensions*

3.1. Cognitive Dimension

When the cognitive levels of the points the women academics concentrated on during the pre- and post-COVID-19 periods were examined, it was discovered that four of the women academics did not feel any difference in terms of concentrating on their courses, and that these four women academics spent a very fruitful period in terms of their academic studies. As a result, it was understood that these four women academics did not experience problems at the cognitive level.
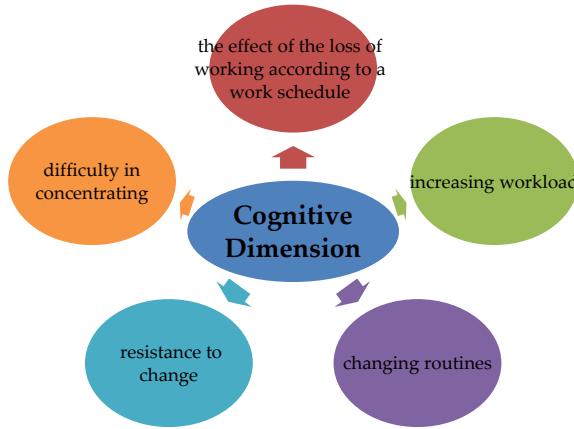
Figure 2. *Cognitive Dimension*

3.1.1. Focus on Academic Studies

When the cognitive level of the points the women academics concentrated on during the pre- and post-COVID-19 periods were compared, it was discovered that four of the women academics felt no difference in their ability to concentrate on their courses and that these four women academics had a very productive period in terms of their academic studies.. As a result, it was understood that these four women academics did not experience problems at the cognitive level.

For example, participant PF-1 expresses the effect of the process on her academic life as follows:

> *It didn't make much of a difference to me. That is, in terms of teaching my lessons, it is of course much more difficult to teach online. Because there is no student in front of you; communication and interaction are much less. It's much more difficult, but I didn't have a problem concentrating. I mean, I can concentrate in the same way as I could before (PF-1).*

On the other hand, 7 women academics stated that they had problems concentrating on their lessons and that they spent a lot of time especially trying to adapt to this new form of teaching and to prepare mentally and felt incompetent in the process of using technology in the lessons. Among the problems experienced, tension, uncertainty, lack of concentration, negligence, academic inefficiency, and unwillingness are the most

emphasized ones. For example, participant PF-8 expresses the negative impact of the process on her academic life as follows:

Working from home has made me unproductive… I can't concentrate on my academic works. I can't do research. I'm tired of trying to work at the same desk all the time without communicating. We are always at home…even though we spend time with each other, I feel psychologically burnt out. I am no longer sufficient in terms of love and patience... (PF-8).

Similarly, PF-7 expresses the problems experienced in the academic adaptation process as follows:

Since I was not used to working from home, it took me a long time to concentrate and adapt to this process. Think about it; you suddenly switch to online education… You have neither material preparation nor mental preparation… I did not know what to do for a while. In terms of curriculum, I was not prepared for online education. I like teaching interactively. The university student needs to take part in this process, participate in the discussions in the class; it is necessary to encourage the student to think. Otherwise, university education will not reach its goal. Therefore, I have tried many methods and techniques to involve students in the lesson and to attract their attention. But you know, when resistance to change was strong, I felt exhausted from time to time. I couldn't concentrate (PF-7).

One participant (PF-6), on the other hand, expresses the repercussions of the tension experienced in this process as follows:

If we consider the whole process, we were all at home at the beginning of the quarantine, and the education of the children, my daughter who goes to primary school, naturally caused a lot of tension. While we all were working in separate rooms, we also tried to help our daughter concentrate. That is, you should not only struggle to concentrate but also help your children concentrate. And of course, this also made it difficult for me to concentrate, why, because you need to handle more things, you have more things to think about. Before Corona, I didn't have to think about such things (PF-3).

Another participant states that it reduces academic productivity as follows:

In my academic life, I had problems in continuing the lessons effectively and in the process of continuing my research. In fact, at the beginning of the pandemic, I could not do anything in March-April. I guess I was shocked. I had to suspend my academic studies with the feeling of having given up on life. This was also reflected in lessons. I was very reluctant in teaching my lessons. The students did not show any interest in the lesson anyway. We've been mutually unproductive (PF-9).

A participant, different from the other participants, stated that online meetings increased the workload due to the removal of the boundaries between academic life and private life:

Before the pandemic, we were meeting and interacting face-to-face. Until June 1, we started to meet on zoom, online platforms this time … it was okay that the meetings were from zoom but too much, but it was the thing that made it difficult for me was the request for meeting on Zoom regardless of time such as 19:00, 18:00, 20:00, 22:00…. It took much time and exhausted me. I am not complaining, just I mean it was different. My workload increased. Sometimes I said, "put on your pyjamas, take your tea at home, go to the computer, teach your lesson, but no". It was difficult. Most of the time, I connected at university. My workload increased a lot (PF-2).

Regarding academic life, one participant describes whether the factors affecting her ability to focus on her work are related to thoughts about the corona or the work itself.*For example, doing the job online or preparing for an online lesson. This is naturally related to the conditions of the pandemic. When the pandemic is over, I think that working online will also be over. I do not think that my relations have been affected much. The pandemic does not affect me in a catastrophic manner. I think I am only affected in terms of my working and social environment, so I can't say more about it (PF-6).*

For example, a participant explains the reason for going to the office to increase her academic concentration as follows:

One of the reasons why I do this is because the home environment has changed. Before the pandemic, home was a quieter place. Now the house is more crowded because some of the family members are also not working, they are also working from home. I don't have children, but we live as an extended family, so there are often children at home…Thus, the people at home affect my concentration negatively. The house is now a disturbing place; on the contrary, in my office at the university, there is no noise, because there is nobody at the university, so I sometimes work in my office from morning to evening. Now this is a better place to concentrate as it's away from unnecessary socialization activities.… That is, my office replaced my home (PF-6).

3.1.2. Concentrating on Family Relations

When the cognitive level of the points that women academics focused on during the pre- and post-COVID-19 periods were compared, it was discovered that nine of the women academics had difficulties concentrating on family relations, while two did not.*I didn't have any problems in my family relations … my kids are big; they can take care of themselves. They can follow their own internet lessons. Thus, I also don't have to monitor or supervise them … The pandemia process is difficult for everyone, it's hard for me too, but I didn't have any personal problems (PF-1).*

According to PF1, the pandemic does not have a negative effect on concentration, and it even helped her to concentrate more:

I had to work more because of my administrative duty; other than this, I didn't have any problems. I mean, of course, the pandemic makes people sad and tired, I don't know, what will happen to this world, people are worried because this is the state of humanity (PF-1).

On the other hand, one of the participants (PF-11) stated that while the COVID-19 process had a positive contribution to family and social relations at the beginning, the same positive contribution was terminated with the prolongation of the process; on the contrary, they now experience conflict in family relations:

I have positive and negative experiences in terms of family relations and social relations because the COVID-19 process has contributed to me like this: First of all, we had the opportunity to spend more quality time with my children. In the beginning, the children were happy. However, as time went by, 3-4 months later, both I wanted to go to work and the children wanted to go to school due to this prolonged stay at home, inability to socialize, quarantine and restrictions. Being together constantly causes various conflicts between us (PF-11).

One of the participants (PF-6) states that the pandemic changed her habits in the process of concentrating on family life as follows:

For example, not coming to the office changed my habit of getting up early in the morning. I don't have a regular life. The habit of going to bed late at night during the quarantine periods occurred, which, for example, disrupted my routines a lot. For the first few months, when that whole country was 'home, I thought I wasn't affected. I was saying it was nice to be home, it was nice to be away from people. But I was emotionally affected very much. I realized this later. I watched movies and other stuff late into the night. I watched 3-4 movies in a row in one night. That's what stuck with me. However, since childhood I was a person who went to bed early and got up early, very regularly, like a military discipline.My mealtimes were fixed. What I would do in my life was certain (PF-6).

3.2. Emotional Dimension

When the emotional effects on women academics before and after COVID-19 are examined, it is understood that the women academics do not feel any difference in terms of concentrating on their lessons, and on the other hand, they experience emotional fatigue, anxiety, and uncertainty problems.
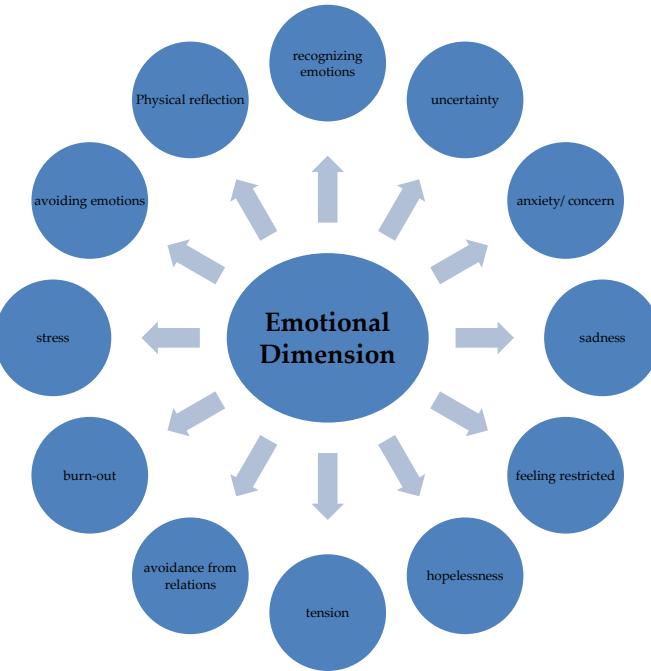
Figure 3. *Emotional Dimension*

3.2.1. Focus on Academic Studies

It is a very ambiguous process; will it always continue like this? This is emotionally tiring. Plus, we have elderly people, and we have patients. I get a little nervous when I think about them. In fact, I do not go to visit other people or if I go, I feel uneasy. Or we can't invite guests to our house. This is a huge problem, a great sadness for me. Or when we do, some of our friends do not want to come when we do, but they are right. That weakening in the social sense made me a little tired… Of course, these lockdowns are also tiring. Being at home all the time on weekends. Being anxious even when going for a walk. Will the police ask or not? These usually cause extra tiredness (PF-1).

It is seen that some participants ignore their feelings and exhibit avoidance behaviours.

… I have never experienced such a lifestyle before. I later evaluated why I did this. Later I realized that "Oh, I was actually very affected". Or I was more affected than I felt… an escape … This is a serious waste of time for my disciplined life. Right now, for example, I have limited it because I say to myself that it is harmful to me. But then, I would say these days would go by; I thought it would last just for a few months (PF-6).

On the other hand, it is seen that some participants, unlike others, recognize and accept emotions in the pandemic process and struggle hard in this process:

I can't say that I ignored my feelings; I usually shared them in online groups. After all, even though I couldn't meet physically because I was chatting with my friends or talking to my family, my mother, my father, I took these feelings out and at least it can be said that I got rid of them. But of course, that tense period went on until those kids started school, my assistant came full time to help me (PF-3).

One participant describes her feelings of academic loneliness as follows:

In this process, I became academically lonely. Not being able to attend academic congresses face-to-face, not being able to conduct face-to-face education with students, and not having intellectual discussions with colleagues reduced my intrinsic motivation and desire (PF-10).

Some participants explained that besides having an administrative duty, the irresponsible behaviours of their colleagues caused them to experience burnout syndrome as follows:

I experienced the disadvantage of being both an academic and an administrator during the pandemia process. Other academics came to the university once a week or did not come to the university for months. However, I went

almost every day. On the other hand, I tried very hard to keep the official works going. In this process, my friends made me very sad. There were those who did not respond to official emails, those who did not attend their students' thesis defenses, and those who chased after us like children. The majority of them lacked a sense of responsibility and internal discipline.… I mean, the fact that they put the burden on me because I was an administrator caused me to feel the burn-out syndrome...I you ask them, all of them complain about me…I have great difficulty in understanding. Of course, as someone who works at a private university, the attitude of the university is also important… it needs to know how to distinguish between those working and those not working... I look forward to the transition to face-to-face education (PF-11).

Some participants stated that they went to the office during the pandemic due to their administrative duties and this extra workload negatively affected their academic productivity:

The decrease in my academic productivity is not related to the pandemic, but to my administrative duty. Maybe holding meetings on zoom those evenings … My administrative duty took my much time; thus, it affected my academic work a little negatively, but it's not about the pandemic (PF-2).

3.2.2. Concentrating on Family Relations

One of the emotional reflections of the pandemic on the women academics is the mother role coming to the fore; it is seen that the concerns about children's education increased:

I didn't feel much concerned about the disease because I'm not a person who feels worried a lot about such things, but because socialization is very important to me; thus, what I felt concerned about was not being able to socialize. Since going out of the house is very important to me, I felt tension and anxiety caused by staying at home. Thirdly, as a mother, I feel concerned that the child will fall behind in education, I need to spend more time with them, but at the same time I need to work. I can't spend as much time with the child as a normal housewife. There have been concerns caused by this (PF-3).

3.2.3. Physical Reflection

When the emotional effects of the women academics before and after COVID-19 are examined, it is understood that women academics have got problematic eating - indirect effects (stagnancy, pain, etc. caused by changes in working style).

As a physical reflection of the pandemia process, it is seen that some participants attempted to attain emotional satisfaction by eating more, sleeping more and that they exhibited the behavior of avoidance to get rid of their problems:

I gained a lot of weight during the COVID-19 pandemic. To be happy, I was constantly eating sweets, constantly eating… I was satisfying my emotional hunger with food. I have still this problem. Ambiguity and stress resulted in my acquiring negative behaviors such as eating and sleeping too much (PF-7).

4. Conclusion and Discussion

The present study investigated the impact of the COVID-19 pandemic on the mindfulness of women academics and two main points emerged about the structure and essence of the phenomenon: Cognitive and emotional, and they were divided into sub-dimensions as pre- COVID-19and post-COVID-19 periods. As a result of this study, it is important to emphasize 3 main points:

Firstly, it is clear from these interviews that in the cognitive dimension, women academics have difficulties in focusing on the academic field and on relationships. The following points are highlighted: Difficulty in concentrating (academic tasks, relations), the effect of the loss of working according to a work schedule, increasing workload, changing routines, resistance to change. When the cognitive level of the points that women academics concentrated on during the pre- and post-COVID-19 periods were compared, it was discovered that four of the women academics did not perceive any difference in their ability to concentrate on their courses and that they had a very productive period in terms of their academic studies.As a result, it was understood that these four women academics did not experience problems at the cognitive level. On the other

hand, 7 women academics stated that they had problems concentrating on their lessons and that they spent a lot of time especially trying to adapt to this new form of teaching and to prepare mentally and felt incompetent in the process of using technology in the lessons. Among the problems experienced, tension, uncertainty, lack of concentration, negligence, academic inefficiency, and unwillingness are the most emphasized ones. As mentioned in previous studies, women academics had to postpone research and publication in this process (Parlak et al., 2021; Petts et al., 2020). When the points the women academics concentrated on during the pre- and post-COVID-19 periods were examined at the cognitive level, it was found that 9 of the women academics experienced problems in concentrating on family relations, while two did not experience any problems.

The cognitive dimension of mindfulness consists of paying attention to what is happening now (Bishop et al., 2004; Segal et al., 2002). From a mindfulness perspective (Brown & Ryan, 2003), the women academics had difficulties being aware of the moment and consciously enhancing attention to the current experiences. They struggled to prioritize both schoolwork and family obligations. However, changing work schedules, working environments, and routines, as well as increasing workloads both at work and at home, led to a lack of focus on both academic work and family relationships. During the COVID-19 pandemic, cognitive difficulties have a greater negative impact on the productivity and scientific output of female academics, especially their publishing rate (Gabster et al., 2020). Staniscuaski et al. (2020) stated that unlike academic fathers, mothers of young children for whom school has been cancelled faced with various challenging responsibilities. Gender inequality in academic work is a crucial problem in which motherhood has a major role.

Secondly, it is clear from these interviews that in the emotional dimension, women academics have difficulties in focusing on the academic field and relationships. The following points are highlighted: recognizing emotions, acceptance, uncertainty, anxiety/ concern, sadness, feeling restricted, hopelessness, tension, avoidance from relations, burn-out, stress, and avoiding emotions. When the effects on the emotional dimension are examined, it is understood that women academics do not feel any difference in terms of concentrating on their lessons but also, they experience emotional fatigue, anxiety, and uncertainty problems. Furthermore, when the effects on the physical reflections are examined, it is understood that women academics have got problematic eating -indirect effects (stagnancy, pain, etc. caused by changes in working style). Changes in the social and academic environment cause psychological and mental stress for working women (Dogra & Kaushal, 2022), especially mothers of young children (Zamarro & Prados, 2021).

From a mindfulness view, accepting all of the feelings, cognitions, and sensations without trying to change them and being non-judgmental towards them are the indicators of a mindful person; otherwise, there will be an increase in anxiety and stress (Baer et al., 2006; Bishop et al., 2004; Brown & Ryan, 2003; Kabat-Zinn, 2009). Constant exposure to demanding and unrealistic expectations by one's both work environment and home environment trigger feelings of stress and reactions. The intense experience of stress negatively affects the person emotionally, physically, and cognitively (Taylor, 2006). According to the findings, the women academics experienced some negative emotions like anxiety, stress, and hopelessness during COVID-19 days and could not recognize and accept them. This may imply that changing conditions adversely affected their state mindfulness level and this negativity may have also increased their anxiety and stress level. These negative emotions and their reaction to them also had an impact on their bodies. Especially for mother ones, the concerns about children's education and the increase in their domestic responsibilities result in emotional disturbances like anxiety, stress, and burn-out feelings.

Findings also showed that the pandemic is not a homogeneous process; it has different waves (Aiello et al., 2021; Fisayo & Tsukagoshi, 2021). The beginning and later periods of the pandemic did not have similar effects. It is important to understand the psychology of pandemic. To interpret the psychology of the COVID-19 pandemic, Aiello et al. (2021) identified three distinct phases: refusal, anger and acceptance. These differences also affected the experiences of the participants. It has been observed that not only the homogeneity of the process, but also the demographic characteristics of the participants (being married, having children, living with a large family, academic title, etc.) have an impact on their experiences during the COVID-19 pandemic (Kimhi et al., 2020).

There are pandemic-related distress and related problems, including depression, anxiety etc. (Taylor, 2022).

Individuals need to cope with these difficulties during the COVID-19 pandemic. Studies indicate that mindfulness training reduces stress, improves mental health, wellbeing (Gu et al., 2015; Querstret et al., 2020) and cognitive abilities (Chiesa et al., 2011). Considering the results of this study, mindfulness exercises may be helpful for women academics to cope with the cognitive and emotional effects of the pandemic. Traditional (formal) and daily (informal) forms can be practiced mindfulness exercises. Traditional practices include focusing on breath, body, sensations, sounds, feelings, and thoughts while sitting, standing, or lying down. Daily practices include eating, walking, domestic work, human relationships and doing all kinds of work with mindfulness (Stahl and Goldstein, 2010). These exercises can be helpful in recognizing, accepting, and regulating difficult emotions such as anxiety, stress, and burnout, and they can also help children pay attention so they can focus on school and family tasks.

5. Recommendations

Finally, the results of this study show that women academics who have children have problems both in their academic life and in their family relationships, both cognitively and emotionally, as mentioned by Rosenfeld and Tomiyama (2020). They showed that traditional gender roles have significantly affected family and academic life. As a result, many changes occurred in the life of academics, such as spending more time at home doing house chores, and caring for children and elderly people, so they had less time to allocate to their academic studies. Considering these are the cognitive and emotional dimensions of mindfulness, it can be claimed that these problems negatively influence their level of mindfulness.

During the COVID-19 pandemic, women academics may need support as they strive to improve their roles. When this need is not supported, it may create tension and imbalance that they cannot withstand for a long time and disturb their psychological and emotional health. Mindfulness may be useful tool for managing this unstable situation. Mindful meditation, for instance, reduces depression, low self-esteem, low self-confidence, self-doubt, and anxiety (Soumya & Sathiyaseelan, 2021).The study has some limitations. Firstly, this study is a qualitative study focusing on women academics. Further studies can be conducted with women from different professions including doctors, teachers, white-collars, etc., to investigate the effect of COVID-19 on their lives from a mindfulness perspective. Secondly, the mindfulness experiences of women and male academics can be compared during the pandemic. Longitudinal and cross-sectional studies can be designed to get the big picture.

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Enhancing Practices in Social Studies Education: An Examination of Graduate Dissertations Employing Action Research

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ABSTRACT

Practice-based research is perceived as significantly important to enhance the quality of social studies education in the literature. In particular, graduate dissertations have great potential for contributing to the literature, and using research methods, and designs that improve practice is valuable in graduate-level research. This study focuses on dissertations that employ action research. This practise-based research design can be used to find solutions to instructional problems and improve the quality of social studies instruction. The study's primary aim is to examine the graduate dissertations with action research design completed in the field of social studies education in Turkey in terms of various variables. Document analysis, a qualitative research method, was used, and 82 graduate dissertations adopting action research in social studies education were examined. Descriptive analysis was performed in data analysis. The results showed that only few graduate dissertations were completed by using action research in social studies education, these dissertations were mostly at the master's level, qualitative research methods were employed in most of the dissertations, teaching-learning approaches, methods, and techniques were mostly addressed in the data collections processes, and most of the dissertations did not involve an action or lesson plan. In addition, it was found that in more than half of the dissertations, cycles were not used, researchers were in the role of practitioner-researchers, and the most commonly used data collection tool was interviews. Based on the results of the study, it is recommended to follow processes and report findings following the nature of action research.

Keywords:
Social studies education, graduate education, action research.

1. Introduction

Social studies is a course that encourages individuals to be sensitive to their environment, pay attention to social problems, develop problem-solving and decision-making skills, and grow as global citizen (Russell, Waters, & Turner, 2014). It is a discipline that deals with human beings and their place in society by using various social sciences, strengthening their role in society by equipping them with relevant knowledge, skills, and values, and thus enabling them to occupy a happy, peaceful, and secure place in life while being sensitive to the rights of other living beings (Deveci & Bayram, 2022).The social studies course exploits the contents of history, geography, law, philosophy, psychology, economy, political science, literature, anthropology, and natural sciences so that individuals can achieve these outcomes. These contents constantly change with current developments in those disciplines (NCSS, 2022). Social studies educators should be aware of this changing nature and make the course content meaningful for students with the methods, techniques, and materials they adopt.

Findings from scientific research are of great importance for effective practices in social studies education. For social studies education to achieve its objectives and be more effective, scientific research studies in which different approaches are employed to identify and solve instructional problems and to improve social studies education should be carried out by field experts.

Social studies is a course that is inherently for a social life due to its content. In the 21st century, technological developments lead to rapid changes in societies in terms of social, cultural, and economic aspects. Therefore, for effective social studies education, teachers should implement practices that put students in the center of instructional processes andattract their attention to the content (Russell, Waters & Turner, 2014).

Scientific research is divided into two groups: theoretical and empirical. While theoretical research is about producing knowledge, empirical research is for improving practice and solving problems in practice (Karasar, 2017). One approach to research that field experts can use to find solutions to problems experienced in social studies education is action research, an empirical research approach (Deniz, 2021).

Action research was first conducted by Kurt Lewin, a social psychologist, in the 1940s (Greenwood & Levin, 2007; Kemmis & McTaggart, 2007). In the field of education, action research was carried out systematically for the first time by Stephen Corey in the 1950s (Mertler, 2017). In the Turkish context, graduate dissertation studies adopting action research design in educational sciences have existed since 1997, while those in social studies education have been carried out since 2007 (YÖK, 2022).

Action research involves two basic concepts: action and research. While the "action" aspect is about enhancing practice, the "research" aspect is about creating knowledge about practice (McNiff & Whitehead, 2010). Action research is philosophically based on critical theory, which provides philosophy and methods for research focusing on change and development (Glesne, 2020; Patton, 2018). The basis of action research is the understanding of being changed, changing and developing (Ekiz, 2020). Action research studies in social studies education are used in this concept to improve social studies practices.

Action research is a systematic research design adopted to gather data about how schools work, what is done in the instructional processes, and how students can learn better (Mills, 2014). Thus, various practices are implemented in real classroom environments or schools to understand and improve the quality of teaching through action research (Elliott, 2001; Johnson, 2019). Findings obtained from such practices allow teachers to solve problems they experience in their classrooms (Ekiz, 2020; Uzuner, 2005). Likewise, findings revealed from various applications in action research studies on social studies education offer solutions to issues experienced by social studies teachers in instructional processes.

Teachers sometimes think that educational theories proposed by experts do not relate to practice (Elliott, 2001). This idea arises when the relationship between educational theories and practice cannot be established. In this sense, action research is a collaborative research attempt. It ensures that the link between theory and practice is strengthened by enabling cooperation between education experts and teachers (Johnson, 2019; Uzuner, 2005). In particular, the cooperation between field experts and social studies teachers in action research studies strengthens the relationship between educational theories and practices of social studies education.

Action research to be conducted in social studies classes is important to understand the quality of social studies education in schools and to ensure that these classes are more effective with various practices. However, valid and reliable results will only come out if action research attempts are in accordance with the nature of action research. However, various studies that examined action research studies in education in Turkey showed that these studies did not have a cyclical or spiral process, the implementation periods were short, the validity and reliability analyses were not comprehensively reported, and the procedures were not described in detail (Çalışkan & Serçe, 2018; Kayır, 2021; Flood, 2022; Turhan Tuerkkan, Yolcu, and Karataş, 2019). Researchers in the field of social studies education who plan to conduct action research should reflect the philosophy and characteristics of action research in their studies (Zuber Skerritt & Fletcher, 2007). The basic characteristics of action research can be listed as follows (Berg, 2001; Freankel, Wallen & Hyun, 2012; Johnson, 2019; Kemmis & McTaggart, 2007; McNiff & Whitehead, 2010; Mertler, 2017; Uzun, 2016):

- It aims to produce solutions to the problems experienced in practice.
- It is application-based research. The implementation process is critically observed.

- The implementation process is observed from a critical perspective. It aims to find solutions to problems identified as is experienced in practice.
- It enables the enhancement of practice. It strengthens the relationship between educational theories and practices in instructional processes.
- It contains steps such as identifying the problem, developing an action plan to solve the problem, implementing the action plan, examining the implementation in depth, re-planning to improve the implementation, and implementing the new plan. Action research is of better quality as the cycle repeats.
- Various data collection tools are developed to improve practice. When, how, and how often the data will be collected is laid out within a plan.
- Reflective inquiries are performed on the data collected during the implementation to enhance the process. With these inquiries, new implementation plans that are expected to be more effective are prepared and put into practice.
- Problems experienced in the research setting are intervened within a plan. The implementation of the prepared action plans contributes to the development of both the researcher and the participants.It contributes to social and cultural change in the research context. Practice is improved with the change experienced.
- It brings together education experts and teachers. This cooperation motivates education experts and teachers in a planned manner.
- It takes into account the history and culture of the environment in focus, individuals' communication with each other and their emotional state. Thus, the development in the research environment is ensured as a whole.

An examination of social studies as a field of study reveals the need for research studies that involve practices that would enhance the instruciton of the social studies course and social studies education, address the content in the context of teachers, students, families and the society in a multidimensional way and are structured in a methodologically rigid way (Deveci & Bayram, 2022). In this regard, action research has been increasingly preferred by researchers in graduate dissertations (Kayır, 2021; Namlı Altıntaş & Koçak, 2021). The graduate dissertations adopting an action research design in social studies education should strengthen the relationship between theory and practice and offer solutions to the problems experienced in the classroom. Examining the graduate dissertations making use of action research in social studies education from various aspects based on the characteristics and philosophy of this would reveal the understanding of action research in social studies education. At the same time, such an attempt would contribute to better quality action research in the field.

In the literature, there are studies examining graduate dissertations and research articles with the action research design in the field of education (Çalışkan & Serçe, 2018; Kayır, 2021; Namlı Altıntaş & Koçak, 2021; Sel, 2022; Turhan Türkkan, Yolcu & Karataş, 2019). Various studies report that action research is the least preferred research design in educational sciences (Selçuk, Palancı Kandemir, & Dündar, 2014; Çalışkan & Serçe, 2018). Similarly, there is a limited number of graduate dissertations completed with action research in social studies education (Çakmak & Taşkıran, 2020; Dilek, Baysan & Öztürk, 2018; Oğuz Haçat & Demir, 2018; Şimşek, 2019). The first thesis using action research in Social Studies education in Turkey was written in 2007. Between 2007 and 2021, 1687 postgraduate thesis studies were conducted on social studies education. Out of these 1687 graduate dissertations, 82 dissertations adopted an action research design (Turkish Council of Higher Education -YÖK, 2022). In this context, a detailed analysis of the studies on social studies education with an action research design is thought to promote a holistic perspective on the realization of action research in this field and would guide the action research studies planned to be conducted in the future.

The primary aim of this study is to examine the graduate dissertations adopting action research design in the field of social studies education in Turkey. The following research questions were addressed based on this aim. What is the distribution of action research studies at the graduate level in social studies education in terms of:

- year,
- level of graduate study,
- university,

- educational stage focused,
- type of instructional implementation,
- research method,
- model,
- cycle,
- sampling method,
- having a pilot study or not,
- the researcher's role,
- data collection tools,
- validity and reliability studies of data collection tools,
- methods of data analysis,
- research validity and reliability,
- having a validity committee or not,
- number of class hours during the procedure,
- reporting information on learning outcomes or not,
- using a lesson/action plan or not,
- and how the decision is made to terminate the implementation process?

2. Methodology

This section presents explanations regarding the research model, data collection tools, data analysis, and the trustworthiness of the study.

2.1. Research Model

Document analysis, a qualitative research method, was used in this study to examine graduate dissertations adopting action research in social studies education in Turkey. Thus, it aimed to reveal the understanding of using action research patterns in this field.

2.2. Data Collection Tools and Procedure

All the electronic documents examined in this study were obtained through the Dissertation Database of Turkish Higher Education Council on 25.01.2022. The keywords "social studies" and "action research", both in English and Turkish, were used to reach the dissertations in the database. The keywords were searched in the dissertations' titles, abstracts and indices. In this way, a total of 84 electronic files of dissertations completed between 2007-2021 were retrieved. A preliminarily analysis of the dissertation files was performed in terms of set criteria including the availability of the dissertation content, relating to social studies education and adopting the action research design. Consequently, one dissertation with no available content and two dissertations that did not employ action research were excluded for not meeting the criteria. Thus, the dataset contained 82 graduate dissertations that adopted action research in social studies education and were completed between 2007 and 2021. Each file was given a number between 1 and 82.

An analysis form was developed to examine the graduate dissertations carried out following the action research design in social studies education. The form was prepared before the dissertations were examined. While developing this form, themes from the literature on action research were used. In this way, it was ensured that the graduate dissertations were examined in line with the characteristics of action research.

The draft form was presented to experts with experience in action research for their feedback. The final version of the analysis form was then finalized in light of the expert opinion. The form consisted of 20 items developed following the aims of the study. Using this form, all the dissertations included in the study were examined separately. The number of the dissertation examined was noted on each analysis form.

Limitations: This study is limited to the graduate dissertations adopting action research on social studies education between 2007-2021 in Turkey. To retrieve the dissertations, the keywords "social studies" and "action research", both in English and Turkish, were searched in title, abstracts and indices on 25.01.2022 from the Dissertation Database of Turkish Higher Education Council. The data on the number of dissertations in social studies at the graduate level were obtained using the keyword "social studies" in dissertation titles.

2.3. Data Analysis

Descriptive analysis was performed in data analysis. Therefore, the data obtained in the scope of the study were summarized and interpreted considering the themes determined following the research questions. The data were presented in tables in the form of frequencies (f) and percentages (%).

2.4. Trustworthiness

Re-analysis and receiving expert opinions were used to ensure the study's trustworthiness. All the documents handled with the analysis form were re-analyzed after two months. The results of the second analysis were compared with the initial analysis. The differences between the analyses performed at different times were reviewed. An independent field expert was asked to analyze all the documents using the analysis form after the re-analysis by the researcher. The results of the analyses conducted by the two experts were seen to be almost the same. Regarding the results that were different were discussed to reach an agreement.

2.4. Ethical

To ensure the compliance of the research with the ethical rules, a decision document was obtained from Anadolu University Social and Human Sciences Scientific Research and Publication Ethics Committee with the date 02.05.2022 and protocol number 14799.

3. Findings

The findings revealed through the data analysis are presented in this section. The research findings are summarized in tables and interpreted.

The yearly distribution of graduate dissertations adopting the action research design in social studies education is presented in Table 1:

Table 1. *Distribution of Dissertations by Years*

Year	f	%
2007	2	2.44
2009	1	1.22
2010	5	6.10
2011	4	4.88
2012	3	3.66
2013	2	2.44
2014	2	2.44
2015	5	6.10
2016	5	6.10
2017	3	3.66
2018	10	12.20
2019	27	32.93
2020	9	10.98
2021	4	4.88
Total	82	100

The highest number of dissertations adopting action research in social studies education were completed in 2019 and the lowest number was in 2009. Since 2009, there has been an increase in the number of dissertations using the action research design. However, following 2020, there has been a decrease in number. The interruption of face-to-face education in schools with the worldwide pandemic in 2020 can be said to have decreased the number of practice-based action research studies in recent years.

The distribution of graduate dissertations adopting the action research design in social studies education based on the level of graduate study is presented in Table 2:

Table 2. *Distribution of Dissertations Based on Level of Graduate Study*

Level of Graduate Study	f	%
Master's	57	69.51
PhD	25	30.49
Total	82	100

Most of the graduate dissertations adopting action research in social studies education and completed between 2007-2021 were at the Master's level (69.51%). Those at the Ph.D. level were in the minority (30.49%).

The distribution of graduate dissertations adopting the action research design in social studies education based on universities is presented in Table 3:

Table 3. *Distribution of Theses by Universities*

University	Master's		PhD		Total	
	f	%	*f*	%	*f*	%
Marmara University	21	36.84	9	36	30	36.59
Sakarya University	9	15.79	1	4	10	12.20
Gazi University	-	-	6	24	6	7.32
Erciyes University	4	7.02	-	-	4	4.88
Usak University	3	5.26	1	4	4	4.88
Anadolu University	-	-	3	12	3	3.66
Adiyaman University	3	5.26	-	-	3	3.66
Bartin University	2	3.51	1	4	3	3.66
Necmettin Erbakan University	2	3.51	1	4	3	3.66
Adnan Menderes University	2	3.51	-	-	2	2.44
Afyon Kocatepe University	2	3.51	-	-	2	2.44
Ataturk University	-	-	2	8	2	2.44
Eskisehir Osmangazi University	2	3.51	-	-	2	2.44
Akdeniz University	1	1.75	-	-	1	1.22
Ankara University	1	1.75	-	-	1	1.22
Bolu Abant İzzet Baysal University	1	1.75	-	-	1	1.22
Istanbul University	1	1.75	-	-	1	1.22
Kirsehir Ahi Evran University	1	1.75	-	-	1	1.22
Kütahya Dumlupınar University	-	-	1	4	1	1.22
Mugla Sitki Kocman University	1	1.75	-	-	1	1.22
Nigde Omer Halisdemir University	1	1.75	-	-	1	1.22
Total	57		25		82	100

As is seen in Table 3, more than one thirds of the dissertations were completed at Marmara University (36.59%) followed by Sakarya University (12.20%) and Gazi University (7.32%). Other universities, including Erciyes University, Uşak University, Anadolu University, Adyaman University, Bartn University, Necmettin Erbakan University, and Adnan Menderes University, have also undertaken dissertation studies using the action research design in social studies graduate education.

The distribution of graduate dissertations adopting the action research design in social studies education based on the educational stage in which the instructional activities were conducted are presented in Table 4:

Table 4. *Distribution of Dissertations by Educational Stage Focused*

Educational Stage	*f*	%
Middle school	56	68.29
Elementary school	11	13.41
University	9	10.98
Preschool	6	7.32
Total	82	100

As is seen in Table 4, the implementation of the action research in the scope of dissertation research in social studies education was mostly conducted in middle schools (69.29%) followed by elementary schools (13.41%) and universities (10.98%). There were also action research studies at the pre-school level (7.32%), covering content of social studies education.

The distribution of graduate dissertations adopting the action research design in social studies education based on the research method is presented in Table 5:

Table 5. *Distribution of Dissertations Based on Research Method*

Research Method	f	%
Qualitative	65	79.27
Mixed-Method	9	10.98
Not specified	8	9.76
Total	82	100

Most graduate dissertations adopted a qualitative research method (79.27%). While a limited number of dissertations reported using mixed-method design (10.98%). However, some of the dissertations (9.76%) had no specification for a research method.

The distribution of graduate dissertations adopting the action research design in social studies education based on the content being taught in the implementation process is presented in Table 6:

Table 6. *Distribution of Dissertations Based on Type of Instructional Implementation*

Implementation	f	%
Teaching-Learning Approaches, Methods and Techniques	33	38.82
Teaching Skills	15	17.65
Teaching Concepts	8	9.41
Values Education	7	8.24
Out-of-School Learning	7	8.24
Literacy Education	5	5.88
Socio-Cultural Education	3	3.53
Philosophy Education	2	2.35
Measurement and Evaluation	2	2.35
Material Development	1	1.18
Character Education	1	1.18
Citizenship Education	1	1.18
Total	85	100

As seen in Table 6, dissertations adopting action research in social studies education mostly addressed teaching-learning approaches, methods, and techniques (38.82%) in their implementation processes. This was followed by teaching skills (17.65%), teaching concepts (9.41%), values education (8.24%), and out-of-school learning (8.24%). The distribution of graduate dissertations adopting the action research design in social studies education based on whether a pilot study was conducted or not is presented in Table 7:

Table 7. *Distribution of Dissertations Based on Using Pilot Study*

Pilot Study	f	%
Not specified	66	80.49
Yes	16	19.51
Total	82	100

No pilot study on the instructional process was conducted in most of the graduate dissertations (80.49%) in social studies education. However, there was a pilot study in almost one-fifth of the dissertations (19.51%).

Table 8 presents the distribution of graduate dissertations in social studies education based on action research models.

Table 8. *Distribution of Dissertations Based on Action Research Models*

Action Research Model	f	%
Not specified	44	52.38
Emancipatory/Enhancing/Critical	14	16.67
Practice/Mutual Cooperation/Discussion	13	15.48
Practitioner-Researcher Model	5	5.95
Participatory	3	3.57
Technical/Scientific/Collaborative	3	3.57
Collaborative	2	2.38
Total	84	100

The action research model was not specified in more than half (52.38%) of the dissertations. In those where the model was mentioned, the most common model (16.67%) was emancipatory/enhancing/critical action research, which was followed by the practice/mutual cooperation/discussion model (15.48%), the practitioner-researcher model (5.95%), participatory model (3.57%), technical/scientific/collaborative model (3.57%) and collaborative model (2.38%). There were also dissertations in which more than one model was adopted.

Table 9 presents the distribution of graduate dissertations in social studies education based on the cycles used in action research.

Table 9. *Distribution of Dissertations Based on Action Research Cycles*

Cycle Used in Action Research	f	%
No Cycles Used	44	53.66
No Reference	14	17.07
Yıldırım & Şimşek	7	8.54
Mills	7	8.54
Kemmis & Mctarget	3	3.66
Büyüköztürk	2	2.44
Elliot	1	1.22
Johnson	1	1.22
Guba	1	1.22
Stringer	1	1.22
Berg	1	1.22
Total	82	100

As is seen in Table 9, more than half of the graduate dissertations (53.66%) adopting action research in social studies education did not use any cycles, while some of the dissertations (17.07% did not refer to the cycle(s) being used. Of those that made use of a cycle, most (8.54%) employed the cycles of Yıldırım and Şimşek, and Mills. Cycles developed by Kemmis and McTarget, Büyüköztürk, Elliot, Johnson, Guba, Stringer, and Berg were also used in the dissertations analyzed.

The distribution of graduate dissertations adopting the action research design in social studies education based on researcher roles is presented in Table 10:

Table 10. *Distribution of Dissertations by Researcher Roles*

Researcher Role	f	%
Practitioner-Researcher	53	64.63
Not specified	21	25.61
Observer	8	9.76
Total	82	100

In most dissertations examined, the researchers took on a practitioner-researcher role (64.63%) while a role was not specified in nearly one-fourth of the dissertations (25.61%). There were also those in which the researchers had the role of an observer during the implementation process (9.76%).

Table 11 presents the distribution of graduate dissertations in social studies education based on sampling methods.

Table 11. *Distribution of Dissertations Based on Sampling Methods*

Sampling Method	f	%
Convenience	28	33.33
Not specified	25	29.76
Criterion	16	19.05
Purposive	9	10.71
Maximum variation	2	2.38
Homogeneous	2	2.38
Snowball	1	1.19
Random	1	1.19
Total	84	100

The most widely used sampling method in the dissertations was convenience sampling (33.33%). In contrast, nearly one-third did not specify any sampling method (29.76%), and no explanation regarding the sampling procedure was provided. Other sampling methods employed included criterion, purposive, maximum variety, homogenous, and snowball sampling. More than one sampling method was used in some of the dissertations.

The distribution of graduate dissertations adopting the action research design in social studies education based on whether a validity committee was present is shown in Table 12:

Table 12. *Distribution of Dissertations Based on Having a Validity Committee*

Validity Committee	*f*	%
Not specified	66	80.49
Yes	16	19.51
Total	82	100

Most of the dissertations adopting action research (80.49%) did not form a validity committee. Only a limited number of dissertations (19.51%) had this committee during their procedures.

The distribution of graduate dissertations in social studies education based on data collection tools is presented in Table 13.

Table 13. *Distribution of Dissertations by Data Collection Tools*

Data Collection Tools	*f*	%
Interviews	69	22.12
Achievement Tests	46	14.74
Journals	44	14.10
Observations	39	12.50
Students works (worksheets, activities, etc.)	35	11.22
Video/audio/photo records	24	7.69
Students words-supplementary data (caricatures, poems, pictures, etc.)	17	5.45
Questionnaires	15	4.81
Scales	14	4.49
Information forms	9	2.88
Total	312	100

Interviews (22.12%) were the most common data collection tools in the dissertations, followed by achievement tests (14.74%) and journals (14.10%). Observations (12.50%) and student works (11.22%) were also used as data collection tools in action research. Moreover, video/audio/picture records were used in 7.69% of the dissertation, and other tools included questionnaires, scales and information forms. In some dissertations (5.45%), student works were used as supplementary data without being analyzed.

The distribution of graduate dissertations adopting action research in social studies education based on whether reliability and validity studies were used is presented in Table 14.

Table 14. *Distribution of Dissertations Based on Reliability and Validity Studies*

Validity and Reliability Studies	Total	Yes		Not specified	
	f	*f*	%	*f*	%
Interviews	69	29	42.03	40	57.97
Achievement Tests	46	19	41.30	27	58.70
Student's works (worksheets, activities, etc.)	35	16	45.71	19	54.29
Questionnaires	15	7	46.67	8	53.33
Scales	14	14	100	-	-
Observations (through a form)	11	5	45.45	6	54.55

According to the data shown in Table 14, validity and reliability studies were not conducted in more than half of the interviews (57.97%) used as data collection tools in the dissertations. Similarly, more than half of the instruments for evaluating achievement (58.70%) were used without a validity and reliability study. Moreover, no reliability and validity studies were reported in more than half of the questionnaires (53.33%) and observations made through a structured form (54.55%) in the dissertations. As for the scales, reliability and

validity studies were conducted in all the dissertations examined. Table 12 presents the distribution of graduate dissertations adopting action research in social studies education based on data analysis methods.

Table 15. *Distribution of Dissertations by Data Analysis Methods*

Data Analysis Methods	*f*	%
Qualitative Data Analysis Methods	104	82.54
Content	52	50
Descriptive	43	41.35
Interpretive	4	3.85
Discourse	3	2.88
System	2	1.92
Quantitative Data Analysis Methods	20	15.87
T-test	10	50
Percent/Frequency	4	20
Mean/Standard Deviation	3	15
Correlation	1	5
Mann-Whitney U Test	1	5
Wilcoson Signed-Rank Test	1	5
Not specified	2	1.59

Qualitative data analysis methods (82.54%) were the most commonly used in the graduate dissertations by adopting the action research design. Quantitative data analysis methods were used in 15.87% of the dissertations. In some dissertations (1.59%), the data analysis method was not mentioned. The most common approach in the dissertations with the qualitative data analysis method was content analysis (50%). Descriptive analysis (41.35%) was also used in the dissertations. Apart from these two qualitative data analysis methods, interpretive, discourse, and system analysis were performed.

In the dissertations with a quantitative data analysis method, the t-test was used the most (50%), which was followed by percentage/frequency (20%) and means/standard deviations (15%). Wilcoxon Signed-Rank Test, Mann-Whitney U Test, and correlation were among the quantitative analysis methods used in some dissertations. The distribution of graduate dissertations in social studies education based on trustworthiness techniques is presented in Table 16.

Table 16. *Distribution of Dissertations Based on Trustworthiness Practices*

Section on Trustworthiness Practices	*f*	%
Not specified	43	52.44
Yes	39	47.56
Trustworthiness Practices	***f***	**%**
Expert opinion	31	17.51
Data triangulation	30	16.95
Inter-rater reliability	18	10.17
Presence in the research environment for a long time	17	9.60
Detailed description	15	8.47
Direct quotations	14	7.91
Member checking	11	6.21
Objectivity	9	5.08
Data consistency	7	3.95
Review	6	3.39
Persistent observation	4	2.26
Use of clear and intelligible language	4	2.26
Confirmability	3	1.69
Consistency	3	1.69
Selecting a purposive sample	3	1.69
Deep-focused data collection	1	0.56
Using mixed-methods	1	0.56

Almost half of the dissertations involved trustworthiness practices (52.44%), while the rest (47.56%) did not. The most common trustworthiness practice in the dissertations adopting action research was receiving expert opinion (17.51%). This was followed by data triangulation (16.95%), inter-rater reliability (10.17%), presence in the research environment for a long time (9.60%), detailed description (8.47%), direct quotations (7%, 91), member checking (6.21%), objectivity (5.08%), data consistency (3.95%), and review (3.39%). Persistent observations, using clear and intelligible language, confirmability, consistency, and deep-focused data collection were also among the trustworthiness practices. The graduate students who were the writers of the dissertations mentioned selecting a purposive sampling method and using mixed-method reasearch.

The distribution of graduate dissertations adopting the action research design in social studies education based on the number of lesson hours during the implementation process is presented in Table 17:

Table 17. *Distribution of Dissertations Based on Number of Lesson Hours*

Number of Lesson Hours During the Implementation	*f*	%
Not specified	29	35.37
1-10 hours	7	8.54
11-20 hours	23	28.05
21-30 hours	15	18.29
31-40 hours	2	2.44
41-50 hours	1	1.22
51-60 hours	2	2.44
71-80 hours	2	2.44
81-90 hours	1	1.22
Total	82	100

More than one-third of the graduate dissertations adopting action research (35.37%) did not include the number of lesson hours during the instructional implementation. The most common length in those that reported this information ranged between 11 and 20 lesson hours (28.05%). Those with 21 to 30 hours of implementation constituted nearly one-fifth of the dissertations (18.29%). There were also graduate dissertations (8.54%) involving instructional implementation for 1 to 10 lesson hours. Lastly, 9.76% of the dissertations were reported to have over 31 lesson hours of implementation.

The distribution of graduate dissertations adopting the action research design in social studies education based on whether information on learning outcomes was reported or not is presented in Table 18:

Table 18. *Distribution of Dissertations Based on Reporting Information on Learning Outcomes*

Reporting Information on Learning Outcomes	*f*	%
Yes	47	57.32
Not specified	35	42.68
Total	82	100

While learning outcomes were reported in more than half of the graduate dissertations completed in the action research design in social studies education (57.32%), almost half (42.68%) did not make any reference to learning outcomes.

Table 19 presents the distribution of graduate dissertations in social studies education based on whether an action/lesson plan was used or not.

Table 19. *Distribution of Dissertations Based on Using Action/Lesson Plans*

Using an Action/Lesson Plan	*f*	%
Not specified	55	67.07
Yes	27	32.93
Total	82	100

Most of the graduate dissertations (67.07%) conducted in the action research design in social studies education did not report having an action/lesson plan. Those including an action/lesson plan were in the minority (32.93%).

The distribution of graduate dissertations adopting the action research design in social studies education based on how the decision was made to terminate the implementation process is presented in Table 20:

Table 20. *Distribution of Dissertations Based on the Decision for Terminating the Implementation Process*

Decision to End the Implementation Process	*f*	%
Not specified	77	93.90
Yes	5	6.10
Total	82	100

Almost all of the graduate dissertations (93.90%) adopting the action research design did not specify how the decision to complete and terminate the implementation process was made. Only few dissertations (6.10%) reported no information regarding the decision to terminate the implementation process.

4. Discussion and Conclusion

This study attempted to analyze the graduate dissertations adopting action research that was completed in social studies education between 2007-2021 in terms of various variables. The dissertations were identified as documents, and document analysis was conducted through descriptive analysis. The results obtained from the study and the suggestions offered based on these results are presented in this section.

The results showed that the lowest number of dissertations adopting action research in social studies education were completed in 2009 and the highest number was in 2019. Between 2009 and 2019, there has been an increase in the number of dissertations using the action research design in social studies education. The number of dissertations completed in 2019 represents almost one-third of all dissertations analyzed for this study. In this sense, dissertation advisers and graduate students in social studies education appear to believe that action research is currently more significant than it was few years ago. A decrease was observed in the number of graduate dissertations using action research in social studies education in 2020 and 2021. However, it can be argued that the COVID-19 pandemic effectively decreased the number of dissertations in these years. he interruption of face-to-face education in schools due to the pandemic in 2020 prevented the implementation of action research, which is basically a practice-based research design. Likewise, Namlı Altıntaş and Koçak (2021) stated that there was an increase in graduate dissertations completed using action research in 2019, but there was a decrease the following year. They also argued that the reason why there was limited action research at the graduate level in 2020 could be that researchers were not able to go to schools and classrooms because of the pandemic.

Between 2007 and 2021, a total of 1687 dissertations with the concept "social studies" in their titles were completed in Turkey (Turkish Higher Education Council -YÖK-, 2022). Action research was found to be used in only 82 of these dissertations. This number is quite low becauseat most universities in Turkey have graduate programs in social studies education. According to the results of studies conducted by different researchers in the literature, action research is the least preferred research design in the field of education in Turkey (Selçuk, Palancı, Kandemir & Dündar, 2014; Çalışkan & Serçe, 2018). Similarly, various papers have reported a low number of graduate dissertations adopting action research in social studies education (Çakmak & Taşkıran, 2020; Dilek, Baysan & Öztürk, 2018, Oğuz Haçat & Demir, 2018; Şimşek, 2019).

In a paper in which 797 articles were examined, Altay (2020) stated that studies in the field of social studies education in Turkey generally aimed at revealing participants' opinions or making an overall analysis of the documents used. Çakmak and Taşkıran (2020) also reported that research on social studies education in Turkey mostly focused on revealing the views of teachers and students by examining the curriculum and textbooks. Although action research has been perceived as important in social studies graduate education in recent years, researchers should conduct more action research to improve the practices of social studies education. Reasons such as the dissertation advisors and graduate students' concerns about the difficulties experienced in the implementation process or the lack of knowledge or experience to manage this process may be influential on the low number of dissertations carried out using action research. Similarly, Beyhan (2013) pointed out that action research may not be attractive to academics who are anxious to get published in a short time because action research can take a long time, the process ends late or sometimes not at all, and the results are not generalized.. In addition, Beyhan (2013) also stated that the disconnection between academics and practitioners prevents the realization of action research that requires long-term cooperation.

In the present study, it was found that most of the dissertations completed in social studies graduate education was at the master's level, and about a third were at the PhD level. This could be due to the fact that there are more Master's programs in social studies education than PhD programs. As is known, graduate dissertations in Turkey are completed at two different levels: Master's and Ph.D. Master's dissertation studies are carried out in the scope of graduate education to provide students with deep knowledge on professional issues and to show how to use the existing knowledge in practice. On the other hand, PhD dissertation studies are produced to gain the ability to conduct more independent research, to interpret scientific issues with a broad and deep perspective, and determine the necessary steps to reach new syntheses. Ph.D. dissertations are expected to bring innovation to science, develop a new scientific method, and/or extend the use of a scientific method to a new field (Erkul & Kanten, 2019). In fact, it is expected that the number of dissertations in which action research is used is higher at the Ph.D. level.

The most dissertations adopting action research in social studies education in Turkey were completed at Marmara University, İstanbul. It was followed by Sakarya University, Sakarya, and Gazi University, Ankara. Various studies in the literature report that most of the graduate dissertations in social studies education in Turkey were written at Gazi University and Marmara University (Şahin, Göğebakan Yıldız & Duman, 2011). Graduate programs were opened in these universities earlier than the others could be why they had more graduate dissertations.

According to Johnson (2019), action research is studying the actual classroom or school situation to understand and improve the quality of practices and teaching. In this respect, most dissertation studies adopting action research were conducted at the middle school level. Social studies is a course taught in elementary and middle schools in Turkey. While the social studies course is only in the 4th grade in elementary schools, it is taught in three different grades in middle schools 5th, 6th and 7th grades. Since the social studies course is widely taught in middle schools in Turkey, it is expected that action research designed based on practice is mostly carried out at the middle school level.

Within the scope of this study, it was found that most of the graduate dissertations using the action research design were carried out with the qualitative research method. According to Kuzu (2009), action research is one of the qualitative research methods. However, Yıldırım and Şimşek (2018) state that although mostly qualitative research approaches are used in action research, quantitative data collection methods are also employed. In this study, some dissertations were found to use mixed methods in action research. In another study, Dilek, Baysan, and Öztürk (2018) revealed that qualitative research was the most commonly adopted method in social studies education at the graduate level in Turkey. Turhan Türkkan, Yolcu and Karataş (2019) stated that qualitative and quantitative methods were mostly used together in Ph.D. dissertations involving action research.

The present study reported that the most commonly focused issue in the implementation processes of the dissertations was learning-teaching approaches, methods and techniques. This was followed by teaching skills, concepts, values education and out-of-school learning. Namlı Altıntaş and Koçak (2021) also asserted that the most commonly studied issue in the social studies course was material design and the use of technology. The subject of action research can be related to anything that is interesting to the researcher. Moreover, in action research in the field of education, the research topic can be an evaluation or analysis of a teaching strategy or technique (Johnson, 2019). Implementing new instructional strategies or techniques is mostly within the scope of action research (Henning, Stone & Kelly, 2009). In action research, while determining the research topic, it is necessary to focus on the situations/issues that are desired to be changed or improved (Efron & Ravid, 2013). Dissertations adopting action research in social studies education are mostly aimed at improving the teaching-learning processes in social studies.

As seen in the present study's results, since social studies is an interdisciplinary course, research covers a wide variety of areas. On the other hand, applying action research in these areas can be considered as an utterly difficult and laborious task. Action research offers many opportunities such as teaching a subject in the social studies course and a skill or concept in line with the course outcomes. For this reason, research on the social studies course being towards action research (Namlı Altıntaş and Koçak, 2021) will make significant contributions to the literature on social studies education. As is also seen in the results, action research studies cover various fields such as teaching methods, learning strategies, assessment processes, attitudes and values,

continuing professional development of teachers, classroom management, and school management (Kaysılı, 2021). In a study examining 80 action research studies in the field of education in Turkey, Çalışkan and Serçe (2018) found that three-quarters of the articles focused on the effectiveness of learning-teaching approaches, methods or techniques in terms of achievement, skills, and attitudes. Since action research is a practice conducted to understand and improve the quality of actions and teaching (Johnson, 2019), it can be thought that most of action research studies touch upon teaching-learning processes.

The results showed that most graduate dissertations in social studies education were not piloted for the instructional practice. However, it is important to conduct a pilot study to determine possible physical, social, psychological issues concerning the educational environment (Yılmaz & Tuncer, 2020). Akdemir and Kılıç (2021) point out that better quality and systematic studies can be structured by conducting pilot studies to gain experience. Thus, it can be argued that pilot applications in a dissertation adopting action research in social studies education will contribute to the realization of the implementation process.

The action research model was not specified in about half of the dissertations examined in the present study. In the dissertation where the model was mentioned, the most commonly used model was the emancipating/enhancing/critical action research. Action research is classified in different ways, depending on the sample, the roles of the participants in the research process, and some variables such as the environment in which the action takes place (Balcı, 2021). These classifications include participatory, collaborative, practical, critical, political, classroom and industrial action research (Berg, 2001; Creswell, 2012; Freankel, Wallen & Hyun, 2012, Gay, Mills & Airasian, 2012; Hendricks, 2017; Kemmis, McTaggart & Nixon, 2014; Mills, 2014; Yıldırım & Şimşek, 2018). Uzuner (2005) argues that many of these classifications for action research in the literature may cause confusion in conceptualization. Deniz (2021), on the other hand, assert that the classifications for action research enrich action research over time, and researchers should be aware of these classifications, but the important thing is to ensure change and development in action research. Similarly, Uzuner (2005) states that it would be sufficient for researchers to clearly and in detail their purpose of systematically solving research problems and creating a change in the research environment in action research. Although these models developed by different experts may seem different from each other, there are planning, implementation, observation and evaluation stages in all action research models (Balcı, 2021; Berg, 2001; Freankel, Wallen & Hyun, 2012; Mertler, 2017). Yet, it should be noted that in this study, a model was not specified in half of the dissertations adopting action research in social studies education.

No action research cycles were used in more than half of the graduate dissertations examined. However, active research has a cyclical structure by nature. In each cycle, more data are revealed concerning the implementation process. The increase in the number of cycles completed during implementation also enables the trustworthiness of action research (Mertler, 2017). The finding that no cycles were used in almost half of the dissertations can be interpreted as that researchers do not fully perceive the philosophical foundations and characteristics of action research. Another finding revealed that some dissertations did not reference any cycles being used. In those dissertations having cycles, the most commonly used cycles were the ones designed by Yıldırım and Şimşek (2018), and Mills (2014).

In most of the dissertations examined, the researcher (i.e. graduate students) took on the role of practitioner-researcher. In some of the dissertations, no role was mentioned for the researcher. There were also dissertations in which the researchers had the role of observer. Yıldırım and Şimşek (2018) indicated that practitioners could also conduct action research and added to this classification a role in which the practitioner is also the researcher.

In the dissertations, the most commonly used sampling method was convenience sampling. Patton (2018) and Baltacı (2018) point out that convenience sampling is the most frequently used but the least desirable sampling method in qualitative research. Baltacı (2018) asserts that the convenience sampling method directs the researcher to the easiest elements to form the sample from the target population and that this sampling method may negatively affect the trustworthiness of a study. In this sense, other and different sampling methods can be used to enhance trustworthiness in action research at the graduate level in social studies education. In nearly one-third of the dissertations examined in this study, there was no specification of a sampling method and no explanation regarding the sampling procedure.

In most dissertations, no validity committee was formed during the action research. In a study on action research studies in Turkey, Kayır (2021) reported that almost three fourths of dissertations did not have a vailidity or action committee. Baki Pala (2021) indicate that the committee, which can be termed differently such as the validity or advisory committee, has a critical importance in the action research process. Kayır (2021) state that using a validity or action committee is present in certain universities in Turkey such as Marmara University, Anadolu University, Gazi University and Çukurova University. Among these universities, Marmara University stands out as the university with the highest number of dissertations adopting action research in social studies education. Considering the rate of the dissertations with a validity committee (19.51%), it can be argued that using a validity committee is not regarded as important in social studies education in Turkey. Receiving feedback on the implementation of action research by having outside field experts other than the researcher and dissertation supervisor contributes to the development of new action plans (Sağlamgöncü, 2021). Validity committees that consist of field experts and provide feedback on the implementation by watching its video recording, make a great contribution to a study's validity, reliability and trustworthiness. These committees are important for the practitioner to feel secure with the recommendations made by committee members to improve the implementation process.

The most commonly used data collection tool in the dissertations analyzed in the study was interviews, followed by achievement tests and journals, respectively. Similar to this finding, Namlı Altıntaş and Koçak (2021) and Kayır (2021) also found that interviews and journals were the most commonly used data collection tools in dissertations adopting action research. On the other hand, Altay (2020) examined research articles in social studies education in Turkey, and highlighted that semi-structured interviews were the most frequently used data collection tool in qualitative studies. In another study examining research articles with action research in the field of education in Turkey, Caliskan and Serçe (2018) determined that a wide variety of quantitative and qualitative data collection tools, especially interviews, observations and documents, were used in the articles. Akkaş Baysal and Ocak (2018) found that teachers using action research benefited from both qualitative and quantitative data collection methods, and that most of the teachers collected their data through interviews, journals, logs, field notes, and observations.

In the dissertations examined, no reliability and validity studies were performed for more than half of the data collection tools including interviews, achievement tests, student works and questionnaires. In half of the observations as a data collection tool, there were neither reliability nor validity studies. However, reliability and validity studies were conducted for all the scales used in the dissertations. In another study, Şahin, Calp, Bulut and Kuşdemir (2013) reported that the validity and reliability studies of the data collection tools were not referred to in approximately half of the dissertations examined. Yet, research studies should clearly explain how the data collection tools have been developed and which steps have been followed while developing the data collection tools (Şan, 2020). This result of the study may have a negative impact on the reliability of theses that use action research in social pedagogy.In the present study, the qualitative data analysis methods were the most common in the dissertations adopting action research in social studies education. Few dissertations did not make any reference to the analysis method used. The remaining dissertations employed quantitative data analysis methods. Likewise, Altay (2020) found that content analysis was the most commonly used data analysis method in research articles published social studies education in Turkey.

In the present study, content analysis was the dissertations' most common qualitative data analysis method. Content analysis was followed by descriptive analysis. Kayır (2021) also reported that content analysis and descriptive analysis were mostly used in the dissertations with an action research design. Other than these two qualitative data analysis methods, interpretive, system, and discourse analysis was also used in the dissertations. In those employing a quantitative data analysis method, t-tests and frequencies/percentages were the most used, respectively. Wilcoxon Signed-Rank Tests, Mann-Whitney U test, and correlation were among the quantitative analysis methods in some of the dissertations.

The rates of the dissertations with and without trustworthiness studies were close to each other. However, one of the most important characteristics of scientific research is its trustworthy results. Experts have put forward some measures and strategies to ensure the trustworthiness of results in qualitative research (Yıldırım & Şimşek, 2018). In the present study, receiving expert opinion was the trustworthiness study that was the most frequent in the dissertations. Strategies such as being in the environment for a long time, obtaining in-depth information, constant and careful observation, asking for control of the environment, expert opinion,

video and audio recordings, reflecting the views of all participants, detailed description and having a comprehensive bibliography should be used to ensure the trustworthiness of research (Creswell, 2012; Efron & Ravid, 2013; Johnson, 2019; Mertler, 2017; Mills, 2014; Stringer, 2014; Uzuner, 2005; Yıldırım & Şimşek, 2018). In this study, being in the research environment for a long time, data triangulation and inter-rater reliability were used to ensure trustworthiness of graduate dissertations in social studies education in the scope of action research. Unlike traditional research that observes what people do from the outside, action research is a method in which practitioners are involved in the research (McNiff & Whitehead, 2010). It is quite important for the researcher to be part of the institution where the research takes place to be fully involved in the process (Glesne, 2020). In order for researchers to be a part of the environment in which they conduct the research, they must be in that environment for a long time. Researchers being in the research environment for a long time reduces the initial effect of the research and ensures that the research participants behave naturally (Yıldırım & Şimşek, 2018). Exhibiting natural behaviors and having trust allow researchers to gain in-depth information (Stringer, 2013). The diversity of data sources in action research and the presence of data that support each other through different data collection tools also increase the trustworthiness of the study (Creswell, 2012; Efron & Ravid, 2013; Johnson, 2019; Yıldırım & Şimşek, 2018). More than one-third of the graduate dissertations adopting action research did not mention the number of lesson hours for the implementation process. In the dissertations mentioning the number of lesson hours, the implementation took place mostly from 11 to 20 hours. Namlı Altıntaş and Koçak (2021) found that the time allocated to action research was mostly between 1-10 weeks. More lesson hours for implementation in dissertations will increase the time the researcher is in the research environment and the number of research cycles, thus contributing to the trustworthiness and quality of action research.

The learning outcomes were not included in about half of the dissertations adopting action research in social studies education. In instructional processes, the aim is to ensure that students achieve the outcomes in the social studies curriculum for each grade level. Action research is a practice-oriented process (Elliott, 2001). All practices carried out in the instructional processes in action research should be in line with a learning outcome. The practices carried out within the scope of action research in undergraduate or graduate programs must also have a learning outcome/objective. Knowing about the learning outcomes during the implementation is important for researchers, teachers, or prospective teachers who read these dissertations to understand the implementation process.

Most graduate dissertations adopting action research in social studies education did not have an action/lesson plan. Researchers carry out their own practices to bring about change and improvement in action research. In order to reveal the change and improvement, new action plans are prepared in action research by making reflective inquiries over the data already obtained. The implementation process is constantly being enhanced with new action plans until there are adequate and iterative data (Gürgür, 2019). Action plans are the most difficult and time-consuming stage in this type of research. The path to be followed in educational research should be determined by creating practical action plans as part of overall action plans (Ocak & Akkaş Baysal, 2020). In action research, the researcher is in the research environment and actively plans the change, implements the plan and determines whether the implemented plan has positive results. In this aspect, the researcher should be the pioneer of change in the research environment with the action plans throughout action research (Güler, Halıcıoğlu & Taşğın, 2015). Moreover, action/lesson plans contribute to a better understanding of the implementation process by researchers, especially teachers. For these reasons, not including action plans in action research in dissertations is considered as a major shortcoming.

In almost all of the graduate dissertations using the action research design, how the decision to terminate the implementation process was made was not specified. Action research has a cyclical nature. Therefore, the implementation process is constantly being developed with the implementation of new action plans. This process can be terminated when the problems experienced are eliminated with planned and deliberate interventions by the researcher. In this context, completing the implementation process in action research may differ for every other research. However, some strategies can be developed to end the implementation process. Action research can be terminated when the implementation process starts to repeat the data in every cycle, that is, when there are adequate data. As the implementation process is improved, the duration of the validity committee meetings shortens as the members do not make many criticisms and suggestions. Gradually less time spent in the validity committee meetings is also an important indicator for ending the implementation

process of action research. In this case, the members of the validity committee may decide that the process should be terminated. It is worth noting that almost all of the dissertations examined did not inform readers about how the implementation process was ended.

In their study, Akdemir and Kılıç (2021) concluded that a significant part of the researchers who adopted the qualitative approach had misconceptions about this approach and that the methodology sections of the studies contained problems. Karadağ (2010) stated that the problems experienced in research processes are because researchers who conduct a dissertation study do not have sufficient knowledge about their research model. When the results obtained from this study are considered, it can be argued that the action research design is not used sufficiently in the dissertations in social studies education. Explanations that should be included in action research or any scientific paper were not provided in the dissertations examined. The number of action research studies is expected to increase to develop the literature on social studies education. Finally, researchers should be careful in the conducted studies, follow processes, and report necessary information in accordance with the nature of action research.

5. Recommendations

When the results revealed in the present study are evaluated overall, the following suggestions can be offered:

- Problems experienced in instructional processes in social studies education should be defined, and action research studies should be conducted to address these problems.
- Validity committee meetings should be held regularly during the process to increase the trustworthiness of action research and develop action cycles.
- Action/lesson plans should be prepared and included in reporting.
- In action research, the method, sample, cycles, model, data collection tools, validity and reliability studies of these tools, data analysis, and trustworthiness should be adequately explained.
- It should explain how an action research cycle ended and how the implementation was terminated.
- Studies that aim to contribute to the literature on social studies education should be analyzed in further studies in terms of various variables.
- Studies that reveal the experiences of researchers performing action research should be carried out.

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The Effect of Competition on Moral Development: A Phenomenological Study

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ABSTRACT

The purpose of the study is to determine teachers' perspectives on school competition and its effects on moral development. The research is qualitative and employs the phenomenological methodology. Personal interviews using a semi-structured interview form were utilized to collect the data for the study. The research's study group consists of 12 teachers with advanced degrees who work in Van. Content analysis was used to analyze the research data. In accordance with the findings of the study, the participants equated Competition with the type of Competition with another and emphasized the negative aspects of Competition in the study. According to the findings of the study, Competition prevents students from realizing their full potential, skills, and talents. In addition, it disrupts friendships and causes students to experience emotional difficulties, which negatively impacts moral development. Although Competition in schools is viewed as a useful motivator, it causes students to experience stress.

Keywords:
Competition in school, moral development, phenomenology

1. Introduction

Individuals are more competitive with one another and with themselves as a result of advances in technology and social mobility. There are two types of competition, defined as the race to improve and achieve superior outcomes. One is competing with oneself, while the other is competing against someone else. Being competitive with oneself can be advantageous. This is due to the fact that when you compete with yourself instead of other people, you can evaluate yourself and your actions, which can be used to make you more successful. The second type of competition, competition with another, is frequently harmful and undesirable. People frequently associate competition with the second meaning, and many people experience the second type of competition in their daily lives. However, competing with others has numerous social, academic, and moral drawbacks. Because humans are social beings who require love and approval from others as much as they require food and water to survive. According to Maslow's hierarchy of needs, a sense of belonging and affection are among the most fundamental requirements for survival. During adolescence, a sense of belonging, loving, and being loved are achieved primarily through friendships. Therefore, it is beneficial for students to have supportive friendships during this time. Students with strong friendships are more socially and academically successful. In order for students to make friends and not feel alone (Bilgic, 2000; Ladd & Fiske, 2003; Polat, 2019), they must engage in group activities. Today, the friendly relations, which are vital for socializing, can be destroyed due to competition. Because establishing and developing a good friendship requires minimal competition (Öztürk, 2016). Although there are factors such as gender and personality in competitive attitudes and behaviors, competitive parental attitudes are more effective on children's

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competitive attitudes (Akkaya, 2008). In other words, parents' ambitions spark students' competitiveness (Khadjavi & Nicklisch, 2018). A child or adolescent competing with another is often deprived of peer support required for personality and moral development. When children cannot make friends, they experience psychological problems such as anxiety and depression. In addition, competition can disrupt moral development, this is because competition prevents the sense of belonging (Erden & Akman, 2012; Gilbert et al., 2009; Horney, 2020; Nelson & Dawson, 2017; Öztürk, 2016; Polat, 2019).

The system of values in the individual is formed within a developmental process. This process is also called moral development. According to Piaget and Kohlberg, moral development and cognitive development are parallel to each other. But some adults are cognitively mature but cannot grow morally. Because the progress of the calendar age is not enough for moral development. For moral development, experience and learning experiences should also be sufficient. The current conditions also positively or negatively affect the individual's moral development (Cantador & Conde, 2010).

For this reason, the adults in the school must have experiences that are as rich as possible in terms of values. According to Piaget, 11 years and later, and according to Kohlberg, 14 years and later is a period when an individual is cognitively ready to reach the highest moral level. Therefore, the individual needs a positive environment and appropriate models (Erden & Akman, 2012). Competitive educational environments today may hinder moral development and raise adults who are immature in terms of values for tomorrow. Because competitive parental attitudes, competitive teacher behaviors and the current system can not provide rich experiences to the adolescence period, which is important in terms of moral development, and negatively affect the moral development of the adult. In this period, the individual needs healthy friend relations, a correct parent and teacher attitude and behavior. Competition not only disrupts friendship relations but also damages the cooperation and solidarity that should be among friends by causing unwanted emotions such as grudge, hatred, jealousy, and anger. Moral maturation requires a positive environment, competition which can often be achieved in an environment where competition is as minimal as possible and with values-rich lives (Akkaya, 2008; Erden & Akman, 2012; Öztürk, 2016).

Nowadays, competition is transferred from teachers to students in the school environment and in families, sometimes consciously and sometimes unconsciously.This is generally done so the student gains a good school by increasing academic success. In particular, children of parents with high competitive attitudes also have highly competitive attitudes (Akkaya, 2008). Although this situation sometimes provides academic success in the short term, there may be decreases in the long term. However, things that are as important as the decline of academic success can be damaged. The moral development of students can be seriously damaged by competition. Because competition can disrupt friendship relations. However, friendship relations are important for the life and social relations of the individual, especially the student. Friendship is where adolescents learn about life, and the experiences gained in the friendship relationship serve as a guide for later experiences (Polat, 2019). For the young person who does not yet know life, competition in friendship relationships, damaged by competition, can hurt the sense of belonging, love and being loved, and also lead him to believe that the world is full of unreliable people. A person who has problems trusting others may feel lonely, depressed, anxious and unhappy because he cannot establish closeness with others.In addition, the person turns into someone who constantly thinks about himself in his social relations, is self-centered, jealous, holds grudges and exhibits anti-social behaviors (Adler, 2010; Juffer, Stams & Ijezndoorn, 2004; Neves, 2018). Because in competition one person's victory is another's defeat, there is hostility in any intense competition (Horney, 2017). However, if students are competing with themselves, they will not see their friends as opponents, so friendship relationships will not be damaged by competition. For this reason, it is important to investigate the opinion of teachers, who have an important influence on the formation of a competitive environment or on the development of competition in another way (Polat, 2019). The aim of this research is to find out the teachers' opinion about the impact of competition in educational environment on students' moral development.

2. Methodology

2.1.Research Model

In this study, the phenomenology design, one of the qualitative research methods, was used. The phenomenological pattern is used in situations where individuals are aware but do not have in-depth and

detailed information about the phenomenon (Özet, 2014; Yıldırım & Şimşek, 2018). In the world we live in, phenomena appear in various forms. These can be any event, experience, perception, orientation, concept or situation. Although these phenomena are encountered daily, they may not be fully understood. Phenomenology is used to investigate the facts that the individual is not completely unfamiliar with but cannot fully perceive (Yıldırım & Şimşek, 2018). Competition is a phenomenon we encounter in daily life that some of us don't have in-depth and detailed information about. Thus, the phenomenology design was preferred for the study. In this study, teachers' "competition" phenomenon was examined in detail.

2.2. Research Sample

In phenomenological studies, the phenomenon is studied by working with a group or individual who has experienced the phenomenon in every aspect (Özet, 2014; Yıldırım & Şimşek, 2018). Therefore, the sample size varies between 3-4 people and 10-15 people. The sample must be a heterogeneous group (Özet, 2014). This research was designed in the phenomenological model. Since this study aims to determine teachers' opinions about the concept of "competition", the study group of the research was chosen by criterion sampling of purposeful sampling. Persons with research characteristics in the criterion sample are selected as the study group (Büyüköztürk et al., 2008). For this research, opinions were received from 12 teachers working at different levels, from various branches and receiving postgraduate education in their field.

Table 1. *Branches of The Teachers in the Study Group*

Teachers	Branch
T1	Mathematics Teacher
T2	School Counselor
T3	Classroom Teacher
T4	Science Teacher
T5	Social Studies Teacher
T6	English Teacher
T7	Preschool Teacher
T8	Religious Culture and Moral Knowledge Teacher
T9	Chemistry Teacher
T10	Painting Teacher
T11	Turkish Language and Literature Teacher
T12	Philosophy Teacher

According to Table 1, one of the teachers taught mathematics, one was a school counselor, one was a classroom teacher, one taught science, one taught social studies, one taught English, one taught preschool, one taught religious culture and moral knowledge, one taught chemistry, one taught painting, one taught Turkish language and literature, and one taught philosophy.

2.3. Data Collection Tools and Procedure

Personal interview is the primary tool in phenomenological studies (Yıldırım & Şimşek, 2018). Since this study is a phenomenological research, the research data were collected by personal interviews. The authors created the semi-structured interview form based on relevant litertüre and prior knowledge. Expert views were taken to set it in cemen.

2.4. Data Analysis

The data of the study were collected through personal interviews with 12 teachers participating in the study. The interviews lasted nearly 20 minutes. During the interview, a voice recorder was used with the participants' permission. One of the twelve participants expressed his opinions in writing because he refused to be recorded during the interview.The information in the semi-structured form and the recordings and were deciphered. The participants were represented as T and a number is given next to each participant's code.

Since this research tried to reveal the experiences and meanings of the teachers' views of theachers about competition, the content analysis technique was used for data analysis. The data collected through content analysis is summarized and interpreted under predetermined titles or themes. The data obtained can be organized according to the research questions or the information obtained during the data collection process

(Büyüköztürk vd., 2008; Yıldırım & Şimşek, 2011). In this study's content analysis, the primary categories were determined to be the questions asked of the participants about the competition.

2.5. Validity and Reliability

The following provision was made for the validity and reliability of the study:

- Experts were consulted while preparing the interview questions and form of the research.
- The questions on the form were attentively prepared regarding the general purpose and the sub-goals of the study.
- After the interview form was prepared, a pilot application was conducted with 4 teachers for content validity. According to the teachers, the number of questions is sufficient, and the questions are clear and understandable.
- During personal interviews, the participants were given enough time.
- Participants were warned by the researchers when they answered outside the scope of the question. In cases where the participants' statements were unclear, they were asked questions that required explanation.
- The data obtained in the study were coded independently by the researchers.
- After this process, Miles & Huberman's (2019) Reliability=consensus/ (consensus+disagreement) formula was used. With this formula, the number of consensus and disagreement of the researchers was determined.
- According to the authors (Miles & Huberman, 2019) , when the reliability exceeds 90 percent, the study's reliability is deemed to be provided. Providing a consensus (reliability) at this rate for this study was deemed adequate for the study's reliability.

2.6. Ethical

In this study, all rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. Ethical Review Board Name: Van Yüzüncü Yıl University Ethics Committee. Date of Ethics Evaluation Decision: 25.05.2021 Ethics Assessment Document Issue Number: 2270.

3. Findings

In this section, the research findings are presented as subheadings of the questions posed to the participants.

3.1. Competition Description

Under this sub-heading, the participants were asked the following question: "How would you define competition?" Almost all of the participants defined competition as a race. Moreover, three competitionparticipants (T1, T4, T9) described competition as a race on academic success. Three competition participants (T3, T6, T10) described competition Competition to campaign for a tight rein on others or demonstrate strength or intellectual superiority over others. Three of the participants (T1, T7, T10) defined competition as trying to do better. Two of the participants (T2, T8) figured competition as an effort to be more successful than each other. One of the participants (T11) defined competition as a useful motivating force. Some of the participants' views were as follows:

> *"I think competition in schools means being the best in success and trying to be more successful than peers (T1)".*

> *"I define competition as a race among children for academic success. I only see it as a success because there is no evaluation of thinking skills in schools (T4)."*

> *"I see the competition as a struggle to be good, to try to show who does it better among people doing the same job (T7)."*

3.1. Competition Description

Under this sub-heading, the participants were asked the question: "Is competition necessary in educational settings? Why?". While the majority of the participants (T4, T7, T8, T9, T10, T12) stated that competitionin educational environments is not necessary for various reasons, other participants (T1, T2, T3, T5, T6, T11)

stated that although competition is necessary for some reasons, competition may have some negative effects. Therefore competition should be at a certain level.

Two of the participants (T4 and T9), who expressed the opinion that competition in educational environments is not necessary, said that competition causes learned helplessness in students with moderate or low academic success, thus not making an effort to be successful, and emotional dissociation among children.

In contrast, while one participant (T4) stated that the successful student did not share his lecture notes and information with his peers, another participant (T9) stated that although competition motivates good students, they do not exert more effort because they view themselves as competent, which causes them to remain below their potential despite their success.Two participants (T8 and T12) who stated that competition is unnecessary for the educational environment stated that competition causes negative emotions such as resentment, animosity, and jealousy among students. While another participant (T10) stated that competition stigmatized teachers and students, another participant (T7) argued that what must be done in educational environments is clear within the framework of the procedures, so competition is not required.

Four participants (T1, T5, T6 and T11) who stated that competition is necessary in the educational environment said that competition motivates students at the point of the study, but precaution should be taken in order to prevent negative feelings such as jealousy and hatred and that it does not harm friendship relations. In addition to these, one participant (T11) stated that competition is necessary for the student to see their own level of success. One participant (T2) said that although competition has positive aspects, if it is not carried out well, negative aspects can arise and in such a case, its disadvantages are more. While another participant (T3) said that people would try to do their best in competitive environments, he added that competition can be good or bad depending on its purpose. Some of the participants' views were as follows:

> *"I don't think it's necessary. I have been a teacher for 20 years, what I have observed is that only the successful students get the flavor of the competition. Others, the unsuccessful ones, feel a bit left behind. Only 30% of a class has competition and the others, ie 70%, say 'I can't be successful anyway' and lag behind. Especially high school students lag behind in terms of courses…. If the student enters the spirit of "I can't succeed, I can't compete", unfortunately this time he starts to quit. I also saw a handicap in successful students; … The student said, 'I am already successful. Even though I don't study, I'm already very successful in the classroom'. As such, he lags behind his performance (T9)."*

> *"Yes. I think it is necessary. Because without competition, students cannot see how successful they are and what they have achieved. Consequently, students cannot realize how hard to study and what to do. Interpersonal competition is necessary to develop important social skills, awareness, and self-education. This is because When the student sees someone better than himself, he can realize how inadequate he is, and in this way, he may need to study more (T11)."*

3.2. The Effect of Competition in School

Under this sub-heading, the participants were asked the following question: "What do you think reflections on competition in school?". While five participants (T1, T2, T5, T7 and T8) stated that competition had both positive and negative aspects, another five participants (T3, T4, T9, T10 and T12) stated that the reflections of competition on education are negative. Two participants (T6 and T11) stated that the reflections of competition on education are positive.

According to one of the participants (T1), competition motivates the student for academic success but hinders the formation of new friendships. According to another participant (T2), competition is to create alternatives because educational institutions compete with each other. On the other hand, competition has negative aspects; for example students from a low socioeconomic culture or with a low level of readiness cannot compete with their peers receiving good education. Students are labelled as 'academic' or not, 'bright' in competitive education too. According to another participant (T5), the reflections of competition on education are positive in terms of motivating the student and increasing their interest in the lesson; However, it is also a negative situation that it causes negative feelings such as grudge, hatred and jealousy among students.

Another participant (T7) stated that the reflections of competition on education are more positive, and that the competitive environment motivates and excites students. However, he added that sometimes the competitive

environment wears out the student emotionally. Another participant (T8) said that the reflections of competition on education are minimally positive and increase success, but mostly it has negative reflections and harms social relations, academic success and moral behaviors.

Four participants (T4, T9, T10 and T12)stated the reasons such as labeling the student as good or bad, hindering moral development, causing hatred and enmity among students, removing students with poor success from the competition, preventing cooperative behavior as negative reflections of competition. One of the participants (T3) said that there is no competition among students, but there is competition among parents and this reflects negatively on the educational environment. She stated that the competition among parents puts teachers under psychological pressure and reduces the efficiency of the teacher. She also added that there is a competition among teachers and this competition is an obstacle to teachers' collaborative work.

Two participants (T6 and T11) stated that competition is positive because it motivates students. In addition, one participant (T11) stated that competition is positive, but students do not compete with each other because they no longer have any concerns about being successful in educational environments. Some participant views on the subject are as follows:

"The positive reflections are very nice. Competition increases success in class. Competition increases interest in the lesson. Especially if a successful student answers a few questions correctly or a successful class gets high grades in a few exams, others are motivated. But if we think of it as a negative aspect, we can see that this can lead the student to ambition, cause jealousy or cause bad feelings, and sometimes we can see them. For example, I saw a student cry when she failed in class (T5)."

"Children love the competitive environment. Kids love to fight each other, to compete, who won and who didn't. But some kids may be upset that their friend finished before they did. Some children may even cry because they do not understand this subject very well (T7)."

"Competition is defined that students race each other to gain academic success (T9)."

3.3. The Reflections of Competition on Moral Development

Under this sub-heading, the participants were asked the following question: "How would you evaluate the reflections of competition on moral development?". While almost all of the participants stated that competitionnegatively affects moral development, two participants (T1 and T11) said that there is no relationship between competition and moral development.

Three of the participants (T2, T9 and T10) who said that competition has negative effects on moral development stated that moral values cannot be given in a competitive environment. In addition, two participants (T3 and T9) said that competition disrupts peer relations and causes peer bullying. Three participants (T4, T5 and T12) stated that competition creates negative emotions such as jealousy, grudge and hatred, and the child becomes selfish and therefore does not share.One participant (T6) stated that moral development was negatively affected as competition led to behaviors such as cheating, crushing his friend, and seeing himself superior to others. Two participants (T7 and T8) stated that competition harms the child's self-esteem.

Two participants (T1 and T11) stated that they could not establish a relationship between competition and moral development. In addition, one participant (T1) stated that competition damaged the values necessary for new friendships, as it caused jealousy among some successful students in the classroom environment, and thus new friendships could not be established. Some participant views on the subject are as follows:

"Morally, the child becomes selfish. He learns not to share with his friend. If I share my knowledge, my friend will get ahead of me, he thinks. If there is something good, he does not direct his friend. He tries so that his friend does not hear, learn or know. Therefore, moral values such as sharing and tolerance are damaged. In addition, harmful emotions such as jealousy arise. Therefore, competition hinders moral development. Child becomes selfish. We don't want something like selfishness both in our daily life and in our education system. We want our students to learn to share, we want them to learn goodness (T4)."

"I think that the effects of competition on moral development are not positive. As I said, when it turns into greed or when it turns into jealousy, unfortunately, competition can turn into immoral behavior such as not grading

your friend, or sitting down and crying when his friend is successful. These can be negative when they turn into jealousy (T5)."

3.4. Competitive Learning Experiences and Moral Development

Under this sub-heading, the participants were asked the following question: "What kind of competitive experiences can we include in educational environments for moral development?". All of the participants made various suggestions.

Two participants (T2 and T7) suggested that the curriculum should be given according to the students' levels. In addition, a participant (T2) indicated that students should like the lesson, that schools should not be just a place for exam preparation, and that values-oriented studies should also be carried out. Two participants (T4 and T12) suggested that cooperative learning should be applied more in classrooms. In addition, one participant (T12) suggested that academicians and teachers should come together more to find solutions to school problems.

One participant (T1) suggested to teach values education/moral education in schools. To teach values, a different value should be taught each week, along with activities such as purchasing weekly magazines, creating weekly bulletin boards, reading stories to students about a determined value each week, and informing students about the value. Another participant (T3) suggested that nothing can be done in schools for moral values because parents constantly follow teachers negatively and interfere with their work, and therefore studies should be conducted on the psychological violence that parents inflict on teachers.

Another participant (T5) suggested that students be exposed to the biographies of successful and modest people, as well as successful and good friends in the real world. One participant (T6) suggested that students should feel a sense of accomplishment proportional to their level. Another participant (T8) suggested engaging in activities that foster self-love and self-awareness in students. She recommended encouraging students to compete with themselves. One of the participants offered various suggestions. He emphasized making efforts to discover the potential and talents in every child since primary school education. Instead of narrowing the school curriculum to focus on children's literacy, students explore lessons such as the arts and music. Moreover, primary school education should be "play based" like preschool education so that children explore a range of programs in self-expression skill. Primary school education should postpone literacy until 3rd Grade. Primary school teachers have assisting personnel at least for First and Second Grades. One of the participants (T10) suggested creating a climate of competition so that school administrators and families would be on a common platform. Another participant (T11) suggested that a student-centered education should be increased in practice and that the student would be able to socialize outside of school. Some of the participants' views were as follows:

> *"We cannot do anything in schools to prevent the harms of competition because we are faced with the parent barrier. The parent comes to school at the slightest warning we give to the child. They say you offended my child. Even when we send the child to the guidance service for a behavioral problem, they come the next morning and stand before us as to why you sent my child, there is no problem, and so on. Parents put serious psychological pressure on teachers. For the teacher to be beneficial to the student, studies can be carried out to prevent or reduce this psychological pressure from the parents (T3)."*

> *"First of all, I want students to make peace with themselves. Students need to make peace with themselves and get to know themselves. We want him to think of the other party as someone else rather than because of ambition or someone who can turn him into competition at work and make peace with himself. Because most of the kids are offended with themselves. He competes with his peers because he doesn't like himself (T8)."*

4. Conclusion, Discussion, and Recommendations

According to the results of this study, which aims to determine the effect of competition in educational environments on the moral development of students, teachers have strong opinions about competition in schools. Some think it's bad and harms students' self-esteem, friend relationships, and sense of belonging. According to some theachers, competition in schools increases students' level of anxiety about their education, and so it causes learned helplessness. It causes negative emotions such as grudge, hatred and jealousy among

students. Besides, some think that competition causes undesirable behaviors such as lying, and cheating, this is because they consider that competition is the opposite of cooperation.

Some consider that it is both advantageous to students and necessary to their overall education. They think that competition in school inspires students and drives them to put forth their best effort. Competition attracts interest and passion within students. They consider that it is a useful motivating force. In addition, some theachers competition is important for the education system; but they state that competition in schools should be systematized, otherwise it will be benefical for students. However, the current education system and family attitudes are obstacles on the path to healthy competition, bringing out abilities, competencies, gifts, and creativity that may not have been uncovered through traditional classroom methods (Ignite School, 2019; Khadjavi & Nicklisch, 2018; ter Vrugte et all., 2015).

The theachers in the study defined competition as competition with another. Only one participant (T8) defined competition as the two types of competitions, with others and oneself. The theacher (T8) expressed her views according to both. The theacher (T8) stated*: "We don't want students to compete with others, because that damages students. However, we suggest students to compete with the self, because it helps students to develop in many aspects."* Although competition is categorized as self-competition and other-competition, many people associate it with other-competition, and select it (Apicella, Demiral & Mollerstrom, 2020; Bilgiç, 2000; Polat, 2019). How competition is defined is important. Because the equivalent of a concept in cognition is reflected in a person's behavior and relationships with others. Teachers' definition of competition with another person may be because they come across this type of competition in educational environments. The fact that teachers define competition as competition with another may also be a reason for them to talk more about the negativities of competition. Because the negative aspects of competition with another are more obvious than the positive aspects. On the other hand, self-competition is a springboard to be more successful (Gilbert et all., 2009; Horney, 2020; Öztürk, 2016). How competition in school is defined will shape students' mindsets and behaviours for the rest of their lives.

The majority of participants in the study stated that competition in educational settings generates negative emotions such as resentment, hatred, and jealousy, and that competition is unnecessary for educational settings due to issues with the acquisition of values necessary for social relationships. A participant (T4) who stated that competition caused an emotional separation among students claimed: *"A system dominated by rankings and grades makes 'failure' highly visible. A serious gap exists between the 1st, 2nd, 3rd and others in the competition This is not just an academic distance, but an emotional distance. The successful child neither shares his lecture notes with other students nor answers when the other student asks him about something he does not know. This type of behavior occurs. This causes emotional separation between children."* The participants, who stated that competition is necessary in educational environments, also stated that when not controlled, competition disrupts peer relations and causes various problems such as emotional problems. Studies in the literature have shown that competitive thoughts and behaviors are associated with depression, anxiety, stress and self-harm (Gilbert et al. 2009; Muñoz-Merino, 2014). In addition, it has been seen that overly competitive attitude harms peer relations (Sönmez, 2016).

According to the participants in the research, the reflections of competition on educational environments are predominantly negative. Although it is positive that competition motivates students academically, this motivation is only among successful students. Students with very good potential may be lost in the education process, even though they show medium and low level success. According to the teachers, if collaborative learning environments are provided, intermediate and low-level achievement students will reveal their existing potential and perhaps outperform the successful students. The participants stated that the level of awareness of every family in our country is not the same, that not every student has a similar socioeconomic background, and that the readiness level of each student is not the same, which eliminates the possibility of competing with better students and that the majority of students cannot be won in education. Competition in school prevents students from maximizing their true capabilities and potential. Besides the theachers stated that competition in the education system affects both social skills and academic standing in a harmful way. Successful students also stated that they consider themselves sufficient and remain below their potential. Studies in the literature show that successful students perform under their own success, and this is conceptualized as self-handicapping (Harris & Snyder, 1986; Midgley & Urdan 1995; Üzar Özçetin & Hiçduymaz, 2016; Zuckerman & Tsai 2005).

Participants in the study stated that competition negatively affects moral development. A participant (T6) who stated that competition has an aspect that negatively affects character development said: *Competition is negative if it pushes the student to misbehavior such as trying to beat his friend, cheating, and belittling his friend. It is certainly not moral. Of course, this will negatively affect him. It will affect the child's personality and the educational environment. So this creates problems among children. The feeling of 'you are better, I am worse' will also affect their personality morally. When we think about the competition at that point, it can be a bit of a problem."* In addition, the participants said that values such as sharing, tolerance, patience and respect are damaged when students compete with each other. In addition, they said that the self-esteem and perception of the person are negatively affected by the competitive environment. Therefore moral development is also negatively affected by this situation. They also stated that friendship relations, which are necessary for social life and form the basis of social life, are also negatively affected by competition. This result is similar to the literature. According to Piaget and Sullivan, the maintenance and quality of friendships are affected by the level of competition (Piaget, 1965; Sullivan, 1953). According to Adler (2010), the individual's desire to be the first and the desire to win make the person self-centered and anxious, leading to jealousy, grudge and hatred. In addition, it is thought that the negativities caused by competition will cause some mental problems later (Juffer et al., 2004).

To prevent the negative reflections of competition on moral development, it has been suggested to create environments in educational environments where students can express themselves and find the opportunity to get to know themselves. Ensuring that more student-centered practices are implemented in our educational environments will reveal the student's potential, and the negative reflections of competition will also decrease. It is considered important to implement more collaborative learning environments so that peer relations, which are an important tool in the child's socialization, are not adversely affected by competition. Because friendship relations that start with childhood affect his communication skills in his later life. Therefore, competition among children should be kept to a minimum (Öztürk, 2004; Sönmez, 2016). In addition, the expectations created for the student cause pressure on the student and lead the student to compete in a way that disrupts his peer relations and his own psychological health. Teachers who participated in the study suggested creating educational environments in the primary school's first, second, and third grades as a continuation of pre-school practices, as well as having a staff member assist the classroom teacher.

In the end, we were born with competitive natures, and it is clear that competition affects people in many ways (Sönmez, 2016; Verhoeff, 1997). Most of the participants in this study also expressed the negative effects of the competition they experienced in educational environments on moral development. Notwithstanding, if you take a long look at it, you will probably find out competition in the education system has both positive and negative aspects. It is important to remember that competition is not all bad, nor is it all good. Thus, when we should strike the correct balance, competition competitionwill be a healthy part of life to help us succeed (Ignite School, 2019; Tauer & Harackiewicz, 2004).

According to the experiences shared by the teachers, the competition with one another in schools is at the forefront. Instead, studies need to examine the direction and reflection of the individual's competition with himself. Examining this competition type of competition competitionin future studies will give us more information about competition in our current education system.

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The Problem of Student Absenteeism, Its Impact on Educational Environments, and The Evaluation of Current Policies*

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ARTICLE INFO	ABSTRACT
	Student absenteeism continues to be one of the most significant impediments preventing educational institutions from reaching their objectives.. This study aimed to evaluate the present status of student absenteeism, its impacts on educational environments, and the relevant policies available. The study group of the research, which was conducted in 2019, and used the basic qualitative research design, consisted of 22 participants who were teachers, administrators, experts, and inspectors working in different parts of Turkey. The data were collected through a semi-structured interview form developed by the researchers. According to the participants, absenteeism negatively affects students' academic and social development. It damages the relationships between the student and teacher and the relationship between the school and the parents. Teachers face difficulties in classroom management due to deficiencies in learning, and schools deviate from their goals. School administrators lose time dealing with absenteeism procedures instead of engaging in educational subjects, and thus, their resources become wasted. To prevent absenteeism, intervention should be considered primarily about students at risk through an early warning system, precautions that are appropriate to the region should be taken, and collaborations with stakeholders are recommended. In addition, implementations such as scholarships, boarding schools, and Conditional Cash Transfer for Education (CCTE) should be sustained to reduce the impact of socio-economic disadvantages.

1. Introduction

Students' attendance at school and their classes plays a decisive role in achieving the desired result from education and training activities. For policies and reforms in education to succeed, students must attend school first. Among the main areas of work for education managers is determining and eliminating the factors that lead to absenteeism and their effects on educational environments. This study investigated the effects of student absenteeism on educational environments, and existing policies were evaluated.

According to the Ministry of National Education (MoNE), absenteeism refers to absence from school with or without an excuse (MoNE, 2015b). The Ministry of National Education Regulation on Preschool Education and Primary Education Institutions and the Regulation on Secondary Education Institutions of the Ministry of National Education classifies student absenteeism as "excused absenteeism" and "unexcused absenteeism." Excused absenteeism refers to the absenteeism of children who cannot attend school by documenting their excuses due to reasons such as accidents, deaths, natural disasters, fires, imprisonment, arrests, and illness requiring short- or long-term treatment. On the other hand, unexcused attendance refers to all absences that

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fall outside the scope of excused absences owing to reasons such as seasonal agricultural labor, fear of school, or arbitrary circumstances (MoNE, 2011). In this study, absenteeism is discussed from a broad perspective as the absence of the student from school with and without an excuse.

Absenteeism is one of the two main causes of class repetition besides academic failure (MoNE and UNICEF, 2013). Absenteeism is decisive in many issues such as students' academic success, social development, and school discipline. According to the PISA performance of students who are over-absent is low in general (Organisation for Economic Co-operation and Development [OECD], 2016). Before the PISA implementation, students are questioned about their absences in the last two weeks. In high-level performing Far Eastern countries such as South Korea, Japan, and Taiwan, the rate of students' full-time absence at least one day within the two weeks preceding the implementation in 2015 was less than 5%, while in Turkey this rate was 47% (OECD, 2016). It is noteworthy that the absenteeism rates of students in Turkey are relatively elevated compared to the countries that demonstrate a high level of success in PISA evaluations.

Current Situation and Policies Regarding Student Absenteeism in Turkey. In 2013, the number of permanent absentee students in primary education institutions (primary and secondary schools) was 174,625 (MoNE, 2014a). Since the total number of primary and secondary school students in the 2012-2013 academic year was 11,160,896 (MoNE, 2013), the rate of absentee students without excuse for 51 days or more is calculated as 1.56%. Similarly, the number of absentees was 234,932 (MoNE, 2015a), and the total number of students was 11,053,315 (MoNE, 2014b) in 2014, so the rate of permanent absenteeism increased to 2.13%. Table-1 demonstrates the rate of absentee students for 20 days or more between the years 2014-2019.

Table 1. *The ratio (%) of students with more than 20 days of absenteeism in formal education*

Type of School	2014	2015	2016	2017	2018	2019
Primary Schools	14,80	5,57	5,04	6,21	5,67	6,91
Secondary Schools (Basic Education)	35,00	12,22	10,94	10,64	9,98	9,90
General secondary education	40,20	42,36	28,74	29,95	-	25,14
Vocational and Technical Secondary Education	-	46,25	39,94	39,81	44,00	40,72
Anatolian Imam-Hatip High Schools	8,80	41,17	38,95	32,20	36,00	29,79

Source: MoNE, 2015b; MoNE, 2016; MoNE, 2017a; MoNE, 2018a; MoNE, 2018b; MoNE, 2019; MoNE, 2020.

As demonstrated in Table 1, the high absenteeism rate is particularly noticeable at the secondary school level. In vocational and technical Anatolian high schools, the rate of absentee students for 20 days or more has increased to over 40% from time to time. In primary and secondary schools, the rate of absentee students for 20 days and over is lower than in secondary education. The rate of 14.80% in primary schools in 2014 decreased to 5.67% in 2018. Absenteeism in secondary schools was approximately 10% in 2015-2018.

When the distribution of absenteeism rates throughout the country is examined, it can be said that the provinces with high absenteeism rates are mainly located in the Eastern Anatolia Region and Southeastern Anatolia Region. According to the data by MoNE (2019), the 10 provinces with the highest absenteeism rates in the 2016-2017 academic year were Ağrı, Bitlis, Edirne, Şırnak, Iğdır, Mardin, Muş, Siirt, Şanlıurfa, and Van regarding primary and secondary schools.

The Regulation on Pre-School Education and Primary Education Institutions of the Ministry of National Education is established on attendance in primary and secondary schools. Accordingly, absences are recorded in the e-School system by the class teacher in primary schools and by the school administration in secondary schools and Imam-Hatip secondary schools, and the administrators monitor them. The parents of the students enrolled in primary education institutions, school administrations, provincial/district directorates of national education, education inspectors, neighborhood representatives (mukhtars), and civilian administration authorities are obliged to ensure the attendance of the students in accordance with the Primary Education and Education Law No. 222. The student who has entered the first lesson but does not attend the next one or more classes without an excuse is immediately notified to the parent by the school administration, and his absence is counted as half a day. The branch teachers board decides the passing or repeating of the class of the student with 20 days of unexcused absenteeism during the academic year in the last week of the second semester.

Regulations on attendance in secondary schools are included in the Regulation on Secondary Education Institutions of the Ministry of National Education. Accordingly, school attendance is compulsory. Parents are obliged to ensure the attendance of their students in school. In accordance with Article 26 of the Basic Law of

National Education, school administrators, directors of national education, and local civil administration supervisors shall take the necessary measures regarding the enrollment and attendance of students in school. Late arrival is limited to the time determined for the first lesson hour, and every five times of lateness is counted as half a day of absenteeism, and late arrivals beyond this period are considered as absenteeism. The condition of the absent student is communicated to the parent via mail, email, or another method, and the parent is requested to submit the excuse document, if applicable, to the school administration.Students whose absence exceeds 10 days without excuse and 30 days in total are accepted as unsuccessful regardless of their course scores, and their status is notified to their parents in writing. With an arrangement made in 2018, a maximum of five days of unexcused absence was required to receive a certificate of merit and appreciation in secondary schools.

The issue of reducing student absenteeism is given an important place in policy documents in the field of education. In the 2015-2019 Strategic Plan of the MoNE, absenteeism in primary and secondary education is considered among the "Problem and Development Areas of the Education and Training System." With the aim of "Increasing participation and completion rates in all types and levels of education and training, especially in disadvantaged groups, until the end of the plan period," absenteeism and early dropouts were expected to be reduced at all levels of formal education.

The Ministry of National Education visits the provinces with high absenteeism rates at the primary education level and collects information on the reasons for absenteeism. According to these studies, primary school absenteeism reduction objectives have been met. The Monitoring of Student Absences in Vocational and Technical Education Report was compiled and released in 2018 (MoNE, 2019). In the 2016-2017 academic year, seminars were organized for school administrators and teachers on the causes and prevention of absenteeism aimed at reducing student absenteeism in vocational and technical education, and joint studies were carried out with the Provincial Directorates of Youth Services and Sports, the Provincial Directorates of Family and Social Policies, and other public and private institutions/organizations. In this context, parents were also contacted, and home visits were carried out by school absenteeism teams. As a result of the efforts, the absenteeism problem of 67,254 students across the country was prevented (MoNE, 2017b). In line with the Absenteeism Action Plan prepared to reduce absenteeism in Anatolian Imam-Hatip high schools, seminars were given within the scope of reducing absenteeism rates. The first hundred schools with the highest absenteeism rates were identified, and the provincial and district directorates of national education where these schools are located tried to take the necessary measures (MoNE, 2019).

1.1.The Reasons for Student Absenteeism

The reasons for student absenteeism are discussed under the family, student, environment, school and legislations headings.

The Family: Adverse socio-economic conditions of the family are among the most significant reasons leading to absenteeism. Especially financial problems have a substantial impact in this regard (Reid, 2003; Ozbas, 2010; Oztekin, 2013; Akuzum, Yavas, Tan, &Ucar, 2015). The amount of absenteeism of students who are married at a young age, employed as seasonal workers or in another job, or who must take care of their siblings is increasing (Kose, 2014). In most cases, absenteeism is unavoidable if a student's family lives far away from the school and he must leave class to visit them.Within the family, tensions between the father and mother (Oztekin, 2013), fragmented families (Kose, 2014) and parents' inability to be sensitive to their children (Akuzum, Yavaş, Tan, & Ucar, 2015) may lead to absenteeism by driving the student into despair. Parents' negative attitudes towards education, not giving due importance to education (Gomleksiz & Ozdas, 2013; Kearney, 2008), their low level of education (Akuzum, Yavas, Tan, & Ucar, 2015), or both working (Sahin, Arseven, & Kılıc, 2016) are also among important reasons.

The Student: In this heading, which can also be put forward as personal reasons for absenteeism, there are reasons such as dislike of school, academic failure, lack of purpose, and lack of self-confidence (Kose, 2014). Health problems are reported to be the primary justification for absenteeism caused by the student himself (Oztekin, 2013; Sonmez, 2019). Reasons such as falling asleep, preparing for the university entrance exam and studying, poor social skills, and internet and television addiction (Sanlı, Altun, & Tan, 2015) can also be mentioned under this cause.

The Environment: The student's social environment is a significant determinant of absenteeism. Students in a group of friends who are unsuccessful, absent, or never go to school, addicted to substances, and commit crimes are highly prone to absenteeism (Ozbaş, 2010). Thoughts that spending time with friends is more enjoyable than school are also among the reasons for students' absenteeism (Hosgorur & Polat, 2015). On the other hand, peer bullying is also reported as another major cause (Reid, 2003).

The School: The reasons for students' absenteeism related to school are manifested as the pressures exerted by school administrators, the inadequacy of social activities, the ongoing block lesson practice in some schools, and the fact that students find school boring (Sanlı, Altun, & Tan, 2015). According to Strickland (1998), the quality and effectiveness of teachers, guidance specialists, and school administrators are associated with absenteeism. Students' inability to move to areas appropriate to their interests and abilities, failure to use methods to increase the student's interest in the course, and lack of cooperation and communication between the school and the families are among the factors of school-related absenteeism (Pehlivan, 2006).

The Legislations: At the secondary education level, the full use of the right to 30 days of absenteeism with and without excuses specified in the Regulation on Secondary Education Institutions of the Ministry of National Education can be one of the critical reasons for absenteeism According to the law, limiting late arrivals to the time determined for the first lesson hour, counting every five instances of tardiness as a half-day absence, and identifying late arrivals outside of this period as absenteeism may result in an increase in absenteeism rates (MoNE, 2019).

Gender. In some studies, the effect of gender differences on school absenteeism was also examined, and it was found that male students demonstrated absenteeism behavior more than female students (Girgin, 2016).

One aspect to emphasize is that teachers and students think differently about the source of absenteeism. Students view the school and its teachers as the causes of absenteeism, whereas teachers view the students and their families as the perpetrators (Pehlivan, 2006). Accordingly, it is seen that single causes of absenteeism have a complex, multifaceted, and intertwined structure. This issue should be considered in understanding the problem of absenteeism and in developing solution proposals.

1.2. Statement of the Problem

Most of the studies on student absenteeism in Turkey appear to focus on the causes of absenteeism (Ozbas, 2010; Gomleksiz & Ozdas, 2013; Oztekin, 2013; Kose, 2014; Akuzum, Yavas, Tan, & Ucar, 2015; Sahin, Arseven, & Kılıc, 2016; Hosgorur & Polat, 2015; Sanlı, Altun, & Tan, 2015; Girgin, 2016; Sonmez, 2019). In these studies, the reasons for the problem of absenteeism at various levels of education were exposed based on the opinions of stakeholders such as students, teachers, administrators, and inspectors. There are also studies evaluating the effectiveness of practices to reduce absenteeism along with the causes of absenteeism (Onder, 2017; Pehlivan, 2006). Research examining the effects of absenteeism on school management and the educational environment and processes is limited. In these studies, the effects of absenteeism on attitudes towards school (Adıguzel & Karadas, 2013) and children (Uzun & Butun, 2015) were investigated.

The purpose of this study was to investigate the impact of absenteeism on the school environment and to assess the current measures to reduce absenteeism in order to contribute to the relevant literature and reduce absenteeism among Turkish students. In order to accomplish this, the following sub-goals of the study were pursued:

- According to the opinions of the participants, what are the effects of student absenteeism in primary and secondary education on**:**
  - classroom management and discipline?
  - students' academic success?
  - students' social and cultural development?
  - the relations between the teacher and the student?
  - the relations between the school and parents?
  - the school management?

- According to the participants, what are the current practices for reducing student absenteeism in primary and secondary education?

- What are the participants' opinions on the practices of the Ministry of National Education regarding absenteeism in primary and secondary education (legislation, sanctions, periods of absenteeism, efforts to reduce absenteeism, policies, current practices, etc.)?

- According to the participants, what measures should be taken by stakeholders such as education administrators, parents, students, and non-governmental organizations to reduce student absenteeism in primary and secondary education?

2. Methodology

2.1. Research Model

This study, which examines and evaluates the effects of student absenteeism and its effects on the educational environment in Turkey, and the current policies on this issue, was designed in the basic qualitative research design, which is included in the qualitative research approach. According to Merriam (2009), basic qualitative research tries to reveal the participants' experiences, the meanings they attribute to their experiences and the process. In basic qualitative research, data is collected by observation, document analysis and interview methods, depending on the theoretical framework of the research.

2.2. Study Group

In forming the study group, the maximum diversity sampling method was used among purposeful sampling methods. In this method, different situations similar within themselves related to the subject under study are determined in line with the purpose of the research (Buyukozturk, et al., 2014). To ensure data richness and diversity, 22 participants working in different regions of Turkey and in the central organization of the Ministry of National Education formed the working group consisting of administrators, teachers, inspectors, and experts. In the establishment of the study group, care was taken to ensure that the participants differed in terms of variables such as professional experience, institution, gender, high absenteeism rates at the place of duty, and differences in the reasons for absenteeism. Table-2 provides information about the study group.

Table 2. *Information about the study group*

Code	Participant	Institution	Location of Employment	Gender	Experience (years)
R1	R&D staff 1	Provincial Directorate of National Education	Sakarya	Male	29
R2	R&D staff 2	Provincial Directorate of National Education	Çanakkale	Female	25
R3	R&D staff 3	Provincial Directorate of National Education	Kocaeli	Male	16
R4	R&D staff 4	Provincial Directorate of National Education	Tekirdağ	Male	14
R5	R&D staff 5	Provincial Directorate of National Education	Elazığ	Male	19
R6	R&D staff 6	Provincial Directorate of National Education	Adana	Female	19
R7	R&D staff 7	Provincial Directorate of National Education	İzmir	Male	20
I1	Inspector 1	Ministry of National Education	Ministry	Male	25
T1	Teacher 1	Anatolian High School	Sivas	Male	14
T2	Teacher 2	Secondary School	İstanbul	Female	6
T3	Teacher 3	Primary School	Ankara	Female	5
T4	Teacher 4	Primary School	Şanlıurfa	Female	4
E1	Expert 1	Ministry of National Education	Ministry	Male	20
E2	Expert 2	Ministry of National Education	Ministry	Male	18
E3	Expert 3	Ministry of National Education	Ministry	Male	14
E4	Expert 4	Ministry of National Education	Ministry	Female	4
A1	Administrator 1	Primary School	İstanbul	Male	22
A2	Administrator 2	Anatolian High School	Sivas	Male	21
A3	Administrator 3	Anatolian High School	Bolu	Male	24
A4	Administrator 4	Science and Art Center	Giresun	Female	28
A5	Administrator 5	Secondary School	Ankara	Male	13
A6	Administrator 6	Anatolian High School	İstanbul	Female	26

As seen in the data in Table 2, 31.82% of the participants work as R&D (research and development) personnel in the provincial directorates of national education, 4.5% as the Ministry education inspector, 18.19% as teachers in educational institutions at various grades, 18.19% as experts in the central organization of the Ministry, and 27.30% as managers in various educational institutions. Eight (36.36%) of the participants who participated in the research from 14 different places of employment were female, and 14 (63.64%) were male. The professional experience of the participants varied between 4-29 years.

2.3. Data Collection Tools

Five-question semi-structured interview form was used as the data collection instrument.. The opinions of four experts were obtained about the drafted form by reviewing the relevant literature, and a pilot implementation was made with two participants who had the characteristics of the study group. After evaluating the results of the pilot implementation, the experts increased the number of questions from four to five and finalized the form. Since there was no face-to-face meeting during the form-filling process, participants were interviewed individually over the phone, the purpose of the research and their expectations were explained in detail, and data was collected by sending each participant an email. Detailed explanations and examples were requested where necessary.

2.4. Data analysis

The thematic analysis method was used to analyze the data obtained through the semi-structured interview form. Thematic analysis is a method that includes the stages of defining, analyzing, and presenting themes based on qualitative data (Braun and Clarke, 2006). During the thematic analysis process, the data was coded by researchers and a faculty member who is an expert in qualitative research methods. For the reliability of the analysis of the interview data, the Inter-Rater Reliability (IRR) formula [IRR = Number of agreements / (Number of agreements + Number of disagreements)] developed by Miles and Huberman (1994) was used. By using the reliability formula, consensus=0.91 was found.

3. Findings

Participant opinions on the effects of student absenteeism and current policies are presented based on themes and categories in accordance with the data collection tool.

3.1. Opinions on the Effects of Student Absenteeism

Opinions on the effects of student absenteeism were investigated under the themes of classroom management, academic success, social and cultural development of students, relations between students, student-teacher relations, school-parent relations, school management, and the use of school resources. The views on the effects of student absenteeism on classroom management are presented in Figure 1.
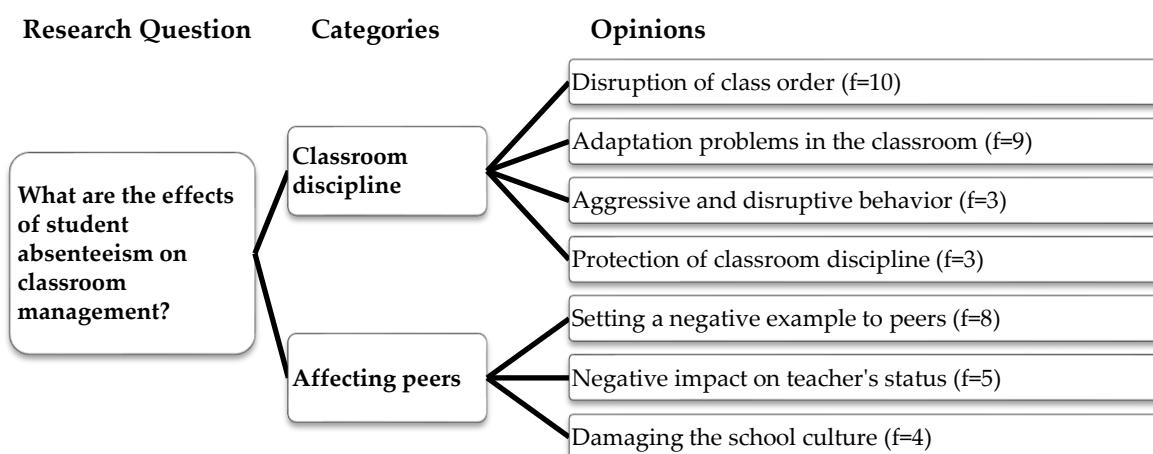

Figure 1. *Opinions on the Effects of Student Absenteeism on Classroom Management*

As Figure 1 demonstrates, the opinions on the effects of student absenteeism on classroom management are negative, except for one. Disruption of class order (f=10) is the most frequently mentioned condition. One manager described it as follows, *"Instead of being busy with the lesson, the student is busy with other things,*

disrupting the discipline of the lesson (A6)." Adaptation to the classroom (f=9) is the second most frequently mentioned opinion. It was asserted that *"The student with high absenteeism is more likely to have problems with classroom management and discipline than other students (R4)."*

Students with high absenteeism setting a negative example to their peers (f=8) lead to the spread of absenteeism and undesirable behavior and have a negative impact on the teacher's status in the classroom (f=5). One expert explained this by saying, *"Since absenteeism is contagious in nature, there will be a decrease in the respect of the remaining students towards the teacher, so the teacher will have difficulty in classroom management (E1)."* It is also stated that the problems spread throughout the school, thereby damaging the school's culture (f=4).

One view is that absenteeism can also positively affect students who do not make absences. It has been suggested that absentee students in crowded classrooms will reduce the number of students in the class and ensure the maintenance of classroom discipline (f=3). According to this view, especially in large class sizes, the low number of students in the class will increase the quality of education that other students will receive and facilitate classroom management (E1).

Opinions on the effects of student absenteeism on students' academic achievement are presented in Figure 2.

Research Question	Categories	Opinions

What are the effects of student absenteeism on students' academic success?

Academic success of students with absenteeism
- Difficulties in the lessons and failing (f=13)
- Loss of gains (f=7)
- Difficulties in learning the subsequent subjects (f=7)
- Loss of semester/year and school dropout (f=4)
- Decrease in student motivation (f=3)
- Deprivation of peer learning (f=1)

Academic success of the school
- Decrease in achievement of students with regular attendance (f=4)
- Decrease in the school's success (f=13)
- Increase in the success of students with regular attendance (f=1)

Figure 2. *Opinions on the Effects of Student Absenteeism on Students' Academic Success*

The most frequently emphasized issue about the effects of absenteeism on academic success is that students have difficulty and fail the courses due to lessons and learning activities that they cannot attend (f=13). Another observation is that absenteeism leads to loss of the gains in the curriculum (f=7). As one of the R&D staff mentioned, *"If what needs to be done to identify and improve the student's missing gains is not at the desired level, this negative effect increases even more (R4)."* Loss of gains can also lead to learning difficulties (f=7) in the subsequent subjects for the student. A teacher explained this situation: *"When absent students miss interrelated topics, especially in quantitative lessons, it is more difficult for them to understand the aftermath (T1)."* A secondary school administrator stated that although students were absent, especially to study for their national exams, this did not have the expected effect on their exam success (A5).

As a result of absenteeism, the motivation of students who have difficulties and fail the courses may also decrease (f=3). According to one administrator, *"The interest of absent students decreases towards the course, and they fail due to falling behind their friends in classes (A2)."* An effect of absenteeism that can be stated about the absentee student himself was described as deprivation of peer learning (f=1).

According to Figure 2, student absenteeism also affects the student's peers, and therefore, the success of the school. The most mentioned of these effects is the decrease in the success of students with perfect attendance (f=4). As an R&D staff member stated, *"This effect is not only for the absentee student. Due to the interaction with the absentee student, the student with regular attendance to course activities is also negatively affected (R1 The increase in the period of student absenteeism, the increase in the rate of students with high absenteeism, and the negative impact of these students on the success of their classmates may result in a decline in the school's success (f=3).The only opinion*

that can be regarded as a positive effect of student absenteeism on students' academic success is that the success of the students with perfect attendance will increase (f=1) with the decrease in the number of students in the class.

Opinions on the effects of student absenteeism on the social and cultural development of students are presented in Figure 3.

Research Question   **Categories**   **Opinions**

Difficultiy in joining groups (f=19)

Grouping with absentee students (f=9)

Inability to get to know peers (f=4)

Being affected negatively (f=3)

Self-confidence problem (f=3)

Withdrawal from social and cultural life (f=17)

Moving away from living abiding by rules (f=4)

Positive contribution to social and cultural development (f=2)

Realtionships between students

Socialization

What are the effects of student absenteeism on students' social and cultural development?

Figure 3. *Opinions on the Effects of Student Absenteeism on the Social and Cultural Development of Students*

Substantial problems are disclosed in the relations of absent students with their peers and the adaptation process to social life. There is a consensus on the difficulty in joining groups (f=19). As one primary school teacher put forward, *"As time goes by, everyone finds a playmate, and the student with a lot of absenteeism is left alone this time. Indirectly, they start to say, 'I don't have friends at school, I don't want to go' (T2)."* According to these statements, because of absenteeism, the student's inability to participate in peer groups brings more absenteeism.

Consequently, absentee students may group within themselves (f=9). It is also possible that students who are not in school cannot get to know their peers (f=4). One teacher said, *"Students get to know each other during class and breaktimes. They make friends or don't like each other. The student who has a lot of absenteeism cannot catch this harmony or incompatibility with his friends (T2)."* Their peers may also negatively label these students (f=3). According to one expert, *"There may be stigmatization. Predictably, someone who does not come to school, is not interested in classes, and has communication problems may also have problems in friendship relations (E2)."* According to to the participants, it is also likely that negatively labeled students have a lack of self-confidence in forming friendships (f=3).

Important problems are also observed in the socialization process in which intensively absent students need to internalize social rules. Withdrawal from social and cultural life (f=17) is the most frequently repeated view in this category. According to an R&D staff, *"Students will not be able to catch up with periods of social and cultural activity at school during periods of absence (R7)."* With the increase in absenteeism, the student begins to display behaviors contrary to social rules (f=4). The interaction of the absentee students with out-of-school groups is one of the causes of unwanted behavior. One manager described this situation: *"When the student spends time in the park, in the garden, in the internet café when he's not in school, he gets their culture. When he comes to school, we encounter situations that he has become either a bully, addicted to the internet, or other negative situations (A3)."*

Seven of the eight views in Figure 3 were related to the negative impacts of absenteeism on students' social and cultural development, while one opinion was about the positive contribution of absenteeism on social and cultural development in some cases (f=2). Regarding this issue, one expert said, *"Because the belief that children who are not in school have more social and cultural development seems attractive, other students are also attracted to the condition of not being at school (E1)."* According to this view, some students are absent to contribute to their social and cultural development. In addition, the widespread belief that absentee students will fall behind in social activities in school is not always true; as one administrator stated, *"A small number of students have been eager to participate in social and cultural activities despite being absent. Especially when it comes to participation in sports activities, they have shown intense interest (A2)."*

Opinions on the effects of student absenteeism on student-teacher relations are presented in Figure 4.
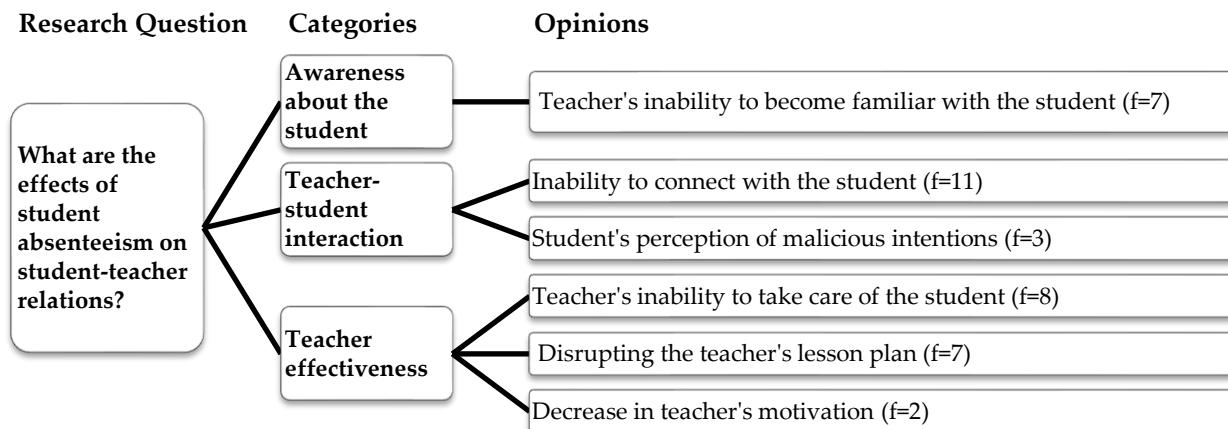

Figure 4. *Opinions on the Effects of Student Absenteeism on Student-Teacher Relations*

Student absenteeism prevents the teacher from becoming familiar with the student (f=7), reducing the teacher's awareness of the student. As maintained in the statements, *"I think the most important problem of absenteeism for a teacher is not being able to recognize the student. It is an important issue for me to get to know the students in my field and to be able to plan activities suitable for them (E4),"* the appropriate activity may not be designed for the student.

Student absenteeism also damages student-teacher interactions. First of all, the teacher fails to build a connection with the student (f=11). The teacher's actions to reduce absenteeism's negative effects can be interpreted as malicious intentions (f=3). A secondary school administrator commented, *"Bored with the interest and attention shown to himself, the student may accuse the teachers of overwhelming him much (A5)"* to explain this case.

Student absenteeism can harm the teacher's work towards the objectives of the curriculum. The most frequently mentioned of these situations is that the teacher cannot take care of the student (f=8). A primary school teacher in a province with a high rate of absenteeism, particularly due to seasonal labor, described the situation as follows: *"The tree bends when it is young, but we have a very difficult time touching the lives of these children either because we see them very little or because one day they are present, and one day they are not (T4)."* The additional burden imposed on the teacher by absent students may interfere with the teacher's lesson plan (f=7). The final situation that can be emphasized is the decrease in teacher motivation (f=2). According to a primary school administrator, *if this occurs frequently and for no apparent reason, it has a negative impact on the teacher's motivation towards the student and can lead to occasional conflicts* (A1).

Opinions on the effects of student absenteeism on school-parent relations are presented in Figure 5.
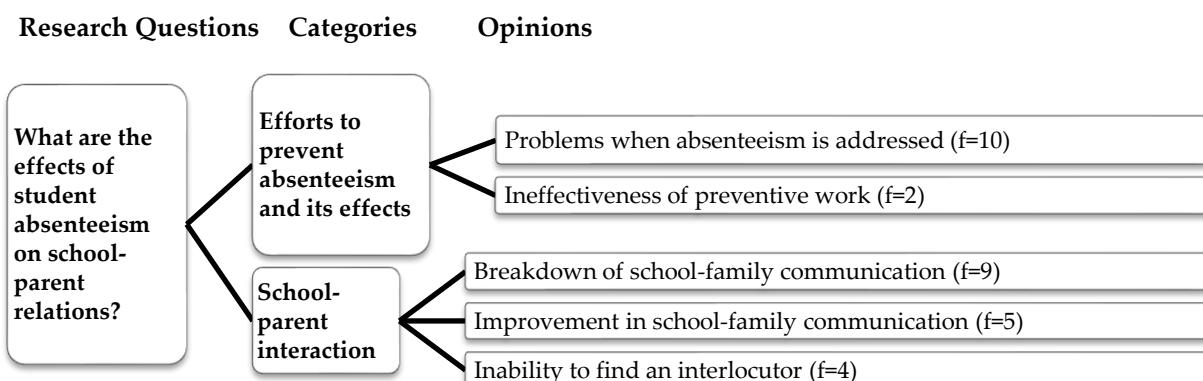
Figure 5. *Opinions on the Effects of Student Absenteeism on School-Parent Relations*

Student absenteeism disrupts efforts to reduce absenteeism and its impact in two different ways. The most emphasized of these is that problems occur when absenteeism is addressed (f=10). According to an R&D staff member in a province where the problem of absenteeism is intense, *"With the sanctions that do not satisfy some*

parties, it is observed that they sometimes confront the course teachers, sometimes the parents, and sometimes the students (R5)." According to another view, preventive efforts can be ineffective (f=2).

The most emphasized situation in school-parent relations is the breakdown of school-family communication (f=9). The feedback that the school administration gives to the parents about absentee students can alienate the parents from the school. An education inspector expressed it as, *"Parents do not want to come to school over time because of the school's constant negative feedback about the student (I1)."* However, there may also be a positive contribution (f=5). A teacher emphasized the significance of communication between the school and the family by stating, "*Since the parents of absent students are contacted, the school administration and the parents are in constant communication."* According to the participants (n=4), it may be difficult to reach the families of absent students and "find an interlocutor."According to one teacher, *"Parents of students with a high absenteeism problem do not follow up on absenteeism, rarely visit school, and can often not be reached (T3)."* From time to time, it is stated that parents have unlawful demands from the school administration (f=2).

Opinions on the effects of student absenteeism on school administration are presented in Figure 6.
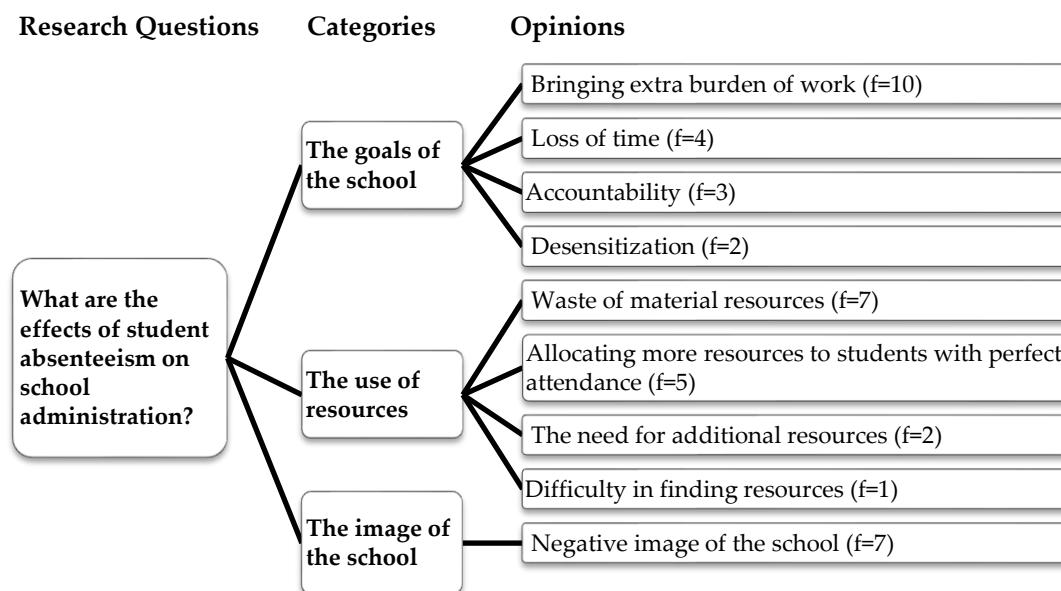

Figure 6. *Opinions on the Effects of Student Absenteeism on School Management*

Student absenteeism can lead a school to deviate from its goals. Extra workload (f=10) is the most frequently cited of these. A high school administrator explained it as *"Can you imagine? You have goals, but when you need to deal with absentee student problems instead of them; what a huge waste of energy of the classroom teacher, the guidance counselor, the assistant principal, and the principal (A3)."* Absenteeism leads to loss of time (f=4), can leave school administrators in a difficult situation against their superiors, and constitutes an important part of the interviews with superiors (f=3). It has also been claimed that some school administrators are becoming increasingly desensitized (f=2). According to an elementary school teacher who works in an area with a high rate of absenteeism, "*the school administration, as well as the students, have gotten used to the situation. I don't believe it has a significant impact on management* (T4)."

A situation of waste of financial resources (f=7) is explained by an expert as, "*As you know, lunch service is provided in transportation-centered schools. If there are more absent students and absenteeism is at irregular intervals, it will be very difficult to create statistics for incoming meals. In this case, the school principal will purchase food as much as the total number of students benefiting from the mobile education service (E4).*" Letters sent to parents can also create a serious financial burden in schools with high absenteeism rates. Despite opinions that more resources will be allocated to students with regular attendance (f=5), according to R&D staff, "*possible negative attitudes towards the school administration regarding absenteeism may lead to situations such as affecting the school's relations with external stakeholders and the school's inability to obtain possible resources from the environment*" (R4). Finally, the image of the school may also be damaged due to the negative situations mentioned (f=7).

3.2. Current Practices to Reduce Student Absenteeism

Current practices for reducing student absenteeism are presented in Figure 7.
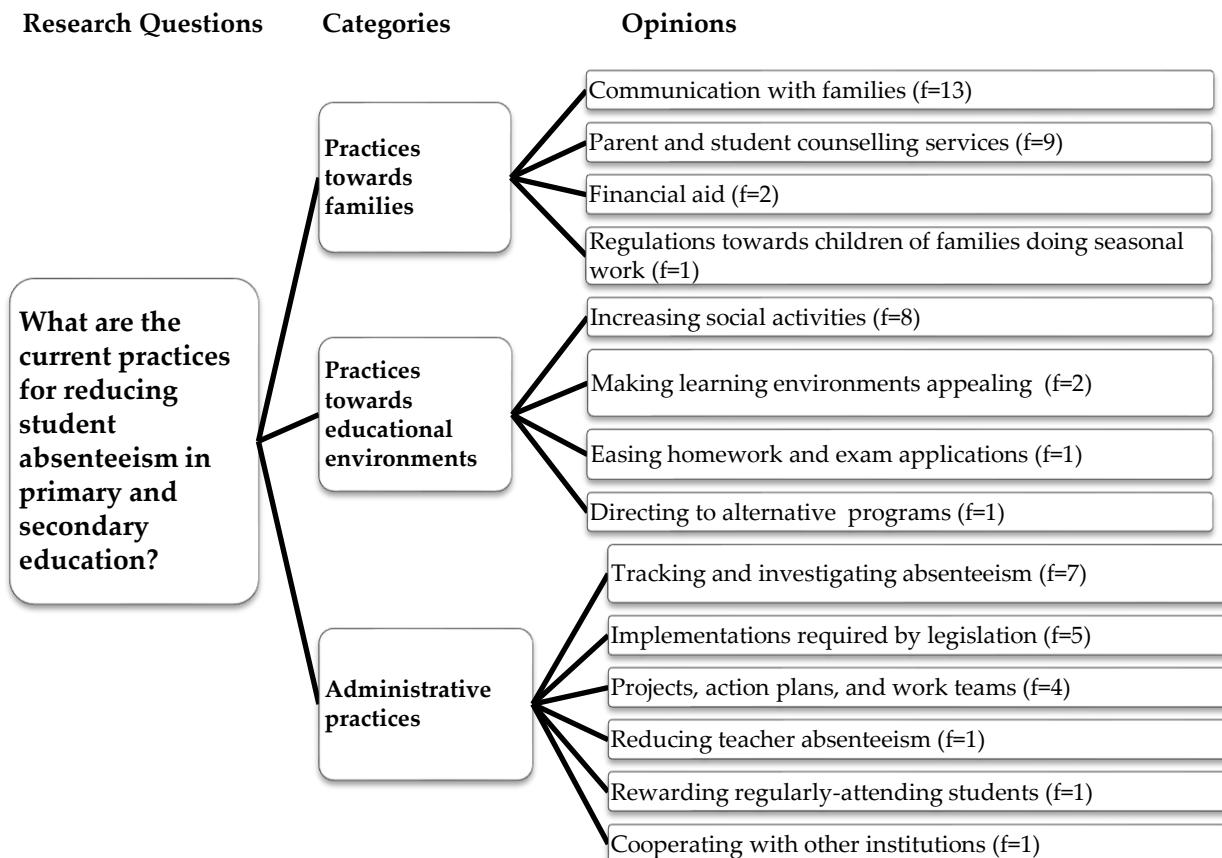

Figure 7. *Current Practices for Reducing Absenteeism*

As seen in Figure 7, it is understood that most of the practices aimed at families involve communication with families and home visits (f=13). A school principal said that home visits have contributed to reducing absenteeism, indicating "*Although I work as a school principal in a district of a region that receives the highest immigration in our province, we do not have any permanent absentee students. We systematically conduct home visits to become familiar with the child (A1).*" Counseling practices for students and their parents (f=9) also stand out in this regard at the school, district, or provincial level. For example, in one province, "*Parent-student trainings are organized by school guidance and counseling services for students who have absenteeism, run away from school, or have problems (R5).*" Other practices for families are aimed at eliminating the socio-economic causes of absenteeism. A school principal mentioned the work related to financial aid (f=2) as "*The needs of the children of families experiencing socio-economic difficulties, the school uniforms, clothes, and stationery needs of these students attending school are provided by the school family association and the social assistance foundation (A1).*" As a facilitating legislation arrangement for seasonal agricultural labor, it is stated that the address-based transfer obligation is abolished for these students, and it is tried to ensure that they can continue school in the places they go with their families (E4).

To reduce absenteeism in the educational institutions where the participants work, increasing social, cultural, and athletic activities was cited as the primary action (f=8). A member of the R&D staff commented on these activities, stating, "*Social and cultural activities offer the chance to keep students in school (R5).*" A secondary school teacher who adopted the approach of organizing interesting learning activities said, "*Individually, I try not to bore the students in the lessons, but to teach them by having fun. I can take shape according to them, and in the same way, they can take shape according to me (T2).*" The same teacher stated that he provided convenience by easing homework and examination applications (T2). The fact that the curriculum may not be suitable for the interests and abilities of the student is likely to decrease the student's motivation and lead to absenteeism. A high school administrator explained the precaution he took against this danger as follows: "*If the school they are in feels*

overwhelming to some of them, we provide support so that they can be transferred to a more appropriate school to maintain attendance (A3)."

The most commonly expressed administrative practice is the monitoring and investigating absenteeism (f=7). A school principal described the work at his school as, *"We investigate why every student is absent and find specific solutions (A3)."* The practices required by the legislation (f=5) are fines and reporting of the issue to the relevant authorities. Since decreasing absenteeism is one of the critical agenda items of educational organizations at all levels, systematic efforts such as action plans and visits to regions and schools are also observed in this regard.

An R&D staff member who cited teacher absenteeism among the causes of student absenteeism stated that efforts were made to reduce teacher absenteeism (R1). An R&D staff member who suggests that reducing absenteeism cannot be possible with the measures to be taken by educational organizations alone summarizes their work in this context as follows: *"Students who could not go to school due to economic problems were reported to İŞKUR* [Turkish Employment Agency], *those who could not go for health reasons were reported to the Provincial Directorate of Health, and those who could not go due to family reasons were reported to the Provincial Directorate of Family and Social Policies, and thus, it was ensured that they continued to attend school (R6)."*

3.3. Evaluation of Existing Policies to Reduce Student Absenteeism

Figure 8 presents participant evaluations of existing policies to reduce student absenteeism.
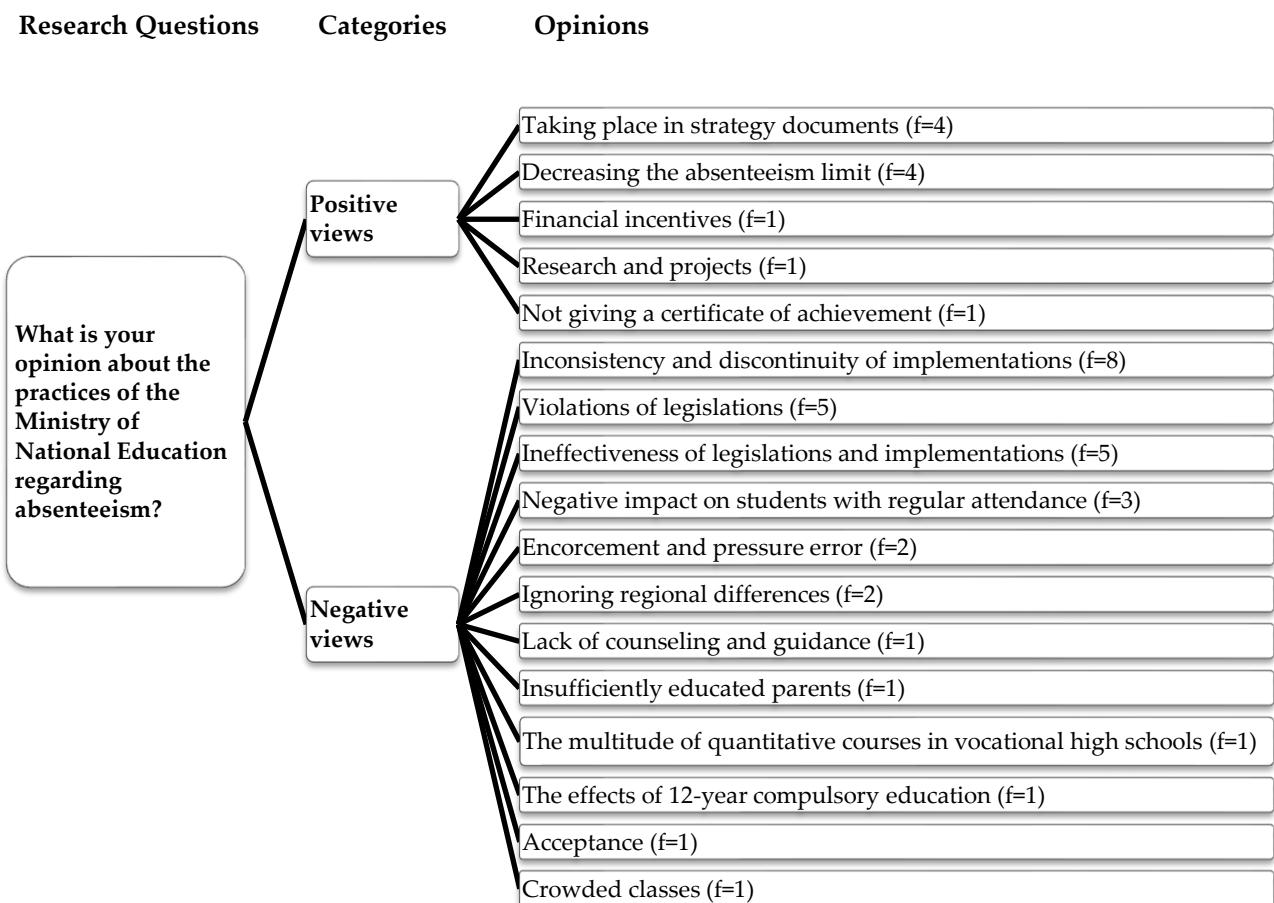

Figure 8. *Participant Opinions on the MoNE's Practices on Absenteeism*

Four participants stated that policies to reduce absenteeism were included in the strategy documents prepared by the Ministry of National Education. Reducing the absenteeism limit was seen as an appropriate arrangement by three participants. An R&D staff said that reducing the absenteeism limit contributed positively to the perspective on this issue: *"With the change in legislation, students approached the issue of absenteeism seriously. Thanks to the reduction in time, absenteeism has become an important issue. Students have changed their minds about looking at absenteeism as a right (R2)."* In addition, an elementary school teacher working in an area with high absenteeism said, *"Providing financial incentives for children to come to school*

contributes to reducing absenteeism (T4)." A teacher who thinks that the projects carried out on this subject have a guiding effect said, *"The Ministry of National Education conducts some studies and projects on absenteeism. I find these studies positive; they contribute to us teachers about understanding what absenteeism can be caused by and how we should proceed (T3)."*

When Figure 8 is examined, it is seen that the most frequently criticized issues in the current policies regarding absenteeism are the inconsistency and discontinuity of the practices (f=8) and the violation of the legislation (f=5). An expert stated that *"The penal procedures foreseen to be carried out for the student who does not come within a certain number of days are no longer effective in the society because local administration supervisors do not put the penalties in practice (E4),"* and an R&D staff member said that *"Forgiveness of absences at the end of the year creates a negative atmosphere in the society and is not taken seriously (R6)."* The ineffectiveness of the legislation and practices (f=5) was considered one of the important deficiencies in this example: "The current absenteeism policy of the Ministry of National Education does not sancti*on the student. In particular, the fact that senior students take medical reports for the university entrance exam causes disruptions in education and training, and precautions should be taken against this incident (A2)."*

According to the participants, the current policies and practices on absenteeism adversely affect the students attending school regularly (f=3). A secondary school teacher explains this situation as, *"The continuation of the absenteeism problems of the absent students and the lack of solutions to the discipline problems create a kind of domino effect, and the negative behaviors of students affect the students with positive behaviors (T3)."* According to a Ministry inspector, *"Especially the 12 years of compulsory education creates a negative situation for the attendance of students with insufficient academic achievement or with talents in different professions (I1)."*

As reported in the expression *"The fact that processes are carried out according to the same legislation throughout Turkey without taking into account regional differences (A1),"* ignoring regional differences in practices (f=2) is one of the obstacles in front of the problem of absenteeism in some regions. Despite the participants' negative opinions, an expert who mentioned the idea that there is acceptance in this area said, *"It seems as if there is acceptance. Although the absenteeism rates are increasing day by day, it seems that permanent measures cannot be introduced (E2)."*

3.3. Opinions on Measures to be Taken to Reduce Student Absenteeism

The measures to be taken to reduce student absenteeism are presented in Figure 9. Information and awareness-raising activities have an essential place in decreasing student absenteeism. Informing and visiting families in an interconnected manner (f=12) and increasing students' awareness (f=12) are the most frequently mentioned suggestions in this category. An expert stated that parent information systems should be free of charge (f=2) for the effectiveness of information activities saying, *"Parent information systems should be made free of charge, and systems should be created to provide very fast information to parents (E1)."* Awareness-raising activities should not be limited to the school and parents. As one expert suggests, to increase social awareness (f=9), *"Any awareness work that draws attention to absenteeism can be carried out by other institutions, too (E2)."*

In the category of educational programs, increasing social activities (f=15) is the most frequently recommended implementation. Despite the arrangements made in Turkey since the early 2000s on the student-centered orientation of curricula, the views on the need for a student-centered curriculum design (f=7) are remarkable. An R&D staff member stated, "The load of the curriculum should be lightened, and the course hours should be reduced to decrease the negativities caused by the intensive course program on the students and the absenteeism process it creates " *(R1)."* Avoiding overly strict rules (f=2) versus homework control and repetition (f=2) are other suggestions in this category.

**Research Questions** **Categories** **Opinions**
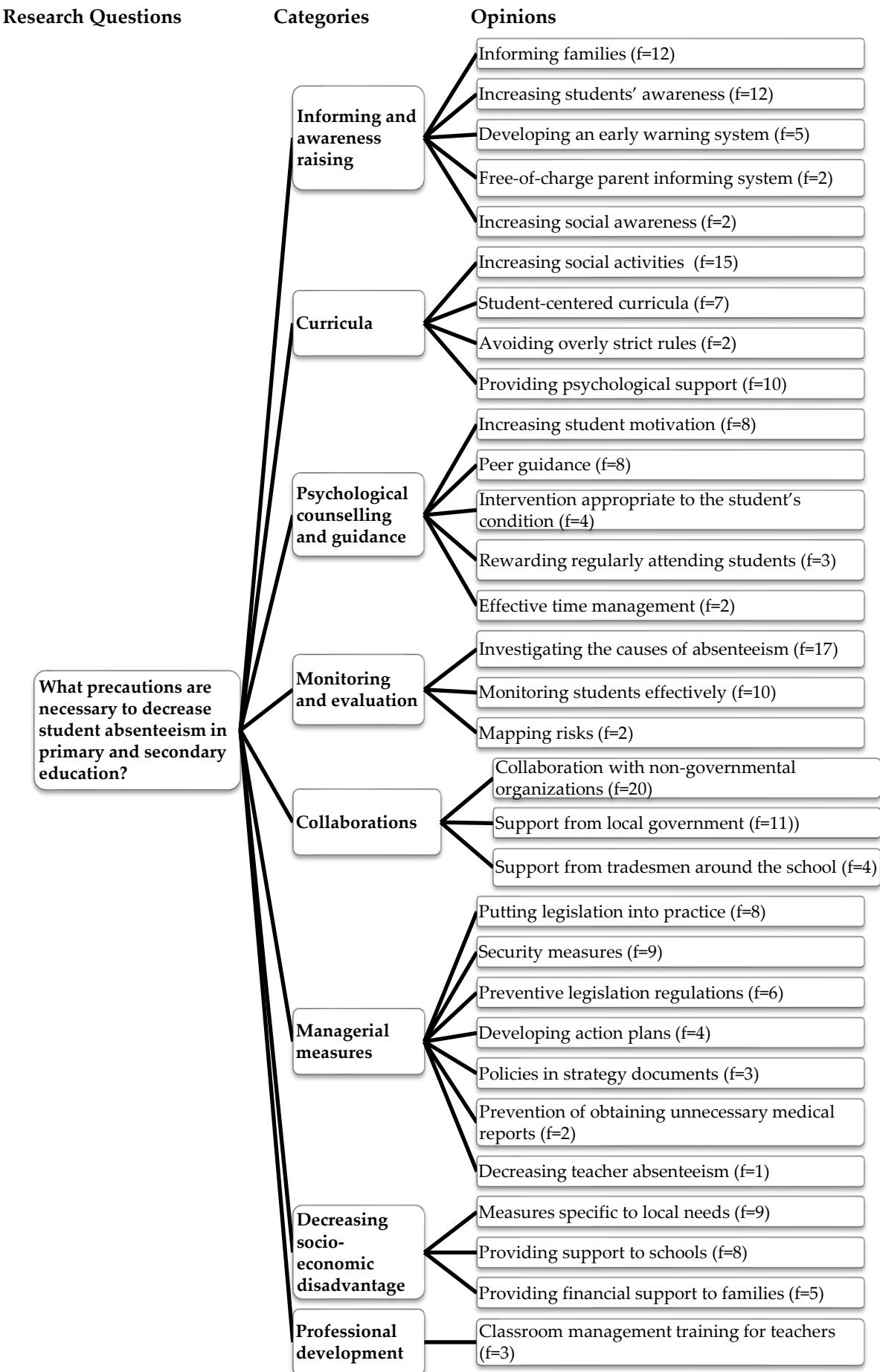
Figure 9. *Opinions on Measures to be Taken to Reduce Student Absenteeism*

Guidance and psychological counseling activities are recommended to complement the arrangements to be made in the training programs. Providing psychological support to students is a prominent suggestion at this point (f=10). Peer guidance (f=8) can be evaluated as a practice that can be more effective than other recommendations. According to the R&D staff of a province where absenteeism is intense, "*Peer coaching or peer companionship method can work. Children in this age group are most affected by the words and actions of their close friends (R7)."* Since the reasons for absenteeism differ from student to student, specific intervention (f=4) is required. Instead of punishing absenteeism, rewarding attendance (f=3) is more appropriate from an educational point of view. According to a secondary school teacher, *"Since the children who are permanently or frequently absent are already students who are not related to school and would not care if they failed, I think rewards are necessary to attract them... We have punishments, but we lack rewards to make children happy. Certificates of achievement are beautiful documents, but they do not delight as much as a movie ticket or a book (T2)."* The last point that should be mentioned in this category is the prevention of absences due to reasons such as insomnia and late waking up with effective time management (f=2).

Notable recommendations in the monitoring and evaluation category are investigating the causes of absenteeism (f=17) and the effective monitoring of students daily and weekly (f=10). It may be beneficial to intervene and prevent absenteeism before problems arise by preparing risk maps (f=2). According to an R&D staff member, *"Schools with high student absences should be identified at the level of the relevant branch offices. The risk maps of these schools should be drawn up (R4)"* at the provincial level.

Cooperation with stakeholders beyond the school was also emphasized in reducing student absenteeism. According to the participants, non-governmental organizations may have important duties such as awareness-raising activities, organization of social and cultural activities, financial support, investigating the reasons for absenteeism, and organizing various campaigns. For example, according to one expert, *"Students who are in schools through social solidarity and charity organizations and who cannot continue their education due to financial inadequacies should be supported (E4)."* Local governments and non-governmental organizations may have an important role (f=11) in reducing absenteeism. A teacher drew attention to the importance of this with the statement, *"Around the school, especially in local environments, the leading figures of the place where they live, such as mukhtars and district governors, should raise awareness about this issue (T4)."* In addition, an R&D staff member drew attention to the importance of the support of the tradesmen around the school (f=4), and by saying, *"Especially the tradesmen around the school should be conscious. Suppose they need to warn students who are running away from school or absenteeism. In that case, they should cooperate with the school administration (R6),"* she stated that business owners in school districts also have important duties.

It can be noted that the most striking of the proposed administrative measures is putting the legislation on this subject into operation (f=8). The inadequate and inconsistent implementation of the sanctions in the legislation and the failure to complete the plans in the strategy documents as required are crucial deficiencies. A primary school teacher in a province with a high rate of absenteeism stated, "*There are laws for absenteeism, but their implementation is problematic, and I believe that if the school administration strictly adheres to this, there will at least be a decrease in arbitrary absences* (T4)."On the other hand, despite the views that implementing existing policies and regulations is sufficient, there are also opinions on additional preventive legislation arrangements (f=6) and the development of action plans (f=4). According to an R&D staff, *"Especially by creating a data warehouse where data is collected in a single pool, student absences of schools in all provinces would be detected instantly (R5)."* Another remarkable recommendation in this category is the security measures around the school (f=9). According to one expert, *"In case of absences made by the student, it should no longer be forgotten that parents or services bring the child to school. Therefore, since children leave these environments and become absent, safety measures should be of a nature to prevent this (E1)."* Other suggestions can be emphasized include preventing unnecessary acquisition of medical reports (f=2) and reducing teacher absences (f=1).

Since socio-economic disadvantages are among the leading causes of absenteeism, reducing them can also significantly contribute to decreasing absenteeism. The differentiation of the socio-economic causes of absenteeism according to the characteristics of regions and settlements requires measures specific to local needs (f=9). Support should be provided to schools, especially those in disadvantaged positions (f=8). It is also proposed to provide financial support directly to the students' families (f=5).

The last category of related to recommendations on reducing absenteeism is professional development. The fact that teachers may not have sufficient skills in fields such as classroom management and communication with the student can distract the student from the lessons and the school. According to the participants, teachers can be trained in subjects such as classroom management, developmental characteristics, and coaching (f=3).

4. Discussion and Conclusion

This study was conducted to evaluate the current situation of the student absenteeism problem, its effects on educational environments from different angles, the policies applied in this field, and the measures to be taken to solve the problem. The data were collected using a semi-structured interview form and analyzed thematically. The research was conducted using a basic qualitative research design with participants from 14 different workplaces.According to the research results, student absenteeism remains as one of the major obstacles for educational organizations to achieve their goals. Absenteeism adversely affects the academic and social development of the student. Strickland (1998) revealed a negative relationship between high school student absenteeism and graduation scores. Altınkurt (2008) also found an inverse relationship between students' academic achievement and their unexcused absenteeism.

Students who group outside the school with absenteeism acquire bad habits and gradually move away from the social structure. According to Reid (2003), while absenteeism was an individual and unplanned action in the 1950s and 60s, it has turned into an organized and planned group action since the 2000s, and group absenteeism constitutes approximately 70-80% of absenteeism cases. Students who move away from social and cultural life due to absenteeism and cannot recognize their peers may also be deprived of the desired gains of informal education in school. While students interact with each other in the group they form with their peers, they become social by learning to help, solidarity, cooperation, obey the rules, and adopt the values of the group. However, it is also possible to acquire unwanted and harmful habits in the informal education process (Fidan, 2012). Absent students may acquire unwanted behaviors as a result of interactions with out-of-school groups. According to Kearney (2008), student absenteeism is an important public health issue, and the spread of unexcused absenteeism can lead to many behavioral disorders such as violence, substance use, and psychological disorders in students. According to DeKalb (1999), absenteeism can also endanger students' having a good job, gaining a good place in society, and developing their self-esteem.

As a result of absenteeism, the relationship between the student and the teacher as well as between the school and the parents may be damaged. Due to absent students' learning deficiencies, teachers face difficult situations in classroom management, and schools deviate from their goals. The workload of school administrators increases, their time is spent on procedures related to absenteeism instead of instructional issues, and therefore, some of the resources become wasted. According to Taymaz (2000), one of the tasks that school administrations deal with most regarding student services is monitoring student attendance. The compromises that school administrators will make on this issue may lead to the continuation of the absenteeism problem.

Many measures are being taken to reduce absenteeism. In this context, information and awareness-raising activities for students and families, monitoring of absenteeism situations, and increasing social, cultural, and sports activities stand out. However, due to the multifaceted and multi-layered nature of student absenteeism, it can be said that the desired efficiency cannot be obtained from preventive studies. According to Roby (2003), although some variables originating from the student, family, teachers, or curriculum that lead to absenteeism can be controlled, socio-economic variables, particularly, are difficult to control. The Ministry of National Education is trying to ensure equality of opportunity in education with implementations such as free textbook distribution, transportation-centered education and free lunches, public boarding schools and scholarships, and support and training courses (MoNE, 2019), and in a sense, is trying to reduce the negative impact of socio-economic variables on students. Especially in cases where socio-economic variables play a decisive role, it can be said that the Conditional Cash Transfer for Education (CCTE) Program and scholarship applications will be more effective.

ERG (2015) indicated that PISA and TALIS practices differ in variables of unexcused absenteeism in terms of school type (public/private), location, socio-economic conditions, and school resources. It is expected that considering these differences in the interventions to be made will yield positive results. Since 2003, the Turkey-

wide Conditional Cash Transfer for Education (CCTE) Program provides educational assistance to families in need every month, providing that they regularly send their children to school. From 2003 to the end of June 2017, 5.881.628.506 TL was paid to the mothers of primary and secondary school students (MoNE, 2017c). The ERG (2015) determined that CCTE significantly reduced student absenteeism particularly in rural areas and argued that expanding the scope of the CCTE in its current form would be a practical solution to reduce student absenteeism due to poverty.

In order to reduce student absenteeism, it is of great importance to cooperate with the school and the family, inform the families, and increase their awareness. According to Epstein and Sheldon (2002), cooperation with the family, especially at the basic education level, plays an important role in increasing student attendance rates and eliminating chronic absenteeism. Effective monitoring of students during cooperation with the family is a prominent recommendation in this regard in line with the literature. Coutts (1998) stated that ensuring high attendance by monitoring students' attendance status is one indicator of being an effective school.

The most frequently voiced recommendations for reducing absenteeism are significantly similar to current practices. Briefing activities, organization of social, cultural, and sports activities, and the monitoring of students are among the main recommendations. However, considering the course of absenteeism rates over the years and the implementation, it becomes a matter of debate whether similar practices would be effective in the future. As stated by the participants, the failures in implementing the legislation aimed at preventing absenteeism and the inconsistencies observed from time to time in the practices harm the efforts to reduce absenteeism.

Intervention before the problem arises for risky students with an early warning system, taking measures appropriate to regional conditions, and developing cooperation with stakeholders, especially families, can be presented as suggestions with priority for preventing absenteeism. It is also recommended that educational organizations of all types and levels approach the issue more systematically, and systems that will provide faster information to parents should be implemented. Implementations such as scholarships, boarding schools, and Conditional Cash Transfer for Education, which reduce the impact of socio-economic disadvantages that have an important place among the reasons for absenteeism, should also be continued. In addition, considering the possibility that the proposed policies may not be effective in the short term, it can be said that studies should be conducted to reduce the negative effects of absenteeism on educational environments.

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Stereotypes About the Teaching Profession

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ARTICLE INFO	ABSTRACT
	This research aims to determine the stereotypes about the teaching profession. In line with this purpose, 104 classroom teachers determined by the criterion sampling method, one of the purposeful sampling methods, were determined as the study group in the 2021-2022 academic year. In this study, which was directed by the basic qualitative research model, one of the qualitative research approaches, semi-structured interview forms, were used to collect data. The purpose of this interview form was to identify the stereotypes experienced by classroom teachers, the cause for the creation of these judgments, and the behaviours expected of teachers and non-teachers to combat these stereotypes. The content analysis technique was used in the analysis process of the obtained data. As a result of the research, the teaching profession, It is seen that there are stereotypes that it is comfortable, having a lot of holidays, working half a day, the most difficult, earning money while lying down, a sacred, female profession. Examining the origins of stereotypes reveals that the teacher (attitude, qualifications, type of employment) and working conditions are professional factors. In contrast, the country's political structure, the media, and the social perspective are non-professional factors. It is understood that primary school teachers consider it necessary to increase professional development, have a professional attitude and promote the profession to prevent stereotypes. Finally, it has been concluded that apart from teachers, the Ministry of National Education, universities, unions, school administrators, politicians, media organizations, and parents should take responsibility for eliminating stereotypes about the teaching profession. Keywords: Stereotype, teaching profession, classroom teacher, status

1. Introduction

While giving an idea about a situation or evaluating it, human beings, due to their cognitive structure, can interpret the event by considering the person who experienced it or the person who caused it. While making this interpretation, s/he does not need every available information about the person, subject or events. Instead, s/he uses the schemas that s/he previously created in their mind about the person, subject or event, that is, the frame of perception.

Piaget (1977) defines schema as a behavioural model that contains consistency and order. These schemas formed in the mind of the individual act as keystones in the process of making sense of the external world. Lippmann (1922) mentions that the structure of world reality is quite complex; therefore, people create a false context in the mind that represents the outside world instead of reacting directly to the outside world. Therefore, people do not categorize other people as individuals but as representatives of a group and as examples of an idea, and they tend to perceive them according to the definitions of these categories (Maslow, 1987). For this reason, Aranson et al. (2012) see people as lazy beings who try to perceive other people in certain patterns instead of making an effort to make sense of them. This laziness in perception causes human beings to shape the outside world with stereotypes in their minds. Stereotypes are structures (Avcı, 2017); that exist in the human mind, which are used to perceive and make sense of the people and events around them and

stereotypes are called as mental images (Tutkun & Koç, 2008). Gürses (2005), on the other hand, sees stereotypes as a personality trait or an information package of physical attributions that are assumed to be specific to all people. Stereotypes manifest themselves in various ways in the social structure. It can be said that the beliefs that all Jews are miserly, that all young people listen to loud music, and that one of two customers in a restaurant may be treated less favourably due to his/her appearance (Cücelolu, 1996) are the result of pre-existing stereotypes in society. Because when people think based on stereotypes, they assume that people behave in accordance with the group or personality to which they belong, rather than the circumstances in which they find themselves (Avcı, 2017).

This perception package developed by people shows itself in scientific studies that have emerged in various parts of society. In Turkey, gender (Şekerci et al., 2021; Ünlü, 2021; Demirel, 2009; Bağçeli, 2008; Kahraman & Başal, 2011), managers (Ahmed, 2021), women managers (Şimşek, 2010), music preference (Şenel, 2013), obesity (Altun, 2015), teachers' stereotyping tendencies (Avcı, 2017), stereotypes attributed to professions (Tutkun & Koç, 2008), etc. studies are exemplary scientific studies showing how different ways of stereotypes can emerge in the society. Although general situation studies have been carried out for professions in Turkey, there was no study to reveal what the patterns towards the teaching profession, which has touched almost every individual in the society. Because the quality, value, and status of teachers, who are accepted as one of the most important stakeholders of the education system, will also affect other areas of education such as social, law, politics, and economy (Bozbayındır, 2019). However, how both the education process and the learning outcomes are reflected on the society can be understood from the society's views on the teacher, the first person that comes to mind when it comes to education. Because the welfare of the society, the protection of its social and cultural values, the provision of social integration, the adaptation of individuals to the society by gaining social values depend on the quality of education in general and teachers in particular (Akyavuz, 2021). In addition, the importance that teachers attach to professional practices in the education process is closely associated with the success of educational institutions and students (Turhan et al., 2012). Similarly, Seferoğlu (2004) mentions that a qualified learning process can be realized in schools and students can be successful thanks to teachers who do their job well and are devoted. For this reason, it is seen that the Ministry of National Education (2017) sees teachers as the most important stakeholder of the education process and supports the studies for teachers' professional development. 2023 Education Vision prepared by the Ministry of National Education. In this educational vision, it is emphasized that the main stakeholders in the success of the policy of raising qualified individuals who will have the skills of the age and the future are teachers. Because the teacher is the person responsible for arranging suitable learning contexts for the learning process to take place (Kesici, 2016). In this case, it can be said that the quality level of a country's education process progresses in parallel with the professional success of its teachers, who play an important role in the education process. Therefore, the fact that teachers are in a position to affect the quality of education necessitates researches to determine the status and prestige of teaching as a profession in the society (Meirkulova & Gelişli, 2021). Therefore, in order to determine the status of the teaching profession in the eyes of the society, it was determined as the aim of this research to determine the stereotypes that teachers encounter and to determine how the teacher is positioned in the society in this way. In this context, the study aims to answer the following questions:

- What are the stereotypes faced by classroom teachers toward the teaching profession?
- What is the reason for the emergence of existing stereotypes towards the teaching profession?
- What behaviours are expected from teachers to eliminate stereotypes towards the teaching profession?
- What can other than teachers do to eliminate stereotypes regarding the teaching profession?

2. Methodology

This section gives information about the research model, study group, data collection and analysis process.

2.1. Research Model

This research is a descriptive study formed with a qualitative research design. Qualitative research allows the study of research questions to discover the goals of individuals or groups related to an interpretative/theoretical framework that starts with assumptions and a problem posed as a social-human problem (Creswell, 2013). In addition, qualitative research aims to reveal how people make sense of their lives, to outline the process of making sense, and to describe how people interpret their lives (Merriam, 2013).

2.2. Research Sample

The study group of this research consists of 104 primary school teachers working in the city center of Diyarbakır in the 2021-2022 academic year. The classroom teachers whose opinions were taken were determined by the criterion-based sampling method, one of the purposive sampling methods. The criterion used in this research is that teachers have encountered at least one stereotype. The personal information of the study group is given in Table 1.

Table 1. *Demographic Information of the Study Group*

Variables	Groups	Number of teachers	Percentage (%)
Gender	Man	51	49.4
	Woman	53	50.6
Age	30 and less	11	10.4
	31-40 years	40	36.7
	41-50 years	34	32.2
	51 and more	19	16.7
Experience	10 years and less	19	17.8
	11-20 years	49	47.8
	21-30 years	27	25.6
	31 years and more	9	8.9
Work district	City center	86	82.8
	Rural area	18	17.2
Education status	Bachelor	93	89.5
	Postgraduate	11	10.5
	Total	104	100

Considering the distribution rates of the classroom teachers whose opinions were taken according to the gender variable in Table 1, male teachers represent 49.4% of the group and female teachers represent 50.6%. Considering the distribution rates within the group according to the age variable, 10.4% of the study group is 30 years old and less, 36.7% is 31-40 years old, 32.2% are 41-50 years old, and 16.7% is 51 years old teachers. Considering the distribution according to the professional experience variable, which is another variable, it appears that 17.8% of the teachers have 10 years or less, 47.8% have 11-20 years, 25.6% have 21-30 years and 8.9% have a professional experience of 31 years or more. In addition, 82.8% of the teachers in the group work in the city center, while 17.2% work in rural areas. Considering the educational status of the teachers, which is the last variable, it is seen that 89.5% of the teachers have bachelor education and 10.5% have postgraduate education.

2.3. Data Collection Tools

In order to obtain the data in the research, a semi-structured interview form consisting of two parts, developed by the researchers, was used. In the first part of the interview form, there are questions about the purpose of the research, an instruction on how to fill out the interview form, and questions about determining the personal information of teachers (gender, age, experience, educational status). In the second part of the interview form, the stereotypes faced by teachers towards the teaching profession, the source of these stereotypes and suggestions for eliminating stereotypes were asked.

The interview form was prepared in line with the literature review and the opinions of three field experts (*Experts have a doctorate in classroom instruction education and have worked in the MoNE for more than 3 years*). Büyüköztürk (2012) mentions that the scope and face validity of the measurement tool to be used can be evaluated with expert opinions. In order to determine the applicability and suitability of the interview form used in this study, the opinions of the experts who were involved in the preparation of the data collection tool were taken, and then a preliminary application was made to 12 teachers. As a result of expert opinion and preliminary application, the content and face validity of the data collection tool was ensured and put into practice. The data collection tool created, a draft containing information about the research was prepared for the classroom teachers and a link address was given to them to participate in the study. Classroom teachers who agreed to participate in the study filled out the data collection tool via this link.

2.4. Data Analysis

Content analysis method was used to determine the relationship between the data obtained in this study and the concepts underlying these data. Yıldırım and Şimşek (2013) define content analysis as the job of bringing together similar data under certain concepts and themes, organizing, and interpreting them in a way that the reader can understand. Kumar (2011) mentions that while conducting content analysis, first, broad themes reflecting the meanings of the answers should be created from the answers. The codes should be assigned to the main themes and the answers should be classified under the main themes, and finally the themes and report texts should be integrated. In this study, the same way was followed while analysing the data. In addition, Microsoft Office Visio program was used to classify the answers and themes. In addition, to increase the study's validity and reliability, the data obtained from the participants whose opinions were taken were checked by a researcher and an expert with a doctorate in classroom instruction education and internal validity was ensured. In order to ensure external validity, the data obtained are presented to the reader in detail. Expert opinion was used to determine the reliability of the research. The number of consensus and disagreement obtained as a result of the comparison of the evaluation of researcher and expert opinions, as determined by Miles & Huberman (1994), is reliable if (Reliability % = [Number of consensus / (Total number of consensus + disagreement] X 100 > 70%) and a reliability percentage of 92% was found. It can be said that the coding made for the research is reliable with the percentage of agreement. Because the number of teachers whose opinions were taken is more than one hundred and the confidentiality of their identity information is taken as a basis, coding was used as Teacher 1, Teacher 2…. Teacher 104. during the report writing process for each teacher in the study group. In addition, in the presentation of the data, the criteria of striking (different opinion), explanatory (suitability for the theme), diversity and extreme examples were taken into account for the selection of citations (Ünver et al., 2010).

2.5. Ethical

In this study, all rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. Ethical Review Board Name: Dicle University Ethics Committee Date of Ethics Evaluation Decision: 21.10.2021 Ethics Assessment Document Issue Number: 155834.

3. Findings

In this section, the results of the interviews with classroom teachers are listed under the subtitles in the order in which they were found. Under each subtitle are also some of the teachers' thoughts on the significance of the results.

3.1. Findings Obtained on Stereotypes Regarding the Teaching Profession

The findings obtained from the opinions of the classroom teachers regarding the stereotypes they encounter in society regarding the teaching profession are given in Figure 1.

As a result of the interviews with classroom teachers, it is seen that the stereotypes that teachers encounter about the teaching profession are stereotypes about the teaching profession and the concept of teacher. From these views, it can be seen that the teaching profession is considered comfortable (f=14), a profession with frequent and long vacations (f=13), a half-day profession (f=10), the hardest profession (f=5), effortless money-making (f=5), a worthless profession (f=4), a sacred profession (f=8), a stress-free profession (f=1), and the most reliable profession (f=1).In addition, it is seen that there are stereotypes about the teaching profession as a female profession (f=12) and a profession of conscience (f=5). It is another finding that there is a judgment that society says to individual: "if you can't be anything, at least be a teacher" (f=6) in choosing a profession. Apart from the teaching profession, it is understood from the teacher's opinions that the teachers also have stereotypes about themselves. It is understood from the teacher's opinions that teachers are seen as responsible for the whole education process (f=9), childish person (f=4), infallible (f=1) and whose testimony is not accepted (f=1). In addition, it is understood that there are stereotypes that describe teachers who give a lot of homework (f=8), disciplined (f=5), tough (f=4) and experienced (f=1) teachers as good teachers.
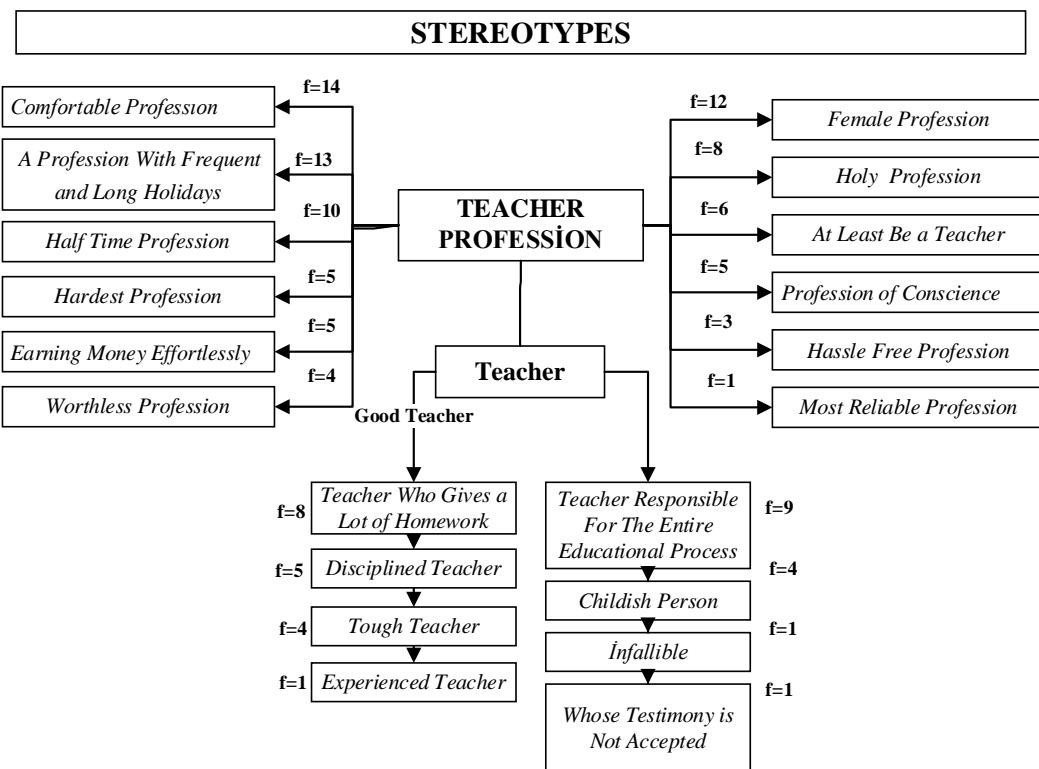
STEREOTYPES

Figure 1. *Stereotypes about the Teaching Profession*

Some of the views received from classroom teachers about stereotypes are given below.

> T38: The teacher is responsible for all the child's needs at school (including whether s/he eats or not, whether s/he goes to the toilet or not).

> S66: Your job is very comfortable; you work half a day. Especially during the pandemic, we heard many judgments that you stayed at home and received a salary. Oh, and a male teacher can't be a classroom teacher, it's a female profession.

> S79: Teachers get paid while they sleep (!) However, mental fatigue is twice as much as physical fatigue ... Despite this, it is very disturbing that they see our profession as worthless and disreputable. What a pity.

3.2. Findings Regarding the Reasons for the Emergence of Stereotypes

The results that emerge from teachers' opinions about the formation of stereotypes toward the teaching profession are shown in Figure 2.

When we look at the Figure 2, it is understood from the teachers' opinions that the stereotypes towards the teaching profession emerge due to professional and non-professional factors. When the themes under professional factors are examined, it is seen that the reasons for the emergence of stereotypes are the teacher him/herself (attitude, qualification, type of employment) and working conditions. It is understood from the views that stereotypes emergence due to the attitudes of teachers that do not giving importance to the profession (f=4), not liking the profession (f=2), feeling of burnout (f=1), lack of job satisfaction (f=1). In addition, it is understood from the opinions of the teachers that the teacher's not being competent in the profession (f=5), not self- renewing (f=3), doing additional work (f=2) affect the quality and cause the emergence of stereotypes. Considering the teachers' opinions, the presence of substitute teachers (f=4) and classroom teachers appointed as out of the field (f=4) are also seen as other factors causing this situation.
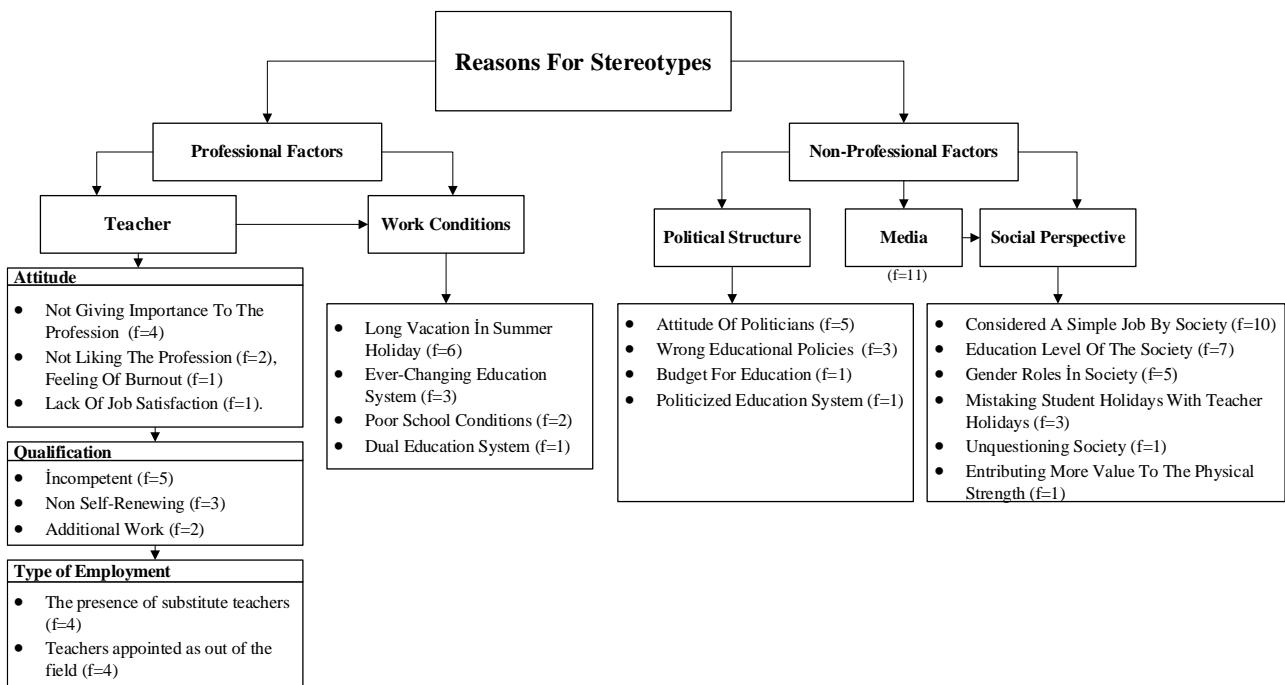
Figure 2. *Reasons for the Emergence of Stereotypes*

Another issue among the professional factors is the working conditions of teachers. In this topic, the teachers' opinions reveal that the long holiday during summer vacations (f=6), the constantly changing educational system (f=3), the poor condition of schools (f=2) and the dual education system (f=1) cause the emergence of stereotypes about the teaching profession. Looking at the non-professional factors, it is seen that the political structure of the country, the media and social perspective are the themes. Under the theme of the political structure of the country, factors such as the attitude of politicians (f=5), wrong education policies (f=3), weak democracy structure (f=1), the budget for education (f=1) and the politicized education system (f=1) are the reasons for the emergence of stereotypes. Regarding the other topic, society's view, the fact that society considers the teaching profession as an easy job (f=10), society's education level (f=7), society's gender roles (f=5), confusion of student vacations with teacher vacations (f=3), unquestioning society (f=1), appreciation of physical strength (f=1), are the reasons for the emergence of stereotypes.

Finally, teachers see the media (f=11) as the reason for the emergence of stereotypes since media can manipulate the society's view of the teaching profession. Some of the views received from classroom teachers about the reasons for the emergence of stereotypes are given below.

> *T10: People simplify our profession because they are unaware of what happens in the classroom, educational conditions, and limited opportunities. Therefore, society causes these stereotypes to emerge. The second is the teachers who do their profession without seriousness, self-sacrifice, reluctance, love, and effort. These teachers negatively affect the perception of society.*

> *T29: Ignorance, looking at things from the outside. Not knowing how much effort and time it takes to train a person. Usually, parents have this perception. In addition, it is assumed that when the students take a vacation for 3 months, the teachers also take a vacation for 3 months.*

> *T76: There are not enough schools to develop skills in our country, there is not enough equipment for lessons in our schools. Behaviours of teachers against professional ethics, Decreased respect of the society for the teaching institution, the institution's inability to carry teaching to the desired value financially and morally.*

3.3. Findings Obtained Regarding Behaviours Expected from Teachers Against Stereotypes

The results that emerge from teachers' opinions about the behaviours expected of them based on stereotypes toward the teaching profession are shown in Figure 3.
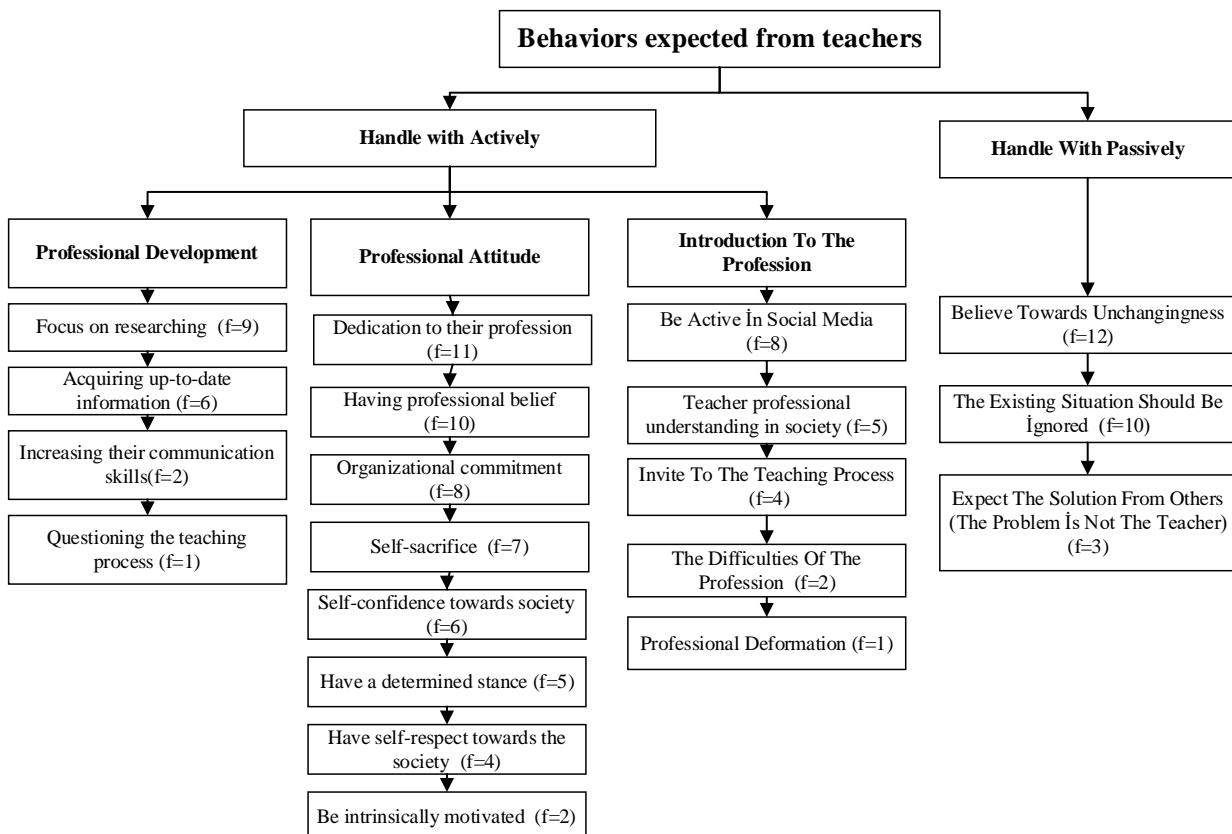
Figure 3. *Behaviours Expected from Teachers Against Stereotypes*

When we look at the figure above, it is seen that the opinions about what kind of behaviour teachers should exhibit against the emerging stereotypes towards the teaching profession in society are gathered under two themes. It is seen that teachers see stereotypes as problem status and deal with them actively or passively. It is understood that teachers who express their views on coping actively consider it necessary to increase professional development, to have a professional attitude and to introduce the profession.

In the professional development sub-theme included in the handle with actively, it is suggested that teachers should focus on researching (f=9), acquiring up-to-date information (f=6), increasing their communication skills (f=2), and questioning the teaching process (f=1). When looking at the subtopic of professional attitude, another subdimension, it can be seen that opinions such as teachers' commitment to their profession (f=11), professional conviction (f=10), organizational commitment (f=8), self-sacrifice (f=7), self-confidence towards society (f=6), a determined attitude (f=5), self-respect towards society (f=4), and intrinsic motivation (f=2) dominate. In the last sub-theme for promoting the profession, it was found that teachers should be active in social media (f=8) and that it should be understood by society that, teaching profession (f=5), the teaching process (f=4), the difficulties of the profession (f=2) and professional deformation (f=1).

When we look at the handle with passively theme, it is seen that the teachers believe that nothing is changed (f=12) and that the existing situation should be ignored (f=10). In addition, in the process of eliminating stereotypes, one of the findings obtained in this theme is that there are also teachers who consider it appropriate to expect the solution from others (f=3) because the problem is not the teacher.

Some of the opinions received from the classroom teachers regarding the expected behaviours from teachers against stereotypes are given below.

T13: You should not listen to what is said. This profession is a work of conscience. Teaching profession is to do its job wholeheartedly and raise the next generation the best way.

T65: The society should be made to accept that our profession is too difficult to be taken lightly, that this profession cannot be done if it is not loved, and that teachers see themselves as parents and school as a home, not as employees.

T88: The teachers should develop their self, be equipped and be able to make this felt around them. They should be good speakers and make their weight felt with their equipment.

3.4. Findings Regarding the Expected Behaviours of Non-Teachers Against Stereotypes

The results obtained from teachers' opinions on the behaviours expected of non-teachers based on society's stereotypes toward the teaching profession are shown in Figure 4.
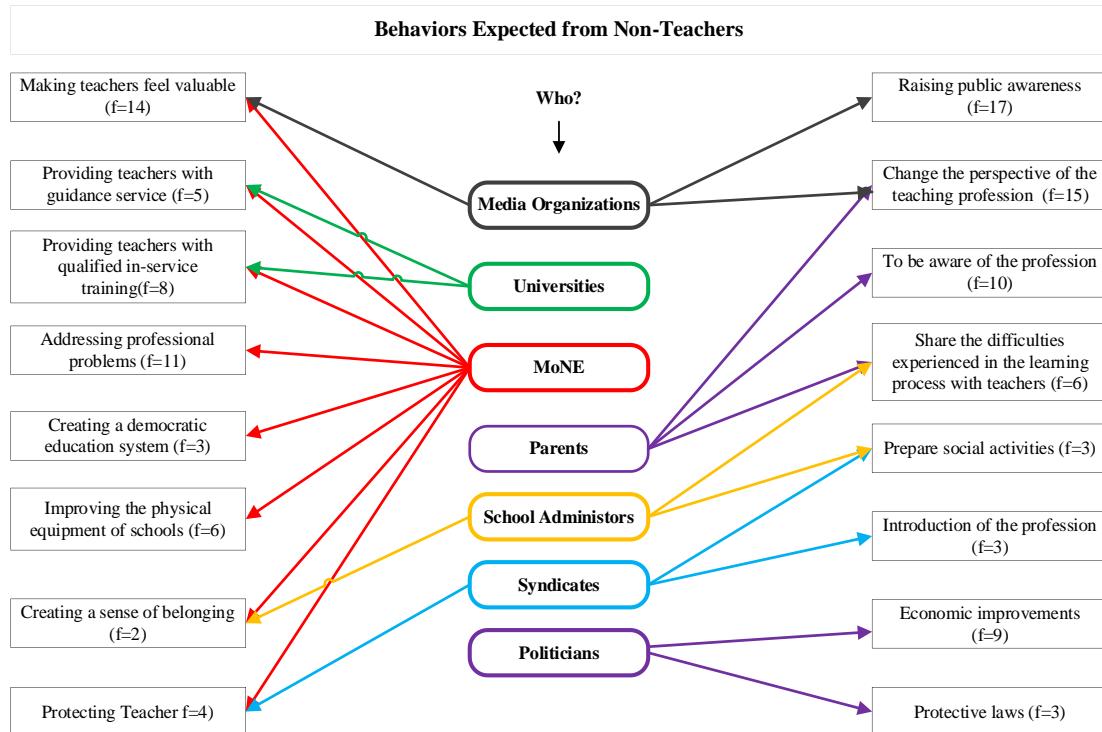

Figure 4. *Expected Behaviours of Non-Teachers Against Stereotypes.*

The figure above shows that classroom teachers expect the Ministry of National Education, universities, media organizations, parents, school administrators, syndicates, and politicians to take responsibility against stereotypes. In addition, it is seen that the opinion that the MoNE should take the most responsibility is dominant. The prevailing view among teachers is that the Ministry of National Education can combat these stereotypes by making teachers feel valued, providing them with guidance services and qualified in-service training, establishing a democratic education system, addressing professional issues, enhancing school infrastructure, fostering a sense of belonging, and protecting the teacher. Similarly, it is concluded that universities should take responsibility and provide guidance services with qualified in-service trainings like MoNE. It has been found that media organizations should make publications that will make teachers feel valuable, change the perspective of the teaching profession in the society, and raise awareness about this situation. On the other hand, it is seen that teachers expect parents to be aware of the profession and share the difficulties experienced in the learning process with teachers. Teachers mention the need for school administrators to work and prepare social activities to create a sense of belonging to the profession in teachers. In addition, teachers also mention that school administrators should share with teachers the difficulties that will be experienced in the learning process, just as they expect from parents. In addition, teachers believe that the unions they are members of should also prepare social events, promote the profession, and protect the teachers. Teachers ask the last factor, politicians, to make economic improvements and pass protective laws.

> T26: *Teachers' economic weakness leads them to earn money with non-teaching jobs. Many teachers I know do additional work, and the teacher who does not do it is busy with the thought of what to do. The improvement of the economic situation of the teacher will enable him to focus on educational work, even on holidays, as it should be. This judgment in the society will also be in vain.*

> T41: *Measures should be taken to gain prestige for the teaching profession. The teaching profession law should be enacted, making teaching a permanent and secure profession. A wide range of employment should be created by removing substitute and contracted teacher. Words and behaviours that humiliate teachers should be avoided.*

> *T53: Parents have a lot of work to do. If they think how difficult and continuous effort it is to deal with even 1-2 children in their own home, they will lighten the workload of the teacher a lot. Because parents need to know the difficulties that teachers experience. For this reason, like other professions, the definition of our work should be explained thoroughly, public service announcements should be created, education policies should not be changed so often, teachers should not be left to their own fate, and professional law should be enacted.*

4. Conclusion and Discussion

This research aims to determine the stereotypes that classroom teachers have encountered regarding the teaching profession. In addition, this research tried to determine the reasons for the emergence of these stereotypes that teachers encounter, and the expected behaviours from teachers and non-teachers regarding the absence of these stereotypes. In this section, the qualitative research results obtained through interviews with classroom teachers are discussed in light of the relevant literature. In this research, firstly, it was tried to determine the stereotypes faced by classroom teachers. In light of the findings, it is evident that misunderstandings have arisen as a result of working conditions, the economic climate, and the impact of the teaching profession on society. Ulutaş (2017) notes that in the contemporary world, occupations exist in accordance with consumption norms and lifestyles are diverse in accordance with the culturally attributed values (p. 13). This situation can be seen as the origin of the emerging stereotypes. Particularly in Turkey, it can be observed that the traditional values of the society and the gender-based division of labor shaped by these values play a significant role in the roles assigned to women, the jobs women can do, the jobs they can work in, and the professions they can choose (Parlaktuna, 2010).With this research, it can be said that stereotypes have emerged that teaching is comfortable for women, with plenty of holidays, part-time work and similar reasons.

The welfare of the society, the protection of cultural and social values, the harmonization of individuals with the society and the provision of social integration depend on the quality of education in general and teachers (Akyavuz, 2021). Because the teaching profession is a profession in which social responsibility is carried at the highest level (Çekten et al., 2005; Özsoy et al., 2010). The existence of stereotypes such as that the teaching profession is conscientious, sacred, and difficult, that teachers are responsible for every stage of the education and training process, and that someone who shares information cannot be wrong supports this situation. The fact that teaching is considered more important because it trains professionals for every profession and the fact that the teaching profession has different functions (Yeşilyurt & Kılıç, 2014) can be cited as another reason for this situation. It is also seen that there are studies in the literature that teaching is considered sacred (Bozbayındır, 2019) and that the concept of conscience has an important place in the teaching profession (Demirkol & Kılıç, 2016). Despite this, it is another remarkable result that there are stereotypes that teaching is a worthless profession that anyone can do (at least be a teacher). In fact, it is seen that the teacher encounters stereotypes that their testimony cannot be accepted in legal processes because they spend a lot of time with the children during the teaching process. This situation can be associated with the status of the teaching profession in today's world, the society's view of the profession and its prestige in society. The fact that low status and prestige of the teaching profession compared to the past (Pişkin & Parlar, 2021; Ünsal, 2018; Ünsal et al., 2017; Ünsal & Bağçeci, 2016; Yurdakul et al., 2016; Karaman et al., 2013; Özoğlu et al., 2013) and the fact that teachers with low social status cannot meet the desired expectations in the teaching process (Özkale, 2016) can be cited as the reason for the stereotypes that emerged with this research. This situation can also affect the image of the teaching profession in society. Because negative perceptions towards the teaching profession negatively affect the image of the teaching profession (Özdemir & Orhan, 2019). Finally, it is seen that the fact that a teacher gives a lot of homework, is disciplined, hard or experienced creates a judgment in the society that that teacher is a good teacher. Gültekin (2020) mentions that the concepts of ideal teacher, good teacher are used to express the characteristics that teachers should have. In this study, it also can be said that stereotypes towards teachers' characteristics are emerged.

With this research, the reasons for the emergence of stereotypes about the teaching profession were determined by taking the teachers' opinions. According to the opinions obtained, it is seen that the emerging stereotypes arise from two factors, professional and non-professional. This situation can be associated with the problems that teachers encounter while fulfilling their teaching profession and the reflection of the problems on the society. Because teachers face many educational, social, and environmental problems in the professional process (Özdemir et al., 2015). In addition to this situation, Akyüz (2012) divides the problems of

teachers into two categories. He categorizes the problems of teachers' training, legal status, economic and organization as professional and personality traits, social origin, teacher-society, and teacher-political social relations as non-professional problems and mentions that teachers must deal with these problems. This situation is in line with the results of the research. When we look at the professional factors that are seen as the first reason for the emergence of stereotypes, we see that the reason for the emergence of stereotypes is due to the professional attitudes and qualifications of teachers, in addition to the way in which they are employed. This is because teachers are seen as having a significant impact on students' development and learning. This is connected to the level of competence of individuals who will fulfil the teaching profession and the reflection of these competencies on society. Specifically, this relates to the level of competence of individuals. Because the individual has a status according to the groups which s/he is in or s/he is affiliated (Fichter, 2015).

For this reason, the knowledge and skills of individuals who will fulfil the teaching profession should be at a certain level of proficiency in the application process (Kazu & Çam, 2019). MoNE (2017) defines teacher competence as having the knowledge, skills, and attitudes to do their job effectively and efficiently. As a result of this study, it is clear that there is a judgment in society that teachers have negative attitudes toward the profession (not liking their profession, not giving it importance, lack of job satisfaction, feeling of burnout), and that they are unqualified (not competent, not renewing themselves) in the profession. This judgment is based on the fact that this study shows that teachers have negative attitudes toward the profession. These resulting judgments can be associated with the learning outcomes seen in the society and reflected negatively on the society. Because the qualified professional behaviours of teachers affect the quality of learning (Özkan, 2012). Therefore, the education models offered to the society are limited by the quality of the personnel who will implement it (Bozbayındır, 2019). This research concluded that the teachers should continue their professional development, exhibit positive professional attitudes, and actively deal with this problem by working towards promoting their profession. In addition, to stereotypes, teachers believe that the MoNE should take the most responsibility in the process of professional development and increasing attitude. Therefore, it has been determined that the MoNE will contribute to the solution by making teachers feel valued, providing teachers with guidance service and qualified in-service training, creating a democratic education system, addressing professional problems, improving the physical equipment of schools, creating a sense of belonging, and protecting the teacher. These are the conclusions that have been reached. Similarly, it is concluded that universities should take responsibility and offer qualified in-service trainings and guidance services like MoNE. Despite this, it is seen that some of the teachers believe that the solution should not be expected from the teachers, that the situation should be ignored and that they believe that nothing will change. Therefore, teachers should prefer to remain passive.

When we look at the non-professional factors, it is understood from the teachers' opinions that the country's political structure, the social view and the media organizations that affect this view cause the emergence of stereotypes. It can be said that the education level of the society and the lack of research and inquiry shape the perspective of the society and cause the emergence of stereotypes. This situation can be seen as an output of the education level and understanding of the society. Because, with the education to be provided, it is necessary to raise individuals who are open to learning, reason correctly, are aware of their thoughts and can manage them (Kaytancı & Dombaycı, 2020) and it is necessary for the individual to continue their life, to develop himself, to have a place in the society and to meet their needs (Özaydınlık, 2014). The emergence of stereotypes can be seen as a normal situation in societies consisting of individuals who do not acquire these needs as required by the age. With this research, the emergence of stereotypes about the teaching profession may be due to the education level of the society and individuals who are far from doing research because the society sees the teaching profession as a simple job, the society equates student holidays with teachers' holidays, and jobs based on physical strength are seen more valuable in society. In addition, it is seen that the existing gender roles in the society are also effective in the emergence of stereotypes about the teaching profession. In particular, one of the outputs of this research that can be interpreted as a result of this finding is the association of women with the teaching profession. This situation can be associated with the perception of gender in our society.. The fact that individuals in Turkey are significantly affected by stereotypes in the career selection process (Aldağ & Tekdal, 2015; Koyun et al., 2013; Kara, 2006), and that gender is one of the factors determining the status of professions in society (Yurdakul et al., 2016) supports this situation. Because

the roles of men and women can differ in every society, and it is known that the form of visibility, the way of gaining a place in the society and the rate of active participation in the society change according to gender.

Therefore, social expectations are developed about what behaviour a woman or man will exhibit, what work they can do, what rights and how much power they should have (Günay & Bener, 2011). Classroom teachers attribute the emergence of stereotypes about the teaching profession to the social perspective, and the social perspective to the media. This situation can be associated with the media presenting a situation to individuals without effort. Herbert (2007) mentions that the media often reinforces stereotypes whose practices by teachers and educational institutions have become established through overt and covert ways. The new media order that emerged with this situation shapes a large part of both social and public life (Durmuş & Övür, 2021), and the behaviour of adapting to social values and norms is exhibited rather than conflicting (Güney, 2017).

For this reason, teachers talk about the need for media organizations to make posts that will make them feel valuable, change the perspective of the teaching profession in the society, and raise awareness about this situation. Because the situation that emerges in teacher-centered news in the media can be generalized to apply to all teachers (Doan, 2018). Teachers believe that the unions to which they belong should promote the teaching profession and protect teachers through practices such as social activities. This is for the same reason that teachers believe that the unions should promote the teaching profession. In this study, teachers state that the country's political structure is one of the reasons for the emergence of misconceptions about the teaching profession. In addition to the attitudes of politicians towards the teaching profession, the educational policies they implement and the budget they allocate to education, teachers state the politicization of individuals in the education system as the reason for this situation. However, the core purpose of Turkish education policies is to cultivate a workforce that has internalized democracy, developed skills in thinking, perception, and problem-solving, is open to the outside world, universal values, and new ideas, possesses a sense of personal responsibility and social sensitivity, is prone to the production of science and technology, and has a high skill level (Akca et al., 2017). However, it is clear from the studies of the literature that the education system faces many challenges, such as structurally dealing with a variety of political, economic, and social problems (Güngör & Göksu, 2013; Taşgn & Sönmez, 2013) and a lack of continuity in education policies (Gedikolu, 2005). Other challenges include a lack of diversity in teaching methods (Taşgın & Sönmez, 2013) and a lack of diversity in. With the result of this research, it can be said that teachers see politicians as the addressees of their problems in the Turkish education system. In particular, with this research, the teachers' expectations from politicians to make economic recovery and protective laws support this situation. In addition, teachers also mention that school administrators and parents should take responsibility in coping with the difficulties teachers face in the Turkish education system face. Teachers believe that it is the responsibility of school administrators to make an effort to foster a sense of community among teachers and to organize social activities for them. Teachers believe that school administrators should talk to them about problems that come up during the process of learning, just as they expect parents to talk to them about their children's academic struggles.

5. Recommendations

In accordance with the results of this research, it was found that there are stereotypes about the teaching profession. According to the results, it can be said that stereotypes can be reduced if teachers practise their profession professionally. Moreover, it is recommended that other partners involved in the educational process (parents, administrations, unions, etc.) should actively participate in the educational process and cooperate with teachers. In conclusion, it can be said that the teaching profession is not fully known in society. In this case, publications in the media can help society to know the teaching profession properly.

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Examining the Learning Losses of Students in the Covid-19 Process According to Teachers' Opinions

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ARTICLE INFO	ABSTRACT
	Although the Covid-19 pandemic was primarily a medical emergency, it had far-reaching effects on schools and their students. During the time of the pandemic, the regular schedule of classes had to be put on hold, and students had to adapt to circumstances with which they were not familiar. It is claimed that students suffer adverse consequences as a result of this scenario. Because of this, it's crucial to know how many academic opportunities students lost due to the pandemic. The study moves in this direction by collecting and analyzing teacher perceptions of students' learning losses during the Covid-19 process. The study, conceived as a phenomenology, involved 26 educators from a wide range of institutions, fields, and grade levels. The research utilized a simple and quick sampling strategy. The information was gathered with the help of a semi-structured interview form. Content analysis was performed on the collected data. Academic losses, loss of skill development, psychological losses, loss of equal education, loss of health and safety, and social losses have been revealed as the learning losses experienced by students during the Covid-19 process, as reflected in the opinions of the teachers. It is possible to devise social and cultural activities and educational support programs to make up for the student's social, economic, health, and educational setbacks. Keywords: Student losses, Covid-19, distance learning

1. Introduction

Shortly after its occurrence, the Covid-19 pandemic impacted the entire planet, causing a shift in traditional roles. One of the institutions affected by this change has been the education system. As a result of the pandemic, there have been interruptions in the operation of corporate education, and governments have had to adapt their educational systems accordingly. Like other countries, Turkey had to take a break from face-to-face education in this process. Although face-to-face education was provided at some grade levels from time to time between March 2020 and June 2021 in Turkey, education services in general were carried out with distance education.

Due to the closure of schools, most students could not go to school for about a year during the Covid-19 process. Therefore, the tragic, economic and educational consequences of Covid-19, which started as a health crisis, have emerged (Kaffenberger, 2021). It is thought that the closure of schools in terms of education also causes significant learning losses (World Bank, 2020). Learning loss is the failure to retrieve the information stored in the long-term memory as desired in later times (Arı, 2004). It is estimated that learning losses occur after long vacation periods (Von Hippel, 2019). When the studies on learning loss are investigated, it is

understood that they are mostly related to summer holidays (Kuhfeld, 2019; Slates et al., 2012; Von Hippel, 2019). However, it is thought that students who cannot follow their lessons adequately, do not have the sufficient technical infrastructure and have internet connection troubles during the Covid-19 process experience serious learning loss (Donnelly & Patrinos, 2021; Engzell, Frey & Verhagen, 2021).

School closures have gave rise to the most significant deterioration in the history to the education system in more than 190 countries. This has affected 99% of the student population in low-and middle-revenue countries and 94% of students worldwide (United Nations, 2020). In addition, although the closure of schools causes learning loss, learning deficiency, social, emotional, and behavioral problems, as well as an increase in school drop-outs, it is anticipated that many individual and social losses will occur if learning losses are not compensated. Although efforts have been made to prevent learning losses through distance education while schools are closed, there are reasons for learning losses due to the limitations of distance education, the shortening of education periods compared to normal education, and the difficulties students face gaining access to education. An increase is considered to occur (TEDMEM, 2021). While education systems attempt different degrees of distance learning, it is thoroughly admitted that closing schools will both increase drop-outs and inequality among students, and lead to significant losses in learning (World Bank, 2020). These losses were also expected to negatively affect both students and nations economically in the future by following students to the labor market (Hanushek & Woessmann, 2020). Therefore, it is a necessity to determine the other losses experienced by students in addition to their learning losses.

One of the most significant aims of education is for the student to acquire and develop skills. Studies show that taking a long break from education suspends learning and causes loss of acquired knowledge and skills (Reimers & Schleicher, 2020). Being aware of the consequences of the long-term closure of schools during the Covid-19 pandemic process, the Ministry of National Education has prepared an approximate two-month compensation program to support the physical, social-emotional and academic development of students with scientific, social, cultural and sports activities during the summer vacation when diluted education or distance education activities are over (Ministry of National Education (MoNE), 2021). Despite this, research has shown that students have problems in accessing education during the Covid-19 process (Demir & Özdaş, 2020; Demir & Özdaş, 2021; Külekçi, Akyavuz & Çakın, 2020; Marin et al., 2020; Özdoğan & Berkant, 2020). It has also been demonstrated that school closures can reduce learning with significant long-term consequences (Khana & Ahmed, 2021). It is known that the Covid-19 pandemic caused learning loss, increased dropouts and increased inequality of access to education among students due to the closure of schools at all levels, almost all over the world. It is estimated that this will bring long-term costs on human capital and well-being in the future (World Bank, 2020). Although it was tried to continue education online during the pandemic, most students had difficulties in online learning. Especially poor children have experienced these difficulties more deeply in accessing distance education. He could not attend or follow the lessons because his technological opportunities were insufficient. They were not sufficiently motivated to fulfill their lessons and responsibilities (EBSAM, 2021).

In this situation, when the relevant literature is investigated, it is understood that there has not yet been enough work on the learning losses in the pandemic process (Baz, 2021). Therefore, it is seen that there has not been enough work on the learning losses in the Covid-19 pandemic process yet. However, it is necessary to determine the learning losses experienced by the students and to make the necessary studies to compensate for the learning loss. In this context, the study is important in determining students' learning losses during the Covid-19 pandemic. It is thought that determining the skill losses experienced by the students as well as their learning losses will contribute to the field. The consequences of the research will provide scientific data to teachers, school administrators and ministry officials for the support and make-up trainings to be organized for students. In this respect, the study is important because it is among the first studies to determine the students' learning losses based on teacher opinions during the Covid-19 pandemic in Turkey. In this context, the purpose of the research is to examine the learning losses experienced by the students during the Covid-19 process according to the opinions of the teachers. Within the scope of this general purpose, the learning losses caused by the Covid-19 process in terms of students have been revealed based on the ideas of the teachers.

2. Methodology

2.1. Research Model

In this study, the phenomenology design was used. Phenomenology is a qualitative research design that focuses on phenomena that we are aware of but do not have in-depth and detailed understanding (Yıldırım & Şimşek, 2018). In the phenomenology design, information about the phenomenon is searched through the experiences of individuals (Patton, 2002). In this context, teachers' opinions regarding students' learning losses during the Covid-19 pandemic process were sought in the research. Thus, it is aimed to obtain detailed data about the learning losses experienced by the students in this process.

2.2. Research Process

The main processes followed in the research are shown in Figure 1.

Figure 1. *The Research Process*

2.3. Research Sample

The study group of the research consists of 26 teachers who provide both online and face-to-face training during the Covid-19 process. Participants were determined by easily accessible case sampling, one of the purposive sampling methods. In purposive sampling, the researcher uses the judgment of who will be selected, and takes into the sample the people or groups that are most suitable for the purpose of the research (Balcı, 2009). The purposeful sampling method is a sampling approach that allows for in-depth study of situations that are thought to have rich information (Patton, 2002). The easily accessible sampling method was chosen because the researchers came together with the selected teachers during their graduate education, got to know the participants in the study group, could reach the participants more easily, and gave speed and practicality to the research. Data related to the study group are shown in Table 1.

Table 1. *Data on the Characteristics of the Workgroup*

Variable	Subvariable	f	Variable	Subvariable	f
Education Level	Lisans	26	Gender	Male	10
	0-5 year	6		Female	16
Seniority	6-10 year	10		High School	8
	11-15 year	7	School	Middle School	10
	16-20 year	3		Primary School	8

2.4. Data Collection Tools and Procedure

Research data were obtained with a semi-structured interview form. The researchers developed the semi-structured interview form by reviewing the literature. The form included four questions about personal information and one question about the purpose of the research. Two instructors as well as researchers checked the questions. In addition, to check the comprehensibility of the interview form, it was applied to

three teachers before the application. In the interview form, the teachers were asked what kind of losses the students experienced during the Covid-19 process.

Research data were collected in the spring term of 2021. Research data were collected about one year after the pandemic so that teachers would have a sufficient opinion on this issue. According to Yıldırım and Şimşek (2018), asking only one question in data collection provides researchers with a flexible approach to the subject they want to research, but also allows the subject to be discussed in detail. In this direction, only one open-ended question was asked to the participants during the data collection process, allowing them to be flexible. The data collection tool was distributed to the participants in hard copy and they were asked to answer the question. During the course of answering the questions, necessary explanations were provided to the participants, and their questions were also addressed. The participants' information was analyzed by the researchers within the context of the research objectives.

To ensure the validity and reliability of the research, the recommendations in the literature were taken into account (Clement, 2000; Creswell, 2020; Merriam, 2009; Shenton, 2004). The criteria of confirmatory sampling and informed consent for participation in the research were met, ensuring the validity of the interview form used. Analyzing the collected data in detail and explaining how the researcher reached the results are among the important criteria of validity in qualitative research (Yıldırım & Şimşek, 2018). To increase the validity of the research, the research process and the procedures performed in this process were explained in detail; the findings are presented with tables and pictures. While presenting the findings, some quotations from the teachers' opinions were presented directly.

2.5. Data Analysis

Content analysis method was used in the analysis of the research data. The content analysis method, aims to reach the concepts and relationships that can explain the gathered data. In content analysis, similar data are brought together within the framework of themes and organized in a way that the reader can understand (Yıldırım & Şimşek, 2018). In this direction, the following process was followed in analyzing the research data: At the beginning of the analysis, the data obtained were dumped and then coded considering the concepts obtained from the data. The coding was done separately by the researchers. From the obtained codes, meaningful wholes were formed. The themes were created by reviewing the codes in the obtained themes. Reliability calculations were made to count the consistency between the codes while coding. The "Percent Concordance Formula" developed by Miles and Huberman (1994) was used in the calculation. In accordance with this formula, the calculation was made as follows: Reliability = Concordance / (Agreement + Disagreement) x 100. A compliance percentage of 70% or more is sufficient for coding reliability (Yıldırım & Şimşek, 2018). Thanks to this formula, it was determined that the coding agreement percentage of the researchers was 0.89. The findings obtained from the research were converted into tables and figures. While presenting the findings, some of the teacher's views were coded and given directly. In the coding of opinions, the letter (T) indicates the teachers, and the number indicates the degree of the teacher in the research. For example, T26 refers to the twenty-sixth teacher. Finally, conclusions are drawn from the findings.

2.6. Ethical

Ethics committee approval was obtained for the research. Name of the Board: Mardin Artuklu University Scientific Research and Publication Ethics Committee Board Date: 04.05.2021. Number of Sessions: 2021/4-28

3. Findings

As a result of the data analysis, six themes related to the learning losses of the students during the Covid-19 pandemic process were determined. These themes were named as academic, skill development, equal education, psychological, health and safety, and social losses. The findings related to the learning losses and some of the teachers' opinions regarding these findings are presented below.

3.1. Academic Losses

Figure 2 presents the results of an analysis conducted using the perspectives of the participating educators to determine the academic losses that their students incurred as a result of the COVID-19 process.
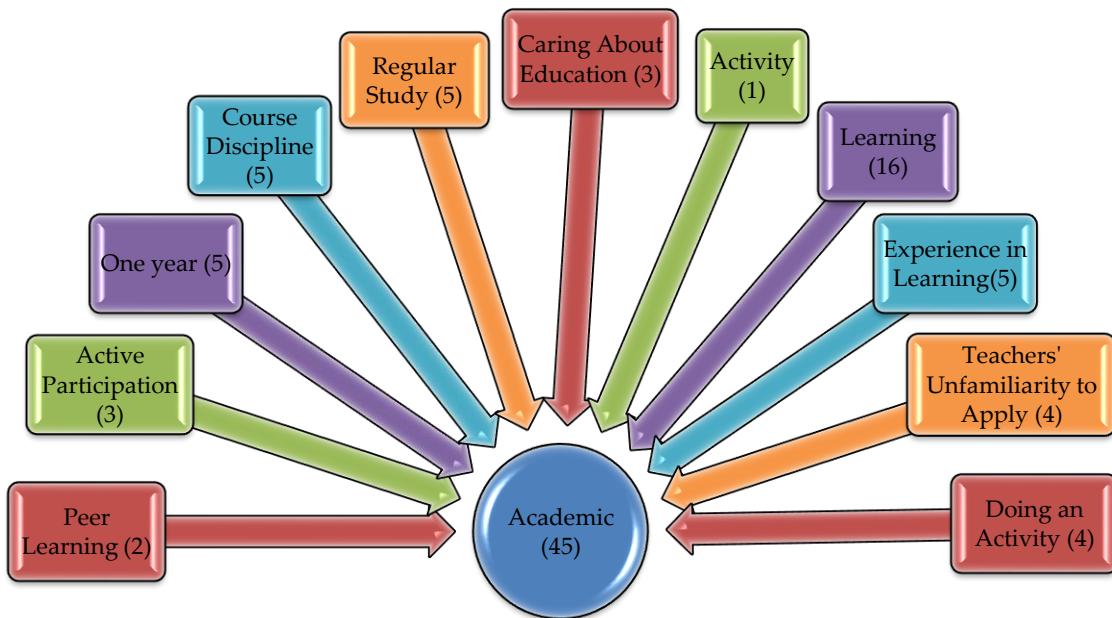
Figure 2. *Academic Losses of Students in the Covid-19 Process*

As seen in Figure 2, according to the teachers' opinions, it was revealed that the students experienced 11 academic losses during the Covid-19 process. These losses are conceptualized as peer learning, active participation, one year, course discipline, regular study, caring for education, activity, learning, experience in learning, teachers' unfamiliarity with practice and practice. During the Covid-19 process, the students moved away from school, the majority of them did not attend training, the students with the opportunity received support but the students without the opportunity did not receive support, there were differences in knowledge and learning between those who attended training and those who did not, and although some students attended classes, their home environment was not suitable. In addition, it was expressed that due to the environment and conditions of the students, they did not study regularly and did not carry out studies to reinforce the education they received. Students see the process more as a holiday and do not attach importance to distance education, and even if they are alienated from education during this period, there are no activities to increase their interest and motivation. For this reason, it was stated that students experienced a learning loss of one academic year, first and second grades students experienced a greater learning loss in this process, and at least one year of academic loss was experienced.

On the other hand, the academic losses experienced by the students were due to the fact that the teachers were unfamiliar with distance education. Teachers cannot use the methods and techniques they use in face-to-face education in distance education. Additionally, since they do not have distance education experience, they have problems in distance education and difficulty conducting distance education. Distance education offers limited opportunities compared to face-to-face education, the lessons are knowledge-based, and the students are only listeners and remain passive. Therefore, they do not find the opportunity to learn by living and experiencing. Therefore, they do not practice in learning and do not gain experience. Since distance education is not suitable for sports, dance and music education, the teaching of applied courses is insufficient. However, they could not learn from each other because they were not in the same environment with their peers. Some of the sample teacher opinions are presented below:

> *"They saw the pandemic process as a holiday rather than a state of emergency. They did not attach the necessary importance to the education provided…" (T5)*
> *"The unsuitable physical environment and conditions of the student negatively affected his motivation and regular work." (T8)*
> *"Since the teachers do not have distance education experience, the new situation made the teachers nervous and while trying to adapt to distance education, disruptions occurred during the lesson." (T9)*
> *"This year's first and second graders will continue their lives as a lost generation." (T10)*
> *"Students have become uncommunicative listeners, spending all their time at home." (T12)*

"Students should learn the achievements by living and trying. It is very difficult to create educational experiences in the electronic environment where they are at the center." (T13),

"Perhaps one of the most permanent methods of learning, peer learning, could not be realized. Effective group activities could not be done." (T26)

3.2. Skill Development Losses

The findings regarding the skill losses of the students during the Covid-19 process are presented in Figure 3:
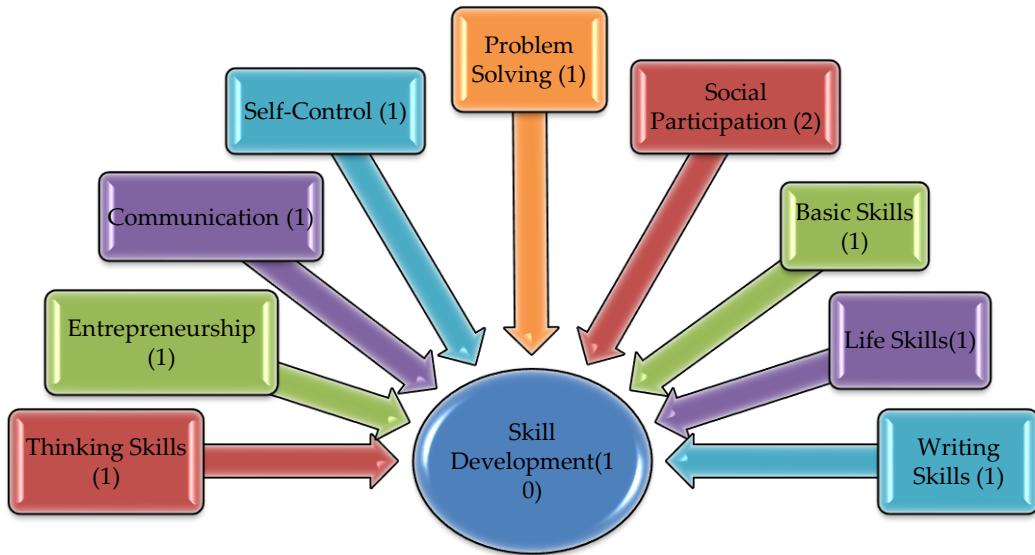

Figure 3. *Students' Loss of Skill Development in the Covid-19 Process*

As seen in Figure 3, the losses of the students in terms of skill development during the Covid-19 process were determined as thinking skills, entrepreneurship, communication, self-control, problem-solving, social participation, basic skills, life skills and writing skills. It was stated that with the suspension of face-to-face education, students lost or could not develop their creative, critical, analytical thinking and assertiveness skills. The students' communication skills were weakened, they could not fulfill their responsibilities and had difficulty in controlling themselves. Since the students are not given the opportunity to practice in distance education, they also experience a loss in their problem-solving skills. In addition, it was expressed that social participation skills weakened due to being away from the school and classroom environment. Likewise, vital skills such as sharing, coping with problems and competition that can be gained through face-to-face education are not acquired through distance education. Another loss is the writing and notebook organization skills that first-year students should acquire. Some of the sample teacher opinions are presented below:

"Students who were just learning to read and write had problems with writing and notebook layout." (T12)

"I think students have self-control problems." (T19)

"In face-to-face education, students enter the school and classroom culture very early, socialize, make friends and acquire social skills. This did not happen in distance education. In face-to-face education, a student was learning to share while having lunch, cope with bullying, and compete in a sporting event. In this respect, it is difficult to gain such vital skills in distance education." (T22)

"In this process, all students who have reached education or not have atrophy in their thinking skills such as creative thinking, critical thinking and analytical thinking." (T23)

3.3. Loss of Equal Education

According to the opinions of the participating teachers, the results regarding the loss of educational equity experienced by distance education students during the Covid-19 process are presented in Figure 4.
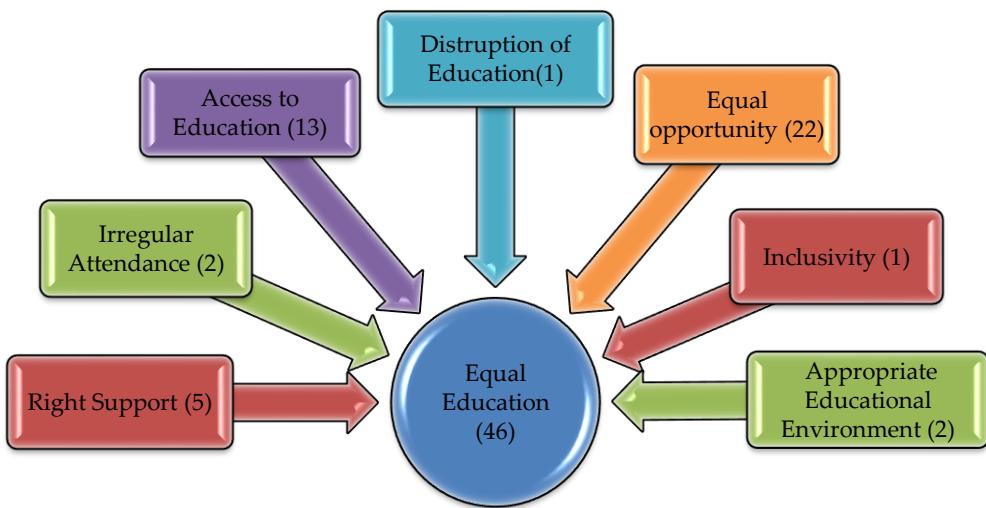
Figure 4. *Equal Education Losses of Students in the Covid-19 Process*

As seen in Figure 4, the losses experienced by students in terms of equal education during the Covid-19 process were determined as correct support, irregular participation, access to education, disruption of education, equal opportunity, inclusiveness and appropriate education environment. It has been expressed that students do not have the same opportunities in terms of infrastructure, technological equipment, regional opportunities, number of siblings and economic situation in distance education during the Covid-19 process, and this creates inequality of opportunity in education. In addition, in cases where the number of siblings is more than one, technological tools are not enough for everyone, and therefore, the student cannot attend all classes regularly. In addition, it was indicated that students do not access education regularly due to unsuitable conditions in rural and rural areas, lack of internet access or weak internet signal strength and power cuts. The majority of the students were not reached because attendance was not compulsory or they dropped out of the courses voluntarily, therefore the education did not cover all students. In addition, there was no one to help the student at home and there was no suitable educational environment. However, it was also indicated that the parents gave wrong help in this process and that this help created difficulties, for example, in teaching reading. Some of the sample teacher opinions are presented below:

> *"In regions where internet infrastructure is not sufficient, students experience deprivation. Not every student has the same opportunity to access distance education materials (tablet, internet, computer, mobile phone, etc.)." (T1)*
> *"Misapplications of parents who assume the role of teachers create situations that are difficult to compensate for in the future." (T3)*
> *"Those with more than one sibling had to use technology tools in turns. Therefore, they could not participate actively in every lesson." (T5)*
> *"The fact that there is an unequal economic distribution in Turkey has further increased the inequality of opportunity in the distance education process." (T6)*
> *"One of the losses experienced during the pandemic process manifests itself as inadequacies in the home environment and lack of parental support." (T8)*
> *"Most of the students could not be reached. Sometimes they left the class because they were bored." (T12)*

3.4. Psychological Losses

The findings regarding the psychological losses of the students during the Covid-19 process are presented in Figure 5:
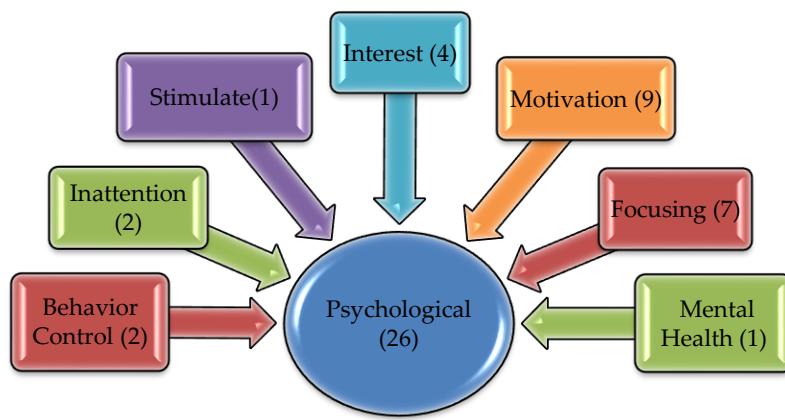
Figure 5. *Psychological Losses of Students in the Covid-19 Process*

As seen in Figure 5, the psychological losses of the students during the Covid-19 process were determined as behavioral control, lack of attention, stimulation, interest, motivation, lack of focus, and mental health. It was stated that with the Covid-19 process, problems such as fear and anxiety emerged in students, which negatively affected their mental health. It was also expressed that students felt a lack of attention in the process, which negatively impacted their engagement in class and their learning. Students' unwillingness to learn causes them to be unmotivated. In addition, it was emphasized that in distance education, the lessons were taught irregularly, scattered, and without interaction, and students were interested in extracurricular situations. This causes a loss of focus in students.

On the other hand, there was a loss of interest due to the fact that attendance in the courses is not compulsory, the courses are knowledge-based, and low grades are received in the virtual exams. In addition, the irregular teaching of the courses and the thought that remedial training will be done for the subjects covered in distance education cause a loss of motivation in the students. Some of the sample teacher opinions are presented below:

> *"The greatest losses of the students in this process are the decrease of the desire to learn, the unwillingness and the lack of motivation for teaching as before." (T1)*
> *"In distance education or distance communication, the student cannot focus on a subject." (T2),*
> *"Students who stay away from their friends and teachers are psychologically affected negatively. They lost motivation and had behavioral disorders." (T3)*
> *"The fact that the lessons were one day in the morning and one in the afternoon (to reduce the intensity in EBA) created an indiscipline in the student. This made it difficult to focus on the lesson." (T4)*
> *"An unusual pandemic can lead to various mental problems by causing fear and anxiety in children." (T21)*
> *"There is a decrease in the interest and motivation of the students participating in distance education." (T22)*

3.5. Loss of Health and Safety

The findings regarding the health and safety losses of the students during the Covid-19 process are presented in Figure 6:
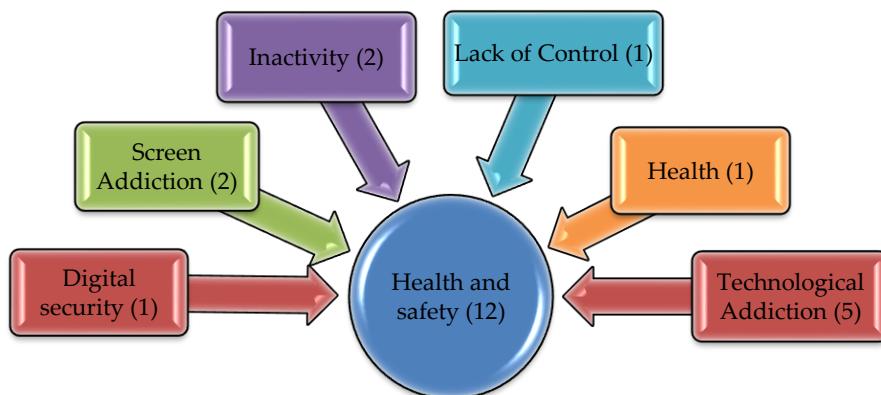

Figure 6. *Health and Safety Losses of Students in the Covid-19 Process*

As seen in Figure 6, the health and safety losses of the students during the Covid-19 process were determined as digital security, screen addiction, inactivity, lack of control, and health and technology addiction. In this process, students became more open to internet dangers and endangered their safety. In addition, screen addiction occurs because studensts spend a lot of time in front of the screen. Because students do not leave the house, they stay in front of the computer for a long time are inactive and experience health problems. However, it has been noted that students are left unsupervised in an environment exposed to dangers such as the internet and that parents do not control students in this process. The following are examples of some of the teachers opinions:

> *"Students who spent this process sitting at home without doing any activity remained inactive." (T4)*
> *"Some parents didn't even feel the need to supervise their own children." (T5)*
> *"Students are exposed to the dangers that the internet can bring." (T7)*
> *"Children are sentenced to very long hours in front of the screen." (T11)*
> *"With the distance education process, technological tools, smart-phones and the internet have become the center of life for students. They had to spend hours with phones and computers in their hands." (T17)*

3.6. Social Losses

The findings regarding the social losses experienced by the students during the Covid-19 process are presented in Figure 7:
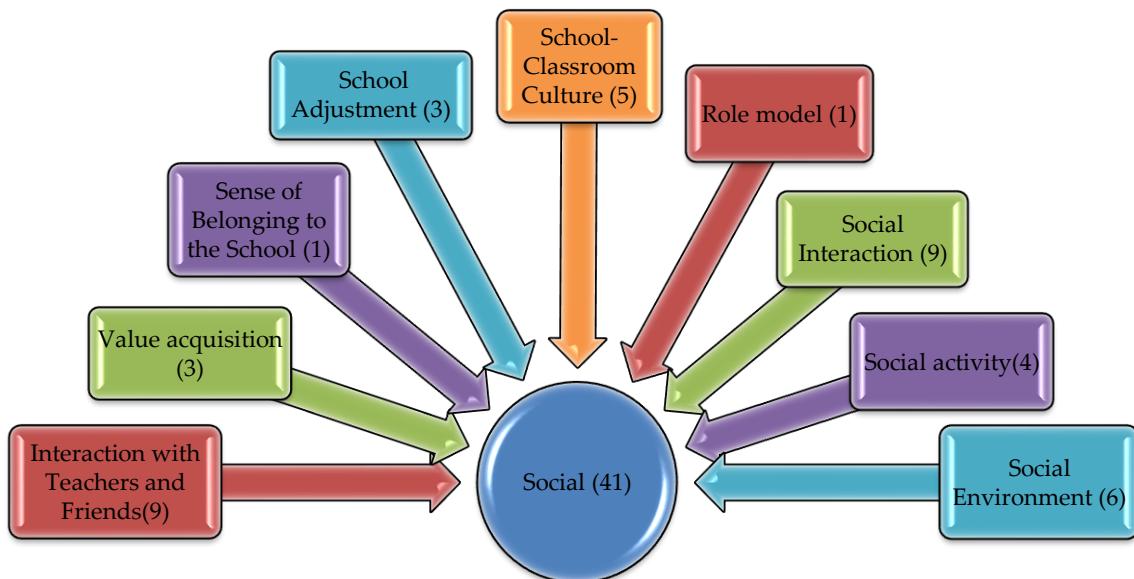

Figure 7. *Social Loss of Students in the Covid-19 Process*

As seen in Figure 7, social losses of the students during the Covid-19 process were determined as interaction with teachers and friends, value acquisition, sense of belonging to school, school adjustment, school-classroom culture, role model, social interaction, social activity and social environment. It was stated that with the pandemic, students were deprived of the school's social environment where they communicated and cooperated with each other, and they lost the school classroom culture. In this process, they avoided social activities such as playing games and having fun. Students become asocial because they do not interact with their teachers and friends. In addition, students' social and cultural gains were negatively affected because they moved away from their role models. Also, moral learning and gains such as cooperation and sharing, which can only be gained by living, are negatively affected. As the length of stay at home increases, students, especially primary school students, have difficulty adapting to school. This situation weakens the sense of belonging to the school. Some of the sample teacher opinions are presented below:

> *"The school provided an environment for students to socialize. With the pandemic, this situation has disappeared." (T6),*
> *"Due to the pandemic, students stay away not only from their schools, but also from their friends and teachers. Therefore, students cannot achieve some social gains." (T13)*

"Student staying at home moved away from the school climate as they spent time with computers and social media." (T14)

"Children who were in front of the screen for a long time were deprived of various social activities." (T18)

"There are problems in the adaptation of students to the school, and the socialization of students and their relationships with each other are affected." (T20)

"Students lagged behind in terms of values because they did not observe their role models well enough." (T26)

4. Conclusion and Discussion

In the research, the opinions of teachers about the learning losses of the students during the Covid-19 process were examined. According to the teachers' opinions, it was revealed that the students experienced academic losses, loss of skills, loss of health and safety, losses related to equal education, psychological losses and social losses in this process. In their study Engzell, Frey, and Verhagen (2021) stated that students who learn at home make little progress and that long school closures in countries with weaker infrastructure lead to greater learning losses. In the study, students learned less during quarantine compared to a normal year; It was observed that they experienced significant learning losses in the areas of mathematics, spelling and reading. However, in this process, disadvantaged students were disproportionately more affected. In addition, the learning loss dimension was found to be around 60% in less educated households compared to the general population. Therefore, it is predicted that when schools start face-to-face education again, disadvantaged children will find themselves behind their peers (Cooper et al., 1996). As Özer et al. (2020) stated, there is a risk that inequality between advantaged and disadvantaged students will increase much more during the pandemic process. Thus, the suspension of face-to-face education during the Covid-19 pandemic appears to raise anxieties over students' learning (Engzell, Frey & Verhagen, 2021).

According to the teachers in this study, one of the learning losses experienced by the students during the Covid-19 process is academic losses. Teachers stated that students experienced academic losses under 11 headings in this context. These losses are expressed as peer learning, active participation, loss of one-year time, course discipline, regular study, care about education, activity, learning, experience in learning, teachers' unfamiliarity with practice and practice. A document review shows that there are learning losses in the Covid-19 process (Sarı & Nayır, 2020). In the study conducted by Can (2021), 71.8% of Turkish teachers stated that they experienced learning loss in students' reading comprehension, interpretation and inference gains during the Covid-19 process. The academic losses experienced by the students in this process are the lack of infrastructure (Demir & Özdaş, 2020; Yılmaz et al., 2020; Zhang et al., 2020); inadequacy of technological tools such as computers and tablets (Bostan Sarıoğlan, Altaş & Şen, 2020; Özdoğan & Berkant, 2020); It is considered to be caused by reasons such as lack of internet (Bayburtlu, 2020; Kavan & Adıgüzel, 2021; Turan, 2020) and technical problems (Keskin & Özer Kaya, 2020; Turan, 2020).

The research, it was revealed that students experienced losses in terms of skill development during the Covid-19 process. It was stated by the participators that these losses were skills such as thinking skills, entrepreneurship, communication, self-control, problem-solving, social participation, basic skills, life skills and writing. In curricula, students can learn both at national and international level; It is talked about that the abilities they will need in their personal, social, academic and business lives should be gained. It can be seen that the programs aim to teach participants skills such as communication in their native language, communication in languages other than their own, mathematics proficiency, science and technology competence, digital competence, learning how to learn, social competencies, taking initiative and entrepreneurialism, and cultural awareness and expression (MoNE, 2018). Students' school attendance is fun and increases social skills and awareness. However, the closure of schools, even for a short period of time, may cause negative consequences for skill development (Burgess & Sievertsen, 2020). In order to gain competencies and skills, students need to encounter different activities inside and outside the school (Özdaş, 2019). In studies on skills acquisition (Bacanak, 2013; Gömleksiz & Kan, 2009; Selanik Ay & Acar, 2106), it is mentioned that students should actively participate in the learning-teaching process. It can be said that the closure of schools during the Covid-19 process and the fact that the lessons were held with distance education tools generally prevent activity-based studies.

Participants stated that the distance education process causes inequalities for students. These inequalities are losses such as access to education, disruption of education, equality of opportunity, inclusiveness and not having a suitable education environment. The negative effects of the pandemic process differ according to socioeconomic status. In this process, the closure of schools further increased inequalities among students (Haeck & Lefebvre, 2020). Problems such as not having technological tools, insufficient infrastructure for accessing education, not having physical space suitable for active learning (Pollock, 2020), and inadequacy of digital or printed materials (Kavan & Adıgüzel, 2021) are among the main causes of inequality. Another study mentioned that between two and nine percent of students may drop out of school due to schools being closed during the Covid-19 process (Dorn et al., 2020). The fact that the students were separated from their teachers caused a disruption in the relationship as well as the interaction that normally exists between the two parties. Students took part in educational activities at home with the support of their families, choosing those activities in accordance with the physical and technological opportunities available to them at that location. Students, who were generally deprived of teacher support due to the closure of schools, participated in the education process within their own means. This situation has highlighted the risk of learning loss especially for disadvantaged students (Özer et al., 2020). It is estimated that especially disadvantaged students living in rural areas and having difficulty accessing education experience more losses.

Participators stated that students experienced psychological losses during the distance education process. These losses revealed that they expressed an inability to control their behavior, lack of attention, lack of motivation, indifference, lack of motivation, lack of focus and negative effects on mental health. Infectious diseases also affect the physical and psychological health and well-being of individuals. In the early stages of the pandemic, the physical consequences of the virus were emphasized, but mental health was not emphasized much. Mental health is important. Because the effect of the pandemic on mental health may last for years (Aşkın, Bozkurt & Zeybek, 2020). With the outbreak of the epidemic, students had to cope with various problems such as survival, academic difficulties and stress (Sood & Sharma, 2021; United Nations, 2020). This situation has highlighted the fact that they live with anxiety and fear for a long time and experience the psychology of illness (Görgülü Arı & Hayır Kanat, 2020). Factors such as restricting individuals' freedoms and the fear of losing loved ones also bring about psychological wear (Ekiz, Ilıman & Dönmez, 2020). In addition, the thought that the psychological effects of the pandemic will continue as well as its social effects (Görgülü Arı & Hayır Kanat, 2020) causes this uneasiness to increase even more. Therefore, it is predicted that during the opening of schools, students will have difficulties in adapting to the school, may have difficulties complying with the school's rules, and may experience physical and emotional problems.

Within the scope of the research, the participants stated that students experienced losses in subjects such as digital security, screen addiction, inactivity, lack of control, and health and technology addiction during the pandemic process. Health problems have negatively affected the perception of control of the Covid-19 outbreak (Ekiz, Ilıman & Dönmez, 2020). While digital technology offers ways to connect socially, overuse of digital devices can be negative in the long run. Research results indicate that a long time spent in front of a screen causes negative effects on health (Pandya & Lodha, 2021). In addition to the physical health problems directly caused by the virus during the pandemic, mental health problems such as anxiety, panic and anxiety occur due to the pandemic (Aşkın, Bozkurt & Zeybek, 2020). With the increased digital use, surveillance and privacy issues have also gained importance (De, Pandey & Pal, 2020). The fact that students continue their education with distance education tools has brought along the risk of encountering important problems such as technology addiction, cyberbullying, and violation of the use of personal data (Bayburtlu, 2020; Talan & Aktürk, 2021). Another issue that the participants emphasized is screen addiction. It is predicted that long-term exposure of students to the screen will have negative effects on issues such as obesity and eye health in the future.

Participants stated that in distance education during the Covid-19 process, students experienced losses in areas such as interaction with teachers and friends, value acquisition, sense of belonging to the school, adaptation to school, school-classroom culture, modeling, social interaction, social activity and social environment. The closure of educational institutions hinders providing basic services to children and communities (United Nations, 2020). Students need to be interconnected with their peers by establishing deeper relationships, and an intimacy that fosters a sense of security, togetherness and trust. However, situations such as the closure of schools and forced isolation caused changes in learned social habits (Serrano Sarmiento, Sanz Ponce &

González Bertolín, 2021). The limited social interactions that occurred during the pandemic created new routines where strict social and physical distance measures are applied. With the spread of the epidemic, curfews were imposed in almost all regions; schools, shopping malls etc. places of activity that require people to gather and interact have been closed (De, Pandey & Pal, 2020). It is thought that the social isolation created is at a level that can harm students' health, behavior and academic performance (Lessard & Schacter, 2020). Research indicates that losing or having to vary certain habits and routines negatively affects people's physical and psychological states and psychosocial stress (Wang, et al., 2020). It is thought that the social losses of students in a period when schools are closed and social isolation during the pandemic may cause some negativities both in their social relations and in adapting to the environment.

As a result, one of the problems that schools, teachers and parents have to deal with during the pandemic is the learning losses experienced by students. It is a fact that schools are closed almost all over the world during the Covid-19 process and as a result, students experience learning losses. It is expected that school administrators, teachers, students, parents and other persons/institutions will take measures to determine which areas students have lost in the Covid-19 pandemic and contribute to compensating for these losses.

5. Recommendations

When the research findings were examined, it was concluded that the students experienced learning losses in academic, skill development, equal education, psychological, health and safety and social areas during the pandemic process. According to these results, measures can be taken at school level to prevent losses. In order to make up for the academic losses of the students, make-up training can be held during the school opening periods and during the summer holidays. Counseling services can organize psychosocial seminars for students at all grade levels. Information seminars can be held for parents and teachers to make up for these losses. Skill workshops can be opened in schools to compensate students for their skill loss and to help students socialize. For this, local and national studies can be carried out to determine the responsibilities of the stakeholders and to enable the stakeholders to fulfill these responsibilities.

This study, examined teachers' opinions in depth with a qualitative research approach. The research was carried out based on teacher perceptions. Data collection based on teachers' perceptions is an important limitation of this study. This situation can bring about subjectivity. Another limitation of the research is the collection of data during the Covid 19 process. Trying to detect learning losses in a certain period of the process is an important limitation for the research. Another limitation of the research is the collection of data from a single province. However, the researchers tried to reduce the effects of this limitation by reaching out to teachers working at different educational levels as much as possible.

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A Study on the Proofs Used by Primary Education Teacher Candidates in Circumference Problem Solutions and Instructional Explanations

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ABSTRACT

This study aims to determine the proof schemes used by primary education teacher candidates when solving a given problem and in their instructional explanations. Having a qualitative nature, the study utilized data collected from 277 third-year teacher candidates studying at the primary education department of the education faculty of a state university in Ankara. The study group was selected via criterion sampling. The data were tested by using an open-ended problem case and analyzed via document analysis. The proofs used by students in solving the problem and in instructional explanations were categorized as Proof A, Proof B ... Proof H, and the data were evaluated in these categories. The results obtained were discussed in line with the proof schemes outlined by Harel and Sowder (1998). However, as certain proofs fell into several categories, they could not be evaluated in only one group. The primary education teacher candidates were found to use authoritative, habitual and symbolic proof schemes, albeit to a little extent, in the external proof scheme category as they solved the given problem situation and explained the solution to their students. The majority of the candidates used the empirical proof scheme known as the perceptual proof scheme, and included some sample-based proofs. Analytical proof schemes were used less frequently than others. The candidates were also found to use invalid and flawed proofs. Similar studies may be replicated with problem situations involving different subjects.

Keywords:
Mathematics education, proof schemes, teacher candidates, circumference calculation

1. Introduction

Geometry has been one of the main learning areas in all mathematics curricula from past to present due to its benefits in dealing with some daily difficulties that people face, and in the last hundred years, many studies have been made on the effectiveness of teaching and learning processes of geometry, and the nature of geometric thinking and the ways in which it can be developed have been tried to be explained (Güven & Karpuz, 2016). From an early age, students begin to see and understand the physical world around them with the help of geometry. They continue to think high-level geometric thinking in their later education (Kılıç & Tezel-Şahin, 2021).

It is necessary for students to understand geometric concepts and to have knowledge and skills defined in the program in order to be able to use geometry while solving problems. If this situation is not met, geometry is seen by students as a lesson consisting of meaningless features and formulas of shapes (Sezer, 2019). The

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properties of geometric shapes and the relations between them are examined in two dimensions: with and without measurements. While the former is known as "dimensional geometry", the latter is known as "non-dimensional geometry" (Altun, 2008). Dimensional geometry includes the topics of perimeter, area, and volume (Tan-Şişman & Aksu, 2009). According to Ayyıldız (2010), although calculating the perimeter is the subject with the least misconceptions among geometry subjects for second graders, there are numerous studies in the literature showing that students have difficulty in learning dimensional geometry (Dağlı & Peker, 2012; Frade, 2005; Gough, 2008; Tan-Şişman & Aksu, 2009; Yeo, 2008). In addition, there are also studies suggesting that area and circumference are two concepts that students have difficulty in understanding and make many mistakes with (Bingölbali & Özmantar, 2014).

The primary responsibility for ensuring that elementary students do not have difficulty in measuring length and do not develop misconceptions undoubtedly falls on primary education teachers who work at the initial stage of education. In order for students to learn length measurement both operationally and conceptually, sufficiently equipped primary education teachers are needed (Tan-Şişman & Aksu, 2009). Many studies have concluded that the most critical element for effective education is teacher knowledge (Hill et al., 2005; Lougran et al., 2004; Toluk-Uçar, 2011). The way the teacher treats subjects and concepts closely affects what and how the learner learns (Bingölbali & Özmantar, 2014). However, an examination of the literature shows that the mathematical understanding obtained by teacher candidates from mathematics courses before and during their university education are insufficient for them to teach at elementary school level (Tirosh, 2000; Toluk-Uçar, 2009). Current studies show that the pre-service teachers know the rules and methods and how they can be applied, but cannot form mathematical explanations suitable for the given situations. In order to be a teacher, candidates must possess content knowledge, field-specific pedagogy knowledge, and knowledge about students' cognitive development (Carpenter et al., 1996). Of these types of knowledge which are part of the extensive information system that a teacher uses when planning and implementing teaching content knowledge and field-specific pedagogy knowledge form the basis of learning (Verschafel et al., 2005).

Studies in the literature show that the instructional explanations used by teachers and teacher candidates are mostly based on memorization without understanding and therefore based on rules and procedures (Zeybek, 2015). However, one of the most important parts of pedagogical knowledge specific to the field of mathematics is to offer instructional explanations in accordance with the rules and concepts related to mathematics. (İlhan & Aslaner, 2020). In addition, considering that pedagogical content knowledge is essentially mathematical knowledge made suitable for teaching, it is obvious that this knowledge is affected by the quality of the teacher's mathematical knowledge. Therefore, information about the instructional explanations provided by teachers on mathematical concepts may enable us to comment on their mathematics knowledge (Risnawati et al., 2019).

Mathematical discoveries and theories involve understanding what is right and what works, explaining why it is right or why it works, and convincing people of them (Weber and Mejia-Ramos, 2019). Proof is the most basic way to show the correctness of a statement and to show the validity of theorems in mathematics (Brown, 2014). According to Sarı-Uzun and Bülbül (2013), proving in the field of mathematics means showing that a conclusion can be logically deduced in line with the given premises, while the resulting valid argument is expressed as proof.

Mathematical proof has a very important role in the development of mathematical thinking and reasoning ability (Stylianides, 2007). The equivalent of understanding another expressive mathematics is proof. (Lee, 2016). That is, proof that provides justification for mathematical knowledge and ensures the internalization of mathematical knowledge is an important factor for doing and understanding mathematics (Buchbinder, 2018). According to Knuth (2002), proof can be used to show and explain the accuracy of something, and to discover and create new mathematical knowledge. Proving is seen as a crucial skill in advanced mathematics, and it is only possible to understand students' proofs by examining their proving processes (Weber, 2001). The "Proof Scheme" framework can be used to effectively analyze conceptual understanding and proof approaches. There are many proof categories created for this purpose (Hanna & Knipping, 2020). The proof scheme concept outlined by Harel and Sowder (1998) explains proof scheme as statements that individuals use to convince themselves or others about the accuracy or inaccuracy of a mathematical situation. It describes the types of proof in three categories and subcategories as expressed in Figure 1.
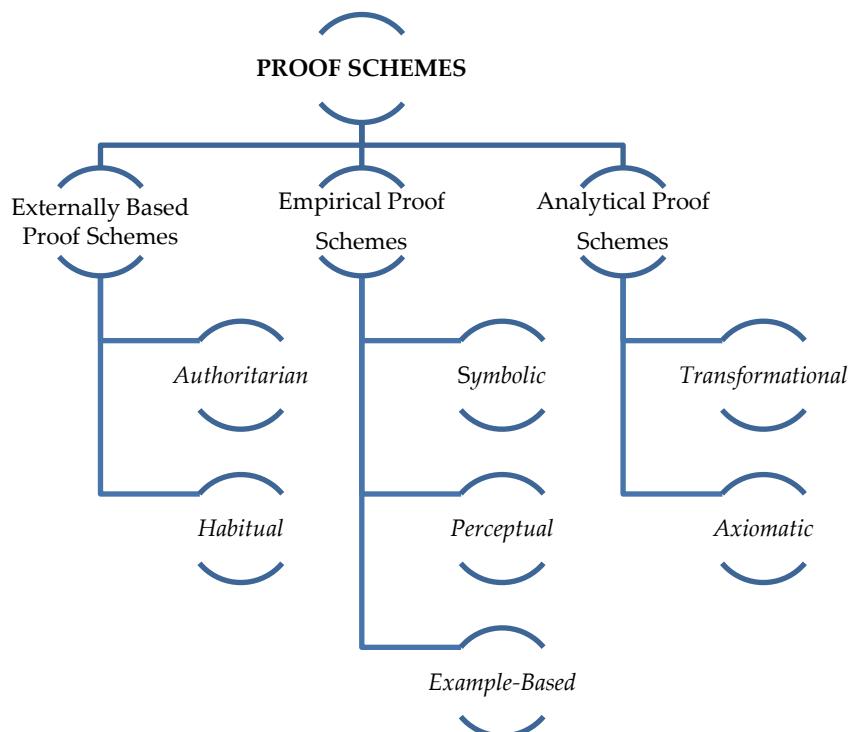
Figure 1. *Proof Schemes and Sub-schemes (cited in Flores, 2006 from Harel & Sowder, 1998).*

Below is a general summary of these schemes:

Externally Based Proof Schemes: In this proof scheme, individuals refer to the people and sources they trust most as the basis for why they know what they learned in mathematics is accurate. In their answers and justifications, textbooks and teachers or adults are used as authority figures (Flores, 2006). In short, students rely on external authority or previously learned proof and reasons to define mathematical validity in the externally based proof scheme (Martin et al., 2005). The externally based proof scheme is divided into three sub-categories: authoritarian, habitual and symbolic (Dede & Karakuş, 2014).

Authoritarian Proof Scheme: In the authoritarian proof scheme, the proof is often based on external teachings. Students explain and prove their solutions and explanations according to the formulas and rules they have memorized. However; they apply the theorems, formulas and rules they have memorized without knowing their meanings(Hanna & Knipping, 2020). In other words, they use rules, definitions or formulas to indicate the correctness of a situation, but they cannot define the rule they use or explain the meaning or starting point of a formula. (Hanna & Knipping, 2020).

Habitual Proof Scheme: In this scheme, students use only the truths they already know instead of reasoning and researching to show the accuracy of a situation. In other words, instead of reasoning, students present proof or justifications they have already learned in order to convince others or themselves (Aydoğdu-İskenderoğlu, 2010). Put differently, the habitual proof scheme involves students remembering the image of a previously proven argument in order to use it in their statements (Harel, 2008).

Symbolic Proof Scheme: In this scheme, students use sequences of arithmetic procedures equal to computational orientation as explanations of their thoughts (Thompson, 1996). Students focus on calculating with the given numbers instead of paying attention to the relationships between the quantities in the situation (Flores, 2002).

Empirical Proof Scheme: This proof scheme includes proof based on specific examples, inductive reasoning or, in the case of geometric proof, direct measurements (Hanna & Knipping, 2020). Flores (2000) explains this proof scheme as basing reasons on perception or appearance of events. Empirical schemes comprise two sub-schemes: perceptual and example-based.

Perceptual Proof Scheme: In this proof scheme, the individual bases the results of a mathematical situation on the perception of a simple drawing, or uses a drawing to persuade the self or others (Aydoğdu-İskenderoğlu, 2010). In the perceptual proof scheme, a hypothesis is validated by primitive mental images or "images

composed of perceptions and the coordination of perceptions, but incapable of transforming or predicting the consequences of a transformation" (Harel & Sowder, 1998, p. 255).

Example-Based Proof Scheme: In this proof scheme, students base the accuracy of mathematical expressions on examples and explanations they have learned before (Lee, 2016). In other words, students generally rely on examples when creating concepts. They often use these examples to understand mathematical situations or to check the accuracy of these situations. They use one or more examples to convince themselves or others of the accuracy of an assumption (Flores, 2006).

Analytical Proof Scheme: This proof scheme uses logical deduction and conclusions when demonstrating the accuracy of or validating predictions, assumptions or a mathematical situation. The reasons put forward in the process of ensuring the accuracy and validity of a situation include reasoning as well as being composed of axioms and theorems (Aydoğdu-İskenderoğlu, 2010). Analytical proof schemes are divided into two subcategories: transformational and axiomatic proof schemes (Flores, 2006).

Transformational Proof Scheme: In transformational proof scheme, the individual makes logical inferences based on prior knowledge, realizes relational understanding, reaches generalizations, and convinces others by using deductive and inductive reasoning methods (Dede & Karakuş, 2014). This proof scheme includes students' mental operations completed through deductive reasoning and the expected results of these operations. In other words, it means carrying the characteristics of generalization, operational thinking and logical inference (Aydoğdu-İskenderoğlu, 2016).

Axiomatic Proof Scheme: Axiomatic proof scheme includes all of the features of transformational proof scheme, as well as undefined terms, definitions, predictions, results, theorems and cause-effect relationships in the process of demonstrating the accuracy of a mathematical situation (Lee, 2016). Any student who makes a logical inference via generalization and operational thinking is essentially using the axiomatic proof scheme (Flores, 2006; Harel, 2008; Martin et al., 2005).

Harel and Sowder stated that"these schemes do not exclude one another and students can use more than one proof scheme at the same time" (Harel and Sowder, 1998, p. 244). In a later study, Harel (2008, p. 271) also stated that even though the first two categories, authoritative and empirical proof schemes, are "undesirable ways of thinking", they may still help with "generating ideas or providing insight" thanks to their pedagogical value.

The fact that the subject of proof has recently become the focus of many studies around the world (Çontay & Paksu, 2019; Kosko & Singh, 2019; Lockwood et al., 2020; Nardi & Knuth, 2019) shows that the importance of proof has gradually increased in mathematics education. Despite this, primary, secondary and even higher education students find the proving process difficult and believe that they will fail (Stylianides et al., 2016). This is due to the fact that students have a lack of knowledge about the definitions of proof and how to use it, and that they do not use the mathematical language correctly (Weber & Mejia-Ramos, 2019). In the literature, there are studies showing that teacher candidates also experience similar processes; are insecure about making proofs; cannot understand the proofs of theorems through examination; and that teachers present students with activities that lack the nature of proof and proof-making (Anapa & Şamkar, 2010; Eldekçi, 2018; Köğce, 2013). Indeed, teachers' perceptions and experiences of proof are highly effective in helping students acquire proof skills (Lee, 2016). Therefore, teachers need certain competencies in associating the ideas and representations underlying observable mathematical situations in the classroom (Aslan-Tutak & Köklü, 2016). As a result, understanding teacher candidates' mathematical proof-making skills before they start their careers may enable teacher training institutions to adopt an instructional process that allows teacher candidates to provide more effective instruction to their students in the future.

In addition, revealing the structures that enable teacher candidates to adopt circumference calculation processes may also allow for a deeper analysis of their understanding of the topic of circumference. The literature includes no study conducted in Turkey that deals with the proof schemes used by primary education teachers in their instructional explanations about circumference. For this reason, the main purpose of this study is to determine the proofs used by primary education teacher candidates in solving circumference problems and the proof schemes they use in their instructional explanations. This study seeks answers to the following research questions:

- What are the proofs that primary education teacher candidates use in solving a given circumference problem?

- What are the proofs that primary education teacher candidates use in explaining a given circumference problem to their students?

- What are the errors that primary education teacher candidates make in proving a given circumference problem?

2. Method

2.1. Research Model

This study, which aims to determine the proof schemes used by primary education teacher candidates in the solutions and instructional explanations they offer to circumference problems, was designed according to the basic qualitative research approach. Qualitative research is defined as "research in which qualitative data collection methods such as observation, interview, and document analysis are used and a qualitative process is followed to reveal perceptions and events in their natural environment in a realistic and holistic way" (Yıldırım & Şimşek, 2016, p. 39).

2.2. Study Group

The participants in the study group consisted of 3rd year teacher candidates from the Primary Education undergraduate program of a university in Ankara. The study group was determined by using the purposive sampling method of criterion sampling. In this sampling method, the sample group is formed based on predetermined criteria (Yıldırım & Şimşek, 2016). The criterion used in this study was having completed the courses Elementary Mathematics Education I and Elementary Mathematics Education II. As these courses are offered in year 3, the study was conducted with 3rd year teacher candidates. A total of 277 primary education teacher candidates participated in the study.

2.3. Data Collection Tool

The data collection tools used within the scope of the study consisted of open-ended questions prepared by the researchers. Teacher candidates were asked the following question about measuring circumference, which was written by Dicson et al. (1984) and adapted into Turkish by the researchers. In the selection of the question, effort was made to ensure that it may be answered with all types of proof schemes. The questions mentioned are below;

Two rectangles are obtained by dividing a square shaped sheet into two.One of these rectangles is divided into two identical parts from its diagonal. This results in two triangles and a rectangle. These pieces are combined to obtain a parallelogram. Compare the circumference of the initial square and the later parallelogram. Is the square larger than, smaller than or equal to the parallelogram? Write the solution in detail.

a. Imagine that you ask this question to your students. One of them responds: "No piece was added. The parallelogram was obtained from the square. Therefore their circumference is still the same". How would you respond to this student? Imagining that you have every material you need for instruction, explain in detail how you would teach this topic to your students in the classroom and how you would prove it.

b. How would you convince your students that your proof is accurate? Explain.

c. Was this method the first one you thought about?

d. Is this method always valid? If possible, give an example of a situation where it is not valid.

e. Is there another solution method than the one you have used? Can you use another method for proof? If so, explain.

f. Write down the bases of your proof and where/from whom you learned it.

2.4. Data Collection

The data collection tool consisting of open-ended questions was implemented by the researchers on 3rd year students in three different sections of the Primary Education Program in the fall semester of the 2019-2020

academic year. Before the implementation, necessary permissions were obtained from the university and the researchers informed the participants that participation in the study was voluntary, participant identity would be kept confidential, and the data obtained from the study would not be used anywhere else.

2.5. Data Analysis

The data obtained to reveal the proofs used by primary education teacher candidates in circumference questions and the proofs they used in their instructional explanations were analyzed via content analysis. This method includes objectively and systematically classifying, quantifying and making inferences from the messages contained in verbal, written and other materials by relying on meaning and/or grammar (Yıldırım & Şimşek, 2016). By analyzing the information obtained at this stage, researchers attempt to divide it into meaningful chunks and understand what each part conceptually means. These parts, which are meaningful wholes in themselves, are then named by the researcher (Creswell, 2014). As shown in Table 1, different proofs were determined by the researchers in this study based on the data obtained. These proofs were labelled Proof A, Proof B, ..., Proof H. The codes used while presenting direct quotations about the proofs were a combination of TC meaning "teacher candidate" and the numbers given to the papers. For example, when quoting teacher candidate 3, the code used was TC3.

**Table 1.** *Proofs Used by Teacher Candidates When Solving Circumference Problems*

Proofs

Proof A: According to the circumference formula, the circumference of a square is shorter than that of a parallelogram.

Proof B: Let us imagine that the side of a square is 6 cm long,

The circumference of the square is: 24 cm

If we divide the square into two, we obtain two rectangles with their short sides measuring 3 cm and their long sides measuring 6 cm. If we separate one of these rectangles diagonally, we obtain two right angled triangles, one side measuring 6, and tyhe other side measuring 3 cm. The hypotenuse of the triangle is larger than 6. Therefore, the circumference of the parallelogram is larger than 24 cm.

Proof C:
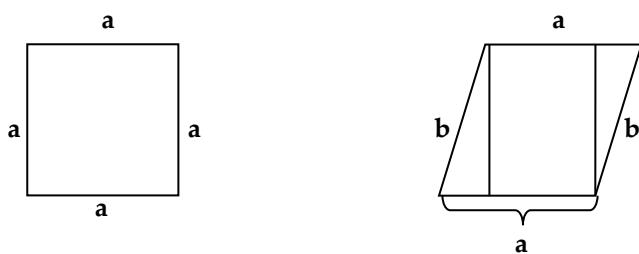
The circumference of the square is "4a". The circumference of the parallelogram is "2a+2b". In the small triangle formed, the side "b" will be 2b>2a, since the longest side is b>a. Therefore, the circumference of the parallelogram is larger than 2a+2b>4a.

Proof D: When one of two square-shaped pieces of paper of the same size is divided in half as instructed, two rectangles are obtained. When one of the rectangles is cut diagonally, two right angled triangles are obtained, and when these triangles are added to the long side of the rectangle a parallelogram is obtained. When the parallelogram is placed on the square, its circumference can be seen to be longer. The same result is obtained upon repeated trials with squares of different sizes.

Proof E: The circumference of a square piece of paper is measured with a string or ruler. Then the square is converted into a parallelogram as instructed. When the circumference of the parallelogram is measured with a string or ruler and compared to the string used to measure the circumference of the square, the former is longer.

Proof F: It is proved by drawing.

2a

a√5   a√5

2a
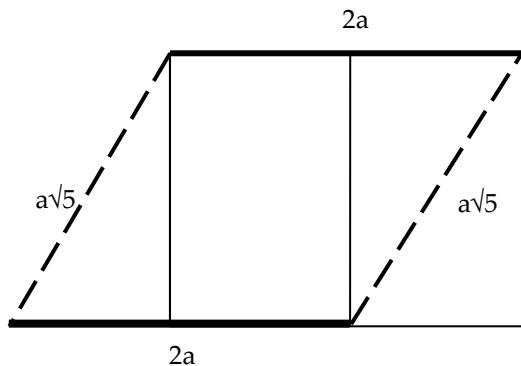
As can be seen, the circumference of the parallelogram formed is longer. Because the longest side of the triangle is a√5.

Proof G: Let's draw a rectangle and a square with the same area on a square sheet of paper.

4

4   4   Area of square: 16 unit square

4

2   Area of rectangle: 8x2=16 unit square

8
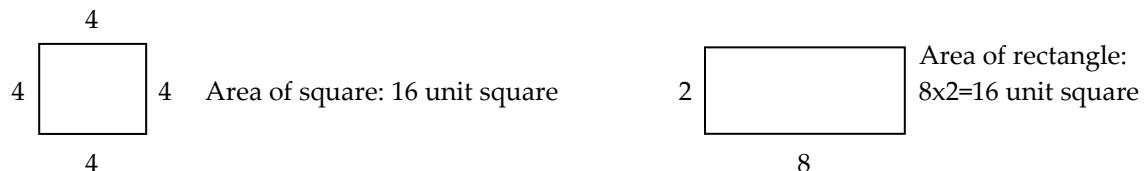
Now let's calculate their circumference. The circumference of the square is 16, while the circumference of the rectangle is 20. The area covered by both shapes on the plane is the same, but their circumference are different.

Proof H:

2a

2a   2a

2a

a   a   a

2a   2a   2a   2a   2a   b,   2a

a   a   a
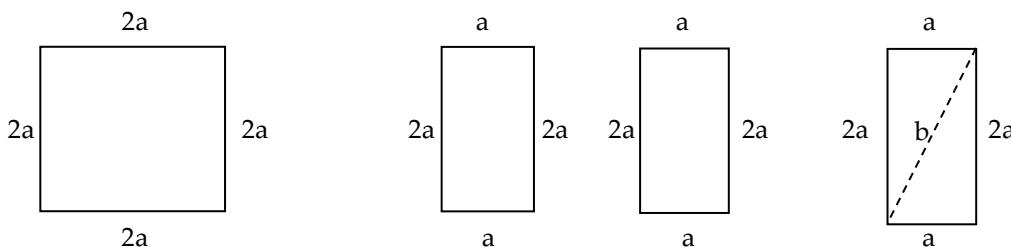
Using the Pythagorean relation: $b^2 = a^2 + (2a)^2$ $b^2 = 5a^2$

a

2a   2a

a

2a

a√5   a√5

2a
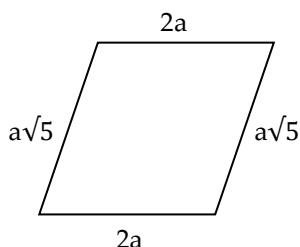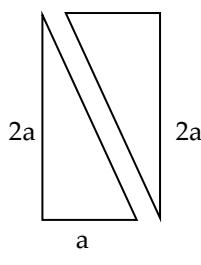
b= a√5 edge is found.

circumference of the square= 8a < circumference of parallelogram= 4a+ 2a√5

The primary education teacher candidates who gave wrong answers to the question were not included in the frequencies. However, the detected errors were analyzed in categories created by the researchers, such as *operational error, area calculation, incomplete solution, inaccurate representation and incorrect inference*.

2.6. Validity and Reliability

Content analysis investigates validity by seeing whether there is harmony between the aims and the tools of research. There is no measurement tool in content analysis other than category definitions. Having clear category definitions informs about what is being measured in the study (Yıldırım & Şimşek, 2016). For these reasons, the proof found in this study was explained in detail and supported by direct examples.

The reliability of the study has been examined by looking at inter-rater reliability and reliability in terms of time. Inter-rater reliability was ensured by looking at the correlation between the results of different researchers. Time-based reliability, on the other hand, was ensured by having the same researchers examine the same documents at a time interval. To calculate correlation, the percentage of agreement between researchers was calculated (Reliability = number of agreements / (number of agreements + number of disagreements)). According to Miles and Huberman (1994), an agreement level above 70% is expected between researchers. The percentage of agreement between researchers in this study was 88%, and the percentage of overlap between the categories showing the causes of detected errors was 92%.

2.7. Ethical

Since this research was conducted before 2020, there is no obligation for an ethics committee decision.

3. Findings

This section presents the findings obtained within the scope of the study. First, the proofs and instructional explanations of the teacher candidates are presented, followed by the errors detected in the solution of the problem.

3.1. Proofs Used by Primary Education Teacher Candidates in Solving Circumference Problems and in Instructional Explanations

The percentages and frequency values of the proofs used by primary education teacher candidates in solving the given circumference problem and in their instructional explanations are presented in Table 2.

Table 2. *Proofs Used by Primary Education Teacher Candidates in Solving Circumference Problems and Instructional Explanations*

Type of Proof	Proofs Used in Problem Solution		Proofs Used in Instructional Explanations	
	f	%	f	%
Proof A	20	8,88	15	6,66
Proof B	20	8,88	30	13,33
Proof C	4	1,77	3	1,33
Proof D	18	8	30	13,33
Proof E	43	19,1	93	43,33
Proof F	41	18.22	17	7,51
Proof G	11	4,88	11	4,88
Proof H	78	34.66	16	7,11
Total	225	100	225	100

As can be seen in Table 2, the proofs used by primary education teacher candidates in solving the given problem may be ordered from the most commonly used to the least as follows: H, E, F, A, B, D, G, D, and C. The proofs used by primary education teacher candidates in explaining the problem to the students may be listed as E, B, D, F, H, A, G, and C, from the most common to the least. In other words, although the proofs used by primary education teacher candidates when solving a problem and the proofs they use when giving explanations to students are the same, their order differs. In further detail, the following can be said:

Proof A: It is the explanation of the accuracy of solutions based on the circumference formula. As shown in Table 2, very few primary education teacher candidates stated, "The circumference formula dictates that the circumference of the square is shorter than that of the parallelogram" when solving the problem (f = 20, 8.88%) and when giving instructional explanations (f = 15, 6.66%).

Examples:

"I based my proof on circumference formula. ... I learned about this solution method with the circumference formula for the parallelogram and square." (TC 177)

"I did so … by making use of the circumference formula for the parallelogram and square." (TC 57)

"I came across it in an activity book." (TC 230)

"I learned this solution method from the circumference formula for parallelograms and squares." (TC 11)

Proof B: While approximately 10 percent (*f* = 20, 8.88%) of the primary education teacher candidates used this proof in solving the problem, more than 10 percent (*f* = 30, 13.33%) preferred this method in their instructional explanations. When explaining the problem situation, the teacher candidates in this group reached the solution by starting from examples and supplying numbers.

Examples:

"… A parallelogram is made of a square. So they both cover the same area on a plane. But we cannot say the same about their circumference. … Let's calculate the circumference of these two shapes. The circumference of the square= 6x4 = 24, That of the parallelogram 9+9+4+4 = 26." (TC 14)

"I would give my student a square cardboard with each side 10cm long. I'd ask them to cut it in the middle, make two rectangles and join them horizontally. I'd ask them to compare their circumferences. No additions or spare parts. As they noticed the difference in their circumferences, I'd mention that the circumference changes in the same way in a parallelogram. The circumference of the first square = 40cm, the circumference of the rectangle = 50cm." (TC 65)

"... For this reason, while 2 sides are a constant "a", the other two sides will be longer than "a". In total, we obtained a parallelogram whose circumference is longer than 4a. As explain this, I distribute squares of 10 cm long sides to my students and let them experience this." (TC 38)

Proof C: This type of proof is the least preferred solution (*f* = 4, 1.77%) by teacher candidates. This is also true for their instructional explanations (*f* = 3, 1.33%). The primary education teacher candidates who used Proof C in their explanations based the accuracy of their solutions on examples and giving specific numbers. This can be linked to both authoritative ("b>a" due to the Pythagorean theorem) and symbolic proof schemes.

Examples:
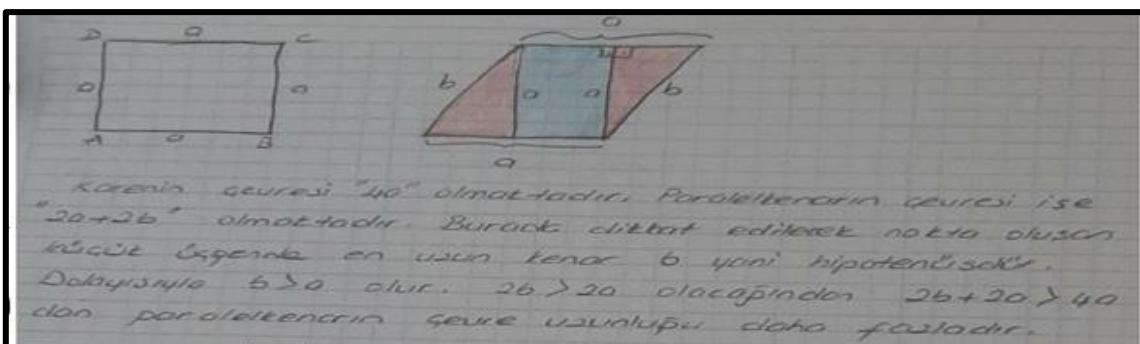
TC 104
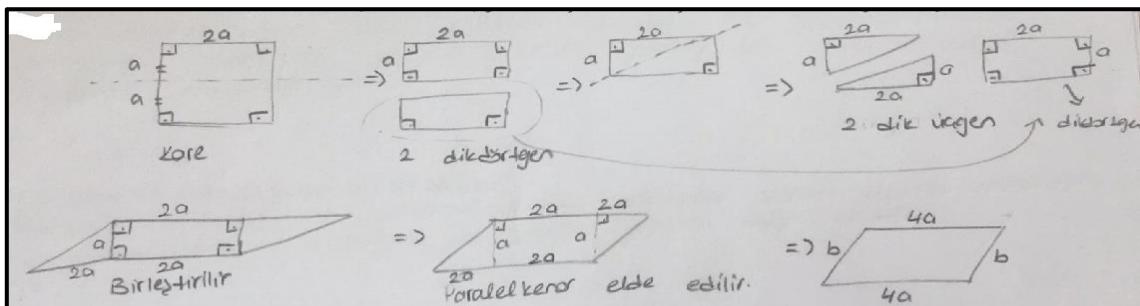
TC 43
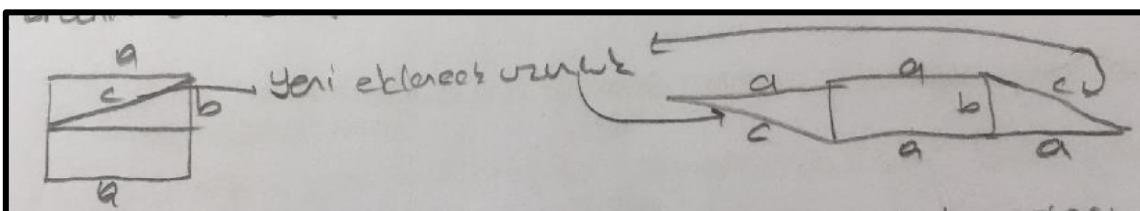
TC 223

**Proof D:** It is the group that explains the accuracy of their solutions not formally but empirically, via perceptual observations and mental images that are not mature enough. While approximately 10 percent (*f* = 18, 8%) of primary education teacher candidates used this proof in solving the problem, almost 15 percent (*f* = 30, 13%) preferred this method in their instructional explanations.

Examples:

"… I give them a square piece of paper and ask them to do what I did. … I ask them to do it by giving them a ruler. So I ask them to measure again by turning a square with a known circumference into a parallelogram and compare the measurement made. I repeat this with other square models with different circumference lengths to reinforce it." (TC 14)

"I would create the parallelogram by dividing one of the 2 identical squares as appropriate, and prove that the circumference of the two shapes are not equal when we put them on top of each other. The parallelogram has a longer circumference." (TC 157)

"... I tell the students to take out a graph notebook. I get them to follow the steps above one by one. I let students discover it for themselves. I help them understand that the difference stems from the difference in square and parallelogram lengths." (TC 178)

"… I have my students practice with graph paper. I tell them to draw a square on a graph paper and cut it. I ask them to stick this square on a blank A4 paper. Then I ask them to paint this piece without covering up the squares. I then ask them to draw and cut another identical square. I make them obtain 2 identical right angle triangles by dividing the square into 2 equal parts, horizontally or vertically. Then I ask them to obtain a parallelogram by sticking them next to the square. ... I get them to calculate and compare the circumference units of the square and the parallelogram. With such a practice, I enable them to discover that the circumference of the square is greater than that of the parallelogram." (TC 12)

Proof E: It is the group that explains the accuracy of their solutions by basing them largely on manipulative teaching tools and materials. Approximately 20 percent (*f* = 43, 19%) of primary education teacher candidates used this proof in problem solving, while nearly half (*f* = 93, 43%) used this in their instructional explanations.

Examples:

"… I would use string to create a parallelogram and square in class. I would step around the square and then the parallelogram to use step calculation. If the square sides remained the same, the measurements would be equal, but when we take the diagonals, the sides change." (TC 4)

"I distribute two square sheets of equal size to all students and also string that I make sure is longer than the circumference of the square. I ask them not to touch the square I have distributed, and to cut the other square into two equal parts as in the instructions and then to cut one of the rectangles diagonally to obtain two triangles. I then get them to put the pieces together to make a parallelogram on their desks. … I ask them to put the initial squares and the parallelogram side by side, predict their circumferences and take notes. Then I would ask them to cut the string the same length as their circumferences and compare the lengths of the two strings. The string with which they measure the circumference of the parallelogram will be longer. Then I ask them to measure the circumferences with a ruler, make notes and compare them to their predictions." (TC 27)

"... I would get them to draw the shape on colored paper and cut it with the help of scissors. I would ask for it to be measured with a ruler without creating a parallel edge, and I would ask te students to take notes. After creating the parallelogram, I would ask them to measure it again with a ruler to show the difference. In this way, I would reveal that the added piece is longer than one side." (TC 205)

Proof F: In Proof F, the change in the circumference of the parallelogram is explained by analytical-logical inference without using the circumference formula by using the Pythagorean Theorem. While approximately 20% of primary education teacher candidates (*f* = 41, 18%) used this proof in problem solving, almost 8% (*f* = 17, 7,5%) used it in their instructional explanations.

Examples:
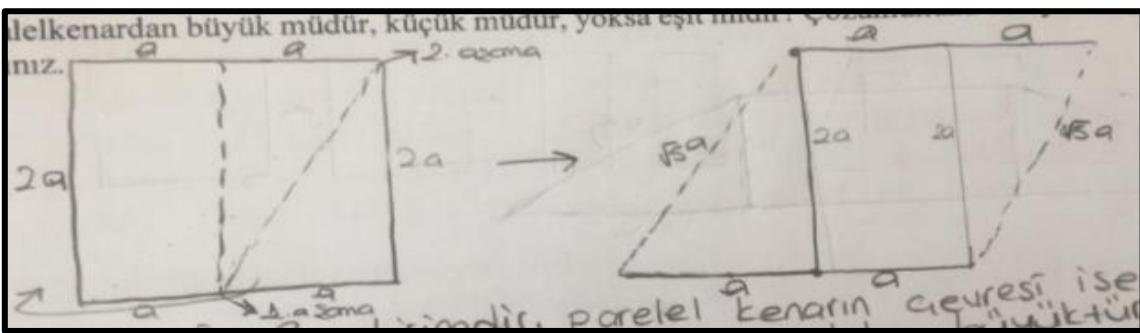
TC 23

"Length increases as you move from right to straight angle. Therefore, the opposite of the right angle in the triangles obtained from the square is longer than the side of the square, and the side of the parallelogram is longer than the square. The circumference of the resulting parallelogram changes and is longer." (TC191)

"A line drawn from two corners in rectangles and squares is called a diagonal. These diagonals are longer than the sides. I teach this by getting students to engage in activities with toothpicks and play dough. We make a square out of toothpicks of identical length, and when they place a toothpick of the same length on the two non-adjacent diagonals of this square, they see it is too short and a longer toothpick is needed. When we return to the question after this proof, they understand that the diagonal we drew from the rectangle is longer than the side, and also that the parallelogram is longer than the square."(TC24)

Proof G: Approximately 5% (*f* = 11, 4.8%) of the primary education teacher candidates used this proof both in problem solving and in instructional explanations. The candidates who started from the area-circumference relationship in Proof G and used this as an example made comments such as "*the area covered by the transformed shape on a plane is still the same, but the circumference changes, which also changes the circumference of the parallelogram and makes it longer*".

Examples:
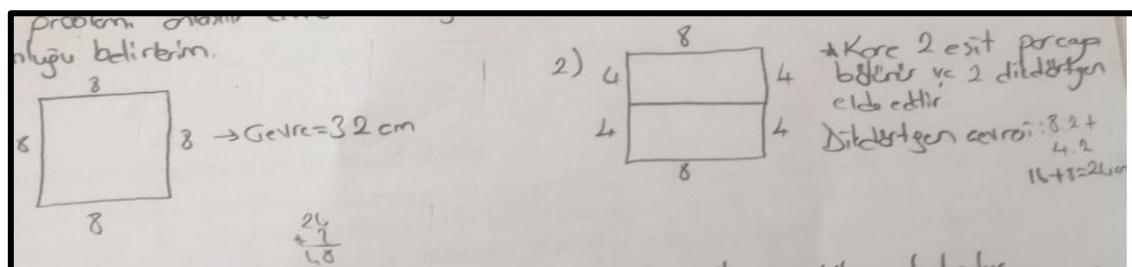
TC 134
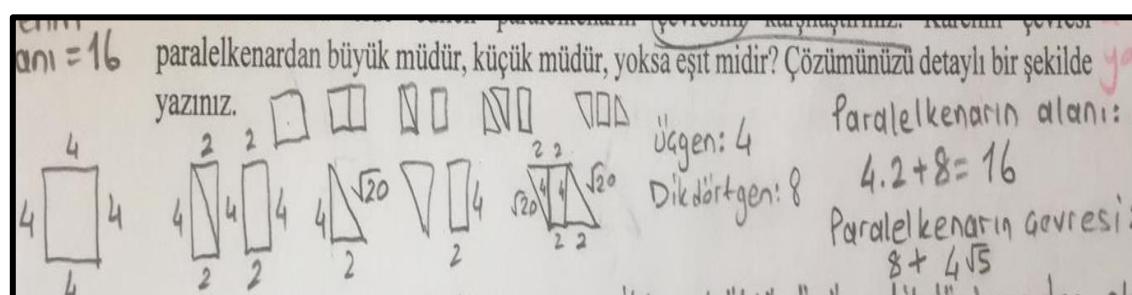
TC 190

"… The circumference of the rectangle is 8.2+2.2=20, and that of the square is 4x4=16. So the circumference of shapes with the same area may be different."(TC27)

"… the area covered by the transformed shape on a plane is still the same, but the circumference changes, which also changes the circumference of the parallelogram and makes it longer." (TC155)

Proof H: While 34% (*f* = 78, 34%) of the primary education teacher candidates used this proof in problem solving, almost 8% (*f* = 11, 4.8%) used it in their instructional explanations. In Proof H, the Pythagorean theorem and hypotenuse were explained with formulas, while the accuracy of the answers was proven with the circumference formula.

Examples:
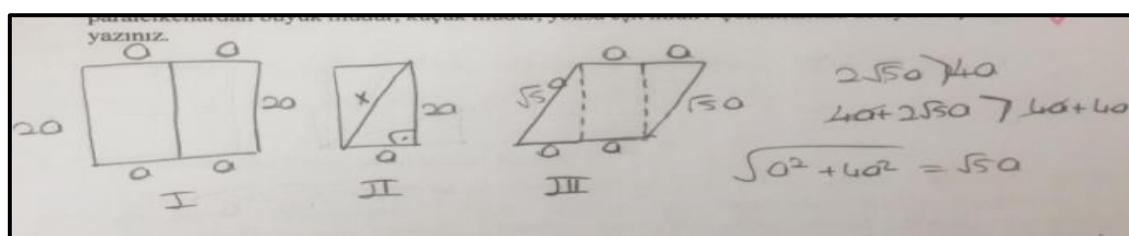
TC 8
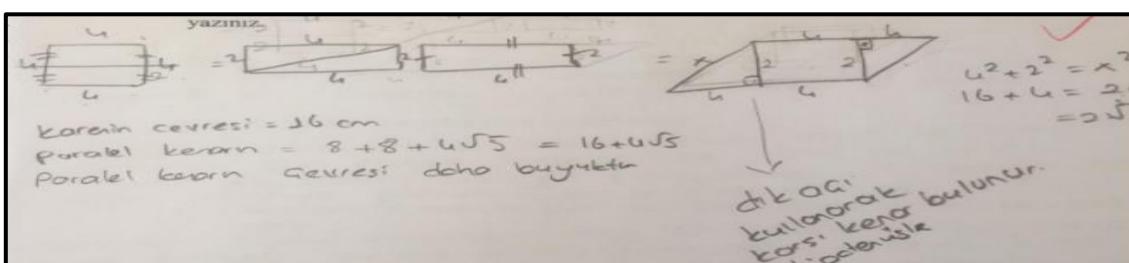
TC 162
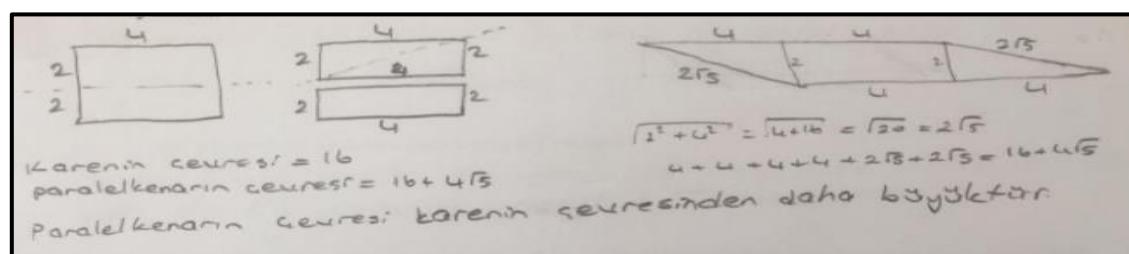
TC 169

Overall, the primary education teacher candidates based the accuracy of their answers on the circumference formula, the Pythagorean theorem and the calculation of the hypotenuse (Proof F (*f* = 41), Proof H (*f* = 78), mean 52%). On the other hand, they mostly based their instructional explanations on perceptual and example-based proof schemes (Proof E (*f* = 93) and Proof D (*f* = 30, mean 59%), or materials, and formal and perceptual expressions.

3.2. Mistakes and Invalid Proofs of Primary Education Teacher Candidates While Proving the Problem Statement Regarding Circumference

Based on the data obtained, it was determined that the errors of primary education teacher candidates who answered the circumference question wrong were caused by *operation error, calculating the area, incomplete solution, incorrect representation and incorrect inference*. These errors are shown in Table 3 with percentages and frequency values. The data are presented with examples from the most common error source to the least common one.

Table 3. *Percentages and Frequency Values of Circumference Calculation Errors by Primary Education Teacher Candidates*

Source of Error	*f*	%
Operation Error	12	20
Calculating are in lieu of circumference	5	8
Wrong inference	23	38
Wrong representation	16	27
Incomplete solution	4	7
Total	60	100

The errors of the primary education teacher candidates in problem solving mostly ($f = 23$, 38%) stemmed from wrong inference. Though the process and the results are correct in the solution, the correct inference is not made.

> "At the beginning, if the circumference of the square is 3 and 5, and the circumference is 2/3+5 =16, when it becomes a parallel side, the short side will be shorter even though one side is the same. Its circumference is smaller than that of the square. It can be solved as approximately 1.5x5. The circumference of the square is greater than the parallelogram." (TC 74)

In cases of wrong representation ($f = 16$, 27%), formal errors were made as a result of the transformation of the square to a parallelogram.
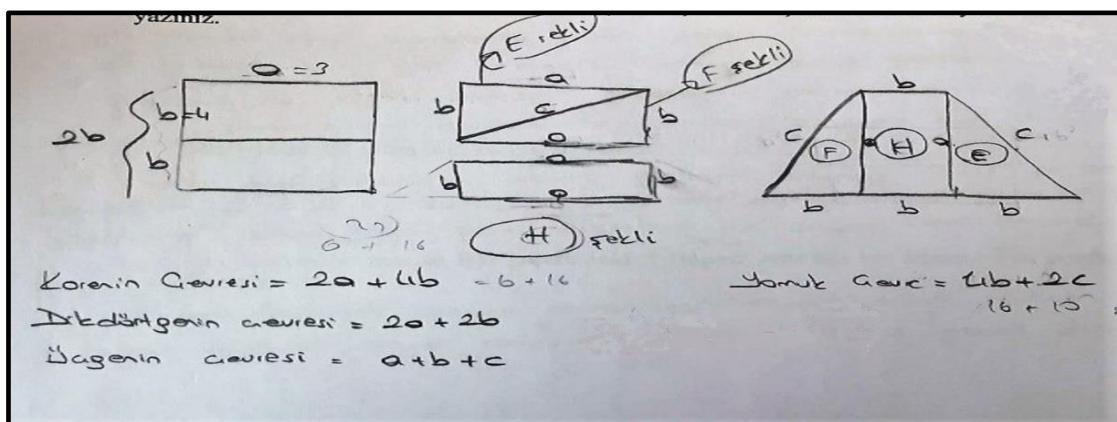
TC 156

Another source of error detected in the solution of the problem is operation error ($f = 12$, 20%). These are mostly mistakes made in calculating the hypotenuse and taking the root.
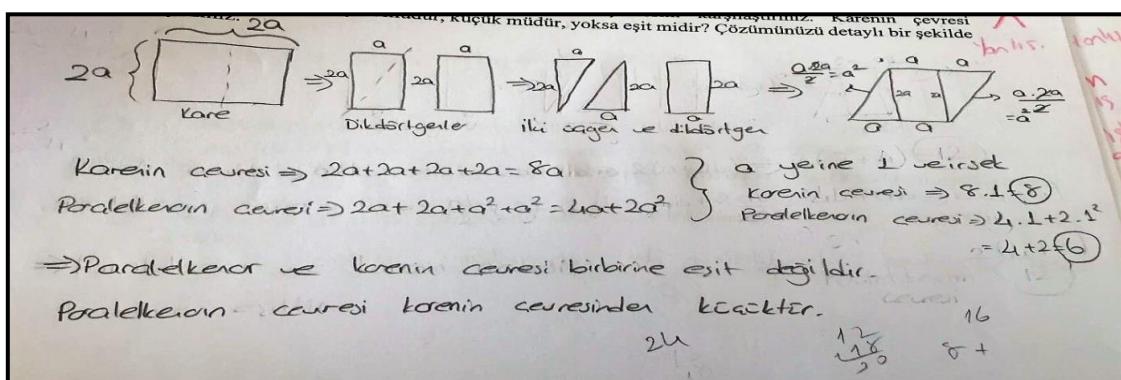
TC 11

There were also wrong solutions caused by calculating area instead of circumference ($f = 5$, 8%). In this source of error, they were found to make inferences by calculating area instead of circumference by using expressions such as "nothing was added to the shape and nothing was reduced from it" during the transformation of square to parallelogram.
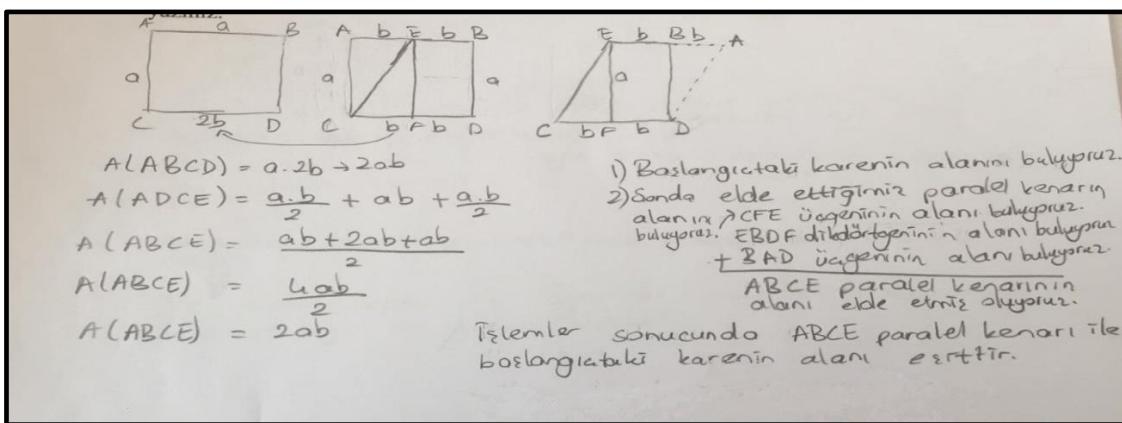
TC 143

Primary education teacher candidates made at least (*f* = 4, 7%) mistakes in solving the problem due to incomplete solution. The problem solving process has not been explained in detail.
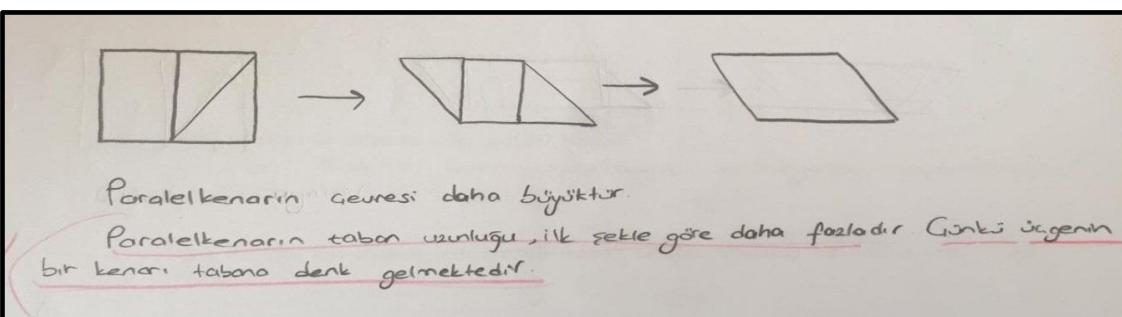
TC 4

4. Conclusion and Discussion

The proof schemes used by the primary education teacher candidates in solving a given circumference problem can be ordered from the most common to the least as H, E, F, A, B, D, G, D and C, while the proofs used by them in explaining the solution to the students can be ordered from the most common to the least as E, B, D, F, H, A, G and C. As can be seen, even though the proofs that the teacher candidates used when solving a problem and the proof schemes they used while giving explanations to the students were the same, their order was different. When the proofs used by the candidates are examined in detail, it can be stated that "Proof H" was preferred more (more than one-third) in the solution of the given problem, while one-fifth preferred " Proof F" and " Proof E". However, this changes in favor of "Proof E" in instructional explanations. Nearly half of the candidates preferred " Proof E" to explain the solution of the problem to the students. This was followed by " Proof B" and " Proof D" preferred by one fifth. The proofs may be placed in different categories according to Harel and Sowder's (1998) classification. However, as it is difficult to say that a proof falls into a single category, the same proof can be placed in different categories. In this respect, the study corroborates Housman and Porter's (2003) conclusion in "A Study on the Learning Strategies and Proof Schemes of High Level Mathematics Students" that female students with high-level mathematical thinking skills differ in proving examples. In addition, Raman's (2003) study, in which he examined the proof views of university-level mathematics students and professors, blamed proof problems on university students' lack of mathematical knowledge and skills, and the differences between their ways of proof and those of their professors. This is also an indication that teacher candidates prefer their own proofs in solving a given problem and explaining it to the students.

As they classified proof schemes, Harel and Sowder (1998) emphasized that a proof scheme is a way of thinking and doing mathematics. When the findings obtained in the present study are evaluated in line with this, the following can be stated: Among the proofs used by teacher candidates in solving a given problem and in explaining its solution to the students, authoritative (Proof A), habitual (Proof B, F) and symbolic (Proof C) proof schemes were preferred, albeit to a little extent, in the category of external proof scheme. Proofs from this group showed that in classrooms that can be considered authoritative, as Harel and Sowder (1998) stated

in the category of external proof scheme, the proof is based on external authorities such as a teacher or a book rather than a person's own thoughts. When asked "Was this the first method that popped into your mind?", the candidates replied with statements such as "Yes, because this is what I could remember most when it was taught to me", "Yes, owing to the geometry I have learned so far", "From lecture notes", "I saw similar examples in class", "This method is always valid", "This method is regularly used and gives results". Similar to the findings at hand, Aydoğdu-İskenderoğlu (2003) concluded in his study conducted with 5th, 6th, 7th and 8th graders that, among the externally based schemes, the students preferred the authoritative one. Also, Uygan et al. (2014), in a study with pre-service elementary mathematics teachers, similar to the findings, it was determined that pre-service teachers made mistakes in evaluating the reasons that distort the axiomatic structure, in which they tended to external proof more.

As basing geometry solutions on textbooks, teachers and mathematical formulas is a mental habit acquired in education life for primary education teacher candidates who use the externally based proof scheme, their students follow them too (Harel & Sowder, 1998; Aydoğdu-İskenderoğlu, 2016). This habit may also cause primary education teacher candidates to continue their teaching lives with a cycle (Sears, 2012). In addition to these statements, there are studies in mathematics education which argue that most students encounter significant difficulties with proof and that university students use similar proof to high school students (Harel & Sowder, 2007; Stylianous et al., 2009). Pawlikowski (2014) also emphasized in his study that many undergraduate students lack an appropriate reasoning method to ensure the validity of their ideas in geometric proofs.

The most commonly preferred proof scheme among the proofs that primary education teacher candidates use in solving a given problem and in instructional explanations is the empirical proof scheme. It is worth noting that nearly three-quarters of the primary education teacher candidates justify the accuracy of their answers to geometry questions by using the perceptual proof scheme. It was observed that these candidates who used the perceptual proof scheme (Proofs D, E) tended to use materials and manipulative teaching tools in their statements. In the example-based and habitual proof scheme (Proof B), they explained themselves via accepted examples and by providing values. Such explanations given by Harel and Sowder (1998) may be included in the example-based proof scheme subcategory of empirical proof schemes. This often shows that primary education teacher candidates who mostly turn to empirical proof are not equipped enough to effectively handle deductive reasoning (Sears, 2012). Harel and Sowder (1998) state that, in empirical proof schemes, the accuracy of a claim is based on formal reasons (usual forms and appearance) rather than the reasons underlying the proof. In other words, the primary education teacher candidates explained the basis for the accuracy of their solutions with perceptual observations instead of formal explanations. Eldekçi (2018) conducted a study to determine the proof schemes used by pre-service mathematics teachers, and it was determined that pre-service teachers using empirical schemes similarly chose basic examples. In another dimension of the study conducted by Aydoğdu-İskenderoğlu (2003) with 5th, 6th, 7th and 8th graders, it was found that the students who used empirical schemes similarly chose basic examples. Similar results were obtained by Şen and Güler (2015) who contended that secondary school seventh graders generally used empirical proofs. Ünveren (2010), in a part of his study examining the attitudes of elementary school mathematics teacher candidates towards proof, found higher attitude scores in the proofs obtained with mathematical models that can be considered in the perceptual category. Similarly, the fact that teacher candidates mostly use perceptual proof in empirical proof schemes may suggest that this may be due to their attitudes.

In Proof G, the teacher candidates with a different view attempted to prove the problem with the area-circumference relationship. They used an example other than the problem to explain that when two shapes with the same area are transformed, they still cover the same area on a plane but their circumferences have changed. This makes Proof G an example-based proof scheme. Harel and Sowder (1998) generally used the example-based proof scheme to understand the mathematical situations they learned or to check the accuracy of these situations, which further suggests that Proof G is an example-based proof scheme. Flores (2006) also supports this and states that in the example-based proof scheme, students defend used one or more examples to convince themselves or others of the accuracy of an assumption.Stylianides (2007) argues that viewing empirical arguments as proof is a threat to students' opportunities to learn how to prove a proposition. In this case, it can be said that the examples can be qualified as proof in the future classes of teacher candidates.

Another remarkable finding is that only about one-fifth of the primary education teacher candidates used the proof type in the transformation step of the analytical proof scheme category when solving the problem and giving instructional explanations. In this case, Uygan et al. (2014) was also valid in their study with pre-service mathematics teachers Analytical schemes were used less often than others. Even though Proof F and H were evaluated in this group in the present study, the question whether calculating the hypotenuse with the Pythagorean theorem and using the circumference formula may also be evaluated in the externally based proof scheme group comes to mind. On the other hand, Harel and Sowder (1998) define analytical proof schemes as thinking operationally and making logical inferences by using students' inductive and deductive thinking processes. However, primary education teacher candidates who gave instructional explanations using Proof F and H implied that the diagonal of the rectangle was the hypotenuse of the right triangle, and concluded that the circumference of the parallelogram was longer. Logical inference at the end of operational thinking and conceptualizing the hypotenuse suggest that this may be the transformational proof scheme from the analytical proof scheme category. Harel and Sowder's (2007) arguments that in the transformational proof scheme, variables and other constructed entities may be manipulated; inductive and deductive thinking processes may be used; and generalizations may be possible beyond specific examples support the idea that Proofs F and H are included in transformable proof schemes in instructional explanations. However, these proofs include perceived as well as the expression "a root 5", thus leading to the question "Does it also fall into the category of habitual proof?"

It can be said that the primary education teacher candidates' lack of enthusiasm to use analytical proof schemes in solving and explaining the given problem may stem from the limited opportunities they had during their secondary education mathematics classes to participate in proving activities, as stated by Harel and Sowder (2007). Emphasizing this in his observations about geometry classes, Hanna (1990) argues, "Proof problems are an educational exercise which often inhibits the mental activity that produces theorems used in proofs." Selden and Selden (2003) also revealed in their study that teacher candidates focused on features other than axiomatic structure and made wrong evaluations while examining a proof. However, teachers' proof concepts and knowledge may be factors that affect their ability to teach proof effectively (Knuth, 2002). The findings obtained in this study regarding analytical proof schemes of primary education teacher candidates corroborate those of previous studies (Eldekçi, 2018; Pawlikowski, 2014; Sears, 2012; Uygan et al., 2014). The proofs used by primary education teacher candidates in solving a given circumference problem and explaining the solution were found to include invalid and wrong proofs. These included operation errors, area calculations, incomplete solutions, wrong representation and errors due to incorrect inferences. Similarly, Weber (2004) also accepted student mistakes as wrong and invalid proofs in a study aiming to explain the processes used by undergraduate students to provide proof.

In sum, it was found that primary education teacher candidates used extrinsic, empirical and analytical proof schemes in solving a given problem and explaining it to the students. However, it is worth noting that the candidates mostly preferred perceptual and example-based proof schemes, which are included in the empirical proof scheme category. Although this is primarily attributed to the traditional proof instruction received by primary education teacher candidates, certain recommendations have still been made to educators and researchers regarding this.

5. Recommendations

Proof, which serves as a tool for learning and teaching mathematics (Hanna, 2000; Knuth, 2002), should become a central goal of mathematics instruction for mathematicians and mathematics teachers (NCTM, 2000). Given the different factors that cause teachers and teacher candidates to resort to low-level cognitive arguments when learning and teaching proof, teacher education programs should aim to support teachers' development of rich proof arguments. For example, task examples that represent cognitive demands at both higher and lower levels may be provided, and teacher candidates may be encouraged to write proofs that necessitate higher cognitive arguments. There is no doubt that teaching practices involving the use of knowledge and proofs in the classroom affect teacher's teaching potential (Sears, 2012). Therefore, future teachers should be encouraged to see proof as a process that can be used in all aspects of mathematics and to integrate it into their assessment practices (Stylianou et al., 2015). In brief, the development of proof schemes should be included among the teacher competencies aimed by teacher education programs and curricula.

Overall, proof schemes constitute an important tool that help reveal students' misconceptions, ensure more meaningful use of algorithms, and develop students' own thoughts rather than memorization. Therefore, in addition to determining how primary education teacher candidates use proof schemes, how primary education teachers use them may also be examined.

The relationship between primary education teacher candidates' understanding of and beliefs regarding proof may also be investigated. Interviews with teacher candidates may help reveal their thoughts in depth and clarify the data. In addition, the fact that the problem used here was related to measurement and geometry may have caused teacher candidates to resort to empirical proof due to the nature of the subject. Similar future studies may be conducted with problem situations involving different topics.

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Opinions of The Teachers of Pre-School Education on Ethics[*]

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ARTICLE INFO	ABSTRACT
	This study aims to examine the opinions of the pre-school education teachers on ethics. The study has been designed pursuant to the qualitative and case study techniques. The study included 32 pre-school education teachers during the academic year 2020-2021. The general information form and structured questionary form, prepared by the researcher, were used to collect the data. Due to the epidemic period, the participants filled out the forms online and then sent them to the researcher. Data were transcribed in a text format and analyzed using an inductive approach. Descriptive and content analysis were used in the analysis of the data. First, similar data were combined, codes were created, and categories were reached from interrelated codes. The study's findings revealed that participants view ethics as having a social, personal, and global dimension. Moreover, the participants related professional ethics to the teachers' rules and competencies. In addition, findings showed that the participants took equality and justice as the basis for acting ethically in working with children, that they respected children's rights and individual differences, and that they were aware of the importance of the issue of values as it was related to ethical values. Finally, it was found that participants perceived ethical violations that inadequate communication with families in the distance education process, and difficulty reaching children. The themes that emerged from the research were compared with the ethical standards of national and international organizations. Keywords: Ethics, professional ethics, ethics in distance education, pre-school education teacher

1. Introduction

There are various rules; that have appeared to facilitate the common life in the society and ensure the regulations of the relations between the people. While maintaining this order, our social and personal relations are shaped primarily by the traditions and customs of the society we live but also by the help of written legal rules (İşgüden & Çabuk, 2006). These rules, which ensure prosperity in the common life of the societies, are ethical principles. As a sub-discipline of philosophy, ethics investigates what is good and bad, right and wrong in personal behavior, as well as the values of the society in which a person resides, as well as, and refers to, the value judgments that affect the development of the society and the behavioural standards those individuals should demonstrate in their current situation (Cevizci, 1999; Uluç, 2003). Whenever ethical principles are given importance and complied with, it becomes easier to ensure social order, peace, and trust (Aras, 2001).

As in all areas of our lives, regulating people's professional lives is subject to some rules and a certain ethical understanding. The relationship of professions with people and the environment also requires the establishment of some principles and rules (Altınkurt & Yılmaz, 2011; Aydın, 2002). Within this framework, the concept of professional ethics, which is a sub-branch of the disciplinary of ethics, emerges. Professional

ethics is a set of professional principles and rules based on beliefs that professional groups create and protect in relation to the professions; that shows the principles that professional members should obey, ensures the order of intra-professional competition and contributes to the preservation of professional service ideals (Elgin, 2006; Pehlivan Aydın, 2001; Selimoğlu, 1997). Individuals, belonging to the same profession should act following the rules of conduct required by their profession, even if they are located in different parts of the world (Şahin, 2003). One of the professional fields in which ethical understanding prevails is the field of education. Education; is the process of realizing a deliberate change in the behaviour patterns of an individual through their own experiences and in a deliberately desired direction (Demirel, 2005; Ertürk, 1972; Senemoğlu, 2012). Education affects the life of a country in social, cultural, and economic aspects and constitutes a driving force for the gradual development and improvement of the country (Çakmak, 2008). The process of creating behavioural change, one of the main purposes of education, is carried out by teachers pursuant to various educational levels in schools, following the programs prepared by the experts (Campbell, 2008; Öztürk, 2012; Sünbül, 1996).

The teaching profession is a profession that has a great importance in determining the status of the societies in the following years (Yetim & Göktaş, 2004). Teachers have always been regarded as influential moral models, those with the highest moral standards prevailing through the socio-cultural norms of their society and are especially effective on children, and therefore they have been considered as important (Campbell, 2008). Since the teachers are one of the most important role models in social life, it can be said that their acknowledgement and application of the ethical principles required by their profession is important for the education and training to progress in a planned and systematic way. Since the principles of professional ethics are universal, it is a requirement for a teacher to comply with the professional ethical principles, no matter in which field s/he teaches (Ilgaz & Bilgili, 2006). Ethics education for the teachers, who will teach ethics and become an example for society in this regard, begins in pre-service training programs. In these programs, while the teacher candidates gain Knowledge and skills of the respected profession, they also start to gain ethical values (Altınkurt & Yılmaz, 2011; Aydın, 2002; Pehlivan Aydın, 2001). The pre-service training on ethics continues as on-the-job training programs, after the individuals start their working lives (Bıyıklar, 2019). Following all these ethical trainings, the teachers are also expected to act in accordance with both human and children's rights (Banks, 2016; Öztürk, 2010).

There are various classifications regarding the ethical rules those the teachers should follow while they are working with children and their families (Aydın, 2002; Haynes, 2002; Terhart, 1998). Many organizations such as NASSP (National Association of Secondary School Principals), NEA (National Education Association) and NAEYC (National Association for the Education of Young Children) have listed the code of ethics in certain items (NAEYC, 2006; NASSP, 1973; NEA, 1975). For instance, according to NAEYC (2006) the, ethical principles are classified as; ethical responsibilities and principles for children, ethical responsibilities and principles for families, ethical responsibilities and principles for colleagues, and ethical responsibilities and principles for society. The Ministry of National Education (MoNE) in Turkey has determined the ethical principles as; ethical relations in relations with the students, ethical principles regarding to education profession, ethical principles in the relations with the parents, ethical principles in the relations with the school administration and the society, and the ethical principles in the relations of the school administrators with the teachers, students and the parents (MoNE, 2009). Teachers are expected to operate responsibly and in accordance with the ethical standards outlined in the process, regardless of the educational levels at which they work.The first step of the educational levels is pre-school education. Because significant changes occur in the physical, cognitive, psychomotor, language, social and emotional development areas of the children, self-care skills are acquired and their personalities begin to take shape with the influence of the environment during the pre-school education period covering the first six years, it is an important period (MoNE, 2013; Yaşar & Aral, 2010). The behaviours gained during the pre-school education period, one of the most critical periods of the life, have been transferred into the further years of life (Kuran, 2002, p. 266). Preschool education teachers, provide support for the children in acquiring basic life skills during this period, when they are preparing for life. They help the child to be aware of themself at first, and then of their environment. They try to teach the children to distinguish between right and wrong. The teacher is one of the most important role models for the children in the educational process. The children get their first experience in a structured environment with their peers and teachers in pre-school educational institutions. They gain many skills that they will use in the process of maintaining their daily lives in the relationships they will establish with their

environment through pre-school institutions. Moreover, pre-school educational environments are ethical practice areas where the teachers make decisions about and for the individuals for whom they are professionally responsible in general during daily activities (Dahlberg & Moss 2004; Dunn, 2003; Vasconcelos, 2006). Within this context, it can be said that it is necessary to provide the appropriate educational environment for the children in pre-school education.

In examining the literature, based on the results of the studies on ethics in education, it was found that the elements in question regarding ethics are school administrators (Berdibek, 2019; Işık, 2020), teachers (Alan, Özden & Yağan Güder, 2011; Blanuša Trošelj & Ivković, 2016; French Lee & Dooley, 2015), and teacher candidates (Coşkun et al., 2020; Uğurlu & Sert, 2020). Among these studies, it was detected that the relationship between the opinions of the teachers and the demographic characteristics such as age, gender, seniority, graduated institution and bachelor degree, was considered in the studies, examining the opinions of the teachers on (Manolova, 2011; Özbek, 2003). In some of these studies, while significant differences were found between the teachers' point of view on ethics and certain demographic variables, in some of them, no significant differences were found. For instance, while Özbek (2003) concluded in his study that there was a significant difference between the physical education teachers' level of compliance with professional ethical principles and their gender, in terms of respect; in another study conducted by Kocabıyık (2019), it was concluded that there were significant differences between teachers' views on professional ethical principles and gender, age, branch, the variables of professional seniority, etc., however no significant difference was found in the variable of educational status. It has been determined that there are very few studies completed at the pre-school level among the researches on ethics in the field of education and training in Turkey, and that these studies are mostly quantitative studies. The point of view of the pre-school teachers regarding to ethics was examined in the studies conducted with the teachers on the subject of ethics during pre-school period, and it was observed that the effects of teachers' opinions and demographic characteristics such as age, gender, seniority, graduated institution and bachelor degree were examined (Liu, 2016; Öztürk, 2010; Sağlam, 2016; Sakin, 2007). Thus, Tarkoçin and Yıldızhan Bora (2018) concluded that there is a significant difference between teachers' age and their views on ethics in terms of justice and morality. Sağlam (2016) examined the relationship between teachers' awareness of professional ethics and job satisfaction in preschool education and concluded that sub-dimensions of job satisfaction and demographic variables such as age and marital status influence their professional ethical responsibilities. Besides, when the studies on the subject of ethics in preschool education were examined, it was concluded that the studies were conducted based on face-to-face education. The Corona virus (Covid-19) epidemic, which emerged in late 2019, has caused major changes primarily in health, in social, economic and pedagogical aspects, all over the world (Bozkurt & Sharma, 2020; Can, 2020; Duban & Şen, 2020; United Nations International Children's Emergency Fund [UNICEF], 2020). In the field of education, face-to-face (on campus) education was suspended; the students, teachers and parties had to continue the formal education through distance education (Sarı & Nayır, 2020). During the distance education process, which is new for the teachers and the students, teachers should interact with children and families according to the ethical rules (Can, 2020). However, the distance education process, which continues in the digital environment, brings a process open to ethical violations (Akgün & Özgür, 2014; Gençet et al., 2013). Acting in accordance with children's rights, protecting the rights of the families, providing an education following ethical rules, can be challenging for the teachers in distance education process (Kaymak et al., 2011; Zembylas &Vrasidas, 2005). It is also important to carry out the education programs following the ethical values and to ensure the protection of the rights of the people, especially of the children, in distance education and face-to-face education. When the literature is examined, no research has been found in which ethical values in distance education studies with children and families are examined and discussed at pre-school level. When we consider the importance of ethics in the studies carried out with the children and the families in pre-school period, and the distance education process that has been carried out today, it is thought that this research will contribute to the respected field. Within this context, the purpose of the research is to examine the views of pre-school teachers about ethics. For this purpose, the questions to be answered in the research is: "What are preschool teachers' views about professional ethics, ethics in working with children, ethics in working with families, and ethics in distance education?"

2. Methodology

2.1.Research Model

This research, examining the opinions of pre-school teachers about ethics, is qualitative research. A case study design was used in the research. Yin (2002) defines a case as "a contemporary phenomenon within its real-world context, particularly when the boundaries of a phenomenon and context are unclear and the researcher has little control over the phenomenon and context" (p. 13). In this context, "ethics" was the research topic, and "distance education process" was the time frame (Miles & Huberman, 1994). On the other hand, Creswell (2007) defined the case study as a qualitative research approach in which the researcher examines one or more limited cases in time with data collection tools that include multiple sources and defines the situations and the themes related to the situation. The ground for using this technique is that pre school teachers, who are the research participants, develop subjective judgments about ethics and are affected by these judgments. Because the views of pre-school teachers about ethics are examined, the research phenomenon is ethics in this study.

2.2. Participants

In this research, the participation was made voluntarily. The research was conducted with 32 preschool education teachers working through a distance education model with the children attending preschool education in private and public independent kindergartens and primary schools; those are affiliated to the Ministry of National Education in Zonguldak, in the academic year of 2020-2021. In selecting pre-school teachers who comply with the specified criteria and declare that they are willing to participate in this research, the easily accessible case sampling method, one of the purposeful sampling methods, was used because it is easily accessible by the researcher. Purposive sampling is a concept used in qualitative research. Purposive samplings might prefer the selection of situations that reflect different perspectives on the problem, process, and event to be presented and may lead to the emergence of important information about critical situations (Bernard, 2011; Creswell, 2015). The results about the gender, age, graduate institution or department, postgraduate education degree, type of employed institution, and professional seniority of the teachers who constituted the participant group were collected during the research in accordance with the questions in the general information form prepared by the researcher, and the frequencies and percentages related to these results were reported in Table 1.

Table 1. *Information of the Participants*

		n	%
Gender	Female	32	100
Age	21-25	7	21,87
	26-30	7	21,87
	31-35	5	15,62
	36-40	7	21,87
	41 and more	6	18,75
Bachelor Degree	4-Year Child Development and Training (Undergraduate Education)	1	3,12
	4-Year Pre-School Education Teaching (Undergraduate Education)	30	93,75
	Other (Handicrafts Teaching Department – Undergraduate Education)	1	3,12
Post Graduate Education Level	Yes	4	12,5
	No	8	87,5
Type of Employed Institution	Public Kindergarten	18	56,25
	Public Nursery Class	11	34,37
	Private Infant School and Kindergarten	3	9,37
Professional Seniority	2-5 year	12	37,5
	6-10 year	6	18,75
	11-15 year	7	21,87
	16-20 year	3	9,37
	21 year and more	4	12,5

According to Table 1, the gender of the whole participants of the research is female. Looking at age, there are 7 teachers in the 21-25, 26-30, and 36-40 age groups, 6 teachers aged 41 and over, and 5 teachers in the 31-35 age group.While 30 of the teachers have a bachelor's degree in pre-school education teaching, 1 (one) teacher

has a bachelor's degree in child development and 1 (one) teacher has a bachelor's degree in handicrafts teaching;. At the same time, it is observed that 4 teachers have postgraduate education, it is determined that 28 teachers don't have post-graduate degree. When the types of institutions are examined, it is observed that there are 18 teachers, working at the kindergarten, 11 teachers working at the nursery class, and 3 teachers are working at private kindergarten and nursery class. Furthermore, if we consider the seniority of the teachers, 12 of them have seniority of 1-5 years, 7 have seniority of 11-15 years, 6 have seniority of 16-20 years, and 4 have seniority of 21 years or more.

2.3. Data Collection Tools and Procedure

The general information form and structured questionary form, prepared by the researcher, have been used in the research as a data gathering tool.

General Information Form: General information form is a 6-question survey form, prepared by the researcher to obtain information about the demographic characteristics of the research participants. This form consists of 6 independent variables that make it possible to obtain information about the gender, age, institution or department in which they graduated, postgraduate education status, type of institution for which they work, and professional seniority of the preschool teachers who are participants in this study.

Structured Questionary Form: This form is a form consisting of 5 open-ended questions prepared by the researcher to determine the opinions of preschool education teachers about ethics, professional ethics, ethics in studying with children, ethics in studying with families, and ethics in distance education. The questionary form is a method developed for ensuring the coverage of all dimensions and problems related to the research problem. At the same time, based on certain in forms allows for obtaining more systematic and comparable information from different individuals (Yıldırım and Şimşek, 2018). The researcher developed this form based on the ethical principles that should be followed toward children, families, colleagues, and society established by the NAEYC (2006), the ethical principles established by NEA (1975), and the ethical principles established by the Ministry of National Education (2009) for those who provide educational services, and finally the ethical principles presented by Tomlinson & Little (2003) as a source (NAEYC, 2006; MoNE, 2009). After the questions of the form were prepared, they were submitted to the opinion of 3 field experts and the final version was revealed following the incoming feedback. In order to get opinions on the themes of "ethics", "professional ethics", "ethics in studying with children", "ethics in studying with families", and "ethics in distance education" determined by the researcher; the questions of "What are your views on ethics?", "What are views on professional ethics?", "What are your views on ethics in studying with children?", "How do you feel about ethical issues when studying with families??", and "What are your views on ethics in distance education?" the teachers were asked in this form.

2.5. Validity and Reliability

The concepts of validity and reliability are important concerns regarding the stages of creating a conceptual framework of any research, regardless of its type, collecting, analyzing, and interpreting its data, as well as presenting its findings (Merriam, 2018, p.200). The validity is about the accuracy of the research results. In qualitative research, validity is related with the fact that the researcher conveys the subject as unbiased as possible and that the measurement tool accurately measures the phenomenon it aims to measure. To ensure the internal validity in this study, the researcher constantly compared the results obtained from the study with each other and checked whether the findings were consistent within themselves. The researcher observed whether the findings were parallel to the previously created conceptual framework and took the framework as a guide for himself (NAEYC, 2006; NEA, 1975; Thomas & O'kane, 1998). At the end of the research, the researcher confirmed whether the results reflect the truth. The external validity is about how applicable the results of a study are when faced with different situations, and it describes the generalizability of the results of the study. In this study, the researcher presented the research model, how s/he collected the data, what s/he did to analyze and interpret the data, and the findings to the reader in detail and provided the transferability of the research.

The reliability is important since it is a prerequisite for ensuring the validity in scientific studies (Karataş, 2015). The external reliability regards whether the research results can be obtained similarly on similar occasions. To ensure the reliability, it is important to define the conceptual framework used in the analysis of

the data obtained. In this study, the researcher ensured external reliability by explaining the collected data comprehensively and in detail. The internal reliability is related to whether other researchers can achieve the same results using the same data (Yıldırım & Şimşek, 2018). To ensure internal security in this study, first of all, the collected data were coded by the researcher and a field expert independently and gathered under the categories obtained from these codes. The codes that the researcher and the field expert put forward independently of each other and the categories associated with these codes have been compared and thus, the final version of the categories and codes has been taken. The reliability of the research was calculated through the reliability calculation formula, developed by Miles & Huberman (1994). This formula is calculated as; "Reliability = Consensus / (Consensus + Divergence)". In this study, it was detected by the researcher and the field expert that the number of codes based on consensus was 159, and the number of codes based on divergence was 13. When the reliability of this study is calculated according to Miles & Huberman formula [Reliability = 159 / (159+13)], this ratio is calculated as 92 %. Since the research is deemed reliable, in case the reliability calculations equal more than 70%, it can be said that this research is reliable (Miles & Huberman, 1994, p. 64).

2.6. Data Analysis

To analyze the data in the study, the obtained data were transmitted into electronic environment, in the first instance. The researcher read the transmitted data several times, examined line-by-line (verbatim), and then considered with an inductive approach. The inductive approach is compatible with the phenomenological approach, which argues that the interpretation of the social structure of the world is carried out by individuals (Finn et al., 2000). In this study, the data were analyzed by using the methods of descriptive analysis and content analysis. In the descriptive analysis, the data are arranged according to the themes revealed by the research questions and interpreted by describing them. The main purpose of content analysis is to achieve the concepts and relationships, which can express the collected data. The data, summarized and interpreted in the descriptive analysis, are subjected to deeper processing in the content analysis and the concepts and themes, which are not recognized through a descriptive approach, can be discovered as a result of this analysis (Yıldırım & Şimşek, 2018). The data were analyzed through "coding" introduced by Strauss and Corbin (1990). The coding is marking or labeling the small pieces of data by identifying similar and different aspects of data (Creswell, 2015; Miles & Huberman, 1994). The coding process consists of collecting text or visual data into small information categories, searching for evidence for the code received from different databases used in a study, and then giving a label to the code (Creswell, 2015, p.184).

In this study, the researcher tried to name them to reveal the reality, the circumstance or the fact hidden within the data and then compared them with each other. As a result of the comparison, similar thoughts were assembled under the same roof, and the codes emerged. Thereafter, s/he revealed the categories by gathering the codes with similar characteristic. The researcher examined the research data and then the determined codes were submitted to expert opinion. The required corrections were made by considering the expert's recommendations and the final version of the codes was decided. The commonalities of the codes developed were determined, and in this way the categories and themes were identified that formed the basis for the results section of the study. In order to finalize the themes, it was checked by the researcher and the field expert whether the codes and categories under the determined themes were consistent with the themes, or not. Following these checks, the final version of the codes and categories were developed.

2.7. The Role of the Researcher

The researcher has obtained theoretical Knowledge about the research subject, by examining the respected resources on ethics, professional ethics, and ethics in education, ethics in preschool education, and ethics in distance education, together with the respected studies, performed in land and abroad. The knowledge the researcher gained from the qualitative research course she/he took during her/his postgraduate education, the training she/he received on qualitative research, and the research she/he conducted using the qualitative research method contributed to the application of the qualitative method in this study and to overcoming the difficulties encountered during the research process.The researcher informed the teachers about the research during the data gathering process and delivered the general information form and the structured questionary form online to the teachers who agreed to participate to the research. After the teachers filled out the forms,

they again sent them to the researcher online. The researcher didn't interfere with the teachers during the data gathering process, so the teachers were allowed to fill out the forms without feeling any pressure.

2.4. Ethical

The required permissions were obtained from Zonguldak Provincial Directorate of National Education to carry out this study and from Bolu Abant Izzet Baysal University Ethics Committee, to determine the general compliance of the study with ethical rules. Participation in the research is based on volunteerism. After the permits were obtained, the information form prepared by the researcher was sent to the pre-school teachers working in the institutions, selected by the researcher. Since the participation was based on volunteerism, and due to the epidemic period, the general information form and structured questionary form, prepared by the researcher, were sent online to the teachers who desired to participate in the study, and they were collected online after the form filling out process was completed.

3. Findings

When the answers of the participants were analyzed, they were gathered under 5 main themes, as; "ethics", "professional ethics", ethics in studying with children", "ethics in studying with families", and "ethics in distance education" themes. The findings regarding the themes are presented in detail as follows.

3.1. Ethics Theme

The opinions of the preschool education teachers regarding ethics have been examined and the obtained themes and categories are shown in Table 1.

Table 2. *Findings Related to the Theme of Ethics*

Theme	Ethics		
Categories	Social	Universal	Personal
Codes	Society and life	Rules	
	Morality	Professional Ethics	Distinguish between right and
	Tradition, custom, custom,	Values	wrong
	piece	Equality	Personality
	Etiquette	Justice	Individual differences
	Environment	Do not violate the rights of	Impulse control
	Order	others	Responsibility
	Family structure	Education	Conscience
	The manager determines the	Human rights	Self-realization
	rules in business life	Respect	

According to Table 2, it was discovered that the participants perceived ethics in social, universal and personal scales. In the social dimension of ethics, it was observed that they expressed that ethics exists in every moment of our daily lives and directs us. For instance, K3 expressed her opinion: "*Ethics comes before us either in our profession or in human relations, at the grocery store, at the market, on the bus, shortly in our every moment, at all our activities*".

3.2. Professional Ethics Theme

The opinions of the pre-school education teachers regarding professional ethics have been examined, and the obtained themes and categories are shown in Table 3.

Table 3. *Findings on the Theme of Professional Ethics*

Theme	Professional ethics				
Categories	Professional competency	Values	Personal Characteristics	Environment	Other
Codes	Rules, Do your job well, Behaviours, Have professional knowledge, Sense of responsibility, Self-improvement, Being child-centered, Education, To be a role model, Being planned and programmed, Being open to innovations, Principles, Vocational, Compliance with the hierarchy, Strong human relations, Self-control, Being compatible with others, Protecting children,	Justice, Equality, Respect, Being honest, Valuing those around you, Confidence, Tolerance, Patience, Love, Sharing, Security,	Internalizing ethics, Morality, Conscience, Controlling your instincts,	Creating a healthy environment, Getting to know the child, parent and environment well,	Pre-school education, Social acceptance, Family,

According to Table 3, it was discovered that the participants perceived the professional ethics under; values, environments, professional competency, personal characteristics and other categories. Under the category of values related to the professional ethics theme, it was observed that the teachers pointed that it is important to be fair towards children to be ethical. For instance, K22 declared her opinion: "*I am attentive to treat each of my students from different backgrounds fairly and equally in my classroom.*" Regarding the professional competency category, K9 mentioned the effects of ethical rules over the communication within her statement: "*I consider it significant to act within the framework of ethical rules, particularly in my communication with my colleagues in my own backyard and my attitude towards them*". In the category of personal characteristics, it was discovered that the professional ethics has an internal and spiritual aspect, and the ethical rules required by the profession to exhibit behaviours pursuant to the professional ethics was emphasized. For instance, K17 emphasized the criticality of the person, his/her own desire in observance of the rules through her opinions on this subject as: "*It is necessary for the person to desire the development of ethical values in him/herself, this is not something that will change through any outside intervention*". For the environment category, it was detected that the participant stated that the teachers should develop a healthy environment for the children. For instance, K 25 expressed that she is attentive to developing a healthy environment, stating her opinion: "*I organize an entertaining and instructive educational atmosphere for them in the most proper way, by considering their needs and programs*".

The other category was created from the expressions, which cannot be directly related to professional ethics. For instance, K20 expressed this: "*The pre-school period constitutes the first step of the education and the experiences gained during this period configure the whole life of the individual*".

3.3. The Ethics Theme in Studying with the Children

The opinions of the preschool education teachers regarding ethics in studying with children have been examined and the obtained themes and categories are shown in Table 4.

Table 4. *Findings on the Theme of Ethics in Working with Children*

Theme	Ethics in working with children			
Categories	Profession	Child	Values	Family
Codes	Justice, Equality, Self-improvement, Compliance with the program, Sufficiency, Role model, Problem-solving, Effective communication, Being helpful to others, Professional ethics, Balance and order, Internalizing ethics, Morality, Compliance with laws and regulations, Not knowing what to do, Flexibility,	Children's rights, Individual differences, Children's needs, Readiness of the child, Children's egocentrism, Getting to know the child, Confidence, Security, Social media use,	Honesty, Responsibility, Confidence, Respect, Sharing, Solidarity, Patience,	Communication with the family, Influence of the family,

According to Table 4, it was observed that the participant perceived the ethics in studying with children under the categories of values, profession, child and family. The participants stated that in the profession category, the teachers should behave fairly towards the children without any discrimination among them. For instance, K12 mentioned this issue through her opinion: "*I think that children should be treated fairly, at first, in order to be ethical in studying with children*". K30, on the other hand, stated that it is important for children to treat each other fairly through her opinion as "*I pay attention to the fact that children also treat each other fairly among themselves*". In the child category, which has emerged as another category, it was stated that the children have certain rights and that we should respect their rights. K 20 expressed her opinions related to the category: "*To exemplify, we should primarily accept the children as an individual. We should also take the children seriously, as if we value an adult person and as if we take them seriously*".

Furthermore, the participants also emphasized that the children should assume responsibilities, pursuant to their ages and levels and it is important to study with the families, on this issue. K16 stated that each child should assume responsibility with expressions such as: "*We shouldn't throw away the children by saying 'that kid can't manage this'*. Not every child can assume every responsibility due to their level. However every child can assume responsibility according to his/her level". In the family category, it was explained that children are influenced by their families and their behaviours are structured by the influence of their families.For instance, K 23 declared that the families may differ from each other and these differences may reflect the behaviours of the children, in her statement as: "*I recognize that each child's family has its own right and wrong aspects in ethical behaviours regarding the children*".

3.4. The Ethics Theme in Studying with the Families

The opinions of the preschool education teachers regarding ethics in studying with families have been examined and the obtained themes and categories are shown in Table 5.

Table 5. *Findings Related to the Theme of Ethics in Working with Families*

Theme	Ethics in studying with the families				
Categories	Teacher	Family attitude	Professional ethics	Communication with family	School type
Codes	Caring for the family, Getting to know and understand the family, To be a role model, Supporting the family, Give feedback, Being child-centered, Professional qualification, Creating a suitable educational environment, Not accepting gifts, Colleague support, collaboration, Being honest, To be authoritarian,	Egocentrism, Expectations, Respect for the child, Classroom management, Not telling the truth, Trying to scare children quality time, Child's age, Perspective on pre-school education,	Photo sharing, Equality, Security, Respect for the child, Professionalism, Volunteering, Responsibility, Experience, Behavior analysis,	Meeting, Family involvement, Partnership, Obeying the rules, Home visits, Consultancy, Effective, Addressing,	Private school, State school,

In Table 5, the ethics theme in the studies with the families was achieved through the categories of "Teacher", "Family Attitude", "Professional Ethics", "Communication with Family" and "School Type". In the teacher category, it was recognized that the participants remained distant when communicating with families and were attentive to using appropriate language. For instance, K8 expressed that she stood aloof from the families, through her statements as; "*I stand aloof from the families, in general. I am teacher, s/he is parent. I take attention to this discrimination. My limits are firm*". On the other hand, K12 pointed out that the teacher should know the family's economic situation and make plans that do not put pressure on the family, according to her statements, "I think that the family's economic situation should be known and that this should be taken into account during the study with the family. *Thus, the studies could be performed without creating any burden over any one*". In the category of family attitude, it was recognized that it was unethical for families to expect only their children to be interested. For instance, K29 expressed her opinions regarding to this issue as: "*The families prefer to interpret the events from their windows. They can only act by considering their children as unique and precious*".

Regarding the professional ethics category, the participants stated that the parents' attitude was decisive about sharing photos. K24 expressed her opinions on this issue as: "*In previous years, I had shared some of our performed activities in the group. However, when I faced the parents' questions who were comparing the children; I cancelled the photograph sending*". In respect of the category of communication with the family, the participants emphasized the significance of communication with the family. For instance, K 24 mentioned about communication methods with the parents, in her statement on this issue as: "*I carry out my communication with the family through WhatsApp group in case that there is an issue that considers everyone, and if it is a personal issue, through phone call or through face-to-face conversation*". Finally, in the school type category, it was discovered that there are differences among the school types (private/state/official) in respect to communication with the family. For instance, K11 declared that she had difficulty in communicating with the families while she was working at a private institution through her statement as: "*Sometimes, informing the families about something, organizing them is harder than studying with children. That might be seen difficult for me because I work in a private institution*".

3.5. The Ethics Theme in Distance Education

The opinions of the preschool education teachers regarding ethics in distance education have been examined and the obtained themes and categories are shown in Table 6.

Table 6. *Findings Related to the Theme of Ethics in Distance Education*

Theme	Ethics in Distance Education				
Categories	Teacher	Equality of opportunity	Family attitude	Distance Education System	Environment
Codes	Informing the family, Child centered, Preparation for lessons, Justice, Equality, Give feedback, Attract attention, Access to up-to-date, Knowledge and skills, Dynamism, Rules, Reinforcer,	Attendance problem, Lack of equipment, Internet problems, Lack of family care, Number of children in families, Timing, Monitoring, Children's development, Economy, School type,	The importance given to distance education, Interfering with children's autonomy, Participation in distance education, Distance learning, Supporting the child at the appropriate time, Interfering with the teacher, Not getting feedback, Don't blame the teacher, Respect for private life,	Age and developmental characteristics of children, Time spent in front of the screen attract attention, In-service training, Limited time, Lack of planning,	Lack of classroom environment, Privacy, Inability to get children's attention, Class rule,

The ethics theme in distance education was achieved through the categories of "Teacher", "Equality in Opportunities", "Family Attitude", "Distance education System" and "Environment". In the teacher category, it was understood that child-centred practices stood out during the distance education process. For instance, K6 stated that she had planned the things to be performed during the live lectures by considering the activities that would be beneficial to the child in her statement as: "*For the purpose of keeping strong dialogues between the children, I organized meeting hours for extracurricular conversations from time to time*". According to the category of equality in opportunities, the participants stated that the students had problems with tools, internet, and the system during this process and could not participate in the courses sufficiently. For instance, K4 mentioned the children's problems regarding the tools and equipments in her statement: "*Unfortunately, the possibilities of the children are not the same. While some have tablets, computers, the others don't have*". Regarding the family attitude category, it was discovered that the participant stated that the parents didn't accept the distance education process and didn't participate in it. For instance, K 25 stated, "*… 2 of the parents said that they did not attach much importance to the distance education in preschool, that the lessons of their other children were more important*".

On the other hand, the participants stated that the children could not perform the activities themselves due to the intervention of the parents in the activities held during the live classes, and they explained that this did not comply with the ethical rules. For instance, K 25 indicated, "*For example, I perform an attention and perception exercise, and request from the parents to guide their children. However, the parents misunderstand this issue and sometimes do the exercise themselves in front of me*". For the category of distance education system, the participants declared that they thought that the distance education system was not suitable for the preschool children. For instance, K22 stated, "I can say that the distance education conditions are not suitable *for nursery class student*". For the category of environment, it was discovered that the distance education environment doesn't look like a class environment and they endeavoured to prepare the appropriate educational environment in this regard. For instance, K 25 stated that environmental differences affect the preschool education, through her statement as: "*The professional ethical rules also vary in distance education. We have difficulty in fully complying with the rules that we apply in the classroom, with the children in front of the screen, due to their younger age groups*". Furthermore, K 29 considered distance education to be unethical in terms of privacy, through her statement as: "*There was no privacy, and everything happened inside the house was reflected to the online classroom when the children forgot to turn off their microphones*". K13 also stated that the privacy of the private lives of the families couldn't be ensured, since the microphones were sometimes left on, through her statement as: "*There were a few times when my students forgot their microphones on. The daily dialogues that took place in the home atmosphere were also reflected in the lesson. However, after my warnings, the microphones were turned off*".

4. Conclusion and Discussion

As a result of this study's findings, it was determined that participants viewed ethics in three different ways: universally, socially, and individually.The teachers stated they considered the ethics as a body of rules that we encounter everywhere in our lives, related to morality and values, helping us distinguish between right and wrong. When the literature is examined, it has been discovered that there are studies examining the point of views of the teachers on the subject of ethics, in land and abroad (Coşkun et al., 2020; Covaleskie, 2005; Smith & Goldblatt, 2007). In a study by Kayataş (2019), it was discovered that the teachers regard the concept of ethics as acting following the social norms and laws and regulations under the ethics theme in social terms. Moreover, it was concluded that the teachers perceive the ethics as morality and faithfulness-honesty in individual respect. The results of this research suggest that teachers evaluate ethics as a fact that occurs in every moment of our lives, in their perception of the concepts of ethics in the social dimension; and that they emphasise the values in the universal dimension. Therefore, it can be said that this study's results provide evidence supporting the results of previously conducted research.

On the other hand, according to the result of research conducted by Coşkun (2016), it was revealed that the teachers participating in the study made their decisions about the teaching process by making an ethical evaluation. It was discovered that factors such as providing benefits to the students, equality, justice, and preventing their victimization were taken into account in these decisions. Also, Smith and Goldblatt (2007) determined teachers' ethical behaviors as "*honesty, respect and trust, social justice, authenticity, dedication, professionalism, and responsibility*". In this study, it was revealed that the matter of values is worthy, ethics is effective in our adaptation of the values, and values education is actually ethics education. In this context, the participants' statements, such that ethics include universal values, are remarkable.

On the other hand, Covaleskie (2005) declared that it is important for the teachers to improve themselves on professional development and to pay attention to aim at moral objectives, to behave ethically. Similarly, in this study, while the participants remarked on the morality aspect of ethics on the scale of social, they also stated that the teachers should improve themselves in both personal and professional senses in the personal scale of ethics. From this point of view, it can be said that the results of the two studies are consistent with each other. It can be stated as a highly significant result that the teachers clearly and apprehensible perceive it as professional ethics to effectively support the children by providing their development in a professional sense.

The principle of "*the teacher should not violate the laws or regulations designed to protect the children and should take measures pursuant to these rules*", which is one of the ethical principles announced by NAEYC, which is a determinative institution in terms of ethical principles that shows similarity with the statement of "*the teacher should know the ethical rules well and adopt them*", which was revealed in the universal scale of ethics in this study. The principle of "*the society should be informed about child rights*", which is another principle determined by NAEYC, is in line with the statement of "*the teachers should comply with the professional ethics principles*" in the universal scale of ethics in this study. In addition, the principle of "*the teachers should provide their professional development in early childhood period*", determined by NAEYC (2006), is in harmony with the conception of "*the teachers should provide their professional developments*" in the universal scale of ethics in this (NAEYC, 2006). At the national level, among the ethical principles developed by the MoNE, the principle "A teacher should act in the exercise of his profession with the awareness that he is a member of a respectable and honorable profession" is similar to the statement "The teaching profession is an ethical profession and teachers should observe the rules of professional ethics" included in the universal ethical scale.. Another principle of "*the teacher should pay attention to up-to-dateness to have the knowledge, qualifications, and abilities required by his/her profession*" coincides with the statement of "*the teachers should beware of self-improvement and being up-to-date*" that was revealed in the personal scale of ethics. Also, the principle "Teachers should take a positive and active role in society and serve as role models for society by fulfilling their responsibilities" is consistent with the statement "Teachers should not forget that they should serve as role models for society and fulfill their responsibilities" included in the Personal Ethics Scale (MoNE, 2009).In addition to these, the principle "*the teacher should develop professional and merciful relations with the children and their families; they act with a cooperative approach depending on the values of trust, respect, honesty*" of the ethical rules determined by Childhood Professionals Ethics Association (2019), is similar with the statements of "*the teachers should act pursuant to the professional ethical rules in their communications with the parents*" and "*the teachers should act pursuant to certain values*", which revealed in the universal scale of ethics. The principle of "The teachers should try to provide a

quality early childhood environment that recognizes and respects equality for everyone", explained by the Association, coincides with the statement that "*the teachers should give importance to equality and justice towards children and their families*" that revealed in the universal scale of ethics (https://www.myece.org.nz/code-of-ethical-conduct). In this respect, the results obtained in the research were similar to those of the research in the respected literature and the ethical principles announced by national and international organizations. Therefore, it can be stated that the preschool education teachers who participated in the research have a high level of awareness on ethics.

It was concluded that in the study, the participant perceived professional ethics in relation to professional competency, values, personal characteristics, environment and other categories. It was discovered that in the professional competency category the participants associated the professional ethics with the rules. In the values category, they emphasized the concepts of justice and equality. Besides these, it was concluded that in the personal characteristics category, the teachers should internalize the ethics, and in the environment category the teachers should be responsible for developing a healthy environment. Finally, it was discovered that in another categories, the participants highlighted the importance of being ethical in pre-school education. In other words, it was understood that the participants perceived professional ethics as; knowing and adopting the ethical rules well, acting with importance to equality and justice, identifying the children well, and developing the most appropriate educational environment for the children. Whenever the relevant literature has been examined, it has been discovered that many studies have been conducted on professional ethics (Gluchmanova, 2015; Kayataş, 2019; Kıranlı Güngör & Atalay, 2018; Manolova, 2011; Toprakçı et al., 2010). For instance, Kıranlı Güngör and Atalay (2018) discovered that the teachers were aware of professional ethical principles, and they acted pursuant to ethical principles. The study participants, consistent with this result stated that the teachers are aware of professional ethical principles and make an effort to comply with these principles. Besides, Toprakçı and colleagues (2010) determined that legal obligation, supervision, and safeguarding the public interest were among the reasons for teachers to comply with each ethical principle. Contrary to this, in this study, the participants declared that they didn't need external supervision to comply with the professional ethical rules and that internalizing the rules would be sufficient to be ethical. From this point of view, it has been understood that the studies have different results, and the pre-school education teachers are determined to comply with ethical rules without external supervision.

Besides this, in another study conducted by Kayataş (2019), it was detected that the teachers emphasized the importance of the matters of "compliance to professional rules and norms" and "fair and equal treatment" in professional ethics. In addition, a study conducted by Gluchmanova (2015) found that teachers and students should follow the rules and requirements established to fulfill their duties and that teachers should act as role models for students so that students respect human dignity and adopt a moral life. In a similar manner, in this study, the participants stated that one of the responsibilities of the teachers is to teach the rules they should comply with and the values they should adopt, and the teachers should be role models for the society while doing this. Therefore, it can be said that the studies have results, support each other. Also, in a study conducted by Manolova (2011), opinions of the primary school teachers, working in public schools in Turkey and Moldavia, on adopting professional, ethical principles were examined. As a result of the research, it was stated that a high level of teachers complied with the principles of "*Behave faithfully towards students*", "*Does not discriminate between the students*", "*Behave faithfully towards parents*", and "*Does not discriminate the parents according to their socioeconomic level, during their communications*". Although the features of the participants are different (pre-school) in this study, it was concluded that the teachers stated that they should act faithfully and take into consideration equality and justice in their relations with both the parents and the children, in order to comply with professional ethics. In this respect, it can be said that the results of the studies show similarities. The principle of "*the teachers should advance the professional development of the early childhood care and education field*", determined by NAEYC is compatible with the statements of the participants that the teachers should have the professional competency required to comply with the professional ethics and they should develop themselves (NAEYC, 2006). It can be said that the principles of "*the teachers should provide a healthy and safe educational environment for students, teachers should comply with working and class hours elaborately, teachers mustn't accept any gift that is likely to affect their professional decision and objectivity except for the non-material symbolic gifts, presented on special days and weeks such as Teachers' Day, teachers should exhibit positive and active roles and set an example to the society by fulfilling their responsibilities*", developed by MoNE (2009), are compatible with the statements of the participants in this study as: the teachers should develop a health educational environment

for the children, they should be role models to the society in practicing the ethical rules, they mustn't accept the valuable gifts from the children.

The ethics theme in studying with children was achieved through the categories of profession, child, values and family. It was recorded that in the profession category, the participants stated that the teachers should consider equality and justice to comply with ethics in the studies with the children. In child category, the participants stated that the children should be aware of their rights and the children should act in line with their individual differences. In addition, it was detected that the honesty and responsibility issues were highlighted in the values category. In the family category of ethics in studying with children, it was determined that children imitate their families and therefore the teachers express opinions that they should give importance to communication with the family. When the results are considered in general; it was understood that the participants emphasized the importance of being fair and equal, the requirement of the acknowledgement of the child rights by the teachers, the requirement of the respect to the children's individual differences, the importance of exhibiting behaviours in complying with the mentioned values by the teachers for gaining certain values to the children and the importance of effective communication with the families during the whole process, regarding the subject of ethics in studying with children. It can be seen that there are many studies in literature conducted on ethics in studying with children (Avcı & Pekince, 2019; Çakmak, 2018; Liu, 2019; Sørensen, 2014; Uzun, 2014). For instance, Uzun (2014) stated that it is important to protect children from the harmful media content, and Çakmak (2018) stated that the importance of ethics in studying with children increased with the idea of "child as an individual and as an active research participant", which started to gain acceptance with the studies on children's rights. In this study, similar to the previous studies it was concluded that the participants drew attention to the necessity of knowing and adopting the child rights well to comply with the ethical rules in the studies with the children. Also, in ethical terms, Sørensen (2014) discussed the remarkable points in video shoots of the younger children's plays and emphasized the necessity and the requirement of respect for the children's privacy. In addition, Liu (2019) stated that there might be cultural differences in studying with children and that care should be taken in this context. Therefore, in this study we face another important result such that the participants stated that to behave ethically in studying with the children, the rights and privacy of the children should be valued and protected.

It is understood that the principles of "*recognizing and respecting the unique qualities, talents and potential of each child, creating and maintaining safe and healthy environments that promote their social, emotional, cognitive and physical development and respect their dignity and contributions, providing the access to the required assistance services in order all the children to become successful including those with special needs, studying in harmony with the families*" determined by NAEYC (2006) on ethics in studying with children, are compatible with the statements as "*taking into consideration the individual differences of the children, acting equally and faithfully, developing learning environments which support their developments by respecting their rights, providing effective communication with families and carrying out the process in cooperation*" of the participants in the research. Also, it has been seen that the ethical principles that "*the teachers should set an example for instilling love in all students by loving them, making them feel loved, they should be empathetical and tolerant, like others, to all students who differ in their characteristics, and they should make the necessary efforts to raise physically and spiritually healthy, good moral, self-confident, responsible individuals*" determined by MoNE (2009) are in supporting nature with the statements of this study as: "*it is important the teachers should give the children certain values and that teachers become role models for the children in this process, the requirement of attaching responsibilities in line with the level of each child, acting faithfully and equally towards each child, by considering the differences of the children*".

The categories of teacher, family attitude, professional ethics, communication with family and school type, which enable to reach the ethics theme, have been identified in the studies with families. In the teacher category of ethics in studying with the families, the participants stated that the teachers should prefer to be distant in their relations with the family, know them well to comprehend the family and be aware that they are role models to the families on many issues. When the other category is considered in terms of family attitude, it has been observed that the teachers don't like the egocentric attitude of the families and don't find it ethical. Furthermore, when looking at the participants' shared opinions on professional ethics in the studies with families, it was concluded that teachers share children's photos even though they consider it unethical. It was also found that participants preferred to meet with families face-to-face or by phone, depending on the actual situation.In addition, in the views on the category of school type about ethics in working with families,

statements about the difference in ethics in working with families in private and public schools were reached. When the literature has been examined, it has been determined that there are relatively few studies conducted on ethics in studies with families (Sultana, 2014; Üstübal, 2015). Participants indicated that the following statements relate to ethical behaviour in learning with families: that it is important to know and understand the family, that teachers should always be a role model to the family and that the attitude of the family influences the course of the process, that teachers should prefer face-to-face and collective meetings when meeting with families, depending on the topic and situation. Sultana (2014), in her research, stated that although teachers have various responsibilities in the process of children's acquisition of ethics, the biggest and most important role in this regard belongs to families. Also in this study, the participants stated that the attitude of the family and being a role model are effective in the acquisition of ethical behaviours of children. On the other hand, even though it is suggested that family education and participation in pre-school education should be carried out by using many techniques such as parent meetings, group meetings, individual interviews, education boards, newsletters, brochures, photographs, internet, and year-end show (Üstübal, 2015), it was understood in this study that the participants considered it ethical to stand off the parents, and also they didn't communicate much with the families due to the epidemic. It was noted that the principles established by the NAEYC (2006) "*It is necessary to be familiar with the database of effective studies with families, to be informed by continuous education and training, to listen to families, to recognise their strengths and competencies, to protect privacy by avoiding intruding into family life*" are compatible with the statements of the participants that "emphasise the importance of communication with families and allow families to be involved in the process during the activities within it". However, it is assumed that this process was interrupted due to the epidemic. Also, one of the principles set by MoNE (2009) "*There should be no discrimination between families based on race, language, religion, colour, gender, political views, and marital status*" and the participants' statement "*Teachers should treat families equally*" support each other.

In the study, the participants stated that; the facts of "*the issue of informing the families, taking care of children's participation in classes, being aware of the importance of education even under remote and harder conditions, and providing education by taking into account the age and development features of the children*" are related to ethics in distance education. In other words, it was understood that the participation of the children, personal discriminations, and informing the family during the distance education are the principles that should be considered into distance education. When the body of literature is examined, there are studies, discussing distance education (Aral & Kadan, 2021; Bennett et al., 2020; Gündoğdu, 2021, Karadağ & Yücel, 2020). For instance, Karadağ and Yücel (2020) discovered that most undergraduate students don't have access to computers and the internet. In another study, Bennet et al. (2020) discovered the result that the internet services and socio-economical conditions of the families reveal the inequalities of opportunities among the students. In addition, Saran (2020) discovered that there is an inequality of opportunities among the students in terms of participation in distance education online classes, especially in developing countries. In this study, the teachers regard the fact that "some of the children have a tablet or computer and internet connection required for their participation in distance education" as unethical, and they emphasize the inequality of opportunity consequently, therefore, this can be stated as a very significant result. In another study, Yürek (2021) concluded that pre-school teachers consider that they are deprived of the wide variety of materials offered by the classroom environment and the opportunity to implement various activities since they couldn't present in the classroom environment during the distance education process. Similarly, in this study, the participants discovered the teachers' statements regarding the unethical events that occurred, such as: They had difficulty providing the classroom environment in distance education, privacy was violated because the children forgot to turn off their microphones so that the private life at home was reflected in the classroom environment, the families interfered with the children where they should not interfere.

As a summary, it was understood that the pre-school education teachers, participating in the study, perceived the ethics in terms of social, personal, and universal. It was also noted that the emphasis on equality and justice as prerequisites for ethical action in dealing with children, the importance of respecting children's rights and individual differences, and the teaching of values to teachers and educators have come to the fore.On the contrary, it was detected that sufficient communication couldn't be provided with the families during the distance education period, inequality of opportunities in education emerged due to various reasons, and attaining the children was difficult.

4.1. Limitations and Recommendations

There are several limitations to the study. The first and major limitation of the study is that the data were collected in the form of questions and the results are not based on observations.. The fact that the participants were not selected from the teachers working in different places (province, district, etc.) can be expressed as another limitation. On the other hand, various suggestions were developed depending on the research results. First, according to the research, the teachers stated that the inequality of opportunity arising in distance education causes ethical violations. To prevent this violation, it may be recommended to provide the required support to the families experiencing disabilities. The pre-school education teachers were studied in this research, and their views on ethics were examined. To contribute to the literature, it may be suggested to conduct studies in which the opinions of the school directors, teacher candidates, and families are obtained regarding the issues of ethics and professional ethics in studying with the children, and then the findings can be compared. 32 pre-school education teachers participated in this research. For further studies, it can be recommended to conduct studies with a broader participant group. Finally, the participants' demographic features didn't generate the focus point of the research. Therefore, it can be suggested that demographic variables should be considered in future studies.

5. References

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Virtual Museums from the Perspective of Social Studies Pre-service Teachers

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ARTICLE INFO	ABSTRACT
	This study aims to investigate the perspectives of pre-service social studies teachers on virtual museums. The research employed a case study, one of the qualitative research designs. The study group consists of thirty pre-service teachers enrolled in a state university's Department of Social Studies Education, Faculty of Education. Individual online interviews were conducted with each participant using a semi-structured interview form. The method of content analysis was used to analyze the research data, and the data gathered from the research were presented with their frequencies using diagrams incorporating themes, sub-themes- themes, and codes. As a result of the research, Social Studies pre-service teachers who stated that they may encounter technical, virtual environment-related, teacher or student-related problems while using virtual museums suggested that virtual museum applications should be adapted to the level of students in terms of the effective use of virtual museums and technical impossibilities in schools should be eliminated.

1. Introduction

According to the International Council of Museums, a museum is a permanent, public, non-profit organization that acquires, preserves, researches, shares, and exhibits evidence of the tangible and intangible past of people and their environments, serving the development of society (ICOM, 2015). Museums, which were far from being evaluated with an education-oriented perspective at the beginning of the 19th century, were influenced by the political, economic, and cultural transformation experienced during the 20th century, and they were restructured conceptually and institutionally (Hooper-Greenhill, 1999). Along with the exhibition activity that has started to change in museums, museums have acquired the mission of interpreting the exhibited object in a way that conveys its multifaceted value, informing society and giving a message, beyond putting their collections side by side (Alexander et al., 2017). Today, the notion that schools are the only educational institutions is no longer valid. The idea that education is not limited to the use of textbooks in the classroom, that different environments should be incorporated into the learning process, and that museums play an important role at this time has gained prominence (Önder et al., 2009). With educational activities to be organized about museums, it is necessary to emphasize that museums are not just about visiting collections, but that all these activities are a whole in education (Hassan, 2017).

Examining the Secondary School Curriculum of the Turkish Ministry of National Education reveals that education with museums is emphasized in the Social Studies Curriculum, as well as the Turkish, Science and Technology, and Visual Arts curricula. These new additions to the curriculum are labeled "Education with Museum" (MEB, 2008). However, it is frequently mentioned in studies that reasons such as financial inadequacies, transportation problems, difficulty in permitting, economic inadequacies, difficulty in

controlling and ensuring the safety of crowded groups, the thought that the teaching program may be disrupted, failure of museum officials to transfer information following the level of students, the fact that there is no museum in the region. There is no museum compatible with the content of each lesson makes it difficult to carry out educational museum tours. (Keleş, 2003; Baykan, 2007; Uslu, 2008; Demirci, 2009; Demirboğa, 2010; Selanik Ay ve Kurtdede Fidan, 2014; Çalışkan et al., 2016; Şentürk et al., 2020). Virtual museums, independent of time and space, are considered an option in education with a museum in cases where real museum tours cannot be made.

A virtual museum can be defined as an interactive website that offers digital copies of works of art, historical artifacts and documents, and information about these works to the access of their visitors on the internet by making use of the possibilities of computer and internet technologies (Turan, 2015: 190). Virtual museums are seen as an effective teaching tool due to their three dimensions and interactive technologies (Kim et al., 2006). Virtual museums function as a learning environment in terms of not experiencing resource and time restrictions, being able to go beyond the teacher and textbook-based education in the classroom, and providing access to rich and different learning materials (Salar, 2009; Sungur & Bülbül, 2019). Virtual museums, which provide an environment in which to see and learn about museums that are not always possible to visit in Turkey and around the world (Buyurgan & Buyurgan, 2018), do not replace the experience and pleasure gained from visiting the place, but instead make it possible to easily access the world's cultural heritage through virtual museology (Altunbaş & Özdemir, 2012). In addition, virtual museums have positive features in terms of having worldwide access, accurate and reliable information sources (Çolak, 2006), richer presentation opportunities with activities such as games and animations, and transferring historical artifacts to future generations by protecting them from potential damage caused by visitors (Turan, 2015). The fact that historical artifacts are exhibited behind the glass in museums and cannot be adequately observed in crowds demonstrates the importance of virtual museums being used in educational environments (Uslu, 2008; Kaya & Okumuş, 2018). The fact that the families of the students are insufficient economically, the security weaknesses of the tours, and the inadequacy of the sightseeing places that will provide educational learning outcomes in the region where the school is located, often require the observation method to be carried out in the form of virtual tours. Virtual tours provide important contributions for students who cannot attend tours for various reasons (Tuncel & Dolanbay, 2017).

In addition, research indicates that instructional activities supported by virtual museum tours in social studies classes are advantageous (Südor, 2006; Yıldırm & Tahirolu, 2012; Ustaolu, 2012; Tuncel & Dolanbay, 2017; Altnbay & Gümüş, 2020; Çınar et al., 2021). Educational activities with the virtual museum have been found to have a positive impact on students' cognitive and affective learning outcomes (Demirboağ, 2010; Yıldırım & Tahiroğlu, 2012); Students find the activities conducted with the virtual museum useful (Ermiş, 2010); students' motivation is increased and long-term learning is enabled thanks to the virtual museum events (Kayabaş, 2005), By enriching the lesson plan, virtual museums make the learning-teaching process fun and interesting (Shim et al., 2003; Kaya & Okumuş, 2018; Çınar et al., 2021), they improve students' imagination and problem-solving skills, they create suitable environments for configuring and synthesizing knowledge (Barab et al., 2007; Iqbala et al., 2010), and they enable students to develop skills such as perception of time and chronology, perceiving location, and digital literacy (İlhan et al.,, 2021) in the research.

It is known that drawing students' attention in the learning-teaching process contributes to the process (Zhu, et al., 2004). Virtual tour applications, one of the materials that can be used in Social Studies lessons, attract students' attention by making visual objects three-dimensional instead of two-dimensional (Koca & Daşdemir, 2018). At this point, virtual museums offer a learning environment that can appeal to secondary school students with their rich visual content. In Social Studies teaching, virtual museums can be used so that students can make sense of this information and improve their thinking skills, rather than memorizing information, especially during the teaching of subjects related to historical periods and events. Effective use of this learning environment will be possible with Social Studies teachers who can recognize and apply education with the virtual museum. The data in the literature show that Social Studies teachers do not often make use of virtual museums as material in their lessons (Egüz, 2011; Aladağ et al., 2014; Aktaş, 2017; Doğanlı, 2019; Altınbay & Gümüş, 2020; Zabun, 2020). It is observed that social studies teachers do not use virtual museums due to reasons such as insufficient knowledge about virtual museums (Egüz, 2011; Aktaş, 2017), lack of training about virtual museums in their educational life (Sungur & Bülbül, 2019), crowded classrooms,

and lack of technological infrastructure (Aktaş, 2017). In this study, pre-service teachers' opinions about virtual museums and their perspectives on the availability of virtual museums in Social Studies education were examined. For this purpose, the answers to the following questions were sought.

Social Studies pre-service teachers.
- What are their opinions about virtual museums?
- What are their thoughts on the contribution of virtual museum tours to students?
- What do they think about the appropriateness of the content of the social studies curriculum for the use of virtual museums?
- What do they think about the problems that can arise when using virtual museums in social studies classes?
- What are their thoughts on effectively making use of virtual museums in the Social studies lesson?

2. Methodology

2.1. Research Design
This research was designed with phenomenology, one of the qualitative research methods. The pattern of phenomenology focuses on phenomena that we are aware of but do not understand in full detail. Phenomena can come across in various forms such as events, experiences, perceptions, orientations, concepts and situations in the world we live in (Yıldırım & Şimşek, 2018). The basis of the phenomenology approach is individual experiences. In this approach, the researcher is interested in the p articipant's personal experiences and examines the individual's perceptions and the meanings they attach to events (Akturan & Esen, 2008).

2.2. Research Sample

The study group of the research consists of 30 teacher candidates studying at a state university, faculty of education, or department of social studies education in the 2020-2021 academic year. Criterion sampling, one of the purposive sampling methods, was used to create of the study group. In the purposive sampling (Maxwell, 2018), which is used to select the participants who will answer the research questions in the best way and establish the most productive relationships, information-rich situations are selected so that more in-depth research can be conducted. According to Patton (2018), information-rich situations are situations where the researcher can obtain as much information as possible. The criteria for determining the pre-service teachers forming the study group in this research are studying in the 4th grade and participating voluntarily because they have taken professional field knowledge and teaching profession lessons at previous grade levels. Table 1 contains information about the study group.

Table 1. *Information About the Study Group*

		f	%
Gender	Female	22	73
	Male	8	27
Museum education status	Yes	8	27
	No	22	73
Virtual museum tour status	Yes	23	77
	No	7	23
Virtual museums visited by the study group	Anatolian Civilizations Museum	13	43
	Istanbul Toy Museum	9	30
	Göbeklitepe Ruins	6	20
	Liberation War Museum	4	13
	Ephesus Museum	4	13
	Izmir Ataturk museum	2	7
	Istanbul Archeology Museum	2	7
	Mausoleum	2	7
	Ankara Ethnography Museum	1	3
	Hagia Sophia Museum	1	3
	Ankara Painting and Sculpture Museum	1	3
	Ahlat Seljuk Museum	1	3
	Zeugma Museum	1	3
	British Museum	1	3

Republic Museum	1	3
Troya Museum	1	3
Hatay Archeology Museum	1	3
Eskisehir Archeology Museum	1	3
Rahmi Koc Museum	1	3

2.3. Data Collection Tools and Procedure

A semi-structured interview form consisting of a directive and five open-ended questions developed by the researcher was used as a data collection tool in the research. Researchers frequently prefer semi-structured interviews because it removes the limitations of writing and filling-in questionnaires and helps to obtain in-depth information on a particular subject (Yıldırım & Şimşek, 2018).

The prepared interview form was submitted to an expert opinion to ensure internal validity. According to the feedback from the field expert, the interview form was rearranged and the questions that might be difficult to understand were made and finalized by making necessary arrangements. There are questions to identify the demographic characteristics of the pre-service teachers in the study group in the first part of the interview form. The second part consists of five questions prepared to reveal the pre-service teachers' opinions on virtual museums and the availability of virtual museums in Social Studies education.

The research data were collected as a result of online interviews conducted separately with each participant in May 2021 due to the implementation of distance education under the conditions of the Covid-19 pandemic. In the interviews with the pre-service teachers, the purpose of the research was mentioned, and an explanation was made that their personal information would be kept confidential. They were asked to detail their opinions on the questions. To ensure the validity of the research, the data collection and analysis process was explained in detail, and the participants' own statements were included in the analysis and interpretation of the data without intervening.

2.4. Data Analysis

The content analysis method was used in the analysis of the research data. According to Yıldrım and Şimşek (2018), the data gathered in the content analysis is subjected to a thorough process, and as a result, concepts and themes that were not identified by the descriptive approach are uncovered. In this way, the data is first conceptualized, then the emerging concepts are regulated and the themes that describe the data are determined. In the research, codes were created by combining the expressions of pre-service teachers with similarities and differences, and the codes were evaluated under certain themes and sub-themes. An expert opinion was sought to ensure reliability during the research data analysis. In analyzing the data, the researcher's and field expert's coding's were compared in terms of research reliability, and the percentage of agreement was calculated as ([agreement / (agreement + disagreement) x 100]). %91 Over 70% of the reliability calculations are considered reliable for research (Miles & Huberman, 1994). The sections where there were dissensus were re-evaluated, and the analysis of the data was finalized by providing a consensus.

The data obtained at the end of the content analysis were presented with their frequencies by creating diagrams containing themes, sub-themes, and codes. In the presentation of the findings, pre-service teachers were coded as PT1, PT2, …PT30 (PT-Pre-service Teacher) to protect participant confidentiality following ethical rules. Since credibility and transferability are important for the validity of the research process, direct quotations were made from the participants' opinions and the results were interpreted based on these opinions.

2.5. Ethical

The research was completed following the guidelines of publication ethics. Ethical permission was obtained from the Afyon Kocatepe University Scientific Research and Publication Education Board for the research.

3. Findings

The findings obtained from the data collected during the research process are interpreted using diagrams in this section. The opinions of social studies pre-service teachers about virtual museums have been analyzed under the themes of virtual museum definitions, the contribution of virtual museum tours to students, the convenience of the social studies curriculum content for the use of virtual museums, problems that may be

encountered while using virtual museums, and suggestions for effective use of virtual museums. Figure 1 depicts how pre-service social studies teachers defined a virtual museum.
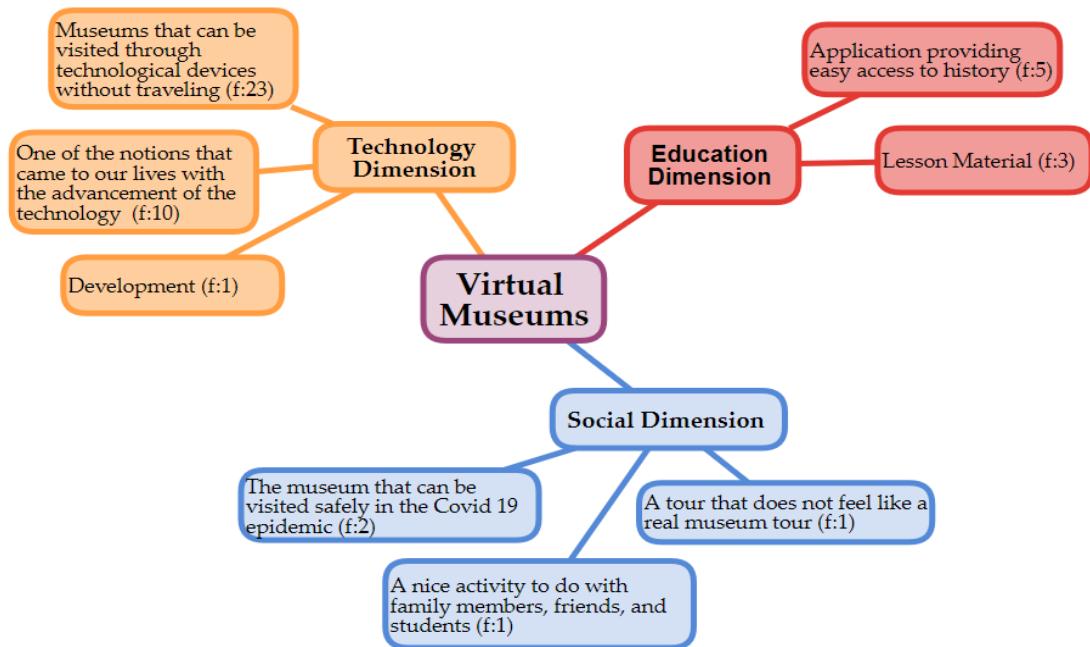

Figure 1. *Virtual Museums According to Pre-Service Teachers*

As seen in Figure 1, the virtual museum definitions of pre-service teachers were analyzed using the sub-themes of technology, education, and social dimensions. In the dimension of technology, they emphasized that virtual museums can be visited through technological devices without the need of traveling, that it is a notion that came into our lives with technology and development. The opinions of some pre-service teachers who define virtual museums through the technology dimension are as follows:

PT7 *"It is to be physically in an armchair and to taste history, travel, and knowledge spiritually."*

PT30 *"…One of the beneficial aspects of virtuality that has come to our lives with the development of technology is virtual museums…"*

Pre-service teachers stated that virtual museums are an application that provides easy access to history and that they can be used in lessons as an educational dimension. The opinions of some pre-service teachers who define virtual museums in terms of education dimension are as follows:

PT28 *"They are imaginary museums without walls which allow us to see works of art and common cultural heritage without going to a country or city in a completely different geography."*

PT27 *"It is one of the auxiliary lesson materials that can be used in the Social studies lesson."*

Pre-service teachers stated that it could be visited safely in the Covid-19 epidemic, it is a nice social activity to be done with family members, friends, or students, but it does not give the feeling of a real museum tour as the social dimension of virtual museums. The opinions of some pre-service teachers who define virtual museums in terms of the social dimension are as follows:

PT15 *"It is a good practice for people who want to visit museums while there are restrictions, prohibitions in many areas during the Covid 19 epidemic."*

PT30 *"…Virtual Museum tours are a nice activity to do with family members, friends, students."*

Figure 2 shows the evaluations of social studies pre-service teachers regarding the contribution of virtual museum tours to students.
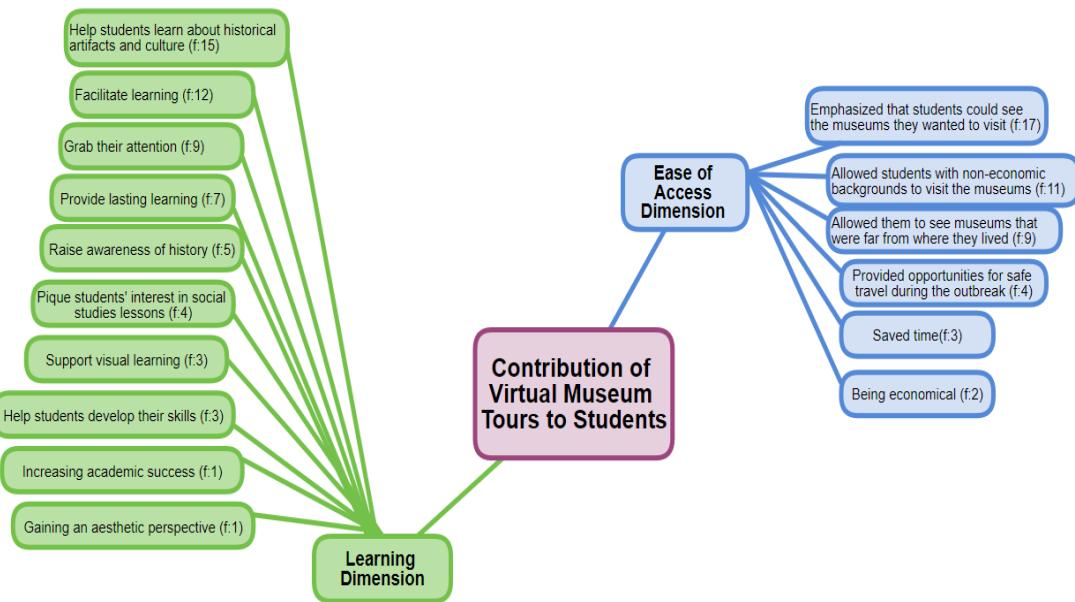
Figure 2. *Pre-Service Teachers' Opinions about the Contribution of Virtual Museum Tours to Students*

As seen in Figure 2, pre-service teachers' opinions on the contribution of virtual museum tours to students were analyzed with the sub-themes of learning and accessibility dimension. Pre-service teachers focused on the learning aspect of virtual museum tours, saying that they help students learn about historical artifacts and culture, facilitate learning, grab their attention, provide lasting learning, raise awareness of history, pique students' interest in social studies lessons, support visual learning, and help students develop their skills. The opinions of some pre-service teachers who explained the contribution of virtual museum tours to students through the learning dimension are as follows:

> PT5 *"Virtual Museum tours used in Social studies lessons facilitate learning the subjects, increase interest in the lesson and academic success, and develop quizzical, creative, and historical thinking skills. They give students an aesthetic perspective."*

> PT9 *"…Virtual Museums help to increase the sense of curiosity in children, especially the retention of knowledge. Virtual museum tours will attract this student's attention if the student's visual intelligence is dominant. Students who are bored with a lot of writing will learn by visiting and seeing a place. While visiting the museum, it is possible to learn instantly from the boxes that give information about the object, writing, what the object is and what it means."*

Pre-service teachers explained the contribution of virtual museum tours to students in terms of the ease of access dimension, emphasized that students could see the museums they wanted to visit, allowed students with non-economic backgrounds to visit the museums, allowed them to see museums that were far from where they lived, provided opportunities for safe travel during the outbreak, and saved time. The opinions of some pre-service teachers who expressed the ease of access to virtual museum tours are as follows:

> PT2 *"…Not all student's financial resources are favorable. With the virtual museum, the distinction between distance and close has been removed, and students can now visit museum tours as they wish."*

> PT7 *"During the pandemic, many students could not physically make any tours or had difficulties in doing so. Virtual museums have allowed us to easily access information without risking our health."*

In Figure 3, the evaluations of the Social Studies pre-service teachers regarding the availability of the content of the Social studies lesson Curriculum for the use of virtual museums are given.
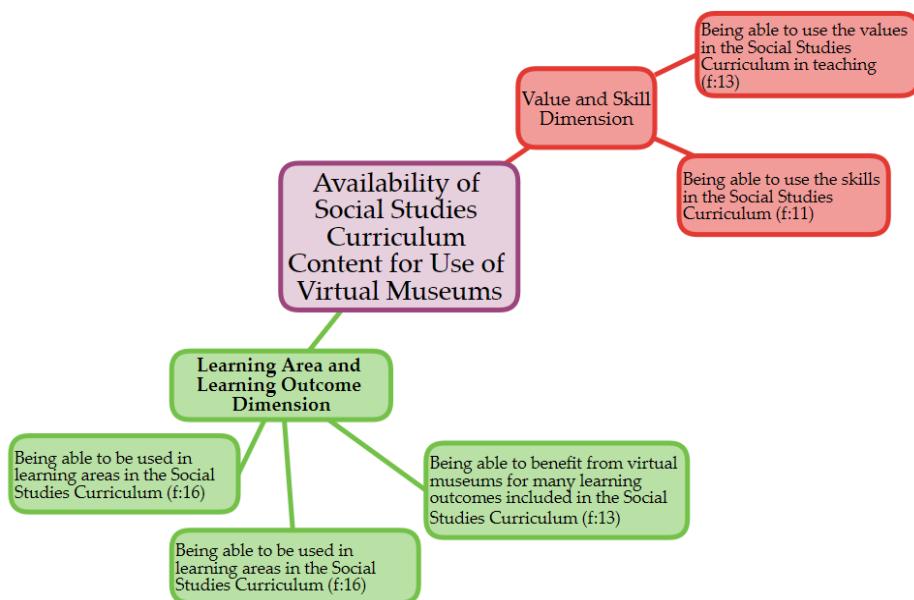
Figure 3. *Pre-Service Teachers' Opinions About the Availability of the Content of the Social Studies Curriculum for the Use of Virtual Museums*

As seen in Figure 3, the opinions of pre-service teachers about the availability of the content of the Social studies lesson curriculum content for virtual museums were analyzed with the themes of learning area and learning outcome, and values and skills. In the theme of learning area and acquisition, pre-service teachers stated that virtual museums could be used in learning areas in the Social Studies Curriculum. The information explained in the lesson can be concretized by visiting a virtual museum tour in many acquisitions.

Some of the opinions of pre-service teachers who think that the information explained in the lesson can be reinforced and concretized by making a virtual museum tour are as follows:

PT9 *"A student who learns Anatolian Civilizations in the Social studies lesson can visit the Anatolian Civilizations Museum to consolidate the subject. This tour will attract the student's attention and ensure the permanence of the knowledge he has learned."*

PT10 *"Making virtual museum tours in the Social studies lesson contributes to effective learning. In cases where students do not have enough opportunities to make museum tours, historical and cultural tours, virtual museum tours can be made in the classroom environment following the content of the lesson."*

Some of the opinions of pre-service teachers who consider the availability of virtual museum tours to support the learning areas and learning outcomes of the Social Studies Curriculum are as follows:

PT9 *"Virtual museums can be used to support the learning outcomes in the Social Studies Curriculum…"*

PT6 *"We can benefit from virtual museums to reinforce many learning areas and learning outcomes. For example, a virtual museum tour can be made in the Culture and Heritage learning area."*

In the theme of value and skill, pre-service teachers stated that virtual museums could be used in teaching the values and skills included in the Social Studies Curriculum. The opinions of some pre-service teachers who think that virtual museum tours in Social Studies classes will be beneficial in terms of teaching values and skills are as follows:

PT5 *"…by questioning the historical evidence of different periods and places, they can identify the similarities and differences between people, objects, events, and phenomena, and to perceive change and continuity."*

PT13 *"…Science, sensitivity, aesthetics, patriotism, freedom, independence values as values education; research, digital literacy, observation, media literacy, perceiving space, perceiving time and chronology as skills can be gained."*

Figure 4 shows the evaluations of the Social Studies pre-service teachers regarding the problems they may encounter while using virtual museums.
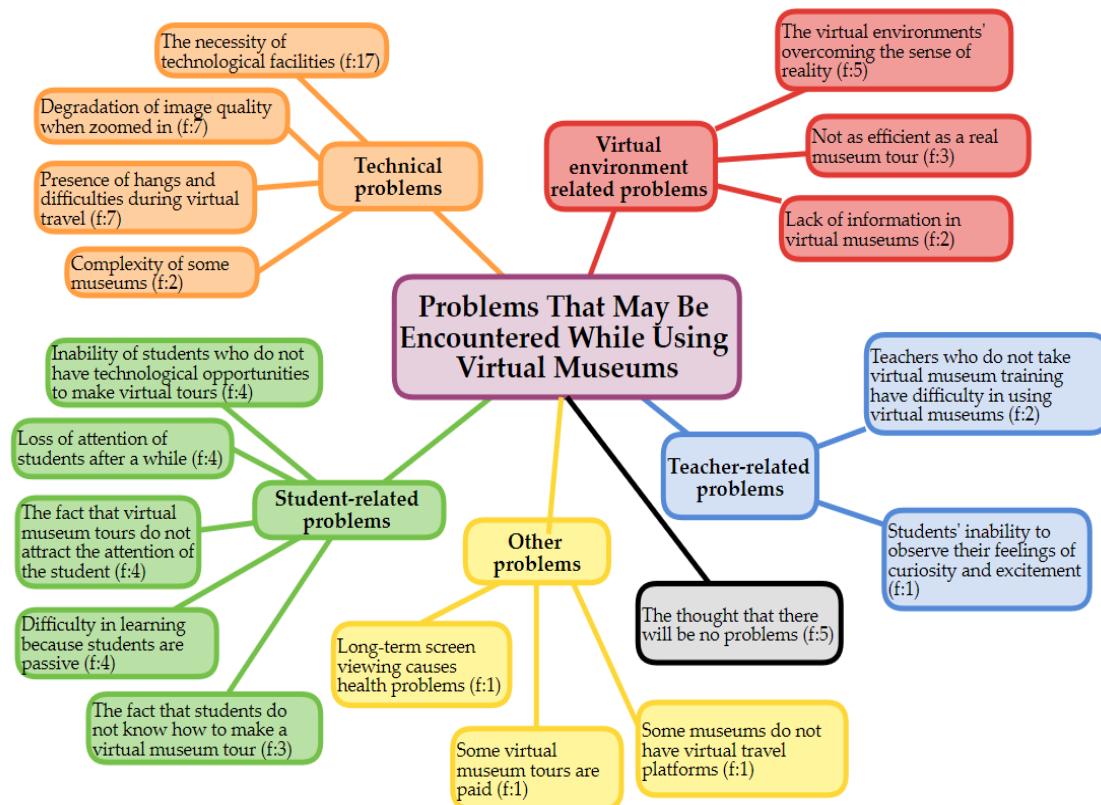
Figure 4. *Pre-Service Teachers' Opinions About the Problems that May be Encountered While Benefiting from Virtual Museums*

As seen in Figure 4, the thoughts of the pre-service teachers about the problems they may encounter while using virtual museums were analyzed with the themes of technical problems, virtual environment-related problems, student and teacher-related problems, and other problems. Some pre-service teachers aid they do not think they will encounter a problem using virtual museums. In the theme of technical problems, pre-service teachers emphasized the necessity of technological facilities to benefit from virtual museums, degradation of image quality when zoomed in, the presence of difficulties during the virtual tour, and the complexity of some museums. The opinions of some pre-service teachers on this subject are as follows:

PT2 *"There are difficulties in guiding the direction we will go… Additionally, the cameras' quality must be high because in some situations it is necessary to zoom in and the image quality declines as a result."*

PT9 *"…Technological facilities should be good in schools and classrooms. …"*

PT15 *"In today's technology age, yes, but not every home may have a computer, telephone or internet."*

Pre-service teachers who stated that there might be problems arising from the virtual environment while benefiting from virtual museums emphasized that the virtual environment overtakes the sense of reality, virtual museums are not as efficient as the real museum tours. There may be a lack of information in virtual museums. The opinions of the pre-service teachers on this subject are as follows:

PT6 *"Although virtual museums provide us with the opportunity to travel, they may not be as efficient as the real ones. The virtual environment can overtake the sense of reality."*

PT10 *"…it is certainly much better to travel by touching the objects that are allowed to be touched in the museum's atmosphere and feeling the past experiences during live tours."*

On the theme of student-related issues, pre-service teachers emphasized that students without technological access cannot take a virtual tour, that students become distracted after a while, that virtual museum tours do not capture the students' attention, and that learning becomes difficult due to students' passivity, and that students do not know how to take a virtual museum tour. The opinions of the pre-service teachers on this subject are as follows:

PT5 *"Students who do not know about the use of virtual museums may have difficulties in how to use them at first. Students without internet, phones, tablets, or computers cannot benefit from virtual museums. The visuals may not catch their attention because they can't see them fully. An outside element can immediately distract them."*

PT18 *"…the one-sided communication and interaction of the students who reach the virtual museum, the fact that the students cannot get feedback during the virtual museum tour, and the fact that they cannot ask what they do not understand can be listed."*

In the theme of teacher-related problems, pre-service teachers emphasized that teachers who do not take virtual museum training experience difficulties when using virtual museums and cannot observe students' feelings of curiosity and excitement. The opinions of the pre-service teachers on this subject are as follows:

PT5 *"…Teachers who do not take virtual museum training may initially have difficulties in how to use it …"*

PT18 *"…The teacher's inability to observe the students' feelings of curiosity and excitement while visiting the virtual museum…"*

In the theme of other problems, pre-service teachers stated that looking at the screen for a long time causes health problems, some virtual museum tours are paid and not every museum has a virtual travel platform. The opinions of the pre-service teachers on this subject are as follows:

PT1 *"…Some students may want to be on the move instead of looking at the screen and looking at the screen."*

PT16 *"…Some of the virtual museum tours are paid…"*

PT30 *"…The museum we want to visit may not have a virtual tour platform…"*

Some pre-service teachers stated that they do not think that there will be a problem while using virtual museums as follows:

PT13 *"I don't think we will encounter a problem. If we can see the places we cannot go at such a time (when there is a COVİD-19 epidemic) from our homes as if we were there, this is not a problem, this is a benefit for us."*

PT3 *"I don't think there is a problem in the presence of the internet."*

Figure 5 shows the evaluations of social studies pre-service teachers about making effective use of virtual museums.
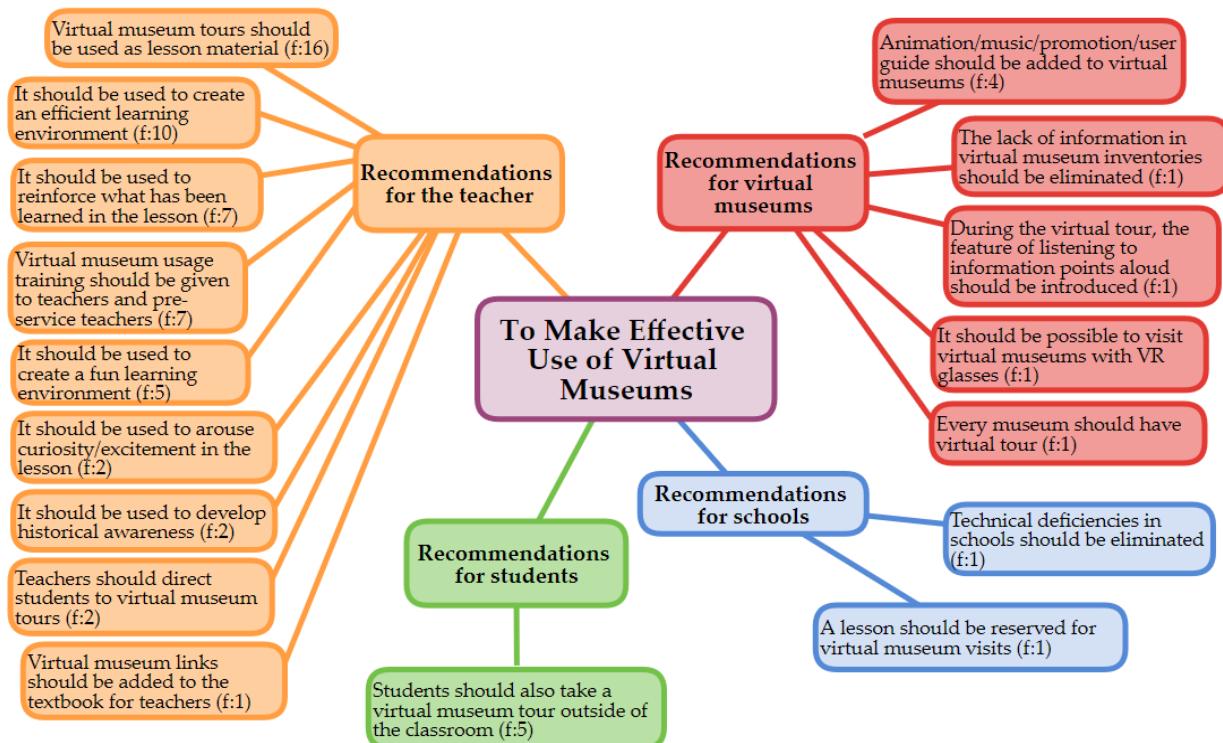
Figure 5. *Opinions of Pre-Service Teachers on the Effective Use of Virtual Museums in the Social Studies Lesson*

As can be seen in Figure 5, as a result of the analysis of pre-service teachers' opinions about the effective use of virtual museums in the Social studies lesson; The themes of suggestions for teachers, suggestions for virtual museums, suggestions for schools, and suggestions for students were determined. The theme of suggestions for pre-service teachers emphasized that teachers use virtual museum tours as lesson materials, use them to create an efficient and fun learning environment, reinforce what is learned in the lesson, and provide virtual museum usage training to teachers and pre-service teachers. Examining the expressions of pre-service teachers on the topic of suggestions for the teacher revealed that teachers who use virtual museums effectively believe that they can enrich the learning-teaching environment and that they should use virtual museums as an interesting and helpful learning resource. The opinions of some pre-service teachers on this subject are as follows:

> PT1 *"I think every teacher should use virtual museum tours in their lessons and every pre-service teacher should take museum training…"*

> PT13 *"…It will be a fun and productive lesson because the permanence of the lesson increases…"*

In the theme of suggestions for virtual museums, pre-service teachers stated that animation/music/promotion/user guide should be added to virtual museums, the lack of information in virtual museum inventories should be eliminated and this information can be listened to audibly, virtual museums should be visited with VR glasses and virtual tours should be available in every museum. The opinions of some pre-service teachers on this subject are as follows:

> PT10 *"During the virtual tour, the feature of listening to the information points aloud can be introduced. Since asking questions during the virtual museum tour is impossible, a quick question and answer section such as a tour guide can be added."*

> PT18 *"During the tour in the virtual museums, the virtual museums can be accessed with a special option for students, more suitable and understandable voice narrations can be made, and interactive questions that will arouse excitement and curiosity can be asked at the end of the lecture…"*

In the theme of suggestions for schools, pre-service teachers stated that technical impossibilities in schools should be eliminated, and a lesson should be reserved for virtual museum tours. The opinions of some pre-service teachers on this subject are as follows:

PT8 *"Technical deficiencies in schools can be eliminated so that every student can benefit effectively. …"*

PT11 *"A lesson should be reserved for virtual museum tours, and teachers should make this lesson fun…"*

In the theme of suggestions for students, pre-service teachers stated that every student should take a virtual museum tour outside of the classroom. The opinions of some pre-service teachers on this subject are as follows:

PTA9 *"…Even though I am a university student, I took a virtual museum tour for the first time and I enjoyed it very much. Virtual museum tours should be used in every period of education life, starting from kindergarten, to reinforce knowledge and make people wonder. It requires financial means for a student in Afyon to visit a museum in Ankara in detail. However, museums are always available for students thanks to virtual museums…"*

PT14 *"…We can encourage students in this regard. This encouragement may allow them to visit the museum they want outside of the classroom …"*

4. Conclusion and Discussion

This study evaluated the definitions of virtual museums, the contribution of virtual museum tours to students, the convenience of the Social Studies lesson curriculum for the use of virtual museums, the problems that may be encountered while using virtual museums, and suggestions for the effective use of virtual museums. The purpose of this study was to examine the opinions and perspectives of social studies pre-service teachers on virtual museums. The study results were discussed with similar and different research results in the literature. According to the prospective teachers who define the virtual museum in terms of technology, education, and social dimensions, virtual museums, which have entered our lives with the advancement of technology, offer the possibility of visiting a museum without having to travel, and can be used as teaching materials, give access to history, and allow safe travel and social activities in the virtual environment without the risk of contracting the epidemic. COVID -19. Still, virtual museum tours do not give the feeling of a real museum tour because real museum tours enable children to develop their imaginations, aesthetic feelings, and creative thoughts (Şişman, 2019). In terms of the social dimension of virtual museums, Yıldırım & Tahiroğlu (2012) evaluated virtual museums as an environment that can be used to connect and show the museum in question at any time during class, even though they do not replace real museums, and to enable students to achieve the learning outcomes of the class. In this context, virtual museums are also seen as an effective teaching environment because they have three dimensions and interactive technologies (Kim et al., 2006). According to Çalışkan (2011), virtual applications should be compared with other teaching methods and techniques instead of comparing them with real museum or travel observation applications. Öztürk (2012) also states that virtual museum applications should be evaluated and implemented as a new and different teaching method, not as an alternative to real museum tours. According to Kabapınar (2014), virtual museum tours encourage the idea of seeing the real museum itself. Virtual museums make culture and art livable for those who cannot find the time or live in areas far from museums. Virtually watched works arouse curiosity and increase the desire to see the originals (Teather, 1998, cited in Barlas Bozkuş, 2014).

Pre-service teachers expressed their opinions about the contribution of virtual museum tours to students through the ease of learning and access. According to pre-service teachers, virtual museum visits conducted by students will help them learn about historical artifacts and culture, facilitate learning, provide lasting learning, raise awareness of history, increase interest in social studies, support visual learning, and contribute to the development of skills. When examining the contribution of virtual applications in education, it is found that students' motivation increases and enduring learning is enabled (Kayabaşı, 2005; Yıldırım & Tahiroğlu, 2012; Çalışkan et al., 2016; Altınbay & Gümüş, 2020), that it has positive effects on cognitive and affective learning outcomes (Demirboğa, 2010), that it creates a fun. students find the activities related to the virtual museums useful (Ermiş, 2010), it will create a fun learning environment and help to learn (Shim et al., 2003), increase the interest level of students, facilitate learning historical facts and allow the use of first-hand resources in learning environments (Ergüven, 2016), have a positive impact on students' academic successes (Koca & Daşdemir, 2018), successful museum experiences are experienced with virtual tours and new meanings can be added to real museum experiences (Çolak, 2006). In the research conducted by Turgut (2015), it was discovered that in classes where virtual museums and active teaching techniques are utilized, students also bring their emotions into the learning activities, they empathize with certain people through the objects, and they feel as though they are in the real museum, they are more active, willing, and attentive in class, they

can learn by seeing, and learning is made easier and more long-lasting through the use of different sensory organs. Pre-service teachers emphasized the ease of access to virtual museum tours, noting that virtual museums allow students to see the museums they want to visit, provide safe travel options during the epidemic, and save time for students who cannot afford to visit museums that are far from their homes.

According to Altınbay & Gümüş (2020), virtual tours are an effective solution in terms of providing permanent learning, controlling crowded groups, lesson time, and transportation costs. Zanuta (2017) stated that virtual applications that contribute positively to learning in the Social studies lesson offer an economical and practical solution. According to Tuncel & Dolanbay (2016), the age of technology, which makes virtual tour opportunities possible, provides important contributions for students who cannot attend tours for various reasons. In the research of Aladağ et al., (2014), it has been stated that virtual museums are useful material for students and teachers to introduce students to museums that cannot be visited due to their distance to the region working with three different student groups, disabled, non-disabled, and degree classes, Okolo vd. (2011) determined that virtual museums contribute to the learning of all students in history teaching and that students with disabilities are at least as successful as degree classes. Altınbay and Gümüş (2020) evaluated the tours as a positive solution in terms of overcoming financial and physical obstacles.

Pre-service teachers stated that virtual museums could be associated with many learning areas, learning outcomes, skills, and values in the Social Studies Curriculum and that the information explained in the lesson can be concretized by making a virtual museum tour. According to Yılmaz and Şeker (2011), the use of museums in the Social studies lesson is very useful for students in terms of information, visuality, and general culture and helps the development of historical thinking skills. Safran and Ata (1998) stated that children can easily learn the concepts of change and continuity thanks to the materials exhibited in the museum; Seefeldt et al. (2015) that children who examine ancient items in museums can perceive the difference between the past and the present. Kaschak (2014) and Marcus (2008) stated that students would develop different perspectives and empathy skills. According to Çalışkan et al., (2016), the use of museums as a teaching tool in Social studies lessons will help students learn permanently and provide active and enjoyable teaching. Turgut (2015) determined that the activities planned by using the virtual museum in Social Studies lessons successfully conveyed the learning outcomes, the students felt like they were in a museum during the lesson, and the activities carried out brought dynamism to the lessons.

Pre-service teachers explained their thoughts on the problems that may be encountered while making use of virtual museums as technical problems, virtual environment-related problems, student and teacher-related problems, and other problems. Some pre-service teachers stated that they do not think that they will encounter a problem while using virtual museums. In their research, Çalışkan et al. (2016) asked pre-service teachers for their opinions on virtual museums' positive and negative aspects and concluded that positive opinions were expressed more. Despite its various advantages, it is one of the most obvious criticisms of virtual museums that it does not provide a real museum experience because no one can touch the object and walk in the corridors (Barlas Bozkuş, 2014). Pre-service teachers who are the participants of Çalışkan et al., (2016) research stated that the tours made in the virtual environment will not give the psychological effect of real museums and will not provide concretization and experience-based learning. According to Altınbay and Gümüş (2020), teachers use virtual tours because of their many benefits although they have difficulties in using virtual tours due to problems such as connection problems, lack of content and equipment, and lack of time. In addition, it is seen as a necessity for the texts used in virtual museums to be legible. An unreadable text prevents the perception of the message intended to be given to the user (Kalıncı, 2015). Accordingly, the virtual museum needs legible texts and a visual design with integrity to be functional (Sungur & Bülbül, 2019). In Stoddard's (2009) research revealing the benefits of integrating virtual field tours into lessons, he emphasized that teachers should be trained on this subject and that virtual tour applications should be integrated into the curriculum. In order to make effective use of virtual museums in Social Studies lessons, pre-service teachers recommended that teachers need to use virtual museum tours to create an efficient and fun learning environment and to reinforce what is learned in the lesson, that teachers and pre-service teachers need to take virtual museum training, that animation/music/user guide needs to be added to virtual museums, that the lack of information in virtual museum inventories need to be eliminated. This information needs to be listened audibly, virtual museums need to be visited with VR glasses, virtual tours need to be available in every museum, technical impossibilities in schools are eliminated, and every student should visit virtual museums outside of the

classroom. According to Çıldır and Karadeniz (2014), the use of virtual museums for educational purposes will become widespread if education units develop training programs that include games, puzzles, videos, and animations based on their collections and distribute them to schools. According to Çalışkan et al., (2016), benefiting from museums in teaching activities positively contributes to students' attitudes and achievements. At this point, the most important responsibility falls on the teachers who are the process administrators. In the study conducted by Yeşilbursa and Uslu (2014), it was found that the self-efficacy beliefs of prospective social studies teachers who participated in museum education courses were higher than those of prospective social studies teachers who did not attend museum education courses. Because the teacher plays the leading role in integrating virtual museums into education, it is necessary to provide virtual museum training and awareness to Social Studies pre-service teachers in undergraduate education (İlhan et al., 2021)

5. Recommendations

In line with the results of the research, the following suggestions can be made:

- o Awareness of pre-service teachers and teachers on the subject can be increased to expand the use of virtual museums, which do not require special knowledge and skills, in lessons. In this context, training can be given to pre-service teachers about the use of online environments in the education process during their undergraduate education. By giving seminars to the teachers on duty, the knowledge about the subject can be increased.
- o Deficiencies in schools and classrooms that lack technological equipment can be eliminated, and the internet network infrastructure in schools can be strengthened to support virtual tour applications.
- o A more effective visitation environment can be provided by establishing cooperation between museums and the Ministry of National Education, considering age groups, and creating educational packages with various activities according to the relevant lessons and with audio narrations.

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Virtual Class Management Experiences of Teachers

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ARTICLE INFO	ABSTRACT
	This study aims to investigate the virtual class management experiences of teachers. The research was designed by adopting a qualitative research approach. The maximum variation sampling method, one of the purposive sampling methods, was used while determining the study group of the research. In this context, interviews were conducted with 18 teachers working in different years of seniority, different branches, and different school types. Semi-structured interview form was used as a data collecting tool. Research data were analyzed by using the descriptive analysis method. As a result of the research, it is seen that teachers plan in advance in virtual classrooms, they include preparation, method, technique, and equipment determination activities in this context, and they prefer EBA, zoom, WhatsApp, and Skype while doing their lessons. To ensure communication and interaction, the participants included activities such as asking questions to the students, informing them before the lesson, monitoring their participation in the lesson, and opening the microphone. Participants have seen things like more than one student talking at the same time, students not looking at the screen, students talking to each other, noise from the environment during the class, etc. The participants observed multiple students talking at once, a student looking away from the screen, students discussing among themselves, background noise during class, and other undesirable behaviors. Teachers take precautions such as turning off student microphones, activating students, determining rules, turning on all microphones, and informing students and parents in advance of undesirable behaviors. It has been concluded that the participants attach importance to planning and preparation studies to manage time effectively, and that they motivate students sometimes by using internal factors and sometimes by external factors. Based on the study's findings, it has been suggested that virtual classrooms differ from physical classrooms, so teachers should be given virtual classroom management training. Various programs that allow for more interaction with virtual classrooms should be introduced to teachers. Keywords: Virtual class, class management, teacher.

1. Introduction

Developing technologies provide opportunities and possibilities to transform education, learning, and teaching. Educational institutions are in a race to create distance education courses on the web in light of the expected benefits for students and the whole society. This situation is considered a clear indicator of the rapid and ubiquitous progress of the digital world (Bodein & Robert, 2015), technological innovation and advances bring great social changes (Veletsianos, 2010). These innovations and advances can also provide many benefits in coping with negative situations (Yeşilorman & Koç, 2014). The fight against the recent coronavirus epidemic can be evaluated in this context.

The coronavirus disease, which emerged in the city of Wuhan, Hubei Province of China, in late December 2019, was named the "COVID-19" epidemic by the World Health Organization on February 11, 2020 (WHO,

2020). The coronavirus (COVID-19) pandemic has caused an unprecedented crisis in all areas. One of the areas affected by the epidemic is education. In this context, face-to-face training activities of educational institutions have been suspended in many countries to prevent the virus's spread and reduce its impact. According to data from the United Nations Educational, Scientific and Cultural Organization (UNESCO), by mid-May 2020, more than 1.2 billion students worldwide have stopped receiving face-to-face education (ECLAC-UNESCO, 2020). In this context, distance education applications have been introduced as an emergency solution to education and training activities.

Distance learning is defined as structured learning where students and teachers are separated according to space and time (Gunawardena & Mc Isaac, 2004). Distance education aims to bring the educational activity from one point to many points (Kırık, 2014). Because in distance learning, the teacher and the student are not required to be in the same place. In the distance education model, it is possible for the teacher to connect with the students participating in the education from different places during the lesson (Yaşlıca, 2019). Although distance education is expressed with terms such as "on-line learning", "virtual lesson", "virtual classroom", "e-learning", and "electronic learning", audio and video virtual classrooms come to the fore in distance education applications (Uçar & Mazlum, 2020).

The virtual classroom is defined as a learning system that includes all necessary course materials and provides the same opportunities for the teaching and learning process beyond the physical classroom walls and boundaries (Rufai, Alebiosu, & Adeakin, 2015). A virtual classroom provides students with course materials as well as providing a lively, contextual and interactive environment for students. Moreover, teachers can control the learning and teaching process as in the traditional classroom environment (Yang & Liu, 2007). In the virtual classroom environment, the teacher can present the lesson live and share the course materials and visuals on the screen. Students can correspond with each other and their teachers in the correspondence area on the system, and students can participate in the lesson with a microphone and camera, audio and video (Yılmazsoy, Özdinç, & Kahraman, 2018). Students who cannot attend the lesson have the opportunity to watch the lesson as a video. Because the virtual classroom software records the lesson during the lesson. Students can watch the lesson whenever and whenever they want (Polat, 2016). In this context, it can be stated that teaching lessons in a virtual classroom environment provides great convenience for teachers and students. In addition, the availability of different environments such as virtual classrooms also enables various applications that address individual differences such as students' personal characteristics, cognitive styles, and learning styles (Bolliger, Supanakorn & Boggs.., 2010). Besides all the advantages of virtual classrooms, there may also be some disadvantages. It is possible to encounter problems arising from infrastructure deficiencies such as slow internet, continuous internet disconnections, camera, microphone and computer hardware (Yılmazsoy et al., 2018).

In virtual classrooms, which remove time or distance limits in teacher and student communication (Van Gorp & Boysen, 1997), the effectiveness of educational activities depends on good management of the learning environment, as in face-to-face education (Uçar & Mazlum, 2020). Classroom management is generally defined as providing and maintaining the necessary facilities and processes, learning order, environment and rules to create an environment where learning takes place (Başar, 1999). Virtual classrooms, like physical classrooms, involve pedagogical interaction between teachers and students. Virtual classroom management refers to some tasks as in managing traditional classrooms. Additionally, communication, motivation, time management, rules and behavior management, instructional planning, and organizational order are important in the management of virtual classrooms, as in the management of traditional classrooms (Kavrayıcı, 2021).

Although distance education applications have gained importance with the coronavirus epidemic, it can be stated that there is an evolution/orientation to distance education within the scope of changes and transformations in the field of technology. In this context, considering that distance education is carried out in virtual classrooms, it can be stated that classroom management, which is an important element in face-to-face education, is also important for virtual classrooms. Few studies on virtual classroom management have attempted to convey virtual classroom management theoretically (Can, 2020; Rufai et al., 2015; Yang & Liu, 2007), while others have examined the relationship between the problems encountered in virtual classroom management (Arslan & Şumuer, 2020), teacher roles in virtual classrooms (Mogonea, 2014), virtual classroom management and the sense of classroom community (Kavrayıcı, 2021), and academic culture (Jefferson & Arnold, 2009).Rufai et al. (2015) state that a different approach, known as virtual pedagogy, is required for a

virtual classroom and that effective use of the pedagogical elements of virtual learning will lead to higher learning and developing critical thinking among students. In this context, it is thought that determining teachers' experiences regarding classroom management in virtual classrooms where distance education applications are implemented as an emergency solution in the Covid-19 epidemic will contribute to the theoretical framework of virtual classroom management. For this purpose, it aims to investigate (reveal) teachers' experiences on virtual classroom management. In line with this main purpose, answers to the following questions were sought;

- What are the teachers' experiences on the planning of teaching activities in virtual classrooms?
- What are the teachers' experiences with the virtual classroom applications?
- What are the teachers' experiences with undesirable behaviors in virtual classrooms? What precautions do teachers take against undesirable behaviors?
- What are the teacher's experiences with time management in virtual classrooms?
- How do teachers motivate students in virtual classrooms?
- What are the teacher recommendations for the effectiveness of virtual classroom management?

2. Methodology

This section presents information regarding the research model, working group, data collection tool and procedure, data analysis and ethics.

2.1. Research Model

In this study, in which the qualitative research method was used to determine the experiences of teachers on virtual classroom management, interview technique was used. In this study, which was carried out to determine teachers' virtual classroom management experiences, phenomenology (phenomenology), one of the qualitative research designs, was used. Phenomenology focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding (Yıldırım & Şimşek, 2008). The phenomenon discussed in this research is the virtual classroom management phenomenon. In this context, phenomenology was utilized to investigate the experiences of teachers who conduct educational activities in a virtual classroom setting.

2.2. Working Group

For a qualitative study, it is defined as sampling to select participants who will help reveal the main phenomenon in the study (Creswell, 2017). This study aimed to reveal the virtual classroom management experiences of teachers. In this context, the maximum variation sampling method, one of the purposeful sampling methods, was used to determine the study group of the research.

The maximum variation sampling method is based on differences in perspectives (Creswell, 2017). With this sampling method, participants with different characteristics can be reached, and their experiences related to the phenomenon can be detected from various perspectives (Suri, 2011). Within this context, teachers working at different school levels, branches, and seniority were reached, and their experiences regarding the virtual classroom were detected from different aspects. Therefore, the maximum diversity sampling method was used to synthesize teachers' experiences in various dimensions. In this context, interviews were conducted with eighteen teachers at different school levels, working in various branches and having different seniority years. Information about the participant group is given in Table 1.

As seen in Table 1, 5 participants work in primary school, 5 in secondary school, and 8 in high school. Participants are in various branches in line with their school level. The seniority of the participants ranged from 1 to 15 years.

Table1. *The Demographical Characteristics of the Participants*

Participant	School Type	Branch	Seniority
P1	Anatolian High School	History	3
P2	Anatolian High School	Biology	6
P3	Secondary School	Science	3
P4	Vocational and Technical High School	Physical	2
P5	Secondary School	Maths	4
P6	Primary School	Classroom Teaching	8
P7	Anatolian High School	German	5
P8	Anatolian Vocational High School	Literature	2
P9	Anatolian High School	English	15
P10	Primary School	Pre-School	1
P11	Secondary School	Turkish	4
P12	Primary School	Classroom Teaching	7
P13	Primary School	Classroom Teaching	5
P14	Secondary School	Religious Culture and Ethics	2
P15	Secondary School	English	4
P16	Anatolian Vocational and Technical High School	Maths	5
P17	Anatolian Vocational and Technical High School	Maths	3
P18	Primary School	Classroom Teaching	11

2.3. Data Collection Tools and Procedure

In the research, the interview method was used to obtain in-depth data on the participants' experiences, ideas, feelings and knowledge (Patton, 2014). In this context, the researcher prepared a semi-structured interview form for teachers' virtual classroom management experiences. In preparing the interview form, the relevant literature was reviewed and care was taken to formulate the questions within the context of the research purpose. After the questions were prepared, expert opinion was taken and a pilot application was made to two teachers to determine the questions' clarity. In order to check the ethical compatibility of the interview questions, it was sent to the Van Yüzüncü Yıl University Ethics Committee and the ethics committee report numbered E-85157263-604.01.02-101063 was received.

During the collection of research data, face-to-face interviews were not carried out due to the Covid 19 epidemic; telephone interviews were conducted at first. In the telephone interviews, participants were told the purpose of the study and their general opinions were obtained.The interviews were recorded by taking notes. Afterward, the prepared interview form and consent document were sent to the participants by e-mail, and the participants were asked to send their answers via e-mail. In this context, the confirmation of the telephone conversations was provided

2.4. Data Analysis

Descriptive analysis, which is a qualitative analysis method, was used in the analysis of the data. The data obtained in the descriptive analysis are summarized and interpreted in line with the previously determined themes. The data can be organized according to the themes revealed by the research questions, or it can be presented by considering the questions or dimensions used in the interview process (Yıldırım & Şimşek, 2020). Descriptive analysis refers to a four-stage process. These stages are; creating a framework for descriptive analysis, processing the data according to the thematic framework, defining the findings, and interpreting the findings (Baltacı, 2019). Within this context, a framework was drawn for data analysis based on the research questions. According to this framework, the themes and categories under which the data would be collected were determined. Then, the data obtained according to the thematic framework were read in detail and arranged. Then, the edited data were defined and supplemented with direct quotations where necessary. Finally, the identified findings were explained, correlated, and interpreted. In this study, themes were created within the scope of research questions, data were processed within the scope of the themes created, and then the data were defined and interpreted. In addition, direct quotations are included where necessary. While quoting the citations, the participants were coded as P1, P2, P3….

2.5. Validity and Reliability

Validity and reliability are considered as one of the most important criteria in terms of the credibility of the results in scientific research (Yıldırım & Şimşek, 2008). In qualitative research, validity is the focus of good, rigorous research. Validity means that the findings are correct (Creswell, 2017). In qualitative research, the concepts of credibility for internal validity and transferability for external validity are used (Yıldırım & Şimşek, 2008). In this context, participants with different characteristics (year of seniority, branch, type of school they work in, etc.) were included in the research to ensure the credibility of the research; from the design stage of the research, an expert (having general knowledge about the research subject and experienced in qualitative research) examination was made, and the data were collected by various methods (telephone interview, on-line interview). In addition, the results obtained were confirmed by the participants. The purposive sampling method was used for the transferability of the study, and the data were given by describing in detail. In qualitative research, the concept of consistency is used instead of the concept of reliability, which emphasizes repeatability in quantitative research. Reliability is about whether the obtained information is reproduced or not. In other words, if the study is done again, the same results are called reliability (Merriam, 2013). Consistency is used instead of internal reliability, and confirmability is used instead of external reliability. This study used Miles and Huberman's (2016) consistency formula to ensure internal reliability. In this context, the consistency between the themes and codes was calculated with the help of an expert. This consistency was over 85% in all dimensions. The collected data continuously confirmed the conclusions reached for external reliability. In addition, the participant characteristics and the data collection and analysis process were shared in detail.

2.6. Ethical

Within the scope of taking ethical principles as a basis in the research, E-85157263-604.01.02-101063 numbered ethics committee approval of Van Yüzüncü Yıl University Social and Human Sciences Scientific Research Publication Ethics Committee were obtained first. During data collection, participants were informed about the study, informed consent was obtained, and participant confidentiality was ensured.

3. Findings

The findings obtained in the research are given in themes within the framework of the research questions.

3.1. Planning

The participants' views were discussed and explained in terms of the categories of preparation, method, techniques, tools, and applications used within the scope of planning.

3.1.1. Preparation

Participants stated that they planned before the lesson and taught their lessons through EBA and ZOOM. When the activities of the participants within the planning are examined; (1) Informing the student beforehand, (2) taking screenshots from various sources, (3) preparing a worksheet, (4) acting within the annual/weekly plan, (5) keeping the materials that will be needed during the lesson nearby, (6) considering the number of students, (7) preparing activities that will attract attention, (8) addressing student attention needs were stated.

One of the participants commented, *"I arrange my teaching activities in accordance with the annual plan's objectives. In general, I am careful not to exceed the gains"* (P11), whereas another participant stated, *"I organize instructional activities in virtual classrooms based on the number of students and the topic to be covered."* Additionally, the level of the student is essential" (P9).

3.1.2. Methods and Techniques

When the methods and techniques used by the participants in virtual lessons are examined; (1) question and answer, (2) lecture, (3) case study, (4) problem solving, (5) showing and doing, (6) discussion, brainstorming, (7) educational game, (8) six hat technique, (9) demonstration were stated. When the answers given by the participants in this context are examined, it is understood that the teachers benefit from methods and techniques within their branches. For instance, a science teacher stated his thought as *"My course is a branch based on experimentation and observation; unfortunately, since I couldn't prepare an environment for this situation*

during the pandemic process, I focus on showing and doing it, and this is the straight narrative I use most. The reason is that I see it as an advantage that it saves time and saves in a crowded environment" (P3). At the same time, another participant, who is a Turkish language and literature teacher, made the following statement: "I often use this method because the content of my course is convenient for me to progress in the form of questions and answers" (P8).

3.1.3. Tools

When the answers of the participants about the tools they use in virtual classrooms are evaluated, (1) slides, (2) visual contents, (3) screenshots, (4) videos, (5) worksheets, (6) textbooks, (7) speed library application, (8) electronic books, (9) interactive sharing, (1) Z-books, (11) sound recordings were stated. The answer of one participant shows that teachers give importance to pre-lesson preparation in distance education, and that the preparation is within the criteria of technological possibilities: *"Before the lesson, I download the pdf of the textbook and prepare the parts to be processed from the ... application. To consolidate the knowledge and provide repetition in a more comfortable environment, I open a source book from the "speed library" application, which also includes educational games on the subject, and prepare the activities and questions to be solved on the subject"* (P15). Another participant expressed what they did in this context: "*Before the lesson, I am preparing to find lesson-related activities from various resource books and take pictures of them and share the screen in the lesson."* (P13).

3.1.4. Applications

The applications used by the participants while conducting their education activities within the scope of distance education are (1) EBA, (2) ZOOM, (3) Whatsapp, (4) Skype. The answer of one of the participants shows that the application used may change according to each activity: *"I define lessons via ZOOM, I share activities and studies from EBA, I share activities from WHATSAPP. I use the training sets that I use at school"* (P10). On the other hand, a participant's response shows that the place and conditions of the task can affect the application used: *"As I am working in a village school, I gave my lectures on Whatsapp because it was allowed by both EBA and the administration. …I send the lecture notes I wrote to the students who could not attend the course via Whatsapp"* (P5).

3.2. Communication and Interaction

Participants stated that they included activities such as (1) asking questions, (2) informing before the lesson, (3) monitoring class participation, (4) turning on the microphones, (5) giving the student the right to speak, (6) drawing attention with simple activities, to ensure communication and interaction with students, (7) assigning duties and responsibilities to the students, sharing the lecture notes, (8) involving the parents in the process, (9) making routine interviews with the students individually, (10) teaching the lesson with examples from daily life, (11) pre-share course content, (12) share fun worksheets, (13) play class-related games.

While a participant expressed their actions regarding communication and interaction with students: "*As a school, communication groups were formed at the beginning of the academic year, with which we will be in constant communication with our students and parents. Students and parents were informed about the importance of distance education. Thus, during distance learning, parents were encouraged to follow the students' lessons. The students who did not attend the classes were contacted frequently. I try to give students duties and responsibilities so that the students who attend the courses continue their course follow-up. For example, making the presentation of the submitted assignment, making an assistant manager. I try to raise the awareness that attendance is monitored by viewing the class participation rates on Eba and sometimes sharing it with the students during the lesson. To ensure communication, I use the question-and-answer method with the students by turning on their microphones from time to time during the lecture presentation"* (P2); another participant made the following statement: *"I share the live lesson program that I have assigned via Eba with parents via Whatsapp and inform my students about the program. Every week, I call the students in turn and conduct interviews to motivate them about the lesson. I am trying to get feedback from these meetings and identify and fix the problems related to distance education. To keep the communication process in the classroom alive, I share and receive comments on surprising short videos or pictures"* (P6).

In the responses received, it can be stated that the teachers are aware of the fact that the attention of the students is easily distracted within the framework of distance education applications. In this context, it can be stated that they are attentive to include different applications to ensure and maintain communication with the students. As a matter of fact, one participant's statement explains this situation: *"Student participation in class*

is dependent on internet facilities, although communication with parents is provided, attendance is not provided when they do not have internet. Since children and teachers are constantly on computer screens, distraction occurs quickly, or we encounter sound problems when the internet's strength is low. When distraction occurs apart from a systemic problem, I ask questions to the students and ensure their participation in the lesson. Apart from that, I try to attract their attention by including simple activities; in this case, I can't do it all the time because there is a time problem" (P3).

3.3. Undesirable Behaviors and Measures Taken

Participants stated undesirable behaviors in the virtual classroom environment as (1) more than one student talking at the same time, (2) the student not being in front of the screen, (3) the conversations between students, (4) students not attending the lesson, (5) the noise in the student's environment during the lesson, (6) lack of necessary materials for virtual lessons, (7) not being motivated to the lesson, (8) lack of knowledge about the use of technological tools.

Participants stated that they took precautions in the form of (1) muting students, (2) making students active, (3) setting rules with students, (4) carrying out the lesson while students' microphones are on, (5) informing students and parents about the applications to be made beforehand, (6) introducing the program to the students against the undesirable behaviors mentioned above.

One of the participants' views clearly states that the situation can change under conditions: *"During the lesson, there may be noises coming from the house and blocking the flow of the lesson. For example, the television's sound and the children's voices at home can be mixed with the lesson. There is an internet problem in our village. We are not able to participate fully. We announce the hours of the classes in advance. Generally, students access with their parents' smartphones. The student cannot use the phone while his father is at work, so they may not be able to attend the lesson. When the internet package runs out quickly, this is another reason to prevent them from attending the lesson. Very few students have tablets. I often use the question-and-answer method to keep students active in the lesson"* (P5). The statements of another participant reveal the importance of students' readiness for virtual classroom applications: *"The leading problem I encounter in virtual classrooms is that students are not conscious of the use of applications. The program's language is English, which makes it difficult to use. For example, mistaking the camera for the lesson and performing inappropriate behaviors during the lesson are among these situations. To prevent these behaviors, I inform the student about the program and how we should behave in virtual classrooms. I tell them to give due importance to the lesson in virtual classrooms as in face-to-face education"* (P13)

3.4. Time Management

Participants stated that they take the following precautions: (1) making a plan, (2) starting the lesson in advance, (3) sharing the lesson contents before or after the lesson, (4) informing the students before the lesson, (5) making use of technological opportunities, (6) turning off the microphones of the students, (7) setting/implementing rules, (8) transferring time between lessons, (9) focusing on visual elements, (10) applying the diluted program to use time effectively in virtual classrooms.

It is noteworthy that technological opportunities, which is an important approach to useg time effectively in traditional classrooms, is also expressed in virtual classrooms. The opinion of a participant belonging to this category is as follows; *"Because I use pdf and graphics tablet, I don't have to rewrite everything. If I'm going to explain some very specific parts more simply, I write them on the white screen. The student takes a screenshot and puts it in his notebook in his own time. Since we evaluate the student's writing time, the time is sufficient"* (P4). While one of the participants who took more than one course in the same student group stated his opinion: *"I believe that I use time effectively when explaining literary subjects, but the lack of basic knowledge of my students in grammar can sometimes make our way longer. I aim to teach them in such cases because I worry about basic grammar issues, not time. I am trying to solve it by using the time I have increased from literature subjects for grammar subjects"* (P8). Another participant, who indicated that he acted in the direction of taking advantage of opportunities according to current conditions, expressed the following: *"Since I worked in a village school, I gave my lectures on WHATSAPP for a while, as this was allowed by both the EBA and the administration. Currently, I only actively use the EBA application via ZOOM. I use textbooks, EBA lecture videos, and tests with appropriate content on the internet as materials. Since the subjects are a bit abstract in mathematics, I give more importance to understanding logic for permanence. I send the lecture notes I wrote to the students who could not attend the course via WHATSAPP."* (P5).

3.5. Providing Motivation

Participants stated that they included practices such as (1) considering student needs, (2) activating students, (3) providing weekly guidance, (4) giving research assignments, (5) using verbal feedback (6) providing a comfortable environment, (7) allowing formal communication between students, (8) making use of visual resources, (9) informal conversations, (10) using educational games/activities to motivate students in the distance education process.

A participant's response as, *"I give verbal reinforcements in virtual classrooms to provide student motivation. I use phrases that motivate students. I mostly keep my students active so that the learning environment becomes positive, I involve them in the lesson with games and fun activities so that they feel that it is their own classrooms and their own environment"* (P12) shows that he thinks that making students active is beneficial in terms of student motivation in distance education as well as in face-to-face education. Another participant used the following statement to show that he tried his best to make the students feel comfortable: *"I use verbal feedback to increase student motivation. I am trying to provide guidance that will increase students' belief that they can be successful I enable students to communicate with one another and pose questions to one another. I facilitate students' participation and cooperation in the classroom. I try to create a suitable classroom environment where students can express themselves more easily."* (P6)

3.6. Suggestions for Making Virtual Classrooms Effective

Participants stated that in order to provide virtual classroom management and to increase the quality of education and training activities carried out in virtual classrooms, following precautions are necessary: (1) turning off the cameras and microphones of the students, (2) the teacher having communication skills, (3) parents creating a special area for the participation of the students in the lesson, (4) paying attention to the importance of virtual safety, (5) the teacher entering to the lesson on time, (6) giving importance to the students' questions and opinions, (7) the teacher having technological competence, (8) ensuring the cooperation of teachers, students and parents, (9) ensuring the participation of students in the lesson, (10) not constantly changing the lesson hours, (11) pre-planning in advance, (12) not having distracting elements in the learning environment, (13) including applications that will attract students' attention, (14) ensuring communication between students, (15) informing students about the program to be used in advance. One of the participants' views regarding this finding is as follows; *"When students attend the lesson, there may be their families behind them. I think this is one factor that distracts both the teacher and the student. A separate area should be created for them, if it is not possible, parents may be more careful during the lesson"* (P3). Another participant's statement that knowing the program to be used well will increase the quality of education in the virtual environment is as follows; *"Especially the features of the platform or platforms used should be well known. If it is well known, the learning environment will take shape accordingly, that is, it will be of higher quality and serve the purpose more"* (K11).

4. Conclusion and Discussion

In this study, teachers' experiences in virtual classroom management were tried to be revealed. Virtual classroom management experiences of teachers; planning, communication and interaction, undesirable behaviors and precautions are taken against undesirable behaviors, time management, motivation and suggestions for effective use of virtual classrooms are discussed in the context of categories.

Effective teaching in virtual and face-to-face classrooms, requires good planning skills (Kear et al., 2012). As a result of the research, teachers' planning within the scope of virtual classroom management consists of preparation, the method used, techniques, tools, and applications. They indicated that they include practices such as informing the student in advance, preparing a worksheet, adhering to the annual/weekly plan, keeping the materials that will be required during the lesson, preparing activities that will attract attention, and addressing the student's attention needs while preparing. It is essential to make preparations in advance for good classroom management. According to Başar (1999), well-organized activities are also a necessary requirement for effective learning. In this setting, pre-planning is necessary in both traditional and virtual

classrooms. The purpose and significance of the lesson to be taught in the virtual classroom, the method and techniques to be used, the tools to be used, the accomplishments, the evaluation form and evaluation criteria of the lesson, the duration of the lesson, the time, the participant groups, and the resources to be used in the lesson must be meticulously planned, organized, and communicated to the students (Bernal, 2011; Can, 2020).When the results obtained in the research are evaluated, it can be stated that the teachers are attentive to make appropriate preparations for virtual classrooms. In the study by Arslan and Şumuer (2020), one-tenth of the teachers stated that they had problems preparing for the lesson. When this rate and the findings obtained in this study are evaluated, it can be said that teachers are attentive to prepare for the effectiveness of their lessons in virtual classrooms, and they do not have a problem in this regard.

The methods and techniques teachers use in virtual lessons are question-answer, lecture, case study, problem-solving, showing and doing, discussion, brainstorming, educational game, six hats technique, demonstration. In this context, it can be stated that teachers try to teach lessons using various methods. Multi-media, where several materials can be used together in virtual classrooms, contributes to the execution of teaching and learning activities. With the teaching supported by multimedia, it becomes easier to gain the desired behaviors. In these environments, students can examine the subjects from different perspectives, get rid of their passive role in traditional teaching methods, and have an active role in the combination of different communication environments (Yaşlıca, 2019). Indeed, Yılmazsoy et al. (2018) found that virtual classrooms are suitable for the use of different teaching methods and techniques, the lessons are supported by visual content and materials, the students know the course content and objectives, and these situations contribute to the students.

On the other hand, when there is a distance between students, learning within a common process gains importance (Liu & Tsai, 2008). Student-student interaction is expressed as an important factor affecting student success and motivation (Polat, 2016). In this context, it has been discovered that teachers are careful to employ a variety of method techniques when conducting distance education activities. However, it can be stated that teachers should also consider method techniques that promote cooperative learning and a sense of community in virtual classrooms.Tools used by participants in virtual classrooms are slides, visual contents, screenshots, videos, worksheets, textbooks, virtual applications, electronic books, interactive sharing, Z-books, sound recordings. Using equipment in the lessons allows students to learn better what they have learned and to be active during teaching activities (Kurtdede-Fidan, 2008). Tools prepared in face-to-face education lose their validity in virtual classrooms; in this context, tools and materials specific to virtual classrooms can be used (Kear et al., 2012). The materials used provide an opportunity for effective and permanent learning by appealing to more than one sensory organ in terms of visual and auditory (Yaşlıca, 2019). In this context, the variety of tools and materials expressed by the participants can be evaluated positively in terms of the effectiveness of the lessons.

The applications used by the participants while conducting their education activities within the scope of distance education were expressed as EBA, ZOOM, Whatsapp and Skype. Virtual classroom applications are implemented through virtual classroom software (Adobe Connect, Blackboard Collaborate, Big Blue Button and Perculus). Different applications in this context (Microsoft Teams, Zoom, Skype Meet Now, Google Meet, StarLeaf, Yandex Telemost, WizIQ, EBA, Flipped, Google Classroom, G Suite, Edmodo, Schology, Advancity, Canvas, Moodle, Sakai, Toltek, TeamLink) can be used (Can, 2020). The fact that the participants preferred EBA, ZOOM, Whatsapp and Skype in this study may be because they are the applications on the agenda that students and teachers are aware of. EBA is the Education Informatics Network (EBA) developed by the Ministry of National Education, and three EBATV channels were established separately at primary, secondary and high school levels in cooperation with EBA and TRT during the pandemic period. The lessons were sometimes tried to be transmitted to students in the form of a joint broadcast over EBA (MEB, 2020). Apart

from this, the school administrations planned the lessons with the EBA Live Class application and the lessons were taught by the teachers accordingly (MEB, 2020). Thus, one-way and two-way courses were conducted over EBA (Türker & Dündar, 2020). ZOOM and Skype, which were opened for free access during the pandemic period, were also preferred by teachers, and Whatsapp applications came to the fore for information. In this context, it can be stated that teachers benefit from the applications that can be reached by taking into account the conditions they are in, the nature of the course and the students' opportunities.

Participants stated that to ensure communication and interaction with students, they included activities such as asking questions, informing before the lesson, monitoring participation in the lesson, turning on the microphones, allowing students to speak, attracting attention with simple activities, assigning duties and responsibilities to students, sharing lesson notes, involving parents in the process, and conducting routine interviews with students.Education is a communication and interaction process. Active participation of students in the learning process can have positive effects on their success (Açıkgöz, 2002). However, eye contact and closeness are limited in distance education; teachers cannot observe the emotions of students in distance education, cannot detect moments of anxiety (Valentine, 2002), cannot provide personal interaction, and cannot benefit from clues for the intelligibility of a subject (Yang & Liu, 2004). Therefore, it can be stated that the interaction in distance education is weaker when compared to face-to-face interaction (O'Neil, 2006). Considering the importance of interaction in the learning and teaching process, it can be said that various applications should be integrated into virtual classrooms to ensure interaction. In this context, teachers should do their best to overcome the limits of technology and involve students in an interactive environment that can work to create a real classroom feeling (Valentine, 2002). If virtual classroom features are used effectively, they can foster a sense of community in terms of their interactive nature, simultaneity, usefulness, and ease of use (Parker & Martin, 2010). In this context, steps should be taken to involve students in the course, and students should be encouraged to ask questions and respond to each other. Particular attention should be paid to the participation of silent students in the lessons (Korsturska, 2020). In fact, the research shows that teachers use different practices to ensure communication and interaction, and it can be said that these practices are important for the development of a sense of community.

Undesirable behaviors encountered by the participants in the virtual classroom environment are more than one student talking at the same time, the student not being on the screen, the conversations between the students, students not participating in the lesson, the noise in the environment where the student is during the lesson, the lack of necessary materials for virtual lessons, the lack of motivation to the lesson, the lack of knowledge about the use of technological tools. In virtual classrooms, eye contact cannot be achieved as in traditional classrooms, and there is no opportunity to constantly observe the student. In this case, the students' attention can be distracted, and in this context, undesirable behaviors can be encountered. The undesirable behaviors expressed by the teachers in the study are similar to the results obtained in several studies (Arslan & Şumuer, 2020; Kaya, 2011).

The participants stated that to prevent undesirable behaviors they encounter, they took precautions such as muting the students, making the students active, determining the rules with the students, teaching the lesson with the microphones open, informing the students and parents about the applications to be made, and introducing the program to the students. In this context, it is seen that some participants take a precautionary approach, while others act with a reactive approach. Good classroom management depends on students knowing what behaviors are expected of them. Carefully prepared preventive regulations make it easier for the teacher to reach their expectations, while facilitating the creation of a safe and productive environment (Bilir, 2014). Therefore, it may be more appropriate for teachers to act with a precautionary approach so that undesirable behaviors do not occur.

The participants stated that, to use time effectively in virtual classes, their activities are planning, starting the lesson in advance, sharing the lesson contents before or after the lesson, informing the students before the

lesson, making use of technological opportunities, turning off the microphones of the students, determining/implementing the rules, transferring the time between lessons, focusing on visual elements, applying a diluted program. Studies are done before the classes ensure that the time is used following the objectives of the lesson. In this context, preparatory work for the course such as making plans, determining classroom rules, preparing course tools, materials and resources can be done (Taş, 2010). The participants' answers in the form of sharing the course content, informing the students and determining the rules before the lesson can be evaluated in this context On the other hand, the approach during class is as important as the preparation for class for time management. In this context, teachers also stated that they focused on visual elements, students turned off their microphones to create a quiet environment, and teachers who had common lessons in the same group sometimes provided time transfer between lessons. All these are important in the effective management of virtual lessons. However, considering the short time in virtual classrooms and the distraction of students in front of the screen, it can be stated that teachers should make a great effort to ensure time management. In the study conducted by Arslan and Şumuer (2020), teachers stated that they could not manage time effectively due to the problems they experienced with software and hardware during the lesson.

Participants said that to motivate students in distance education, they think about what the students need, get the students involved, teach them once a week, give them research assignments, give them verbal feedback, make the classroom comfortable, include formal communication between students, use visual resources, have casual conversations, and use learning games and activities. In this context, it is seen that teachers try to conduct their lessons by considering different motivational factors. Song (2000; cited by Kim & Frick, 2011) examined the motivational effects in web-based teaching in three main categories; internal, external, and personal. When the findings of this study are evaluated from this point of view, it is seen that teachers sometimes include practices such as taking into account the needs, activating, and providing a comfortable environment that will motivate students internally. Sometimes they use external motivation tools such as using reinforcement, benefiting from visual resources, and playing games. In addition, it is stated that students' having self-management and technology competence is also important in terms of motivation in virtual learning (Kim & Frick, 2011). Therefore, although the teacher tries to motivate the students with different practices, the students' personal characteristics also have an important place in student motivation. On the other hand, it is stated in some studies that face-to-face interaction and social interaction cannot be achieved in distance education, which can cause students to feel isolated and negatively affect their motivation (Bolliger et al., 2010). Considering this situation, it can be said that teachers should include different practices from face-to-face lessons that will provide students' motivation in virtual lessons.

In order to provide virtual classroom management and to increase the quality of education and training activities carried out in virtual classrooms by the participants, the following suggestions are developed in the research: turning off the cameras and microphones of the students, the teacher having communication skills, parents creating a special area for the participation of the students in the lesson, paying attention to the importance of virtual safety, the teacher coming to the lesson on time, giving importance to the students' questions and opinions, the teacher having technological competence ensuring the cooperation of teachers, students and parents, ensuring the participation of students in the lesson, not constantly changing the lesson hours, planning in advance, not having distracting elements in the learning environment, including applications that will attract students' attention, ensuring communication between students, informing students about the program to be used in advance. It can be stated that similar suggestions have been developed in the studies on virtual classrooms in the literature. For example, in the study conducted by Yaşlıca (2019) the suggestion about the widespread use of interactive teaching materials in virtual classrooms was developed. In the study conducted by Çakıroğlu (2014), suggestions were developed to increase the technological familiarity of teachers and to ensure that students learn how to use distance learning systems. In the study conducted by Arslan and Şumuer (2020), following suggestions were presented in order to overcome the problems in virtual classroom management: Teachers and students conducting virtual classroom lessons within the framework of appropriate physical arrangements, providing internet facility to teachers, providing access to the lesson with both the teaching management system and session information, designing various digital content and activities suitable for different learning preferences, developing the necessary skills of teachers to produce solutions to technical problems, using process-oriented assessment approaches such as electronic product file that puts the student in the center, taking the opinions of the teachers while determining the course schedules and durations, teachers including various applications to

increase communication in the virtual classroom, informing teachers, students and parents about the security and privacy of web conferencing systems, making a discussion forum for students who do not participate at the end of the lesson, creating classroom rules in accordance with the nature of the virtual classroom.

5. Recommendations

Virtual classrooms are different from physical classrooms in which face-to-face education takes place in traditional education. In this context, the following recommendations can be considered in light of the findings above.

- It can be ensured that teachers are supported with training on the management of virtual classrooms, planning the lesson, communicating effectively with the student, providing student motivation, managing undesirable behaviors, and effective use of time.

- Plans can be made to introduce various programs to teachers, create virtual environments that will enable students to interact with each other and include educational practices in this context.

- Studies can be carried out by taking into account the opinions of different groups (parents, students, administrators, etc.) on virtual classroom management of teachers.

- This research was carried out within the scope of the qualitative research method. Different perspectives can be revealed by supporting the views on virtual classroom management with quantitative research methods.

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Can 'Philosophy Education for Children (P4c)' Practices Be Done in Primary Schools? A Qualitative Research on Teachers in Primary Schools

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ABSTRACT

The purpose of this research is to determine the views of teachers working in primary schools on philosophy education for children (P4C). For this purpose, the study was based on the phenomenology pattern, which is included in qualitative studies. It has benefited from the "purposive sampling" technique, which was determined in accordance with the purpose and method of the research. Since certain criteria are taken into account during the creation of the sample group in the research, the criterion sampling strategy will be used as the sampling strategy. Semi-structured interview, which is one of the qualitative data collection tools, was used to collect the data of the research. The questions (6) in the interview form were prepared by the researcher and given to field experts (2), branch teachers (2) and classroom teachers (2), and were brought into a state where they could be applied in line with the feedback received. The obtained data were analyzed with content analysis and findings and results were reached. According to the results of the research, primary school teachers stated that primary school students can do philosophy. It is thought that education with philosophy will enable children to develop their critical thinking skills, mental questioning skills and respect for different ideas. However, another result is the result about whether the students have the skills to philosophize. According to this, it was concluded that "the student asks questions in order to express himself and comprehend different ideas, there are intellectual processes for questioning at all ages, and the student has a sense of curiosity that enables the integration of thinking skills with the mental process".

Keywords:
Philosophy for children, primary school, primary school teachers, primary school students tap here to enter text.

1. Introduction

The first thing that comes to mind when asking questions is the science of philosophy. Although the science of philosophy reminds us of the ancient Greek era, it has actually attracted the attention of people in every age as the way to wisdom. This branch of science, which lays the foundation stone of the art of asking questions, continues to be a field that opens doors of peace for individuals of all ages as long as they ask questions appropriate to the period they are in. As a result, philosophy can be considered as a science that will help individuals of all ages as long as the right questions are asked in the right way. Based on this, the concept of "philosophy education for children" P4C, which argues that philosophy education can be given to children from an early age, entered the literature. It is argued that philosophy education can be given to children through this concept even in primary school and even in early childhood years.

It can be said that the basis of Philosophy with Children or P4C dates back to Heraclitus, who preferred spending time with children to governing a country with adults, or to Socrates, who tried to reveal the thoughts that existed in their minds and in the deepest corners of their souls through question-answer with

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children or mature youth (Tasdelen). , 2014, p.563). Matthew Lipman, who is the founder of Philosophy with Children, also developed the Philosophy for Children (P4C) approach, which he developed in this field, by being influenced by Socrates' method (Marashi, 2008). Apart from the Socratic method, it was observed that they were influenced by the educational approach based on the creative thinking and inquiry-based approaches of John Dewey, George Herbart Mead and Vygotsky (Jusso, 2007, p.78). Lipman (2003, p.43), who considers Philosophy with Children as a method, an education method that develops the thinking skills of individuals, sees it as an educational approach in which individuals' thinking skills can be realized more easily and they can do it on their own. Therefore, the main purpose of this approach is to enable individuals to ask questions comfortably, to create an environment where they can manage the questioning process through these questions, and to enable them to freely express their ideas and thoughts (Booy, 2013; Özkan, 2020; Taş & Uğraş, 2021). The most basic way of questioning is to make inquiries about a text and certain questions on a certain subject. As a result of these inquiries, it is to help each child in the group to put forward logical reasons by expressing their thoughts on this subject. It should be in a format that not only does not cause confusion by bringing up the right questions to be asked about the subject in question, but also eliminates the existing confusion. A dynamism can be captured within the group through these questions. This dynamism can create a question-answer atmosphere with the children's friends and create dialogues through discussion. At the end of this process, group members also open the way to develop social relations by transferring their ideas and thoughts, if any, their experiences on the topic being discussed to their friends (Direk, 2013; Günhan Altıparmak, 2019). Therefore, it can be said that the P4C approach not only helps children evolve their mental process skills to a higher level, but also provides significant support for children in establishing social relationships and expressing themselves.

When we look at the studies on Philosophy with Children, it has been seen that this approach has a significant impact on both the academic success and thinking skills of children (Boyraz, 2019; Bülbül Hüner, 2018; Karadağ e al., 2017; Colom et al., Okur, 2008; Trickey & Topping, 2004). In the doctoral thesis study conducted by Bülbül Hüner (2018), it was aimed to reveal how the primary school third grade Life Studies course designed with Socratic Inquiry-based activities affects the academic success and permanence of the success of the students. When the pre-test and post-test results regarding the achievement and attitudes of the students in the Life Studies course, which were taught with a Socratic inquiry-based technique, were examined, it was found that the achievement and attitudes of the students increased compared to the pre-application. According to the results of the permanence test, it was found that the permanence scores were low. In addition, Dirican (2018) completed a doctoral thesis in which the pretest-posttest quasi-experimental design was adopted in order to examine the effects of philosophy education activities applied to preschool children on the philosophical attitudes and behaviors of children. Philosophy with Children activities had a positive effect on children's ability to make predictions, justify their thoughts, express different opinions, be tolerant, be curious, and ask questions. As a result, most of the studies on Philosophy with Children in Turkey are studies that try to recognize and promote it, consisting of theoretical articles. The studies carried out to show the effect of the application were mostly carried out at the pre-school level. There is very little work at primary school level. In addition, another common feature of these studies is that they focus on developing various skills of the student. The study by Akkocaoğlu Çayır (2018) and Boyraz (2019) are two studies investigating the effects and difficulties of the Philosophy with Children approach on teacher candidates. However, there is not very little study that reveals teachers' perceptions of the use of philosophy in schools as an education approximation. Therefore, this study aims to reveal the perception of teachers about Philosophy with Children. It is thought that the obtained data will contribute significantly to the literature by expressing the situation of students studying at primary school level to receive education through philosophical inquiry from the perspective of teachers.

The purpose of this research is to determine the views of teachers working in primary schools in order to reveal the applicability of philosophy for children (P4C) in education and what kind of contributions they have for students. In line with these purposes, answers to the following questions were sought;

- What are your views on philosophy education in primary school?
- Do you think elementary school students can do philosophy? Why?
- When primary school students receive education with philosophy education, what aspect of this education do you think can improve the child? What kind of development do you expect?

- Do you think the questions you asked students in the classroom might have served as a philosophical discussion? Why?
- Can the development of thinking skills be gained in primary school years through philosophy education for children (P4C)? Why?
- If you knew that you could use Philosophy Education for Children (P4C) as an effective method in lessons, would you consider taking an education for this? Why?

2. Methodology

2.1. Research Model

This research was carried out based on the phenomenology pattern, which is included in qualitative studies. Phenomenological research is a strategy in which the researcher is questioned through the description of the participants in order to reveal what people experience about the subject (Creswell, 2016; Merriam, 2018). Phenomena can appear in various forms such as events, experiences, perceptions, orientations, concepts and situations in the world we live in. Phenomenology is an appropriate research method for studies that aim to investigate phenomena that are not completely foreign to us and that we cannot fully comprehend (Şimşek & Yıldırım, 2016). Moustakas (1994); He characterizes phenomenology, which seeks to understand lived experiences, as a philosophy and a method that involves examining a small number of subjects through a comprehensive and sustained focus to develop relationships of procedure, pattern, and meaning.

2.2. Research Sample

Qualitative research (Miles & Huberman, 2016), which is related to each other and works with small samples in order to obtain in-depth data, aims to reveal the personal ideas of the individual. Therefore, it has benefited from the "purposive sampling" method to achieve this aim. The main purpose of purposive sampling is to consciously select the people and institutions suitable for the problem situation being investigated and to choose the most appropriate sampling that will serve the purpose (Creswell, 2017). Since certain criteria are taken into account during the creation of the sample group in the research, the criterion sampling strategy will be used as a sampling strategy (Patton, 2014).

Table 1. *Demographic Data of The Study Group*

Feature		f	%
Gender	Female	15	30
	Male	35	70
Age	30 and under	8	16
	31-40 between	25	50
	41-50 between	5	10
	50 and over	2	4
Seniority	10 and below	17	34
	11-20 Between	25	50
	20 and above	8	16
Educational status	Undergraduate	48	96
	Master	2	4
	Doctorate	-	-
Working place	City	28	56
	District	22	44

According to Table 1, 15 of the teachers participating in the research are female and 35 are male. 8 of them are 30 and below, 25 are between 31-40, 5 are between 41-50 and 2 are 50 and over. In addition, it is seen that 17 of the participants have 10 and below seniority, 25 of them have seniority of 11-20 and 8 of them have seniority of 20 and above. In addition, 48 of the participants stated that they were undergraduate graduates, while 2 of them stated that they were graduates. It was determined that none of the participants could have a doctorate degree.

2.3. Data Collection Tools and Procedure

Before applying the developed semi-structured interview form, the participants were provided with an "informed voluntary consent form". In the first stage of the interview form, questions about demographic data were included. With this information, the interview form consisting of research questions was interviewed one by one with each participant in the study group, and the data were collected securely. After determining the depth of knowledge of the participants in the research about philosophy education for children and whether they have ideas about the subject, the participant group was determined. After the interview form was distributed, "What is your opinion about philosophy education for children?" The interviews started with a question. The interview forms of the participants, who were found to have no idea about the subject, were not included in the study. All interviews were conducted by the researcher.

2.4. Data Analysis

Content analysis was used to analyze the data obtained from the participants at the end of the research. Content analysis can be defined as the process of categorizing the data obtained from the participants during the research process in accordance with the research topic (Özdemir, 2010). The findings obtained through content analysis were interpreted descriptively and supported by the data obtained from the study group. In addition, direct quotations will be made from the statements of the participants for each category. In descriptive analysis, data are summarized and interpreted according to predetermined themes (Özdemir, 2010).

2.5. Ethical

In this study, all the rules that must be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. Ethics Evaluation Committee Name: Fırat University Social and Human Sciences Research Ethics Committee M. Ethics Evaluation Decision Date: 07.04.2022 Ethics Evaluation Document Publication Number and Number: GO 06/19

2.6. Validity and Reliability

Validity and reliability criteria are widely used in scientific research in terms of the credibility of the results. Validity; While expressing the accuracy of the findings, reliability is concerned with whether the findings are consistent (Altheide & Johnson, 1994). For this purpose, the data collected in the study were coded into the analysis form by two researchers in separate times and places. The reliability of the study was calculated by using the separately coded data "Number of consensus / total agreement + number of disagreements" formula determined by Miles and Huberman (2016). Miles and Huberman (1994) stated that a reliability coefficient (>70%) would be sufficient for reliability in qualitative studies. In this context, the calculated reliability rate was calculated as 92%. In order to ensure the validity of the research, expert opinion was regularly consulted from the beginning to the end of the research process, and direct quotations were made from the texts and measurement and evaluation sections in the findings section. In addition, the data collection process ensured the consistency of the findings with the literature. All these procedures have been found appropriate and sufficient by different researchers to ensure validity (Yıldırım & Şimşek, 2008; Silverman, 2018).

3. Findings

As a result of the research, the data obtained from the study group were analyzed by subjecting them to content analysis, and the findings were briefly interpreted under the tables in a descriptive way. Tables were used for the simplified representation of these findings. Tables are shown under 7 headings in total. Each table consists of the answers obtained from the questions in the semi-structured interview form.

Findings Obtained from Teachers' Views on the Philosophy of Primary School Students

The findings obtained from the opinions of teachers regarding the ability of primary school students to philosophize are given in Table 2 below. Results; category, codes and frequency (f) are tabulated.

Table 2. *Findings from Teachers' Opinions on The Ability of Primary School Students to Philosophize*

Category	Codes	f
Positive opinion	Helps develop students' critical thinking skills	13
	It is a means of revealing different thoughts of each student.	7
	It will contribute to the development of mental inquiry skills.	6
	It is the first step to question life.	3
	Learns concepts such as right-wrong, good-bad and true-false easily	2
	They move away from demarcated mindsets	2
	It enables the student to base his/her own knowledge in order to reach the information.	1
	It is a way for the society to reach conscious and thinking individuals.	1
	Provides support to children in teaching behavior and values	1
Negative opinion	Philosophy weighs heavily on students as they are in the concrete operational stage.	4
	Education should be done with social activities instead of philosophy.	3
	Education with philosophy at an early age creates confusion in children	2
Unanswered	I have no idea about philosophy and education.	5

In the interview form, "What comes to your mind when you say "philosophy for children" about thinking education of students? Do you think philosophy education in primary school is important? Why?" When the data obtained from the primary school teachers were examined, it was determined that the answers given were around the theme of "thought education". It is seen that the findings gathered around three categories called "positive opinion (36)," negative opinion (9), and no response (5). For these categories, 13 codes were determined. The most emphasized of these codes was determined as: "It enables the development of students' critical thinking skills (13), It is a tool for the emergence of different thoughts for each student (7), and it will contribute to the development of mental inquiry skills (6)". Sample comments on these codes are given below:

> *"The ability of students to philosophize plays an important role in the development of their thinking skills. The student who already uses the ability to think enters into a more accurate and accurate thinking process within a discipline. Therefore, philosophy education is important in primary school and should be included in lessons whenever possible." (T19).*

> *"It is important to give education with philosophy. Because each of the students has different thoughts, ideas and imaginations. This enables them to use this power they have correctly and to express themselves comfortably." (T11).*

> *"I think education with philosophy is important in primary school. Philosophy education is important in terms of supporting the development of thinking skills of students. In fact, students philosophize while thinking and expressing their thoughts. In fact, if there was such a lesson, it would be a lot of fun." (T40).*

Findings Obtained from Primary School Teachers' Views on Students' Philosophy Competence

The findings related to the philosophizing competence of the students of primary school teachers are given in Table 3 below. Results; category, codes and frequency (f) are tabulated.

Table 3. *Findings Related to Primary School Teachers' Students' Ability to Philosophize*

Category	Codes	f
Positive opinion	Asking the students to express themselves and to grasp different ideas	11
	There are intellectual processes for questioning at all ages.	9
	Having a sense of curiosity that enables the student's thinking skills to integrate with the mental process	6
	They can philosophize as long as there are activities that will lead students to question and not bore them.	5
	The processes of asking questions and having answers are actually the product of philosophical thought.	4
	Provides student-centered education instead of teacher authority in the classroom	2
	Expressing the neutral aspects of students without being influenced can be the basis of education with philosophy.	1
Negative opinion	Students in the concrete operational stage cannot philosophize.	4
	It will be a difficult process in terms of students' mental processes.	3
	It is very difficult for them to philosophize, depending on their environment.	1
Unanswered	I have no idea about philosophy education	3

In the interview form, "Do you think primary school students can do philosophy? Why?" When the data obtained from the primary school teachers for the question of the question were examined, it was determined that the answers were formed around the theme of "expressing oneself". It is seen that the findings gathered around three categories called "positive opinion (39), negative opinion (8) and no response (3)". 11 codes were determined for these categories. The most emphasized of these codes are: "The student asks questions to express himself and comprehend different ideas (11), There are intellectual processes for questioning at all ages (9), and the student has a sense of curiosity that enables the integration of thinking skills with the mental process (6)". determined. Sample comments on these codes are given below:

> *"The student's ability to philosophize indicates an important process in learning to think. The student, who is already in a thinking activity, has entered the process of philosophizing. Since the student does philosophy in this process, I think philosophy should be a part of the education process." (T1).*

> *"Yes, primary school students can do philosophy. There are students who are open to different ideas and express themselves very easily. Since there are students who can express themselves easily, I think that they will act in this comfort while philosophizing and listen and think about different ideas patiently." (T5).*

> *"Students who are in the emotional, mental and cognitive developmental period of children support this development with their sense of curiosity. Philosophy should be considered as an opportunity to support the development of these skills." (T12).*

Findings Obtained from the Opinions of the Teachers on the Developmental Aspects of the Students Studying with Philosophy

The findings obtained from the opinions of the teachers about the aspects that the students who receive education with philosophy will develop are given in Table 4 below. Results; category, codes and frequency (f) are tabulated.

Table 4. *Findings Obtained from The Teachers' Views on The Development Aspects of Students Who Receive Education With Philosophy*

Category	Codes	f
Positive opinion	Critical and creative thinking skills will develop and these will improve their thinking skills.	14
	The development of cognitive, emotional and social aspects will enable students to express themselves freely.	8
	It supports the concepts of self-confidence, inquiry and learning. In this concept, it makes it easier to reach the aims of education.	7
	He learns to solve the problems he will face, life stands upright	6
	It develops listening, speaking and rhetoric aspects and will support comfortable self-expression.	3
	Develops and highlights individual thinking skills in society	2
	It develops divergent thinking and analytical thinking and will teach respect for different ideas.	1
Negative opinion	Philosophy is not suitable for the level of primary school students and education with philosophy will be harmful	4
	Causes confusion in children	2
Unanswered	I don't know anything about philosophy education.	3

In the interview form, "Which aspect of the education do you think can improve the child when primary school students receive education with philosophy education? What kind of development do you expect?" When the data obtained from the primary school teachers for the question of the question were examined, it was determined that the answers were formed around the theme of "thinking skills". It is seen that the findings gathered around three categories called "positive opinion (41)", negative opinion (6) and "no response (3)". For these categories, 10 codes were determined. The most emphasized of these codes are: "Critical and creative thinking skills will develop and these will improve thinking skills (14), The development of cognitive, emotional and social aspects will enable students to express themselves freely (8) and it supports the concepts of self-confidence, inquiry and learning. In this concept, it facilitates the attainment of the aims of education (7)". Sample comments on these codes are given below:

"The questioning skills of students can be defined as critical skills, creative thinking and mental questioning skills. I think that these skills will be instrumental in affecting the thinking skills of the students." (S11).

"I think it will allow for questioning, limiting oneself to social norms, thinking in different dimensions and respecting different opinions. In terms of the culture of collective living, I believe that individual thinking skills will develop and this will lead to mutual respect in the society." (S23).

"Every action is the product of a thought. It seems very difficult to act and act without thinking. Philosophy and the development of children's intelligence are important for the decline of rote education. I think that an individual with a developed thinking ability and intelligence will also develop different abilities and skills." (S26).

Findings Obtained from the Opinions of the Questions Asked by the Teachers to Their Students in the Classroom or Not a Philosophical Discussion

The findings obtained from the opinions of the teachers regarding whether the questions asked by the teachers in the classroom are a philosophical discussion or not are given in Table 5 below. Results; category, codes and frequency (f) are tabulated.

Table 5. *Findings Obtained from The Opinions of Teachers About Whether The Questions Asked by Teachers to Their Students in The Classroom are A Philosophical Discussion or Not.*

Category	Codes	f
	In the discussion environment, each student expresses his/her opinion freely.	15
	As long as the thoughts in question are not limited, they serve for philosophical discussion.	8
	Classroom activities are actually philosophy-based.	7
	In the classroom, there are always philosophical discussions implicitly during the lesson.	6
Positive opinion	It is important to drag the student into the philosophical thought process.	4
	Questioning through curiosity is a sign of philosophy.	2
Negative opinion	Impartial conversations in the classroom are philosophical arguments.	2
	Every query made to satisfy curiosity in daily life points to philosophy.	1
	Some lessons, but not all	
	There is no process related to philosophy in primary school.	2
	I don't do any activities related to philosophy in my class.	1
Unanswered	I don't know about philosophy	2

In the interview form, "Do you think the questions you asked to the students in the classroom functioned as a philosophical discussion? Why?" When the data obtained from the primary school teachers for the question of the question were examined, it was determined that the answers were formed around the theme of "expressing thoughts freely". It is seen that the findings gathered around three categories called "positive opinion (45), negative opinion (3) and unanswered (2)". 11 codes were determined for these categories. The most emphasized of these codes was determined as: "Each student freely expresses his/her opinion in the discussion environment (15), Every question asked serves philosophical discussion as long as the thoughts are not limited (8) and the activities in the classroom are actually philosophy-based (7)". Sample comments on these codes are given below:

"I think that students' questions about educational activities in the classroom, questioning to satisfy their curiosity and expressing their thoughts comfortably are related to philosophy. For example, the discussions in the classroom… I think that these discussions are an indication that there is a purely philosophical discussion environment. Every student needs an environment where they can express themselves freely." (S3).

"I use it more intensively for primary school students; tales, stories and legends, their importance for the student and their analysis, and the completion of the unfinished story by the student can actually be considered as fulfilling this function." (T17).

"Of course he does. For example; The completion of the story taught in the classroom or left unfinished or the questions asked about this story serve this purpose. The questions we ask about these stories in the classroom take place in the chat environment. For students who can easily answer the questions asked in this chat environment and express their own opinions, this environment is actually an environment where philosophy takes place." (S21).

Findings Obtained from Teachers' Views on Philosophy Education's Role in the Development of Thinking Skills of Students in Primary School

The findings obtained from the opinions of teachers regarding the role of philosophy education in the development of students' thinking skills in primary school are given in Table 6 below. Results; category, codes and frequency (f) are tabulated.

Table 6. *Findings from Teachers' Views on The Role of Philosophy Education in The Development of Students' Thinking Skills in Primary School*

Category	Codes	f
	Philosophy develops this, as students make their first inquiries during this period.	15
	Discussion, creative thinking, idea generation can be gained through philosophy.	9
	Analysis-synthesis studies can be developed with philosophy activities.	8
	If the philosophical activities to be done are suitable for the level of the students, they support the development of the students.	6
Positive opinion	The thinking-curiosity drive takes elementary school students to a higher level with philosophy	4
	Philosophy-based activities in the education process improve reasoning skills.	1
	Supports the development of skills such as communication and socialization	1
	If done with a correct method, it improves students' thinking skills.	1
	Other than philosophy, methods that will make students active should be used.	3
Negative opinion	It is difficult to develop philosophy and thought in an environment where literacy is difficult to teach.	1
Unanswered	I don't know about philosophy and education.	1

In the interview form, "Can the development of thinking skills be gained in primary school years through philosophy education (P4C) for children? Why?" When the data obtained from the primary school teachers for the question of the question were examined, it was determined that the answers were formed around the theme of "questioning that satisfies the sense of curiosity". It is seen that the findings gathered around three categories called "positive opinion (45), negative opinion (4) and unanswered (1)". 11 codes were determined for these categories. The most emphasized of these codes was determined as: "As students make their first inquiries in this period, philosophy develops this (15), Discussion, creative thinking, idea generation can be gained through philosophy (9) and Analysis-synthesis studies can be developed with philosophy activities (8)". Sample comments on these codes are given below:

"Yes, I think it can be earned. Philosophy is an excellent solution for eliminating the students' sense of questioning and curiosity in the education process. Especially in discussion environments, where different ideas can be expressed, philosophy can play a role in the development of students' thinking skills." (T19).

"I think philosophy can achieve that. Because it is a period in which students question, generate ideas and reason with the greatest sense of curiosity during the primary school years. Philosophy can be a good way to get this process going right." (T23).

"I think there will be certainties. Philosophy education for children (P4C); Can't questioning philosophy be given as an example as a basis for a research in which the student leads and learning styles are facilitating? Philosophy, whose aim is to question, reason and produce ideas, is a method that is always used in primary school years. Therefore, I think philosophy will be a very correct choice in the development of thinking skills." (T47).

Findings Obtained from the Opinions of Teachers on Education in the Field of Philosophy Education for Children

The findings obtained from the opinions of teachers about receiving education in the field of philosophy education for children are given in Table 7 below. Results; category, codes and frequency (f) are tabulated.

Table 7. *Findings Obtained from The Opinions of Teachers About Receiving Education in The Field of Philosophy Education for Children*

Category	Codes	f
	I think it will enable students to think more accurately.	17
	I would like to direct students more accurately in the discussion environment.	12
Positive opinion	I think it will contribute to the development of children's thinking skills.	7
	I attend any training that I think will be beneficial for me.	5
	I would like to implement a more accurate strategy	4
Negative opinion	I don't think it helps the student.	3
Unanswered	How can I participate in a training that I have no idea about?	2

If you knew that you could use Philosophy Education for Children (P4C) as an effective method in lessons, would you consider taking a training for this? Why?" When the data obtained from the primary school teachers for the question of It is seen that the findings gathered around three categories called "positive opinion (45), negative opinion (3) and unanswered (2)". For these categories, 7 codes were determined. The most emphasized of these codes were determined as: "I think it will enable students to think more accurately (17), I would like to direct students more accurately in the discussion environment (12), and I think it will contribute to the development of children's thinking skills (7)". Sample comments on these codes are given below:

"I would like to be in an education that will enable students to think deeply and develop their critical thinking skills." (T43)

"Yes, I would love to. Your favorite class in high school was philosophy. I think that a special education in this field should be taken in order for education with philosophy to be possible. For a philosophy education to be held in primary school, either a teacher who has received philosophy for children (P4C) education must lead or the classroom teacher must have received this education. So I would like to buy it too." (S33).

"Yes. I'm definitely considering buying it. From what I've reviewed, philosophy for children (P4C) seems to be a very effective method for students. Moreover, we have already used this method many times without realizing it. But I am in favor of receiving the necessary training to do this job more consciously and more accurately." (S41).

4. Conclusion and Discussion

When we look at the results obtained from the findings of the study, in general, primary school teachers stated that primary school students can do philosophy. It is thought that education with philosophy will enable children to develop their critical thinking skills, mental questioning skills and respect for different ideas. However, another result obtained is the result about whether the students have the skills to philosophize. According to this, it was concluded that "the student asks questions in order to express himself and comprehend different ideas, there are intellectual processes for questioning at all ages, and the student has a sense of curiosity that enables the integration of thinking skills with the mental process". However, it has been concluded that the cognitive process, critical and creative thinking skills of the students who are educated with philosophy will improve and will also support their self-confidence, questioning and learning situations. Another result is that the questions asked by the students in the classroom are actually a type of philosophical discussion. As a result of the positive results obtained, the "Philosophy Education for Children (P4C) Education for Children" was directed to primary school teachers. Why?" It was concluded that the majority of the teachers gave a positive answer (45) to the question.

When the literature is examined, results that are in line with the results obtained have been reached. One of the results obtained in the research is in parallel with the study conducted by Kefeli and Kara (2008) with the idea that "Education with philosophy will improve children's critical thinking skills and mental inquiry skills". In addition, many scientific studies conducted to support the development of critical thinking skills in primary school have reached conclusions that philosophy-based activities and education will improve this skill (Karadağ, Demirtaş & Yıldız, 2017; Karadağ & Demirtaş 2018; Karasu, 2019; Safaei, Marashi, Pakseresht, Baghari). & Sepasi, 2006). Critical thinking skills and questioning skills can be expressed as another skill that should be supported in primary school. According to the results obtained, the philosophical discussion of the students in primary school can improve this skill of the students (Demirtaş, Karadağ & Gülenç, 2018; Mirabal, 2008). In addition, studies overlapping with the result of "the student's ability to express himself and ask

questions to grasp different ideas, to have intellectual processes for questioning at all ages, and to have a sense of curiosity that allows the student's thinking skills to integrate with the mental process" has been reached. One of these studies, Akkocaoğlu Çayır (2018), in his study with pre-service teachers, aimed to reveal the opinions of the students who took the Philosophy for Children course as an elective in a state university and the problems they experienced during the application. As a result of this study, it was seen that positive results occurred in students' questioning and philosophy. In addition, Dirican (2018) supports the findings of the doctoral thesis, in which the pretest-posttest quasi-experimental design was adopted in order to examine the effects of philosophy education activities applied to preschool children on the philosophical attitudes and behaviors of children.

Many studies have been reached that support the finding that "the cognitive process, critical and creative thinking skills of students who are educated with philosophy will develop and will also support their self-confidence, questioning and learning situations", which is another result of the research. Findings related to cognitive, social and emotional support of students (Daniel & Auriac, 2011; Fisher, 2001; Gruioniu, 2013), it can be stated that there are many studies that can be expressed as support in the literature. Philosophy for Children (P4C), which is thought to support the development of self-confidence of primary school children (Dyfed County Council, 1994; Sasseville, 1994), has also been found to contribute to the development of children's social relations (Jenkins & Lyle, 2010; Okur, 2008). In addition, when the situations of cognitive reasoning, idea generation and effective use of thinking processes are examined, it has been seen that positive results have emerged as well. The fact that philosophical activities at an early age have a significant effect on the characteristics of the students that are the subject of the research can be expressed as the fact that students receive education in an environment where they can express themselves comfortably (Dyfed County Council, 1994; Miller, 2013; O'Riordan, 2015). In an environment where they can express themselves comfortably, it contributes to the development of aspects such as self-confidence and self-efficacy, and it also develops in different variables. It has been observed that the academic success of students who received education in philosophy in primary school or who experienced the education process with philosophy-based activities increased (Colom, Moriyón, Magro, & Morilla, 2014). It has been determined that philosophy-based activities that increase academic success have developed many aspects that are expected to develop in a primary school student. Apart from the ones mentioned above, the same results were obtained in many different variables studied. The development of the reasoning process (Safaei et al., 2006), the development of impartial acting, questioning and high-level thinking skills (Jahani, Nodehi & Akbari, 2016; Mirabal, 2008; Jenkins & Lyle, 2010), socialization of students and dialogue with each other. Philosophy for Children (P4C) was also found to be effective in the development of students' mental development (Colom, Moriyón, Magro, & Morilla, 2014; Topping & Trickey, 2014) and the spiritual development of students (Abaspour, Nowrozi & Latifi, 2015; Badri & Vahedi, 2017). . As a result, it can be said that the use of Philosophy for Children (P4C) as an education method at an early age will have a positive effect on almost every aspect of individuals. These results were found to be consistent with the results of the study.

5. **Recommendations**

- Considering the effect of Philosophy with Children approach on individuals at primary school level, it is suggested that this method should be preferred more in primary schools and that teachers should gain experience through in-service training or special training for this method.
- It is recommended to carry out activities in the classroom by emphasizing the philosophical and mental skills of the students. It has been seen that philosophy-based activities contribute to the development of students' mental skills.
- It is recommended that this method, which will activate the students in the classroom and improve their reasoning skills, should be used actively in the lessons.
- It is suggested that this method should be included more and examples of philosophy-based activities should be included in the books provided free of charge to the students by the Ministry of National Education.
- It is recommended that the text and digital documents in the publication regarding this training be provided and read by the teachers. It is thought that the sample activities contained in these documents will guide the teachers.

- This study is a study in which only qualitative data collection tools were used. In this area, it is recommended to conduct different studies based on mixed methods research, apart from qualitative research.

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