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***JOURNAL OF NEW  
APPROACHES IN  
SOCIAL SCIENCES***

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***Volume 2  
Issue 1***

***2023***

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***jonass.org***

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**Volume 2/Issue 1**

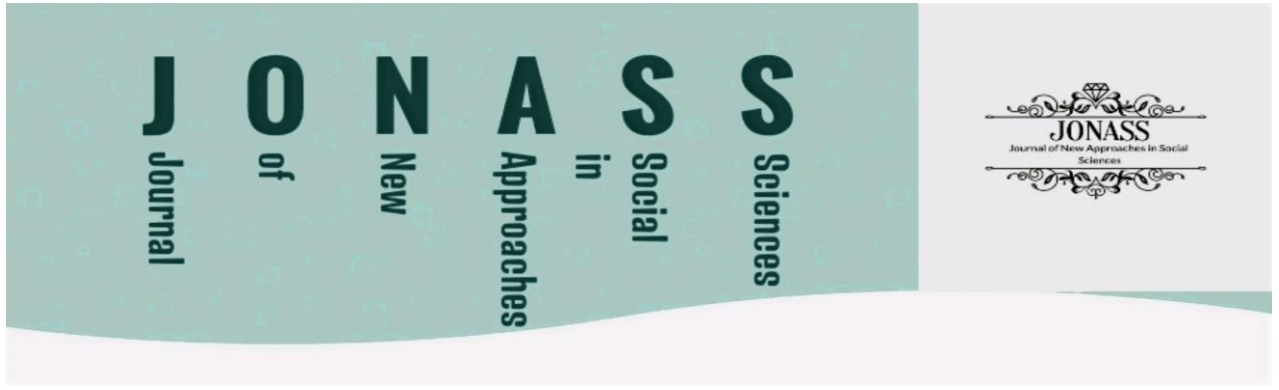
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Volume 2/Issue 1, 2023, pp. 1-8

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Article Info

Received: 18.01.2023

Accepted: 27.05.2023

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**VIOLATIONS OF PERSONAL DATA IN DISTANCE EDUCATION MODELS**

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Hilmi Kemal İNOĞLU<sup>2</sup>

**Abstract**

With the Covid-19 virus becoming an epidemic, distance education models were switched to education, and this brought with it some problems. In this process, the personal data of both students and lecturers are collected and used unconsciously. Both students and instructors teaching the course shared many personal data such as name, surname, photograph, address, and ID numbers on these platforms used in distance education services. Much as MEB stated that the EBA platform they used did not have a security vulnerability, it did not impose the obligation to obtain the explicit consent of both students and instructors as specified by KVKK. However, it has become necessary for the instructors to use alternative programs because the duration of the course is not sufficient and some schools force additional courses to be opened. This situation has made the protection of personal data even more important. Within the framework of the problems explained, the attitudes of the participants are evaluated and suggestions are presented within the scope of KVKK. In all these processes, an evaluation is made on the views of the instructors teaching the course and the parents of the students.

**Keywords:** Distance Education, Law no 6698, Personal Data, Criminal Law,

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## INTRODUCTION

Some personal data was compromised as a result of the widespread use of distance learning platforms during the Covid-19 epidemic. Distance education platforms include personal data that is not processed by lawful means, including names of students and lecturers, surnames, voice, image, and biometric data. In Article FIVE of the Law on Protection of Personal Data numbered 6698 (KVKK, 2016), the terms of processing personal data and in Article SIX, the terms of processing special qualified personal data, including biometric data, are taken into consideration. However, some procedural requirements regarding the processing of personal data during the training period applied in distance education period are not fulfilled. However, the realization of the requirements related to the procedure, the examination of the differences of opinion that arise when they are realized, and the examination of the attitudes of the teaching staff that give the lesson have been justified. This study; aims to identify the problems encountered in distance education during the pandemic and propose suggestions to prevent these problems.

The platforms used in distance education models are MEB-based platforms that are under state control and there are other alternative platforms where these platforms are not sufficient. The program used for primary, secondary and high schools affiliated with the Ministry of National Education is the EBA program (MEB,2020). EBA program stands for Education Information Network. The program is under two foundations: EBA Live Class and EBA TRT. With EBA Live Class Network, students and teachers can log in to the program from their computers, tablets or phones using an internet connection. One of the most important advantages of the program is the ability of participants to log in from their phone. Because, as it is known, not every student has the same opportunity. Unfortunately, students in various regions of Turkey do not have access to computers and internet. The fact that you can at least enter the program from your phone alleviates this inequality of opportunity to some extent. In addition, the EBA TRT program is broadcast on television. EBA TRT program broadcasts on three different channels: primary education, secondary education and high school. Students who do not have access to a computer, tablet or phone can also follow the course in accordance with the curriculum of their grade from the program broadcast on television.

It is known that the Ministry of National Education provides education of primary, secondary and high school programs. In addition, distance education is also carried out on many different platforms. Of course, not only in universities, but also in primary, secondary and high school groups used these different programs. These programs vary according to the platform

used by each school group. Online video conferencing applications such as Google Meet, Zoom, Cisco Webex, Adobe Connect have started to be used as live video training applications after the pandemic. The presenter or broadcaster can share a screen or presentation, and all participants can communicate visually (video) and audio (Telli Yamamoto, Altun, 2020). Lecturers often used the Zoom platform for distance education, but later stopped using it with the advice of the ministry due to some security problems of Zoom. Afterwards, teachers continued their lessons only via the EBA platform and EBA TV. This situation shows that there is a need for a reliable live course software (Balaman, Hanbay Tiryaki, 2021)

## **Personal Data**

### **A. Concept of Personal Data**

The concept of personal data has been defined in many ways both in international law and domestic law. However, the definition in the guidance text published by the Organization for Economic Co-operation and Development (OECD) on the protection of personal data is general and comprehensive. According to the definition here; “Any information related to an identified/determined or identifiable/determinable individual” is considered personal data (Sarıusta, 2018). There is also a similar definition in Article (Art.) 3 of the Personal Data Protection Law (KVKK). It has a number of unique principles as it includes the right to privacy of private life on the basis of the right to protection of personal data and many rights based on this right, such as the right to home immunity, the right to confidentiality of communications, human dignity and general personality rights. These principles specific to the right to protect personal data in order to prevent the right to privacy of private life from being violated constitute the basis for keeping individuals and personal data safe.

### **B. Processing of Personal Data**

The most general definition can be expressed as the processing of the data contained in the definition of protection of personal data (Sarıusta, 2018). Processing this data is subject to KVKK No. 6698 3/e. According to the definition in the paragraph, it may be automatic processing (such as keeping hospital records on a computer) or non-automatic processing (such as records on paper, such as a diary). How data is processed automatically or not is not important whether this data is personal data or not. The fact that the data processed is personal data is sufficient to be within the scope of protection.

### **C. Necessity to Protect Personal Data**

The necessity of protecting personal data is actually a consequence. With the emergence and widespread use of the internet and developing technology, many of our personal data are stored or shared with or without our consent (Korkmaz, 2017). In particular, the necessity of protecting personal data has become more prominent in distance education models that have become widespread with the epidemic period. These technological developments used in education have brought unacceptable control and observation power on the person. These developments, which violate the privacy of private life, also necessitate the protection of private areas.

### **D. Right to Protection of Personal Data**

Firstly, in 2010, the right to protection of personal data was regulated in Article 20 of the Constitution under the title of "privacy of private life". The Personal Data Protection Law emerged in 2016 as the expanded version of this regulation, which was included in the Constitution in 2010. With these regulations, an effort has been made to eliminate the insecurity people feel both individually and in their relationships with people, and an effort has been made to create a more reliable environment. Preventing the processing of personal data without the consent of the person concerned has been tried to be protected in order not to cause human rights violations both with the Constitution and with other legislation.

## **METHOD**

This section contains information about the model of the research, the universe and the sample, the collection and analysis of data.

### **Model of the Research**

Quantitative research model was used in this research. Perceptions and events were revealed and analyzed realistically and holistically in the natural environment. The descriptive research method was adopted and information was obtained from the participants through direct form and interview through self-transfer.

### **The Universe and the Sample**

The universe of research consists of teachers working in a state primary school. As a sampling method, easy sampling method was used. Thus, it is aimed that everyone who represents the universe should be included in the sample.

### **Data collection Tool**

In this research, the survey method was used as one of the data collection methods to collect data. The “Sight Form” prepared by the researcher was distributed to the participants and the attitudes of the participants were evaluated with observation method in the results obtained.

### **Analysis of the data**

The data obtained as a result of the research was analyzed by descriptive analysis method. Full or summary data was analyzed using numerical examples to obtain data such as mean or frequency.

## **FINDINGS**

At the end of the study, some data were collected by survey method. The universe of research is the teachers in a primary school affiliated to a public school. In the study, 30-50 age range, 10 teachers participated. Of the teachers, 6' are female and 4' are male. 3' of the teachers participating in the study have professional seniority between 3-10 years, while 7 of them has professional seniority over 10 years.

- **1 Finding;** These are the rates at which teachers turn on their cameras and speakers on the Distance Education Platform during the pandemic period. While 9 out of 10 teachers stated that they turned on their cameras and speakers, 1 stated that they did not turn on their cameras and speakers.
- **2 Finding;** These are the participation rates of teachers in the courses taught on the distance education platform and in the courses taught outside the Ministry of Education-based platform. 8 of the teachers stated that they teach on platforms other than the Ministry of Education-based platforms and that they have not encountered any problems or difficulties so far. The other 2 teachers stated that they do not teach on any platform that is not based on the Ministry of Education, and that they are concerned that this may lead to some security violations (Işık & Güler, 2010).
- **3 Finding;** It is about asking whether recording the courses taught in the distance education program may cause a problem, and if the answer is given that it may, it is about revealing what problems it will create. While 8 teachers who participated in the study predicted that the recorded lessons might pose a problem in the future, 2 teachers declared that there was no problem.



- **4 Finding;** Phone number in the distance education program during the pandemic period, TR. It relates to the rates of consenting or not to the recording of data such as identification numbers. 7 of the teachers do not want to share their personal information mentioned above with distance education platforms. The other 3 teachers stated that they did not mind sharing this information because the Ministry of Education-based platforms are reliable and gave their approval.

## DISCUSSION AND CONCLUSION

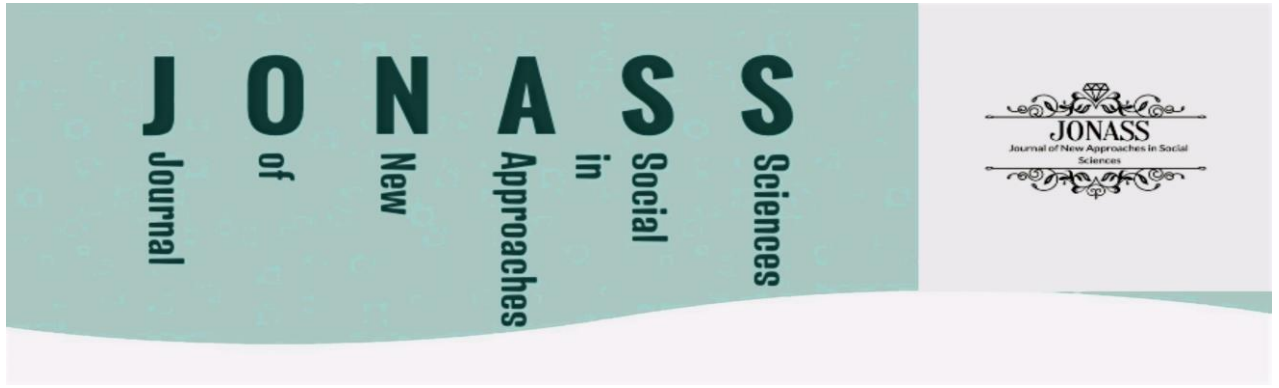
At the end of the study, the data collected by the survey method was analyzed by descriptive analysis method. As a result of the analysis;

- **1. Conclusion;** Of the 9 teachers who stated that the camera and speaker were turned on, 5'i declared that this did not pose a problem to them until now and would not be a problem in the future. However, the other 4 teachers, who stated that they turned on their cameras and speakers, stated that this situation has not caused any problems for them so far, but that they are in danger of encountering some problems - taking screenshots, etc. - in the future since they are in the position of teaching the lesson. However, when 1 teacher who stated that he did not turn on his camera and speakers on distance education platforms was examined, he stated that the external sounds of the participants, who were listeners, affected the education. In addition to the concern that personal data may be violated due to some security problems, it is concluded that private information such as home environment, family order and relationships, and home situation are not wanted to be shared with students or other participants. When the data obtained is examined in a general context; It was determined that the teacher who did not want the camera and speaker to be turned on was a woman, the teacher who wanted the camera and speaker to be turned on but said that some security problems would arise in the future was a woman, and the other two teachers who wanted the camera and speaker to be turned on and thought there would be no problem were men.
- **2. Conclusion;** 7 out of 8 teachers who attended distance education programs from different platforms other than the Ministry of Education-based platform stated that they had difficulties with internet connections, due to the long time spent logging into the platform, the quota limit, and the fact that most students and their parents did not know how to access these platforms. Ultimately, it can be concluded that MEB-based programs are more professional and prepared for class quotas.

- **3. Conclusion;** Two teachers who declared that there is no harm in recording the lessons taught in the distance education program were male, and one teacher even stated that recording the lessons was positive in that they could be accessed later, so that the participating teachers and students could always compensate for their deficiencies. Another male teacher, who stated that recording the lessons would not pose a problem, stated that he was not even aware that the lessons were recorded. The other 8 teachers stated that recording lessons would cause some problems. 6 of these teachers are women and 2 are men. 6 female teachers, who stated that recording the lessons would be a problem, stated that they were concerned that the images could be used on different platforms and claimed that they could cause negative situations in the lesson and that they could serve as evidence in such cases. However, another male teacher, who declared that recording the lessons would be a problem, stated that the images could be shared on different platforms and that they were in danger of being suspected by editing the images in the recorded lessons with the cut-and-paste method while sharing.
- **4. Conclusion;** is relates to the rates of whether or not to consent to the recording of data, such as identification number and phone number in distance education program during pandemic period. 7 teachers who do not want to share; They stated that the information shared is personal information, that the technology is not considered reliable, and that they are concerned that the information shared on this platform may be automatically recorded directly on different social platforms or technological platforms. The other 3 teachers declared that MEB-based platforms are reliable and that they have confidence that the personal data shared there will be protected, will not be duplicated and will not be shared. However, he declared that it is not safe to share his personal data on platforms such as Zoom and Skype other than Ministry of Education-based platforms. when all the general survey is analyzed, It is among the results obtained that this teacher, who does not consent to the recording of data such as phone number ,identification number, also does not lecture on any other platform except MEB-based platforms.

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Turkish Penal Code No. 5237



Volume 2/Issue 1, 2023, pp. 9-31

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Article Info

Received: 03.02.2023

Accepted: 23.06.2023

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**AN INTERVIEW SURVEY ON "PROBLEMS EXPERIENCED BY SCHOOL ADMINISTRATORS IN SCHOOLS WITH FOREIGN STUDENTS AND SUGGESTIONS FOR SOLUTIONS TO THESE PROBLEMS"**

Uğur ÇELEBİ<sup>1</sup>

**Abstract**

Due to its geographical location, ethnic structure and political attitude, Turkey has become a country that has received immigration since the 1970s. Turkey, which has been a ‘migration country’ in the past, is exposed to the flow of immigrants from various countries with different religious and ethnic origins. This wave of migration towards Turkey from neighboring countries and other countries includes various migration movements such as transit migrants, refugees and illegal worker migration“. (Güneş, Elitok, 2013).

The civil war in our border neighbor Syria has forced civilians to flee for their lives. The number of civilians who arrived in Turkey in 2011 reached 3 million in 2017. United Nations High Commissioner for Refugees [UNCHR], 2017. In addition to Syrians, Turkey also hosts Iraqis, Afghans and Iranians who have migrated for the same reasons. . Most of these people, some of whom are housed in camps, have settled all over Turkey. This wave of migration caused various problems throughout the country; one of the most important problems is children’s education. To solve the educational problems of these children, governmental and non-governmental organizations have taken steps and presented various solutions. In this regard, the country

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implements various policies, and Syrian students are offered educational opportunities in temporary educational centers and schools under the Ministry of National Education (MONO). However, teachers and administrators of schools working under the Ministry of Education face various problems.

Research data were obtained as a result of interviews with foreign student leaders in Nevsehir using qualitative research methods. With the analysis of the situation of foreign students, the advantages and disadvantages of the school and the analysis of the research material obtained for foreign students, a solution to the observed problems was obtained. Problems faced by the administrator are academic inadequacy, language problem, cleaning problem, discipline problem, lack of communication with family, problems like constant absenteeism. Some administrators mentioned the school's benefits of foreign students and referred to its contributions to Turkish students, such as cultural transmission, empathic development, and foreign language learning. Administrators developed solutions to the problems they experienced, and these students were given adjustment classes to help them adjust to school, language courses to ensure they learned Turkish quickly, and family guidance to minimize problems.

**Key words:** Foreign Student, Administrator, Discipline, Empathy, Constant Absenteeism., Cultural Transfer.

## INTRODUCTION

Migration refers to the fact that people leave their places of residence due to war, climatic conditions and hunger and settle in areas with better opportunities. We see that the migrations were made for reasons such as military, political, cultural, religious, national, industrial and modern educational opportunities.

As a developing country with its geographical location, Turkey has become a country that receives migration. According to the 2022 migration statistics of the General Directorate of Migration Management (DGMM), the number of irregular migrants arriving in our country is 5 in 2019. It has decreased from 662 to 65,569 in 2022. Taking into account the nationalities of foreigners with residence permits in our country, it is seen that there are citizens of Iraq, Turkmenistan, Iran, Syria, the Russian Federation, Uzbekistan, Azerbaijan, Afghanistan, Kazakhstan and Egypt. Considering that Turkey receives migration from different nations, it is seen that there are problems on many different issues. At the beginning of these problems are the problems experienced in education.

In this section, the problem, subject, purpose, justification and limitations of the research on the problems experienced by school administrations with foreign students in their school and suggestions for solutions to these problems are given.

Turkey has been a country of immigrants since the 1970s due to its geographical location, ethnic structure and political affiliation. Turkey, which has historically been an "immigrant country", faces an influx of immigrants from different countries with different religions and ethnic backgrounds. This wave of migration to Turkey from neighboring countries and other countries includes a number of migration movements, including "transit migrants, refugees and illegal immigrants". (Güneş, 2013; Elitok, 2013). In addition, the fact that Turkey is a transit country has increased the number of immigrants to Turkey considerably. (Sarıtış,E. 2016:209).

Administrations and educators have responsibilities for the regular functioning of educational activities in schools. Having students with different characteristics (age, gender, language, economic status, etc.) together has both advantages and disadvantages. Immigration movements to the country, which are among the problems encountered, may also reach a level that affects education and training activities. Since migration to another country means encountering a new language, new culture and a new environment, it causes new problems and creates adaptation problems for individuals. (Özdemir, Zirve, Akbaş,2009; Kılınç,2014; Uluocak, 2009).

A civil war has broken out in neighboring Syria, forcing civilians to relocate for safety. The number of civilians entering Turkey in 2011 reached 3 million in 2017. United Nations High Commissioner for Refugees [UNCHR], 2017. In addition to Syrians, Iraqis, Afghans and Iranians who migrated for similar reasons are also accepted to Turkey. Most of these people live throughout Türkiye, although some are sheltered in camps. This wave of immigration has led to various problems throughout the country. One of the most important issues is the education of children.

Governments and non-governmental organizations have taken action and proposed various solutions to solve the educational problems of these children who left their countries due to migration. In this context, various measures have been implemented by the country to provide educational opportunities to Syrian students in temporary education centers and schools affiliated with the Ministry of National Education (MEB). However, teachers and administrators working in schools affiliated with the Ministry of National Education face some difficulties. What needs to be done in educational institutions is to get to the root of the problems experienced and develop solutions to prevent the same problem from occurring again in that

institution or another institution. In this study, which was conducted to identify the problems and offer solutions, interviews were held with the administrators, the problems were identified and the solution suggestions developed by the administrators were evaluated.

In the research;

1. What is the proportion of foreign students in the school?
2. Do you have problems with foreign students studying at the school?
3. Do you have problems with foreign parents?
4. Do you have problems with the Ministry of Education regarding foreign students?
5. Are there any adaptation problems between foreign students and teachers?
6. What are the positive contributions of having foreign students at school?
7. As the school administration, what are your solution suggestions to the problems experienced?

Answers to these questions were sought.

## METHOD

There is information about the model, universe and forecast, forecast forecasts and analysis, which consists of these components.

According to the manager, this aim is to deal with the competitions obtained from the education of foreign students in primary and secondary schools affiliated to the Ministry of National Education and to determine the solution proposals obtained in this majority. Qualitative research methods are maintenance-free attributes and are used for research because they require intensive care. Qualitative research method is a research method that can collect detailed and detailed information about any subject with a limited number of settlements. Qualitative research enables the study of human behavior in the environment with a plastic and holistic approach. (Patton, 2014; Yıldırım and Şimşek, 2013).

The interview technique, which is one of the qualitative data collection tools of this enterprise, was used (Karataş, 2015). Interviewing, grouping, is a data collection technique that reveals and determines experiences and attitudes (Ekiz, 2009). It assumes that the school administrators participating in this study answered the interview questions correctly.

The home of the research will be the administrators working in primary and secondary schools in the province of Nevşehir in the 2022-2023 academic year. Randomly selected administrators from this universe will represent the representative.

Demographic characteristics of the participants are given in Table 3.1.

**Table 3. 1.**

*Demographic Characteristics of the Participants*

Participant	Gender	Age	Tenure at school	Rate of foreign students	Stage	Title
İ1	Man	38	9	%9	Primary school	School principal
İ2	Man	43	8	%15	Secondary school	Assistant director
İ3	Woman	42	4	%15	Secondary school	School principal
İ4	Man	41	7	%85	Secondary school	Assistant director
İ5	Woman	49	2	%85	Secondary school	School principal
İ6	Man	46	5	%10	Primary school	Assistant director
İ7	Woman	45	2	%18	Secondary school	School principal
İ8	Man	53	8	%7	Primary school	Assistant director
İ9	Man	33	2	%14	Primary school	School principal
İ10	Man	53	4	%50	Primary school	School principal
İ11	Woman	42	2	%8	Primary school	Assistant director
İ12	Man	47	4	%43	Primary school	School principal
İ13	Man	56	8	%17	Primary school	School principal
İ14	Man	44	3	%2	Primary school	School principal
İ15	Woman	33	4	%6	Secondary school	Assistant director
İ16	Woman	43	5	%22	Secondary school	School principal

Table 1.1. As can be seen, six out of ten of the school administrators are male and female. The age range ranges from 33 to 56. Their tenure at the school ranges from 2 to 9, with



nine of the administrators working in primary school and seven in secondary school. While the ratio of the number of foreign students to the total students is very low, such as 2%, this rate has increased to 85% in places where foreign nationals reside intensively. Ten of the administrators work as school principals, and six of them as assistant principals.

The first part of the data collection tool of the research includes the demographic information of the participants prepared by the researcher, and the second part includes the questions about the problems experienced by the participants with foreign students and the solutions they found to these problems. In order to develop the interview question, a literature review was conducted and expert opinion was obtained before making the interview questionnaires available for determining content adequacy. In order to understand the clarity of the problem and its suitability for the purpose, a preliminary application was made to two administrators. The question was completed with the feedback received from the preliminary application, and answers were sought for the following questions in our research.

After it was based on volunteerism and the ethical rules were specified, interviews were made with the administrators who agreed to participate in the research and appointments were determined. Later, on the day of the appointment, the participant went to the school where he worked and had a face-to-face interview and was informed about the research. Interview questions were started by stating that in an environment where the participant would feel comfortable, the information would be kept confidential by the researcher and that information about the participant would not be given anywhere. It was stated that codes such as İ1, İ2, İ3 would be given to the participants because they were administrators.

The interviews lasted an average of 15-20 minutes. There was no audio recording of the interview, and the answers given by the participant to the interview questions were recorded directly on the forms. After the data collection process was completed, the data were published unchanged. All the data collected by the researchers were written by the interviewees themselves. After the transcription study was completed, the researchers re-read the data and proceeded to the data analysis phase. Content analysis is a systematic and repeatable technique for grouping certain words in text into smaller content categories and coding them according to certain rules. (Buyukozturk, Cakmak, Akgun, Karadeniz and Demirel, 2014).

The basic process of content analysis is to interpret similar data in a way that the reader can understand by placing it within the framework of certain concepts and themes. (Yıldırım and Şimşek, 2013). Data were evaluated manually and inductively. The researchers first read the questions, coded the data, and then arrived at the design theme. Adopting a holistic perspective in their analysis, the researchers rearranged the design of the theme and placed the

code under the theme. After the analysis, controls were made, necessary corrections were made and the analysis was terminated. The knowledge gained is reported and presented.

## FINDINGS

In this section, the findings and comments obtained depending on the sub-problems of the research are given. As a result of the analysis of the data obtained from the interviews, three themes were obtained: problems with foreign students, positive contributions of being a foreign student at school, and solutions to the problems encountered. The sub-themes of each theme and the findings related to these themes are given below by taking quotations from the interview.

### 4.1. Do you have problems with foreign students at your school? If your answer is YES, can you explain what kind of problems you are experiencing?

The keywords used according to the answers given by the interviewed administrators are given in the table below.

1. Theme: What kind of problems do you have with foreign students at your school?

**Table 4. 1.**

*Problems with foreign national children*

THEME	CATEGORY	CODE	F
Problems with foreign students	Academy	Literacy	5
		Academic Skills	4
		Results of exam	4
	Discipline	Language problem	5
		Fight	2
		Compatibility Problem	3
		Communication	4
		Address change	3
		Discontinuity	3
		Cleaning	4

The administrator participant interviewed was asked what kind of problems they had with foreign students as administrators, and the answers given were the themes that emerged as a result of the content analysis Figure 4.1. It is located in.

**Figure 4. 1.**

*Problems encountered with foreign students*

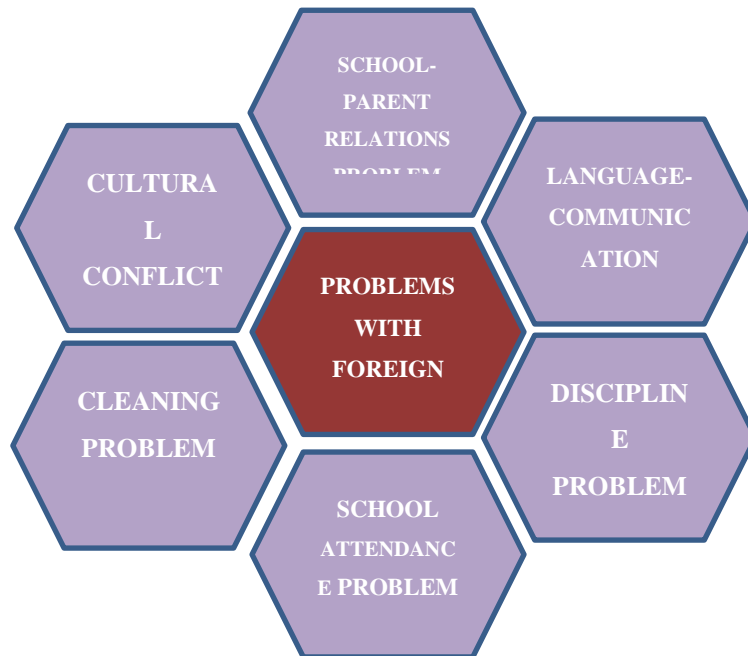


Figure 4.1. As can be seen in Fig. 1, the theme of problems encountered with foreign students is categorized under 6 sub-themes; Adaptation to School Culture, Cultural Conflict, Cleanliness Problem, School Attendance Problem, Disciplinary Problem and Language-Communication Problem.

#### **4.1.1. School-Parent Relations Problem**

One of the problems experienced in schools with foreign students is the school-parent communication problem. The reason is that the parents do not give the necessary importance to education as parents because they do not know Turkish, they are academically inadequate, and there are more than one child in the same household. Parents come to the school in September to receive educational aid and want their children to be registered. Our parents, who receive a student certificate after registration, cannot ensure that their children continue to school after applying for educational assistance.

The opinions of the participants participating in the research on this subject are;

Parents arrive only at registration time. Parents cannot be reached again because they constantly change addresses and telephone numbers. After the registration of the child, they get the education certificate and do not go to school again.

Since the parents do not know Turkish, we have problems in communication.

#### **4.1.2. Cultural Conflict**

Since the cultures of the families of foreign students are different, there is a cultural conflict between Turkish students. Since the culture in which the native students grow up and their own cultures are different, cultural conflicts, conflicts, criticisms start and cause intercultural conflicts. In addition, there are problems in adapting to school and adapting to school culture.

It causes cultural conflicts among students. Something that is shameful for us is a very normal behavior for them and causes conflict.

There is a problem of adaptation, they cannot keep up with the school culture.

#### **4.1.3. Cleaning Problem**

It is understood that foreign families do not come to school clean due to financial inadequacy or their cleanliness culture, which disturbs other students. The fact that they do not have a washing machine in their house or that they play on the street at a young age shows that they do not pay attention to the issue of cleanliness.

Families of foreign nationality do not give importance to cleanliness and living together with large family groups.

Families with foreign nationality experience a cleaning problem as a result of financial inadequacy, not being able to wear clean clothes or not using clean clothes.

#### **4.1.4. School Attendance and Absenteeism Problem**

Foreign students are constantly absent after enrolling in school, and there are problems in attendance. Absence letters are sometimes not delivered to the family as a result of a change of address or relocation. The children of the parents who do not send the absentee letter or who do not insist on sending the student to the school even though the absentee letter is received, do not come to school anymore.

After the registration of the foreign student, the parents could not be reached, it was seen that they did not come to the school because they moved or worked.

Foreign students are constantly absent and we cannot bring them to school.

#### **4.1.5. Disciplinary Issue**

There are problems with discipline at school due to cultural differences in foreign students, being enrolled in classes younger than them because of illiteracy, and problems caused by immigration. These students, who do not fulfill the rules set by the teachers and the school administration, have problems with the classroom and school discipline rules, and they can set a negative example for local students in terms of discipline.

Foreign students misbehave at school and harm their friends-school.

These students exhibit negative behaviors, disrupt classroom discipline and set a negative example for other students.

#### **4.1.6. Language-Communication Problem**

The biggest problem that foreign students and their parents have with school administrations is the language-communication problem. Since students and parents do not know Turkish, communication cannot be established properly. The basis of problems such as academic, discipline and absenteeism stems from the fact that students do not know Turkish and do not make enough effort to learn it. Parents' use of their mother tongue and children coming to school age without learning Turkish cause problems for the administrators in the classroom and at school. School administrators, who have difficulties in communicating with parents who do not speak Turkish, cannot fully express themselves about the situation of the student.

There is a communication problem because they do not know Turkish very well.

Especially, students who come to intermediate classes have problems in learning a language and comprehending the basic acquisitions.

Since students and their languages are different, we have trouble understanding and communicating with us.

We cannot get along with students because their languages are different. Problems arise because there is no healthy communication.

We have a language problem with students who have just arrived in the country.

Communication problems arise due to language differences.

#### **4.2. Do you have problems with the parents of foreign students registered to your school? If your answer is YES, what kind of problems do you have?**

The administrator participant interviewed was asked what kind of problems they had with the parents of foreign students as administrators, and the answers given were the themes that emerged as a result of the content analysis. It is included in.

#### **Figure 4. 2.**

*Problems encountered with parents of foreign students*

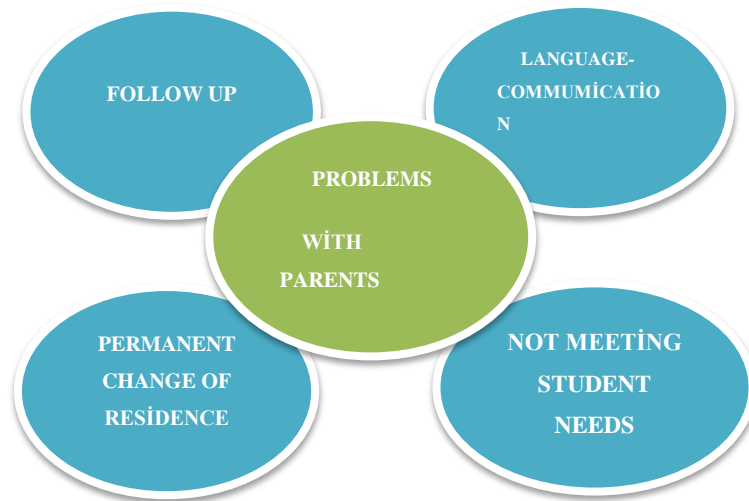


Figure 4.2. As can be seen in Fig. 1, the problems encountered with the parents of foreign students are grouped under 4 headings.

#### **4.2.1. Resume Tracking Issue**

Parents of foreign students who enroll students in the school do not follow up the attendance of the students. Although school administrations prepare absentee letters, correspondence, and make home visits with the headman, it has been determined that the parents could not ensure the attendance of the students to the school.

Parents do not follow up the student's attendance-absence after enrolling in the school.

Parents do not come to school to ensure the attendance of students.

#### **4.2.2. Permanent Change of Residence**

These parents constantly change residence due to economic, cultural and seasonal conditions. Families who also work as seasonal workers, as a result of constantly changing residences according to seasonal conditions and job opportunities, school administrations have problems in transportation to parents. It has been determined that especially for students who are registered but who are constantly absent, when the parents want to be visited, they move and do not receive the transfer of the children. In case the parents who changed their contact numbers moved, it was seen that the student's residence was tried to be found by correspondence with the Ministry of National Education, which they could not reach for the transfer of the child.

Parents are constantly changing addresses and telephone numbers.

When going home for absentee students, it was observed that they changed addresses and moved without informing anyone and without transferring the child.

#### **4.2.3. Meeting Student Needs**

It was observed that the parents did not meet the basic needs of the student such as stationery, clothing and nutrition. It was determined that the students who did not do school shopping in September came to school without bringing their stationery, and their families constantly came to the school administration and asked for help.

Parents do not receive the school needs of the children, so teachers constantly report the situation to the school administration.

Parents of foreign students constantly come to the administration and ask for help, expressing that they cannot meet the needs of their children.

#### **4.2.4. Language-Communication Problem**

As with foreign students, the fact that their parents do not know Turkish causes communication problems. Parents and school administrations, who have reached a certain age and insist on not learning Turkish, cannot communicate about the student.

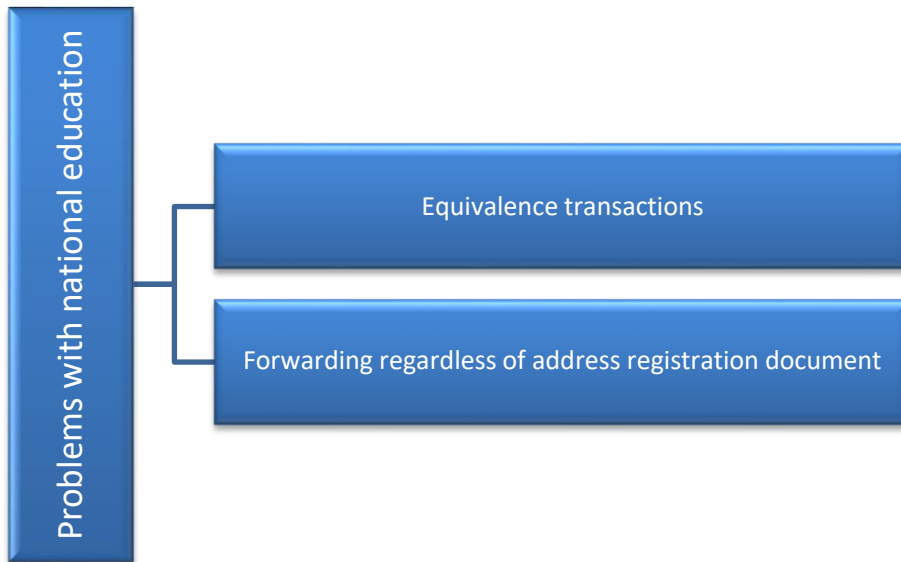
Parents, like children, cannot communicate because they do not know Turkish.

**4.3. Do you have problems in business and transactions between the foreign students enrolled in your school and the Directorate of National Education? If your answer is YES, what kind of problems do you have?**

The following 6.1. The problems that the school administrations have with the MEM regarding the business and transactions of foreign students, including the equivalence procedures and the problem of directing them to the same school regardless of the address registration area. As indicated in the figure, it consists of two themes.

**Figure 4. 3.**

*Problems encountered with MEM in the business and transactions of foreign students*



**4.3.1. The Problem of Equivalence Operations**

The equivalence procedures of foreign students are carried out by the commissions established in the Provincial MEMs. In these commissions, it has been determined that when the student's age, academic level, and education level in the country they come from are not taken into account, they are taken to the class that is not suitable for their level.



When the parent, who was referred to the Equivalency Commission of the Directorate of National Education, went to the commission with the student, it was seen that the decision was taken to enroll the student in the class that was not suitable for his level.

#### 4.3.2. Forwarding Regardless of Address Registration Region

It has been determined from the interviews that when the parents interview with MEM without visiting the school, they are rarely directed to the schools where foreign students are concentrated, regardless of the address registration area for the students who are registered for the first time.

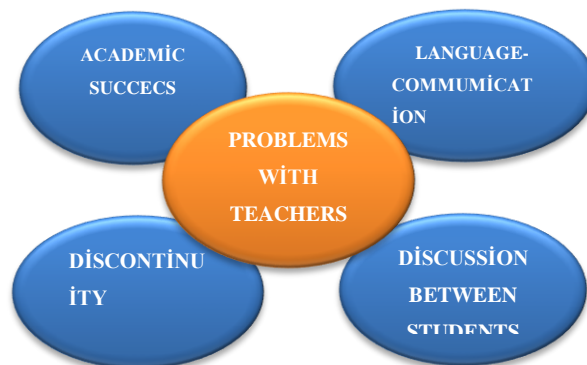
Our school is a school with a high rate of foreign students. MEM directed a few students who will enroll for the first time to our school, regardless of the address registration area.

#### 4.4. Are there any compatibility problems between foreign students and teachers in your school? If your answer is YES, what are the reflections of these problems on the school administration?

Like school administrators, the problems and adaptation problems experienced by teachers among foreign students are generally related to language, academic success, absenteeism and arguments between students.

**Figure 4. 4.**

*Problems between foreign students and teachers*



#### 4.4.1. Academic success

In the interviews, it was observed that the academic success of the foreign students in the lessons was low, and therefore the teachers had problems in the lessons. It is seen that teachers who have problems with these students due to academic inadequacy report the situation to the school administration.

Since the academic achievement of these students is low, it disrupts the success balance of the class.

Students are academically inadequate and fail the exams.

#### **4.4.2. Discontinuity**

It is observed that foreign students do not pay attention to absenteeism, so they cannot adapt to the class and school. It has been observed that students who do not attend school for a few days each week do not study in harmony with the subjects and units they have problems with.

These students are absent several days a week. Therefore, there is a problem of harmony between teachers and these students.

Since their mother tongue is different, teachers have problems in adapting to these students.

#### **4.4.3. Discussion Between Students**

It was observed that there were arguments between domestic and foreign students at the school. It has been reached in the interviews that these events, in which there are discussions due to reasons such as cultural differences, language differences, cause disciplinary consequences.

There are arguments among students due to language incompatibility.

The students are arguing among themselves because of the culture clash.

#### **4.4.4. Language-Communication**

Since the mother tongue of foreign students is different, teachers, like administrators, have communication problems, and as the problems grow, they reflect on school administrations. Since these students do not know Turkish, when they come to the upper grades without learning to read and write, teachers cannot communicate, which ultimately affects academic success.

Since the students do not know Turkish, they have problems with the teachers.

Foreign students who cannot learn to read and write cannot communicate with teachers, and these students fail academically.

**4.5. Are there any positive contributions to the presence of foreign students in the school?**

Themes related to the advantages of having foreign students at the school are given in the table below.

**Table 4. 2.**

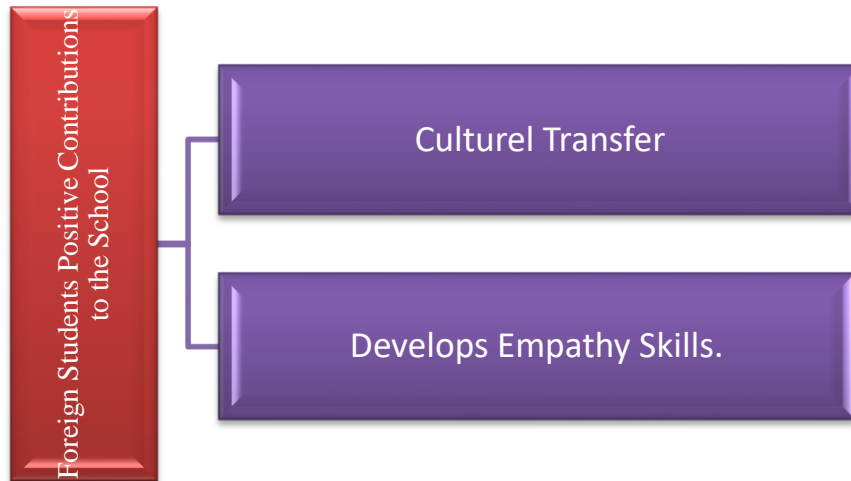
*Advantages of Foreign Students to School*

THEME	CATEGORY	CODE	F
Advantages of foreign students	Socio-Cultural	Empathizing	3
		Culturel Transfer	4
		Social Project	2
	Learning	Personality Development	1
		Learning Different	4
		Languasges	

In the interviews, it was seen that these students usually cause problems in schools, but they also rarely make positive contributions. Thanks to these students, it is seen that the ability to empathize increases and cultural transfer is provided.

**Figure 4. 5.**

*Positive contributions of having foreign students in the school*



**4.5.1. Cultural Transfer**

It has been seen that the cultural differences between foreign students and local students are a source of wealth for the school. It has been determined that there is an intense cultural transfer among the students, and thus, richness is experienced in the activities.

Since the cultures of foreign students are different, cultural transfer takes place with local students.

There is a transfer between the culture of these students and the cultures of local students, so that different cultural activities are included in the school on national holidays.

#### 4.5.2. Ability to Empathize

Another advantage of having foreign students is that it increases the ability to empathize with other students. Foreign students describing the difficulties they experienced cause local students to put themselves in their shoes and empathize.

Our students develop their empathy skills by putting themselves in the shoes of foreign students.

#### 4.6. If you are having problems with foreign students at your school as the school administration, do you have any suggestions for solutions? If your answer is YES, can you tell us about these solutions?

Eight themes were determined as solution suggestions and these themes were interpreted in the table below.

**Table 4. 3**

*Suggestions for solutions to the problems encountered with foreign students*

THEME	CATEGORY	CODE	F
For the problems Solution proposals	State Based	Sanction of Absenteeism	2
		School Adjustment Guidance	1
		School in Own Land	1
	Institution Based	Address Tracking System	3
		Literacy Course	3
		Parent Education	2
		Compliance Classes	3
		Homogeneous Distribution	2

Almost all of the school administrations that have foreign students in their schools have stated that they have problems. The school administrations, who have reached the main sources

of the problems, have come to the conclusion that the Ministry of National Education, National Education Directorates, School Administrations, Teachers, Parents and Students have a great responsibility and that these problems can be minimized by the decisions that each institution will take within its own body.

**Figure 4. 6.**

*Solution Suggestions for Problems*



#### **4.6.1. Sanction of Absenteeism**

Absenteeism is one of the main problems that students experience with school administrators. Parents who enroll their children in school do not pay attention to the absenteeism of their children, so students are also absent. As a solution proposal, our school administrators stated that the sanctions imposed on domestic students should also be applied to foreign students, and that measures should be taken in official institutions of the state (hospital, bank, etc.) for the parents of such students.

Different sanctions may be applied for students who are constantly absent.

Sanctions applied to domestic students should be applied to the families of foreign students and even more frequent measures should be taken in official institutions.

#### **4.6.2. School Adjustment Guide**

The Ministry of National Education should prepare a school adaptation guide and deliver it to students and their parents. It is foreseen that the process will proceed in harmony when all students are informed that the same application will be made thanks to the adaptation guide.

A school adaptation guide can be prepared for foreign students and parents.

#### **4.6.3. School in Own Land**

It has been observed that some administrators have suffered greatly due to the problems in their schools. He concluded that the solution of the problem would be for these administrators to continue their education by constructing schools in their own lands, not in our country.

They cause big problems in our schools now. Schools can be built in their own countries so that they can continue their education there.

#### **4.6.4. Address Tracking System**

Address follow-up of the parents of foreign students should be made strictly, and the information of the families who changed their residence from their current location should be reduced to the school system thanks to the headmen's system and their attendance to the new school should be ensured. Otherwise, it was determined that while the student was registered, they changed residence without the knowledge of the school administrators, and that they stopped in the E-School system because they did not register the student.

They are constantly changing addresses. By introducing a system to the headman's offices, the relocations can be done immediately, and new addresses can be added to the school systems thanks to the address tracking system.

#### **4.6.5. Literacy Course**

School administrators and teachers can be prevented from having problems by opening literacy courses to foreign students and their families. Illiterate students create problems before, during and after registration. Before starting face-to-face education at school, a course can be opened through Public Education Centers.

We have problems with children who do not know how to read and write, both academically and in terms of adaptation. Courses can be opened for them.

First, literacy courses can be taken from Public Education Centers.

#### **4.6.6. Parent Slopes**

It can be ensured that students receive education from their parents as well as their education. Trainings should be organized to provide information from the student's academic success to how we should behave towards the student.

Education should be given to parents as well as students.

#### **4.6.7. Compliance Classes**

Integration classes previously opened by the Ministry of National Education make it easier for students to adapt to school, and integration classes should be opened to solve the problems experienced, where students participate in activities where integration studies are carried out instead of meeting the school directly.

Compliance classes applied in previous years should be reopened.

#### **4.6.8. Homogeneous Distribution**

A homogeneous distribution should be made and students should be directed to all schools while enrolling foreign students in schools affiliated with the Ministry of National Education or performing the equivalence process. Otherwise, there will be crowds in certain schools, causing local students, administrators and teachers to encounter problems very often.

Since the rate of foreign students in my school is 82%, we are having a lot of trouble. Local families are transferring their students from our school. As a solution, a homogeneous distribution should be made while scattering.

In MEMs, the equivalence commission should distribute the student distribution equally to the schools.

### **DISCUSSION, RESULTS AND SUGGESTIONS**

This study was conducted to determine the problems and solution proposals of school administrators with foreign students and to determine the solutions to these problems. In the study;

- ✓ Communication problems with students
- ✓ Communication problems with parents
- ✓ Compliance issues
- ✓ Cultural differences problems
- ✓ Disciplinary issues.

Five main problems have been reached. The first problem that administrators and teachers encounter is language and related communication problems. The administrators emphasized that these students should be handled individually in order to minimize communication problems with students, and that these students should be emphasized by organizing activities that support learning Turkish and speaking in the classroom.

In the proposal, it was also stated that the administrator called for the establishment of language courses to help teachers and administrators learn languages in public education

institutions in order to solve this problem caused by language differences. In addition to the problem of students who do not speak Turkish, foreign students have difficulties in communicating with the administrators because their parents do not speak Turkish. When we evaluated the findings, it was seen that the way the administrators communicated with foreign students and their parents was thanks to their Turkish-speaking acquaintances.

The inability of students to communicate with their friends because they do not know Turkish leads to disciplinary problems over time. It was emphasized that some students were unable to communicate with their classmates and exhibited silent and timid behaviors, while others exhibited aggressive behaviors.

It has been observed that the coexistence of students from different cultures contributes to cultural transfer as well as to cultural conflict. It has been stated that the adaptation problems of these students have consequences not only in language but also in cultural differences, and that adaptation studies should be carried out for adaptation.

While the majority of the school administrators interviewed in the research came to the opinion that there were problems and that they did not have positive contributions, some administrators came to the opinion that problems were experienced but the differences contributed to the school culture.

It was observed that there were foreign students in all of the sample school administrations, but in some schools there was a very high rate of 85% foreign students. It was stated that the school administrations in these schools were not homogeneously distributed, so the rate was high. It has been concluded that the parents of local students in schools with a high rate want their children to be transferred from this school.

In addition, it has been observed that these students have problems such as cleaning, absenteeism, constant change of address, but these problems are institution-based. It has been determined that school administrations have developed solutions to these problems in their schools.

## **SUGGESTIONS**

In this study, the problems experienced by school administrations in schools with foreign students and the suggestions made according to the results obtained against these problems are listed below.

- The sanctions imposed on local students studying in our schools should also be applied to foreign students, and even measures should be taken in official institutions of the state (hospital, bank, etc.) for parents of such students.



- The Ministry of National Education should prepare a school adaptation guide and deliver it to students and their parents. When all students are informed that the same application will be made thanks to the adaptation guide, the process will proceed in harmony.
- Schools can be built in safe areas in border areas, instead of spreading them all over the country, it can be ensured that they receive education in regions close to their culture.
- Parents of foreign students should be kept in the school system, thanks to the headmen's system, by keeping track of the addresses of the parents of foreign students. Sanctions should be applied to families who do not notify the institutions of their current address within the period determined in the address follow-up.
- By offering literacy courses to foreign students and their families, school administrators and teachers can be prevented from experiencing problems. The problems of illiterate students before, during and after registration can be minimized with courses to be opened. Literacy courses for adults can also be offered to parents through the Public Education Center.
- It can be ensured that students receive education from their parents as much as their education. Trainings should be organized to provide information from the student's academic success to how we should behave towards the student. The problems experienced by these students can be minimized thanks to the education given to the parents on cleaning and health issues.
- By opening integration classes determined by the programs by the Ministry of National Education, it can be a solution to the problems experienced by facilitating the adaptation of students to the school and participating in activities where integration studies are carried out instead of meeting the school directly.
- While enrolling foreign students in schools affiliated to the Ministry of National Education or performing the equivalence process, homogeneous distribution should be made and students should be directed to all schools. Otherwise, there will be crowds in certain schools, causing local students, administrators and teachers to encounter problems very often. The data received from the e-school system should be planned according to the address registration system.
- Measures should be taken against disciplinary problems in schools, parents and students should be informed about this and sanctions should be applied against problems.

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Volume 2/Issue 1, 2023, pp. 32-47

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Article Info

Received: 25.02.2023

Accepted: 12.06.2023

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**PERCEPTIONS OF PHYSICAL EDUCATION TEACHERS TOWARDS FACE-TO-FACE AND DISTANCE IN-SERVICE EDUCATION ACTIVITIES**

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Soner ÇOBUR<sup>4</sup>

**Abstract**

This research examines the perceptions of physical education and sports teachers regarding face-to-face and distance in-service training. The study was conducted on 321 physical education and sports teachers working in schools affiliated with the Ministry of National Education in Elazığ province. The research was carried out within the framework of the survey model. Parametric tests such as t-test, ANOVA, and Pearson correlation tests were used in the research. Considering the demographic characteristics of the participants, the research evaluated their perceptions of face-to-face and distance education. The findings indicate that participants generally have a positive view of distance education activities, particularly noting advantages in terms of productivity, accessibility, and ease of tracking. However, participants found distance education to be insufficient in terms of willingness to participate, communication, and preparation for higher-level duties. The research found a positive

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relationship between the total score of participants' perceptions of face-to-face and distance in-service training and perceptions related to willingness to participate, the function of in-service training, and application-oriented perception dimensions. The research provides important findings that could guide decision-makers in the design and implementation of in-service training programs in education.

**Key words:** Physical education and sports teachers, distance in-service training, face-to-face in-service training, perception.

## INTRODUCTION

Education is a field that is constantly changing and evolving, requiring teachers to stay updated and continue their professional development. The main qualities of education involve encompassing a process, creating desired changes in individuals' behaviors during this process, and intentionally carrying out these changes (Erden, 2011). Besides these, education should incorporate emotional, intellectual, and psychomotor learning achievements in individuals, providing comprehensive and equally distributed development (Aslan, Aslan & Cansever, 2012). Physical education teachers also need to adapt to continuously evolving educational environments. In recent years, factors such as rapid technological advancement and events like the pandemic have led to significant changes in education, accelerating the transition from face-to-face to distance learning. In this context, the perceptions of physical education teachers towards face-to-face and distance in-service training activities have become a noteworthy subject for examination.

Anyone starting a job in any sector needs to continuously renew themselves throughout their tenure to adapt to any changes and developments. Encouraging employees to get closer to their workplaces, providing them with specific training, plays a crucial role in increasing productivity and enabling them to perform their duties effectively. The vocational training of these individuals is possible through in-service training (Selimoğlu & Yılmaz, 2009). The aim of in-service training is to provide individuals who have newly started or are currently working in private or corporate workplaces with the knowledge, skills, and attitudes related to their work for achieving a certain behavior (Ulus, 2009).

The in-service training of teachers is an important process aimed at supporting their professional development and enabling them to keep up with innovations in the teaching process. These trainings focus on strengthening teachers' pedagogical skills to enhance classroom interaction and learning outcomes (Osamwonyi, 2016). Additionally, they aim to equip teachers with the necessary knowledge and skills to adapt to technological advancements

and changes in pedagogical approaches. This process enables teachers to continuously renew their expertise in their profession and guide their students more effectively (Essel, et al., 2009). Therefore, in-service trainings are crucial for improving the quality of education and supporting students' success.

Traditionally, teachers usually receive in-service training in face-to-face education. Such training may consist of seminars, conferences, workshops, and classroom observations. However, in recent years, opportunities for in-service training in distance education have also been rapidly developing. Online courses, webinars, virtual workshops, and other online resources provide teachers with professional development opportunities. When the history of distance education is examined, it is noteworthy that it has a history of 2 centuries. This process reflects a period of significant developments in the realization of education and its transmission. The journey of distance education, which started with letters in 1728, continued with radio after the widespread use of radio in the 1930s, through television in the 1950s, and then through videocassettes, and in recent years, distance education has been conducted worldwide through the internet (Casey, 2008). Essentially, distance education can be described as planned instruction conducted by utilizing various technological means, allowing students and teachers to engage in teaching and learning regardless of time and place (İşman, 1998).

The perceptions of physical education teachers towards in-service training activities through face-to-face and distance education may influence their participation in these activities and the benefits they derive from them. Research indicates that some teachers may initially be skeptical of distance education activities but eventually begin to see their benefits (Smith, 2019). However, some teachers may believe that face-to-face activities are more effective (Jones & Brown, 2020). These different perceptions may require educational institutions and administrators to plan in-service training programs by considering the needs and preferences of teachers.

Upon reviewing the relevant literature, it is concluded that such an examination has not been conducted in studies that bring together physical education and sports teachers with in-service trainings on a common ground. Moreover, in studies examining opinions on distance in-service training activities, correlational relationships have been ignored while making comparisons according to demographic variables. In this context, it can be argued that the research contributes pioneer results to the literature. This detail also enhances the significance level of the research. Additionally, it is believed that the research results will guide future studies of similar quality.

The main purpose of this research is to examine the perceptions of physical education and sports teachers towards face-to-face and distance in-service training. The sub-purposes of the research include comparing the perceptions of physical education and sports teachers towards face-to-face and distance in-service training according to demographic variables. In the scope of these purposes, the problems the research seeks to answer are as follows:

- What is the level of perception of physical education and sports teachers towards face-to-face and distance in-service training?
- Do the total scores of physical education and sports teachers' perceptions of face-to-face and distance in-service training differ significantly according to demographic variables such as gender, school type, professional seniority, graduation, and type of in-service training attended?
- Is there a significant relationship between the total scores of physical education and sports teachers' perceptions of face-to-face and distance in-service training and the sub-dimensions?

## METHOD

This section contains descriptions about the research design, participants, data collection tools, and data analysis.

### Research Design

This research is about the perceptions of physical education and sports teachers regarding face-to-face and remote in-service activities. In line with this issue, it was decided that the research model would be a survey model. This model; It is a research model that reaches a large number of people, collects data, and produces descriptive results with the data obtained (Wellington, 2015).

### Participants

The population of this research is 389 physical education and sports teachers working in educational institutions affiliated with the Ministry of National Education in Elazığ province in the 2022-2023 academic year. The sample group consists of 321 participants selected from the universe. Demographic information of the participants is given below.

**Table 1.** *Demographic Variables of the Participants*

Variable	Group	f	%
Gender	Woman	108	33.6
	Male	213	66.4
Type of School Attended	Primary school	9	2.8
	Middle school	180	56.1

	High school	132	41.1
<b>Professional Seniority</b>	0-5 years	35	10.9
	6-10 years	63	19.6
	11-15 years	75	23.4
	16-20 years	123	38.3
	21 years and above	25	7.8
<b>Graduation</b>	Licence	294	91.6
	Degree	27	8.4
<b>Type of In-Service</b>	Face to face	46	14.3
<b>Training Participated</b>	Distance	21	6.5
	Both of them	254	79.1
<b>Total</b>		321	100.0

As seen in Table 1, 33.6% (108 teachers) of the sample group are female and 66.4% (213 teachers) are male; 2.8% (9 teachers) work in primary school, 56.1% (180 teachers) work in secondary school and 41.1% (132 teachers) work in high school; 10.9% 0-5 years, 19.6% 6-10 years, 23.4% 11-15 years, 38.3% 16-20 years and 7.8% has 21 years or more professional seniority; 91.6% (294 teachers) have a bachelor's degree and 8.4% (27 teachers) have a master's degree, and 14.3% (46 teachers) are face-to-face and 6.5% (21 teachers) are graduates. distance and 79.1% (254 teachers) participated in both types of in-service training.

### Data Collection Tool

In this study, the Perception Scale on Face-to-Face and Distance Education In-Service Activities, developed by Limon (2014), was used to determine the perceptions of participating teachers regarding face-to-face and distance education in-service activities. The scale, developed in a 5-point Likert type, consists of 3 dimensions. The Cronbach alpha value of the scale was determined as .96. This is an indication that the scale is a reliable scale.

### Data Analysis

The licensed SPSS-25 program was used to analyze the data obtained in this research. Before proceeding with inferential analysis in the research, the data were subjected to normality test. Kurtosis and skewness values were examined for normality test. Accordingly, the range between -2.00 and +2.00 meets the normal distribution assumption (George, 2011).

**Table 2.** *Skewness and Kurtosis Values of the Measuring Tool*

Dimension	Skewness		Kurtosis	
	İst.	S.H.	İst.	S.H.
Total	0.77	0.14	0.08	0.27
Perception of Willingness to Participate	1.13	0.14	0.08	0.27
Function of In-Service Training	0.82	0.14	0.25	0.27
Perception Towards Application	0.41	0.14	-0.96	0.27

Examining Table 2 shows that both the total score of the measurement tool and the skewness and kurtosis values of all items in the scale meet the assumption of normal distribution (between -2.00 and +2.00). In this context, parametric methods were used to conduct research analyses.

Independent groups t test was used when evaluating the perceptions of physical education and sports teachers participating in the research about face-to-face and distance in-service training activities according to gender and graduation. In addition, ANOVA analysis was used in comparisons made according to the type of school studied, professional seniority and type of in-service training attended. Finally, Pearson Correlation Analysis was used to evaluate the relationship between the dimensions of the measurement tool.

### FINDINGS

In this part of the research, the analysis results of the research conducted on the perceptions of physical education and sports teachers regarding face-to-face and remote in-service activities are presented. First of all, the research sought to answer the level of physical education and sports teachers' perceptions of face-to-face and distance in-service education.

**Table 3.** *Physical Education and Sports Teachers' Perceptions of Face-to-Face and Distance In-Service Education*

Materials	n	min	max	$\bar{x}$	ss
Total	321	24.00	120.00	58.18	21.71
Perception of Willingness to Participate	321	3.00	15.00	6.78	3.45
Function of In-Service Training	321	15.00	75.00	35.78	13.55
Perception Towards Application	321	6.00	30.00	15.62	6.65

Table 3 shows the scores of the participating teachers regarding the measurement tool and sub-dimensions. Accordingly, it was determined that the scale score was  $58.18 \pm 21.71$ , the score for the perception dimension of willingness to participate was  $6.78 \pm 3.45$ , the score for the function of in-service training dimension was  $35.78 \pm 13.55$ , and the score for the perception



dimension for practice was  $15.62 \pm 6.65$ . According to these results, it was determined that the participants had low levels of perception both in total and in other sub-dimensions.

Physical education and sports teachers' perceptions of face-to-face and distance in-service training were also examined in terms of gender, school type, professional seniority, graduation, and type of in-service training attended. The findings obtained are presented respectively.

**Table 4.** Findings Regarding the Gender Variable

Dimension	Gender	n	$\bar{x}$	ss	sd	t	p
Total	Woman	108	62.44	21.48	319	2.52	0.01*
	Male	213	56.02	21.55			
Perception of Willingness to Participate	Woman	108	7.21	3.46	319	1.61	0.11
	Male	213	6.56	3.43			
Function of In-Service Training	Woman	108	38.29	13.46	319	2.38	0.02*
	Male	213	34.50	13.45			
Perception Towards Application	Woman	108	16.94	6.69	319	2.54	0.01*
	Male	213	14.96	6.54			

\* $p < 0.05$

In Table 4, the perceptions of physical education and sports teachers regarding face-to-face and distance in-service training are compared in terms of gender variable. Based on the independent samples t test findings, women were evaluated in terms of total score ( $t_{319}=2.52$ ;  $p=.01$ ), function of in-service training ( $t_{319}=2.38$ ;  $p=.02$ ) and perception towards practice ( $t_{319}=2.54$ ;  $p=.01$ ). It was determined that teachers received significantly higher scores than male teachers. However, no significant difference could be determined in terms of gender variable in the perception dimension of willingness to participate ( $t_{319}=1.61$ ;  $p=.11$ ).

**Table 5.** Findings Regarding the School Type Variable

Dimension	School Type	n	$\bar{x}$	ss	F	p	Difference
<b>Total</b>	Primary school (1)	9	70.11	29.57			
	Secondary school (2)	180	56.86	23.54	1.84	0.16	-
	High school (3)	132	59.16	18.10			
	Total	321	58.18	21.71			
<b>Perception of Willingness to Participate</b>	Primary school (1)	9	8.11	4.20			
	Secondary school (2)	180	7.21	3.70	4.67	0.01	1, 2>3
	High school (3)	132	6.11	2.91			
	Total	321	6.78	3.45			
<b>Function of In-Service Training</b>	Primary school (1)	9	42.44	18.92			
	Secondary school (2)	180	34.84	14.58	1.77	0.17	
	High school (3)	132	36.60	11.46			
	Total	321	35.78	13.55			
<b>Perception Towards Application</b>	Primary school (1)	9	19.56	7.84			
	Secondary school (2)	180	14.82	6.71	4.01	0.02	1, 3>2
	High school (3)	132	16.45	6.32			
	Total	321	15.62	6.65			

In Table 5, the perceptions of physical education and sports teachers regarding face-to-face and distance in-service training are compared in terms of the school type variable. Based on the Anova analysis findings, no significant difference could be determined between the total score ( $F(2,318)=1.84$ ;  $p=0.16$ ) and the function of in-service training ( $F(2,318)=1.77$ ;  $p=0.17$ ). However, significant differences were determined in the perception of willingness to participate ( $F(2,318)=4.67$ ;  $p=0.01$ ) and perception of implementation ( $F(2,318)=4.01$ ;  $p=0.02$ ) dimensions in terms of the type of school variable studied. Scheffe test was used to determine these differences. In terms of perception of willingness to participate, teachers working in primary and secondary schools are more likely than teachers working in high schools; In the perception dimension regarding practice, it was determined that teachers working in primary school and high school received significantly higher scores than teachers working in secondary school.

**Table 6.** Findings Regarding the Professional Seniority Variable

Dimension	Seniority	n	$\bar{x}$	ss	F	p	Difference
<b>Total</b>	0-5 years (1)	35	57.20	21.66	0.43	0.78	-
	6-10 years (2)	63	59.05	22.82			
	11-15 years (3)	75	55.84	24.77			
	16-20 years (3)	123	58.74	19.66			
	21 years and above (5)	25	61.60	19.55			
	Total	321	58.18	21.71			
<b>Perception of Willingness to Participate</b>	0-5 years (1)	35	6.34	3.04	2.97	0.02	2>4
	6-10 years (2)	63	7.79	3.72			
	11-15 years (3)	75	7.05	3.94			
	16-20 years (3)	123	6.11	3.00			
	21 years and above (5)	25	7.28	3.25			
	Total	321	6.78	3.45			
<b>Function of In-Service Training</b>	0-5 years (1)	35	35.77	13.62	0.66	0.62	-
	6-10 years (2)	63	35.87	14.23			
	11-15 years (3)	75	33.75	15.10			
	16-20 years (3)	123	36.55	12.53			
	21 years and above (5)	25	37.80	11.92			
	Total	321	35.78	13.55			
<b>Perception Towards Application</b>	0-5 years (1)	35	15.09	6.15	0.47	0.76	-
	6-10 years (2)	63	15.38	6.49			
	11-15 years (3)	75	15.04	7.53			
	16-20 years (3)	123	16.07	6.45			
	21 years and above (5)	25	16.52	6.08			
	Total	321	15.62	6.65			

In Table 6, the perceptions of physical education and sports teachers regarding face-to-face and distance in-service training are compared in terms of professional seniority. Based on the ANOVA analysis findings, the total score ( $F(4,316)=0.43$ ;  $p=0.78$ ) and the function of in-service training ( $F(4,316)=0.66$ ;  $p=0.62$ ) and perception towards practice ( $F(4,316)=0.47$ ;  $p=0.76$ ) no significant difference could be determined. However, significant differences were determined in terms of professional seniority in the perception of willingness to participate ( $F(4,316)=2.97$ ;  $p=0.02$ ). Scheffe test was used to determine this difference and it was determined that teachers with professional seniority between 6-10 years received significantly higher scores than teachers with professional seniority between 16-20 years.

**Table 7.** Findings Regarding the Graduation Variable

Dimension	Graduation	n	$\bar{x}$	ss	sd	t	p
<b>Total</b>	Bachelors degree	294	57.83	21.55	319	-0.96	0.34
	Master's Degree	27	62.00	23.45			
<b>Perception of Willingness to Participate</b>	Bachelors degree	294	6.68	3.40	319	-1.64	0.10
	Master's Degree	27	7.81	3.85			
<b>Function of In-Service Training</b>	Bachelors degree	294	35.66	13.52	319	-0.49	0.63
	Master's Degree	27	37.00	14.12			
<b>Perception Towards Application</b>	Bachelors degree	294	15.48	6.60	319	-1.28	0.20
	Master's Degree	27	17.19	7.05			

In Table 7, the perceptions of physical education and sports teachers regarding face-to-face and distance in-service training are compared in terms of the graduation variable. Based on the independent groups t test findings, the total score ( $t_{319}=-0.96$ ;  $p=0.34$ ) and the perception dimension of willingness to participate ( $t_{319}=-1.64$ ;  $p=0.10$ ), the function of in-service training ( $t_{319}=-0.49$ ;  $p=0.63$ ). No significant difference could be determined in the dimensions of perception and implementation ( $t_{319}=-1.28$ ;  $p=0.20$ ).

**Table 8.** Findings Regarding In-Service Training Participated

Dimension	In-Service Training	n	$\bar{x}$	ss	F	p	Difference
<b>Total</b>	Face to Face (1)	46	54.96	22.08	0.60	0.55	
	Distance (2)	21	59.38	26.97			
	Both (3)	254	58.66	21.20			
	Total	321	58.18	21.71			
<b>Perception of Willingness to Participate</b>	Face to Face (1)	46	6.72	3.50	0.67	0.51	
	Distance (2)	21	7.62	4.12			
	Both (3)	254	6.72	3.38			
	Total	321	6.78	3.45			
<b>Function of In-Service Training</b>	Face to Face (1)	46	33.72	14.07	0.62	0.54	
	Distance (2)	21	35.81	17.02			
	Both (3)	254	36.15	13.16			
	Total	321	35.78	13.55			
<b>Perception Towards Application Dimension</b>	Face to Face (1)	46	14.52	6.27	0.74	0.48	
	Distance (2)	21	15.95	7.46			
	Both (3)	254	15.80	6.65			
	Total	321	15.62	6.65			

In Table 8, the perceptions of physical education and sports teachers regarding face-to-face and distance in-service training are compared in terms of the type of in-service training attended variable. Based on the Anova analysis findings, the total score ( $F(2,318)=.60$ ;  $p=.55$ ) and the perception dimension of willingness to participate ( $F(2,318)=.67$ ;  $p=.51$ ), the function of in-service training ( $F(2,318) =.62$ ;  $p=.54$ ) and perception towards practice ( $F(2,318)=.74$ ;  $p=.48$ ) dimensions, no significant difference could be determined.

The perceptions of physical education and sports teachers participating in the research regarding face-to-face and remote in-service activities and the relationship between their sub-dimensions were examined. Pearson correlation analysis was used in this analysis.

**Table 9.** Examination of the Relationships Between the Total Score of the Measurement Tool and the Sub-Dimensions

		Total	PWP	FIST	PTI
<b>Total</b>	r	1			
	p	-			
	n	321			
<b>PWP</b>	r	0.757*	1		
	p	0.000	-		
	n	321	321		
<b>FIST</b>	r	0.970*	0.661*	1	
	p	0.000	0.000	-	
	n	321	321	321	
<b>PTI</b>	r	0.894*	0.607*	0.787*	1
	p	0.000	0.000	0.000	-
	n	321	321	321	321

\*p<0.05

PWP: Perception of Willingness to Participate; FIST: Function of In-Service Training; PTI: Perception Towards Implementation

Table 9 shows the relationships between the total score and the sub-dimensions regarding the perceptions of physical education and sports teachers regarding face-to-face and distance in-service training. Accordingly, the total score was determined by the perception of willingness to participate ( $r_{321}=0.757^{**}$ ;  $p=0.000$ ), the function of in-service training ( $r_{321}=0.970^{**}$ ;  $p=0.000$ ) and the perception of practice ( $r_{321}=0.894^{*}$ ).  $^{*}$ ;  $p=0.000$ ) and a positive and significant relationship was determined between the dimensions.

## DISCUSSION, RESULTS AND SUGGESTIONS

The research identified that participants' perceptions of face-to-face and distance in-service training were low. However, physical education and sports teachers found distance in-service training activities to be more efficient, accessible, and easy to follow compared to face-to-face in-service training activities. However, participants perceived distance in-service training activities as inadequate in terms of participation willingness, communication, and preparation for higher-level duties. Given the structure of in-service training conducted through distance education, these results can be considered expected outcomes. Indeed, in-service training activities conducted through distance education are practical (Tekin, 2020). This practicality enables reaching a large number of people and saving time and space (Taşlıbeyaz,

Karaman & Göktaş, 2014). Additionally, when reviewing the literature, it has been determined that in-service training activities conducted through distance education yield results similar to those of this research (Horzum, Albayrak & Ayvaz, 2012; Parmaksız & Sıcak, 2015; Yılmaz & Düğenci, 2010).

In the scope of the research, perceptions of physical education and sports teachers regarding face-to-face and distance in-service activities were evaluated according to gender, and it was found that women's scores were significantly higher than men's. The identified result indicates that female teachers may prefer distance in-service training activities more than males due to the societal gender roles assigned to women. Because female teachers are often involved in tasks such as household chores and childcare after school more than male teachers (Özcan, 2008). Consequently, the situation may have led to women preferring distance in-service training activities over face-to-face in-service training activities. When examining the relevant literature, it has been determined that research on in-service training activities conducted through distance education yields significant results according to gender (Arslan & Şahin, 2013). However, the direction of the significant results varies depending on the nature of the studies. For example, in a study conducted with the participation of teachers from all branches, the views of teachers on distance in-service training activities show significant differences in favor of women (Parmaksız & Sıcak, 2015). However, in a study conducted with the participation of classroom teachers, significant results in favor of men were obtained (Horzum, Albayrak & Ayvaz, 2012).

Another result obtained at the end of the research is that no significant difference was found in the perceptions of physical education and sports teachers regarding face-to-face and distance in-service activities according to the type of school worked. In this context, the perceptions of teachers working at the primary, secondary, and high school levels are at a similar level. The identified result is a likely outcome of the research. Because many studies supporting these findings have been conducted (Bahtiyar, Elbir & Keskin-Bahtiyar, 2023; Limon, 2014). In the obtained scope, the results obtained in terms of the type of school worked by physical education and sports teachers regarding their perceptions of face-to-face and distance in-service activities are consistent with the studies in the literature.

When the results obtained in terms of professional seniority in the perceptions of physical education and sports teachers regarding face-to-face and distance in-service activities are evaluated, it was determined that there was no significant difference. When the relevant literature is examined, it is concluded that there is no consensus on the views according to professional seniority in the studies conducted. For example; in some studies, participant scores

did not show significant differences according to professional seniority (Arslan & Şahin, 2013; Gebel & Bozkurt, 2022). However, in some studies, unlike this study, significant differences have been identified (Horzum, Albayrak & Ayvaz, 2012). Therefore, it can be said that the results obtained in the scope of the research contribute a current perspective to the literature.

Another result obtained at the end of the research is that no significant difference was found in the perceptions of physical education and sports teachers regarding face-to-face and distance in-service activities according to graduation. Therefore, it can be stated that the perceptions of teachers with undergraduate and postgraduate degrees are at a similar level. Indeed, many studies in the literature support this result (Güney & Mete, 2022; Limon, 2014). Based on the relevant studies, it can be said that the results obtained in terms of graduation in the perceptions of physical education and sports teachers regarding face-to-face and distance in-service activities support the studies conducted before it.

Another result obtained at the end of the research is that no significant difference was found in the perceptions of physical education and sports teachers regarding face-to-face and distance in-service activities according to the type of in-service training attended. Generally speaking, the perceptions of teachers who attended either face-to-face or distance in-service training and those who attended both types of training are similar. The result obtained is a likely outcome of the research. Because many studies have been conducted with findings supporting the results obtained (Güney & Mete, 2022; Limon, 2014). In the investigated scope, the results obtained in terms of the type of in-service training attended by physical education and sports teachers regarding their perceptions of face-to-face and distance in-service activities are consistent with the studies in the literature.

The final result obtained from the research is that there is a positive and significant relationship between the total score and the perception of participation willingness, the function of in-service training, and the perception of application direction. The identified relationship indicates a direct proportion between the relevant scores. Thus, while one increases, the others also increase, and while one decreases, the others also decrease. When the relevant literature is examined, it is concluded that such an examination has not been conducted in the studies that bring together physical education and sports teachers with in-service training (Avşar 2011; İnce et al., 2020; Sabah & Çekin, 2016). Also, such an examination has not been conducted in studies addressing views on distance in-service training activities (Aslan, Göksu & Karaman, 2018; Demir, 2022; Horzum, Albayrak & Ayvaz, 2012; Taşlıbeyaz, Karaman & Göktaş, 2014; Yılmaz & Düğenci, 2010). In this context, it can be argued that the research has provided data

set-like results to the literature. The identified situation is also a detail that increases the importance level of the research.

In conclusion, it was determined that participants found distance in-service training activities more economical, accessible, and easily perceivable. Additionally, it was concluded that participants have a low level of perception regarding willingness to participate in distance in-service training, providing more communication opportunities, and better preparation for higher-level duties. Furthermore, it was determined that there was no significant difference in perceptions according to the type of school, professional seniority, graduation, and the type of in-service training attended. However, the results obtained according to gender indicate that perceptions of distance in-service training activities are significantly higher in women than in men. Finally, it was concluded that there is a positive and significant relationship between the total score and the perception of participation willingness

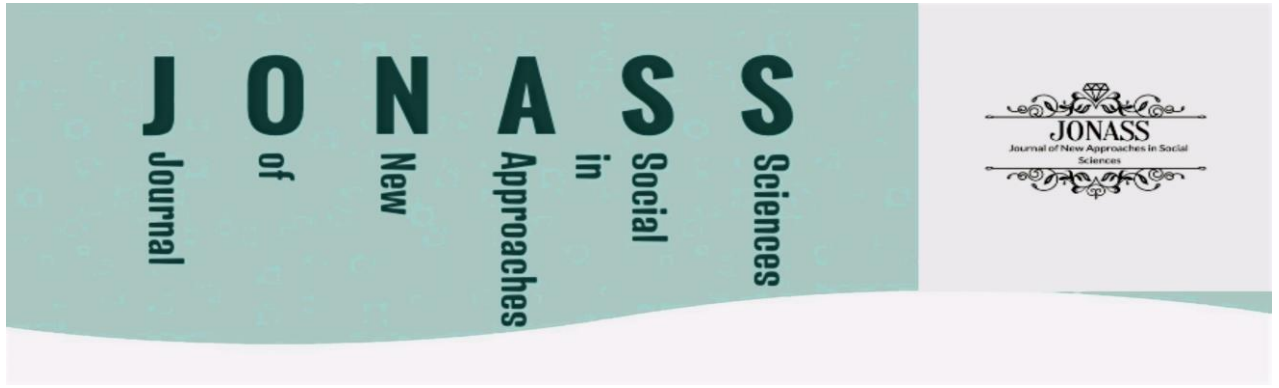
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Volume 2/Issue 1, 2023, pp. 48-57

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Article Info

Received: 17.02.2023

Accepted: 23.06.2023

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**TRACES OF OLD BELIEFS AND TRADITIONS IN TODAY'S TURKISH  
CULTURAL LIFE**

Baki ALTUNAL<sup>1</sup>

**Abstract**

The word "shaman" is a word used to describe a magician who treats diseases with their own unique methods, which evicts evil spirits. Before the Turks adopted Islamic religion, they believed in the religion Gök Tanrı and Shamanism was a part of the belief in Gök Tanrı Religion. Shamans were the wisdoms of illness. The most important features of shamans were that they could make contact with spirits and travel to the world of spirits. This belief system is continuing or resembling applications on contemporary Anatolian Turks.

**Key Words:** Shamanism, Turks, Gök Tanrı Religion

**INTRODUCTION**

Shamanism is a system that continued as a belief system among the pre-Islamic Turks for a period of time. Is this form of belief a religious belief or not? There are different answers to this question and different perspectives on the subject. Shamanism consists of some activities performed by the "shaman" using spells or magic, such as treating illness, traveling to the spirit world, and talking to spirits. Shamanism has been particularly influential in the Central Asian Turkish world. However, studies on this subject have had an impact on many societies, including Native Americans. Especially the works of Ahmet Ali Arslan attract attention

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regarding Native American Shamanism. After the Turks adopted the religion of Islam, some cultural changes occurred both in the cultural sense and in the way of life. These changes have been seen mostly in daily life, especially in social terms. These changes have affected the lifestyle and approach to life to a greater or lesser extent. This effect manifests itself in many vital activities, from the treatment of diseases to clothing.

The aim of our article is to provide a general perspective from the available literature on whether the effects of practices applied in Shamanic culture and aimed at treating some diseases exist today.

### **1. Shamanism**

Throughout history, Turks have encountered different societies based on their nomadic lifestyle, and they have encountered different religions due to their nomadic lifestyle. Shamanism is among the oldest belief systems. Turks are the Muslim nation today, and there is no other nation that embraces Islam as much as the Turks and gives it an equal meaning. Türkler ve İslam dünya çapında eş anlamlı görülmektedir. Türk denince İslam akla gelmektedir. Erdem (1998: 90)'e göre:

“When Turks became Muslims, they rearranged their history, legends and traditions, in short, their culture, with Islamic spirit and motifs. In this sense, the Turks' entry into Islam was synonymous with the transition from one culture to another, and there was no possibility of stepping back again. In their current manifestations, Turkishness and Islam are synonymous. When we say Turk, we mean Islam, and when we say Islam, we mean Turkishness. Perhaps there is no other nation among Muslim nations that has integrated itself with Islam this much.”

When it comes to Shamanism, the first question encountered is whether Shamanism is a religion or not and how to define Shamanism. The most general answer to this question is that it is a belief system with magical content. According to Türkan (2007: 131), "... from Central Asia, to the inner regions of Siberia, from Lapland, among the Eskimos, from Nepal, to Tibet and from Native American America, to China, Korea, "It is a belief system with religious and magical content that has spread from Japan, Pakistan, India, Australia and even Africa."

Shamanism is a belief system based on worshiping nature beings. In Shamanism, in addition to the worship of natural beings, there is also the worship of ancestral spirits. This belief is an indication of respect for ancestors. Although there is information from foreign sources about how this belief emerged, there is no definitive information about the birth of this belief system. According to Pamir (2003: 157):

“Shamanism is an ancient Asian religion based on the worship of ancestor spirits and nature beings. It is not known exactly when this religion emerged or what changes it went through. However, as learned from ancient Chinese sources, it is understood that Samanlık first emerged among the Central Asian Turks and then spread among other Turkish tribes.”

Shamanism is a belief system that has not only spread among the ancient Turks but has also been seen in many other societies. It appears in some small forms of application in different societies. This belief system is not considered a religion. It was mostly used as a magic trick to predict the future and treat diseases. According to Gömeç (1998: 47):

“It can be seen that today's Turkish belief is not a religion, but rather a magic whose basic principle is to command and command spirits, genies and fairies and to inform them of the future. All these stories do not only belong to Asian Turkish communities. "Although it has minor changes, this lifestyle called Shamanism is seen in the Mongols, Japanese, Eskimos, Malaysia, Australia, the Caucasus, Iceland, North America and many parts of Africa.”

#### **a. Characteristics and Duties of Shaman**

Shamans acted as a kind of clergy in the ancient Turks. However, it would not be appropriate to call Shamans strictly religious men. It would be more appropriate to evaluate the shaman as a sage who has certain positive characteristics in society. The most distinctive feature of the shaman is that he can fight against evil spirits and knows how to fight. In Shamanism, evil spirits are in a constant struggle against the Sun and the Moon. Sometimes evil spirits drag the Sun and Moon into their dark world. This is where the shaman comes into play. In the ancient Turkish belief system Shamanism, shamans are generally responsible for driving away evil spirits, and while doing this, the shaman makes different sounds.

“According to shamanic belief, evil spirits are in constant struggle with the Sun and the Moon, sometimes capturing them and dragging them into the dark world. This is the reason for solar and lunar eclipses. When the Sun or Moon is eclipsed, Shamanists shout and beat drums to save them from the captivity of evil spirits. According to them, these noises are to scare evil spirits” (İnan, 1995 as cited in Pamir, 2003: 164).

Shamans have great respect for nature. They attributed the disasters that befell society to nature being angry and lived in harmony with nature. Animals, which are a part of nature, are also considered sacred and protect people. Shamans believed that some animals guided people according to their personalities. The service animal also reflects the person's subconscious world. According to Ünlü (2012: 128):

“Shamans live in harmony with nature and respect everything in nature. Shamans, who believe that people have a lot to learn from animals, also believe that animals guide people. Animals both teach people many things and protect them. Shamans believed that everyone had at least one animal guide spirit. This guiding

spirit protects the person, gives strength and guides him. Here, the guide animal also symbolizes the person's subconscious. "Understanding the nature of the animals with which we share personality similarities also means understanding our own shortcomings and problems."

The shaman has the ability to change shape depending on the problem he encounters. In order for the shaman to know which animal to take on, he must first define and know the problem. The shaman can only drive away evil spirits with the help of these spirits. In other words, as the Shaman turns into a helping spirit, his personality begins to appear within that spirit. As a matter of fact, the fact that some Shamans make spiritual journeys by taking the form of a wolf, bull, bear or cormorant reinforces this idea (Buluç, 1970: 318 cited in Türkan: 2008: 137).

The shaman is known as a protector by the clan he belongs to. He is usually in a tense state. The shaman walks around the houses and drives away the angry spirits of the ancestors who come to harm them. In shamanism, the flight of the soul (rising to the sky, descending to the underground) and "extase" are a sign of activity that occurs simultaneously. The shaman drives away the souls of the dead who do not leave their homes and are thought to harm their living relatives in their moments of anger, chases some of them to the underground floors, and goes up to the heavens to present the sacrifices to the high gods (Kafesoğlu, 1980: 29 cited in Gönel, 2011: 35).

The shaman is in contact with the other world. When necessary, he travels to the other world through different spirits. Shaman uses his power to travel to the other world for the benefit of people. "The shaman uses this power thanks to beings called helping spirits. Thus, the Shaman mediates between gods and humans for the benefit of humans by communicating with the other world as he wishes" (Perrin, 2001 cited in Özgür, 2006: 7).

Shamans are people who are always remembered with positive characteristics. Every activity they undertake is for the benefit of the society to which they belong. They are generally dignified, intelligent and have healing properties. These adjectives were also used to describe them. In the sky god belief (in Shamanism), the religious official is called kam (seer, healer, magician, reformer, judge, wise, dignified, dignified, intelligent, philosopher, wise person, etc.) (Quoted in Ermetin, 2009: 23; Kapağan, 2014: 804).

## **2. Shamanism and Sky God Religion**

Shamanism and Sky God belief do not mean the same thing. However, they seem to be intertwined with each other and are still perceived as synonyms today.

When Shamanism is mentioned, belief in Sky God comes to mind, and when belief in Sky God comes to mind, Shamanism comes to mind. According to some researchers, Shamanism and Sky God belief are related but different concepts. According to some researchers, Shamanism is a part of the Sky God belief. According to Mandaloğlu (2011: 120), “Religion in the Ancient Turks was shaped as belief in a supreme being who was the ruler and creator of the universe. Turks describe this supreme being as "Tengri". Their religion is called the Sky God Religion. Shamanism is a magical system within the Sky God religion.”

According to some researchers, Shamanism is not a religion. Sky is a part of God belief. It developed within the belief in Sky God. However, it is possible that Shamanism is intertwined with religious elements. Since Shamanism is related to disasters occurring in nature, it has gained a religious dimension due to strong natural events. Shamanism also influenced the forces attributed to nature in the Turks, and in a way, the religion gained solidity (Kafesoğlu, 2002: 300-302).

In general terms, Shamanism is not considered a religion. The main concept of religion is the belief in Sky God. Shamanism is based on a number of religious rituals, with the belief in the Sky God at the center. According to Dalkılıç (2007: 25), “When the basic elements of traditional Turkish religion are considered, it is seen that the Sky God is at the center. Sky God is the core of religion and constitutes its basis. All other elements are shaped around it. The Sky God rules over the earth and the skies.”

### **3. Reflections of the Ancient Traditions of Anatolian Turks to the Present Day**

Turks have spread to many parts of the world and the Turkish presence continues in every continent. They have not broken away from their past lives and traditions throughout their continued existence. Turkish culture continues to keep the roots of the past alive on every continent. Turks living in Anatolia are also a part of the Turks spread all over the world.

Even after the Turks came to Anatolia through migration and accepted the religion of Islam, they did not completely lose their old life and beliefs. They continued to live a unique life by intertwining their old belief systems with the new phenomena they encountered and accepted. Some practices related to Shamanism, especially among the ancient Turks, continue

in similar ways under different names or practices. What we hear today; She appears with names such as old woman and dervish. According to Kaya (2001: 218):

“... ancestor and nature cults merge and continue their existence within Islamic beliefs and practices, in the form of the saint cult. Cults related to the Sky God and its possessors can be encountered especially in connection with Shamanism. "The functions of shamans in the ancient Turks and in today's Central Asia are implemented through individuals referred to as hodjas, old wives and dervishes in Turkey."

One of the areas where the effects of practices originating from the ancient Turkish belief Shamanism and Central Asian Turkish beliefs and traditions are seen is wedding ceremonies. Most of the practices observed in the wedding ceremonies, from the time the bride leaves her father's house to her husband's house, bear the traces of old Turkish traditions. We can give examples of many practices in Turkish national consciousness and culture, from covering the face to tying a red belt. According to Emen (2015: 40):

“It is possible to see the traces of the old Turkish culture and belief system in weddings and in all the practices carried out until the bride leaves her father's house and goes to her husband's house. "It is possible to see this effect in all practices, from playing the drum to tying the red belt, from covering the bride's face with a red scarf to wedding meals, from the falling of the log to the hair ceremony, from the download ceremony to kicking the jug."

Turks who settled in Anatolia adopted the religion of Islam. However, having adopted the religion of Islam, they have not completely abandoned the thousands of years of traditions they learned from their past lives, that is, from their ancestors. They harmonized their past lives in a way that did not contradict Islam and continued to live their old traditions. According to Uğurlu and Koca (2010: 7):

“The Islamic model that is experienced in Anatolia even today is a model that has been synthesized with the old beliefs and beliefs of the Turks. In fact, in various regions of our country, failure to act in line with these old beliefs can even be considered a religious sin. "The Turkish people were able to bring together the religion of Islam, which they adopted and lived in Anatolia, and the old beliefs and beliefs that we can call other colors, but they also adopted Islam as the dominant color."

#### **4. The Similarity of Treatment Methods Used by Anatolian Turks in Shamanism**

Turks experienced some changes in their cultural structure after the acceptance of Islam and migration to Anatolia. Before the modern world and the recent changes in medicine and other positive sciences, the Turks solved the problems they encountered with some methods coming from the rich world of experience in their past. The experiences of the past somehow penetrated into their lives and continued to live in life.



Thousands of years of knowledge and experience of the past lie behind the treatment methods of diseases, which are also known as the old man's treatment methods. People who lived in the past tried to get rid of the negative situations they faced by taking advantage of nature or materials they obtained from nature, when opportunities were limited. The effort to find a cure for diseases or negative situations and the belief systems developed based on these practices have been effective in the development of these practices. According to Sever (2004: 96):

“Traditional folk medicine practices were born thousands of years ago as a result of our ancestors' perception and interpretation of natural events and their environment, and their reactions to the events and situations they were influenced by, and their interactions in social life. "In the traditional treatment approach, practices that have been experienced and tried many times and the beliefs developed around these practices have been effective."

Considering the ongoing effects of Shamanism today, the concept we especially encounter is the understanding of trying to find cure for diseases. However, these values are melting in the wheel of the modern age. These values can only be protected by recording them and passing them on to future generations. According to Tunç (2007: 150):

“Shamanism continued its existence among Turkish peoples. Today, traces of shamanism have been found in many areas involving the birth, marriage and death periods of the people. There are many interpretations based on criteria based on oral tradition rather than scientific results. However, it is useful to point out that with the rapid progress of our age, these values are melting in the wheel of the age. "The task of research is to record the cultural values and oral information that have remained in the corner."

Many things implemented in the marriage-related activities carried out in Osmaniye Düziçi District are connected with the old Turkish culture. Taking people who cannot get married to places of visit, tying rags to trees, and having a "toy" tradition at weddings are all traditions inherited from the Shaman culture or the belief in the Sky God, and are interpreted in different ways and integrated into today's lives. This is an indication that old traditions still continue in some way. Such ancient practices also play a regulatory role in society. According to Bülbül (2016: 170):

“As a result of our research in Düziçi district, we observed that people who cannot get married are taken to visiting places to increase their fortunes and the practice of tying rags to trees, the "toy" tradition, which is an effort to host the guests in the best possible way at the wedding, the concept of "hearth", which describes the connection between fire and the house, the brides who go to pick up the girl, All these things,

such as the joking coercion made by the relatives of the house, the tradition of "hair" in which some substances believed to have various meanings are thrown when the bride comes to the boy's house, some practices applied to the bride on the threshold of the house, which is considered sacred in the old Turkish culture, and the belief of "wedding", which means the bride does not talk to the elders of the house. Beliefs have an important place in ancient Turkish culture. In these practices we see, belief is a system chain that guides, encourages, punishes, and in short, completely dominates people.''

The "hearth" tradition is among the most concrete examples of the reflection of the ongoing healing tradition based on the shamanic tradition in Anatolia. Today, in Anatolia, people who are believed to cure diseases with supernatural powers are called Ocak or Ocaklı. Hearths are homes or families where certain illnesses are cured by a person or someone to whom he symbolically delegates his talents. (As cited in Ögel, 1977; Demir, 2015: 23).

### **DISCUSSION, RESULTS AND SUGGESTIONS**

Turks, as different tribes, migrated to many regions around the world. Today, Turks living in different regions of the world show many common characteristics. The reason for this is their common origin and spread to different regions from the same geography.

Wherever they go in the world, Turks still preserve the traces of their old beliefs and life. The beliefs and traditions of the past still continue despite the different cultures and beliefs they have adopted.

Among the Turks living in Anatolia, it is possible to see the traces of the old beliefs of Shamanism and the Sky God belief in folk traditions and belief systems, from illnesses to weddings.

The information we provide here is undoubtedly insufficient to convey the values that are part of the Turkish rich culture and tradition. However, it will be a general source of information about the subject.

There are still some of the connections within the daily life of Turks related to old beliefs. But it is still being discussed whether Shamanism is a religion or not. Shamanism is not a religious phenomenon. Arose on the basis of witchcraft on its own it is a complex cultural phenomenon. In other words, witchcraft is essentially primitive art, medicine, aesthetics, nature. It contains thoughts and religious thoughts within itself. Shamanism, neither to itself it is neither a specific religion nor a form of magic. There are various aspects that are relevant to both fields. It is a form of belief and a technique that combines religion and world views (Mömin, 2013).

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