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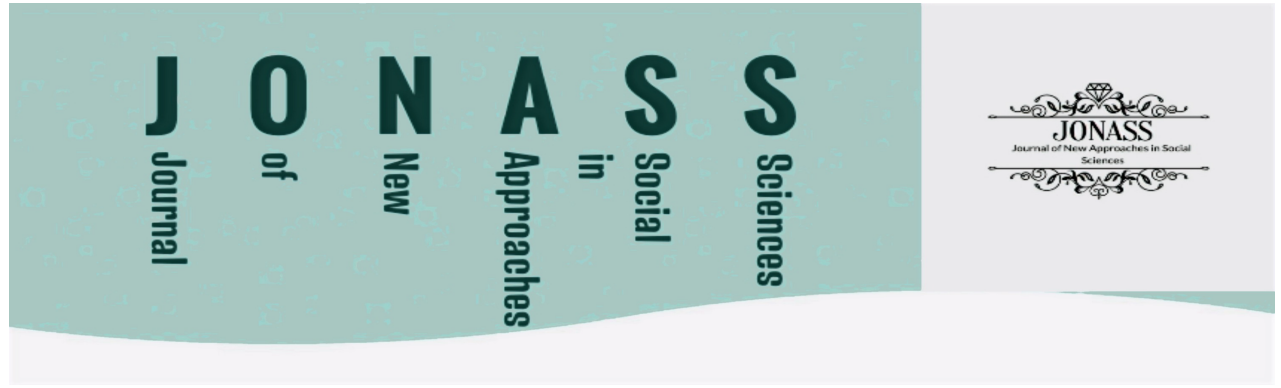
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**REVIEW OF THE STAKEHOLDERS' VIEWS ON THE SUPPORT AND
UPBRINGING COURSES TAKEN AT PUBLIC EDUCATION CENTERS**

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Abstract

Support and training courses in conjunction with the closing and conversion of classrooms were instituted in secondary and high schools as part of formal education and in public education centers. In secondary and high schools, teachers who usually attend classes in their majors, are also involved in supporting and training courses, while centers for public education, which are either understaffed or not, generally take responsibility for courses taken with teachers from outside the institution, and graduates. This research examined positive — negative opinions and suggestions from 10 administrators, 10 teachers, and 10 parents of 10 parents who had taken part in supporting and growing courses in public education centers and in the central and suburban districts of Nevsehir province. This research uses the phenomenology pattern to sample criteria. As a result of the study, all participants found that free courses constitute equal opportunities. Public education centers generally lack a major in staff, lack of equipment in buildings in public education centers, and the rushing return of teachers from other schools to their own schools when their classes are over, and parents having to take additional test books have proved negative.

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At a certain cost, the courses could be organized to boost students' adherence to courses and their emphasis on courses; distributing the tests and trial exams in the IT Educational Network to books for students; prioritizing public education centers for teacher engagements; and opening courses in equipped and centralized buildings rather than outlying public education center buildings.

Key words: mainstream education, community education, support and training course.

INTRODUCTION

Future concern has led to a greater emphasis on courses being organized in test-oriented education systems aimed at improving achievement. To meet these needs, the private sector and the Ministry of Education have undertaken initiatives over the years. The Ministry of National Education has opened courses in its organization, while the private sector has been directed to classrooms and study centers (Ergun, 2017). As students become competing constantly and under pressure to become well-employed, interest in non-school institutions such as private classes, lectures, study centers, and study centers has steadily increased (Öztürk, 2018). Special education is organized by students taking a one-on-one course from the teacher, teachers in public schools teaching outside of school hours for free, or students receiving education at a private educational institution (Ergun, 2017). Teachers' willingness to increase incomes also contributes to the increase in supplemental education services (Bray, 1999). Live, 2019). In Turkey, the selection and placement process through centralized system exams obligates students to undergo additional training at competition (Akkaya, 2017). Special courses, one-on-one courses, additional training that covers exam preparation is not unique to our country (Sarica, 2019). It is a different practice from other countries (Sharp, 2020) in which supportive training activities, activities in our country, are similar in shape or content, but free of charge and applicable in a country as a whole.

Classrooms are also called shadow education. These institutions, seen as supplements of lectures when they were first established, eventually became institutions for preparation for exams (Ergun, 2017). Shadow education was initially on the agenda in countries such as East Asia, Japan, Hong Kong, Vietnam, South Korea, and later also in Europe, Africa and North America (Bray, 2006). Çetin and Gundogdu, 2021). In Turkey's context, it is possible to say that classrooms, course centers and institutes can improve academic success while at the same time curbing the equality of opportunity in education (Cetin and Gundogdu, 2021).

Support and training courses were started in all secondary, high school and public education centers in the 2014-2015 school year as part of the "Ministry of National Education Promotion of Organ and Pervasive Education Courses Directive" on 23/09/2014 and 414590 (Lamb, 2019). The process of closing or gradually transforming classrooms into private schools was also carried out by Article 9 of the Law on Amendments to some of the Laws of Law with the Basic Law of National Education, 6528 of 01/03/2014 published in the Official Journal 28941, which is 01/03/2014. In conjunction with the closing, converting processes of classrooms, the promotion and upbringing courses for students with high school graduates in public education centers began operating in 2014-2015 (Ergun, 2017).

Public education began in Turkey with literacy in public houses and public rooms. In accordance with Dickerman's report, the Bureau of Public Education for adult education was created in 1952, the Public Chambers were created in 1953, and public education centers began to open in 1956 (Okcalol, 2006). Public education centers are currently active as at least one in each county. These institutions, which were involved in literacy activities in its early years, now have 3,754 course modules in general and professional-technical course variants.

Individuals' desire for a higher quality education led individuals to institutions for testing (Canpolat, 2017). In our country, supporting and training courses could be said to have been important in preparing for exams, which free families from financial hardship and provide equal opportunities for education (Kozikoglu and Ozcanil, 2020). When the Ministry of Education does not organize free courses, children from well-off families take advantage of special courses, classrooms, study centers, and study centers, while children from families with no good financial means do not make use of them. This contradicts the Basic Law of Education 1739 and the principle of equality under Article 10 of the Constitution (Irrevocable, Gurbuz and Tekçe, 2018).

All DYK related transactions are conducted online at <https://ekurs.eba.gov.tr> according to a guideline published by the Directorate General for Measurement, Evaluation and Examination Services (ÖDSGM) of the Ministry of National Education (Sarica, 2019). Students can apply for supporting and growing courses online via the e-course module or even choose from teachers applying for the course (Yesilyurt, 2019). The number of students in a class is from 10 to 24, while the course fee is not charged from trainees taking the supporting and growing courses. In annual courses and summer courses, graduating students can select up to 6 courses, while the number of weekly classes is up to 24. Students enrolled in courses are removed from classes where they are absent a maximum of 1/5 without apology. Courses can be taught at least 2 hours a day, up to 8 hours a day (Ministry of National Education [MEB],

2021). Teachers involved in supporting and training courses can also appear to be very attractive to teachers, because they are charged twice as much as the usual supplemental tuition.

Introduction to the university in 2010 the Transition to Higher Education Examination and Placement Examination in High Schools was collected under the Student Selection Placement Examination, and subsequently updated as a two-session Higher Education Institutions Exam in 2018 as a result of criticism of the excess number of exams and the excess of the scoring genre. The first session, the Basic Competency Test, contains basic math and Turkish questions, the second session, the Alan Competency Test, lectures in mathematics, science, social sciences, and Turkish language and literature (Higher Education Institution [FIR], 2021). Since its establishment, public education centers have been working continuously in literacy, computer, crafts, professional acquisition. There are only a few teachers available to the public education centers that have taken the task of preparing students for their first university exams, and they try to organize college preparatory courses free of charge, as required by the directive on teachers or master tutors from the National Education Ministry.

The aim of this research is to assess the promotion and upbringing courses, organized for high school graduates, from the perspective of administrators, teachers, and parents, and to provide solutions for more efficient courses. For more detailed research, administrators have been asked for information on both administrative experience and support and training course experience, teachers' majors, teaching experiences and support course experiences, and parents' training status and monthly earning amounts.

For this purpose, the following questions were raised to administrators and teachers, and questions were raised at the end.

1. What do you think are the positive and negative aspects of the support and cultivation courses held at public education centers?
 - a. What are the positive and negative aspects of courses, in terms of their cost?
 - b. What are the positive and negative aspects of the courses regarding the internal and external equipment of the buildings being offered?
 - c. What are the positive and negative aspects of the course with regard to planning?
 - d. What are the positive and negative aspects of courses?
2. What suggestions do you have for making support and training courses more efficient?

Parents are asked the following questions:

1. What are the positive and negative aspects of the support and cultivation courses held at public education centers?
 - a. What are the positive and negative aspects of courses?

- b. What are the positive and negative aspects of the courses regarding the internal and external equipment of the buildings being offered?
 - c. What are the positive and negative aspects of the course with regard to planning?
 - d. What are the positive and negative aspects of courses?
2. What suggestions do you have to make support and training courses more efficient?

Support and upbringing courses are held free of charge after the closing and conversion of classrooms. Public education centers with limited teacher staff are the only addresses for graduating students. Studies of support and training courses show detailed analysis of how scholars, pupils, parents, administrators, think about the courses. However, studies include courses at the secondary and high school levels in formal education. There is only one master's thesis for high school graduates concerning support and upbringing courses held in public education centers. Although studies in formal education have similar and varied aspects, it is also important to note that common educational institutions are responsible for 3,811 courses in 73 areas, from craft, clothing production technology, sports to music, while the YKS (Transition to Higher Education Examination) is responsible for this topic. In this context, the importance of the study is that it will provide both feedback and innovation to the competent authorities on how the courses should be more effective and efficient once the training of public education center administrators, support and nurture course teachers and parents are evaluated. This is expected to contribute to the organization of support and training courses planned for years to come.

METHOD

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

The Pattern of Research

This research uses a pattern of phenomenology from the patterns of Intel research. This philosophy against metaphysics suggests that "there are concrete lives and you have to deal with them and pave the way for philosophy" (Sonmez and Alacapinar, 2019). According to Cropley (2002), the study of factual science focuses on issues that we are aware of but do not have an in-depth and detailed understanding (e.g., Buyukanit-Ozturk and 2021). Although we often find facts, events, attitudes in our daily lives, when we think about it, we have trouble explaining or identifying them. The phenomenon is an qualitative research pattern used in these studies (Kincal, 2020). In this pattern, individuals or groups that experience the phenomenon of research, and may reflect their experiences, are data sources (e.g., Greater Ozturk, 2021). In

this study, the peers' experiences in supporting and growing courses were asked to take advantage of. The pattern of knowledge has been used because it is believed that the positive, negative aspects of support and upbringing courses and the best possible efforts to develop them could be demonstrated by administrators organizing these courses, by people teaching in these courses, and by parents sending their children to these courses.

Participants

This study used criterion sampling, one of the non-elitist sampling methods, which is one of the intended sampling variants, since the experience will play a key role. Criterion sampling consists of people, objects, or states with qualified attributes for the problem. The criteria here can be set by researchers or used predetermined criteria (Lightning and Lightning, 2018). The criteria for this study are that in supporting and cultivating courses are required to serve as guardians, teachers, or student guardians for at least two periods.

He taught, directed, and selected the parents who sent students to these courses in support and upbringing courses that had previously been held at public education centers. This has been preferred, as it is believed that experienced individuals will add a distinct value to the study. In this context, 10 teachers, 10 administrators, and 10 parents who took part in supporting and growing courses in public education centers were formed. Each group of 10 participating teachers, 10 administrators and 10 parents includes eight men and two women. Administrative, teachers and parents participated in the study voluntarily. Participating managers are encoded as I1, I2,..., I10, teachers as P1, P2,..., O10, parents V1, V2,..., V10. The following tables cover demographic features of participants in the research, working years of the administrators involved in the interview, majors of teachers, professions of parents, and monthly incomes.

Table 1.
Specifications of Administrators, Teachers and Parents Participating in the Research

Participants			Branch		Seniority		DYK Experience		Parent Demographics		
A	T	P	B	T	A	T	A	O	Educational	Occupation	Revenue (TL)
I1	Q1	V1	Information Techn.	Physics	17	30	2	3	High school	Q. Occupation	2,500

I2	Q2	V2	Classroom T.	Date	13	19	3	3	High school	Q. Occupatio n	2,800
I3	Q3	V3	Classroom T.	TED	8	21	3	3	Secondar y school	Worker	2,800
I4	P4	V4	Classroom T.	Geograph y	8	25	3	3	High school	Worker	2,600
I5	Q5	V5	Religious Culture	Date	31	12	3	4	Pre- License	Master Tutorial	3,000
I6	Q6	V6	Social Studies	Philology	33	14	4	4	License	Janitor	5,300
I7	P7	V7	Classroom T.	Geograph y	16	13	3	2	High school	Retired	2,200
I8	Q8	V8	Classroom T.	Chemistry	5	7	5	5	High school	Clerk	4,800
I9	Q9	V9	Chemistry	Mathemati cs	8	9	3	2	License	Clerk	5,500
I10	P10	V10	Classroom T.	Date	9	33	4	5	High school	Retired	2,200

According to Table 1, the administrators involved in the research conducted at least two years of these courses, although the supporting and growing courses had a seven-year history. Teachers who participated in the study have extensive professional experience and have spent at least two years supporting and growing courses. Parents in the study typically graduated from high school. According to this data collected in the first months of 2022, a significant number of their monthly income is the minimum wage.

Data Collection Tool

The research collected data using a semi-structured form using the interview method. Interview questions are open-ended and designed in a draft form along the lines of the field. In the data collection tool, there are open-ended questions about the positives administrators, teachers, and parents see in the support and upbringing course, the shortcomings in courses, and what needs to be done to make the courses more effective. The pilot program then finalized the form with two teachers who took part in the course to test the purposefulness of questions,

two administrators and two parents, and two teachers of Turkish who had been interviewed face-to-face to test the clarity and clarity of the questions.

Data Collection

Permissions from the Ethics Board of Social and Humanitarian Sciences at Erciyes University were obtained on 22/02/2022 by the National Education Directorate of Nevsehir with a number of 48201549 on 20/04/2022.

The courses involved interviews with administrators in their institutions, teachers and parents in the teachers' lounge. A healthy environment was provided for the meetings and each meeting lasted an average of 20 minutes.

Data Analysis

The data collected from the participants was analyzed by content analysis. The process of analyzing content is to combine similar data within concepts and themes that the reader understands (Lightning and Lightning, 2018). Also, the concepts and themes combined with content analysis make sense of what appears to be intense and complex data (Patton, 2002). The resulting data is categorized through code, category, theme. In this study, the raw data was primarily passed to the researcher by the researcher to identify the views of administrators, teachers, and parents of the support and training courses for students in public education centers, developing solutions to problems, and making the courses more efficient. It was later read as a whole. The raw data was then read twice and issued codes. Subsequently, similar and related codes are grouped under categories, and similar and related categories are collected under themes. The same operations were later performed by a field expert. By analyzing the same data from two researchers, the bias of the single researcher was addressed, and the research was intended to improve its validity and reliability. The adaptation rate of the code, categories and themes that the researcher and the expert created was calculated using the X 100 formula proposed by Miles and Huberman (1994), which is a difference of opinion/opinion, and found at .85.

FINDINGS

This section describes the findings of the opinion of administrators, teachers, and parents of education stakeholders in supporting and growing courses that are opened free of charge in public education centers.

The managerial positive and negative aspects of support and training courses are covered in table 2.

Table 2.

Administrative Positive and Negative Directions of the Support and Upbringing Courses

Positive Aspects	f	Structure	Negative Directions	F
Opportunity equity provision	8	Hardware	No smart boards in public education centers	5
			Centers for public education far from the center	
			It's hard to find empty classrooms in public education center buildings	
Free	7	Time	Students don't have time to solve extra problems with their course teachers	8
			No extra time to communicate with course teachers	
			Continuous extension of registration times	
EBA support	6	Psychological	The lack of seriousness of the free courses has caused students	9
			Employee	
		Lack of relevant majors in institution staff		

According to Table 2, public education center administrators generally agreed that supporting and training courses provide equal opportunities for students in diverse economic conditions preparing for exams.

"The courses are a great opportunity for students whose finances are inadequate. Without these courses it would be very difficult to achieve equal opportunities in university exams," he said.

I4 "The free course removes the disparities between the students."

According to Table 2, administrators have cited the lack of teacher staff in courses that can be opened in their institutions, and the absence of outside teachers to be in a position to spare extra time. They have also stated that there are no buildings equipped for public education centers, no smart boards, that are already dense due to the courses in English, computer, crafts, clothing, and the promotion and cultivation courses being a separate area, as stated above, they face challenges both space, time and staff.

"We have difficulties in securing course teachers from other schools. As teachers rush to the public education center at a short time from their own school and return immediately, trainees

fail to find teachers when they want to solve problems or ask for help on something other than class hours. Teachers also complain about the lack of smart boards in classrooms."

I5 states, "Teachers don't have time to make an external evaluation with students as they reach the class at the last minute and leave as soon as the class is over."

"We tried to run the course in a separate building, but because there were so many classes and students, we had to assign an administrator from our institution to that building. The number of people's education centers that are already few has been reduced. This caused us to have difficulties going forward with our other courses," he said.

Following are the recommendations from administrators for support and training courses.

- ❖ MEB's supply of material
- ❖ MEB's question bank and resource replication and distribution
- ❖ Providing guidance to students
- ❖ Making an experienced requirement for teachers involved in the FIR
- ❖ Deploying teachers to work only at DYK
- ❖ Support for building courses in more equipped buildings
- ❖ Increase the bonus points given to teachers taking part in the course
- ❖ Setting up smart boards
- ❖ Increase the pay of teachers involved in the course
- ❖ Compensation for resource allocation in courses
- ❖ Increasing the management staff in the institutions where courses are held

I3 said, "We are very comfortable with the installation of smart boards in our institutions, with priority recognition in the various teacher deployments, support and cultivation course planning."

"Determining the physical, technological conditions required for the courses and a canteen to sit in between classes, a problem-solving room and an institution at the center will contribute more to the students. We are striving to create a vacant classroom for courses," he said.

I7 said, "Teachers are more efficient if the pay and service score to teachers is increased, and they are more likely to devote themselves to these courses."

The teacher-positive and negative aspects of the support and training courses are covered in table 3.

Table 3.

The Positive and Negative Aspects of the Support and Training Courses for Teachers

Positive Aspects	f	Negative Directions	f
Giving teachers even a little extra service points	7	Lack of materials such as tests, questionnaires, smart boards, etc	5
Free students, equal opportunities	8	They expected to come to the class exhausted from the density of their school	6
EBA Support	8	No smart board	9
Rates are double compared to the usual supplement	6	School's dense, so they don't have time to spare	8

According to Table 3, teachers view the courses as both positive for themselves and for students. They have stated that additional lecture rates and the implementation of additional service points create a positive, if not necessarily positive, support for the EBA themselves.

He said, "Events at the EBA have a very positive impact on the realization of gains."

"The courses are very positive in ensuring equal opportunities for students. And I get an extra point, and it's good that the price is higher than the next class."

According to Table 3, teachers saw the lack of smart boards in the most public education centers, the lack of funds for students with no economic status, the need to rush and weary during weekday courses in public education centers, and to come back to their own schools after class was over.

"The number of tests and test tests in the EBA is small. There are no smart boards in public education centers. The public education [centers] are inadequate in hardware," he said.

"Because of the density of schools the courses are very tight. I would like to be employed completely in those courses," he said.

"When I looked at the cadres of the public education centers, I did not see an additional unit for guidance counselor students to be informed by the exam. The assessment unit of national education in this regard, the psychological counseling and guidance unit, should support these graduates," he said.

Following are teacher suggestions for support and training courses.

- ❖ Courses should be made in equipped classrooms
- ❖ Should have a smart board
- ❖ Students should be helped in their transport so that they are not late for class
- ❖ Students should be funded
- ❖ Measurement evaluation specialist engagement

- ❖ Students should be provided with guidance
- ❖ Students should be paid a reasonable fee
- ❖ Courses should be opened where students can take their stress

"There are times when students need counseling. However, the public education centers do not have staff or guidance counselors. I can't find time to take care of students outside of school. In areas such as guidance and assessment, the Directorate of National Education must provide support."

"It must be the relief of some students not to pay a fee for a course; I observe the relaxed behavior, late in the classroom. If a small amount of money is taken, the students will continue the lecture with greater seriousness," he said.

"This system of financial facilitation for students conflicts with the fact that students give a lot of money for EBA photocopies, for municipal buses, for test books. The EBA test papers should be printed in books and presented to students."

The parents of the support and training courses were given a positive, negative aspect of the support and training course in table 4.

Table 4.

The Positive and Negative Aspects of the Support and Training Courses for Teachers

Positive Aspects	f	Negative Directions	f
Saving parents from paying fees to prepare for exams	9	Classes end late in winter	5
		No service	6
		Failure to provide a solution to extra test books	9

According to Table 4, parents expressed the most useful aspect of the course as saving themselves from paying a fee.

"If we do not have these courses, it seems unlikely that we could take private classes and prepare the children for the test, taking into account the special course fee. Economically, it frees us from a considerable sum," he said.

According to Table 4, the parents stated that the most negative aspect of the courses was the late winter ending, and that they would have to pay for extra travel because the public education centers were far from the center.

"Children have very few test examinations, extra resources have to be given. When these jobs don't happen, we still pay a lot of wages," he said.

V7 said, "The road money, the book of tests, the test exam, is a significant sum for me."

Following are recommendations from parents for support and upbringing courses.

- ❖ Have first-generation service during class hours
- ❖ MEB to provide test books
- ❖ Making courses in more central locations

"If the courses are held in more central locations, the children will be able to provide transportation on one bus. That's a great convenience. They say they are very cold when they walk in the winter after getting off the bus."

V8 said, "It would be great to have DYK courses, even though it would be a relief for us to have mineral access, to help with book expenses."

DISCUSSION, RESULTS AND SUGGESTIONS

This research has focused on the various aspects of supporting and cultivating courses through interviews with stakeholders, teachers, and parents. In this case, the results are discussed in order. This research has found that support and training courses are generally viewed as positive, with equal opportunities especially in education. Nartgun and Petitioner (2016), Iron Basaran and Yildiz (2017), Akkaya (2017), Öztürk (2018), Canpolat (2017), Turkresin (2018), Sarica (2018), Dönmez, Gurbuz and Tekçe (2018), Alive (2019), was born in Çetin and Gunetin 2012) found that his research found that the promotion and cultivation courses were generally viewed positively, as they provided equal opportunities and opportunities, and most importantly, they also equalized students in the countryside. So the results of the earlier work and the results of this work are consistent with this angle.

The lack of teachers from the fields of physics, chemistry, biology, mathematics, literature, history, geography, and the lack of teaching in public education are a remarkable aspect of this subject. Sky and Candyman (2017) stated that there were serious problems with the implementation of the courses as a result of the physical structure and classroom structure of the public education centers. These reasons call for questioning the nature of support and training courses opened in mainstream education. Sky and Candy (2017) concluded that the preparation process for an important exam, such as a university exam, would cause the management, supervision, planning and economy to lose time and labor to mainstream educational institutions that are either scholarship teachers, guidance counselors, or non-majors,

and with little experience on staff, so that the transfer of the mission to higher education institutions, such as high schools and those whose majors are considered to contribute more to cultivation courses. In this particular study, it is important for the public education center administrators to express their frustration with the lack of teachers on course areas and to complain that they lack adequate managerial skills. At this point, the deployment of experienced teachers only in public education centers where too many students are applying for courses will add up to a significant shortfall.

The necessity for the public education centers to have at least one in each county produces very positive results for the students. Because even if private practice centers are not closed, it's a long shot that private institutions will have to open a center in a small town center for financial reasons. Akkaya (2017) also noted that in small town centers, the private sector did not open a course center in preparation for the exam, and that supporting and growing courses were also very useful.

Teachers who participated in the study have stated that supporting and training courses are a positive practice of offering additional service points and paying double wages. Goksu and Gülçü (2016), Iron Basaran and Yildiz (2017), Ozturk (2018), Sarica (2018), Topcu and Ersoy (2019), Topcu and Dikici (2020) achieved results that stated the teacher's satisfaction with the fee. It is also a disincentive for teachers to often declare that additional tuition fees are very satisfactory in studies. Because in preparing students for exams, having more experienced teachers who have experience in this subject can improve quality, and because of their financial attractiveness, it turns out that teachers can ask for tasks. To prevent this, specific requirements may be introduced for teacher application to courses.

One of the themes that the researchers and the teachers agree on is the negative climate that students get when the courses are all free. Bozbayındir and Kara (2017), Topcu and Ersoy (2019), Artillery and Seeker (2020), Çetin and Gundogdu (2021) found similar results in their research, suggesting that the principal reason students were absent or not taking the courses seriously was the result of a lack of pay. In this case, perhaps ensuring that the trainees meet the costs of toner, paper, etc will help to foster a sense of belonging to the courses in them. The allocation of funds for higher education centers is also considered to be a major contributor.

The development of the EBA, a platform for students to benefit from for free, has been a central focus in research done at the EBA, where testing should be increased and materials enriched. In the works of Bozbayındir and Kara (2017), Iron Sucaran and Yildiz Narinalp (2017), the Turkic (2018), Kuzucu (2019), Live (2019), the source book stated that courses

should be enriched in terms of EBA services. As such, it is important to print and book testing of the EBA so that the courses are free of charge and then distribute them to the students.

Goksu and Gülçü (2016) and the Lamb and Saracoglu (2018), in their research, revealed that courses in formal education would also be useful for opening up in areas such as sports, art, drama, music. In this study, teachers also stated that students could be encouraged to increase anxiety and stress levels while introducing elective courses on artistic activities in common education. Teacher engagements have been made for support and training courses, while teachers on staff are prioritized, while teachers or teachers on staff are assigned without a teacher on staff. If more than one teacher enrolls in public education centers, teachers are given priority over who is applying to the system. Live (2019) found that for teachers who may or may not be employed, an unfavored teacher creates a negative image. This research reveals that teachers sometimes experience such anxiety.

SUGGESTIONS

- The Ministry of Education can reproduce and book questions at the EBA, and print essays in books, as well as distribute to students. This is how a shortage of resources can be alleviated.
- Courses could be given priority for public education centers to maintain, organize courses in equipped and centralized buildings, not insisting on the premises of public education centers.
- The national education directorates can appoint teachers in the course based on their previous experience of preparing students for exams.
- Teachers assigned to support and training courses may not attend classes in their schools, and may only be employed in public education centers. Or the staff of the public education centers could be given the majors.
- By setting up the curriculum, lectures that require skill (music, visual arts, etc.) among the main courses in the academic classroom may reduce the problem of students being bored and tired in the classroom.
- Teachers and administrators can receive additional service points from support and training courses and may also be improved upon.
- Duplicating EBA resources with photocopy requires significant material. Public education centers can be assisted and budget extra.

- In the event that there are more students, support for students may be provided and transportation fees eliminated.
- Students can be charged a certain amount of money for resources and general expenses, enabling them to adopt courses more.
- Similar research can be done at public education centers in large cities.
- Similar research can also be done through quantitative research.

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MOTIVATION AND FACTORS AFFECTING STUDENT MOTIVATION

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Abstract

Everyday developments have brought an acceleration in terms of technology. The individual's adaptation to these developments, their acceptance and motivation is very important for the development of the individual. This is more important in terms of education. As education is the basis for most of an individual's life, in this process, the motivation of the individual must be at the top. A motivated individual will get more out of her/his education life. Since there is a great relationship between motivation and perception level, motivation has more value. Motivation is also related to the creativity of the individual. People with high internal motivation can take the initiative in problem solving and can reveal their creativity. High motivation of people, by contributing to the point of pushing their capacities, allows them to develop themselves. The highly motivated person who is self-aware and knows his limits solves

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the problems that he will face in his education life, can take risks and shows leadership characteristics is an important thing that makes motivation valuable. Knowing what affects the individual in terms of extrinsic motivation will help families and educators in education life. Success of individuals who are extrinsically motivated as well as intrinsically motivated will increase in education. Each person is different by nature. A situation that motivates us cannot motivate others. Knowing the person and knowing what is valuable to his/her is very important to motivate that person. In our article, by considering these features and emphasizing the importance of motivation, we aim to put forth factors affecting student motivation by taking into account the opinions of teachers.

Key words: Motivation, intrinsical motivation, creativity, education

INTRODUCTION

There are factors that determine the frequency of most of the behaviors that people show in their lives. These factors can be affected by internal or extrinsic (environmental) variables. But different from our everyday behavior, taking into account the acquisition of desired behavior in education, it is important that the person acquires and maintains the behavior and uses it efficiently.

It is hard to find the exact meaning of the term of motivation. This term is derived from the word of 'Motive' in English and French. It can be called 'Güdü' or 'Saik' in Turkish. In short, motivation means capacity that prompt a person for a certain aim. In this respect, motive is a power which has three features such as motivating, sustaining the movement, and guiding the positive direction. (Eren,2001:492). Başaran(2000) expresses that motivation is an external effect satisfying the individual's need or creating a new need.

While it is seen that some of the individuals in the schools are willing in the education-teaching process, some seem reluctant. Motivation is the basis of these differences among students. Since motivation is effective in injecting energy into the person and making them willing to act, it is one of the most important variables that emphasize the effectiveness of the learning-teaching process (Akbaba, 2006).

Motivation within the classroom is affected by the following variables(Lumsden, 1999; Gürkan and Gökçe, 1999:168):

Teacher's Roles: Teacher's advisory and guidance role, advisory role, information source role, teaching method and technique role, and the regulatory role.

Organization of the class: Organization of the classroom and lesson.

Interaction: In-class interaction and layout

Classroom Mood: Teacher-student relations, verbal and nonverbal communication, school management, school climate and culture, school-teacher-family relationship.

Beside the general factors effecting the motivation, there are some factors about education effecting student motivation. Educators' being a good prototype on students, sympathetic behavior, smile, look are significant factors effecting motivation in a positive way. The way the school platform is arranged, formation of a nice school atmosphere, having a positive atmosphere at the point of directing and supporting success also contributes to student motivation.

Motivation is defined as a force that activates, directs and maintains a goal-oriented behavior (Acat and Yenilmez, 2004). When motivation is considered as the force that pushes the person to the behavior, this energy or power arises directly from needs at different levels (Ozbay,2004).

Even though motives tend to be seen as an internal state in the organism, often external stimuli arouse and trigger motives(Erkuş, 1994). However, the individual is a dynamic being who takes her speed from within. The individual not only reacts to stimuli from her environment that is, it is not an automaton that activates when stimulated. More important factors of behavior, are the natural inner experiences of basic needs.

Motives originate from human needs and vary in their form, direction, and severity. The importance of conscious or unconscious motives is measured by their effects on individual behaviors. It is possible to examine the motives that affect human behavior under four headings. These; psychological motives, instincts, social motives, physiological motives (Özen Kutanis, 2004).

Physiological motives: Examples of physiological motives, which are semi-conscious motives that take their source from physiological needs, can be shown as nutrition, shelter, warming, dressing.

These motives are important for the continuation of the human race, as they arise from the basic physiology of life. While this kind of motives are exist in humans, its intensity and strength vary from person to person. Some of physiological motives are also biological. For example, breathing is necessary to live. Person's behaviour is a biological motive to have fresh and oxygen-rich air.

Instincts: The unconscious behaviors that channel individuals to natural needs are called instincts. In another definition, instincts can be defined as phenomena and reactions that direct people to animal and natural behaviors. As these motives don't require learning and not

forgotten during the lifetime, they are common motives both human and animals share. Hunger, thirst, breathing, sexual urges can be given as examples. Although instincts are unconscious, they are the result of certain reflexes and natural behaviors. To qualify any behavior as instinctive there must be a certain physiological reason and instinctive behaviour mustn't change.

Psychological motives: Psychological motive is a desire to show him/herself or sometimes it is desire to be independent. But the bond that unites them is the desire for power. Structure of these motives compose a person's personality and behaviour models. Psychological motives are motives that are innate or acquired by the individual. To analyze psychological motive and to watch its course are harder than physiological and social motives. Its difficulty changes according to events, person and motives. Sometimes those who show composure towards certain events, while others lose their composure in similar events. And sometimes even the individual's own behavior can change over time. Because these behaviors can be inherited as well as it can also be a result of the subconscious processing of many events from childhood to adulthood. This appearing truth is directly related to individuals' personality.

Social motives: Human's one of the important features, separating him/her from other living things, is being a social creature. The urge that drives animals to live collectively despite being unconscious, while people try to come, work and live together, social rules, law, habits and talents direct these efforts. Because individual is a part of society and it cannot be abstracted, besides each society has specific rules, laws and talents. These are dominant elements that provide regulation. On one hand person must respect to these factors, on the other hand person wants to reach to the level that society set as a good, beautiful idea. For example, to be promoted, recognized, educated, chosen, admired, think freely, make friends etc. are social motives that prompt sense and emotions and people. Person is happy when she/he reaches these aims. On the other hand, the formation of these motives is directly related to social conditions. Some behaviour looks nice but on the other part of society may find it odd. So social motives may differ according to society's features. Behaviours that society likes can be a role of motive for the aimed behaviour types. These motives are with social content in terms of its structure. The rules that regulating the society may also influence physiological formation of motives. And sometimes social motives can pass the physiological motives. For example; during a war, person's the motive to die due to her religious belief may be more effective than his/her physiological motive. This ideal thought is a consequence of social motives. Power, success, fear of success, belonging, safety and status motives can be regarded as an example for social motives. Motivation is an emotion that prompts a person. This happens at a different stage for

each person. For example; a person study very much and gets high marks to gain his/her parents' praise. An other person also wants to learn for his/her dreams. Motivation is the most important requirement that is necessary for learning. A motivated person appears to be ready for learning. In this article, considering all these features, we focus on the importance of student motivation in education, also we use teacher thoughts to state motivation of student in education.

METHOD

Research Model

Research is made with qualitative-based on research methods and techniques. This research is composed with phenomenology pattern one of the qualitative research methods that benefit from individual experiences. Phenomenology is qualitative research design based on facts and information, attempts to make sense of and describe personal experiences, perceptions, feelings, and judgments that we realize in routine life but do not have detailed understanding (Yıldırım and Şimşek, 2011).

Working Group

In this research, we use semi-structured interview form from data collection techniques. Interview form is arranged according to related literature, and it is improved by submitting to the examination of academicians who are experts in their fields in order to provide face and content validity. Convenient sampling method is used from sampling methods. Twenty-five teachers, from central district of Elazığ province, form this working group. Women are fifty-two percent of the research group and men are forty-two percent of the research group. Two of participants are manager, three of them are assistant director and twenty of them are teachers. In terms of work ethics we used some codes instead of participants' names (for example; for the number two woman teacher we use KÖ2, for the man manager we use EY1).

Data Collection Tool and Collecting Data

As a data collection tool, a semi-convincing interview formula based on thought and point of view was prepared and after the examination of expert academicians, the interview form was put into practice. Detailed explanations on the subject were given to each interviewer and a semi-structured interview form was distributed to those who wanted to contribute to the research. Filling out the interview form based on volunteerism. When we need to explain something, we give information that they need about the research.

Analyzing data

Datas derived from participants are analyzed with analysis technique. Considering similarity situations in participants' opinion, frequency and percentages are indicated and

tabulate and tables are directly supported by quotes. In the descriptive analysis approach, before serving research to the reader, datas are arranged and interpreted. Firstly themes are composed and datas are grouped and interpreted according to the themes. When necessary, Comparisons take place among cases (Yıldırım and Şimşek).

FINDINGS

Some opinions are asked about effects of students' personality on student's motivation and the participant opinions are shown in the Chart 1.

Chart 1

Student's personality's effects on motivation	f	%
If a student has a healthy personality and knows him/herself, his/her motivation is also high. If a student has negative personality development, level of motivation is also low.	24	96
Personality has limited effect on motivation. Environmental factors are more effective on motivation.	1	4
Total	25	100

Most of the participants (%96) state that motivation level is high in the person who has healthy personality. Only one of participant says that environment has more effect on motivation than personality. There are some quotes from participants:

'A student with a well-established personality is like a ship which has a definite route. He/she knows when and how to go which port.' (EY2)

' I think, student's personality is not important. Student's ambition, jealous of successful relatives, and wish to see himself at the top increase the motivation.' (KO6)

'Rather than the personality of the student, life conditions are more important. As the student's age is the term of shaping personality, personality hasn't got much importance' (KO3)

Participants are asked about their opinions on the effects of student's family structure on motivation. Opinions are shown at the Chart 2.

Chart 2. teacher opinions about that what kind of effects a family has on student's motivation.

Effects of a family structure on student's motivation	f	%
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While the family structure with a high education level, caring and conscious family structure increases motivation; low level of irrelevant education and unconscious family structure reduces motivation.	23	92
Motivation is high in some students who grew up in impossibilities and problematic family structures.	1	4
In overly concerned family structure, student motivation is low.	1	4
Total	25	100

Most of the participants (%92) stated that family's education level, interest and being aware rise up motivation level and motivation level is low at unconcerned an unconscious structure against low-education students. One of the participants stated that difficulties and problems in the family make a backlash and rise up motivation level. An other participant also says that exaggerated interest lowers motivation. There are some thoughts from our participants.

'Excessive interest of family may have unexpected results such as low motivation.' (KÖ-2)

'In some cases, unexpectedly, may have high motivation despite problematic families.' (KÖ-2)

While an educated and caring family may increase motivation, motivation may be low at a problematic family. (EY-1)

It is asked about if friendship and relations have any effects on motivation. It is indicated on chart 3.

Chart 3. Teacher thought about effects of friends and relatives on motivation.

Friends of student's effects on motivation.	f	%
While a group o friends who are academicalt successful and has correct behavşour; an unseccesful and problematic group of friends lowers student motivation..	23	92
Sweet competition in peer group increases motivation.	1	4
The influence of friend group on the individual depends on the family life of the person.	1	4
Total	25	100

Most of the participants (%92) indicate that a student who has successful an non-problematic friends has high motivation; a students who has behavioral problematic friends lower motivation. One of the paticipants related high motivation to the sweet competition environment. Another prticipant also related friends effects of student to the family life of the student. There are some thoughts about this issue;

‘ Students who are successful and have a circle of friends who are interested in their lessons are more motivated. ‘ (EY5)

‘Student’s sweet competition with friends increase motivation.’ (EY1)

‘ Student is influenced by peer group according to upbringing.’ (KO5)

The participants were asked for their opinions on the environment in which the student lives (in terms of social, education, economic, education) and what effects the student had on motivation.

Chart 4. Teacher thoughts about student’s living area and its effects on motivation

Effects of a student’s living area on motivation	f	%
While a good socio-economic and educational environment increases motivation; a socio-economically low and uneducated environment negatively affects student motivation.	24	96
Since a socio-economic environment will create spoilage in student, motivation decreases.	1	4
Total	25	100

Most of the participants (%96) indicated that students being in a good and educated environment in terms of socio-economic increases motivation but also being a low socio economic environment decreases the motivation. Another participant of the research a good socio economic environmet pampers the student and afect the motivation in a bad way. There are some quotes of our participants.

‘ a good environment affects in a good way. Low socio-economic environment affects student!s motivation badly. ‘ (KÖ7)

‘The high socio-economic environment of the family may cause spoilage and low motivation in some students.’ (EO1)

There are some thoughts of participants about the effects of the student’s technological addiction (smartphone, tablets, computer) on the student motivation.

Chart 5. Teachers' views on the effects of the student's technological addiction (smartphone, tablet, computer) on the student's motivation

Effects of technologic addiction on motivation	f	%
While excessive technology addiction reduces motiation badanced and conscious use of technology has a positive effect on motivation.	13	52
Technology addiction affects motivation in a bad way.	11	44
A technologic addiction that lead the student to the success increases motivation	1	4
Total	25	100

Over half of the participants (%52) thinks that having an excessive technology addiction decrease the motivation and on the other hand balanced and conscious usage of tchnology increase the motivation. A little less than half of the participants think that technological addiction will affect motivation negatively. A participant thinks that if technology addiction brings success, it will increase the motivation. There are some quotes of our participants:

'If the student uses the internet consciously, it will have good effects but tablet, smart phone and coputers affects motivation badly.' (KÖ7)

' Technology addiction causes adaptation and motivation problems in students.' (KÖ4)

'This is a student related situation. If the student achieve sccess with technology, this addiction affects motivation in a good way.' (KÖ1)

The participants were asked for their opinions on the teacher's approach to the student, the classroom discipline understanding, the methodand technique she/he used during the lesson and what effects the techniquehad on the motivation.

Chart 6. Teachers' views on the effects of the teacher's approach to the student, classroom discipline, and te methods and techniques used during the lesson on motivation.

Teacher's approach, discipline and method techniques	f	%
While the effects of teachers who uses different method and techniques that is student centered, respecting the student increase motivation, students of teacher-centered teachers with a traditional understanding of education have low motivation.	22	88
Student motivation will increase in teachers with a sweet-hard discipline understanding.	2	8
In a student who is not interested in the lesson, the effects of the tacheron motivation is very limited.	1	4

Total	25	100
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Most of the participants(%88) think that teacher's being student centered,, value the student and using different methods and techniques increase the motivation. Some of the participants state that the sweet-hard discipline of the teacher increases student motivation. One participant thinks that the contribution of the teacher in terms of motivation to the student who is not interested in the lesson will be very little.

The opinions of some participants on this subject are included below as direct quotations:

'There are some different ways to reach the student. The important thing is to understand the student correctly.' (KÖ1)

' Student motivation increases when the teacher's approach to the student is sweet-hard with a class discipline understanding. ' (EY5)

' Although they affect some students positively, the activities, methods and techniques for a student who is not interested in the lessons are not very effective. ' (KO8)

Other than these, the participants were asked to state if there were any issues affecting student motivation, and the participant's views on the subjects were reflected in the Chart 7

Chart 7. Teacher's views on other issues that affect student motivation.

Other issues affecting student motivation	f	%
A participant who doesn't want to state opinion	12	48
Source of motivation is love. . Love increases motivation.	6	24
Motivation increases when all these factors are in harmony.	5	20
Making the passing system more difficult increases the motivation.	2	8
Total	25	100

Almost half of the participants(%48) did not want to Express their opinions on this issue. Some of the participants see love as source of motivation and stated that if there is love, motivation will increase. Some participants attributed the high level of motivation not to a single factor, but to the harmony of all factors. Two participants, on the other hand, stated that making the grade pass system more difficult increases motivation.

'A student's motivation depends on love for teacher and than lessons.' (EO5)

'School, family, manager, teacher , all is one. They affect. ' (KÖ9)

' Passing the grade must be harder. The thought of the student that I will pass the class anyway decreases the motivation.' (EÖ4)

CONCLUSION

After the interviews with participants, in the findings part, participant's opinions were categorized and it is detected that the leading factors on students' motivation is the student's itself due to the internal motivation. If each person provides self motivation, this motivation will be both sustainable and effective.. Having a healthy persoality is very important for a person to be motivated. Self-conscious, knowing positive aspects, talents and interest, setting an attainable goals about this topic, reaching these goals firmly, makes students keep motivation high.

Expecting from the students the goals that they cannot reach, as opposed to increasing their success, and pushing them in a positine direction, makes them fail. Because of this, motivation is on an effective position for individuals' adoption of educational institutions,, willingly internalize information and having an honest personality. (Ercan,2003).

Individuals' family structure is a very important factor for shaping the personality. An individual who grows up in a caring and educatet family, will get in a good position in self knowledge with the hepl of his/her family. Parents are the first role model for their child. The chils behaves like them by observing them. Family members that behaves in a motivational way dont forget that their child is on the way to success. Instead of having other thoughts, parents can reason saying that ' How can I contribute to my child's educational life for being more peaceful and successful' . They can reason with the people around and with the expert guides. Especialy in this respect you can come to a consensus with the children and you can also ask for your child's opinions (Saribaş,2019).

After family, students' friendship that he/she has interaction, has a big importance especially in terms of social learning. When a student in a group of friends friends who are self-aware, academically successful, at peace with themselves experiences a sense of achievement of, she/he will be affected with this happiness and he/she wants to be in the same situation with these people. The opposite is also possible. In a bad friendship group, motivation will shift in other directions. Social learning theorists assert that they observe the behaviour of individual's environment and conclude that individual exhibit the behaviour in the situations that are benefical to them. Modeled behaviour can be hidden and changed so that observed behaviour must be coded in the individual's memory and it must be remembered when needed. Because of these features, cognitive dimension of learning by observation is also important (Erden &

Akman, 1998). Therefore , social learning theory advocates that human behaviours happens with the mutual interaction of cognitive, behavioral, and environmental factors (Ergüm,2004).

Today, the number of stimuli that distract students is quite a lot. Student is exposed to so much technological devices affecting his motivation that to maintain the motivation is so hard. Technologic addiction cause lack of caution and mental disorder. As it is unnecessary to argue about that the technology is essential, exaggerating this affects motivation negatively. In this case, the student should be given the awareness of technological literacy. On accessing information it is seen that the individuals who see the technology as a tool are more motivated. Self-control of individual should not allow this addiction.

With the beginning of the school life, there will be another concept that the student will take as a role model: Teacher. Student put the teacher in the center of his life and at this point teacher's approach to the student gets importance. A teacher motivates the student with supporting and faithful sayings. Teachers with an authorian and traditional understanding of education have difficulty in giving confidence. This may cause a lack of confidence in the student. Some problems may ocur on the student's motivation. Positive attitudes of teachers' affect motivation, reaction to the educational environment, willing to studying and confidence positively. Educaators have less connection with the individuals who are distancing from education and having no connection with the educator and they get less attention from educator. As a result this situation causes the student to be passive in the education and decrease the success of education and decrease the motivation also (Öztürk; Koç; Şahin, 2003). Regarding teacher behaviour, educators who want students to recieve quality education, and ensuring to meet their educational needs, teachers increase the motivation in terms of curiosity.

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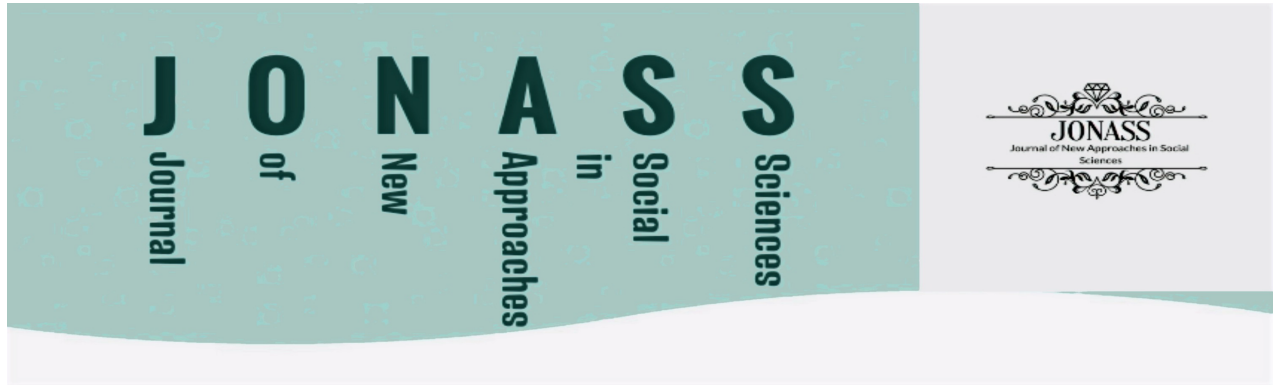
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**EXAMINING THE ADOPTION AND USE OF INNOVATIVE PRACTICES BY
CLASSROOM TEACHERS WORKING IN DIFFERENT SOCIO-ECONOMIC
EDUCATION INSTITUTIONS***

Mehlika DUMAN¹

Emel TÜZEL İŞERİ²

Abstract

The purpose of this study is to examine the views of the innovative applications of class teachers who work in Tokat Province Central district in 2018-2019 in terms of various variables in terms of their adoption and use status. In this study, teachers who form one of the two basic feet of education, the basis of training qualified human power, are aimed at identifying what they know about the concept of innovation, adopting and using innovative applications. For study, 30 class teachers are reached in different socio-economic area (good, medium,poor) in the district of Tokat Province Central for Central district. Within the scope of the research, interviewing technique was conducted, interviews were conducted with class teachers who work in different socio-economic education area and a qualitative review was conducted. The content analysis method, one of the qualitative data solution methods, has been used in the analysis of data. As a result of the study, teachers followed innovative applications, are aware of innovative applications from different sources, and innovative applications are useful in learning

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permanently on students and processing their lessons, and making it easier for them to learn more about their lessons.

Key words: Innovation, innovation, innovative, innovation, innovative applications

INTRODUCTION

The concept of innovation is emphasized as a basic requirement of change and development in economic order. It is possible to talk about innovation in different species, as well as different levels of individual, group, organization, or society. Sometimes it is innovation to be the first in the world, while sometimes activating a system that has not been used for that organization is also considered innovation. Theoretical and actional diversity that it has made innovation a difficult concept to identify and brought the study of different disciplines. Innovation, which is created at an individual level and implemented in a wide range of framework from national innovation systems to national innovation systems, is examined in different dimensions within the framework of the system approach. Especially from an organisational perspective, it is seen as an inevitable requirement that will provide competitive advantage (Eriş, Süral-Özer and Timurcanday-Özmen, 2010).

Innovation is a process that covers the development, production, adoption and spread of things that are new. If a new service or process has not passed to the stage of adoption and spread by the community from the beginning, it will not mean anything beyond a social invention or difference that has no social meaning (Uzkurt, 2017). Innovation is a process of change, but not every change is innovation. If change was seen positively and contributes positively to the purpose of the system that it changed, it can be considered as innovation. With this quality, innovation is a narrower comprehensive concept than change (Saylı and Baytok, 2014). Therefore innovation covers different mental processes, it would be wrong to see it as a technological phenomenon only. Innovation should also be seen as finding new management and organisation, new management and techniques in the organisation processes, processing information and implementing them (Dinçer, 2013).

Innovation activities begin with the production of the idea. In order to create ideas, to transform into innovative activities and to use solutions that will create added value, ideas need to be knowledgeable about internal and external conditions and sectoral developments. Education and schools play a key role in the formation of innovation culture in a society or in preventing this formation. Consequently, in primary and secondary education, studies to be done especially in schools are gaining importance. Teachers play a very important

role in this process. Supporting creativity in class, approving innovation and beyond that being a model for students is one of the ways to improve creativity and innovation in children (Bozkurt, 2012).

The demands of countries and parents from teachers are different and changing every day. The ability to adapt to innovations will be easy for teachers close to the high-innovative style of thinking to keep up with change. Only teachers with innovative and innovative thinking can create an innovative generation. Teachers must have the ability to keep up with the future technology and the way of thinking. In this way, generations adopting innovative thinking style will create societies that are open to innovation. In innovative teacher should be all innovative equipment to raise good citizens. (Kocasarac and Karatas, 2018).

One of the important environmental external elements for teachers who are grown with a new understanding and shape education is the employment system. The employment system is a process that wants not only to maintain the physical presence of people in a certain place, but to use the skills, skills, adaptation, innovation and creativity abilities that people have. In this process, the source of knowledge and ability directly affects people's business achievements is through teaching and training (MEB, 2015).

In the creation of the organizational structure, organisational impact is expected to increase organizational effectiveness by using resources effectively and efficiently and accomplishing organizational purposes. In the creation of the organizational structure, the distribution of jobs between units, coordination, authorization and responsibilities to be given to individuals must be taken into account. In the shape of the school structure, a harmony between elements such as purpose, environment, technology, human, strategy is necessary. Some problems with the school are seen as a result of inappropriate organizational structure and systems. It is also accepted that these can be solved only through reconstruction and organization development processes. Constant studies are conducted in schools, as in other organizations, and in schools, continuous work is done (Şişman, 2012).

When the relevant literature is examined, research on innovation management is seen. In these research, as a method descriptive (Öztürk, 2017), relational (Kurt, 2016), comparative (Özbek, 2014), general scan model (Kırcıoğlu, 2010) and the qualitative research method (Işıklı, 2010; Kurtuluş, 2012) were used. Investigated research survey (Beycioğlu, 2004; Eser, 2015), mixed method (Öztürk, 2015), document analysis (Temizkan, 2014), interview (Aslan et al, 2016; Bülbül,2010,Işıklı,2010,Özgür,2017, Öztürk2015 were used. Investigated research SPSS package program was used to analyze data (Beycioğlu, 2004; Kırcıoğlu, 2010; Kurt, 2016; Özbek, 2004; Öztürk, 2015; Temizkan, 2014; Top, 2011).

According to the results of the researches examined, researchers who deal with the management dimension of innovation (Bülbül, 2012; Top, 2011) have shown that managers' position and education levels affect the innovation attitude, and teacher dimension (Eser, 2015; Kurt, 2016; Kurtuluş, 2012; Öztürk, 2017; Öztürk, 2015) researchers have expressed that primary school teachers are moderately innovative. While researchers expressed teachers age, senior, gender directly affect innovation (Top, 2011), he expressed that age, seniority, gender varies as a point of view of innovation (Işıklı, 2010).

Looking at the relevant literature, the general nature of the work done has addressed the management dimension of innovation and the effect of innovation management on school culture. But there is not enough research, as far as it is known, for adopting and using innovative applications of class teachers. In this direction, the purpose of this research is to examine the views of the innovative applications of class teachers who work in the Tokat Province Central district in 2018-2019 in terms of various variables. For this purpose, the following questions will be answered:

1. What are the teachers' views of school management to encourage new applications?
2. What are the views of teachers towards elements that affect their adoption of innovation?
3. What are the teachers' views on their application in their new apps classrooms?
4. What are teachers' views on their research trends in new applications?

METHOD

Research Model

The research is patterned with a qualitative research approach. Qualitative research can be defined as research, observation, interview and document analysis, where qualitative data collection methods are used, where perceptions and events are monitored in a realistic and holistic way in the natural environment (Yıldırım and Şimşek, 2018, p.41). Phenomonology coincides with areas where qualitative research focuses. In this respect, phenomenology is one of the perspectives that form the foundations of qualitative research. It is also a qualitative research pattern, because some qualitative research focuses on explaining and depicting facts. The main data collection tool is a interview in phenomonological research (Yıldırım and Şimşek, 2018, p.71).

Working Group

The study group of the research is the class teachers who work in the center district of Tokat province. Teachers interviewed were selected according to easy accessible status sampling method from purpose sampling methods. Table 1 contains demographic information of teachers.

Table 1. Demographic information of teachers

Personal Variables	Groups	n
Gender	Male	16
	Female	14
Senior Year	5-10	1
	10-14	4
	15-19	8
	20-25	12
	26 and above	5
Working Time at school	1-5 Years	18
	6-10 years	8
	11-15 Years	4
Learning Status	Front License	1
	License	27
	Master	2
	Doctorate	0
The Socio-Economic Area they work	Good	10
	Medium	10
	Poor	10

Data Collection Tools

In this research, face to face interviews were conducted with class teachers who work in the central district. Structured interview method was used from types of interviews. During the creation of interview questions, the relevant literature was scanned and the suggestions of the class teachers involved in the application were applied. All these studies were presented to the opinion and recommendation of five experts in the field. In this way , "scope validity" has been tried to be ensured in line with the opinions and suggestions of both class teachers and experts in their field.

Analysis of Data

In this section, content analysis method, one of the methods of data analysis, which is one of the data solution methods of data analysis was used in qualitative research in the resolution of the interview technique. In content analysis, the purpose is to reach concepts *and* relationships that can explain the collected data. Data summarized and interpreted in descriptive analysis is subjected to a deeper processing in content analysis and concepts and themes that are not not noticed by a descriptive approach can be discovered by content analysis. The data collected for this purpose must be first conceptualized, then organized logically according to the emerging concepts and the, themes that explain the data must be determined accordingly (Yıldırım and Şimşek, 2018, p.242).

FINDINGS

The Views on the Adoption and Use of Innovative Practices by Teachers Working in Different Socio-Economic Regions

The frequency distributions of the views of teachers working in good socio-economic regions about their use of innovative practices are given in Table 2.

Table 2. Views of Teachers Working in Good, Middle and Poor Level Socio-Economic Regions on the Use of Innovative Practices.

Views - Economic	Good Level	Medium Level	Poor Level
Region	Socio-Economic Region	Socio-Economic Region	Socio-Economic Region
Yes I use it	9	8	8
Sometimes I use it	1	2	2
No I do not use	0	0	0

Table 2 provides insight into the use of innovative practices by classroom teachers working in a good socio-economic region. When table 2 is examined, I use yes (n=9), sometimes I use (n=1), no (n=0), and there are specs. It is seen that classroom teachers working in a good level socio-economic region use innovative practices.

In addition, Table 2 provides insight into the use of innovative practices by classroom teachers working in the medium level socio-economic region. When table 2 is examined, I use yes (n=8), sometimes I use (n=2), no use (n=0). Classroom teachers working in the medium level socio-economic region are seen to use innovative practices.

Finally, Table 2 provides insight into the use of innovative practices by classroom teachers working in a poor level socio-economic region. When table 2 is examined, I use yes (n=8), sometimes I use (n=2), no use (n=0). It is seen that classroom teachers working in a poor level socio-economic region use innovative practices.

The views of teachers working in the good, medium and poor socio-economic region on which of the most innovative practices are examined are given in Table 3.

Table 3. The Views of Teachers Working in Good Level Socio-Economic Regions on Which Innovative Practises They Apply Most.

Views - Economic Region	<i>Good Level Socio-Economic Region</i>	<i>Medium Level Socio-Economic Region</i>	<i>Poor Level Socio-Economic Region</i>
Fatih	8	9	8
Eba	6	8	1
İyep	2		
Tecnological Tools	2		
e-Twinning	1		1
EU Projects	1		
Web 2.0	1		
Kahoot	1		
Okulistik		2	
Morpa Kampüs		1	
Gamification and Interactive Learning			3

Table 3 includes opinions on which of the most innovative applications teachers working in the good socio-economic region apply. When table 3 is examined, EBA (n=6), Kahoot (n=1), e-Twinning (1), Fatih (n=8), Iyep (n=2), EU Projects (n=1), Web 2.0 (n=1), technological tools (n=2) are shown. Teachers working in the good level socio-economic region have often implemented innovative practices.

Table 3 is examined as EBA (n=8), Fatih (n=9), Okulistic (2), Fatih (n=8), Morpa Campus (n=1). Teachers working in the medium level socio-economic region have shown that innovative applications are more limited in terms of diversity.

When table 3 is reviewed, it appears to be EBA (n=1), Fatih (n=8), e-Twinning (n=1), gaming and interactive learning (n=3). Teachers working in the poor level socio-economic region have shown that their innovative practices are more limited and less varied.

The views of teachers working in the good, medium and poor socio-economic region on whether innovative practices contribute to the processing of the courses were reviewed in Table 4.

Table 4. The Views Of The Teachers Whether or Not The Innovative Practices on Working in The Good Socio- Economic Region Contribute To The Processing Of The Courses.

Views - Economic	<i>Good Level</i>	<i>Medium Level</i>	<i>Poor Level</i>
Region	<i>Socio-Economic Region</i>	<i>Socio-Economic Region</i>	<i>Socio-Economic Region</i>
Improves visual and auditory perception	4	1	2
Contributes	3	8	1
Very useful	1		
Appeals to children	1		
Enables effective learning	1	3	3
Attracts attention		2	2

Makes the teacher's job easier	1
Saves time	1

Table 4 included the opinions of teachers working in the good socio-economic region whether innovative practices contribute to the processing of the courses. Table 4 Improves visual and auditory perception (n=4), appeals to children (n=1), is very useful (n=1), contributes (n=2), enables effective learning (n=1), is seen as a support tool (n=1). According to teachers working in the good socio-economic region, innovative practices are seen to contribute in many areas.

When table 4 is examined, it improves visual and auditory perception (n=1), enables effective learning (n=3), contributes (n=8), it attracts attention (n=2). According to teachers working in the medium level socio-economic region, innovative practices are considered to be contributing.

When Table 4 is examined, improves visual and auditory perception (n=2), permanent and effective learning (n=3), attracts attention (n=2), makes the teacher's job easier (n=1), saves time (n=1), contributes (n=1). According to teachers working in the bad socio-economic region, innovative practices are considered to be contributing.

The views of teachers working in the good, medium and poor socio-economic region of the teachers are being studied on how they are aware of innovative practices are given in Table 5.

Table 5. The Views of Teachers Working in Good Socio-Economic Regions on How They Are aware of innovative practices.

Views - Economic Region	Good Level Socio-Economic Region	Medium Level Socio-Economic Region	Poor Level Socio-Economic Region
Friend	3	2	2
MEB	3	2	3
Tecnological Tools	3		
Teacher training and courses	2	3	2

Managers	1	4	1
Eba	1		
Media	1		2
Colleague	1		
Internet	7	5	8
Social Media	4	4	1
EBA			1

Table 5 gives an insight into how teachers working in the good socio-economic region are aware of innovative practices. Table 5 when reviewed friend (n=3), MEB (n=3), technological tools (n=3), Teacher training and course (n=2), managers (n=1), EBA (n=1), media (n=1), colleague (n=1), internet (n=7), social media (n=4), appears to be present. Teachers working in the good socio-economic region are more likely to follow the innovation through the internet, social media and technological tools (n=14)

Table 5 it is observed that it is friend (n=2), MEB (n=2), teacher training and courses (n=3), managers (n=4), internet (n=5), social media (n=4). Teachers working in the medium level socio-economic region are more aware of the new innovations through the internet, social media and managers (n=13).

Table 5 when reviewed, friend (n=2), MEB (n=3), teacher training and courses (n=2), managers (n=1), media (n=2), internet (n=8), social media (n=1), EBA (n=1) is shown. Teachers working in a poor socio-economic region are more aware of the new on the internet and the MEB (n=11).

The views of teachers working in different socio-economic regions regarding the seniority year and the use of innovative applications have been reviewed and given in Table 6.

Table 6. The Views of Teachers working in different socio-economic regions using innovative Practices with the year of Seniority.

Views	n
5-10	11
11-14	7

15-19	5
20-25	4
26 and above	3

Table 6 included the views of teachers working in different socio-economic regions on their use of innovative practices in proportion to the year of seniority. Innovative applications have been found to be used by teachers for up to 5-10 years.

CONCLUSION

In this study, the teacher's views is that the innovative practices implemented in schools in different socio-economic regions are used and adopted in terms of classroom teachers.

In the study of teachers' use of innovative practices, teachers working in a good level socio-economic region have found that they apply more innovative practices than in the medium and poor socio-economic regions.

When reviewing teachers' views on which of the innovative practices they implement more, teachers in the good socio-economic region have more practice in terms of diversity of innovative applications. Teachers in the medium and poor socio-economic region are limited in diversity, but they are often considered to adopt the FATİH project and use smart board.

When reviewing the opinions of the teachers attending the research on whether innovative practices contribute, opinions have been found that teachers serving in the good socio-economic region have contributed more to children because they have implemented innovative applications in a variety of different ways. Among the teachers in the medium and poor socio-economic region, there was no difference between their views on whether innovative practices contributed.

When reviewing the opinions of the teachers involved in the research on how they are aware of innovative practices, teachers who are in the good socio-economic region have been informed of these practices via the internet, social media and technological tools (n=14). Teachers working in the middle-level socio-economic region have been found to be aware of the internet, social media and managers (n=13). Teachers who served in the poor socio-economic region were found to be aware of the internet and the MEB (n=11)

The literature also states that innovative teachers and innovative teaching practices will be an important actor for today's and future education (Ferrari, Cachia and Punie, (2009). It is stated that teachers who apply innovative teaching models in their courses will enable their students

to be creative and improve the efficiency and effectiveness of the courses. Provide the educational needs of the new generation, it is considered a necessity to implement innovative teaching methods and techniques for all teachers (Zhu, Wang, Cai ve Engels, 2013, p. 9-13).

In today's schools, the skills and competencies required by teachers are both increasing and differentiating; more flexible and sustainable learning environments and different learning methods are needed. (Töre, 2019, p. 1765)

It is stated that expectations increase not only for students, but also for teachers. Teachers are expected to adopt and absorb innovative approaches to emerging new education technologies and teaching with an innovative attitude and behavior. (Thurlings, Evers and Vermeulen, 2015, p. 431).

SUGGESTIONS

Based on the results obtained from this research, the following recommendations may be made.

1. As the innovation process can be started with new ideas, each idea should be supported after the correct assessments. Those who are not cared for or are shelved by prejudice without the need for evaluation will remove employees from creativity.
2. All organizations have their own unique face, unique structure, corporate rules and objectives. The innovation activities carried out in this respect must first be considered based on the institution's characteristics. New ideas may not create the expected change in other institutional structures around us, or may not increase the synergy of institutions to the expected rate. From this point of view, it is necessary to pay more attention to the work that makes ideas practical in all institutions.
3. It is a public requirement that countries want to make their education policies the same in all regions of the country over the same period of time and at the same efficiency. However, the conditions between countries' regions are all different and give importance to quality rather than quantity, which causes the data requested to be generated and delivered numerically without applying. This results in incorrect data being generated and misinterpreted as a result of being delivered to the center. It is necessary to evaluate the innovations in accordance with the specifications of each region, and to set the timing according to the regional conditions.
4. Considering the differences in socio-economic status, studies, in-service trainings and innovative practices should be introduced and disseminated to educational institutions in disadvantaged regions.
5. Teachers are expected to be innovative in all societies and countries. However, there are many factors for the formation of innovative behaviours and practises in our teachers. In order for innovative thinking and behaviors to be formed, all methods should be applied together in

order to guide and encourage innovative practices in our teachers who will form the construction of the future.

6. In our education system, there is a need for quantitative and qualitative research and investigations that will lead the education staff who will raise future generations to reflect innovative practices in their lessons and to increase the use of innovative practices.

7. Considering that the political, socioeconomic and cultural structures of the countries in our world where different education systems aim to educate the students of the future in the best way, it should be known that the factors affecting the innovative behaviors of teachers in these different countries and systems will also vary.

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**AN ACTION RESEARCH ON IMPROVEMENT OF WRITING SKILLS OF A
STUDENT WITH WRITING DIFFICULTY***

Enis POYRAZ¹

Abstract

This study was carried out with the aim of helping to eliminate writing errors as conducting an action research to improve writing skills by identifying the problems experienced by 4th grade primary school student who has writing difficulties. The study was conducted as an action research, as it deals with the process of a 4th grade teacher in Sulusaray town of Nevsehir province to improve the writing skills of his student who has difficulty in writing. Before starting the research, necessary permissions were obtained by interviewing the family of the student and the authorized persons at the school. After the permissions obtained with the explicit consent of the student's parent, the notebooks in which he wrote other writings, especially the Turkish notebook he used in the classroom were examined. Samples of his written papers were re-evaluated by photographing and re-solving them. Dictation studies were conducted with our child, who will contribute to the action research in this process. Writing programs were prepared for the student by determining the mistakes made by the student in writing.

The duration of this program is determined as 8 weeks. This child showed improvement in the problems he had experienced in his writing skills with the support of his family and the attention

* This paper has been prepared using the information in the Enis POYRAZ's non-thesis master's degree

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of his teacher, due to the psychological conditions he had experienced since a young age; The study started to yield positive results earlier than expected. It was observed by both the child, the parent and the researcher that there was a positive development in writing skills and writing legibility. Such studies should be increased so that many primary and secondary school children in this situation do not experience the feeling of failure, and it should be ensured that students become useful individuals for the society in their future lives.

Keywords: Dysgraphia, writing disorder and dictation text

INTRODUCTION

The act of writing has been a form of self-expression since the earliest known human being. We can see them from the works that have survived from ancient civilizations to the present day. Every civilization has its own script. Although some civilizations use common writing, each civilization has its own traces in writing. Although the fonts differ, the common goal is self-expression. From birth, there is a constant effort to learn and put what they have learned into action. The act of writing is the transfer of cognitive, kinetic and motor components in a certain order of harmony (Kodan, 2016).

It is through writing that human being express themselves, express their feelings and thoughts, convey their wishes and desires, in short, reflect their inner world to the outside and communicate and transfer themselves beyond their time. Today's technology can carry people to the future by making audio and video recordings. However, writing is preferred more with the symbols and signs it uses. The writings used by societies show differences. The script family can be considered as the geography of the language in which it is used, its period and the society in which it is used. The script family is the geography of the language in which it is used period and the society in which it is used can be considered as itself. When these communities are examined, it has been seen that people who need handwriting have developed their own unique styles. Thus, characteristic writings emerged (Alkan, 2021).

Children nowadays get acquainted with school at an early age. Even if the first few years of starting school seem to be motor development and socialization, children's writing desires are self-evident by drawing shapes and drawing pictures. The act of writing indicates to us that there is another stage of human communication. Elementary school 1. starting from the classroom, children are enrolled in a voluntary writing program. This process proceeds in a controlled manner within a program. These children at primary school age cannot reach the desired level in writing for some reasons. Crowded classrooms are the reasons that indirectly

affect the child, such as the level of education and consciousness of the family, the experience of the teacher. Direct reasons affecting the child such as physical disability, correct sitting position, correct pen and notebook keeping, and correct learning of the writing directions of letters are among the causes of errors. There are some obvious defects in children in the developmental age. Dyslexia, another name for reading difficulties, is evident in primary school children. In particular, it is the reverse perception of letters and words by mixing them. Although these children recognize sounds, they have difficulty combining these sounds. This difficulty in reading is also encountered in writing, and academic achievement is negatively affected by this situation. Children's development in reading and writing lags behind their peers. Individuals who have difficulties in mathematical perception are diagnosed with dyscalculia. These students first of all have difficulty in perceiving mathematical concepts. Then they have difficulty in doing four operations. It takes longer for them to understand the problem. They confuse symbols and mathematical terms. They do not understand the multiplication tables. They have difficulty memorizing and learning. On the subject of division, they can not perform the mathematical transfer to paper (MEGEP, 2014).

The writing of the student, who is the subject of our study, is slow. He makes letter, syllable and punctuation errors in his writings. Grammar mistakes are common. He does not leave enough space between words in his writings. Students who have difficulty in writing in this way are referred to as dysgraphia when the necessary examinations are applied. With the onset of the primary literacy process, students with dysgraphia and dyscalculia begin to appear among their peers (Alkan, 2021).

The earlier the disadvantaged situations of students with specific learning disabilities are determined and the necessary precautions are taken, the more they can transition to normal learning with the least impact from this process. Especially in the first years of primary school, the corrections made while the physical activities are not yet automatic in writing are at a saving level for the student. In line with this idea, by determining the problems in writing skills of a student going to the 4th grade of primary school and having writing difficulties; It is aimed to do what can be done to develop these skills in a desired way (Başar & Alkan, 2020).

This study was carried out with the aim of helping to eliminate writing errors by conducting an action research aimed at improving writing skills by identifying the problems experienced by this 4th grade primary school student with writing difficulties.

METHOD

The Pattern of Research

The research was conducted as an action research. It is a research conducted to solve the writing difficulty of a 4th grade primary school student and the negativity in the academic process he experiences accordingly. The teacher and his student, who practiced, carried out this study with great pleasure. During the study process, other teachers at the school, the student's parents, and academicians who are experts in their field about the difficulties that may be experienced in reading and writing were consulted.

Participant

During the action research process, the name Ahmet was used as a pseudonym in order not to reveal the real identity of the student who had writing difficulties in the development of writing skills. Ahmet, who is studying in the 4th grade of primary school, in Sulusaray town of Nevsehir province, has been studying as the student of the teacher who conducted the research since the 2nd grade.

Ahmet is a child of a broken family. He lives in the town with his mother, grandfather, grandmother and uncle. He has no contact with his father. Ahmet, who was psychologically injured, was observed by his teacher in the classroom and during recess. His teacher, who is young, is about the age of Ahmet's father. This situation has positively affected the teacher's communication with him. Ahmet loves to spend time with his teacher very much. Ahmet takes part with pleasure both in the classroom and in the activities attended by his teacher in physical education.

Ahmet is a student who has no difficulty in communicating with his peers. He is a child who is loved and valued by other children in the classroom. If we say that her mother, who is a housewife, is devoted to her only asset, her child, would be an appropriate definition. His mother takes care of Ahmet and is able to meet his every need. Their financial situation is moderate compared to the conditions of the town. They earn their living by farming.

While his mother stated that the legibility of Ahmet's writing was very difficult, he shared it with his teacher, thinking that this situation negatively affected his classes. Since it was thought that the study conducted would contribute to Ahmet, he gave the necessary permissions with his consent to participate in Ahmet's research and to take photos of Ahmet's notebooks during the action research process.

FINDINGS

The action research took place in Ahmet's classroom. Work continued in different places and rows in the classroom. Since the school is located in a small town, the socioeconomic status of his classmates is similar. Since the class size is 23 people, the teacher works the daily course flow in a planned and programmed way, taking care of his students and taking into account their individual differences. His classmates show average and sub-intermediate academic achievement compared to a general fourth-year student.

The notebooks and books that Ahmet uses in the course are the most important sources for the research. In order to observe the progress of Ahmet's writing difficulty problem, it was carried out as a step in the studies in the form of before, during and after. Elementary school for writing studies by looking at 4. classroom textbooks were used. Primary school 4th grade textbooks were used for looking writing. Dictation texts, especially the stories in the Turkish book, are used; the text is enriched with the words that the student encounters in daily life and transmitted. Using dictation texts, especially the stories in the Turkish book; The text is conveyed by enriching the words that the student encounters in daily life.

First of all, a special notebook divided by intermittent lines, which is the first reading and writing notebook, was used. When it was seen that the study progressed rapidly, the normal spaced lined Turkish notebook and the squared mathematical notebook were used. The studies of looking at writing were made by selecting from the sections described and read in the course in science and social science books. In this way, it has been tried to make it felt that the student's success in learning these subjects increases by repeating them. The student who feels success has always been more efficient in motivation. During the research process, there was constant interaction with the student. Interviews were held with Ahmet's parents in an informative conversational manner.

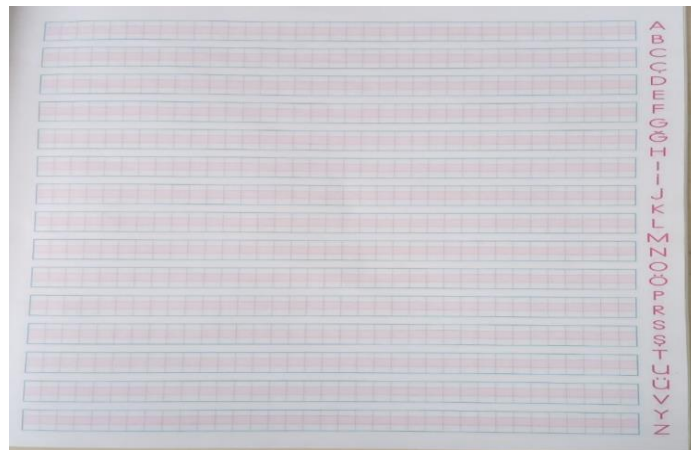


Figure 1. A writing pad with intermittent lines

In order for the sitting position to be correct, a cushion was placed under the normal wooden school desks and the most accurate contact with the notebook was ensured. In order for the light to come in the desired way and to prevent the shadow of the student's hand from falling on the writing area, it is important that it comes from the left and behind. It has been observed that holding the pencil is correct and smooth. It was observed that the student constantly used the eraser in the lessons in which the research was first started. In order to make this habit forgotten, the ballpoint pen is included in the writing teaching process. As the study progressed, it was seen that the ballpoint pen had a positive effect on gaining writing skills to students with writing difficulties. In this way, the student, who tends to use an eraser all the time, reduced the use of the eraser over time and wrote the letters with the desired accuracy.



Figure 2. Correct sitting and writing position

When we sit in the right sitting position, we dominate the area we write. When we hold the pen at the right angle, we can clearly see the shapes, symbols and writings that the pen draws on the paper without shadowing it. When we sit in the wrong sitting position, we get too close to the writing area. Therefore there will be an unnecessary load on our back and neck muscles. Inaccuracies may not be noticed immediately because the writing area is not fully visible.

Implementation steps to be followed in the development of deficiencies in writing skills by identifying the writing errors of a student with writing difficulties:

- ❖ Examining the writings written by the student and detecting the mistakes made by the student.
- ❖ Planning the writing education process suitable for the student

- ❖ Observing student development
- ❖ Determining the progress in the student development process
- ❖ Examining the effect of the study on the student

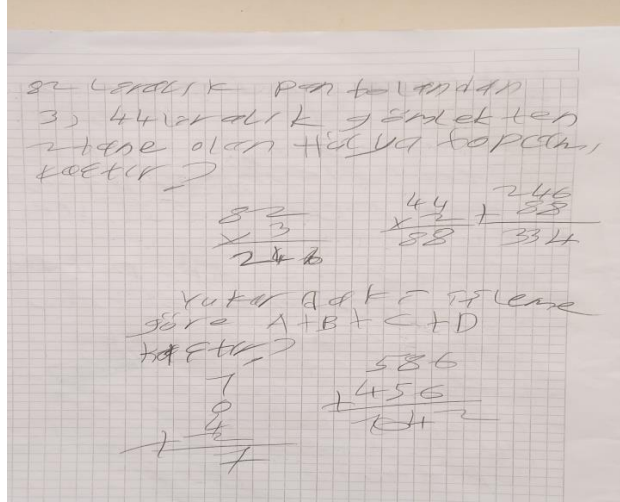


Figure 3. An example from the pre-workout Mathematics notebook

In the math notebook photographed before the research process started, the student;

- ❖ He writes randomly without paying attention to the writing area,
- ❖ It does not specify the beginning of the paragraph,
- ❖ Does not pay attention to the appropriateness of upper and lower case letters,
- ❖ Less legibility of writing,
- ❖ It has been seen that he did not write the numbers and numbers as desired.

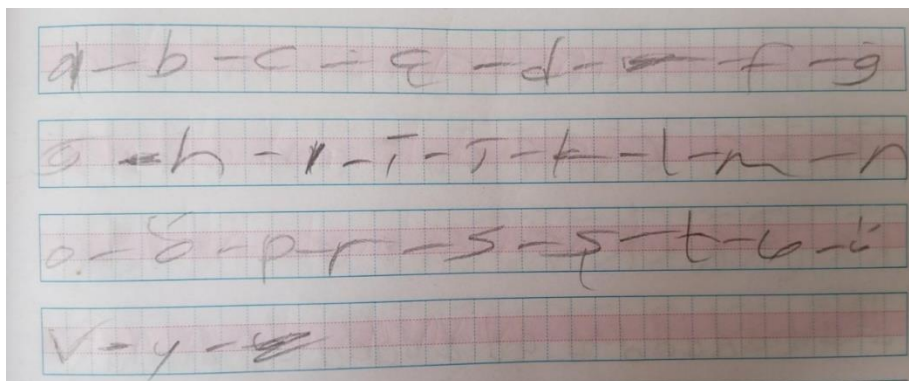


Figure 4. Alphabet written in the primary literacy book (small)

Spelling errors related to the letters in our alphabet written in the writing pad have been detected. First of all, it was asked to write the lowercase letters of the letters in our alphabet in a regular way.

It was observed that the place and direction of Ahmet was written incorrectly when writing the letters "a, e, ğ, k, m, u, z". It was observed that the student wrote the size of almost all the letters incorrectly and did not position the letters on the line as desired. During this article, our student realized some of his mistakes and used an eraser.

Ahmet wrote some letters in two rows according to the letter order in our alphabet in the desired field in the writing notebook. In the writing activity here, the letter sizes do not match. The size of each letter differs from the previous one. The letters Ahmet used were either too small or too large to be written in the space between the lines.

With this preliminary study done before the research, Ahmet's:

- ❖ He does not know the alphabetical order and has difficulty in passing from letter to letter,
- ❖ The writing direction of the letters is mixed,
- ❖ He does not know proportionally the size of the letters,
- ❖ He does not know on which line and on which line the letter should begin and end,
- ❖ He does not write clearly and legibly,
- ❖ Adds extra lines to letters,
- ❖ Forgetting to add the lines that should be in the letter symbols,
- ❖ It has been seen that some letters resemble numbers.

With this control made before the research, preliminary detection of Ahmet's mistakes was ensured. Ahmet is shown his mistakes in writing. In this way, Ahmet saw that the from, location, direction and size of some the letters he wrote were wrong. Seeing the spelling mistakes, Ahmet continued to work programmatically to learn the correct expression of the letters. The act of writing, which Ahmet saw as a troublesome process before; afterwards, learning to write began to turn into an enjoyable pastime with the programmatic learning. Voluntary and enthusiastic participation in studies has been observed.

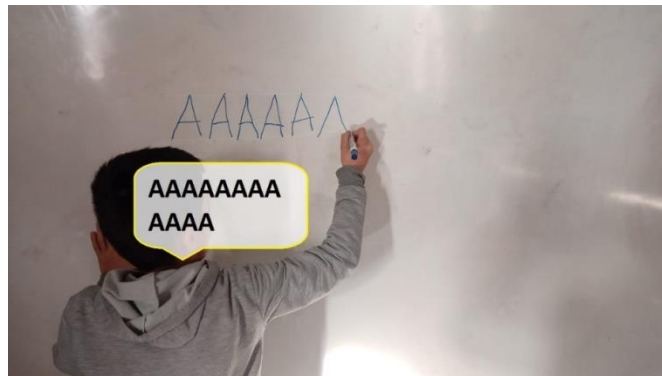


Figure 5. Applied writing of letter directions and forms on the board

The writing area has been created by determining the guide lines on the blackboard. Enough work has been done by showing the correct writing rules for each letter one by one. Ahmet, who was willing to write on the blackboard, grasped the spelling direction of the letter by writing the letters he was forced to write in the air with his hand. After the blackboard, he did similar work in a writing pad and a striped notebook.

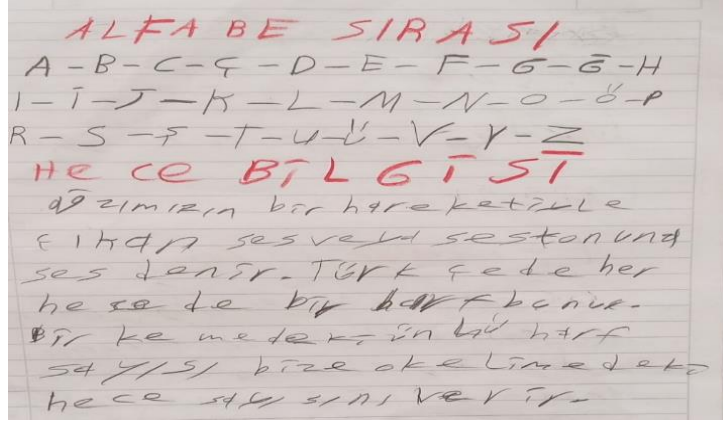


Figure 6. The work he made on the lined notebook

Ahmet first wrote the capital letters of the Turkish Alphabet in his Turkish notebook. The alphabetical order it is written in is correct. According to previous studies, the writing area has been tried to be used correctly. He identified the letters he wrote wrong and said it himself. Although the directions of the letters were written correctly, errors were detected in their places and sizes. Ahmet stated that he wrote the letters “Ç,J,K,M,N,O,Ö,Ş,Ü,V” incorrectly and listed what he needed to do to write them correctly.

The idea of using a ballpoint pen to minimize Ahmet's mistakes while writing and to reduce his use of an eraser was presented by his teacher. Making an effort to learn, Ahmet wanted to try it immediately by adopting his teacher's idea. Although he finds the use of ballpoint pens strange in his first writing activities; his progress in the writing activity in accordance with the rules accelerated his adaptation to the situation.

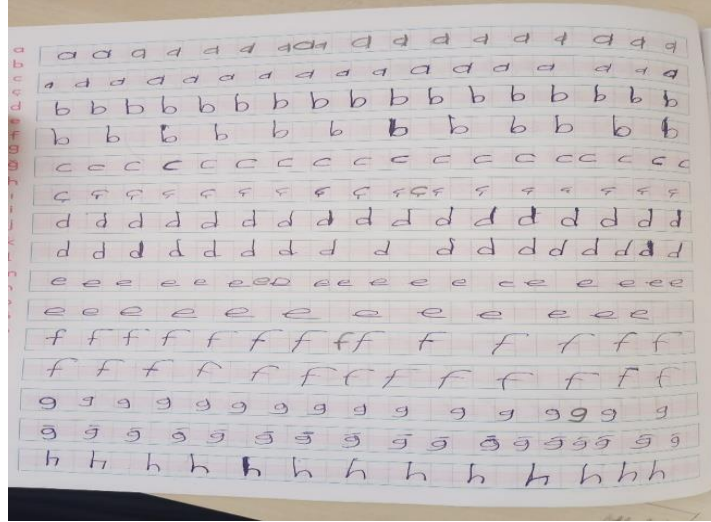


Figure 7. Work using a ballpoint pen

During the student's notebook check conducted before the action research, the mistakes made by Ahmet were identified. These errors were shared with both the student and the student's parent. By obtaining the necessary permissions, the parent, who gave explicit consent for his child to participate in the study, increased the student's motivation by stating his happiness that he was informed about the process. The information was collected after the literature review for the student with writing difficulties. An educational program has been prepared for the development of writing skills by taking into account the information collected after the literature review, interviewing experts in the field and taking into account the observed and detected situations of the student.

The prepared training program is kept in a place where the student can see during the day, so that he can see the areas where he is developing for himself. The daily education flow planning was reviewed together with the student and the rapid progress in the program was followed.

Table 1.

Training Program for the Development of Writing Skills

Weeks	Plans
	Teacher Detection of Spelling Errors
	Student Detection of Spelling Errors
	Doing hand exercises
	Sitting Position
	Pencil Holding Exercises
	Writing Position

1. week	Notebook Selection
2. week	Making Line Studies Understanding the Spelling Direction of Wrong Letters in the Air Showing the Correct Spelling of Letters Using the Fine Writing Notebook
3. week	Comprehension of letter shape and form studies
4. week	Writing the Letter Size on the Board Writing letters in the notebook Examining the Rules of Spelling with the Student Spelling the desired word by looking
5. week	Correct Spelling of the Desired Word in the Notebook Correct Use of the math notebook Writing Sentences with the Dictation Method Writing small texts correctly by looking Capitalizing the Letter Beginning the Sentence
6. week	Writing Correctly Using a Two-line Notebook Writing the Text in a Turkish Book by Looking Using Correct Spelling in Assignment Sheets Dictation Text Writing
7. week	Participation in Writing Studies with Peers in Class Participation in Dictation Practices in the Classroom Recognizing Errors and Making Necessary Corrections Making On-Demand Writing Studies
8. week	Participation in writing activities suitable for Grade Level

The action study aimed at developing writing skills lasted for eight weeks. Two course hours were studied for three days each week.

1. Week: Ahmet did not fully believe that the ugliness in his writing could be corrected. When he shared with his teacher that he thought that this process would be difficult and that he would not succeed, in the first days; He had already learned the spelling rules of some letters and corrected them. Seeing that the correct sitting position, which he did not care about before, works from the first lesson hours; It has been observed as the motivating power of being successful in this regard.

2. Week: By making an intensive study with line works; before the directions of the letters were fully grasped, hand fingers and wrist exercises were performed and they participated in the preparations. Afterwards, the writing directions of the letters were shown and the work continued on the beautiful writing notebook.

3. Week: In the lessons held during this week, letter writing was done intensively. In the studies, the deficiencies in the wrong letters were eliminated and necessary corrections were made. He noticed and corrected the correct and incorrect examples in the words he wrote.

4. Week: Ahmet is progressing faster than expected. Activities related to the spelling rules of all letters have been completed. He wrote the desired words correctly in his notebook both in the dictation method and in the writing activities by looking. He also showed a successful performance in writing activities on the board.

5. Week: Ahmet made fewer mistakes in looking writing activities. In sentences written using the dictation method; it has been observed that he made the letter writing direction mistakes he made in the past due to his fast typing action, although not always. Ahmet is aware of this positive progress in himself. This progress is the biggest factor in the increase of Ahmet's academic success in his classes.

6. Week: Ahmet, who used what he learned in homework sheets and other lessons, realized that he used the eraser less in his studies. Because they now express that they think with understanding and more carefully.

7. Week: This positive progress in the classroom was first noticed and appreciated by his classmate. Other classmates are also aware of Ahmet's change. For some children, this development demonstrated the power of study.

8. Week: Ahmet participates in every work in the classroom in a self-confident way. Ahmet, who is no longer afraid of writing, expresses himself more comfortably. This has accelerated both his academic and social progress in the classroom.

In the activity, they were asked to sort and write correctly for the question asked. Despite paying attention to the order, Ahmet continued to write, ignoring the spelling rules. But when he wrote the desired ones in accordance with the rules without rushing, he showed a better result.

After the 8-week implementation period of the action research was completed, it was observed that Ahmet used what he learned in his independent writings. He states that he is no longer afraid to write. The researcher assumed the role of a student to see what other studies I could do. With this program, which was prepared and applied for eight weeks, it was seen that the letters were more legible and the sentences were written more clearly. It has been observed as a positive effect of the program that the letters are written more proportionally than each other and aesthetics is given importance in the notebook layout.

DISCUSSION, RESULTS AND SUGGESTIONS

After determining the causes of spelling mistakes of a student with writing difficulties, the action process was completed at the end of the 8-week practice aimed at improving the writing skills of this student. After this action process, Ahmet's desire to write increased and he gained a more legible writing. The study, which was carried out as an action research, was successfully completed both as a result and as a process. The training program prepared for the detection of errors and the acquisition of writing skills by correcting these errors was acted upon. The steps prepared during the training program progressed according to the weeks, and the desired progress was achieved.

It has been observed that the weak aspects of the students with learning difficulties can be strengthened by taking the necessary precautions at an early age. It was observed that the student who was not diagnosed with dysgraphia wrote the letters without paying attention to their direction. It has been observed that the word is completed by changing the letters in the syllable or by adding or missing letters, since the writing direction is wrong, and the hand does not move flexible enough while writing the letters after it. This situation, which causes the writing to be ugly, prevents the reading of the word and creates meaningless sentences. Bařar, Sezer and Karasu (Bařar, řener, & Karasu, 2016) in their studies; they named the typing error by changing the syllable where the typing error was made the most. Children with dysgraphia are more likely to misspelled words. In the study, it was seen that the student made fewer spelling mistakes in the texts he wrote by looking at the dictation method. It has been observed that trying to make fewer mistakes in looking writing increases the time spent. Compared to

other peers, the time to write the same text was measured to be longer. When the student was asked to finish this period at the same time with his other friends, it was noticed that he wrote the words on top of each other. Due to the student's fast writing, he could not complete the sentence by leaving some letters halfway. When dictation participated in writing, the letters that were below the line or completely in the air created a problem in regular writing. It was observed that the student did not understand the text he wrote. While writing the letter "J", it has been noticed that the letter is either very italic or written completely like the letter "İ" or "I". It has been seen that this situation affects the academic success of the student because it makes the words meaningless. Since he was careful while writing the texts, it was noticed from his participation in the class that he understood the sentence better and answered the questions about the subject of the text correctly.

The parents were interviewed about the fact that Ahmet could not complete the rounded letters from the writing samples he gave when he started working. When the parent was asked whether he had a physiological disorder in his fingers and wrist, he stated that he did not have any discomfort. When it is noticed that the student cannot fully use his hand while writing letters such as “a, o, ö, g, ğ, b”, by doing lots of exercise; this problem has been overcome. Ahmet, who also had difficulty in reading his own writing, happily welcomed the increase in his reading speed as he applied the writing rules. He has tasted the feeling of success with his regular work every day.

As it can be seen, the person who works diligently and in a planned manner has improved his writing skills by overcoming the points where he has difficulty in writing. He has been understood the importance of working with a regular plan and program in order for the positive gains in writing skills to become permanent and permanent.

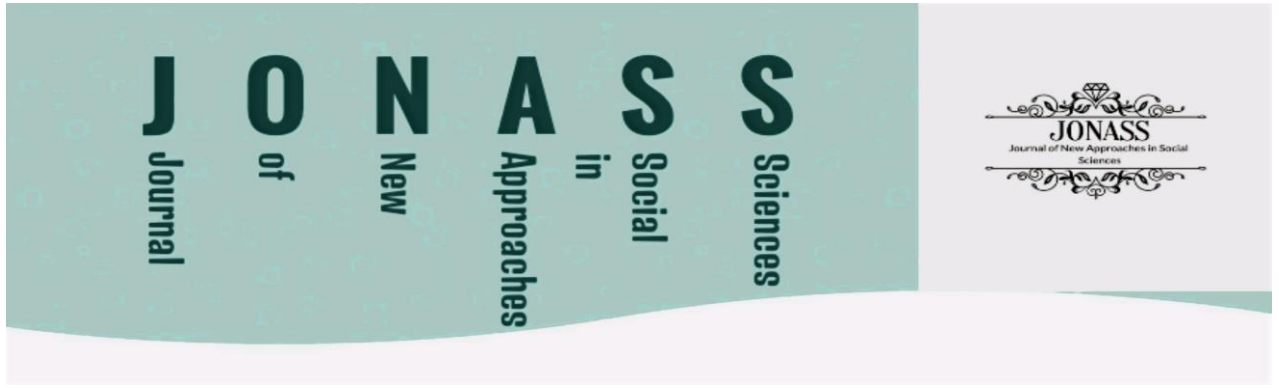
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**OPINIONS OF CLASS TEACHERS WORKING IN PRIMARY SCHOOL LEVEL ON
SUPPORT EDUCATION ROOMS***

Funda ALPASLAN¹

Abstract

This research, which aims to get the opinions of the classroom teachers working in the support education rooms on the applications of the support rooms, was carried out with 12 classroom teachers working in the support rooms in the province of Nevsehir in the 2022-2023 academic year. In the research, the case study design of the qualitative research method was used. The opinions of the teachers participating in the research were collected by semi structured interview method. In the interview, questions about 9 support training rooms, 5 of which contain personal information, were asked to the teachers. The collected data were analyzed by content analysis method. According to the data obtained as a result of the research, it has been concluded that the teachers who teach in the support rooms are aware of the purpose of the support rooms and the training they give, and they act more towards their needs while determining the achievements. It was concluded that in the support training rooms, they mostly used the teaching methods and techniques of expression, problem solving, question answer methods and they paid more attention to use visual materials and digital resources for concretization, and in the assessment and evaluation process, they gave weight to tests and written exams, which are traditional assessment and evaluation methods has been reached.

* This study consists of a part of the non-thesis master's project carried out by the author.

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While the advantages of support training rooms are the opportunity for one on one training and the progress made in the academic field, it was seen that the number of teachers who stated that they did not have any disadvantages was in the majority. It was stated that the main problems encountered in the support training rooms were material problems, and attention was drawn to the lack of material and the inadequacy of the physical environment. It was concluded that the teachers took steps to increase the motivation of the students and to make the education process enjoyable in line with their own possibilities in finding solutions to the problems. It has been concluded that the primary suggestions of the classroom teachers to increase the efficiency of the support rooms are the improvements to be made in the materials and the physical environment, and the awareness of the families about the support education rooms.

Keywords: Support Education Rooms, Classroom Teachers, Special Education, Inclusion.

INTRODUCTION

All people on earth were created different from each other, special and unique. When we take this into account, each individual has different abilities, competencies, superiorities or inadequacies. In order to adapt to the world order and society, people need an education process that takes into account their differences. Although many of these differences do not prevent them from getting the same education and going through the same process in a certain classroom environment as a group, they still reveal the need for diversity in the practices in the education and training process. Moreover, when these differences are determined as inadequacy or superiority, the education given in the normal classroom environment is insufficient and the need for special education arises. Today, the importance given to the individual, to the education of the individual and accordingly to special education is increasing day by day.

Individuals who differ significantly from their peers in terms of education, social, emotional, communicative or behavioral for various reasons, show different characteristics compared to their peers and need individual education programs and continue their education in this direction are described as individuals in need of special education (Baykoç Dönmez, 2017). Special education; It is the whole of education based services that aim to enable individuals with special needs to live independently, and which are systematically implemented and appropriately evaluated carefully, under the guidance of personalized plans (Eripek, 2005).

Special education, which has gone through many stages in recent years, is seen as a stakeholder of education both in terms of perspective and practice (Aral, and Gürsoy, 2007: 17).

Inclusive education, which is accepted as the least restrictive environment for individuals in need of special education and allows them to receive education in the same classroom environment with their peers, is widely used today. However, inclusive education may be insufficient to meet the needs of some special children, and in this case, support education rooms (SER) opened within the school that provide the opportunity to work one on one with the child with special needs are needed.

In the Special Education Services Regulation, Support education rooms are described as “environments designed with the aim of providing educational support to inclusive students in need of special education and gifted students in line with their needs” (MEB, 2018).

It is understood that support education rooms, the importance of which is becoming more and more important with each passing day, contribute positively to both the student and the teacher and the parents of the students who work in the support education rooms. Considering the importance of support education rooms in primary schools, determining the opinions and attitudes of the classroom teachers, who are the main executives of the practice in these rooms, and taking the necessary steps in this direction will be effective in achieving the goals aimed by the support rooms.

Today, the importance given to supportive education practices has increased with the awareness that individuals in need of special education are more active in the educational environment and are not isolated from the educational environment, having a positive effect on the social, educational and psychological development of the individual. The support rooms application, which is one of the support education applications, is a very valuable application for students with special needs and should not be ignored.

Classroom teachers have a very valuable place in basic education for basic skills, as they are at the basic step of education. For this reason, classroom teachers are at a much more important point than the teachers involved in supportive education practices. For this reason, and considering that support rooms are more common at the primary school level, it is very valuable to get the opinions of primary school teachers on support rooms applications.

In this study, it is aimed to determine the opinions of the classroom teachers who give education in the support training rooms in Nevşehir province in the 2022-2023 academic year about the application of support rooms.

METHOD

This study used a case study design based on qualitative data to explore primary school teachers' ideas for supportive classrooms.

The Pattern of Research

In the study, a semi structured interview form (Pesen, H. 2019), whose validity and reliability was tested, was used. The form contains (5) questions containing personal information and (9) questions about support rooms.

Participants

While determining the study group of the research, criteria such as being a primary school classroom teacher, working in Nevsehir, having worked in the support education room for at least 1 year were sought.

The research was conducted with 12 classroom teachers working in public primary schools using support room practices in Nevsehir province in the 2022-2023 academic year and taking part in this practice. Five of the classroom teachers participating in the research were female and 7 were male, 10 of them had undergraduate and 2 of them had postgraduate education; 5 of them have more than 20 years, 4 of them have an average of more than 15 years of professional seniority. They have an average of 2-3 years of professional experience in support training rooms. It was assumed that the teachers who contributed to the research gave sincere answers to the questions asked during the interview, that there was a neutral relationship between the researcher and the teachers who contributed to the research throughout the research period, and that the expert opinions on the validity of the semi structured interview questions used as the research scale were sufficient.

Data Collection

Interviews were made through one-to-one interviews in an environment where class teachers could be comfortable, when they were available, by making an appointment. The statements of the teachers who participated in the interview were noted and recorded unchanged. The interviews lasted approximately twenty minutes.

Data Analysis

While analyzing the data obtained from the interviews, the content analysis method was used.

FINDINGS

The answers of the classroom teachers working in the support education rooms regarding the purpose of the support rooms were examined under the theme of "Purpose of the Support Rooms". In line with the answers given, four categories were determined as "Academic Reinforcement (f=14)", "Basic Skills (f=14)", "Social Skills (f=4)" and "Cognitive Skills (f=1)". When the table is examined, it is seen that the main purpose of the education given in the support rooms, according to many of the teachers, is to increase the level of the student, to gain basic Turkish and mathematical skills, to complete the missing achievements and to bring them closer to their peers and to provide individual education. Some of the answers to this theme are given below.

Table 1. Opinions of classroom teachers about the purpose of support education rooms

THEME	CATEGORY	CODE	FREQUENCY
Purpose of support education rooms	Academic reinforcement (f=14)	Leveling up	6
		Missing topic completion	4
		Individual training	4
	Basic skills (f=14)	Reading and writing	5
		Understanding	5
		Four Transactions	4
	Social skills (f=4)	Raise awareness	3
		Social skill	1
	Cognitive skills (f=1)	Problem solving skill	1

“It is aimed to provide individual training for students who receive inclusive education in normal classes in order to improve their literacy and social skills in cases where these students need more support.”

“We aim to provide reading writing comprehension skills, four operations and problem solving skills.”

“We aim to give basic mathematics and Turkish acquisitions to students who have not fully achieved the target acquisitions due to the type of inadequacy. Sometimes, when some students are not taken care of individually, success is not achieved, and support education classes are opened in order to be able to take care of those students individually.”

“Giving the missing gains and supporting individual learning are the main goals of SER. If there are deficiencies in basic math skills and reading comprehension, we also aim to make up for the deficiencies in this area.”

“It is a room opened with the aim of helping special students with inclusion needs in their missing lessons and mostly in reading writing, comprehension and four process skills.”

The answers of our classroom teachers, who work in the support education rooms, about which criteria they take into account when determining the learning outcomes for the education given in the support rooms are examined under the theme of "Outcome Determination Criteria in SER". In line with the answers given by the teachers, three categories were determined as “Individual Factors (f=21)”, “Teacher Opinions (f=5)”, and “Environmental Factors (f=1)”. When Table 2 is examined, it is seen that most of the teachers determine the achievements of the education given in the support rooms mostly according to the student's readiness, level, academic needs, and the level of inadequacy determined by the guidance research center (GRC) report. Some of the answers to this theme are given below.

Table 2. Opinions of classroom teachers about the criteria by which the achievements given in the support education room are determined

THEME	CATEGORY	CODE	FREQUENCY
Support education rooms benefit determination criteria	Individual factors (f=21)	Readiness-level	7
		Need	6
		Insufficiency level	5
		Age class level	2
		Development level	1
	Teachers factor (f=5)	Classroom teacher opinions	4

		Guidance teacher opinions	1
	Environmental factors (f=1)	Parent expectation	1

“We determine the achievements according to the child's current presence and according to the interview with the teacher and the report given by GRC for the child.”

“I determine an acquisition program according to the readiness level of the child and in line with the report from the GRC. In addition, I determine the achievements according to the development level of the student who needs SER.”

“I determine the subjects in which the student has learning difficulties, inadequacy and inadequacy in the lessons, and I focus on the gains that are appropriate for the level of the student. In other words, if literacy is also low, it tends to this field, and if there are deficiencies in mathematics four operations, I try to make up for these deficiencies.”

“The educational gains to be given at SER are determined according to the needs and the level of the student. This is how I do it too. I determine the achievements according to the child's readiness level and needs.”

“The students who study at SER are students who show inadequacy compared to their peers, so I base these inadequacies, age and class level when determining the gains we will give.”

The answers given by our classroom teachers, who work in the support education rooms, regarding the teaching methods and techniques they prefer to use while teaching in the support rooms, were examined under the theme of "Methods and Techniques Used in SER". In line with the answers given by the teachers, two categories were determined as "Teaching Methods (f=25)" and "Teaching Techniques (f=19)". When Table 3 is examined, straight lectures come first among the methods that teachers prefer to use while giving education in support rooms. It is seen that they frequently apply to question answer and problem-solving methods in addition to plain lectures. At the beginning of the techniques they prefer to use are visual materials and digital resources that will embody the narrative. Some of the responses to this theme are listed below.

“Our most important principle is to learn by doing. We do our lessons by drama and play. In addition to this, I also use learning through presentation by giving lectures. We also use other known methods according to the gain.”

“Large print activity papers, visual materials, digital resources (such as smart boards, video narration). I especially apply demonstration and problem solving techniques in mathematics class.”

Table 3. Methods and techniques used by classroom teachers in the support training room

THEME	CATEGORY	CODE	FREQUENCY
Methods and techniques used in support training rooms	Trainig methods (f=25)	Expression	8
		Problem solving	6
		Question-answer	6
		Show off	5
	Training techniques (f=19)	Visual materials	5
		Digital resources	4
		Gamification	3
		Drama	3
		Verbal Dialogue	2
		Aloud-silent reading	1
		Concretization	1

“We try to deal with the issues more concretely. Since it is one-on-one training, I use presentation path strategies more. I do narration, question and answer, show and have it done, visual narration.”

“I decide on the techniques I will use by looking at the level of the student's inadequacy and the gain I will give, I use many of the teaching techniques through presentation and discovery. I do more narration in Turkish, but I frequently use question-answer and problem solving methods in mathematics.”

“I choose the method that is suitable for the gains, but as a general principle, I explain from simple to difficult, I proceed with questions and answers, I use a lot of problem solving technique. Experience is very important, so I also use the show and show method.”

“I pay attention to learning by doing and experiencing, I try to color the lesson with visual materials by frequently applying the method of problem solving, question-answer, demonstration and narration.”

“I determine the methods and techniques I will use by putting the student in the center. Because every student has different interests and different needs. I am based on the principle of learning by doing by analyzing the student well. I can teach by playing, drama, video narration, visual materials or just by chatting.”

The questions of our classroom teachers, who work in the support education rooms, about the measurement and evaluation methods they prefer to use when evaluating the education they give in the support rooms and the process, were examined under the theme of "Assessment and Evaluation Methods Used in SER". In line with the answers given by the teachers, two categories were created as “Traditional Measurement and Evaluation Methods (f=16)” and “Alternative Measurement and Evaluation Methods (f=6)”. When Table 4 is examined, teachers teaching in support rooms mostly prefer traditional assessment and evaluation methods, namely multiple-choice tests, written oral exams and short answer exams when evaluating the development of students. In addition, it is seen that there are teachers who prefer to evaluate the process by making observations. Some of the responses to this theme are listed below.

Table 4. Measurement and evaluation methods used by classroom teachers in the support education room

THEME	CATEGORY	CODE	FREQUENCY
Assessment and evaluation methods used in the support training room	Traditional measurement and evaluation methods (f=16)	Tests	6
		Written exams	4
		Verbal exams	4
		Short answer exams	2
	Alternative measurement and evaluation method (f=6)	Monitor the process	6

“We observe the process and use evaluation techniques in the process. The child's classroom teacher organizes the end of process evaluation and report.”

“I prepare scales suitable for the targeted gains, I do tests for the targeted behaviors at the end of the month. At the end of the process, I take a written exam.”

“I measure the development process of children in the support room. The questions I asked, the activities I gave, my observations during the process are my measurement method. After all, since we provide individual training, every process and every development progresses individually, so I don't think it's right to make a constant measurement.”

“I use first test and post test. After determining the readiness level of the student in need of education and providing training for his/her deficiencies, I apply a post test to measure his/her progress.”

“I apply achievement assessment exams. I evaluate the process with the assignments I give and in class 5W 1K evaluation questions. At the end of the process, exams and tests consisting of short-answer questions are the ones I use as a measurement method.”

“I make one to one verbal assessment and evaluation. Of course, I don't just stop there, I observe the whole process and come to a conclusion based on the student's progress.”

The opinions of our classroom teachers who teach in support education rooms on the advantages of support rooms are examined under the theme of "Advantages of Support Education Rooms". In line with the answers given by the teachers, four categories were created: "Educational Benefits (f=19)", "Personal/Emotional Benefits (f=10)" and "Social Benefits (f=4)". When Table 5 is examined, it is seen that most of the teachers say that the most important advantage of the support rooms is the opportunity to receive individual education training, the progress and level increase in the academic achievements of the students. In addition, it is seen that they say that the self-confidence observed in the students, the development of self expression and the emotional satisfaction they experience are among the important advantages. A few of the responses to this theme are listed below.

“One of the important advantages is that the child gains the basic concepts that he cannot gain in the classroom faster in one to one education and the attention span is longer. Academic progress is made easier with one on one training in a private room, free from distracting stimuli.”

“I think one of the most important advantages is that there is a better quality, more efficient individual education and training process and that the student can express himself

better in one on one education. Students who express themselves and feel understood have very positive social progress.”

“The advantages are many. Studies are carried out for all the defined acquisition areas that are seen as backward and deficient in children due to their age. We also work intensively on literacy skills. We provide academic progress, which increases the self confidence of the student. Students who develop self confidence are more successful in their social relations with their friends.”

Table 5. Opinions of classroom teachers about the advantages of the support training room

THEME	CATEGORY	CODE	FREQUENCY
Avantage of support educations rooms	Educational benefits(f=19)	One to one traning	9
		Academic success	7
		Reaching peer level	3
	Personal/ emotional (f=10)	Confidence	4
		Self assesment	2
		Ability to express oneself	2
		Emotional satisfaction	2
	Social benefit(f=4)	Social cohesion	4

“The child can express himself better. His self confidence is coming back. Because of this, he feels good emotionally and is happy. In addition, we have the opportunity to deal with the child one-on-one for a long time. Therefore, better academic learning takes place.”

“It saves the student from being behind the class. It helps to bring it to the normal education level. While our student cannot pay attention in the classroom environment, it is a fact that he learns the gains much more permanently when he takes care of himself in the support room.”

Table 6. Opinions of classroom teachers about the disadvantages of the support training room

THEME	CATEGORY	CODE	FREQUENCY
	Social/social negatives (f=12)	No disadvantages	6
		Negative label/Exclusion	4

Disadvantages of support education rooms		No peer interaction	2
	Systemic negativity (f=3)	Time to education	3
	Emotional/Personal negativities (f=1)	Feeling of inadequacy	2
		Discrimination waiting	1

The opinions of the classroom teachers working in the support training rooms on the disadvantages of the support rooms were examined under the theme of "Disadvantages of the Support Training Rooms". In line with the answers of the teachers, three categories were created: "Social/Social Negativities (f=12)", "Systemic Negativities (f=3)" and "Emotional/Personal Negativities (f=1)". When Table 6 is examined, it is seen that teachers mostly stated that support rooms are not disadvantageous. It is seen that teachers who express their opinions about the existence of a disadvantage generally state that this negativity is exclusion or labeling by their peers. Some of the teacher's views on this theme are given below.

“Actually, I don't think there are many disadvantages as long as all the opportunities are provided and the appropriate environment is organized. It is aimed at the academic and social development of the student, and even the smallest progress is very important in this regard. Maybe that student may be perceived differently in the classroom environment, but since these students are in the normal classroom as inclusive students, I think it is a situation that can be easily overcome.”

“In terms of children, sometimes they are afraid to hide from their friends in order not to be labeled. Other than that, I think there is no disadvantage.”

“I did not experience any disadvantages”

“The child may feel that he is inadequate and may experience a sense of exclusion. Although it is an advantage to be alone in the class, it can also cause them to get bored quickly and turn into a disadvantage.”

“I didn't see any downsides.”

“I don't think it creates any negative effects for the student.”

The opinions of the classroom teachers working in the support training rooms about the problems they encounter in the support rooms were examined under the theme of "Problems Encountered in SER". In line with the answers of the teachers, 3 categories were created as

“Physical and Temporal Problems (f=15)”, “Motivational Problems (f=11)” and “Educational Problems (f=7)”. When Table 7 is examined, the majority of the teachers encountered many different problems in the support rooms. At the beginning of these problems are material based problems such as material deficiencies, insufficient equipment and the physical environment not suitable for the education given to the student. Along with these, it is seen that another most common problem is related to the time period in which the training is given. It is seen that most of the teachers stated that the education given in the support rooms after the normal education hours or taking the student from the regular class between the lessons caused some problems. Apart from these, it is seen that they stated that another important problem stems from the parents who have insufficient information about the support rooms. At the same time, lack of motivation stemming from students and lack of motivation stemming from teachers are among the problems experienced. Some of the teacher's views on this theme are given below.

Table 7. Opinions of classroom teachers about the problems encountered in support training rooms

THEME	CATEGORY	CODE	FREQUENCY
Problems encountered in support training rooms	Physical and temporal problems (f=15)	Lack of materials	6
		Lack of physical environment	5
		Training time period	4
	Educational problems (f=7)	Lack of knowledge	5
		Lack of parent support	2
	Motivational problems (f=11)	Physiological problems	4
		Lack of student motivation	4
		Lack of teacher motivation	3
		Unproblematic	2

“Unfortunately, we face many problems. Mostly educational and material problems. Inadequate materials, unsuitable environments, taking the student out of the course or giving education after school are among the serious problems. But I think our most serious problem is lack of education. Both teachers and parents do not have enough information on this subject.”

“One of our problems can be said to be the inability to create a detached classroom mostly due to the crowded schools and the lack of availability of support education specific

materials. Even though the regular additional course is given as a 25% increase, the teacher who will work in these rooms sometimes cannot be found because there is still no satisfactory wage.”

“I have a problem with the clock. The child may be tired because it is after school. In addition, the lack of information is a big problem for us, so it is important that families think that the report received for support education will cause problems in the future of the student, and they do not understand the benefit of the support education for the student and do not provide support.

“We cannot get enough support from the families of the students because they do not have enough information on this subject. Students who have difficulty in understanding and are reluctant reduce our motivation, so reluctance begins for us.”

“The most important problem is the lack of materials, space and equipment. You don't have the right materials in your hand, there is no environment designed with you in mind, you are trying to teach in an empty classroom. Naturally, this reduces the motivation of both the student and the teacher and reduces the efficiency.”

“Since we take the student out of the course, the student is disconnected and cannot focus on both the SER and the course in the normal education class, and gets confused. When we teach after class, the student gets tired, which creates reluctance. There are already serious shortcomings in material. Families do not have enough knowledge and equipment in this regard, and the teachers who provide this education do not have enough knowledge.”

Classroom teachers' views on the steps taken to find solutions for support training rooms were examined under the theme of "Solution attempts for problems in SER". In line with the answers given by the teachers, four categories were created as “Motivational Support (f=13)”, “Cooperation Support (f=10)”, “Communicative Support (f=7)” and “Material Support (f=4)”. When Table 8 is examined, it is seen that most of the teachers take steps towards the students and the lesson in order to find solutions to the problems they encounter in the support rooms. It is seen that they try to find solutions to spiritual problems by motivating the student and trying to make the lesson as enjoyable as possible, and they also take steps to cooperate with the administration and parents more. According to the answers given, it is seen that the teachers who take steps towards the biggest problem, such as problems with material infrastructure, such as material supply or physical environment arrangement, are in the minority. Some of the teacher's views on this theme are given below.

“Unfortunately, you can't do much on your own. I'm just trying to make the educational process fun for myself. We are in constant communication with the administration and the parents, and we try to raise the awareness of the parents, as they become more conscious, their support for both the student and the teacher increases. This is very nice, but financial support is needed for materials and appropriate classes.”

“We tried to make the environment remarkable by providing materials with our own means. I give awards and play games in class to increase student motivation.”

“I make the lessons more fun. I make it more efficient by gamifying. We met with the parents in the company of our guidance teacher, explained the importance of this education for our student, informed him about it and cooperated.”

“First of all, we tried to establish a positive communication to endear ourselves and our school, and gave gifts. In this way, we provided positive motivation. We tried to get to know the student well and give him special education. We tried to be in constant communication and cooperation with the parents.”

“I try to make the lesson fun with my own effort. I try to attract the attention of the student so that he is motivated, I reward him. Communication with the student and the parent is very important, so I try to communicate positively. We are trying to cooperate with the administration and inform the families.”

“I take care to prepare remarkable course contents, I make the student want to learn. I often have conversations with the family. However, a solution has not yet been found for financial problems, namely material and equipment deficiencies.

“We tried to make interviews with the families in cooperation with the administration and inform them about this issue.”

The opinions of the classroom teachers working in the support rooms on increasing the efficiency of the education given in the support training rooms were examined under the theme of "Suggestions to increase the efficiency of SER". In line with the opinions of the teachers, four categories were created: "Material Suggestions (f=15)", "Educational Suggestions (f=10)", "Communicative Suggestions (f=5)" and "Practical Suggestions (f=4)". When Table 9 is examined, it is seen that the teachers made suggestions that mostly based on the material basis, that is, the improvement of the material and the physical environment will increase the efficiency. Again, it is seen that most of the teachers stated that informing both parents and

teachers about the understanding of the application and the training to be given in the support rooms will increase the efficiency of the quality of communication between the teacher, the administration, the parent and the student. Some of the teacher's views on the theme are given below.

Table 8. Attempts by classroom teachers to find solutions to the problems encountered in SER

THEME	CATEGORY	CODE	FREQUENCY
Solution initiatives for problems in support training rooms	Motivaiton support (f=13)	Motivational support	7
		Fun teaching process	6
	Collaboration support (f=10)	Administratition cooperation	5
		Parent cooperation	4
		Counselling service cooperation	1
	Coomunicative support (f=7)	Family education	4
		Positive communication	3
	Material support (f=4)	Material supply	4

Table 9. Suggestions of classroom teachers to make support education rooms more efficient

THEME	CATEGORY	CODE	FREQUENCY
Suggestions to increase the efficiency of support training rooms	Material recommendations (f=15)	Improvement in materials	8
		Improvement in the classroom environment	4
		Financial support	3
	Educational recommendations (f=10)	Awareness of parents	5
		Expert teacher in the field	3
		Raising awareness of teachers	2
	Communicative recommendations (f=5)	Family support	3
		positive communication	2
	Sugesstions for practice (f=4)	Editing training hours	3
		Level appropriate basic attainment	1

“First of all, teachers and parents should be given training on SER. In every school, there are students in need of SER in the village, in the town, and the schools in the center are a little more fortunate in this regard, but the problem is bigger in village schools, so national education should give more importance to this issue and make financial improvements so that students can receive equal education.”

“A teacher for each child and a completely self-contained classroom. Equipment should be provided. In fact, I wish the ministry would open staff for the support training room and permanent teachers who would work all day would take charge here.”

“Family support, arranging the education time so that the child is not tired, limiting the achievements, giving basic gains, allocating a special budget from national education to SER and more concrete materials can be provided.”

“Seminars can be organized to explain the importance of support room education to our parents and teachers.”

“First of all, the characteristics and needs of the student who needs supportive education should be determined exactly and the teacher should be given full information. Families should be forced to cooperate and be conscious.”

“Material improvements should be made, and the biggest problem in all schools starts here. In addition, teachers who believe in this should give lessons in order to be more productive. One should be patient, willing and capable, teachers who know the ways to use time efficiently and who are given a special vocational training on this subject should provide training or vocational training should be given to the classroom teachers.

DISCUSSION, RESULTS AND SUGGESTIONS

When the answers given by the classroom teachers participating in the research to the theme of "The Purpose of Support Education Rooms" were analyzed; Most of the teachers stated that the purpose of the support rooms is to increase the level of the student and to provide academic progress. At the same time, a large part of the participating teachers stated that completing the missing subjects, acquisitions, and gaining basic acquisitions in literacy and four processing skills are among the most important objectives of the support rooms. Based on these results, it can be said that the most basic purpose of teachers when teaching in support rooms is to support students academically, to increase their level by eliminating their academic deficiencies and to bring them closer to the levels of their peers with normal development. When we look at the results of the research, it is seen that support rooms serve many more

purposes after academic reinforcement. Some of these aims are to provide individual education to the students who are educated in the support rooms, thus preventing the students who need support from being overlooked, supporting their social and social adaptation, gaining self care and daily life skills, developing language skills, problem solving and analytical thinking. It can be said that there are purposes such as supporting high level cognitive skills. It can be said that these findings obtained in the research are suitable for the purposes of the circular on the opening of support rooms published by the Ministry of National Education (2015).

Pesen (2019) examined the views of teachers on SER and concluded in his research that the purpose of support rooms is to bring students with special needs closer to their peers. Again, Talas et al. (2016) reached similar results in their study. Ünal (2008) on the application of support rooms, in his research on whether the application of support rooms is effective in progress in the academic field, and Akay (2011) on the application of support rooms for primary school students with hearing impairment, Ünay (2012) on the effect of the application of support rooms on mathematics achievement. In the research conducted by Gürgür, Kış, and Akçamete (2012) on individual support services for mainstreaming students, it is seen that similar results have been reached regarding the academic progress of students.

When the answers given by the classroom teachers to the theme "SER Outcome Determination Criteria" were analyzed; It was observed that most of the teachers said that they mostly take individual factors into consideration when determining the educational gains they will give in the support rooms. In other words, it has been concluded that the student's readiness, performance, and current academic level are the most important acquisition criteria. It can be said by looking at the result of the research that the needs of the student, the level of inadequacy are the other criteria taken into consideration while determining the achievements. From this point of view, starting from the idea that every student is special and unique, we can conclude that it is right to put the student in the center while determining the educational attainments, considering that students have different levels of inadequacy. In the study conducted by Şafak (2005), it was concluded that the education provided with the program arranged for the level of visually impaired students contributed positively to the students. These results support the result of the research. In his research, Ünal (2008) concluded that the education plan determined for the performance levels in the support education given to the students with intellectual disabilities reached its goal. Avcioğlu (2011) concluded in his research that while determining the achievements for students with special needs, attention should be paid to their needs and levels. Again, in the study conducted by Pesen (2019), it was concluded that while determining

the educational content given to the students in the support rooms, decisions were made regarding the needs and performance level. All these studies support the conclusion reached. In addition to these basic criteria, it is one of the data obtained as a result of the research that we have teachers who apply to the opinions of the student's classroom teacher while determining the achievements. It was concluded that the opinion of the guidance teacher, the result of the GRC report given to the student and the expectations of the parents gave an idea about the gains of the education to be given to the student.

When the answers given by the classroom teachers to the theme "Methods and Techniques Used in SER" were analyzed; In line with the answers given by the teachers, it was concluded that they mostly used the "learning" method while teaching in the support rooms. Again, it was seen that most of the teachers used the methods of "problem solving, question-answer and demonstration" as well as the lecture method. It is seen that teachers benefit from many methods at the same time, instead of using a single method when teaching in support rooms. Since the students receiving education in the support rooms consist of students with special needs, the techniques used vary according to the inadequacy of the student, so student specific and learning-specific methods are chosen. This is due to the advantages of individual training given in support training rooms. Teachers drew attention to the importance of concretization in the education given in the support rooms and mentioned that they also applied techniques such as concretization, making use of visual materials, active use of digital resources, and drama. However, no matter which method and technique is chosen, the narrative method is in the center and it is concluded that education is supported by other methods and techniques, in which education is made by using plain lectures frequently. In his research, Pesen (2019) concluded that the methods of expression, question-answer, showing and doing are mostly used in support rooms. Ekin Kotil (2019) concluded that direct teaching method, lecture, cascading method and question-answer methods were used in his research on the examination of support education practices. Vural and Yıkımlı (2008) concluded that they use the methods of question-answer, demonstration, dramatization and living by doing in support training rooms. The results of all these studies are similar to the results reached.

When the answers given by the classroom teachers to the theme "Assessment and Evaluation Methods Used in SER" were analyzed; It is seen that teachers use various methods instead of using a single measurement and evaluation tool. Individual differences of students, reported inadequacies, age, level, financial means, teacher's teaching style, method and preference are effective in determining these methods. It is seen that most of the teachers prefer

to use traditional assessment and evaluation methods in order to have information about the development and process of the students in the support rooms. They mostly prefer to use “tests, written and oral exams, short answer exams” from traditional measurement and evaluation methods. Again, most of the teachers said that they use alternative assessment and evaluation methods that they can follow the process, they observe the process, they do practical activities and they do homework.

Nizamoglu (2006), in his study, concluded that classroom teachers who provide support education evaluate students with special needs through verbal assessments, rating and observation forms. Pesen (2019) concluded in his research that teachers mostly use tests, written and oral exams, and question answer method when measuring the process in support rooms. In his research, Aydın Dalga (2019) concluded that teachers also use measurement and evaluation methods such as worksheets, tests and written exams in support rooms, as well as product file and observation methods. While the results of these studies are similar to the results obtained, Talas et al. (2016), as a result of his study, concluded that teachers' knowledge of exactly what kind of assessment and evaluation should be done for students with special disabilities in support rooms is insufficient and that some of the teachers do assessment and evaluation with their own methods. At the same time, Semiz (2018), on the other hand, concluded that the teachers working in the support rooms did not do any work to measure and evaluate the process and the student.

When the answers given by the classroom teachers to the theme "Advantages of Support Education Rooms" were analyzed; It has been observed that support rooms are the most beneficial for students and educationally. It has been concluded that the 'individual education' given to the student and the 'academic progress' observed in the student are the most important benefits of the support rooms. In addition to these benefits, it is also among the results that it provides personal and emotional benefits to the student such as "self confidence, self evaluation, self expression, emotional satisfaction". As the student who receives education in the support rooms progresses academically, his self-confidence increases, he can express himself better, his communication skills improve, and he experiences emotional satisfaction because he experiences the feeling of success. In line with the main purpose of the support rooms, the effects of these benefits to the students and the benefits that they provide to the teacher, family and student's peers cannot be ignored. In his study, Filik (2019) reached the conclusion that the education given in the support rooms greatly benefits the students academically and socially. Akay, Uzuner, and Girgin (2014), as a result of their study on the education given to hearing-

impaired students in support rooms; Çulha (2010), as a result of her study on foreign language education given in support rooms; Ünay (2012), in his study on mathematics skills of support rooms, it is seen that they reached similar results.

When the answers given by the classroom teachers for the theme of “Disadvantages of Support Education Rooms” were analyzed; it is seen that the highest rate of opinion is that there is no disadvantage. Although the views that support rooms are not harmful to the student are dominant, there are also opinions that there is a low rate of disadvantage. The situations in which the students receiving education in the support rooms can be perceived and labeled differently by their peers, the situations where they can be excluded, the situations where they can experience loneliness due to the low peer interaction, the physiological problems (fatigue, reluctance, hunger situation) brought by the time the education is given, the situations where the students can feel inadequate, the situations where the students can feel inadequate about the support rooms. considered among the disadvantages.

When the answers given by the classroom teachers for the theme of "Problems Encountered in Support Training Rooms" were analyzed; it is seen that the biggest problem is related to the time period when the education is given and the problems with the 'material and physical' infrastructure are among the most important problems. Due to the fact that the education is given after or between the lessons, the lack of motivation in the students and the physiological questions and the teachers have the most problems due to the environment in which they teach and the lack of materials. Schools for support rooms provide the environment and materials in line with the opportunities available, and this situation puts a lot of pressure on teachers who teach in support rooms in general. Since students have special needs, they need a variety of materials in their education and a special area where they will feel comfortable and not distract their attention. In addition to these, teachers also stated that they had problems in terms of educational and motivational aspects.

Another important problem faced by teachers is that families have insufficient information about support rooms and therefore do not cooperate with the teacher and do not support their students enough. The unwillingness of the student due to different reasons such as fatigue and hunger and the lack of motivation experienced by the teacher due to the fact that the teacher is not satisfied financially, because the physical problems are not resolved, or because of the unwillingness of the student can be counted among the other problems. Contrary to all these problems, very few people answered that they did not encounter any problems. As a result of their research, Gürgür, Kış and Akçamete (2012), Nar (2017), Pesen (2019), Pemik

and Levent (2019) have reached similar conclusions about the physical environment in support rooms and the lack of materials.

When the answers given by the classroom teachers for the theme of "SER Problem-Resolving Initiatives" were analyzed; It has been seen that it has been concluded that it has attempted a solution to provide motivation, that is, to provide motivation and to make the education process fun. In the educational process, they tried to increase the motivation of the students by enriching the lessons with fun activities, gamifying, giving prizes and gifts. At the same time, it was seen that they took steps to cooperate with the administration and family, to establish positive communication, and to find a solution to the material problem by preparing materials in line with the teacher's own possibilities. It is a fact that support rooms need financial support in order to solve the problem of material inadequacy and physical environment, which are among the most important problems, and it has been seen that teachers can not do much about the solution of this issue, they can only find instant or temporary solutions that will save the day within their own means. In line with these results, it can be concluded that the problems of the support rooms should not be solved by the teacher alone, but with the support of administrative and specialists. Bilen (2007) and Pesen (2019) reached similar results in their research.

When the answers given by the classroom teachers for the theme of "Recommendations for Increasing the Efficiency of Support Education Rooms" were analyzed; It is seen that most of them make material suggestions. If we want to achieve higher efficiency from the education given in the support rooms, we can conclude that the financial inadequacies of the support rooms should be eliminated first, the environment to be taught should be arranged in the most comfortable way for the student with special needs, in a way that does not cause distraction, and taking into account the inadequacies of the students. Again, an important part of the teachers made suggestions based on education. It has been observed that teachers, especially families, do not have sufficient knowledge and training for support rooms. One of the ways to increase the efficiency for the purpose of support rooms can be interpreted as organizing in service trainings and seminars to raise awareness of both families with children with special needs and teachers who will provide training in support rooms.

It can be interpreted that the teachers who will provide training in the support rooms are specialized in this field, have received their undergraduate education in this direction and that these teachers will increase the efficiency. In addition to these, it can be interpreted as positive strong communication between teachers, administration and family, solving the problems in the

implementation of support rooms, improving the financial contribution provided to teachers, and arranging the time of education will increase the efficiency considerably. The results of the teachers' suggestions in the studies of Gürgür, K1ş and Akçamete (2012), Çağlar (2016) and Pesen (2019) support the result reached in the research.

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