



Volume 1/Issue 1, 2022, pp. 1-18

Article Info

Received: 11.08.2022

Accepted: 27.12.2022

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

Mustafa ÇELEBİ¹

Mehmet YILDIRIM²

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.

¹ Prof. Dr., Erciyes University, Education Faculty, Melikgazi/Kayseri/ Turkey, e-mail: mcelebi@erciyes.edu.tr, ORCID: 0000-0002-0325-7528

² Teacher, MEB, Turkey, myildirim506133@gmail.com, ORCID: 0000-0001-7915-6590

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.

Bibliography

- Akkaya, A. (2017). Assessing Support and Upbringing Courses according to Student Opinion. *Unpublished Graduate Thesis*.
- The battery, C. & Saracoplural, M. (2018). Studying How Secondary School Teachers Support and Train Courses. *Turkish Journal of Educational Studies*, 5 (2) , 97-121 . DOI: 10/3907/turkjes.423152
- It's your grizzly, F. and Kara, M. (2017). Solutions Based on Teacher Feedback and Issues Faced in Supporting and Upbringing Courses (CDO). *Sakarya University Journal of Education*, 7(2), ss. 324-349.
- Buyukozturk, S., Sword Flint, E., Akgun, E. E., Black Sea, S., & Demirel, F. (2021). *Methods of Scientific Research in Education*. Pegem Academy.
- Alive, S. (2019). School Principals and Teachers' Views on Support and Upbringing Courses. *Republic International Journal of Education*, 8 (2) , pp. 479-501. Retrieved from <http://cije.cumhuriyet.edu.tr/tr/pub/issue/46486/583620>
- Canpolat, U. (2017). Social Information Teachers, Course Center Managers and Student Opinions in the Context of Support and Upbringing Courses: Eskisehir Language Example. *Unpublished Graduate Thesis*.
- Çetin, Y., & Gunrise, K. (2021). Shadow Training: A Case Study for Supporting and Training Courses. *Turkish International Literary Journal of Education*, 10 (1), ss. 255-271.
- Iron Achiever, S. and Narinalp Star, N. (2017). Teacher Opinions on the Promotion and Upbringing Courses Applied to Secondary Schools in Turkey: *International Journal Of Eurasia Social Sciences*, Vol: 8, Issue: 29, ss. 1152-1173.
- Rotary, I., Gurbuz, S., & Tekche, M. (2018). Evaluating Support and Upbringing Courses for Equal Opportunities Based on Managers, Teachers, and Students' Views. *Eskisehir Osmangazi University Education Magazine at the Turkish Center for Application and Research in the World*, 3 (2), ss. 45-58.

- Private Turbulence, H. (2018). Research on the Effectiveness of Support and Upbringing Courses; Example of Cutaan Language. *Journal of Education Sciences at Adnan Menderes University School of Education*,9(2),pp.73-85.RetrievedfromHYPERLINK
<https://dergipark.org.tr/tr/pub/aduefebder/issue/41071/439285>
- Ergun, M. (2017). Assessing Support and Upbringing Courses according to Executive, Teacher, Student Opinions. *Unpublished Graduate Thesis*.
- Sky, R. & Candy Man, R. (2017). Stakeholders' Views on the Transfer of Training Courses to Public Education Centers. *Mehmet Akif Ersoy University School of Education Magazine*, 0 (44) , ss.276-296. DOI: 10/21764/maeuefd.296643
- Göksu, I. & Laughner, A. (2016). Teacher Feedback for Secondary and High School Support Courses. *Bayburt School of Education Magazine*, 11 (1) , pp. 153-171. Retrieved from <https://dergipark.org.tr/tr/pub/befdergi/issue/23129/247058>
- Sharp, A. (2020). Teacher Reviews on Support and Upbringing Courses. *Unpublished Graduate Thesis*.
- Sharp, A., & Cossack, E. (2021). Teacher feedback for implementation of support and training courses, both weekdays and weekends. *Atatürk University Kazim Karabekir School of Education Magazine*, 42, 98-121. Doi: 10.33418/ataunikkefd.816431
- Kincal, R.Y. (2020). *Scientific Research Methods*. The Nobel.
- Kozikoglu, I., & Ozcan, N. (2020). Teacher and Student of Support and Upbringing. *Bayburt School of Education Magazine*, 15 (30), ss. 280-305.
- Lamb, He. (2019). Secondary Teacher Opinions on Efficiency of Support and Upbringing Courses of the Ministry of Education. *Unpublished Graduate Thesis*.
- Instruction for Support and Training of the Ministry of National Education for Organizing and Disseminating Education. (2014).
- Instruction for Support and Training of the Ministry of National Education for Organizing and Disseminating Education. (2021).
- Nartgun, S. S. and the Petitioner, Three. (2016). Student and teacher views on support and training courses. *Training Management in Theory and Practice*, 22(4), 537-564. doi: 10.14527/north.2016.021
- Okcalol, R. (2006). *Public Education*. Utopia Press.
- Ozturk, O. (2018). Vocational Satisfaction Levels of Teachers Not Involved With Teachers Involved In Support and Training Courses. *Unpublished Graduate Thesis*.

- Patton, M. Q. (2002). *Qualitative Research And Evaluation Methods (3rd ed.)*. Thousand Oaks CA: Sage.
- Sarica, R. (2019). Teacher Interviews for Support and Upbringing Courses (DYK). *Journal of Education*, 48 (221), 91-122.
- Sonmez, V., & Alacapinar, F.G. (2019). *Sampled Scientific Research Methods*. Instant Publishing.
- Artillery, I. & Ersoy, M. (2019). Evaluation of MEB support and upbringing courses in teacher views, *E-International Journal of Educational Research*, Volume: 10, Issue: 3, 2019, ss. 61-75, DOI: 10/1960/ijer.64527
- Artillery, H. & Stitch, R. (2020). Teacher and Student Views for Promotion and Upbringing of Organized and Disseminated Education courses. *Istanbul Aydin University School of Education Magazine*, 6(1), ss.1-28. Retrieved from <https://dergipark.org.tr/tr/pub/iauefd/issue/54744/747992>
- Yesilyurt, A.G. (2019). Evaluating Support and Upbringing Courses Through Perceptions of Social Knowledge Teachers. *Unpublished Graduate Thesis*.
- Lightning, A., & Lightning, H. (2018). *Qualitative Research Methods in Social Sciences*. Distinguished.
- Institutions of Higher Education Examination (YSK) Guide. (2021).