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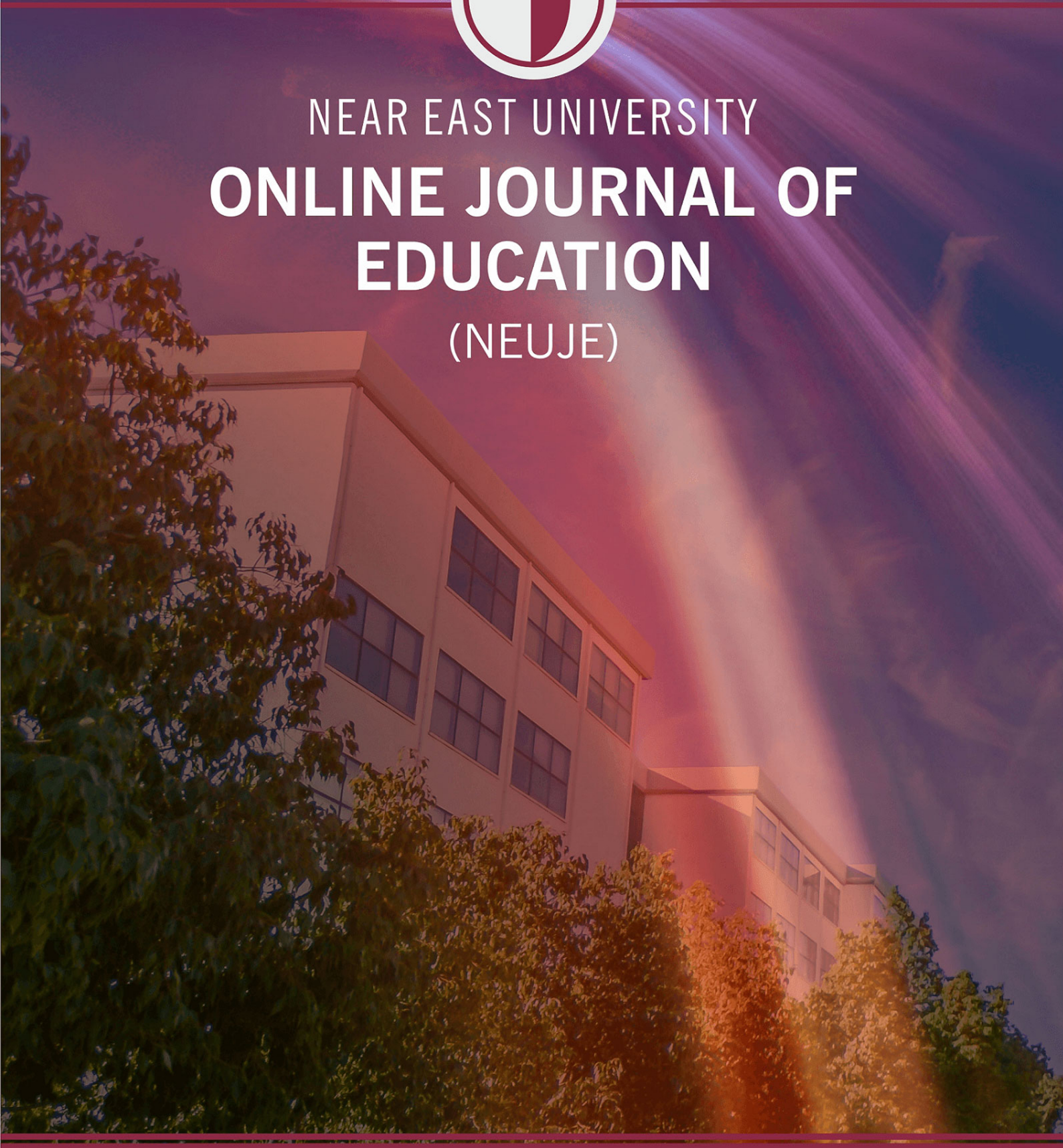

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DETERMINATION OF THE LEVEL OF MEETING THE PROFESSIONAL EXPECTATIONS OF THE SCHOOL COUNSELORS AND PSYCHOLOGICAL COUNSELORS WORKING IN SCHOOLS, BY SCHOOL ADMINISTRATORS

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Abstract

In such an age in which social change is speedy, it is needed that individuals have both informed, equipped. Also their problem solving skills should be improved. However realization of themselves with the individual problems that people are facing is not a subject of teaching. These problems are action field of psychological and school counselor. Despite of our country's 50 years past, PCG (Psychological Counseling and Guiding) is still seen as a new field of service in our system of education. In this field of service, role that is expected from the workers hasn't reached a consensus. Not being identified the role of psychological and school counselors in schools exactly, with regard to the region in which school counselors work, type of school to the school principal ends up with a change in the expectations. In addition this situation turns out to be conflict in school. In this research, the absence of information, the determination of different manners and implementations and giving solution offers for the problem fields are aimed.

Keywords: psychological and school counsellor, occupational expectations, school principal, counselling

1. Introduction

Education is a forming process which aims to make terminal changes in individual's life intentionally through his/her living (Kaya 2007). School is an organization in which terminal information, skills and behaviours are brought in through exclusive, general aims and essential principles of the system of education (Aytac, 2000). School counselling is saving Schedule which helps individual to have experience to solve the problems and to be a free and responsible member of society in which he/she lives in (Glanz, 1974).

The aim of the school counselling –by providing rich and accurate information about himself and his environment to individual as much as possible-is to help individual to absorb this information, represent in behaviours and be the one who is able to solve the problem. Because of this function of it, the counselling is inseparable part of the system of education

(Turkoglu, 1997). The other concept that we need to introduce is psychological counselling. Although concept of Psychological counselling and school counselling are different from each other, they are used together in literature. Psychological counselling is mutual interview between to people with the aim of solving a problem (Sirin, 2004). Psychological counselling constitutes only one section of the school counselling services.

1.1. History of Psychological Counselling and Guiding

It is seen that Roots of school counselling and psychological counselling are reaching to 1900's and that they started in America for the first time. Frank Parsan -who is an engineer- is known to have established the very first occupational office in 1908 to announce the job opportunities to the students which was started to try in 1895. Frank Parson whose aim was to hire –after accelerated education Schedule-many of the migrants who were searching for jobs in industrial zones can be accepted as the official founder of the counselling and 1908 can be also accepted as the year which is the official start of services of counselling.

With the coming out of future generation's being needed to be saved, the movement of school counselling was born. People who realize that the protection of mental and physical health of teenagers and children who was working as laborer and that these children should be provided education started to find a solution to these problems.

After the World War I (especially after Great Depression in 1930's), educators started to use psychological counselling term more frequently. With the effects of the World War II, the social changes in the U.S.A started to speed up, the rates of divorcing and crime increased and all these improvements made psychological help and mental healt to be cared much more significantly.

Increasing the need of psychological help resulted with being in need of educated people. The concept of "Mental health" took part in literature in these years. In 1950's counselling service took part in student personality service and the job definition (Gazioğlu ve.dğr. 2008: 26-28).

The counselling movement which started in America was born as occupational counselling movement at first. (Yılmaz and Ure 2002). It can be said that respectively, firstly, occupational counselling, educational counselling and after those personal counselling and lastly, psychological counselling have improved.

It was observed that PCG in Europe was improving more slowly than America, that improvements increased after 1950's, and that occupational counselling was given importance rather than personal problems. It's known that studies of PDR are usually carried out by teachers with a little number of experts (Ay 2000).

While during the Middle Age of Europe people who are psychologically ill were chained as "cursed creature who's got devil inside", then they were shot, beaten, in Turk-Islam society people like them were showed affection, given special attention and examined (Tan 2000).

It's known that its name is not counselling and also that the studies to examine mental illness and problems were conducted by shamanist in Central Asia.

After acceptance of Islam the importance given to mental health and studies about it went on. Ibn-i Sina took care of mental health, melancholy and mental illnesses and made evaluations about the effects of mental health on physical health.

Seljuq Turks took special care of mental and physical illnesses. They got establish a lot of hospital examining mental health in.

The importance given to mental health increased in Ottoman period and also social complexes –which was also social welfare center - were built in certain areas.

During republic years, John DAWEY who is educator-philosopher from the U.S.A, prepared a report by analyzing the Turkish education system. Following years, He establish village institutes and community centers by taking the general need of country into consideration. These foundations, played an effective role in raising individuals who has democratic personal structure which country needed.

It's seen that Turkish education system, which was influenced by European education system before, started to be influenced by the U.S.A with the improving relationships between Turkey and the U.S.A after World War II. (Ozoglu, 1982).

In our country, counselling started to take part in Gazi Education Institute as an independent lecture in Schedule during 1953-54 academic year for the first time. Counselling and Researching centers were opened in Istanbul and Izmir 1959 afterwards they were opened in our other cities.

During 1960's the department of Educational Sciences of Hacettepe University were established. Afterwards, "Psychological Counselling and Guidance" became an independent department in 1974 (Ozoglu, 2000). This department is the first department which was established under the name of "PDR" in Turkey.

Turkish Education board carried establishment and missions of counselling services in our moderate schools into practice in 24 schools in 1970. The department of Psychological Counselling and Guidance reorganized as "department" in license level with the regulations of in accordance with the higher education law 2547. In this period due to not being able to find staff in Ministry of National Education, psychological counselling and counselling guides started to work in schools only in 1985-86.

School counselling and guidance services have gone through several phases. While it was expected from counselling service to help choosing profession and work placement between the years of 1900 and 1921, the adaption and the educational success gained importance. "Through the end of 1960's the concepts of psychological counselling and guidance services came to exist for improving" (Terzi, 2005).

2. Method

2.1. Method of Quantitative Research

In this research, mixed method has been used. Data which has been collected by Qualitative and Quantitative has been analyzed separately and Qualitative Method has been used for the credibility of Quantitative Method a questionnaire developed for measuring the level of meeting the expectations of school counselors and psychological counselors working in schools was prepared and applied to the guidance counselors. The reason why the mixed method is chosen is the aim of the method diversity to contribute to the validity and reliability of the research.

The study group consisted of 42 female, 13 male, 55 guidance teachers working at all levels of official / private education in Sariyer district of Istanbul. The sample selection was done with random assignment and no prediction was made about the size of the sample. Firstly, the questionnaire, which was prepared to collect multi-concurrent data and to get rid of time and space constraints, has been turned into an application that can be answered by computer and

phone via internet and data collection has been continued for the period determined by the researcher. In this context, theoretical sampling approach was used in addition to random assignment.

A 30-question questionnaire and a 10-question questionnaire were used as a result of the researcher's time in the field and the observations made in the natural environment..

During the study, the data collected from the questionnaires applied to the school counsellors were transferred to the computer using the Excel program. Data of the study analyzed via program of IBM SPSS 23.

In the study, because of the use of random sampling, there was no equality between the groups where the comparison was made, and since numerical data did not have normal distribution, non-parametric tests were used to obtain more accurate results in the analysis of the data. Non-parametric tests used in data analysis of this research; Mann-Whitney U test and Kruskal-Wallis Test.

2.2. Method of Qualitative Research

Interviewing form consisting of 10 questions was prepared to annihilate the finitiness of the survey which was used as assessment tool. Interviewees were conducted using extensive interview techniques from 15 respondents who volunteered among the respondents and in this point sample selection was made by random assignments. The percentage of teachers interviewed is that 11 of them (%73,3) are female, 4 of them (26,7) are male. Ten of these teachers work in public schools and five of them work in private schools.

In this research, the interview form which is used includes 10 questions in 5 different themes, including physical working conditions of the counselors, the attitude of the school principals to the guidance service, the attitude of the counselors towards their personal development, the attitude of the counselor in conflict situations, and the attitude of the counselor about the participation in the school decisions.

Content analysis was used to analyze the interviews with the counselors. Participants differ from each other in terms of the school level, the status of the school, age and seniority. In the analysis of the data obtained from the interviews, there is a list of codes that were generated before the interview, but in the later stages of the analysis new codes were added to the list and some of the old codes were changed. In this sense, data analysis was done on the computer in accordance with computer coding in a general structure, which is one of the coding methods of descriptive content analysis. MAXQDA program (version 18.2) was used during coding.

The common answers and expressions used by the participants are indicated in percentages according to the similarities with the answers determined by the researcher. Different, detailed or personalized answers are given by quotation.

3. Results

3.1. Quantitative Research Results

In this study, among the groups in which comparisons were to be made (in terms of the number of men and women), the equation could not be obtained due to the use of random sampling. Non-parametric tests were used to achieve healthier results.

3.1.1. Differences in the Level of Meeting the Expectation of Female and Male Counselors by School Administrators

According to the results of the Mann-Whitney U test, there was no significant difference between the female teachers (Median = 127.5 n = 42) and male (Median = 131, n = 13) guidance counselors in terms of the level of their professional expectations met by the school administrators, U = 239.5, z = -0.66, p = 0.51, r = 0.09

Table 1. Differences in the Level of Meeting the Expectations of Female and Male Counselors by School Administrators

Points	**Groups**	**N**	**Mean Rank**	**Sum of Ranks**	**Mann-Whitney U Test**		
					U	**Z**	**Asymp. Sig**
Gender	Female	42	27,20	1142,50	239,500	-1,23	,507
	Male	13	30,58	397,50			

3.1.2. Level Differences of the Expectations of the Teachers by School Administrators According to the Total Service Times in the Profession

According to the results of Kruskal-Wallis Test, the year of service in the profession is 1-5 years (n = 15), 6-10 years (n = 13), 11-15 years (n = 11), 16-20 years (n = 10), and 21 years above (n = 6), there is no significant difference in terms of the level of meeting the professional expectations of the guidance teachers by the school administrators, X2 (4, n = 55) = 2.80, p = 0.59.

Table 2. Level Differences of the Expectations of the Teachers by School Administrators According to the Total Service Periods

Points	**Groups**	**N**	**Mean Ran**	**Kruskal-Wallis Test**		
				Chi-Square	**df**	**Asymp. Sig**
Years of Occupational Service	1-5 Year	15	24,47	2,79	4	,592
	6-10 Years	13	26,96			
	11-15 Years	11	34,77			
	16-20 Years	10	28,05			
	21 Years and upper	6	26,58			
	Total	55				

3.1.3. Level Differences of the Expectations of the Vocational Expectations by School Administrators by Type of Institution in Which Counsellors Are Working

According to the results of the Mann-Whitney U test, it was found that there was no significant difference in the type of institution that the guidance counselors worked in (state or private) in terms of the level of meeting their professional expectations by the school administrators. (for state schools Median=129, n=37, özel okullar için Median=133, n=18), U=270.5, z= -1.12, p=0.26, r= 0.15.

Table 3. Level Differences of the Expectations of the Vocational Expectations by School Administrators by Type of Institution in Which They Are Working

Points	**Groups**	**N**	**Mean Rank**	**Sum of Ranks**	**Mann-Whitney U Test**		
					U	**Z**	**Asymp. Sig**
Type of Institution	State	37	26,31	973,50	270,500	-1,12	,262
	Private	18	31,47	566,50			

3.1.4. Level Differences in Meeting the Expectations of Teachers According to School Levels by School Administrator

According to the results of the Kruskal-Wallis Test, no statistically significant difference was found in terms of the level of fulfillment of vocational expectations among school teachers working in primary, secondary, imam, or secondary schools, X2 (3, n = 55) = 0.46, p = 0.93.

Table 4. Level Differences in Meeting The Expectations of School Counselors According To Working Grades By School Administrator

Points	**Groups**	**N**	**Mean Ran**	**Kruskal-Wallis Test**		
				Chi-Square	**df**	**Asymp. Sig**
Working Grade	Primary School	13	25,92			
	Secondary School	15	29,27			
	İHSS	1	22,50			
	High School	26	28,52	,458	3	,928
	Total	55				

3.1.5. The Differences Between the Levels of Meeting the Expectations of the Guidance Counselors by the School Administrators

According to the number of students in the schools where the guidance counselors work, the Kruskal-Wallis Test was applied on the data to look at the difference between the level of guidance counselors professional expectations. The results of this test revealed a significant difference between guidance counselors (1st group less than 250 students, n=2, 2nd group-251 between 500 students, n=18, 3rd group -501 between 100 students, n=23, 4th group-1001 and higher student, n=12), X2(3, n=55)=9.78, p=0.02. Accordingly, the median scores (Median = 140) of the guidance counselors with the number of 1001 or above students were greater than those of the other 3 groups.

Table 5. The Differences Between the Levels of Meeting the Expectations of the Guidance Counselors by the School Administrators According to the Student Resources

Points	**Groups**	**N**	**Mean Ran**	**Kruskal-Wallis Test**		
				Chi-Square	**df**	**Asymp. Sig**
Number of Students	Less than 250	2	14,00			
	251-500	18	25,31			
	501-1000	23	24,98			
	More than 1001	12	40,17	9,783	3	,021
	Total	55				

3.1.6. The Differences Between the Levels of Guidance Counselors Expectations by the School Administrators

Kruskal-Wallis Test was applied to understand the differences between the levels of schooling of occupational expectations by the number of guidance counselors in the school. According to the results of this test, there is a significant difference between the groups, X2 (3, n = 55) = 10.67, p = 0.01. The median scores of the counselors (Median = 143) who worked as 3 counselors in the school were found to be higher than the other 3 groups.

Table 6. The Differences Between the Levels of Guidance Counselors Expectations by the School Administrators

Points	Groups	N	Mean Ran	Kruskal-Wallis Test		
				Chi-Square	df	Asymp. Sig
Number of School Counsellings	1	22	21,91	10,674	3	,014
	2	17	25,88			
	3	7	36,86			
	4 and upper	9	40,00			
	Total	55				

3.1.7. Results of the Survey

The percentages of the questionnaires and answers applied to 55 mentors are given below to determine the level of meeting the expectations of school counselors and psychological counselors working in schools.

Table 7. Table of the Survey Results

	Questions	Never	Rarely	Sometimes	Usually	Always
1	The school principal provides the necessary space for the CounselingServices.	0 (%0.0)	2 (%3.6)	3 (%5.5)	10 (%18.2)	40 (%72.7)
2	The space which the school principal has provided for the CounselingServicesis under decent conditions to have a meeting.	1 (%1.8)	1 (%1.8)	4 (%7.3)	19 (%34.5)	30 (%54.5)
3	The school principal keeps up with the regulations and the legislative arrangements about the CounselingServices.	3 (% 5.5)	5 (% 9.1)	9 (% 16.4)	14 (%25.5)	24 (% 43.6)
4	The school principal takes the opinion of the Counseling Services whilst planning the upcoming applications and tasks.	2 (%3.6)	4 (% 7.3)	13 (%23.6)	13 (%23.6)	23 (%41.8)
5	The school principal provides the necessary support for the tasks which are related to the Counseling Services such as the school visits, group tasks and seminars.	1 (%1.8)	3 (%5.5)	2 (%3.6)	10 (%18.2)	39 (%70.9)
6	The school principal is actively in charge of the Counseling Services' commission.	8 (%14.5)	5 (% 9.1)	15 (% 27.3)	11 (%20)	16 (% 29.1)
7	The school principal provides the stationery equipments and technological supports for the Counseling Services.	2 (%3.6)	5 (% 9.1)	5 (% 9.1)	18 (%32.7)	25 (%45.5)
8	The school principal provides necessary convenience(s) for the participations in in-service training and courses whilst supporting	1 (%1.8)	1 (%1.8)	8 (%14.5)	15 (% 27.3)	30 (%54.5)

	the vocational developments within the Counseling Services.					
9	The school principal believes in the importance of the Counseling Services.	2 (%3.6)	1 (%1.8)	5 (% 9.1)	15 (%27.3)	32 (%58.2)
10	The school principal reflects the care that it gives to the Counseling Services in the school environment.	2 (%3.6)	2 (%3.6)	7 (%12.7)	15 (% 27.3)	29 (% 52.7)
11	The school principal cooperates with the psychological counselor and the school counselor in order to sturdily carry out the Counseling Services' tasks.	0 (% 0.0)	3 (%5.5)	7 (%12.7)	16 (% 29.1)	29 (%52.7)
12	The school principal encourages the psychological counselor and the school counselor to cooperatively task with the Counseling and Research Center.	1 (%1.8)	6 (% 10.9)	8 (% 14.5)	13 (%23.6)	27 (% 49.1)
13	The school principal follows and keeps up with the problems at school.	1 (%1.8)	4 (% 7.3)	7 (%12.7)	14 (% 25.5)	29 (% 52.7)
14	The school principal gets the psychological counselor and the school counselor to feel themselves as a significant part of the school.	4 (% 7.3)	3 (% 5.5)	8 (%14.5)	12 (%21.8)	28 (% 50.9)
15	The school principal demands that the psychological counselor and the school counselor act accordingly with their business ethics.	1 (%1.8)	1 (%1.8)	8 (%14.5)	12 (%21.8)	33 (% 60)

3.2. Qualitative Research Results

3.2.1. Guidance Counselors' Ideas on the Adequacy of Physical Working Conditions at School

In the answers of the counselors who participated in the research, the physical working conditions at the school; it has been observed that the guidance service evaluates the size and characteristics, equipment, location of the room, individual interviews and suitability for group work... A total of 10 counselors stated that the physical working conditions at the school were sufficient, while 5 counselors stated that the physical working conditions were insufficient. It has been observed that a large number of the guidance counselors qualify the physical conditions as sufficient, even if the two counselors work in the same room, one is leaving the room while the other is out of the room, the room is only suitable for the individual interview and the group work is done in other classes or areas, there is no telephone or students in the room.

3.2.1.1. Some of the guidance counselors' opinions about physical conditions;

R10: Physical conditions are moderately good; My room is on the ground floor where all the managers are on the floor. But the manager is not very close to their room. The school owner who passed away when the first entry of the door of the big picture of a desk. Room is not his old room. In the absence of disrespect to the table do not raise children. Let's feel comfortable because of the table when they first come to the room. Since he is very interested

in kindergarten and secondary school, he is doing interviews on those floors. He is emptying the room while the student and parents are interviewing. In the room there is a round table outside my own work desk.

I do the student talks at the table. But the table stays high for the elementary school children. There is no suitable environment for group work. There is no printer. Because the computer was too old, it avoids me from using the table to no avail. As a computer, I bring my own laptop to work every day. Wardrobe is not enough. That's why I'm having trouble keeping files safe.

My working room was small but adequate for individual interviews. But there is not enough space for group activities. The number of courses and the taking of the guidance hours from the 10th and 11th grades increased the inadequacy of the guidance activities.

R12: About physical conditions; We are two people using the same room, because they don't have any other room they can give us right now. We are having trouble with the interviews as follows; I can't make calls while my other friend is interviewing. Sometimes an interview is held in both of us in the room. If you tell us what is the good part of this business, both of us are involved in any case and we are able to make difficult discussions more easily when we talk to children or parents. It may not be economical for two students to drop a student, but it can be good in terms of solving the problem quickly. Being in the same room isn't a problem because we're good. We take the time to have a private conversation, we are moving into a student room. Actually, we need a separate meeting room, but they didn't really give it up because there was no room at school.

R5: When the ideal physical conditions come to mind, the first computer and printer come to mind. Interviews and recording of these interviews are very important for the guidance service so you need to have your computer and printer. Besides, I think it should be a place that can be suitable for individual and group interviews in terms of heat, light, sound and silence.

3.2.2. Guidance Teachers' Opinions about Guidance and Psychological Counseling Services, Perspectives on Professional Ethics and Principles

When the overall evaluation was evaluated, a total of 12 guidance teachers' expressed their positive opinions about the professional ethics and principles of the managers and a guidance teacher expressed negative opinions.

Some of the participants who expressed their positive opinions about the professional ethics and principles of the managers stated that their managers did not interfere with the private works of the counseling service. The negative opinion of a chairman, the guidance service, is available on the website of the internal affairs, two people are approaching the problem of your friends about the guidance of the manager, you are wanted, we can approach one of your manager's problematic problem quickly, and if you have two friends, they express their opinion that your manager ignores his / her student.

The participants will be able to explain the characteristics of the ideal manager for professional ethics and principles;

They know the principles, do not interfere with internal operations, the presence of the school, supportive attitude, cooperate, reward employees, who understand the importance of the profession, do not give jobs that are not related to the field, who respect our profession and our opinion, support the education, consistent, just expressed as a form.

3.2.2.1. Some of the guidance counselors' opinions about physical conditions;

R6: I do not have any problems with my manager about my professional ethics and principles in my school. But I've had a problem with a assistant manager. This is about full professional ethics. "- If you have made interviews, you have to let me know the contents of these interviews. in a discourse. About this I gave the answer to the headmaster of the school immediately before I opened my mouth. The content of the interviews made according to the regulation should not be notified, interviews were made in accordance with the principle of confidentiality, my school principal was warned by our deputy director and I did not have any problems with other managers.

R10: Since I am in private school, I have two administrators as primary school principal and general manager. I'm lucky about my primary school principal. He doesn't choke me out of unnecessary meetings and paperwork. I'm not on guard duty, I'm not even asked to enter the empty class. I'm just working on my field. This is because I present the reasons and planning of my work to my manager and I also share the outputs. For this reason, he points out that his perspective on psychological counseling and guidance changed.

They don't like when I suggest the principle of confidentiality sometimes, but they don't insist. In crisis situations, he can expect me to solve my problem immediately. Or, when there are students who need it for a longer period of time, there may be some reproaches about why the problem has not been solved.

R11: Our manager really supports us and he knows the guidance. When our new assistant manager arrived we had some trouble with him, he didn't know what we were doing, I think he had some prejudice, but his attitude changed as he knew the guidance. Sometimes there are new teachers, they do not know a lot of guidance service in that sense, we have a administration that stands behind the guidance service, and all the managers continue the attitude of the manager. In addition, our manager sometimes makes other things easier for the other administrators and teachers by saying "I think the words of the teachers are simple, let's make it easy".

R13: Our manager is in cooperation with us, I really feel it. When I have any problems, I realize that I have immediate support, and I like it very much and it is really good for our profession to approach this way. It is very important for us to respect us, to respect my profession, to respect my interview, and to say what you say about events in our field. He respects the privacy, says you keep the content in the event of an event if you think it is okay. This year we had 3 events in this way we called the child police, what is the content of my teacher do you say or do like this do not say. It feels really good to be with me and trust me.

R1: Unfortunately, our school administrators are unaware of guidance and counseling, so there is no perspective. Not only does someone follow them doing something… He doesn't even follow. We're not even on track. We have a control situation with our own internal mechanism, but we do not have any follow-up or understanding of the work done by the school administrators.

R1: I think a school head should know at least the basic principles of guidance and counseling, but not interfere in the internal functioning.

R3: I think that the ideal manager should not see the mentor who is idle because he / she doesn't have a lesson, but instead replace the vacant classes, and not see the unnecessary things. The task definition should not have such an understanding that the owner is not the owner of all the remaining tasks. The director should have an attitude that does not blame the

teacher, who acts fairly, supports the teacher regardless of the parent. All teachers should take the opinion of teachers, give importance to the ideas of the teachers, all levels of fairness in all levels, who give importance to team work, failure to the entire team but the success of the whole team should follow a attitude that shares.

In addition, the guidance of the teacher about the student should not interfere with the way they prefer, but instead it should be in a supportive attitude.

R12: Let me tell you the characteristics of the ideal manager; for example, our manager is someone who challenges our boundaries but also someone who knows it is not right to keep watch. It gives duty on the seizure, but you cannot perform an authoritarian attitude, this task is also called sight, we are aware of our professional boundaries. There is a stern attitude that is expected towards the student. On the other hand, our director has his own personal problems and a strict attitude on many issues! I can say that we aren't forced about professional ethics, but if you just say what you wish, you can force us into everything that is not related to us.

R13: I don't know your point of view but in my opinion, wishing more than what I have would be a brattiness as I think that our principal is an ideal principal enough. I had situations in which I didn't have even this kind of a person...

3.2.3. School Counselors' Views on the Attitudes of School Administrators Towards to Their Personal and Professional Development

While 14 people stated that the attitude of the school management towards to their personal and professional development were positive, one person stated that it had been negative. The participants have stated the ideal school management attitude as; they should be supportive, contributing, not-blocking and participating in the means of the personal and professional development of the school counselors.

3.2.3.1. The school managers' attitude towards the personal development of the school counselors and the opinion of some of the school counselors

R1: In my opinion, a good manager should provide support to the education that will contribute to the development of the the school counselor both financially and spiritually. I think that any kind of support that is applied in this sense will become reflective.

R4: They support me to participate in trainings, seminars or in-service trainings. They agree that my well-being is for the benefit of the school.

R6: Some of the school managers support this idea whereas there are some who say "Is that another seminar? It will be boring and useless again and a waste of time, I wish it all just finished" and such opinions. They also think that when a school counselor is leaving, we are purposedly leaving them under a burden and I don't really like this situation.

R10: They should be supportive for the school counselors' education knowing that it is crucial in a sense that it could come in handy for their professional competence.

4.2.4. The Opinions of the School Counselors for the Conflicted Situations at Schools

It has been observed that the school counselors judge the conflicted situations that take place at schools in a sense that the school managers are supposed to be supportive, neutral and democratic and that these opinions should be consulted during private meetings.

During the conflicts at school, the school counselor has 5 mentors who stated that they had a supportive attitude from the school management, while 5 counselors stated that they had a democratic and neutral attitude. There are 5 participants who state that their managers express their positive / negative opinions during private talks.

The participants have expressed the ideal school principal attitudes as those in which the principal listens to the opinions, tells the mistaken points during private meetings and becomes fair, solution-based and calm.

4.2.4.1. The attitudes of the school management and the opinions of an ideal principal in such cases

R5: It is generally like that; Conflicts are situations that are ought to be solved so therefore, first of all, they prefer to listen to everyone's opinion in such cases. For example, parents' opinions can be taken in those conflicted situations during teacher and parent meetings. In addition, the opinions of the teachers and us are taken. They try to find the solution to the problems with an aim of finding a solution. I can say that their attitude is positive in this sense.

R7: They talk to me later in case I am mistaken at any point, but their attitude is also in favor of the consulting services at most and my expectation is also in that way.

R8: In case of any conflict, our school administrators often give us the right to express ourselves and also trust us. During the conflicts, they consult our opinions and ask for our help.

R11: There might be conflicts at some points, but I have never had any problems with any of the parents up until now. Our principal never lets any parent scold the teachers or the school counselors in such conflicted situations. They try to find a solution, to find an opinion in between or just interfere, but they try to find a solution. Moreover, they also say that "If you let me, I will do the speech that is necessary, to them". He also does this speech without hurting any of the sides' feelings. He talks with us and also talks to the teacher when there is conflict with the teachers. Last year, I had a conflicted situation with one of my teacher friends. They talked to both of us and solved the problem without hurting any of us both. We can simply feel that neutrality. He tells to the opposing side: "This is their profession and they have to do this" while also telling me "This and this happened, but in such cases I am here, please consult me and do not quarrel".

R6: Our principal knows my attitude and behavior towards other teachers in conflicted situations. We have problems from time to time inside the school, or other teachers have them among themselves, and I think that they would care for my opinion because they know that I will provide them with solutions towards to these conflicted situations, Our principal knows my attitude and behavior towards other teachers in conflicted situations and I think that they would care for my opinion because they know that I will provide them with solutions towards to these conflicted situations.

R8: Our reviews should be taken as a point of view that is different from the other opinions. Even though we are in minority as a PDR team, our exertions should be respected and our prestige should be protected as we make too much effort in that we serve to many people.

R9: My expectation from my managers is that they act fair between teachers during conflicted situations. The reaction that is given to the mistaken side should not depend on who is that person.

R10: I expect my school administrator to maintain their composure especially during the crisis situations. It is important to find the most appropriate solution to a situation without choosing a side when there is an incomprehension between the teacher and the guidance service.

4.2.5. School Counselors' Opinions about the School Managers' Asking for Their Opinion Whilst Making Decisions

Among the school counselors who participated in our research, it has been observed that the school managers usually do not prefer to take the opinions of the Counseling Services or rather merely take their opinions neutrally.

There are 7 people who state that the manager has received and applied the idea of the guidance service, while there is a person who states that the managers do not take the idea of guidance services in new decisions and practices about the school. While 4 of the participants state that their school management takes their ideas but applies what they know is best, 3 of the participants have made neutral commentaries.

4.2.5.1. Attitudes of the school managers towards the counseling services while asking for their opinions and some commentaries of how a great principal could be

R1: They do not take our opinions if the topic is something that concerns the school itself. They only ask for our opinions if there is something that we can do, but they don't if they can do it all by themselves.

R2: They ask for my opinion if I am there stating my opinions in several topics, but they will not always ask me for my opinion in every topic. They usually apply my opinion if I insist, even if they don't really like it.

R5: The ideas of the counseling are always taken in the new applications, asking them; "-What are your opinions, what do you think?-", they take our opinions without any judgement, they listen to them and they care about them. We are also able to express our thoughts very comfortably.

R7: Our school principal is not asking us in all decisions, but asking us all that they don't know about the students, but he still takes our opinion anyway so we are still listened. I like it to be that way.

R8: We are partly resorted and partly forgotten. Whether they apply our suggestions or not, they still listen to our opinions anyway.

R10: They can sometimes manage the school classes' schedule (Like filling a day with full of English classes). They ask for my opinion in such circumstances. I present my ideas from a pedagogical point of view, but they still do what they think is right.

R11: If there is a new application, if we are going to be in the business, that is, the board is a commission or something like that, we are often asked for our opinion. He says, "I can be an executive blind man, how do you see the school, give me information, you may know something and don't hide anything from me" to us. Not in means of an informant, but they want to know whether they're missing something. They sometimes do whatever is necessary when we say "This and this are missing, and we cannot have any wish from our teachers because we are not at their level. It would be better if you did it". We haven't had an application that we've been doing over the years but sometimes I said that this is what I'm going to do, in this way.

R12: I'm not really sure if they're really interested in our opinion. Applying to our view in the image refers to... They act as if they care about our ideas but still do what they consider is the best. They actually value our ideas when we think similar to them, therefore usually taking our opinion because of that.

But they give us information about almost everything, they guide us about every topic whether it is related to us or not. Due to that interesting type of personality, it cannot be described with words but instead, it should be witnessed with eyes. I can neither get angry or not get angry in this different type of person...

R15: When a decision is taken on new applications, it usually takes a meeting, takes a few teachers, receives guidance, asks everyone's opinion and meets a common decision. The decision is applied if it is decent but if disagreed, it isn't.

R1: The opinion of the counselor is absolutely important in the decisions and new practices concerning the functioning of the school. I think that at least 1 counselor should be consulted.

R6: I think the school manager should include the guidance counselor in these practices in new applications. I wish the application was not in this way though, but unfortunately...

R8: I think it would certainly be beneficial to consult a guidance service in the name of providing a different view and in the name of the power of our scans and data. If it were me, I would definitely take advantage of the PDR unit's field dominance and foresight.

4. Discussion and Conclusion

4.1. Discussions on the Guidance of Teachers on the Adequacy of Physical Working Conditions at School

The counselors who participated in the research were asked questions about the adequacy of the physical working conditions in their schools.

Participants were evaluated the size and characteristics of the guidance service, the equipment, the location of the room, individual interviews and the suitability of the group work. A total of 10 mentors stated that the physical working conditions at the school were sufficient, while 5 mentors stated that the physical working conditions were insufficient.

In the survey conducted in the quantitative part of the study;

90.9% of the guidance counselors gave a positive answer for the school administrator who provides the necessary space for psychological counseling and guidance. 89% of the counselors gave a positive answer to the question of whether the school administrator provided the facilities for psychological counseling and guidance.

It has been observed that a large number of the guidance counselors qualify the physical conditions as sufficient, even if the two mentors work in the same room, one is leaving the room while the other is out of the room, the room is only suitable for the individual interview and the group work is done in other classes or areas, there is no telephone or students in the room. While the guidance teachers met the needs of the guidance service, it was observed that they were not demanding in fulfilling the conditions required for the performance of the profession, and they went to adapt to the conditions of the school.

These data indicate that in the case of Bicak (2018), the guidance teachers obtained in their researches have improved in school physical conditions and the approaches of the administrators in this direction, their wishes regarding physical needs are taken into consideration and their tendencies are positive and constructive. It supports each other with the research data which states that some demands cannot be met due to limited opportunities of school administrators.

One of the researches on this subject belongs to Karaküçük (2010). In his research, Kucuk revealed that counselors had moderately favorable room conditions, and that this had nothing to do with the disadvantage of being in government offices.

Trust (2009); the studies of Hamamci Murat and Coban, (2004) are among the studies that the managers found to be inadequate in their equipment and attitude about PDR field.

4.2. Discussions on the Views of the Guidance Counselors on the Guidance and Psychological Counseling Service of School Administrators, Their Perspectives on Professional Ethics and Principles

The counselors who participated in the research were asked questions about the opinions of the school administrators on the guidance and psychological counseling service, their perspective on professional ethics and principles.

A total of 12 counselors reported positive opinions about the managers' professional ethics and principles, while 1 counselor expressed negative opinions.

Two guidance counselors defined their managers as regulations-oriented and did not define them as positive or negative.

In the survey conducted in the quantitative part of the study;

81.8% of the guidance counselors gave positive answers to the behavior of the school counselor.

Not only in the survey but also in the interviews is it stated that, although it is thought that the school management usually goes against the rules of the business ethics of the Counseling Services, they usually use the Counseling Services as an idea source which is ought to make things faster for them. Moreover, it is also observed that the school management is more likely to interfere with the works of the School Counseling. Some school counselors have stated their opinions in this aspect that their business ethics are neglected.

This shows that the general attitudes of school administrators are positive in terms of their professional ethics and principles, and that the guidance teachers focus on the general attitudes of their principals by ignoring the negativity mentioned above.

These data coincide with the findings of Ozturk (2018) that there are few guidance counselors who generally see school administrators as egalitarian and fair leaders in democratic behaviors, and that they do not find their behavior democratic.

4.3. Discussions on the Views of School Administrators on Personal and Professional Development of Counselors

The counselors who participated in the research were asked about the attitudes of school administrators towards their personal and professional development. While 14 of the counselors gave a positive opinion, one person reported a negative opinion. In the survey conducted in the quantitative part of the study; 81.8% of the participants responded positively to the matter of supporting the professional development of the school counselors and counselors, providing the necessary ease of participation in the in-service training and courses.

This situation shows that the questionnaire and the interviewers give similar results, and that the school administrators exhibit a high level of support for the personal and professional development of the mentors.

4.4. Discussions on the Views of the Guidance Counselors on the Attitudes of School Administrators in the Conflict Situations in School

The counselors who participated in the research were asked about their opinions about the attitude of the school administrators in the conflict situations. While 9 mentor teachers participated in the interview stated that the guidance counselor displayed a supportive attitude in case of conflict in school, 5 mentor teachers stated that they exhibited a neutral attitude in the case of discussion. 5 mentors stated that their managers expressed their positive / negative opinions in one-to-one interviews.

In the survey conducted in the quantitative part of the study;

83.7% of the participants gave a positive answer to the matter that the school administrator gave the necessary support to the psychological counseling and guidance service in case of problems with the parents..

65.5% of the participants gave a positive answer to the matter that the school administrator gives the necessary support to the psychological counseling and guidance service in case of problems with the administration or other teachers.

This situation shows that, in case of conflict with parents, the school administrators have an attitude that supports the guidance counselors, and that they show a neutral and conciliatory attitude between the guidance service and the teachers in the school conflicts.

4.5. Discussions of the Counselors Views on the Attitudes of School Administrators to Apply to the Guidance Service for New Decisions and Practices in the School

The counselors who participated in the research were asked about their attitudes towards the school administrators to apply to the opinion of the guidance service in the new decisions and applications about the school. While there is a mentor who states that the managers do not get the idea of guidance services in the new decisions and practices about the school, there are 7 people who stated that the manager received and applied the idea of the guidance service. 4 of

our participant managers get ideas, but do not know what to do, 3 participants were neutral in this regard. In the survey that was made in the investigation's quantitative section; The 65,4% of the participants have responsed positively to the article of "The school principal takes the opinion of the Counseling Services whilst planning the upcoming applications and tasks" in the survey.

When the responses are attentively investigated, it is likely to be demonstrated that the school management counterparts take the opinions of the Counseling Services in an high rate but also, these opinions are usually not reflected to the executions that are applied.

4.6. The Difficulties that Take Place in Counseling

As it had been pointed out in the previous sections whilst interpreting the development of the Counseling Services profession, the PDR services and studies have started much earlier in our country than they had started in a majority of the European countries. Despite this earlier progress; the fact that it doesn't contain a specific standard, that the definition of its aim is uncertain and that its applications change from person to person, it could be stated that the PDR is a profession which still has an identity crisis. The main reasons of this circumstance could be summed up with these implications:

The Counseling Services at the schools had been started based on the American model whilst the lack of necessary preliminary preparations and the preliminary educations of the school management staff and the instructors. This situation still proceeds and the school counselors usually devoid of the support that they need.

Yet another problem with having the American model PDR services as a sample is that these two countries aboundingly differ in means of culture and education system.

Raising the each individual of the Turkish Nation sturdily under balance, in means of physical and spiritual aspects is among the basic aims of our education system. Furthermore, the idea of raising individuals who respect humanity & human rights, have a broad vision of the world, contain creativity and apply themselves is also among the basic aims of the Ministry of National Education. However, deciding the routes or aims and changing the centrist understanding of education and convincing the public to accept these alterations cannot be applied simultaneously. This circumstance often leads the school counselors to usually side with the students and act as a separate unit from the school management members and the instructors and therefore, they are not only critisized but also even led to conflicts with their counterparts.

One another reason is that the school counselor doesn't have a specific place in the hierarchical classification. If observed throughout the institutions, examples in which the school counselor directly cooperates with the school principal could be witnessed whereas there are situations in which the school counselors are ranked below the school management counterparts, making the school counselors ranked as same as the school teachers. In fact, the school counselor is also required to be out of the crew at several situations as well as being a part of the school crew. These uncertainties such as of the students' demands often take place and often, gets the school counselors in solitariness.

Giving different captions to the psychological counselors & the school counselors, and the fact that people who graduate from different graduations are all falling under PDR are among the other difficulties that this profession faces.

Yet another problem that takes place at schools is the lack of necessary places, tools, agents and hardwares for the PDR services to proceed. It has been observed that the school counselors are attempting to keep their schedule up with a decent level under the circumstances of the school rather than to strive with the necessities and needs of the students. This situation therefore leads the Counseling Services to give more importance to several factors & fields and hence ignore the other factors and fields. These recent investigations and observations demonstrate that the Counseling Services are more likely to serve with an aim of professional guidance and crisis management.

It is observed that the psychological counselors' and the school counselors' getting tasked in the paperworks, managemental works or social activity organizations' works as well as being on a guard duty, becomes contradictory to their business ethics.

The tremendous count of students at schools' being superabundant for the Counseling Services to serve, the frequent changes in the system, the period and the necessities of the students and the fact that the school counselors cannot keep up with the rapidness of this continuum, reserves an incontrovertible place within the problems that are related to PDR.

There has been a process of standardization as of the 2007-2008 Education Term in means of PDR educational programs. However, this regulation that was applied by YÖK (The Council of Higher Education) has been made without any cooperation with the MEB (The Ministry of National Education) and thus, the perceptible differences among these programs still proceed.

Under the aspect of the legislative regulations, the lack of profession laws and the trade association, the emergence of the Counseling Services and Tutoring Services to the same moderation, the frequent changes in the regulations and the arbitary changes that are made by people who are not concerned with the opposing profession against the business ethics are the adverse circumstances with the regard of Counseling Services.

Despite the fact that its space of service more limited, the care and interest that is given to the tutoring is far more than that of Counseling Services and this could be counted as one of the adverse circumstances.

4.7. Suggestions

Benefiting from these solutions which were obtained in this section of the research, there has been several suggestions which aim to increase the level for meeting the expectations of the psychological consultants and the school counselors who are working at the school.

1. It is thought that the teachers' and the deputy managers' receiving of education about the content and the importance of the consulting services could decrease the clashes that take place at schools and moreover become benefiting for the students.

2. In order for the consulting services at the schools to proceed sturdily, the working conditions of the consulting services must be improved and a standardization for the consulting services should be auspicated.

3. Along with the fact that the supportive act of school principals towards to the school counselors' personal and occupational development is a decent progress, the count and the qualifications of the courses and tutelages for the school counselors, from whose positive atmosphere they could gain favor, should to be increased.

4. The "School counselors are ought to be focused on the duty of watch" inscription, which could be found in the Regulations of Consulting Services that was published at November 10th, 2017 has taken too much reaction due to its failing to comply with the professional ethics and principles of the Counseling Services and therefore, it has been witnessed to merely stand on paper. It should be noted and not forgotten that the school counselor won't have an act of disciplining and this article should be removed from the regulations. Consulting Services at the schools are not merely services which aim to solve conflicts and to guide scholars in their professions. It is vital that the other extents of the Consulting Services should not be forgotten.

5. In the Regulations of the Consulting Services and Tutoring, the responsibilities of the principal, the deputy manager and the classroom teachers for the Consulting Services are clearly indicated. These duties and responsibilities must be known and applied by all the instructors.

6. This research merely involves the school counselors at schools in the Sarıyer discirt which proceed their educations. This research could be expanded to school counselors who work countrywide.

7. There is an inscription in the Regulations of Consulting Services in which the "The School Counselors' Preference Consultancy could be tasked with missions which will take place during the holiday/break terms as the tasks of course and class selections, with its mergence to the process of student diagnosis" inscription is inscribed. The fact that these selection periods' dates are not specified, that these dates also coincide with Summer and that the school counselors that are tasked for during that timeline are underpaid results with the school counselors' rejection of participating in such tasks. Regulations in the date and the salary for this situation are seemingly required.

8. It has been observed that in schools where more than one school counselor are tasked that the school counselors get support from each other, that they don't feel alone and that these school counselors' level of the meet for the expectations of their profession is higher. It should be made sure that the vacant norms of the school counselors should be lapsed.

It shouldn't be forgotten that the psychological counselors' and school counselors' roles at schools should be made more active and practical as well as the fact that they should be provided with the conditions through which they could carry out their responsibilities and necessities for their tasks and that this is one of the most important factors for the Ministry of National Education's basic aims to educate students as projected.

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THE (MIS)MATCH BETWEEN STUDENTS' AND TEACHERS' PREFERENCES OF CORRECTIVE FEEDBACK

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Abstract

The current study examined the preferences of different corrective feedback types in adult EFL classes by teachers and students and figured out the possible reasons of their preferences. Teacher and student questionnaires and the open-ended questions were the instruments used in this study to collect data. The analysis of the questionnaires showed that the most preferred type of feedback was recast "which is a technique used in language teaching to correct learners' errors in such a way that communication is not obstructed" (Recast, 2019). Students also stated that they liked to be corrected immediately and explicitly during their conversations while the teachers strongly disagreed with it. Finally, open-ended questions also revealed the reasons of the students' preferences of the type of the feedback in EFL classes.

Keywords: corrective feedback; corrective feedback preferences; EFL classes

1. Introduction

Corrective feedback (CF) is described as "a frequent practice in the field of education and in learning generally. It involves a student receiving either formal or informal feedback on his or her performance on various tasks by a teacher or peer(s) (Corrective feedback, 2019). As Long (1996) proposes, CF may lead to improvement in students' language performance since it enables the learners to understand the difference between the output and the expected correct utterance.

It is proposed that by interaction in L2, students are given chances to notice the gap between their speech which include errors and the expected target structure and are expected to correct their erroneous utterances (Gass & Lewis, 2007). Even though the effectiveness of different types of corrective feedback have been examined, the reason why certain types of CF are more preferred by the students is unknown. Therefore, the aim of this study is to explore student and teacher preferences towards error correction, specifically as to whether there are any discrepancies between the two groups. Furthermore, the present study aims to explore the rationale behind their preference of the corrective feedback used in EFL classes.

1.1. Literature Review

Corrective feedback has been the focus of research across cultures and disciplines. With a more specific explanation for foreign language teaching, corrective feedback is explained as any kind of sign to the learners that their utterance is erroneous (Lightbown & Spada, 2001).

1.1.1. Corrective feedback types

The corrective feedback on students' speech production have been identified into six categories by Lyster and Ranta (1997) as "explicit correction, recast, clarification request, metalinguistic cues, elicitation, and repetition".

In the present study, Lyster and Ranta's definitions of corrective feedback types presented in Ellis (2009) is presented in Table 1. The table also involves Ellis's (2009) 6 definitions for each CF type.

Table 1: *Corrective feedback types.*

CF types	Definition	Example (Teacher-Student Interaction)
1. Explicit correction	Indicates an error has been committed, identifies the error, and provides the correction.	S: On May. T: Not on May, In May. We say, "It will start in May."
2. Recast	Reformulates all or part of the incorrect word or phrase, to show the correct form without explicitly identifying the error.	S: I have to find the answer on the book? T: In the book
3. Clarification request	Indicates that the student's utterance was not understood and asks that the student to reformulate it.	S: What do you spend with your wife? T: What? (Or, Sorry?)
4. Meta-linguistic feedback	Gives technical linguistic information about the error without explicitly providing the correct answer.	S: There are influence person who. T: Influence is a noun.
5. Elicitation	Prompts the student to self-correct by pausing so the student can fill in the correct word or phrase.	S: This tea is very warm. T: It's very.? S: Hot.
6. Repetition	Repeats the student's error while highlighting the error or mistake by means of emphatic stress.	S: I will showed you. T: I will SHOWED you? S: I'll show you.

Figure 1. Corrective feedback types (Ellis, 2009)

Explicit correction refers to corrections where the teacher directly expresses that the utterance of the student was not correct and provides the correction, such as "No, you are wrong, the correct expression is 'went'". Recast are the type of feedback when the teacher does not explicitly express that the student made a mistake, but implicitly reformulates the error, providing the correct form, as in "Good, you went to the store yesterday?" Clarification requests consist of CF where the teacher says that the delivery is unclear, thus requesting the student to repeat or reformulate the utterance, as in "I don't understand." Fourth type of CF, metalinguistic cues refer to questions or comments that shows that the student has made a mistake, but shows it indirectly. For example, "Is that how Americans say that?" In elicitation, the teacher asks the students to reformulate the utterance by providing a blank for the incorrect part ("e.g., So, you…to the store yesterday"), or requesting "How do Americans say that?" Unlike metalinguistic cues, elicitation generally requires more than a yes or no response from the student. For repetition, the teacher suggests that the students make an error by changing the intonation so that it may be reformulated.

The relevant literature in the field of error correction has evolved to become quite extensive. Student and teacher preferences for corrective feedback, rate of repair according to student proficiency, patterns of corrective feedback used, role of corrective feedback, and teacher intention and student interpretation are some of the issues that have been examined. For instance, Panova and Lyster (2002) examined CF and its subsequent student repair to examine both the use and effect on repair. Participants were 25 speakers of French in an EFL classroom whose English proficiency was assessed in the beginning. Interactions between teacher and student were classified with Lyster and Ranta's (1997) model and then transcribed and analyzed for implications. The results explained that the recast was highly preferred kind of CF.

However, it was also found that recasts left little opportunity for learner- centered repair. On the contrary, corrective feedback, other than recast, was more successful in eliciting student-generated repairs. In a later study, Lyster (1998) focused on the effects of recast and suggested that "recasts are mostly followed by topic continuation moves, and that only a minimal number of recasts are followed by students' uptake". In this study, Lyster identified the ambiguous nature of recasts being potentially responsible for students' difficulty to recognize and repair.

Based on previous literature, it is predicted that a relatively high rate of recasts will be used over other types of corrective feedback to students' errors. Additionally, it is anticipated that both upper and lower groups will show a higher rate of repair to explicit corrective feedback including "clarification request, elicitation, metalinguistic feedback, and repetition". Students from upper levels are expected to show a higher rate of repair. It is also expected that students will prefer explicit error correction, and that teachers will be more cautious of giving corrective feedback to students developed.

Consequently, this study examined the answers of two research questions:

1) What types of corrective feedback do students and teachers in Turkish EFL classes prefer?

2) Why do students prefer corrective feedback?

2. Methodology

2.1. Participants & Setting

The study was carried out at the Department of Basic English at Bartın University, Turkey. The students who volunteer to study English for general purposes study English during a complete academic year before they start their university education at their departments. 60 A2 level students of English participated in the study. The students were all four-year undergraduate students. At the beginning of the academic year, students took a Placement Examination and the students were divided into three levels (A1, A2, B1) according to the result of the placement test and started English Preparatory Education in groups of 15 to 20 students. The participants were generally from engineering, management and philosophy departments.

2.2. Data Collection Instruments

This study includes qualitative as well as quantitative data. Qualitative data were gathered by open ended questions, while quantitative data were gathered via questionnaires. In this study, multiple data collection instruments were used so as to increase the validity of the research findings. As mentioned earlier, just as Patton (1990) maintains, using such multiple data sources as interviewing allow researchers to validate the findings by cross-checking with supplementary instruments as in the current study.

2.2.1. Student Questionnaires

The student questionnaires aimed to delve into students' preferences for CF in three parts. The first part examined their backgrounds in learning English. The second section of the questionnaire examined students' preferences for CF with ten statements in a 5-point Likert-type scale from "Strongly Disagree" to "Strongly Agree". Finally, in the third part of the questionnaire students ranked their choices for CF. Open-ended questions questioned the reason why students selected the type of the feedback that they ranked highest.

In terms of reliability, the internal consistency of the CF questionnaire instrument was also estimated through running Cronbach's alpha. The results indicated that the Cronbach's alpha value for the instrument was .85 which showed that the CF questionnaire presented a very good internal consistency and proved to be reliable. The language of the questionnaire was in English so, to ensure students' understanding of the questions, the items were translated into Turkish by using back translation method by a Turkish native speaker who is expert in English.

2.2.2. Teacher Questionnaires

Teacher questionnaires explored their CF preferences on ten declarative statements by using a 5-point Likert-type scale from "Strongly Disagree" to "Strongly Agree". In the second part of the questionnaire, teachers were asked to rank their CF preferences from the most to the least preferred type.

2.3. Data Analysis

To explore the CF preferences of the students, items in Section 2 of the students' questionnaires were analyzed. The internal reliability of the questionnaire was 0.855. The most preferred CF type was found by using the frequencies. Finally, open-ended questions were utilized.

3. Results

3.1. What types of corrective feedback do students and teachers in Turkish EFL classes prefer?

The results of the questionnaire demonstrated that students displayed similar patterns in preference of corrective feedback. In Table 2, overall, students wanted to be corrected by their teachers as much as possible (item 1 and 2). They also answered that they did not feel embarrassed by teachers' corrective feedback in front of other students (item 3) and preferred free speaking without being corrected (item 5). Students further reported that they remember

the correction that teachers give for a long time (item 10). In addition, the results of the questionnaire displayed that students preferred to be corrected by their teachers (item 4). For preferred types of error correction, students reported that they wanted to be corrected explicitly (item 6), that they also preferred implicit corrective feedback (item 7), but did not prefer non-verbal corrective feedback (item 8). Moreover, they preferred immediate corrective feedback (item 9). The frequency is calculated by taking the 3 answers (strongly agree, agree, partially agree) into consideration.

Table 1: Patterns and Preferences of Corrective Feedback

Questions	Percent	Frequency (40 students)
Item 1	100	40
Item 2	97,5	39
Item 3	45	18
Item 4	75	33
Item 5	70	31
Item 6	95	38
Item 7	75	33
Item 8	42,5	17
Item 9	100	40
Item 10	100	40

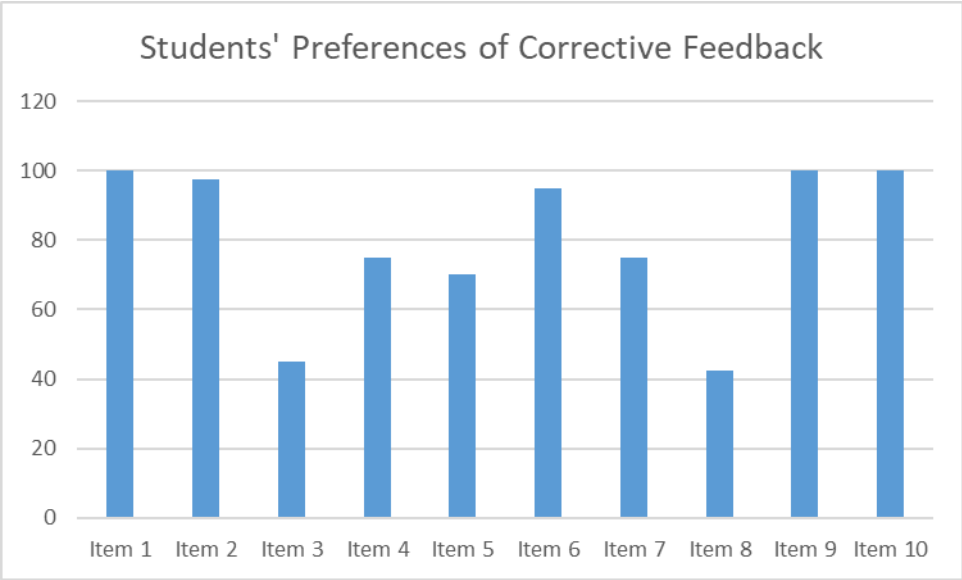

Figure 2. Students' preferences of corrective feedback.

Table 2: *Teachers' and Students' Preference of Corrective Feedback*

	Type of Feedback							
	Recast	Elicitation	Clarification R.	Meta. F.	Explicit C.	Repetition	Non-verbal	No F.
Teacher	71.5	65	39	45	42,5	71	56	
Student	71,2	63,28	53,76	56,68	54,72	61,24	51,24	33,88

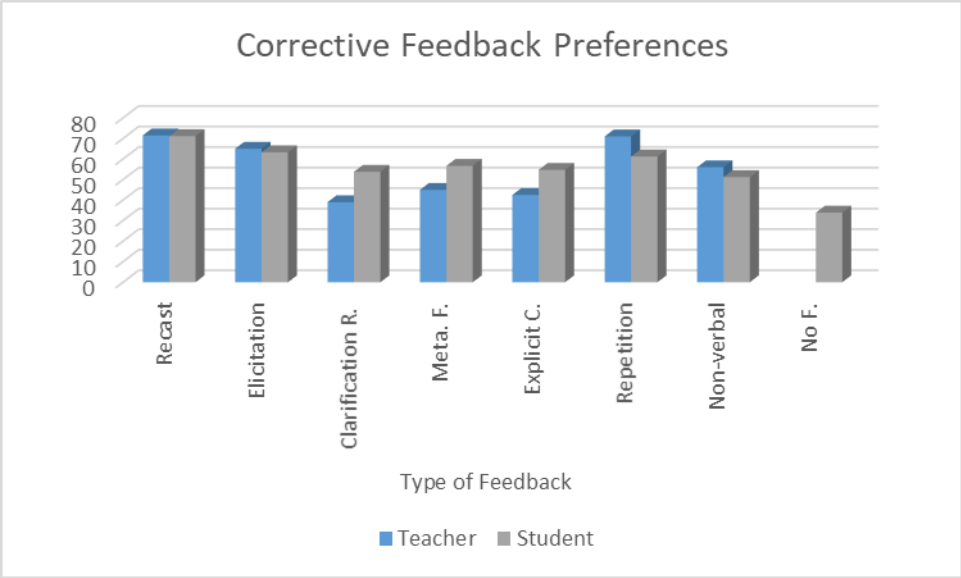

Figure 3. Students' and teachers' preferences of corrective feedback.

Both teachers and students displayed strongly consistent preferences when it came to error correction. The strongest agreements were with regard to their preferences for immediate and explicit correction for all errors. Reported preferences were also consistent in that they did not agree with statements that advocated free speaking without error correction, or implicit error correction such as non-verbal cues. This is in line with Schulz's (2001) study on preferences of corrective feedback.

Teachers and students displayed almost the same patterns in preference of corrective feedback. As table 3 shows, both teachers and students preferred repetitions, recasts, elicitaiton, and non-verbal corrective feedback since teachers reported that they preferred giving corrections to students while being cautious of not making students feel embarrassed. They also reported that they wanted their students to speak as freely as possible.

3.2. Why do students prefer corrective feedback?

First of all, the following open-ended question responses propose some themes which give reasons why the students chose these CF types. Most students claimed that when teachers clearly present their utterances, students could easily understand what mistakes they made and it made the response memorable.

Students also reported that corrective feedback enables them to learn the pronunciation better. When the teacher corrects their utterance and gives the correct pronunciation, students learn it

better, they say. They also state that correction helps them understand better. When they are corrected, it hinders learning the erroneous form, thus; fossilization of the wrong form. As a result, they do not make the same mistake again. The list of the students' responses is given below:

Do you think that corrective feedback is useful? Why?

1. It makes the utterance catchier, you cannot forget it easily.
2. To learn the pronunciation better.
3. I understand better when corrected.
4. It enables not to learn the erogenous form, it hinders fossilization.
5. So as not to make the same mistake again.

The answers show the reason why the students prefer explicit correction and why they wanted to be corrected when they made mistakes even if they are in the middle of their speech.

4. Discussion

As students state, noticing the differences between the correct and incorrect utterance is now the most essential situation for the improvement of students' L2 (Kim, 2004, p. 19). This current study has also displayed the reasons of their CF preferences, and suggested several reasons for the inconsistency between the students' and the teachers' answers.

Since it was expected, the most commonly preferred type of corrective feedback by both the teachers and the students was recast (71.5%). Ellis (2007) supported it by claiming that the recasts must be notable and common in oral production of the students in EFL classes.

In addition, % 63 students chose elicitation as their second most preferred type of CF, and % 51 students chose non-verbal cues as their least preferred type of CF. Similarly, 71% of the teachers preferred to use recasts and repetitions, 39 % least preferred to use clarification request.

This seems to be caused by the consideration of the students' proficiency in English. As low proficiency learners are relatively insensitive to realize the gap between their interlanguage and the correct target language structures (Lin & Hedgcock, 1996), the teachers of beginning classes may have adjusted their corrective feedback to be more explicit and noticeable to their beginning students. The most preferred kind of CF by the students was explicit correction (54.7%). This is in line with Yoshida's study in which he supported that students do not understand that they are wrong if the teachers do not correct them explicitly (Yoshida, 2010).

In particular, it seems that teachers recognize the need for frequent error correction, yet also strongly agree with the fact that students may become embarrassed or should be allowed free speech. Thus, these conflicting reports may be indicators of the situational and pedagogical adaptations of providing corrective feedback. In other words, while teachers both strongly believe and recognize the need for error correction, they are considerate of students' feelings for the correction which in turn prevents the teacher from making corrections.

The combination of student and teacher preferences for error correction reveals interesting discrepancies for some items. More specifically, students clearly preferred explicit and frequent error correction, whereas teachers reported being more cautious of error correction in that they believed students should be given opportunities for free speech without interruption and they are aware of the possible negative consequences of error correction such as student embarrassment.

5. Conclusion

The study investigated teachers' and students' preferences of CF and the reasons of their preferences. Based on the analyses of the questionnaires and open-ended questions, the study showed that the most preferred CF in the EFL classroom was recasts. However, they also suggested that they understand and remember better when they are corrected explicitly. However, the teachers disagreed since they want to provide opportunities to students to correct themselves than directly giving the correct structure.

Finally, this study indicated the reasons why the adult EFL students think that CF is useful for them. The students' reasons are: firstly, if the teacher directly shows the mistake, they are able to understand their mistake and try to correct it so they can save time. Furthermore, they say that being corrected hinder fossilization and make their pronunciation better since they can hear the correct target structure. Finally, they state that learning the correct form enables them not to make the same mistake again.

6. Pedagogical Implications

Identifying and providing appropriate CF would give L2 teachers a chance to use the most preferred type of CF in their EFL. Moreover, suitable CF would minimize the potential pressure— whether emotional or mental—on the part of L2 learners in order to enhance their communicative skills and ease the path for interacting and exchanging information with their peers or teachers while they are practicing and interacting in L2 classroom environments in terms of their proficiency levels.

There are possible limitations to this study, primarily in the small size of the data provided from the teachers and the students. It could be argued that the data of the present study is not representative of the typical practices of error correction. However, regardless of the relatively small sample size, the participants reflect diverse cultures and linguistic backgrounds which generate meaningful implications.

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SUGGESTIONS RELATED TO THE EVALUATION OF THE EXCEL COURSE AT COMPUTER EDUCATION AND INSTRUCTIONAL TECHNOLOGIES DEPARTMENTS

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Abstract

The practical application aspect is important for the Excel course included in the curriculum of the Computer Education and Instructional Technologies Department (CEIT). However, the approach adopted when it comes to evaluations and grading is one sided. This study takes the example of an Excel course offered at the Near East University Ataturk Faculty of Education CEIT department and evaluates it according to the Metfessel-Michael program evaluation model. This evaluation was conducted within the timeframe as stated in the schedule. The study used mixed methods research and the opinions of students, employees working in this field, teaching staff and various administrators were collected via questionnaire, observation forms and face to face interviews. Quantitatively the differences between the two classes were evaluated according to common criteria and the correlative technique was used. This study concludes that as the Excel course has a large practical component, a multifaceted evaluation method with practical examinations and in-class assignments at the computer would better evaluate the students' achievements. This study also discovered a need for regulations that would allow the use of the results of practical Excel examinations as exam results.

Keywords: computer education and instructional technologies department (CEIT), excel lecture, evaluation, student success

1. Introduction

Current technological advances and the need for an information society make it necessary for individuals to be informed and capable in many different aspects. Technology literacy is one of the abilities individuals must hone. Technology is any service or product that facilitates the life of individuals and societies. Thus, if individuals understand technology and it is embraced on a societal level (Bacanak, Karamustafaoglu & Kose, 2003) it will be easier to answer the needs of a society. Web (2003) puts technology in five main categories: objects, information, activities, methods and socio-technical systems. Curricula for early education in technology is the main factor in the dissemination of technology literacy and this element must be planned accordingly. The "Computer Education and Instructional Technologies Department" is one of the important endeavours to reach this goal. The department offers a four-year program and was opened in the 1989/90academic year by YÖK under the initiative to restructure faculties of education and graduated its first students in the 2001-2002 academic year (Buyukozturk, 2002). The main goal of the program is to train experts who are up-to-date

on the changes and developments in the field of information and communication technologies, and who are able to offer distance education on these topics (Near East University, 2018). It is in the nature of the department to update itself according to current approaches in societal needs. Evolving is the only way this department can train the kind of people who can answer the needs of its target demographic.

2. Conceptual Framework

If a curriculum is not updated regularly and according to developments, changes, individual and societal needs, it will become inadequate with time and will eventually become obsolete. Therefore, curricula should be revised and updated regularly. In order for this to be possible, program evaluations should be made a part of the process and these evaluations should offer feedback on the application of the program. Program evaluation is not a haphazard process and sheds a light on the coordination between all the elements that make up the program. Program evaluation is a systematic and planned process aimed at collecting data on programs that are currently or are going to be in practice. The data collection process is conducted in steps and with a systematic approach and the results offer the opportunity to make decisions on the entirety or one part of the program (Erden, 1998; Fitzpatrick, James & Blaine, 2004). Fitzpatrick, Sanders and Worthen (2011) state that program evaluation optimizes the object being evaluated (program, course, material, production etc.) and helps the object in achieving its goal. Taylor-Powell, Steele and Douglah (1996) state that the program evaluation process is made up of four steps, namely focusing on evaluation, data collection, using the information and managing the evaluation. They also write that the evaluation aims to look for answers to questions concerning the aim of the evaluation, the information one wants to gain and what will be done with the data collected.

Program evaluation is a process used to make certain decisions concerning a program. According to Cronbach (2000), program evaluation at its core is used to make three types of decision which are developing the course, administrative issues and individual issues. Oliva (2009) states that program evaluation is used for decisions related to curricula and according to Stufflebeam (2003) program evaluation is a guide for making decisions and provides the opportunity to make decisions on understanding the nature of the dynamics of the phenomena being evaluated. It is clear from these explanations that program evaluation is a process which requires the systematic and incremental collection of data with the aim of using it to make decisions related to the object being evaluated.

We see that evaluation is a fundamental aspect of the learning process when we look at the regular and systematic contributions it makes to its quality. Program evaluation produces data on the level to which a program, whether in practice or being planned, is achieving its goals (Tunc, 2010) and provides the opportunity to evaluate a programs strengths and weaknesses before it is disseminated (Ornstein & Hunkins, 2004).

The Metfessel-Michael evaluation model was developed in the 1960s and is a goal-oriented model. The model emphasizes the production of guiding principles for school programs and aims to actively include school personnel in the program evaluation process. The Metfessel-Michael evaluation model is made up of eight steps (Michael & Metfessel, 1967; Ornstein & Hunking, 2004; Stufflebeam & Shinkfield, 1990; Usun, 2012).

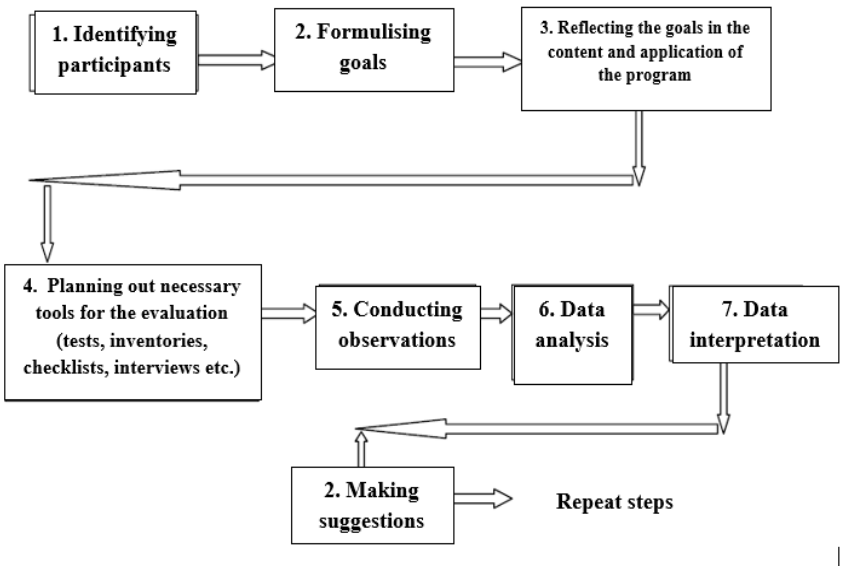

Figure 1. Metfessel-Michael Evaluation model steps

As seen in Figure 1, the Metfessel-Michael evaluation model is an eight-step model and aims to collect regular data on the program being evaluated. To this end the model includes the development of data collection tools and analyzes the data collected in order to fix the content of the program in question (Demirel, 1999; Ozdemir, 2009). The model also includes all efforts in the development of various tools (evaluation) to aid the program in achieving its goals (Popham, 1988). This model is different form other goal-oriented models in that it highlights the use of alternative evaluation tools and comparing the goals of the program with various standards (Yuksek & Saglam, 2012).

The Metfessel-Michael evaluation model was used for the evaluation of the Excel course because this model offers guidance to experts working on the program being evaluated (Usun, 2012) and because all stakeholders in the program are included, thus focusing on the cohesion between the program goals and outputs.

3. Methodology

This study is a program evaluation designed using the mixed methods research approach and both qualitative and quantitative research patterns. The mixed methods research approach is defined as a combination of qualitative and quantitative approaches and concepts (Cresswell, 2003). This approach offers the researcher the opportunity to collect comprehensive data through the use of many methods and approaches (Johnson & Turner, 2003). Mixed methods research enables the use of qualitative and quantitative approaches together, thus making it more likely that the problem being investigated will be better solved or better understood (Cresswell, 2006). One of the main goals of mixed methods research is to achieve a deeper understanding of a subject, event or phenomenon rather that validate one opinion or situation (Onwuegbuzie & Leech, 2004). This method was chosen because this study aimed to evaluate the various aspects of a single course. Thanks to this approach, the qualitative and quantitative data collected in relation to the Excel course being evaluated were comprehensive and in-depth.

3.1. The Aim of the Study

The aim of this study is to evaluate the "Excel" course offered at the Near East University department of computer education and instructional technologies using the Metfessel-Michael program evaluation model and make suggestions about the program according to the evaluation conducted.

3.2. Sample

The sample of the study includes 10 lecturers from the Near East University Computer Education and Instructional Technologies Department, 280 students studying at this department who had taken the Excel course at the time the study was conducted, 5 research assistants from the department and 40 persons in fields were Excel is used.

3.3. Data Collection Tools

Two data collection tools were used in this study, a questionnaire and an interview form.

3.3.1. Questionnaire

The questionnaire used in this study was developed by the researcher for students at the computer education and instructional technology department and who have taken part in the Excel course. The aim of the questionnaire is to ascertain the students' opinions on the lecturers delivering the course. The students evaluated the lecturers' teaching methods and performance. The questionnaire is made up of 10 Likert type items graded on a scale of 1-5 (1-very bad, 2-bad, 3-average, 4-good and 5-very good). See Appendix 1 for questionnaire.

3.3.2. Interview Form

Another data collection tool used in the study is the interview form. This interview form was prepared with computer education and instructional technologies lecturers. The interview contains 10 semi-structured questions. These questions were prepared to elicit evaluations concerning all aspects of the Excel course (i.e. materials, classrooms, content, practical applications, administrative contributions, student engagement and course costs). See Appendix 2 for the interview questions.

3.4. Planning of the Program Evaluation and Data Collection Process

The evaluation using the Metfessel-Michael model was conducted in a planned and step-by-step manner. Adhering to the program evaluation model, the data was collected from multiple sources. The program evaluation was conducted between March and May of the 2016-2017 academic year, spring semester according to the timetable shown in Table 1.

MONTHS	MART				NİSAN				MAYIS			
WEEKS	1	2	3	4	1	2	3	4	1	2	3	4
PROCESSES												
1. PLANNING												
2. ANALYZING NEEDS												
3. IDENTIFYING GOALS												
4. IDENTIFYING ACTIONS												
5. CONTENT ANALYSIS												
6. TABLE OF INDICATORS												
7. EDUCATION STATUS												
8. LEVEL ASSESSMENT EXAM												
9. OBSERVATION TESTS												
10. GUIDEBOOK												
11. REPORTING												

Figure 2. Steps followed during program evaluation

The first step taken in the program evaluation process was planning of the tasks to be fulfilled and the production of the timetable seen above. This stage was also when primary stakeholders (those directly affecting and being affected by the program) were also identified and how they were to be included in the study was also planned. Later on, the students included in the study were given a 10-item questionnaire and face-to-face interviews were conducted with lecturers and administrators at the computer education and instructional technology department in order to ascertain the need for this field in society.

After a comprehensive need analysis, the process moved on to identifying goals and putting the actions we would take into writing. The content was separated into the current status (Excel course content) and goal status (goals and actions/standards). The current and goal status lists were compared and the results were used to develop suggestions on how to change the course content. These status lists were compared using content tests and in-class observation. In this context in order to identify the correct evaluation tools and to conduct the evaluation, in-class practical activities were observed and some content tests were conducted. In the next stage, all qualitative and quantitative data was analyzed and interpreted as per the suitable data analysis techniques chosen. Finally, the program aims were compared to the findings of the study and suggestions were made concerning the future applications of the program in general.

3.5. Data Analysis Process

The study obtained both quantitative and qualitative data. First, the data procured from interviews were put into writing and this data was analyzed using qualitative content data analysis techniques. Regarding the data from the questionnaire, the first step was to compile a data template and the data entered into this template was transferred into an SPSS statistics

program. Descriptive statistics techniques (M, f and %) were used in the analysis of this data and the student responses were described.

4. Findings and Comments

The data obtained from this study can be divided into four groups. These groups are student opinions and suggestions on the Excel course, lecturer opinions and suggestions on the Excel course, administrator opinions and suggestions on the Excel course and societal group opinions and suggestions on the Excel course.

4.1. Lecturer Opinions and Suggestions on the Excel Course

The data obtained from lecturers has been shown separated into positive and negative responses in Figure 3.

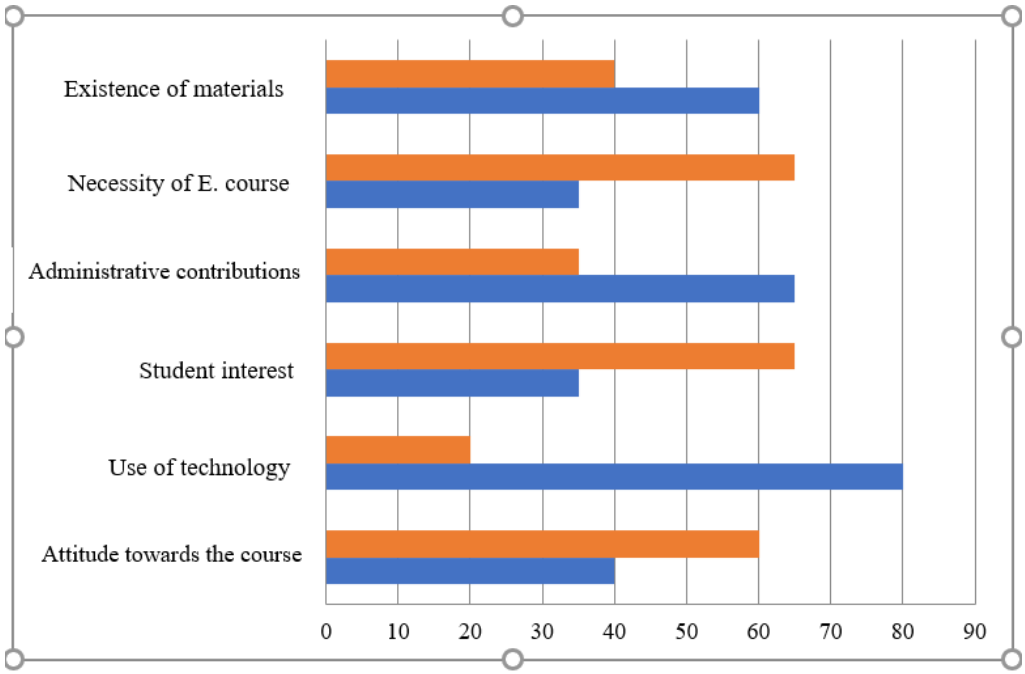

Figure 3. Percentage values of lecturer opinions on the Excel course

The results of the evaluation show that the attitude towards the class is 40% positive. 80% of lecturers stated that their teaching materials were used in the classroom but some lecturers and research assistants said this was not the case. 35% of lecturers said the students were involved with the course. The lecturers' reasons for this lack of interest on the part of the students was that the students do not see university as a place where they learn and develop their skills in the department they are studying at but as a place they just came to get a diploma. 65% of lecturers report that administration contributes to the financing of classroom materials. 35% of lecturers believe that the Excel course should be included in the general computer course and the rest were of the opinion that the Excel course should remain separate. The reason they wanted it to stay separate was that offering the content of the Excel course as part of the general computer course would not allow enough time to teach the formulas and applications offered by the program. The proponents of keeping the Excel course separate also stated that allowing more time for in-depth coverage would allow for a deeper understanding of the

program and/ offer the opportunity to elaborate on the formulas. 60% if lecturers thought the materials were adequate.

4.2. Lecturer Opinions and Suggestions on the Excel Course

The positive and negative opinions obtained from students are shown below in Figure 4.

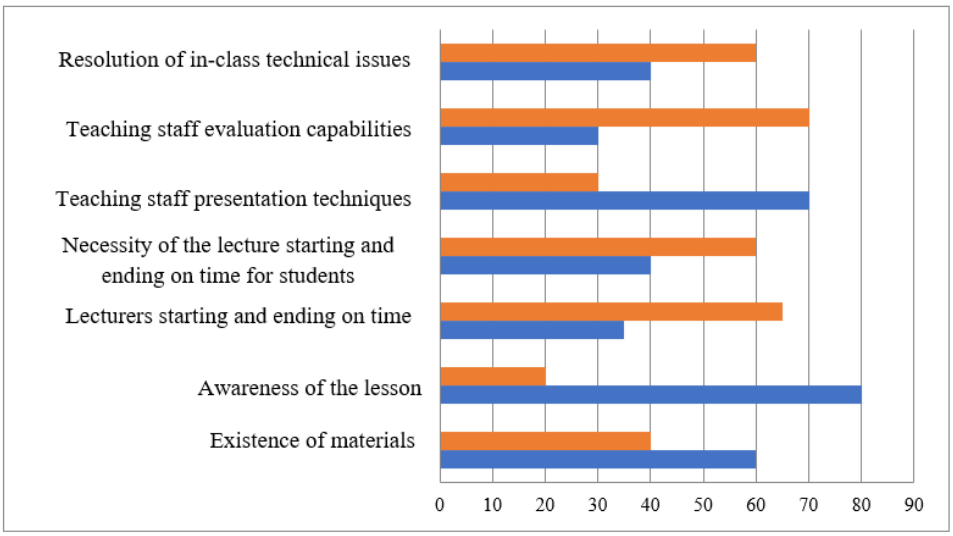

Figure 4. Percentage values related to student opinions on the Excel course

60% of students stated that there were materials in the classroom but that some lecturers and assistants did not use them all the time. 80% of students said they were aware of the reasons why they were taking the class and that the teachers provided feedback but they also reported a need for additional lessons. 35% of students stated that teachers did not start and finish the lessons on time. When asked in interviews, the students said the reason for this was that there were fixed times given by the university but the teachers were laxer about this issue and focused more on the lesson than the prescribed timetable. 60% of students also stated that this was not an issue for them. 70% of students said the teaching methods adopted by the lecturers were successful and appropriate for a university course. They also reported that the positive effects of the course could be felt in seminars and examinations. 30% of students believed the grading and evaluation of the course was not adequate and fair. The reason stated is that some lecturers engaged in nepotism or favoritism. Students reported that 40% of technical issues were resolved by assistants and also stated that time was wasted in the event that an assistant was not present in class.

4.3. Administrator Opinions on the Excel Course

The positive and negative feedback obtained from administrators is shown in Figure 5.

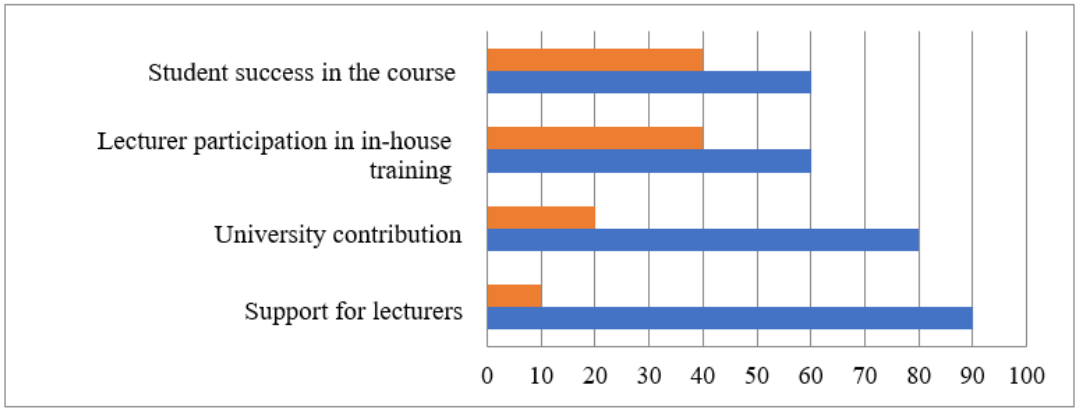

Figure 5. Percentage values related to administrator opinions on the Excel course

Administrators reported 90% support for lecturers in regard to the Excel course. 80% of administrators stated the financial contributions by the University was complete and sufficient and that the lecturers were also trained on this course. However, only 60% of relevant lecturers had attended this training and was interpreted as a lack of willingness to develop their knowledge on the teacher's part. Also, administrators stated that only 60% of students succeeded in this course and that the failure reflected negatively on the students' opinions of university. The reason given for this situation is that the students don't care about lessons and that students who are from Turkey miss their families and their friends from Turkey.

4.4. Societal Groups' Opinions and Suggestions on the Excel Course

The positive and negative feedback received from societal groups that took part in the study is shown below in Figure 6.

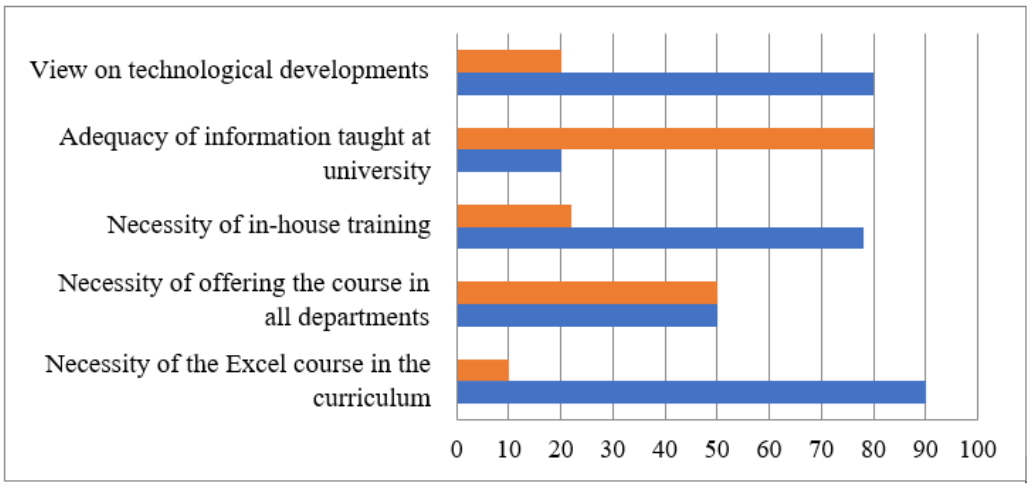

Figure 6. Percentage values related to societal group opinions on the Excel course

90% of people using Excel in the workplace stated that this course was a necessary component of the University program. The reason given for this opinion is that Excel is a program used often in various fields/sectors. In interviews conducted with people from

different parts of society who use Excel showed that %50 of these people believe that this course should be included in the curricula of all departments as the skills and information conveyed in the course are important not only for the job market but also other fields. Also, 78% of these interviewees argued that workplaces should offer in-house training on this subject and that ministries should also support this initiative. 80% of interviewees from societal groups said that University students had a lack of knowledge in their field compared to those working in the field and they stated that the reason for this was that they lacked practice, only went to university to get a degree, had family and environmental issues at a young age, were not as financially motivated as those working in the field to learn the subject, and that the students only used the skills they had learnt in class to pass the exam.

5. Discussion

The main goal of CEIT departments is to develop the methods and techniques necessary for the effective use of instructional technologies and training computer education teachers who are capable of using these technologies (Erden, 2014). The department also aims to design and develop teaching materials and educational software that are compatible with the level of the children/students from a pedagogical standpoint and also in line with curricula while also training teaching experts who can apply and evaluate these materials (Seferoglu, 2007). Graduates of the CEIT department are not only employed as teachers but also work in various fields concerning information technologies in the private sector according to their knowledge, skills and capabilities. A study of CEIT students showed that they planned to work in various fields and that they were enhancing their abilities accordingly (Karatas, 2010; Kurtoglu & Seferoglu, 2012). It has been observed that CEIT graduates are employed as teachers, education technologists, training program advisors, advisors, academics (Atun, 2009), and in the information sector and as distance education technicians (Seferoglu, 2007). Taking into account the array of fields CEIT graduates work in, teaching students in accordance with the various demands of the market will aid graduates in taking advantage of employment opportunities. Thus, the opinions of stakeholders from a variety of fields on the capabilities of CEIT graduates and the content of the program are of significant importance. Research shows that teachers who are CEIT graduates believe they are lacking in knowledge regarding the computer, technical information and skills. They have also stated that the CEIT graduate program does not teach students enough on technical issues which causes students to be taught inadequately, and that the CEIT program needs to be updated (Berkant & Tuncer, 2011; Kiyici & Kabakci, 2006). These findings highlight the need for and importance of evaluating the CEIT program as a whole or parts of the CEIT program or some courses included in the program.

All programs, lessons, courses or materials aim to be efficient, effective, productive and useful to their target groups. However, sometimes programs become ineffective in terms of fulfilling the demands of student needs, field of study, societal needs or current stakeholders. Thus, the best way to see if a program is adequate and efficient, and whether it is reaching its goals is to evaluate. This evaluation is called program evaluation and is a critical component in highlighting the strengths and weaknesses of a program in order to make decisions on said program (Ornstein & Hunkins, 2004).

Program evaluation is necessary to program development and is a scientific, step-by-step process that aids in making effective decisions concerning the program. Considering the contributions this evaluation makes to the process and the quality of training activities, it is indispensable to program development. The evaluation process is not a haphazard process and includes consecutive, planned and systematic steps such as data collection, analysis and

evaluation (Erden, 1998; Fitzpatrick, James & Blaine, 2004). Stufflebeam (2003) states that program evaluation is a guide for the person authorized to make decisions for a program and is a way to better understand the concept being evaluated. Programs evaluated in accordance with this method end up with decisions such as continuing, revising, changing or cancelling the program (Gozutok, 1999). Therefore, the collection of multifaceted and in-depth data illustrating the efficacy, efficiency, accomplishment of goals along with the processing, analysis and finally evaluation of the program is a vital step that must be taken before any radical decisions are made.

One of the courses taught in-depth at the CEIT program is the Microsoft Office courses. These are computer programs that are commonly used in many different fields. This study evaluates the level to which one of these Microsoft Office courses, namely the level to which the Excel course is achieving its goals, how it is viewed by various stakeholders and has resulted in certain decisions concerning the level to which the Excel course is fulfilling its goals. The program evaluation method chosen is a goal-oriented method and the aim was to ascertain whether the program was reaching its goals, why the goals not being fulfilled weren't being fulfilled and how these situations could be rectified. The Metfessel-Michael evaluation model was chosen because the model values stakeholder contributions when it comes to making decisions on a program (Stufflebeam & Shinkfield, 1990). The study used all eight steps and goal fulfilment was evaluated by students, lecturers, administrators and other stakeholders.

The fact that the general attitude of lecturers regarding the course was 40% shows that they think there are some negative sides to the course. Looking at lecturer attitudes to other topics show that there are some areas they see in a negative light. The possible reasons for this negative attitude are insufficient use of technology, student interest in engaging in the class, insufficient support for the course from administrators, administrators' opinions concerning the necessity of the class and the existence of class materials. The students' lack of engagement and lecturers' opinions that the course is unnecessary have the most impact on lecturers' attitudes concerning the course. The lecturers' attitudes are an important factor that can directly affect their performance and may prevent the course from reaching its goals. Thus, it is vital for the success of the course that the underlying reasons for the lecturers' negative attitude is researched in detail.

Showing the attitudes of students regarding the program they are enrolled in will provide guidance on how they can be integrated. Ascertaining student opinions on the program will facilitate their cohesion with the program and its goals (Erdogan, 2008). This study found that student opinions, like lecturer opinions, were that there were insufficient materials but unlike lecturers, students stated that they were highly interested in the classes. Students also said that lecturers did not start and end the classes on time, but they also said that they did not mind this situation. Lecturers may not be adhering to the set schedules because the students do not mind having somewhat irregular class hours. On the other hand, most students responded positively on questions concerning the lecturers' teaching methods but also said they were lacking in evaluation capabilities and in resolving technical issues arising in class. When we look at it from the students' point of view, this course needs revision on class hours, evaluations and the resolution of technical issues. In line with the findings of this study, Atun and Ates (2008) stated in their study of CEIT students that the main issue students had were educational issues, the lack of technical courses offered and the surplus of courses on subjects in other fields. Another study conducted by Dursun and Kuzu (2008) also reported findings similar to those contained in this study.

This study also looked into high level administrators' opinions on the planning, integration and evaluation of the course and even though there were some negative opinions on the students and the lecturers, the administrators held positive views on support for lecturers, university contribution to the course, lecturers' participation in training and the achievements of the students taking the course. These findings show that the administration says they are offering all support (lecturers, infrastructure, training, etc.) necessary for the success of the course and this means the students are also succeeding. However, these findings are incompatible with student and lecturer opinions on the adequacy of the materials and the technical issues in class. The administration argues that they are providing adequate support for the program but the students and lecturers do not agree with this statement, highlighting a lack of communication between upper administration and those directly involved in the lessons and that the issues with the course are not being relayed to the administrators.

Teaching is not the only area of employment open to CEIT graduates and students plan to enter and later take part in a diverse range of sectors, even while still at school (Erdogan, 2008; Atun, 2009). Tugs, the opinions and demands of stakeholders from different sectors on the graduates of this department must be included in differences made in regards to program evaluation. This study shows that the opinions of societal group on the topic of this course are that they find the Excel course to be of importance and they believe there should be in-house training on this topic because they care about technological developments, on the other hand they were unsure about the necessity of offering this class for all departments and stated that the information produced at universities was inadequate.

Even though upper administration states that the planning and support necessary for this course to succeed is provided, lecturers and students report a lack of materials and technical support. Lecturers also made note of a lack of interest on the part of the students and students highlighted poor time management and inadequate evaluations on the part of the lecturers. The sum of these findings, also taking into account the opinions of societal groups proves that the Excel course included in the CEIT program needs to be revised with all stakeholders' contributions.

6. Conclusion and Suggestions

This study is a systematic and step-by-step program evaluation of the Near East University Atatürk Faculty of Education CEIT Department based on the Metfessel-Michael program evaluation model. The study was conducted using mixed methods research and included a wide sample group made up of students who have taken the course, lecturers, administrators who plan the course and other stakeholders in society. The study has reached certain conclusions in light of the findings.

Lecturers:

Lecturers were found to have a negative attitude towards the course and it was concluded that most of them used the educational materials in class. Findings also showed that the lecturers' opinion of student interest was low, more than half of them believe administrators are in support of the courses, a large part of them believe the Excel course is unnecessary and more than half of them think the materials offered are adequate.

Students:

A little more than half of the students see the materials provided as adequate, the majority are aware of why they are taking the course, a third believe lecturers start and end the classes on time, almost half believe adhering to set class hours is important, more than two thirds believe teachers are not effective and fair in their grading of the class and half believe most technical issues that arise in class are resolved by assistants.

Administrators:

The conclusions drawn from administrators are that there is strong support for lecturers on the topic of this course, the amount of financial support for the course is very high, about half the lecturers are unwilling to participate in training and about half of the students are successful in this course.

Other stakeholders:

A large majority of stakeholders from different facets of society believe this course should be a part of university programs, half believe this course should be offered in all programs, about four fifths report a need for in-house training on the content of this course, four fifths believe the information conveyed in Excel courses are insufficient and these stakeholders view technological developments in a positive light.

Based on data collected from students, lecturers, administrators and different facets of society, the following solutions were made to the Near East University, Computer Education and Instructional Technologies Department in connection with the Excel course offered at this department.

- In-house training should be provided for not only current lecturers but also assistants and new lecturers. Part-time employees should also have in-depth knowledge on this subject. Thus, giving them the opportunity to keep up with new and developing technology and enhance their abilities.
- Lecturers should start and end classes according to the schedule in order to make the course more effective and are advised to use various tools, methods and evaluation techniques.
- The psychological state and various negative situations (i.e. missing their families) have a negative impact on their success and participation in the course. These students should receive one-on-one attention, be offered guidance counselling services and be reintegrated into the classroom. Lecturers should also inform students about the course and how it will contribute to their future in order to motivate students.
- Administrators should meet with lecturers and experts to review the course and make the content clearer, more enjoyable and up to date.
- Assistants should know where they stand when in comes to participating in the class. They should be offered in-house training on this issue and they should be more careful when it comes to their dialogue with the students.
- Lecturers should grade assignments and papers anonymously as to prevent the students from thinking they are favoring certain students and the students will be more motivated for the lessons.
- The course should be restructured providing needs are ascertained according to the state and people working in society.
- There should be internship opportunities for students so they can develop and ingrain the knowledge and skills they gain during the Excel course and so they can see various applications of the knowledge in the field.

- The physical environment in the computer laboratories and the layout of the computers have an important affect on learning-teaching processes and the learning environments should be reorganized according to the needs stated about this issue.
- Expert opinions should be solicited when the computer lab is being set up.
- The resources of the computer laboratories (personnel, experts, environment, tools, equipment, etc.) should be enriched.

Lecturers are of the opinion that as the Excel course is based on practical applications, practical examinations and in-class assignments are better ways of evaluating students. With this in mind, there should be some regulations made on the issue of using the results of practical examinations as exam results.

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SPECIAL EDUCATION TEACHERS' ATTITUDES TOWARDS DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS AND CHALLENGES IN THIS PROCESS

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Abstract

Individualized education programs (IEP) are special education programs which is prepared for achieving targetted goals for individuals with special needs based on their developmental characteristics, educational performances and needs and includes support educational services for them. It is really important to prepare IEP's based on the current performance level and needs of the individuals with special needs. Accordingly, it is considered that attitudes of special education teachers towards IEP development process and challenges that they experience in this process are important in terms of the effectiveness of IEP's within the scope of this research. Therefore, aim of the present study is to determine the attitudes of teachers working at special education centers in Turkish Republic of Northern Cyprus (TRNC) and challenges that teachers experience during this process. A total number of 65 teachers working at special education centers in TRNC participated in this study. "Attitudes towards the IEP Development Process Scale" and "Challenges faced during IEP Development Process Scale" were used to collect the data of the study. Results have been discussed with the relevant findings from literature and conclusions and recommendations have been provided for further research and special education legislation and practices implemented in TRNC.

Keywords: individualized education programs (IEP), IEP development process, attitudes, challenges, special education teachers

1. Introduction

It is generally known that special education involves individualized instruction in order to meet the needs of individuals with special needs and requires appropriate educational environments (Cook, Klein, & Chen, 2015). Educational programs and instructional content need to be adapted and regulated for students with special needs. Individuals with special needs benefit from special education and related support services through IEP's (Akcamete, 2010; Kauffman, Hallahan, Pullen & Badar, 2018). IEP's are the written documents predicting the benefit of individuals with special needs at the highest level from appropriate educational environments including school, special education, occupational education center etc.) and

support services (mainstreaming room, in-class help, language and speech therapy, physical rehabilitation, guidance and psychological counseling etc.) in discipline domains (self-care, academic skills, social skills, communication etc.) in line with the development of the individual with special needs and the program applied (Pretti-Frontczak & Bricker, 2000; Avcioglu, 2015; Baysen & Dakwo, (2018).

Individualized education programs (IEP) are special education programs developed for every children with special needs by regional educational institutions or special education departments and constituted for meeting the needs of teachers, parents and protective families as well (Meyen & Bui, 20078). IEP's include plans which show the actions that the individuals with special needs require to fulfill based on the requirements of themselves and how the sub-stages of these actions should be applied (Ozyurek, 2006). Individualized education plan is developed based on considering the individual competencies and characteristics of individuals with special needs in all developmental domains. Two important items that should be included in the IEP are long-term and short-term goals. IEP is prepared for an academic year. Long-term goals are a list of behaviors that will be gained to the student during a school year. Short-term goals are intermediate steps between the student's level of performance and long-term goals (Kargin, 2007).

The attitudes of teachers towards inclusion were closely related to providing appropriate services to students with special needs in education settings (Lee-Tarver, 2006; Boyle, Topping & Jindal-Snape, 2013). Considering the crucial role of special education teachers in the development and implementation of IEP's and attitudes and experiences of special education teachers are important in predicting their professional practices in special education, it is important to examine their attitudes towards IEP's and their thoughts on the challenges in IEP development process. Therefore, this study aims to identify the attitudes of special education teachers towards IEP development and challenges which might be experienced during this process of IEP development. In line with this aim, answers to the following questions were sought in the study.

1. How are special education teachers' attitudes towards IEP development process?

2. How are special education teachers' thoughts on the challenges experienced in IEP development process?

3. Do special education teachers' attitudes towards IEP development process and thoughts on the challenges experienced in IEP development process show difference according to their:

- Age
- Gender
- Institution
- Status on participating in in-service training
- Duration of participating in in-service training
- Participating in IEP development process?

2. Method

2.1. Research Model

General survey method was used in the present study in order to identify the attitudes of special education teachers towards IEP development and challenges which might be experienced during this process of IEP development. General survey method are research methods which tries to determine the existing situation and make a judgment about the population (Karasar, 2009).

2.2. Study Group

Study group consisted of 65 special education teachers working at special education schools and rehabilitation centers in Turkish Republic of Northern Cyprus (TRNC). Table 1 shows demographic characteristics of the study group.

Table 1. Demographic characteristics of the study group

Demographic Characteristics		**f**	**%**
Age	20-27	35	53.8
	28-35	24	36.9
	36 and above	6	9.2
	Total	65	100
Gender	Male	27	58.5
	Female	38	41.5
	Total	65	100
Institution	School	53	81.5
	Rehabilitation Center	12	18.5
	Total	65	100
Status on participating in in-service training	Yes	49	75.4
	No	16	24.6
	Total	65	100

Duration of participating in in-service training	1-5 days	22	33.8
	6 days and above	43	66.2
	Total	65	100
Participating in IEP development process	Yes	58	89.2
	No	7	10.8
	Total	65	100

According to Table 1, it is seen that 35 of special education teachers (53.8%) were between the ages of 20 and 27; 24 of them (36.9%) were between 28 and 35 and 6 of them (9.2%) were 36 and above. In addition, 27 of special education teachers (41.5%) were male and 38of them (58.5%) were female. As it can be seen from the table, majority of the participants work at special education centers (f=53, 81.5%). Besides, 49 special education teachers (75.4%) participated in an in-service training on IEP development before and 16 of them (24.6%) did not participate in such an in-service training. Special education teachers reported that they participated in an in-service training for 1-5 days (f=22, 33.8%) and for 6 days and above (f=43, 66.2%). Approximately 90% of special education teachers indicated that they participated in IEP development process before.

2.3. Data Collection Tools

Demographic information form, “Attitudes towards IEP Development Process Scale” and “Challenges Experienced in IEP Development Process Scale” were used to collected the data. Demographic information form included questions on special education teachers’ age, gender, institution that they work, status on participating in in-service training, duration of participating in in-service training and participating in IEP development process. The scales used in the study were developed by Bafra and Kargin (2009). Content and construct validity and reliability studies of the scales were done by Bafra and Kargin (2009). The attitudes scale includes 15 items while the challenge scale includes 20 items. Responses to items in both scales were recorded as “Fully Agree”, “Agree”, “Indecisive”, “Disagree,” and “Fully Disagree” on Likert type 5 point scale. Special education teachers were asked to have permission to administer the scales and they were given the scales during their appropriate times.

2.4. Data Analysis

All collected data for this current research were analyzed by using 23th version of the Statistical Package for the Social Sciences (SPSS). In order to test the hypothesis of the current

study data were analyzed by using, t-test analysis, One-way ANOVA and Pearson correlation. Findings were interpreted as statistically significant at $p \leq 0.05$ level.

3. Results

In this section, statistical analysis results on special education teachers' attitudes towards IEP development and challenges experienced in this process are provided.

3.1. T-test results on attitudes towards the IEP development process related with gender, ınstitution, participating in in-service training, duration of participating in in-service training and participating in IEP development process

Table 2. T-test results of perceptions on teaching arts based on gender and receiving a lecture on teaching arts or not

		n	Mean	SD	t	p
Gender	Male	27	46.59	4.58	-1.25	.926
	Female	38	45.05	5.08		
Institution	School	53	45.67	5.28	-.045	.186
	Rehabilitation Center	12	45.75	2.83		
Status on participating in in-service training	Yes	49	45.45	5.35	-.697	.077
	No	16	46.43	3.18		
Duration of participating in in-service training	1-5 days	22	44.36	6.22	-1.580	.028*
	6 days and above	43	46.37	3.99		
Participating in IEP development process	Yes	58	45.71	5.15	.068	.131
	No	7	45.57	2.14		

*p < .05

T-test analysis was applied to determine whether attitudes of special education teachers show significant difference based on gender, institution that they work, status on participating in in-service training, duration of participating in in-service training and participating in IEP development process. Table 2 shows detailed information on t-test results of attitudes of special education teachers and various variables. As it can be seen from the table, attitudes of special education teachers towards IEP development process show significant difference only based on gender ($t(65) = -1.580$, $p < .05$). It is seen that special education teachers who participated in longer in-service training sessions on IEP development scored higher special education teachers who participated in trainings lasting for between 1 and 5 days. However, results also

showed that attitudes of special education teachers did not show significant difference based on other variables including gender, institution that they work, status on participating in in-service training and participating in IEP development process.

3.2. One-way ANOVA results on IEP development process related with age

Table 3. One-way ANOVA results of perceptions on teaching arts based on age and class level

Variable		n		Sum of Squares	Mean Square	F	p
Age	20-27	35	Between groups	7.058	14	1.200	.305
	28-35	24					
	36 and above	6	Within groups	21.003	50		

$p < .05$

Table 3 shows one-way ANOVA analysis results which was done to reveal whether attitudes of special education teachers show significant difference on age. Results showed that attitudes of special education teachers did not show significant difference based on their age. Therefore, it can be inferred that attitudes of special education teachers do not change according to their ages.

3.3. T-test results on challenges experienced during preparing IEP's related with gender, ınstitution, participating in in-service training, duration of participating in in-service training and participating in IEP development process

Table 4. T-test results of perceptions on teaching arts based on gender and receiving a lecture on teaching arts or not

		n	Mean	SD	t	p
Gender	Male	27	47.93	10.44	.290	.260
	Female	38	48.81	13.27		
Institution	School	53	49.34	11.63	1.257	.180
	Rehabilitation Center	12	44.50	13.82		

Status on participating in in-service training	Yes	49	47.00	10.82	-1.712	.094
	No	16	52.87	14.89		
Duration of participating in in-service training	1-5 days	22	46.90	12.18	-.730	.618
	6 days and above	43	49.23	12.12		
Participating in IEP development process	Yes	58	47.41	12.17	-2.028	.082
	No	7	57.00	7.48		

$p < .05$

In order to determine whether special education teachers' experiences on challenges during IEP development process show significant difference based on gender, institution that they work, status on participating in in-service training, duration of participating in in-service training and participating in IEP development process, T-test analysis was applied. The results are shown in Table 4. As it can be seen from the table, no significant difference was observed between special education teachers' experiences on challenges during IEP development process and their gender, institution that they work, status on participating in in-service training, duration of participating in in-service training and participating in IEP development process.

3.4. One-way ANOVA results on challenges experienced during preparing IEP's related with age

Table 5. One-way ANOVA results of perceptions on teaching arts based on age and class level

Variable		**n**		**Sum of Squares**	**Mean Square**	**F**	**p**
Age	20-27	35	Between groups	12.92	.462	1.098	.391
	28-35	24					
	36 and above	6	Within groups	15.13	.420		

$p < .05$

Table 5 shows one-way ANOVA analysis results which was done to reveal whether special education teachers' experiences on challenges during IEP development process show significant difference on age. According to the table, special education teachers' challenges during IEP development process did not show significant difference based on their age.

4. Discussion

This study tried to identify the attitudes of special education teachers towards IEP development and challenges which might be experienced during this process of IEP development and relation between the attitudes and experienced challenges and demographic variables including age, gender, institution that they work, status on participating in in-service training, duration of participating in in-service training and participating in IEP development process were also examined.

Results showed no significant difference between special education teachers' attitudes towards IEP development process and challenges experienced in this process and demographic variables. In contrast, Bafra and Kargın (2009) showed that special education teachers' attitudes showed significant difference regarding their gender, institution that they work, status on participating in in-service training, duration of participating in in-service training and participating in IEP development process instead of age. In addition, they also found that age, institution, participation in in-service training on IEP development and involvement in the IEP development process were significantly related with challenges experienced by special education teachers during the process of IEP development. Martinez (2004) also indicated that teaching experience and gender were demographic variables found to be significantly related with attitudes of special education teachers towards IEP's.

According to the results, only significant difference was revealed between special education teachers' attitudes towards IEP development process and duration of participating in in-service training. In other words, special education teachers who participated in longer in-service training sessions on IEP development scored higher special education teachers who participated in trainings lasting for between 1 and 5 days. Can (2015) examined the problems of special education teachers related with IEP's and found that not being able establish an IEP team and lack of healthy and functional application of IEP's are the most experienced problems related with IEP. In parallel with the results of the present study, Can (2015) also found that special education teachers made an emphasis on the need for in-service trainings related with IEP's. Furthermore, Bafra and Kargin (2009) revealed that there is a significant difference between attitudes of special education teachers towards IEP development and duration of participation into an in-service training on IEP development.

5. Conclusion and Recommendations

In conclusion, this study provided important results on attitudes of special education teachers working in TRNC towards IEP development process and challenges experiences in this process. The arrangements in the content of undergraduate programs and in-service training programs can be made in the light of the results obtained from the present study. In addition, this study will shed light on future research and practices regarding IEP's prepared and applied in TRNC. Following recommendations for future research and practices are presented based on the results of the study:

1. Seminars, conferences and in-service trainings on preparing effective and functional IEP's for special education teachers should be organized.

2. The content of IEP-related courses included in the special education undergraduate programs can be arranged for improving more practical knowledge skilss and the number of courses can be increased.

3. Other preservice teachers in the Faculties of Education can be informed more about IEP.

4. Due to their participation in the IEP process, in-service trainings and seminars can be organized for all other professionals working in the field of Special Education.

5. This study can be conducted with more professionals working in the field of special education in TRNC to shed light on IEP practices and policies.

6. Other personal variables such as self-efficacy and professional competence of special education teachers related with IEP's might be examined.

7. Based on a pilot school, a research project in which IEP development and implementation skills of teachers can be proposed by following the IEP development and implementation process step by step with teachers.

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EVALUATION OF THE STUDIES ON TECHNOLOGY LEADERSHIP: A CONTENT ANALYSIS

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Abstract

A technology leader is the person who establishes the relationship between technology and leadership by trying to reconcile human and information technology components as the most important in this process by taking an active role in executing the technology. This study aims to determine the current trends in the published articles on technology leadership in order to provide a review on these studies. Data of the study were obtained from ERIC database by searching "technology leadership" and a total number of 53 articles were obtained. The obtained data were examined based on content analysis criteria including year of publication, country, research method, subject, sample, data collection tool and data analysis method. Data were analyzed and provided with frequency and percentages and shown with tables and figures. Results are discussed with relevant literature and recommendations for further research and practices are provided.

Keywords: technology leadership, technology, content analysis

1. Introduction

Technological innovations and developments affect the education system and teaching-learning-process in this context. The technologies used in education are leaving their place to new technologies. Increasingly, they take their place in the classroom environment such as computer, projection, electronic board, distance education and the learning environment is moved to the network environment (Bulman & Fairlie, 2016; Sendurur & Arslan, 2017).

As the information age, it ensures the continuous development of technology and therefore technology is indispensable in every stage of our lives. It is unthinkable that education does not keep up with these developments in our age when everything changes so fast. Today, technology is being tried to be integrated into all processes of education. Researchers emphasizing that technology integration is important, stated that although there is no definite definition of technology integration in schools, teachers can use it as any technology to increase student achievement in classrooms (Hew & Brush, 2007).

Technology is seen by many educators, teachers and researchers as indicators of high quality in education. In order to educate individuals who access and use information, teachers and school managers who have an important role in educational practices to be effective should be

able to use technological tools effectively and have these skills. According to Creighton (2003), a technology leader is defined as a person who possesses technology skills, leads and follows new technological developments, affects teachers, students and other people in this subject, enables them to use technology and integrates technology with other fields. Technology leadership is described as the main role of school administrators in using current technological innovations effectively in education. General characteristics of a technology leader is predicted as having visionary leadership, digital age learning culture, excellence in professional practice and systematic development. Expectations from technology leaders are teaching senior computer skills, preparing and updating web page of school, carrying out advertising studies, developing digital course material, designing interactive education videos and teaching in-service practices to school principals in terms of technology (Sugar & Holloman, 2009; Dexter, 2018).

Today, technology is being tried to be integrated into all processes of education, but this integration process inevitably faces some barriers. Technology leadership is at the center of these barriers since the success of all change and development activities in an educational institution depends on the management understanding in that institution. Therefore, changes and new responsibilities have emerged in the roles and responsibilities of school principals, who play a critical role in the integration of technology into education, for the efficient use of technology in teaching and learning (Flanagan & Jacobsen, 2003; Anderson & Dexter, 2005; Akbaba, Altun & Gurer, 2008; Akcil, Altinay, Dagli & Altinay, 2019). These new roles and responsibilities led experts to look for standard answers to questions such as who the technology leader is, what competences he has, and what his roles are.

As in all fields of education, it is important to redefine the competencies of school principals over time, to ensure their development and to identify the barriers to their development. With the dominance of technology, the need for school principals to adapt themselves to technological developments and to improve themselves in this field is gaining importance every passing day. The changing and increasing diversity of education has increased competition between schools and the need for schools to create effective learning environments; therefore, it has also imposed new roles and responsibilities on school principals. With the development of technology in all areas of education, school principals are expected to assume a leadership role in using and implementing technology (Hacifazlioglu, Karadeniz & Dalgic, 2010). It has become a necessity for school principals to acquire responsibilities and to acquire and develop certain competencies in order to fulfill their responsibilities as technological leaders.

It is important to re-determine the competencies of school principals over time, to ensure their development and to identify the barriers to their development. With the dominance of technology in the new age, the need for school principals to adapt themselves to technological developments and to develop themselves in this field gains importance every day. Some of the qualifications that school principals should have about educational technologies are understanding the basic concepts of computer and technology, recognition of basic software and hardware, knowing the features to be considered in the selection and evaluation of software and hardware, develop vision for using technology in school, search and find resources for technology acquisition and identifying the areas of use of technology. The expected technology leadership role of school administrators includes all organizational decisions, policies and activities that facilitate the effective use of educational technology in the school. Some positive results of a successful technology leadership for the school can be listed as follows:

- Students' academic achievement improves.

• Students' attendance increases.

• Students' burnout decreases.

• A better education environment is prepared for the students.

• Provides more effective management activities.

• Reduces burnout of teachers and other employees (Afshari, Bakar, Luan, Samah & Fooi, 2009; Weng & Tang, 2014).

Considering the importance of an effective technology leadership, this study aims to determine the current trends in the published articles on technology leadership in order to provide a review on these studies. In line with this general aim, answers to the following questions were sought in the study:

1. What is the distribution of the articles on technology leadership based on year of publication?
2. What is the distribution of the articles on technology leadership based on publication of country?
3. What is the distribution of the articles on technology leadership based on research method?
4. What is the distribution of the articles on technology leadership based on subject?
5. What is the distribution of the articles on technology leadership based on sample?
6. What is the distribution of the articles on technology leadership based on data collection tool?
7. What is the distribution of the articles on technology leadership based on data analysis method?

2. Method

2.1. Research Model

Descriptive survey model was used in this research. Descriptive research tries to describe and explain the events, objects, assets, institutions, groups and various variables related to a certain subject or discipline. In this way, it provides the ability to understand and group them well and the relations between them are determined (Karasar, 2009). In the descriptive survey model, observation, recording, detecting the relations between events and generalizing on the invariant principles controlled are included. In other words, the description function of science is in the foreground (Yildirim & Simsek, 2006). In this study, the articles related to technology leadership obtained from ERIC (Education Resources Information Center) database have been analyzed and explained in terms of various variables.

2.2. Content Analysis Criteria

In order to examine the studies on technology leadership in the last five years, all articles published in the ERIC database since 2015 have been systematically searched. The selected articles were analyzed according to the previously determined content analysis criteria

including year of publication, country, research method, subject, sample, data collection tool and data analysis method used in the studies on technology leadership.

2.3. Data Collection

Data of the study involved the published documents on technology leadership in ERIC database. The published documents were searched and identified by the researchers and a total number of 53 published documents were obtained for the study. Figure 1 shows the search page of studies on technology leadership in ERIC.

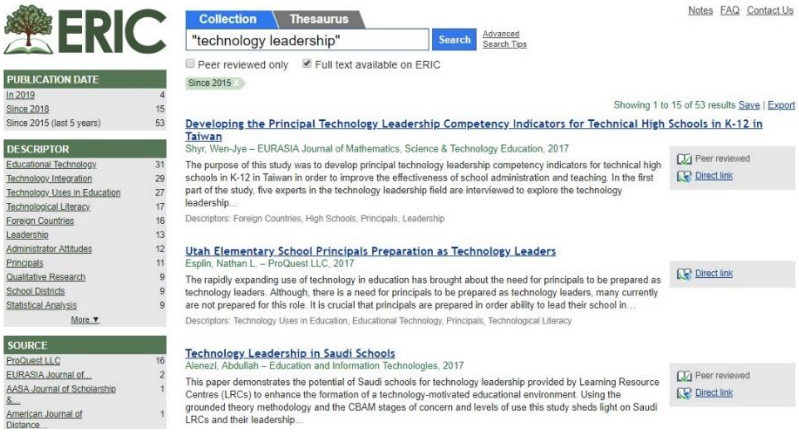

Figure 1. Technology leadership search page in ERIC

2.4. Data Analysis

For data analysis, all obtained data were entered into SPSS 23.00 program and analyzed based on the previously determined content analysis criteria. Descriptive statistics, frequencies and percentages were applied and shown with tables in terms of results.

3. Results

3.1. Distribution of the Articles based on the Year of Publication

Figure 2. Distribution of the articles based on the year of publication

Figure 2 shows the distribution of the articles on technology leadership based on the year of publication in ERIC database. The years between 2015 and 2019 are included in the figure. The articles for the year of 2019 has been included into the study until May. As it can be seen from the figure, there are 9 published documents in 2015, 9 published documents in 2016 and 18 published documents in 2017, 15 published documents in 2018 out of the 53 articles analyzed in the study. As it can be seen, there is a steady increase in the number of publications related with ABA throughout the years and only 2 articles have been published until this month. According to the results, it can be said that there is a steady increase in the number of published articles on technology leadership throughout the years.

3.2. Distribution of the Articles based on the Country of Publication

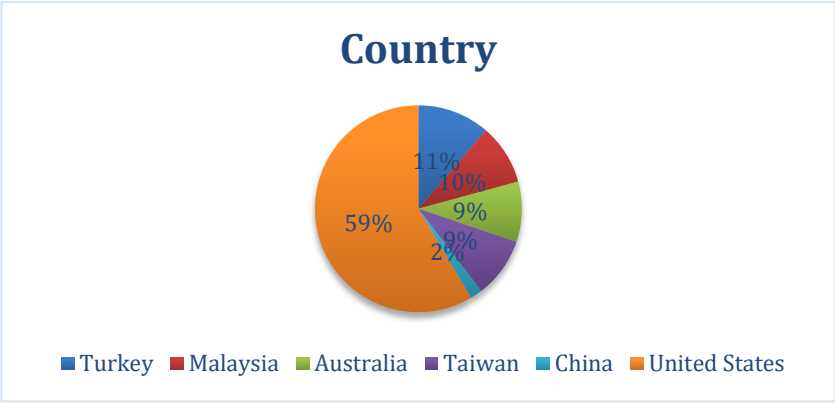

Figure 3. Distribution of the articles based on the country of publication

Figure 3 shows the distribution of the published documents based on the countries. When the results are examined, it is seen that majority of the articles were published by the authors from United States (59%) and Turkey is the second frequent country of the authors (11%). In addition, these results were followed by Malaysia, Australia (9%), Taiwan (9%) and China (2%).

3.3. Distribution of the Articles based on the Research Method

Table 1. Distribution of the articles based on the research method

Research Method	***F***	***%***
Quantitative	32	60.4
Qualitative	14	26.4
Mixed	7	13.2
Total	53	100

Results on the distribution of the articles based on the research method are provided in Table 1. As it can be seen, quantitative research method was the most frequently used method in the articles on technology leadership (f=32, 60.4%). This is followed by qualitative research method (f=14, 26.4%) and mixed research method (f=7, 13.2%). Therefore, it can be inferred that mixed research method is the least preferred method in the examined articles on technology leadership.

3.4. Distribution of the Articles based on the Subject

Table 2. Distribution of the articles based on the subject

Subject	***F***	***%***
Technology leadership competency	21	39.6
Determinants of technology leadership	13	24.5
Preparing school principals as technology leaders	9	17.0
Preparing schools for technology leadership	8	15.1
Online technology leadership course for master students	2	3.8
Total	53	100

Table 2 shows the distribution of the articles based on the subject area. According to the table, the first most frequently studied subject area was technology leadership competency (f=21, 39.6%). As it can be seen, determinants of technology leadership was the second frequently studied subject area with 13 published documents. Results showed that there are 9 studies on preparing school principals as technology leaders, 8 studies on preparing schools for technology leadership and 2 studies on online technology leadership course master students.

3.5. Distribution of the Articles based on the Sample

Table 3. Distribution of the articles based on the sample

Sample	***F***	***%***
Elementary school principals	18	34.0
High school principals	17	32.1
School librarians	7	13.2
Document analysis	7	13.2
Master students	2	3.8
Higher education principals	2	3.8
Total	53	100

Table 3 demonstrates the distribution of the articles based on the sample. According to the table, it is seen that elementary school principals and high school principals were the most frequently studied research sample in the studies on technology leadership in ERIC database. School librarians, master students and higher education principals were the other studies research sample groups. In addition, documents were frequently analyzed in the articles.

3.6. Distribution of the Articles based on the Data Collection Tool

Table 4. Distribution of the articles based on the data collection tool

Data collection tool	***F***	***%***
Questionnaire	27	50.9
Interview form and questionnaire	14	26.4
Interview form	9	17.0
Document	3	5.7
Total	53	100

Table 4 shows the distribution of the articles based on the data collection tool. As it can be seen, questionnaires were the most frequently used data collection tools in the studies on technology leadership (f=27, 50.9%). This result is followed by interview form and questionnaire used together (f=14, 26.4%). Interview form and documents were less frequently used data collection tools when compared to other data collection tools.

3.7. Distribution of the Articles based on the Data Analysis Method

Table 5. Distribution of the articles based on the data analysis method

Data Analysis Method	***F***	***%***
SPSS	24	45.3
Induction	15	28.3
Qualitative analysis and SPSS	14	26.4
Total	53	100

Table 5 shows the distribution of the articles based on the data analysis method. Results showed that researchers frequently preferred to use SPSS program (f=24, 45.3%). In addition, induction (f=15, 28.3%) and qualitative analysis and SPSS together (f=14, 26.4%). were also used as data analysis methods in the studies on technology leadership in ERIC database.

4. Discussion

The current study aimed to determine the trends in the published articles on technology leadership in ERIC database in order to provide a review on these studies. Articles were searched, identified and examined based on certain inclusion criteria. These inclusion criteria were year of publication, country, subject, research method, sample, data collection tool and data analysis method. Results showed that there is a steady increase in the number of published articles on technology leadership throughout the years. This might be due to the increasing importance given to the critical role of technology leadership in the last years for effective educational environments and practices (Webster, 2017; Durnali, 2019).

According to the results, United States is the most frequent country in which the researches on technology leadership carried out. Results also showed that elementary school principals and high school principals were the most frequently studied research sample, questionnaire was mostly used data collection tool and SPSS was the most frequently data analysis method in terms of quantitative analysis.

Furthermore, quantitative research method was the most frequently used method in the articles and the first most frequently studied subject area was technology leadership competency and determinants of technology leadership. School principals perform technology leadership behaviors whether they have sufficient knowledge and skills to be able to bring about, how much technology will be used in educational activities and how much success will be effective. In this context, it is very important for school principals to have technology leadership competencies in order to use technology effectively in educational environments. According to Gurfidan and Koc (2016) stated that technology integration into education is a complicated process and there is a need to investigate the school wide factors for an effective technology leadership.

5. Conclusion and Recommendations

The ultimate goal of this paper was to carry out a content analysis study in order to provide an evaluation on the studies related with technology leadership published in ERIC database. It is expected that this study would shed light to further research and practices on technology leadership since it provided the trends in the studies. Based on the obtained results of the present study, the following recommendations for further research and practices are provided:

•Other international academic databases might be analyzed in order to figure out the trends in the articles on technology leadership.

•This study analyzed the articles on technology leadership, further studies might examine the postgraduate thesis in the related field in order to determine the trends.

•Other content analysis criteria including number of authors, keywords and citations might be used to point out the trends in the articles on technology leadership.

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AN EVALUATION OF THE EFFECTIVENESS OF THE CYPRUS AND CYPRUS TURKISH HISTORY COURSE CURRICULUM OBJECTIVES IN SCHOOL PRACTICES

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Abstract

The aim of this study is to determine the effectiveness of the Cyprus and Cyprus Turkish History course curriculum's objectiveness and the teachers' implementation of the curriculum in schools. The research was conducted using a qualitative research approach and a descriptive research model. In this study, the qualitative research is structured using the case study pattern The researcher prepared semi-structured interview form to reveal the teachers' views. Content analysis method was applied through using Nvivo 10 software in the analysis of qualitative data. The analysis of the survey data was conducted by encoding the results, as well as dividing and categorizing the teacher's feedback and opinions; furthermore, direct opinions have also been noted. According to the findings, not only is there a disparity between the application of the program and its original objectives, but the effectiveness of the curriculum is also questioned.

Keywords: education, curriculum, Cyprus and Cyprus Turkish history, qualitative

1. Introduction

The present study provides detailed information regarding the curriculum's applicability, affordability, functionality, flexibility - individual differences between students should be monitored; the technological developments should be adopted – and the social values that should be goal-oriented should also be protected and transferred to the new generations in the most effective manner. For this reason, the specialists who develop curricula systematically, the authorities who responsible for educational policies, the teachers who implement the curricula and the students who are generally the learners, should benefit accordingly. Therefore, curricula should be designed with contemporary approaches and should represent current issues. In curricula, learning situations should be planned according to specific goals and testing should be effective in evaluating specified target behavior. Today, for the development of technology and in order to provide students with modern skills, contemporary education approaches should be implemented at every level of educational institutions.

Educating individuals who understand the historical, political, societal and cultural phenomena of the globalized world and providing them with the necessary knowledge, skills, attitude and behavior that will prepare them to meet the needs of modern society are among the aims of the Cyprus and Cyprus Turkish History curriculum, which is the primary focus of this study (MEB, 2016). The curriculum of the Cyprus and Cyprus Turkish History course is

student-centered insights are prominent. General approach of the program is re-constructivisim.

Sakaoglu (2008) claimed that history curricula should be designed according to certain harmonization and coordination requirements. Additionally, he stated that an appropriately selected course book should be directly related to a teacher's area of expertise and occupational knowledge. The history curricula that are in use should be evaluated in terms of their objectives, content, learning-teaching activities, assessment and evaluation. Evaluating curricula in terms of the knowledge and skills gained can be interpreted as converting behavior into targeted objectives. The content of the curricula should be formulated in a manner that answers the question 'what shall we teach?', when the curricula is evaluated in terms of its content. In other words, the content should correspond to the targeted behavior. Evaluating curricula in terms of learning-teaching activities implies that learning situations should be organized in a manner that will assist students to acquire the targeted behavior. Demirel (2006) believed that learning-teaching processes have the goal of evaluating the efficiency of the learning experiences of students during the learning process. At the same time, the efficiency of the instructor's teaching experiences is also evaluated. Measuring and evaluating curricula, which are the final stage of educational activities, should involve evaluating students as well as the teaching activities.

The article state of the literature as history education is important for international relations and contributes to the resolution of interstate disputes in a peaceful manner. Also, analysis of history course curriculums meets the requirements for further studies and helps to update the current curriculum.

The contribution of this paper to the literature is systematic curriculum evaluation which determine the effectiveness of the Cyprus and Cyprus Turkish History course curriculum's objectiveness and the teachers' implementation of the curriculum in schools.

The aim of this study is to provide recommendations with the intention of enhancing the existing curriculum of the Cyprus and Cyprus Turkish History course that is taught in school year 6-7-8-9-10 in the Turkish Republic of Northern Cyprus by evaluating the opinions of the teachers who implement the relevant curriculum. The data that were collected through the curriculum evaluation studies could provide the curriculum designers and teachers with valuable feedback about the efficiency of the existing curriculum of the Cyprus and Cyprus Turkish History course. Thus, beneficial information regarding the direction the existing curriculum should take and how it should be developed based on the data that were collected at the end of the curriculum evaluation can be provided to the stakeholders (Ministry of Education, Turkish Education Board, Educational Administration, teachers and students). Curriculum evaluation studies, in general, should be scientific and systematic. It is crucial that tangible benefits are drawn from the results of the evaluation studies. In other words, the preparation of educational reforms should be fundamentally supported by curriculum evaluation studies.

Another importance of this study is that, by gauging the opinions of the teachers who implement the curriculum of the Cyprus and Cyprus Turkish History course, this will provide valuable insights into the level of efficiency of the curriculum as well as whether the targets have been achieved. Furthermore, evaluating one of the components of the curriculum that is objectives and contributing to the scientific basis of education, will provide valuable knowledge to the teachers, who are curriculum implementers, and to those who develop curricula, by specifying the parts that are required to be rewritten for the improvement of the

curriculum. Within the scope of the study, the research on the importance of education, the necessity of history education and the evaluation of the efficiency of the implementation of the curriculum of the Cyprus and Cyprus Turkish History course are all included. Additionally, research on the importance of the curriculum evaluation is accommodated.

The aim of this study is to provide curriculum development specialists and teachers with feedback regarding the efficiency of the present Cyprus and Cyprus Turkish History course as a result of the curriculum evaluation studies. Thus, a final decision will be taken in order to determine whether either the present curriculum will be continued, certain insufficient elements are reconsider or if a completely new curriculum should be developed. Therefore, in accordance with this purpose, the following questions have been prepared:

What are the opinions of the history teachers regarding the Cyprus and Cyprus Turkish History course that is taught in school year 6th, 7th, 8th, 9th, and 10th in terms of the objectives of the curriculum?

2. Literature Review

2.1. Empirical Studies, Studies on Curriculum Evaluation in Education

The curriculum is one of the most important aspects of the educational system and is also a reflection of the political, economic, cultural and social structure of the country in which the the curriculum is developed. Varis (1998) expressed that the main aim of a curriculum is to provide a sufficient level of knowledge and skills to students in order to prepare them for the developments of the modern age. This is why the curricula produce learning and teaching activities that guide students to achieve the required changes in their behaviors. Therefore, educating students who are qualified with contemporary, technological and global characteristics and who are are entrepreneurial, creative, innovative, and can easily adapt to new developments is significantly dependent on the quality and efficiency of the curricula. In this context, the educational policies and philosophies of countries are directly proportionating to each individual who is educated in a manner that will enable to be effective within the contemporary system in the society (Kose, 2011). In other words, preparing individuals who are highly-educated global citizens and encouraging them to acquire a level of professionalism in their chosen careers through an efficient, qualified, practical and successful education system and curriculum are among the principal targets of educational policies. Therefore, the actions of accomplishing these targets and conveying them to the individuals are dependent on the quality and success of the curricula. The knowledge, skills and behavior that individuals are required to acquire are integrated into certain courses and subjects. Therefore, one could conclude that educational curricula cover both curricula and extra-curricular activities.

The reality, practicality, productivity and efficiency of education can only be maintained by curricula that are planned systematically (Demirel, 1996; Erden, 1995; Kucukahmet, 1995). Therefore, it can be said that curricula that are designed systematically by using scientific techniques are a link between society and individuals. This acts as a bridge that conveys the criteria to individuals. Furthermore, it is one of the basic determinants of education and is a set of coordinated learning experiences (Akyuz, 2014; Tezcan, 1985; Wiles & Bondi, 1993).

Curriculum development and curriculum evaluation form a systematic circle and these two elements complete each other. They are reliant on each other and their objective is to meet the needs at the highest level (Erturk, 2013). The origins of curriculum evaluation studies can be traced back to the 1930s. Between 1932 and 1940, Tyler pursued in-depth curriculum studies

over a period of eight years. Tyler (1975) claimed that efficient and high-quality education could only be achieved by transforming instructional objectives into behaviors. It is also significant to highlight that changing instructional objectives into behaviors successfully is completely dependent on the success of the curriculum in use. Tyler (1975) stressed the importance as well as the necessity of curriculum evaluation. Fortunately, by the beginning of the 21st century, curriculum evaluation studies began to become more systematic.

Oliva (1988) claimed that evaluation is conducted for two reasons; one of which is to evaluate the education and the other one is to evaluate the curriculum. Evaluation of the instruction is only possible by taking into account the students' results, the field and pedagogic knowledge of instructors as well as the efficiency of the strategies, methods, techniques and equipment that are used in the teaching period. Curriculum evaluation, however, is a more comprehensive process that encompasses curriculum evaluation studies in its entirety. Saylor, Sanders and Lewis (1981) claimed that evaluation could be conducted in both a directional and purposive manner. Worthern and Sanders (1973), on the other hand, believed that evaluation is helpful for acquiring information about the value and usefulness of the curricula, whether they are beneficial or not and to what extent they are appropriate for the purpose. Hopkins (1989) expressed that evaluation is a state of determining something systematically. Likewise, Brown (1989) defined evaluation as a process where detailed and updated information is collected and analyzed systematically and then used to support the curriculum, to assist with improving the weak points, to reorganize certain points and to determine the efficiency of the curriculum.

In order to establish the aim of the evaluation study, the expectations of the institution that initiates the evaluation and to what extent the needs of the society are met are all taken into account, which explains why it is believed that awareness would be created as a result. Thus, the conclusions drawn regarding the curriculum should be useful for improving education, achieving its aims and should be functional and beneficial. In fact, it could be said that evaluation is a highly beneficial mechanism and is also the stage where decisions can be made to assess whether a curriculum is beneficial or not.

Additionally, the required information is obtained from the stakeholders who directly implement the curriculum during the evaluation process of the curricula. Parents, directors, curriculum development specialists, field experts, ministry staff and examiners are among these stakeholders. Varıs (1997) believed that, in order to decide whether a curriculum is effective or not, the general and specific targets of the curriculum development process should first be examined. Then, it is investigated whether these aims and targets have been achieved and finally, a set of data collection instruments are developed according to the characteristics of both the students and teachers. In terms of this perspective, Erden (1998) claimed that reliable information about the efficiency of the curriculum could only be obtained by developing the data collection instruments in an appropriate manner.

Demirel (2006) claimed that conducting curricula evaluation studies provides the specialists with certain ideas about the success and efficiency of the curriculum and also offers an opportunity for the curriculum development specialists to either continue with the current curriculum, complete any missing aspects or even reconsider entirely the curriculum that is developed and is being implemented. For this reason, the curriculum development studies and curriculum evaluation studies should never be managed separately. as these two concepts are interlinked. By incorporating the results of the curriculum evaluation studies, certain improvements are made to increase the efficiency of the curricula that are developed after intensive, scientific, and systematic studies (Fitzpatrick, Sanders & Worthen, 2004; Varis

1988). Evaluating curricula covers the stages of curricula development – identifying needs, targets, content, learning-teaching process and evaluation. Whether the curriculum that is developed systematically is efficient and productive or not can only be determined through the evaluation process (Dogan, 1997; Erturk, 2013; Marsh & Willis, 2007).

The scope of this study includes the evaluation of the curriculum of the Cyprus and Cyprus Turkish History course and identifying the missing aspects, where appropriate, and completing them according to the curriculum evaluation results. Therefore, after a detailed literature review, it was decided that it would be appropriate to evaluate the curriculum of the Cyprus and Cyprus Turkish History course that is taught at school year 6-7-8-9-10. This evaluation presents both negative and positive information about the curriculum for the people who are responsible for making decisions about the curriculum.

3. Method

2.1. Research Model

In this study, the qualitative research is structured using the case study pattern. This study is descriptive in the form of a survey model and focuses on evaluating the curriculum of the Cyprus and Cyprus Turkish History course. From NVivo analysis it is found that data reduction (Batdi, 2014; Kocoglu & Aydin, 2017). The study has the purpose of collecting data in order to identify various characteristics of the curriculum by analyzing the opinions of the teachers who teach the Cyprus and Cyprus Turkish History course.

2.2. Population and Sample

The population of the study was composed of the teachers who teach the Cyprus and Cyprus Turkish History course to the 6th, 7th, 8th, 9th, and 10th grade students. For the qualitative dimension of the study, the opinions of the 12 history teachers who implement the curriculum of the Cyprus and Cyprus Turkish History course to the 6th, 7th, 8th, 9th, and 10th grade students in the Northern Cyprus of Turkish Republic were taken on a voluntary basis. The sample of the study, however, was composed of 12 teachers who work for the secondary school institutions in Omorfo, Lefka, Karpasia, Famagusta, Trikomo and Kyrenia.

2.3. Data Collection Instruments

Semi-structured interview form was used in this study. The interview form that was prepared for the history teachers of the secondary school institutions of the Turkish Republic of Northern Cyprus. Interview form were developed by the researcher after the relevant literature was reviewed. Prior to conducting the interview with the teachers, the interview form was sent to two history education, one qualitative research, and five educational sciences specialists to verify the content validity. The form was finalized after conducting a pilot study to determine the accuracy of the report and then the interviews commenced.

2.4. Semi-Structured Interview Form

The researcher developed the teacher's interview form in order to evaluate the curriculum in terms of the objectives. The interview question is the effectiveness of the Cyprus and Cyprus Turkish History course curriculum objectives in school practices?

2.5. Data Collection Process

For the interviews with the 12 history teachers who teach the Cyprus and Cyprus Turkish History course, permission was obtained either via telephone or by making an appointment. Particularly attention was given to the locations where the teacher interviews occurred to ensure that they were sufficiently quiet that clear recordings could be made. The researcher designed all the questions on the semi-structured interview form. The interview had a duration of between 40 and 50 minutes and were recorded by the researcher.

2.6. Data Analysis

NVivo 10 package program was used for the analysis of qualitative data. Programs are tools that accelerate data analysis and simplify the process by processes such as data storage, encoding, recall, merging and visualization. However, the researcher applies the analysis process. The qualitative data analysis steps of the research in this direction are as follows:

The interviews with teachers were recorded. These records were transferred to the computer and then listened by the researcher and transcribed by using Microsoft Office program. These documents were uploaded to the Nvivo10 program and a project named "student negotiations" was created. The crude data obtained from the interviews was cleared. Then the data was coded. During the coding process, significant parts of the obtained were selected and the conceptual meaning of each part was found. While coding the data, the induction approach was used and the codes were formed as free codes. Free codes were put together according to their characteristics and the themes were created. The appropriateness of the coding in the study was reviewed by two experts (peer review). 37 of the 40 codes created by the researcher were accepted by the experts. It was determined that the researcher and the experts 92% reached a consensus on the codes by using the reconciliation percentage formula Reconciliation Percentage =Na Consensus / [Na (Consensus Unit + Nd Disagreement) x 100] introduced by Miles and Huberman (1994). A value, which is over 80%, shows that the research is reliable (Miles and Huberman, 1994). The codes, which were left out, were replaced by the new ones offered by researcher and so the codes were finalized. Then the obtained data were digitized and quantified. The frequency of repetition of the codes and themes obtained within the scope of the research were calculated and presented in tabular form. A detailed and direct citation was given in terms of the validity and reliability of the results obtained. At this stage, the names of the teachers were coded as Teacher 1, Teacher 2 ... because of the ethics of the research.

For the qualitative data analysis, descriptive analysis techniques were used to analyses the opinions of the teachers regarding the evaluation of the Cyprus and Cyprus Turkish History curriculum within the scope of this study. The content analysis, which is one of the qualitative data analyses, was used to conduct in-depth analysis over the data that were obtained through the interviews. The reason for using content analysis was due to the themes and codes that emerged from the interviews. The opinions of the teachers were directly conveyed through the descriptive analysis. Tavsancıl and Aslan (2001) claimed that qualitative data are rendered more meaningful after they are analyzed and concretized with the aid of codes and categories.

All the data were checked many times and some patterns emerged and then these patterns were coded under node option. All the nodes were in the tree node format hierarchically. But, after the data analysis developed, the relationships between the codes became easier to see and the researcher started grouping them using tree codes and major codes were grouped as the aim of the research goals. NVivo helps tremendously from conceptualization and coding of data to an entire research report saving time and energy of researchers (Gibbs, 2002; Richard, 2002).

During the analysis, the data were coded and categorized. A number of direct quotations were used from the teachers' opinions. The interview samples that were formed for the evaluation of the Cyprus and Cyprus Turkish History curriculum were carefully read several times and a code list was formed accordingly. The data are considerably significant while forming the code list. After the coding, the themes were formed. The code list and the themes were then sent to the qualitative research experts to be reviewed and finalized.

The codes and the themes that were obtained through the content analysis of the interviews are presented with direct quotations to facilitate the comprehension of the readers. The quotations are presented with quotation marks and certain abbreviations used to represent the teachers. This enabled the teachers to be considered anonymously, regardless of their gender, age, etc. The teachers are abbreviated as Teacher 1, Teacher 2, and Teacher 3.

4. Results and Discussions

4.1. Findings and Comments Obtained Through the Teacher Interview Form

A database has been created in accordance with the topics obtained related to the targets of the program. Considering the opinions of the teachers who are the implementers of the program, the aim is to determine the objectives aimed to be delivered to students, in terms of their knowledge, skills, value of the product, the environment within which the program is conducted, the existing conditions of the program, and the needs and requirements that may not have been satisfied, if appropriate.

The qualitative data derived from the teachers' opinions on Cyprus and Cyprus Turkish History Teaching Program are classified in accordance with their themes and presented in Table 1. The opinions of teachers on Cyprus and Cyprus Turkish History and the themes created in accordance with their opinions are presented as two themes, as follows: "Cognitive high level thinking skills and status of achieving the objectives" and "Thinking skills related to teaching history". The opinions of teachers for the first theme are classified on the basis of seven different codes, and the opinions of teachers regarding the second theme are classified on the basis of five different codes.

Table 1. Opinions of history teachers on the program objectives of the Cyprus and Cyprus Turkish History course taught in the year 6-7-8-9-10 classes at schools

Themes	Codes
Cognitive High-Level Thinking Skills and Status of Achieving Objectives	Problem solving skills
	Using information and technology
	Research – investigation skills
	Critical thinking skills
	Creative thinking skills
	Communication skills
	Skills that can be used to fulfill the needs and requirements of the continuously changing needs of the 21st Century.
Thinking Skills	The skills to think historically, analyze and interpret
	In a globalized world, the ability to perceive political, social, economic and cultural events
	Introduces chronological thinking skills
	Research based on the investigation of history
	Universal values, giving particular importance to national values

Regarding the "Cognitive high level thinking skills and status of achieving the objectives", the history teachers declared their opinions on the Cyprus and Cyprus Turkish History (CCTH) course in terms of research, investigation, use of information and technology, critical thinking, communicating, creative thinking, problem solving, and high level thinking skills that can fulfil the requirements and needs of the developing and changing 21st century.

The qualitative data thus obtained reveals that the history teachers asserted that the CCTH course was unable to deliver the targeted gains and skills to students and the program was not as sufficient as had been expected. Sample statements regarding the achievement or non-achievement level of the course are given below:

"I would like to point out that the objectives and gains stated for CCTH course are too much. For example, it is not possible to gain so many skills and abilities such as research and investigation, using information and technology, critical thinking, communicating, creative thinking, solving problems, developing high level thinking skills to meet the needs and requirements of the 21st century. It is not possible to gain all those skills or achieve the goals throughout this course. The content of this course must be more concise." (Teacher, 3).

"To be honest, I believe that it is not possible to achieve the objectives of the program, the achievement level of the high level objectives is low because they are not appropriate for the level of students. Students' level of readiness cannot be known." (Teacher, 5)

"Although using information and technology is one of the most important subjects of our present day and is amongst the objectives, there is no use of information and technology in the content of this course." (Teacher, 6)

"Within the content of the course on CCTH, the targeted skills, for example, making students achieve the objectives or gain skills such as meeting the needs and requirements of the 21st century, is not possible. Amongst the reasons of this is that there is no learning environment in

classrooms to achieve such an objective, and because of the time and financial restraints, only presentation of the course is possible and students mostly attempt to memorize the presented content. Besides this, I also would like to point out that, at this age through which the technology and science is prominent, we must deliver the skills of research and investigation to student; however, we are still insisting on memorizing things and why we do this in this way always generates a question in my mind." (Teacher, 1)

"If we want to train individuals who can cope with the developments and changes of the 21st century, it is necessary to consider the cultures, social structures, and customs and traditions of other countries. In my opinion, knowing about the values of other countries ensures easier establishment of communication with other societies. More importance must be given to daily events." (Teacher, 12)

"Objectives are taking part in the program; however, in practice, these objectives cannot be achieved by the students as the topics are in abstract form, and there are lots of subjects to be taught. The objectives of the program cannot be delivered to students to ensure sustainable behaviors or skills. Also, only limited information about the globalized world can be delivered to students." (Teacher, 5)

"As all the objectives of the course cannot be delivered to students, I would prefer not to include all these objectives in the course content. I believe that the objectives which are applicable must take place in the course objectives. (Teacher, 7)

The opinions of the teachers teaching the CCTH course reveal that the objectives related to high level cognitive thinking skills cannot be achieved effectively. In general, it is aimed to investigate the following issues related to course objectives: when the course is implemented efficiently, the achievements of students in terms of knowledge, skill and gains are assessed.

In the light of these findings, it could be suggested that the possibility of achieving the program or course objectives must be considered carefully when the teaching programs are designed and developed. The objectives that many no longer be appropriate or that cannot be achieved must not be included in the program.

In the second theme, which was based on "Thinking skills related to teaching history", the teachers stated their opinions on the objectives of CCTH, including chronological thinking skills, historical thinking, analysis, interpretation, research based on exploring history, skills to perceive the political, cultural, social and economic events, and understanding the universal values in which the national values are particularly emphasized.

The qualitative data obtained from the teachers indicates that the objectives of the CCTH course taught to year 6-7-8-9-10 school groups have been achieved to a certain extent. In this regard, objectives related to thinking skills in history have also been achieved to some level. The statements of the teachers related to achieving the objectives of the history course are given below: "The CCTH course aims to develop students' thinking skills in analyzing and interpreting the important events taking place in Turkey and throughout the international platform. However, although achieving these objectives has been limited because of various reasons, I can claim that I am able to make my students achieve these objectives and teach these skills to my students. Because of the time restrictions due to the course hours, which is one of the most important negative aspects, any minimal teaching activities can be carried out in order to teach research skills, which are based on exploring history." (Teacher, 22)

"The CCTH course aims to make students learn both national and international history and culture; however, the national values are given more priority. The aim is to improve the

students' skill related to analyzing the political relations of Turkey with other countries and changes in the globalized world. National values are the focal point of the course and universal values are also taught." (Teacher, 11)

"In this course, national values are the central aspect of the teaching goals and obtaining national unity with the values in Turkey is successfully achieved." (Teacher, 12)

"I believe that course content focusing on national, social, cultural and political values must be given more emphasis in the CCTH course." (Teacher, 22)

"For students studying in the final year of the secondary education, knowing about the contemporary history helps them to raise awareness about the present day and prepare for the future. In this respect, the CCTH course must be taught at all stages of the teaching programs and skills to carry out critical thinking about history must be provided to students, if we want to educate individuals who can cope with the requirements of the evolving era we live in." (Teacher, 14)

According to the teachers, whose opinions are given above, the course objectives in terms of students acquiring critical thinking skills about history throughout the CCTH course have been achieved to a certain extent; however, the level of achievement was lower than anticipated. In this respect, the history programs or courses must be redesigned to teach students skills related to how to analyze international developments in historical terms, and the information must be redesigned to a certain level whereby the students can successfully use and produce the information and knowledge wherever necessary.

In the light of these findings, it could be argued that the skills related to historical analysis, interpretation, analysis on national and international history, culture, economy and politics must be considered while developing the history teaching programs and courses.

4. Results and Discussion

The history teachers engaged in this research asserted in their statements that they were not well-informed or had not received in-service training regarding the objectives and content of the CCTH course and, therefore, they were unable to implement the program as required. So, the history teachers should take in-service training related to this course as well as seminars providing beneficial information about the teaching-learning process of this course. Moreover, they stated that designing a teacher's handbook about the implementation of this course would be highly beneficial.

On the other hand, within the scope and findings of this research, the teachers claimed in interviews that they did not understand the philosophy of this course and because of this, they were not satisfied with the objectives of the course. The teachers who analyzed course objectives and explored the details of the course stated that the content of the course in its present format is not helpful for teachers, does not provide guidance to teachers and, due to the lack of time, the targeted objectives cannot be achieved.

It was discovered that the objectives are not specifically in line with the course objectives, and activities and assessments cannot be conducted as required. The teachers claimed that the objectives of the course and the applications required to be implemented throughout the course are not in coherence. In line with the findings of this research, in their research, Şad and Karaova (2015) established that the teachers were unable to follow the requirements of the program throughout the implementation process.

Furthermore, the teachers stated the program's objectives and goals should be more accurate. The teachers do not use the course book as the main teaching source because is lacks sufficient quality to attract the interest of students and the book was not written in coherence with the phasing principle. Moreover, the visual materials included in the book, such as photos, maps, drawings, tables, and paintings do not correspond with the text. The Cyprus and Cyprus Turkish History course, found that, in terms of the opinions of the teachers and students, the course book content was interesting for teachers, but the students did not have the same perspective. It stated that the teachers claimed that the texts and materials included in the book were in coherence; however, the opinions of the students were negative on this issue.

Another important finding of this research is that the infrastructure of the classrooms is not appropriate for the use of technological materials and, because of this, the technological materials required to be used within the scope of this course cannot be utilized. In fact, the teachers stated that there is no access to technological materials. Technological materials are believed to improve the quality of teaching and positively contribute to the motivation of students. The relevant literature also reveals that using technology improves the quality and is beneficial in history teaching (Demir & Duruhan, 2015; Orakcı, 2012). In line with these findings, Öztürk (2012), in his research conducting interviews with students, found that enriching the content of the course by incorporating films and visual materials would be significantly more beneficial for students.

One of the fundamental objectives of the Cyprus and Cyprus Turkish History course is to make the students the focal point of the teaching process, taking the individual differences of students into consideration, making students think, prompting them to investigate, ask questions and to share opinions with others (MEB, 2016). However, amongst the findings of this research, it was found that the activities to engage students in critical thinking activities and other teaching-learning activities do not occur in the classroom studies. Thus, in line with the opinions of the history teachers and findings of the relevant research, the content of the CCTH course must be reviewed and redesigned. Furthermore, teachers should receive training that will make them more aware about all objectives of the recent curriculum.

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